1. Which of the following parents exhibit an authoritarian parenting style?

Punishment, rigid, obedience, autocratic, directive, rules, structure, because I said so, I’m the boss, status, low responsiveness, warmth, and supportiveness, high behavioral control and demandingness

1. Which of the following is among Harris’ main points on parenting?

* Parents don’t matter as much as peers.
* Parents’ importance to their children’s development is limited to:
* Genetic contributions
* Choosing children’s contexts
* Socialization is group based.
* Parents’ groups influence children’s groups
* Group processes are critical in ontogeny (development of an organism) and phylogeny (development of a group)
* The parenting “industry” serves a great demand but no purpose

Group socialization theory implies that children would develop into the same sort of adults if we left them in their homes, their schools, their neighborhoods, and their cultural or sub-cultural groups, but switched all the parents around.

*Parents influence groups, which influence children. If the connection between parents and groups is cut, then parents will have no influence on children.*

1. The research by Yunger et al. (2004) focused primarily on understanding the relationship between:

* *Effects of gender identity in Year 1 on Adjustment in Year 2*
* *Low gender typicality + high felt pressure for gender conformity 🡪 internalizing symptoms*
* Gender Identity (the X variables)
* Typicality
* Contentedness
* Felt pressure
* Membership knowledge
* Intergroup bias
* Well-being (the Y variable)
* Global self-worth
* Internalizing problems
* Externalizing problems
* Social Preference

1. **Which of the following is true in about how Lansford et al. (2005) measured normativeness in their study?**

***Actual normativeness*** *was derived from taking the average of mothers’ reports of their own use of physical discipline. (Week12 pp.32);*

***Mothers’ perceived normativeness:*** *mothers’ reports of other parents’ use of physical discipline (pp. 29);*

***Kids’ perceived cultural normativeness:*** *kids’ reports of other parents use of PD (pp.29).*

1. The Laursen et al. (2007) study design consisted of (hint: read carefully the methods section):

* Laursen et al. (2007) standardized the number of positive (social participation) and negative (social isolation) nominations…
* By gender
* Within classroom
* Participants were drawn from 17 classes in 13 schools in two public school districts in Central Finland.
* Two waves
* Psychosocial adjustment was assessed in an interview with items adapted from the Johns Hopkins Depression Scale
* Internalizing problems
* Externalizing problems
* Social engagement
* A peer-nomination procedure assessed positive and negative dimensions of social engagement.
* For positive nominations, participants were instructed to identify an unrestricted number of classmates whom ‘‘you spend the most time with.’’
* For negative nominations, participants were instructed to identify an unrestricted number of classmates whom ‘‘you spend the least time with.’’
* Mutual friends were identified on the basis of reciprocal positive nominations
* For each participant, a summary score was calculated reflecting the number of positive nominations received and the number of negative nominations received

- - participants completed three identical instruments during the spring semester of first and second grade

- - examined adjustment problems (dichotomous scale) and social engagement (peer nominations)

1. *Lansford et al. (2005) used which of the following sets of adjustment indicators as dependent (or outcome) variables?*

*YSR aggression, YSR anxiety, CBC aggression, and CBC anxiety as reported by mothers and kids (paper pp.7; W12, pp.31)*

1. Espelage and colleagues (2014) extended existing research on family violence and adolescent adjustment by doing all of the following **EXCEPT**:

* Espelage et al. (2014) sought to investigate whether the links between family dynamics and adolescent substance use might be explained by bullying and/or fighting behaviors
* Pattern of findings was similar for bullying perpetration
* Specifically, association between family violence and substance use was mediated by bullying perpetration for boys (overall indirect effect = .09, p<.05) but not girls
* A comparison of the mediating paths for bullying and fighting (for boys) indicates that the effects did not differ, suggesting they operate as similar mediators despite the fact that they are distinct constructs
* Family violence provides a salient context in which to understand links between peer aggression and substance use.
* i.e., bullying and fighting offer two potential mechanisms by which family violence predicts substance use among males but not females.
* Greater exposure to family violence appears to lead to increased peer aggression and increased aggression may lead to higher substance use over time.
* Why only boys?
* Peer aggression may simply be another antisocial precursor to substance use.
* Peer aggression and substance use may both stem from negative peer experiences, perhaps driven by factors such as limited self-control, peer rejection, and peer exclusion.
* Parental directing can be beneficial assuming a good fit with the individual.
* Physical discipline does not always predict maladjustment.
* Negative family dynamics may provide a critical context for the development of deviant behaviors; for boys, these links are partially explained by peer aggression.

1. Imagine you are a prominent scholar in the field of parenting. You are most likely to describe parenting in terms of what two dimensions? (W12 – pp.24)

* Low to high responsiveness, warmth, and supportiveness
* Low to high behavioral control and demandingness

1. Which of the following implications for prevention can be deduced from Laursen et al. (2007)?

* ***Friendship*** moderates the interplay between peer and adjustment difficulties. Among children without friends, higher levels of social isolation during first grade predicted subsequent increases in internalizing and externalizing problems during second grade, and higher levels of internalizing and externalizing problems during first grade predicted subsequent increases in social isolation during second grade. Among children with friends, there were no prospective links

-- peer problems will be more strongly linked to isolation and adjustment problems among children ***without friends***

1. From the point of view of Haun and Tomasello (2011), conformity:

* conformity, especially strong conformity, serves a crucially important function in the transmission of human culture by promoting quick and stable in-group uniformity
* *4 year-olds already start to conform to peers, but did not change their real judgment of the situation, only their expression*

1. According to Lansford et al. (2005), parents’ physical discipline of children is **NOT** strongly related to child maladjustment (e.g., aggression, anxiety) in countries where physical discipline is:

* *Physical discipline was less strongly associated with adverse child outcomes in conditions of greater perceived normativeness*
* *Perceived normativeness of physical discipline, particularly children’s perceptions, moderated the association between experiencing physical discipline and child aggression and anxiety.*
* *When significant moderation occurred, more frequent use of physical discipline was less strongly associated with adverse child outcomes in conditions of greater perceived normativeness.*

1. Henry Stack Sullivan focused on interpersonal relationships between:

* ***Close friends***
* *-- the importance of a "chum" or good friend (which begins in adolescence) and contribution of friends to support their "chum" and make them happy*
* Countered Freud on parental influence and the lasting importance of early experience.
* Highlighted the importance of a “chum” or a close friend
* Friendships can be a buffer, a promoter, a protector
* The other fellow takes on a perfectly novel relationship with the person concerned

1. **Which of the following pieces of evidence best supports the conclusions of Laursen et al. (2007)?**

***Friendship moderates the interplay between peer and adjustment difficulties.***

*Among children without friends, higher levels of* ***social isolation*** *during first grade predicted subsequent increases in* ***internalizing and externalizing problems*** *during second grade, and higher levels of internalizing and externalizing problems during first grade predicted subsequent increases in social isolation during second grade.*

***Among children with friends, there were no prospective links”.***

1. Rodkin and Roisman (2010) determined which participants in the NICHD Study of Early Child Care were popular by asking:

* Popularity assessed by teachers ranking children’s “popularity with the other same-sex children” in the classroom.
* All children in the classroom were ranked, converted into 0-1 proportion
* grades 3, 4, 5, 6 averaged
* criterion for being popular is top third (also top fifth)

- -teacher's were asked to rank children's "popularity with the other same-sex children in your class" and to examine social competence and disruptiveness of popular-aggressive children

1. Which of the following best reflects the results of Laursen et al. (2007) study?

* ***Friends cuts the connection between social isolation and maladjustment (i.e., internalizing and externalizing problems) and the cycle of them.***
* [F]riendship moderates the interplay between peer and adjustment difficulties. Among children without friends, higher levels of social isolation during first grade predicted subsequent increases in internalizing and externalizing problems during second grade, and higher levels of internalizing and externalizing problems during first grade predicted subsequent increases in social isolation during second grade. Among children with friends, there were no prospective links

-- friends may protect children against the debilitating cycle of isolation and maladjustment, and higher levels of social isolation predicts increases in internalizing and externalizing problems and continued social isolation

-- no prospective links between kids with friends

1. Goodman et al. (2005) explored which of the following contexts in their examination of adolescent stress:

* Goodman et al. (2005) explored the effects of ***SES and race/ethnicity*** on stress among adolescents
* Goodman et al. (2005) hypothesized …
* SES and race/ethnicity would independently predict stress across the full social (dis)advantage spectrum
* Race/ethnicity would independently predict stress among high SES teens while SES would independently predict stress among white teens
* ***Social disadvantage predicted higher levels of stress regardless of whether disadvantage is defined by SES or race/ethnicity***
* In the full sample, lower SES (parental education) and being black predicted more stress
* Among the socially disadvantaged subgroup, neither race/ethnicity nor SES (parental education) predicted adolescent stress
* Among the socially advantaged subgroup, both race/ethnicity and SES (parental education) predicted adolescent stress
* Health disparities may be greatest among the socially advantaged
* SES and race/ethnicity themselves may not explain persistent health disparities; instead the challenges that exist in the broader social context may help explain these disparities

***- SES and race/ethnicity***

1. Which of the following statements about the development of social and personality traits is **FALSE:**

* Early social behavior and personality traits derive from the individual (e.g., genetics, temperament, sex, race/ethnicity, temperament) and his/her immediate environment (e.g., early attachment relationships, parents, siblings, child care, etc.).
* As we age and our spheres of influence extend beyond the home, social behavior and personality traits are influenced both directly and indirectly by our broader contexts, including peers, schools, neighborhoods, local, state, and federal policies, etc.
* Perhaps most importantly, ***our behavior and personality emerges as a result of a set of complex interactions between us and our environments as well as between our various environments.***
* Although there is evidence of stability in many social and personality traits, there is also ***considerable change***.
* Genes matter but do not explain everything.
* Social and personality development is complex. To understand who we are and how we came to be requires ***a careful examination of the individual and a thorough consideration of the many interacting contexts he/she experiences across the lifespan***

1. Social isolation has been considered an index of exclusion while social participation reflects which of the following:

* Social Participation -- Reflects ***the number of positive social engagement nominations a child receives***; can be considered an index of ***inclusion***

***- index of inclusion***

1. Research has suggested that positive teacher-child relationships do which of the following to support children’s social-emotional development:

* Teacher as a “friend”:
* ***Genes-aggression-victimization*** are all linked (rGE) but a good teacher-child relationship can ***attenuate*** (GxE) these links
* High-quality student-teacher relationships are one specific aspect of the school/classroom that have been shown to support positive socio-emotional and behavioral development.
* High quality relationships are marked by high levels of closeness and low levels of conflict
* Research has demonstrated the benefits of positive student-teacher relationships for a range of cognitive, social, and behavioral outcomes
* ***Compared with the children in the strong teacher-child relationship group, children in the strong-worsening, poor-improving, and poor worsening groups were significantly more likely to be in the moderate-low, moderate, and high externalizing groups.***
* There were no such associations for internalizing behaviors, suggesting that the teacher-child relationship may not be as important for internalizing behaviors
* ***The effects of early internalizing behaviors on later internalizing behavior trajectories differed by student-teacher relationship quality.***
* Children with high levels of early internalizing behaviors who were in the strong-worsening, poor-improving, and poor-worsening groups had higher levels of internalizing behaviors across elementary school

***- offers behavioral support during development, teaches coping skills, aids in formation of positive social skills, self-regulatory skills and prevents behavior problems***

1. Findings from Erath and Tu (2013) suggest that children’s social competence in stressful peer situations derive from which of the following:

* Sought to explore the independent and interactive effects of voluntary (coping) and involuntary (physiological) responses to peer stress on social competence across the transition to middle school.
* Expected that lower attentional engagement with the environment and higher inhibition/anxiety would be associated with more disengaged coping strategies.
* Also expected that ***disengaged coping responses would amplify*** the association between disengaged physiological responses (i.e., lower RSAR) and social competence while ***engaged coping responses would attenuate this association***.
* Results highlight the importance of considering physiological involuntary responses to peer stress in combination with voluntary responses to stress.
* ***- cognitive reappraisal and voluntary disengagement strategies (i.e., directing thoughts/emotions away from a stressor)***

1. Social conformity is best described by which of the following:

* Social conformity reflects a social “pressure” to change one’s behavior or beliefs in order to fit in with the group
* Normative conformity -- a desire to be accepted or liked
* Informational conformity – a desire to be correct
* conformity, especially strong conformity, serves a crucially important function in the transmission of human culture by promoting quick and stable in-group uniformity

1. Results from the O’Connor et al. (2011) study suggest that compared with children with strong teacher-child relationships over time, children who experience declines or children who experience poor-quality relationships early but slight increases over time were more likely to exhibit which of the following outcomes:

* Compared with the children in the strong teacher-child relationship group, children in the ***strong-worsening***, ***poor-improving***, and poor worsening groups were significantly more likely to be in the ***moderate-low***, ***moderate***, and high ***externalizing groups***.
* No such association as above for internalizing behaviors.
* ***However,*** the effects of **early internalizing** behaviors on later internalizing behavior trajectories differed by student-teacher relationship quality.
* **Children with high levels of early internalizing behaviors who were in the strong-worsening, poor-improving, and poor-worsening groups had higher levels of *internalizing* behaviors across elementary school**

- showed higher levels of externalizing problems

1. The proportion of children who conformed in the speak/conflict conditions of the Haun and Tomasello (2011) research was:

-- 3/4th (18 out of 24) conformed at least once; 10 out of the 18 conformed more than once.

-- Experiment 2: 12 out 18 once; 5 out of 12 more than once.

1. ***What is the newest addition research has made to Bronfenbrenner's Bioecological Model?***
2. Results from Tu et al. (2014) provided evidence of the importance of a person-environment fit by showing that:

* Do some children benefit more from parental directing than others?
* Children with ***low stress reactivity***: ***high parental directing*** leads to ***better friendship*** quality, which is not the case for children with high stress reactivity
* ***Low reactivity***: high parental directing leads to ***more positive*** ***peer affiliation***, not for high reactivity
* Parental directing **can** have benefits for adolescent peer adjustment but both the manner in which the directing is done (e.g., parenting style) and the adolescent’s individual characteristics (e.g., physiological reactivity) influence the outcomes.
* So, parents appear to matter – at least for some adolescents!