1. Harris (#2):

Parents less important than peers;

Parents only provide genes and help to choose contexts where kids grow up

Parenting: great demand, no purpose

1. Yunger et al. (2004)

Gender identity (IV) at Year 1 influences Well-being (DV) at Year 2

Low gender typicality + high felt pressure for gender conformity 🡪 internalizing symptoms

1. Lansford et al. (2015)

Normativeness (actual: mother’s report of their own use of physical discipline; perceived: mothers’ and kids’ report of other parents use of physical discipline), and maladjustment in children

When perceived normativeness (esp. among kids) is high, the association is less strong between actual physical discipline and maladjustment

Indicators: YSR (youth self-report) aggression and anxiety reported by kids (e.g., ‘‘I worry a lot;’’ ‘‘I get into many fights’’); CBC (child behavior check list) aggression and anxiety reported by mothers (e.g., fearful or anxious; cruelty, bullying, or meanness to others)

1. Laursen et al. (2007)

Social participation (positive) and social isolation (negative) to internalizing and externalizing problems (psychosocial adjustment) – exists and form a chronic cycle

Friendship moderates the association and protects kids from the cycle

1. Espelage et al. (2014)

Family violence to adolescent substance use, in boys, partially explained by bully and fighting (peer aggression) to the same extent

Parental directing helps if it fits the kids

Physical discipline does not necessarily lead to maladjustment

Negative family dynamics: contexts for deviant behaviors; for boys, this path is partially explained by peer aggression

1. Haun & Tomasello (2011):

Conformity: pressure to change one’s behaviors and/or beliefs in order to fit in

3/4 conformed at least once (18 out of 24) at speak/conflict, and 10 out the 18 conformed more than once

Normative conformity: to be liked/accepted;

Informational conformity: to be correct

Conformity can be adaptive for human culture transmission by reaching quickly group uniformity

1. Henry Stack Sullivan:

Chum, or a close friend – important

1. Rodkin & Roisman (2010):

NICHED study: popularity was measured by teachers’ rankings of kids’ popularity with the other same-sex kids

1. Goodman et al. (2005):

Examined adolescents stress in the context of SES and minority status (race/ethnicity)

1. Erath & Tu (2013):

Social competence derived from given low RSAR (physiological response), engaging coping strategy is related to higher social competence than disengaging coping strategy

1. O’Connor et al. (2011):

The effects of teacher-children relationships on externalizing behaviors; on effects of early internalizing on later internalizing behaviors; not on internalizing behaviors directly

Might be the latest additional research on Bronfenbrenner’s bioecological model

For the support of kids’ social-emotional development: offers behavioral support during development, teaches coping skills, aids in formation of positive social skills, self-regulatory skills, and prevents behavioral problems

1. Tu et al. (2014):

The importance of person-environment fit on peer adjustment

Low stress reactivity children: high parental directing leads to better friendship and peer affiliation

High stress reactivity children: not the case