

# PARENTS AND PEERS IN SOCIAL DEVELOPMENT A SULLIVAN-PIAGET PERSPECTIVE

James Youniss



# Parents And Peers In Social Development A Sullivan Piaget Perspective

**Robert H. Coombs**



## **Parents And Peers In Social Development A Sullivan Piaget Perspective:**

**Parents and Peers in Social Development**, 1980 *Parents and Peers in Social Development* James Youniss, 1982-04 Most studies of social development in children have relied on the assumption that adults instructions to children pass on knowledge of the rules of behavior which govern and preserve society In this volume James Youniss argues that the child s relations with his or her friends and peers make a distinctive and critically important contribution to social development While the child s relations with parents and other adults provide a sense of order and authority peer relations are a source of sensitivity self understanding and interpersonal cooperation Following a discussion of the views of Harry Stack Sullivan and Jean Piaget whose theories are synthesized in Youniss s perspective Youniss presents a wealth of empirical data from studies in which children describe their own views of their two social worlds

**Handbook of Social Development** Vincent B. Van Hasselt, Michel Hersen, 2013-11-11 Social development over one s lifetime is a complex area that has received considerable attention in the psychological social psychological and sociological literature over the years Surprisingly however since 1969 when Rand McNally published Goslin s Handbook of Socialization no comprehensive statement of the field has appeared in book form Given the impressive data in this area that have been adduced over the last two decades we trust that our handbook will serve to fill that gap In this volume we have followed a lifespan perspective starting with the social interactions that transpire in the earliest development stages and progressing through childhood adolescence adulthood and finally one s senior years In so doing we cover a variety of issues in depth The book contains 21 chapters and is divided into five parts I Theoretical Perspectives II Infants and Toddlers III Children and Adolescents IV Adults and V The Elderly Each of the parts begins with introductory material that reviews the overall issues to be considered Many individuals have contributed to the final production of this handbook Foremost are our eminent contributors who graciously agreed to share with us their expertise We also thank our administrative and technical staff for their assistance in carrying out the day to day tasks necessary to complete such a project Finally we thank Eliot Werner Executive Editor at Plenum for his willingness to publish and for his tolerance for the delays inevitable in the development of a large handbook

**Handbook of Adolescent Psychology, Volume 1** Richard M. Lerner, Laurence Steinberg, 2009-04-06 The study of and interest in adolescence in the field of psychology and related fields continues to grow necessitating an expanded revision of this seminal work This multidisciplinary handbook edited by the premier scholars in the field Richard Lerner and Laurence Steinberg and with contributions from the leading researchers reflects the latest empirical work and growth in the field

*The Family Context of Adolescent Drug Use* Robert H. Coombs, 1988 In this unique and highly practical volume experts concentrate on the family the foundation of mental health and social control as the most positive force in the prevention of adolescent drug use Contributors thoroughly examine practical effective interventions that are positive instructional and preventive instead of remedial

**Children's Peer Relations: Issues in Assessment and Intervention** B. H. Schneider, K. H. Rubin, J. E.

Ledingham,2012-12-06 Willard W Hartup This volume amounts to an anniversary collection It was 50 years ago that Lois Jack 1934 published the findings from what most investigators consider to be the first intervention study in this area The experiment later replicated and extended by Marjorie Page 1936 and Gertrude Chittenden 1942 concerned ascendant behavior in preschool children which was defined to include a The pursuit of one s own purposes against interference and b directing the behavior of others Individual differences in ascendance were assumed to have some stability across time and hence to be important in personality development But ascendance variations were also viewed as a function of the immediate situation Among the conditions assumed to determine ascendance were the individual s status in the group as expressed in others attitudes toward him his conception of these attitudes and his previously formed social habits Jack 1934 p 10 Dr Jack s main interest was to show that nonascendant children identified on the basis of observations in the laboratory with another child were different from their more ascendant companions in one important respect They lacked self confidence And having demonstrated that Dr Jack devised a procedure for teaching the knowledge and skill to nonascendant children that the play materials required She guessed correctly that this training would bring about an increase in the ascendance scores of these children

**Textbook of Adolescent Psychiatry** Richard Rosner,2003-08-29 Adolescent Psychiatry is the first text

reference to provide such in depth comprehensive and practical coverage of this specialist area There are many questions pertinent to adolescence alone and these are highlighted throughout the book Starting with the important aspects of normal development the reader is then taken on to risk behaviour and

*Handbook of Peer Interactions, Relationships, and Groups* Kenneth H. Rubin,William M. Bukowski,Brett Laursen,2011-01-31 This comprehensive authoritative handbook covers the breadth of theories methods and empirically based findings on the ways in which children and adolescents contribute to one another s development Leading researchers review what is known about the dynamics of peer interactions and relationships from infancy through adolescence Topics include methods of assessing friendship and peer networks early romantic relationships individual differences and contextual factors in children s social and emotional competencies and behaviors group dynamics and the impact of peer relations on achievement social adaptation and mental health Salient issues in intervention and prevention are also addressed

**The Child at School** Peter Blatchford,Anthony D. Pellegrini,Ed

Baines,2015-07-16 What is the nature of children s social life in school How do their relationships and interactions with peers teachers and other school staff influence their development and experience of school This book written by leading researchers in educational and developmental psychology provides answers to these questions by offering an integrated perspective on children s social interactions and relationships with their peers and teachers in school Peer interactions in school have tended to be underestimated by educationalists and this book redresses the balance by giving them equal weight to teacher child interactions In this second edition the authors extensively revise the text on the basis of many years of research and teaching experience They highlight common misconceptions about children their social lives and school

achievement which have often resulted in ineffective school policy The book includes a number of important topics including The significance of peer friendships at school The nature and importance of play and break times Aggression and bullying at school Peer relations and learning at school The classroom environment and teacher pupil interaction The influence of gender in how children learn at school Advantages and disadvantages of different methodological approaches for studying children in school settings Policy implications of current research findings The Child at School will be essential reading for all students of child development and educational psychology It will also be an invaluable source for both trainee and practicing teachers and teaching assistants as well as clinical psychologists and policy makers in this area      **Embodied Family**

**Choreography** Marjorie Goodwin,Asta Cekaite,2018-03-28 Embodied Family Choreography documents the lived and embodied practices employed to establish maintain and negotiate intimate social relationships in the family examining forms of control care and creativity Making use of the extensive video archives of family interaction in the US and Sweden it presents the first investigation of how touch and interaction between bodies in conjunction with talk constitute a primary means of orchestrating activities through directives thus creating rich relationships through supportive interchanges and engaging in playful explorations of the world Through close investigation of the sequential and simultaneous engagement of bodies interacting with other bodies this book makes visible the important role touch plays in the context of contemporary Western middle class family life and is pioneering in its analysis of how the visual aural and haptic senses usually analysed separately mutually elaborate one another As such Embodied Family Choreography will appeal to scholars of child development the sociology of the family and ethnomethodology and conversation analysis      Constructivism in the

Computer Age George Forman,Peter B. Pufall,2013-05-13 Discussing the future value of computers as tools for cognitive development the volume reviews past literature and presents new data from a Piagetian perspective Constructivism in the Computer Age includes such topics as teaching LOGO to children the computers effects on social development computer graphics as a new language and computers as a means of enhancing reflective thinking      **The Science of Compassionate**

**Love** Beverley Fehr,Susan Sprecher,Lynn G. Underwood,2009-01-26 The Science of Compassionate Love is an interdisciplinary volume that presents cutting edge scholarship on the topics of altruism and compassionate love The book Adopts a social science approach to understanding compassionate love Emphasizes positive features of social interaction Encourages the appropriate expression of compassionate love both to those in intimate relationships and to strangers Includes articles by distinguished contributors from the fields of Psychology Sociology Communication Studies Family Studies Epidemiology Medicine and Nursing Is ideal for workshops on compassionate love Positive Psychology and creating constructive interactions between health professionals and patients      **Personality, Social Skills, and Psychopathology**

David G. Gilbert,James J. Connolly,2013-11-11 This book presents an introduction to the study of relationships among personality social skills and psychopathology Although research findings during the last decade have made it clear that the

relationships among these variables are almost always complex and multiply determined many clinicians and theoreticians have not incorporated such complexities into their models of human behavior and therapeutic intervention This discrepancy between clinical theory and research based findings has been of special concern to us because we have been both empirically oriented academic researchers and practicing clinicians It is our belief that clinical theory related to personality social skills and psychopathology can be enriched by research findings from a wide range of fields from human genetics temperament and personality to family systems affect psychophysiology and learning This book is divided into an introductory chapter and three sections The introductory chapter provides an overview of the issues in the field compares models and provides suggestions for further integration and articulation of concepts related to personality social skills and psychopathology The book's first section presents state of the art general models of interactions among personality social skills and psychopathology Connolly opens this section with a chapter that reviews longitudinal findings indicating that personality traits predict the onset of psychopathology and marital distress The etiology of these and related findings is the subject of other chapters in this section *SAGE Directions in Educational Psychology* Neil J Salkind, 2010-10-31

Educational psychology is a broad field characterized by the study of individuals in educational settings and how they develop and learn It incorporates information from such sub disciplines such as developmental psychology human development across the life span curriculum and instruction motivation and measurement and assessment Neil Salkind has mined the rich and extensive backlist of SAGE education and psychology journals to pull together a collection of almost 100 articles to be the definitive research resource on education psychology Section One Human Growth and Development focuses on the processes involved in human growth and development including ages and stages of development different theoretical perspectives and the role and effectiveness of early intervention among other topics Section Two Cognition Learning and Instruction concentrates on the mechanisms through which individuals learn and retain information Section Three Motivation explores why individuals seek out goals and what the mechanisms are that characterize this search as it relates to learning Section Four Measurement Assessment and Statistics looks at the topics that are critical to understanding individual differences the growth in the use of computers as assessment tools qualitative and quantitative methods statistical techniques and evaluation Parent-Youth Relations Stephan Wilson, Gary W Peterson, Suzanne Steinmetz, 2012-12-06

Explore the most fundamental human relationship between parent and child Western social science has long neglected to acknowledge that family relationships must always be examined from a culturally sensitive perspective Parent Youth Relations Cultural and Cross Cultural Perspectives fills this void by exploring in depth the most fundamental human relationship between parent and child in different societies around the world International experts provide a comprehensive collection of original research and theory on how parental styles and the effects of culture are interconnected Written from diverse perspectives this unique resource reveals deep insight into these relationships by focusing on the individuals the

structure of the family and societal and cultural influences Parental relations and cultural belief systems both play integral parts on how socialization and development occur in children Parent Youth Relations Cultural and Cross Cultural Perspectives presents several viewpoints some comparing similarities and differences across societies or nations others exploring relationships within a single culture This probing global look at parent youth relations provides sensitively nuanced information valuable for every professional or student in the social sciences Detailed tables illustrate research data while thorough bibliographies offer opportunities for further study Parent Youth Relations Cultural and Cross Cultural Perspectives explores parenting style and its effects on children in Chinese culture parenting style in problem solving situations in Hong Kong cross national perspectives on parental acceptance rejection theory multinational studies of interparental conflict parenting and adolescent functioning the relationship between parenting behaviors and adolescent achievement in Chile and Ecuador parent adolescent relations and problem behaviors in Hungary the Netherlands Switzerland and the United States cross national analysis of family and school socialization and adolescent academic achievement parent child contact after divorce from the child s perspective familial impacts on adolescent aggression and depression in Colombia predicting Korean adolescents sexual behavior from individual and family factors parenting in Mexican society relations with parents and friends during adolescence and early adulthood parent child relationships in childhood and adulthood and their effect on the parent s marriage the effects of financial hardship interparental conflict and maternal parenting in Germany and more original research studies Parent Youth Relations Cultural and Cross Cultural Perspectives presents the freshest research available along with extensive bibliographies providing essential reading for educators advanced undergraduates graduate students and professionals in family studies sociology psychology and anthropology

**Learning to Cooperate, Cooperating to Learn** R. Hertz-Lazarowitz, S. Kagan, S. Sharan, R. Slavin, C. Webb, 2013-11-11 This book was written and edited as a project of the International Association for the Study of Cooperation in Education IASCE It grew directly out of the second conference of the IASCE held at Brigham Young University Provo Utah in July 1982 The chapters in the book were originally presented in some form at the Provo conference though most have been considerably revised since that time This is the second book sponsored by the IASCE the first Cooperation in Education Provo Utah Brigham Young University Press 1980 edited by Shlomo Sharan Paul Hare Clark Webb and Rachel Hertz Lazarowitz was based on the proceedings of the first conference of the IASCE in Tel Aviv Israel in 1979 The IASCE is a group of educators interested in studying developing or applying cooperative methods at various levels of the process of education It includes researchers teacher educators teachers and school administrators from more than a dozen countries

**Interaction in Human Development** Marc H. Bornstein, Jerome S. Bruner, 2014-01-14 Interaction in Human Development unites theoretical essays and empirical accounts bearing directly on the nature of interactions as a principal factor and organizing feature in human mental and social development The papers discuss all areas of interaction including genetic environmental life span interpersonal and cultural

Ideal as a text for students and as a reference for professionals in personality developmental educational and environmental psychology psychotherapy behavioral medicine and language

### **Parent-Child Interaction and Parent-Child Relations**

M. Perlmutter, 2013-10-28 This volume contains the papers presented at the seventeenth Minnesota Symposia on Child Psychology held October 28-30 1982 at the University of Minnesota Minneapolis As has been the tradition for this annual series the faculty of the Institute of Child Development invited internationally eminent researchers to present their research and to consider problems of mutual concern to scientists studying development For this symposium there also were commentary papers prepared by members of the University of Minnesota community The theme of the seventeenth symposium and the present volume was parent child interaction and parent child relations

### **The First Compendium of Social Network Research Focusing on Children and Young Adult**

Suzanne Salzinger, John Antrobus, Muriel Hammer, 2015-01-28 Research on adult personal social networks has contributed greatly to an understanding of mental health illness and responses to stress Fueled by this successful research and a growing concern for today's youth the contributors to this volume have conducted investigations into the functioning and structures of the social networks of toddlers school age children adolescents and college students The editors of this volume move beyond vague generalizations about characteristic and behavior acquisition through socialization in childhood by applying a longitudinal perspective to the sampling of child adolescent and young adult network research Social Networks of Children Adolescents and College Students unites several major empirical studies of children's social networks investigating the acquisition of specific behaviors from particular groups of individuals under certain conditions Topics covered include the effects of social networks on child development and disorder the relationship between social networks and coping with stress the role of friends or groups in positive socialization Of special interest to practitioners researchers and advanced students are comparative data on children from other cultural groups and non mainstream American youths descriptions and evaluations of methodologies introductory materials by the editors commenting on the field and the research extensive bibliographies

**Childhood Social Development** Harry McGurk, 2022-02-22 This book provides an account of research in action and debate in progress in a selection of areas of childhood social development where significant progress is underway The chapters are written by an eminent group of British and American developmental psychologists each of whom has made primary contributions to research in the areas covered in the volume The contributors were invited to reflect upon the current scene in social developmental research and to develop their own distinctive viewpoint and contribution to the field The book addresses issues in social development from infancy to adolescence The topics examined include interactions between biological and social factors in social development sex role development the development of friendships the role of peer interaction in social and cognitive development and the influence of cultural artifacts in the social and cognitive development of children Although each chapter is concerned with a different aspect of social development there are a number of themes that recur



throughout the volume One concerns the nature of social development the acquisition of social understanding and the development of social skills are not individual achievements of children reared in isolation Rather they are the outcome of social processes in which the developing child engages sometimes in an unequal partnership with experienced adults at other times in more equal partnership with peers and playmates In both cases the development change is a constructive outcome A second recurrent theme is a concern for developmental researchers to take fuller account than they may traditionally have done of the nature of the cultural settings in which social development occurs Different cultures have different customs and artifacts and these can constrain development in different ways This issue is considered throughout the book and is the specific focus of the final chapter

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