Social Competence in Developmental Perspective

NATO ASI Series

Advanced Science Institutes Series

A Series presenting the results of activities sponsored by the NATO Science Committee, which aims at the dissemination of advanced scientific and technological knowledge, with a view to strengthening links between scientific communities.

The Series is published by an international board of publishers in conjunction with the NATO Scientific Affairs Division

A Life Sciences

B Physics

Plenum Publishing Corporation
London and New York

**C Mathematical
and Physical Sciences**

D Behavioural and Social Sciences

E Applied Sciences

Kluwer Academic Publishers
Dordrecht, Boston and London

F Computer and Systems Sciences

G Ecological Sciences

H Cell Biology

Springer-Verlag
Berlin, Heidelberg, New York, London,
Paris and Tokyo

Social Competence in Developmental Perspective

edited by

Barry H. Schneider

School of Psychology,
University of Ottawa,
Ottawa, Canada

Grazia Attili

Istituto di Psicologia,
Consiglio Nazionale Delle Ricerche,
Rome, Italy

Jacqueline Nadel

Laboratoire de Psychobiologie de l'Enfant,
Conseil National de Recherche Scientifique,
Paris, France

and

Roger P. Weissberg

Department of Psychology, Yale University,
New Haven, Connecticut, U.S.A.

Kluwer Academic Publishers

Dordrecht / Boston / London

Published in cooperation with NATO Scientific Affairs Division

Proceedings of the NATO Advanced Study Institute on
Social Competence in Developmental Perspective
Les Arcs, France
July 8-18, 1988

Library of Congress Cataloging in Publication Data

Social competence in developmental perspective / edited by Barry H.
Schneider ... [et al.].
p. cm. -- (NATO ASI series. Series D, Behavioural and social
sciences ; vol. 51)
Includes bibliographical references.

1. Social skills in children. 2. Socialization. I. Schneider,
Barry H. II. Series: NATO ASI series. Series D, Behavioural and
social sciences ; no. 51.
BF723.S62S63 1989
305.23'1--dc20

89-15557

ISBN-13: 978-94-010-7602-9

e-ISBN-13: 978-94-009-2442-0

DOI: 10.1007/978-94-009-2442-0

Published by Kluwer Academic Publishers,
P.O. Box 17, 3300 AA Dordrecht, The Netherlands.

Kluwer Academic Publishers incorporates the publishing programmes of
D. Reidel, Martinus Nijhoff, Dr W. Junk and MTP Press.

Sold and distributed in the U.S.A. and Canada
by Kluwer Academic Publishers,
101 Philip Drive, Norwell, MA 02061, U.S.A.

In all other countries, sold and distributed
by Kluwer Academic Publishers Group,
P.O. Box 322, 3300 AH Dordrecht, The Netherlands.

Printed on acid free paper

All Rights Reserved

© 1989 by Kluwer Academic Publishers and copyright holders as specified on appropriate pages within

Softcover reprint of the hardcover 1st edition 1989

No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without written permission from the copyright owner.

Contents

Preface	ix
List of Contributors	xv
 SECTION I SOCIAL COMPETENCE IN DEVELOPMENTAL PERSPECTIVE: CONCEPTUAL ISSUES	
Introduction to Section I <i>Barry H. Schneider</i>	3
1. Significance of Peer Relationship Problems in Childhood <i>Steven R. Asher and Jeffrey G. Parker</i>	5
2. The Role of Competence in the Study of Children and Adolescents Under Stress <i>Norman Garnezy</i>	25
3. The Nature of Social Action: Social Competence Versus Social Conformism <i>Louis Oppenheimer</i>	41
4. Individual, Differential, and Aggregate Stability of Social Competence <i>Jens Asendorpf</i>	71
What to Do while the Kids are Growing Up: Changing Instrumentation in Longitudinal Research (Conversation Summary) <i>Jane E. Ledingham</i>	87
5. Socially Competent Communication and Relationship Development <i>Steve Duck</i>	91
6. Measuring Peer Status in Boys and Girls: A Problem of Apples and Oranges? <i>Tina Daniels-Beirness</i>	107
 SECTION II THE EMERGENCE OF SOCIAL COMPETENCE IN EARLY CHILDHOOD	
Introduction to Section II <i>Jacqueline Nadel</i>	123

Friendships in Very Young Children: Definition and Functions (Conversation Summary)	127
<i>Carollee Howes</i>	
7. Communicating by Imitation: A Developmental and Comparative Approach to Transitory Social Competence	131
<i>Jacqueline Nadel and Anne-Marie Fontaine</i>	
8. Co-adaptation within the Early Peer Group: A Psychobiological Study of Social Competence	145
<i>F.F. Strayer</i>	
9. Development of Communicative Competencies in Early Childhood: A Model and Results	175
<i>Pierre-Marie Baudonnière, Marie-José Garcia-Werebe, Juliette Michel and Jacqueline Liégeois</i>	
 SECTION III ONGOING SOCIAL DEVELOPMENT IN MIDDLE CHILDHOOD AND ADOLESCENCE	
Introduction to Section III	197
<i>Barry H. Schneider</i>	
Examining the Impact of Social Behavior on Peer Status (Conversation Summary)	199
<i>Sharon L. Foster</i>	
10. Self-Perpetuating Processes in Children's Peer Relationships	203
<i>Toon Cillessen and Tamara J. Ferguson</i>	
11. Types of Aggressive Relationships, Peer Rejection, and Developmental Consequences	223
<i>John D. Coie, Christina Christopoulos, Robert Terry, Kenneth A. Dodge and John E. Lochman</i>	
12. The Role of Rough-and-Tumble Play in the Development of Social Competence: Theoretical Perspectives and Empirical Evidence	239
<i>Peter K. Smith</i>	
 SECTION IV SETTING FACTORS IN CHILDREN'S SOCIAL DEVELOPMENT: THE INFLUENCES OF FAMILIES AND SCHOOLS	
Introduction to Section IV	259
<i>Grazia Attili</i>	
13. Young Children's Social Competence and Their Use of Space in Day-Care Centers	263
<i>Alain Legendre</i>	

14. Children's Social Competence and Social Supports: Precursors of Early School Adjustment? <i>Gary W. Ladd</i>	277
15. Social Competence Versus Emotional Security: The Link between Home Relationships and Behavior Problems in Preschool <i>Grazia Attili</i>	293
16. Maternal Beliefs and Children's Competence <i>Kenneth H. Rubin, Rosemary S.L. Mills and Linda Rose-Krasnor</i>	313
SECTION V TRANSLATING THEORY INTO PRACTICE: SOCIAL COMPETENCE PROMOTION PROGRAMS	
Introduction to Section V	
Challenges Inherent in Translating Theory and Basic Research into Effective Social Competence Promotion Programs <i>Roger P. Weissberg</i>	335
17. Between Developmental Wisdom and Children's Social-Skills Training <i>Barry H. Schneider</i>	339
18. Enhancing Peer Relations in School Systems <i>Wyndol Furman, Ronita Giberson, Allison S. White, Leslie A. Gravin and Elizabeth A. Wehner</i>	355
19. Promoting Social Competence in Early Adolescence: Developmental Considerations <i>Marlene Zelek Caplan and Roger P. Weissberg</i>	371
20. Appendix: Research Abstracts	387
Subject Index	415

Preface

What determines the focus of a researcher's interest, the sources of inspiration for a study, or the variables scrutinized? If we were to examine the antecedents of these decisions, they would surely emerge as accidents of circumstance--the personal experiences of the researcher, the inspiration of early mentors, the influence of contemporary colleagues--all tempered by the intellectual currents that nurture the researcher's hypotheses. Among the accidents that mold the careers of researchers is geographic location. The culture in which a research program emerges helps determine both its very subject and its method.

The primary purpose of this book is to assist those interested in the scientific study of children's social competence in transcending the boundaries imposed both by geography and by selective exposure to the highly diverse schools of thought that have led to interest in this field. Most of these ideas were presented and exchanged at an Advanced Study Institute entitled "Social Competence in Developmental Perspective" held in Savoie, France, in July 1988. This Institute was attended by scholars from France, England, Northern Ireland, Germany, Italy, Norway, Spain, Portugal, Netherlands, Canada, the United States and Brazil. Those who participated will recognize that the metamorphosis from lecture to chapter has necessitated many changes. In order to accommodate the reader who may be unfamiliar with the field, more attention has been paid here to identifying the theoretical contexts of the research described. The presentation of empirical data in the chapters that follow is more selective, guided by the need to support recurring arguments and illustrate frequent themes. The intent here is to equip the reader to better appreciate the contents of professional journals in this area, not to usurp the function of an empirical journal. Finally, many of the positions argued herein have been refined as a result of contact with each other at the Institute.

Both newcomers to the field and veterans will be struck by the heterogeneity of the contributions that follow. One must reflect upon the many pathways that have led to interest in social relations in order to understand adequately this heterogeneity. The following enumeration of the roots of the work presented throughout the book is by no means exhaustive.

Personality theory. Early opponents of Freudian personality theory attributed much of human behavior to peer experience. "Social interest" is a primary motivating force in Adler's system, while feelings of inferiority are seen as underlying much psychopathology. Though Adler did not dispute Freud's view that the core of an individual's personality is determined in early childhood, his open parent/child guidance sessions may have helped to demystify the process of applying psychological principles in promoting mental health in communities; subsequent efforts in this regard have focused on enhancing peer relations (Ansbacher & Ansbacher, 1956). Moreno's (1934) sociometric technique emphasized the diversity of roles played by individuals within various social systems. It influenced both research and psychotherapy.

Erikson (1950) achieved an integration of psychoanalytic theory with the influences of peers and society at large. Harry Stack Sullivan (1953) is perhaps most responsible for the inclusion of peer influence in personality theory. He emphasized the individual's need for friendships and more intimate relationships. In the process, he underscored the developmental perspective far more than any predecessor. Within his system, the crucial

personal tasks faced by an individual differ fundamentally according to age and stage of development.

Child development. Personality theorists such as Sullivan adopted a developmental model as part of the process of tracing adult personality features back through child and adolescent experience. In contrast, scholars in the area of developmental psychology have increasingly adopted a life-span perspective and, in doing so, seek to identify which behaviors are specific to a particular stage and which are more enduring. This life-span perspective was not unknown to pioneers in the field. Systematic longitudinal investigations designed to elucidate continuities between child and adult behavior (e.g., Northway, 1944) were launched in the years between the two world wars. Children's social interaction was studied by means of direct observation and peer assessment in child development laboratories established on the campuses of North American universities (Hartup, 1985; Jack, 1934). These techniques have survived to this day as mainstays of research methodology. Piaget's many insights into the development of children's thinking had a profound impact on the peer relations field. He demonstrated important developmental differences in the ways children think about others and about the rules constraining interpersonal behavior. Theory-building in the field of children's development was further revolutionized by the views of the Soviet theorists Vygotsky and Lurie, who explored the complex cognitive and linguistic mechanisms that mediate children's interactions with their environments.

Human ethology. Inspired by evolutionary theory, ethologists have employed observational methods to study the group behavior of various species. Such processes as affiliation, aggression, and dominance have figured prominently in their work. The extension of this type of inquiry to the peer relations of children was a logical one. Furthermore, much recent ethological research with non-human primates has focused on individual differences in patterns of interaction between young primates and their peers, as well as the link between these interactions and aspects of the offsprings' interaction with their parents.

Social psychology. Interpersonal attraction, leadership and attitudes towards others have been key variables in the social psychology literature since its beginning. More recent thinking in social psychology has also considered more intimate friendships and close relationships. Argyle and colleagues (Argyle, 1967) conducted detailed studies of the rules that govern human relationships and applied this research in helping individuals seeking to establish and enhance friendships. However, social psychological theory has not been traditionally widely applied in the study of children's behavior.

Preventive mental health. While the fields of medicine and clinical psychology have traditionally restricted their role to the treatment of disorders once they arise, attention has increasingly been paid to the need for preventing disorder and to the factors associated with successful adaptation in the face of adversity (Garmezy & Rutter, 1983). Because unsuccessful peer relations are often a forerunner of psychological maladjustment, and because satisfying interpersonal relationships may assist individuals in overcoming the stresses of an otherwise pathogenic situation, children's social competence relations have attracted the keen interest of the preventive mental health movement.

Systems theory. Awareness of the reciprocal influences of children, families, schools, subcultures and societies has increased within several of the disciplines already described, especially child development, social psychology, and preventive mental health. Bronfenbrenner (1977) criticized developmental psychology's failure to consider the context in which child development occurs. Albee (1986) emphasized the impact of adverse socioeconomic conditions on an individual's psychological well-being.

Preface

Self-concept theory. Scholars in psychology and education, as well as laypersons, have been profoundly aware of children's images of themselves and the impact of self-concept on behavior. Some have considered self-concept the core of human personality (Lecky, 1945). Theorists are nearly unanimous in emphasizing the social origin of self-concept (see, e.g. Cooley 1902; Harter, 1983) and have thus spurred the study of children's peer relations.

Behavior therapy. Procedures derived from learning theory have been used extensively to assist youngsters with maladaptive peer relations. Behavior analysts have also contributed greatly to the refinement of observational methods in studying children's peer interaction, because stringent observational data are generally used to document the effectiveness of this type of intervention. Because the basic principles of classic S-R (Stimulus-Response) theory do not vary according to age or stage, a developmental perspective has not characterized this field in the past. However, greater awareness of developmental factors will surely emerge as the field of behavior therapy continues its current flirtation with the study of the cognitive and affective influences on behavior.

Thus, scholars whose interests have converged on children's peer relations hail from diverse intellectual heritages. One would imagine that these different schools of thought might operate as warring camps vigorously debating the validity of each other's work. This is hardly the case. The varying approaches reflect differences in background and interest, their idiosyncratic characteristics nurtured in part by isolation. Lack of contact, but not lack of respect, should be inferred from the heterogeneity described above. Though these highly varied theoretical backgrounds do not distribute strictly according to nationality, there are striking differences in the relative influence of each as one crosses international boundaries. The principles of behavior therapy, for instance, are predominant in the basic training of psychologists in North America, but not in Continental Europe. In contrast, European researchers are much more familiar with ethological approaches than most of their American counterparts. International exchange has facilitated the growth of the field to a certain extent. For example, the psychologies of Adler and Moreno, introduced above, originated in Europe, and were transported to America as part of the great upheaval that accompanied the two world wars. Peacetime exchanges among colleagues have of course occurred, albeit they are often hampered by insufficient familiarity with the basic vocabulary, methodology, and biases of psychological research in other countries. It is hoped that the exchanges of ideas documented in this volume will help remedy this state of affairs.

The purpose of this book is to facilitate communication among these approaches, not to attempt a contrived synthesis of highly disparate interests and methods. The reader is invited to appreciate the individuality and internal logic of each approach as well as its contribution to the study of children's social behavior. Nevertheless, there are a number of recurring issues and common problems. Many of the contributors decry--and some attempt to resolve--the enduring obstacle imposed by the lack of consensus on the definition of social competence and skill. The need for a systems perspective, already introduced, is evident in chapters devoted to conceptual issues, descriptive research and applied intervention alike. Similarly, there is considerable attention throughout to the difficulties in accurately measuring children's social competence and the problems this poses in interpreting research findings of all types. However, the central theme is the need for greater awareness of developmental issues in social development research. The importance of a developmental perspective sounds obvious, almost proverbial. The most pressing need in this regard is not to lament the deficiencies of previous research but to determine how, where, and when to incorporate considerations of age, stage, and gender differences, among others, in building theories and designing research. Ideas along these lines are contained in several of the chapters that follow.

This book is divided into five sections, each of which begins with an editorial introduction. In Section I, entitled *Social Competence in Developmental Perspective: Conceptual Issues*, the importance of social competence is discussed and reaffirmed. Several important theoretical problems are addressed, including the definition of social competence and its relation to general adaptive ability. Important methodological dimensions, especially with respect to longitudinal investigations, are introduced. Section II is devoted to the *Emergence of Social Competence in Early Childhood*. It contains deliberations as to the nature of the child's first social contacts and descriptions of the rapidly evolving forms of social exchange during the preschool years. Section III is a selective examination of *Ongoing Social Development in Middle Childhood and Adolescence*. Special consideration is given to the impact of actual and pretend aggression on relations among peers. *Setting Factors in Children's Social Development: The Influences of Families and Schools* are considered in Section IV. Separate chapters within that section present evidence for the effects of families and schools on the social interaction of both preschoolers and school-age children. The final section of the book, *Translating Theory Into Practice: Social Competence Promotion Programs*, focuses on applied interventions based on social development research. In addition to the full-length chapters, several brief conversation summaries, based on discussions by participants at the Institute, have been included in order to clarify selected crucial issues. The appendices contain abstracts of individual studies conducted by participants at the Institute.

The Organizing Committee is grateful to the NATO Scientific Affairs Division for its funding of the Institute and to the University of Ottawa which provided supplementary support. Special thanks are extended to the student assistants and secretaries for their devoted attention to the many organizational matters inherent in bringing together scientists from many countries and in helping prepare the manuscript: Biran Mertan, Ann McKendry, Irene Sullivan, Carolina Rott, Paula McCann, Philip Fleurian Chateau, Patricia Van Buren, Zoltan Dienes, and Nadia Kurylyzn. Susan J. Cohan, our dedicated copy editor, made many useful suggestions, and helped overcome the obstacles imposed by differences between countries in usage and format. Dr. Alastair Younger of the University of Ottawa collaborated extensively with the Organizing Committee in many aspects of the organization of the Institute and of this book.

We hope that this book facilitates international collaboration among scientists in the peer relations field, and that the fruits of these collaborative endeavors enhance the peer relations of colleagues in many countries and the children with whom they work.

References

- Albee, G. (1986). Toward a just society: Lessons from observations on the primary prevention of psychopathology. *American Psychologist*, 41, 891-898.
- Ansbacher, H. L. & Ansbacher, R. R. (Eds.) (1956). *The individual psychology of Alfred Adler*. New York: Harper & Row.
- Argyle, M. (1967). *The psychology of interpersonal behavior*. Harmondsworth, United Kingdom: Penguin Books.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.
- Cooley, C. (1902). *Human nature and the social order*. New York: Scribners.
- Erikson, E. H. (1950). *Childhood and society*. New York: Norton.
- Garnezy, N. & Rutter, M. (Eds.). (1983). *Stress, coping and development in childre*. New York: McGraw-Hill.
- Harter, S. (1983). Developmental perspectives on the self-system. In P. Mussen (Ed.), *Handbook of child psychology*, Vol. 4, (pp. 275-386). New York: Wiley.

Preface

- Hartup, W. W. (1985). Forward. In B. H. Schneider, K. H. Rubin, and J. E. Ledingham (Eds.), *Children's peer relations: Issues in assessment and intervention* (pp. vii-xi). New York: Springer-Verlag.
- Jack, L. (1934). An experimental study of ascendant behavior in preschool children. *University of Iowa Studies in Child Welfare* (Vol.12, No.3).
- Lecky, P. (1945). *Self-consistency: A theory of personality*. New York: Island.
- Moreno, J. L. (1934). *Who shall survive?* Washington, DC: Nervous and Mental Disease Publishing Company.
- Northway, M. (1944). Outsiders: A study of personality patterns of children least acceptable to their agemates. *Sociometry*, 7, 10-25.
- Sullivan, H. S. (1953). *The interpersonal theory of psychiatry*. New York: Norton.

Barry H. Schneider
Grazia Attili
Jacqueline Nadel
Roger P. Weissberg

Aix-les-Bains, France
July, 1988

List of Contributors

Michel Alain, Ecole de Psychologie, Pavillon Felix Antoine Savard, Université Laval,
Québec, Ste Foy, Québec, Canada G1K 7P4

Monique Alles-Jardel, 28, rue Paul Langevin, Résidence Plein Sud II, 38130 Echirolles,
France

Françoise D. Alsaker, Department of Personality Psychology, Oysteinsgt. 3, N-5007-
Bergen, Norway

Jens Asendorpf, Max Planck Institute for Psychological Research, Leopoldstrasse 24, D-
8000 Munchen 40, West Germany

Steven Asher, University of Illinois, Bureau of Educational Research, 1310 S. Sixth
Street, Champaign, IL 61821, U.S.A.

Grazia Attili, Istituto di Psicologia, Consiglio Nazionale delle Ricerche (CNR), Viale
Marx 15, 00137 Roma, Italy

Pierre-Marie Baudonnière, Laboratoire de Psychobiologie de l'enfant, 41, rue Gay-
Lussac, 75005 Paris, France

Michel Boivin, Ecole de Psychologie, Pavillon Felix Antoine Savard, Université Laval,
Québec, Canada G1K 7P4

Denis Boucher, Département de Psychologie, Université de Moncton, Moncton, N.B.,
Canada E1A 3E9

Paul E. Bourque, Département de Psychologie, Université de Moncton, Moncton, N.B.,
Canada E1A 3E9

Maria Campart, Istituto di Filosofia, Scienza dell'educazione e Laboratorio
sperimentale di Psicologia, Università di Genova, Genova, Italy

Marlene Caplan, Psychology Department, Yale University, Box 11A, Yale Station, New
Haven, CT 06520-7447, U.S.A.

Pierre Charlebois, Ecole de Psycho-éducation, 750, boul. Gouin est, C.P. 6128,
succursale A, Montréal, Québec, Canada H3C 3J7

Christina Christopoulos, Psychology Department, Duke University, Durham, North
Carolina 27705, U.S.A.

Toon Cillessen, Department of Psychology, Catholic University of Nijmegen, P.O. Box
9104, 6500 HE Nijmegen, Netherlands

List of Contributors

John Cole, Psychology Department, Duke University, Durham, North Carolina 27705, U.S.A.

Jennifer Connolly, Department of Psychology, York University, 4700 Keele Street, North York, Canada M3J 1P3

Angela Costabile, Dipartimento di Scienze dell'Educazione, Universita' della Calabria, Italy

Nicki Crick, Box 512, Peabody, Department of Psychology and Human Development, Vanderbilt University, Nashville, TN 37203, U.S.A.

Orlanda Cruz, Faculdade de Psicologia e Ciencias da Eduçaco, University of Porto, Rua das Taipas 76, 4000 Porto, Portugal

Phyllis Daen, 4700 Langdrum Lane, Chevy Chase, MD 20815, U.S.A.

Tina Daniels-Beirness, Psychology Department, Carleton University, Ottawa, Ontario, Canada K1S 5B6

Zilma de Moraes Ramos de Oliveira, Faculdade de Eduçaco da U.S.P.E.D.M., Avenida da Universidade 308, Cidade Universitaria, CEP 05508 - Sao Paulo, Brazil

Guilhem de Roquefeuil, INSERM Unite 70, 388, Rue de Mas Prunet, F-34070 Montpellier, France

Michel Djakovic, INSERM Unite 70, 388, Rue de Mas Prunet, F-34070 Montpellier, France

Kenneth A. Dodge, Department of Psychology and Human Development, George Peabody College, Vanderbilt University, Nashville, Tennessee, 37203, U.S.A.

Steve Duck, 151-CSB, Communication Studies, University of Iowa, Iowa City, IA 52242, U.S.A.

Tamara Ferguson, Department of Psychology, Utah State University, Logan, Utah, U.S.A.

James A. Fitzsimmons, 4700 Langdrum Lane, Chevy Chase, MD 20815, U.S.A.

Anne Marie Fontaine, Laboratoire de Psychobiologie de l'enfant, 41, rue Gay-Lussac, 75005 Paris, France

Sharon Foster, Department of Psychology, Box 6040, West Virginia University, Morgantown, WV 26506-6040, U.S.A.

Wyndol Furman, Department of Psychology, University of Denver, Denver, Colorado 80208, U.S.A.

List of Contributors

Claude Gagnon, Ecole de Psycho-éducation, 750, boul. Gouin est, C.P. 6128, succursale A, Montréal, Québec, Canada H3C 3J7

Norman Garnezy, Department of Psychology, University of Minnesota, Elliott Hall, 75 East River Road, Minneapolis, Minnesota 55455, U.S.A.

Pierre Garrigues, INSERM Unite 70, 388, Rue de Mas Prunet, F-34070 Montpellier, France

Leslie A. Gavin, Department of Psychology, University of Denver, Denver, Colorado 80208, U.S.A.

Evelyne Genest, Université de Provence, Aix-Marseille, France

Maria-Luisa Genta, Dipartimento di Scienze dell'Educazione, Università della Calabria, Italy

Ronita Giberson, Department of Psychology, University of Denver, Denver, Colorado U.S.A.

Carollee Howes, Graduate School of Education, University of California, Los Angeles, CA 90024-1521, U.S.A.

Gary W. Ladd, 216 CDFS, Purdue University, West Lafayette, IN 47906, U.S.A.

Serge Larivée, Ecole de Psycho-éducation, 750, boul. Gouin est, C.P. 6128, succursale A, Montréal, Québec, Canada H3C 3J7

Jane Ledingham, Child Study Centre, University of Ottawa, Ottawa, Ontario, Canada K1N 6N5

Alain Legendre, Laboratoire de Psychobiologie de l'Enfant, 41, rue Gay-Lussac, 75005 Paris, France

Jacqueline Liégeois, Laboratoire de Psychobiologie de l'Enfant du CNRS, 41, rue Gay Lussac, 75005, Paris, France

John E. Lochman, Division of Medical Psychology, Duke University Medical Center, Box 2906, Durham, N.C. 27710, U.S.A.

Mara Manetti, Istituto di Filosofia, Scienza dell'educazione e Laboratorio sperimentale di Psicologia, Università di Genova, Vico S. Antonio 5/7, Genova, Italy

Ersilia Menesini, Dipartimento di Psicologia, Via della Pergola, 48, 50122 Firenze, Italy

Biran Mertan, 14, Rue Michelet, 3700 Tours, France

Juliette Michel, Laboratoire de Psychobiologie de l'Enfant du CNRS, 41, rue Gay Lussac, 75005, Paris, France

List of Contributors

Rosemary S.L. Mills, Department of Psychology, Psychology Building, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1

Laurent Mottron, 6, rue de la Grange des Dimes Vallière Fondette, 37230 Luynes, France

Jacqueline Nadel, Laboratoire de Psychobiologie de l'Enfant du CNRS, 41, rue Gay Lussac, 75005, Paris, France

Louis Oppenheimer, Vakgroep Ontwikkelingspsychologie, Weesperlein 8, 1018 XA Amsterdam, Netherlands

Jeffrey Parker, University of Illinois, Department of Psychology, Champaign, IL 61821, U.S.A.

Linda Rose-Krasnor, Psychology Department, Brock University, St. Catharines, Ontario, Canada L2S 3A1

Maria Clotilde Rossetti Ferreira, Faculdade de Educação da U.S.P.E.D.M., Avenida da Universidade 308, Cidade Universitaria, CEP 05508 - Sao Paulo, Brazil

Kenneth Rubin, Department of Psychology, Psychology Building, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1

Barry H. Schneider, School of Psychology, University of Ottawa, 120 University, Ottawa, Ontario, Canada K1N 6N5

Peter Smith, Department of Psychology, The University, Sheffield, England S10 2TN,

Fred Strayer, Laboratoire d'Ethologie Humaine, Département de Psychologie, Université du Québec à Montréal, C.P. 8888, Montréal, Québec, Canada H3C 3P8

Robert Terry, Psychology Department, Duke University, Durham, North Carolina 27705, U.S.A.

Line Thomassin, Ecole de Psycho-éducation, 750, boul. Gouin est, C.P. 6128, succursale A, Montréal, Québec, Canada H3C 3J7

Richard E. Tremblay, Ecole de Psycho-éducation, 750, boul. Gouin est, C.P. 6128, succursale A, Montréal, Québec, Canada H3C 3J7

Giovanna Tomada, Department of Psychology, University of Florence, Italy

Nel Warnars-Kleverlaan, Vakgroep Ontwikkelingspsychologie, Weesperlein 8, 1018 XA Amsterdam, Netherlands

Roger P. Weissberg, Department of Psychology, Box 11A, Yale Station, New Haven, CT 06520-7447, U.S.A.

List of Contributors

Marie-José Garcia-Werebe, Laboratoire de Psychobiologie de l'Enfant du CNRS, 41, rue Gay Lussac, 75005, Paris, France

Elizabeth A. Wehner, Department of Psychology, University of Denver, Denver, Colorado 80208, U.S.A.

Allison S. White, Department of Psychology, University of Denver, Denver, Colorado 80208, U.S.A.