

Peer Relationships And Adjustment At School

Accuracy of Social Class Perception and Adjustment in School and Peer-relationships - Donald Reece Jones 1957

Peer Relationships and Adjustment at School - Allison M. Ryan 2012-06-01

This volume brings together an impressive array of respected scholars to examine the varied and complex ways in which peers influence adolescents' beliefs and behaviors in the school context. The breadth of peer influence on academic and social adjustment is evident in the wide variety of topics covered in the present volume. Throughout the chapters, scholars provide unique insights regarding the complex ways that the academic and social spheres of adolescents' lives are

interconnected. Collectively, the chapters in this volume expand current knowledge and theory in peer relations research by (a) exploring different types of peer relations (e.g., close friendships, peer groups) and different peer dynamics (e.g., popularity, bullying) that emerge in the school context, (b) examining different processes that explain why and how peers influence each other in school, (c) considering developmental issues during adolescence that may be critical to understanding peers and adjustment at school and (d) providing information about how teacher practices or programs influence peer relations and school adjustment. *Peer Relationships and Adjustment in School* is an important volume for

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researchers and practitioners interested in social development, peer relationships and youth engagement and achievement in school.

Friends as Academic Resources: How Friendships Facilitate School-Related Adjustment During Adolescence - Leah Lessard
2019

This dissertation consists of three studies that examine when and how friendships facilitate school-related adjustment. The studies rely on data drawn from a large longitudinal school-based study of ethnically and socioeconomically diverse adolescents from sixth grade to one year post-high school. Study 1 examines developmental changes in academic support from friends, relative to families, across the four years of high school, as well as how such changes relate to perceived college readiness at the end of high school and college enrollment one year later. Results from parallel process latent growth

curve models indicate that friends can provide adolescents with the academic support to promote college-going confidence and enrollment, especially when such support keeps pace with the increasing school-related stressors across the high school years. Narrowing in from the academic support that friends in general provide, Study 2 examines variation in academic support across friends. Specifically, differences in friend support (i.e., academic and emotional support) are investigated as a function of friendship maintenance (i.e., new versus maintained friends), and as predictors of school-related affect (i.e., school belonging, school liking, academic identification and burnout) one year later. Multilevel structural equation models (accounting for multiple friends nested within students) demonstrate that friendship maintenance across the transition to high school relates to more positive school affect at tenth grade, in part due to higher levels of

perceived academic support from friends (e.g., homework help, course-taking advice), but not emotional support. Study 3 builds on Study 2 to examine the achievement implications of another friendship characteristic - dissimilar friendship. Specifically, extending existing conceptions of cross-group friendships, I consider the academic benefits of cross-class friendship (i.e., reciprocal relationships between peers with different levels of parental education). Multilevel analyses reveal that associations between parental education and academic achievement (i.e., grade-point-average, standardized achievement scores and teacher-rated academic engagement) are reduced when students have at least one cross-class friendship at sixth grade. Together these studies highlight how adolescents' academic adjustment is shaped in complex ways by their close peer relationships and provides a more nuanced understanding of the academic function of friendships. The findings

advance our understanding of friends' function as academic resources during a developmental phase frequently characterized by declining academic engagement and achievement.

Organized Out-of-School Activities: Setting for Peer Relationships - Jennifer A.

Fredricks 2013-06-18

Explore how the peer relationship and extracurricular organized activities—like sports, the arts, and community-based organizations—influence academic functioning, social development, and problem behavior. This volume shows how out-of-school activity offers an ideal context to study peer processes, and to explore both how and why peers matter for organized activity participation. Starting with the theoretical and empirical research on peers and organized activities, it goes on to address several questions including: Does co-participating in an organized activity with your friend improve the quality of the

relationship? When do peer relations amplify the benefits of participating and when do they exacerbate negative outcomes? Does participation in organized activities help adolescents manage difficult transition periods? Finally, the volume concludes with a conceptual framework to guide future research on how organized activity characteristics influence peer processes and how these processes within organized activity contexts influence outcomes for adolescents. This is the 140th volume in this series. Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in child and adolescent development. Each volume focuses on a specific new direction or research topic and is edited by experts on that topic.

Handbook of Peer Interactions, Relationships, and Groups - Kenneth H. Rubin 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.

Peer Relations and School Adjustment - Mohsen Mir

Mohammad Sadeghi 2012
This thesis is based on a longitudinal study of the Iranian pre-adolescents entering junior high school in Iran. It looks at the effect of peer relationships on school adjustment using a non-experimental design. The importance of adjustment to

school and its consequences to a child's development has been documented in previous research. Moreover, it can be argued that school adjustment becomes even more essential after transfer to a new school. One of the major contributors to school adjustment is the child's relationship with peers. Studies on peer relationships consider three major aspects for that; friendship, sociometric status and relationships in cliques. However, such aspects have seldom been studied simultaneously. Additionally, a considerable body of literature exists concerning social networks that can be successfully utilised to examine children's relationships in the school. Social networks provide a good opportunity to develop an understanding of children's relationships. This study endeavours to determine associations between the aspects of a child's relationships and adjustment to school using some terminology and methods from the social networks literature. This study draws upon data on 389

participants from first year of junior high schools in Iran. The data was collected at the beginning of the 2008-09 school year and again at the conclusion of the school year. The longitudinal design of the study facilitated the comparison between the two timeframes and the opportunity to measure the effects of the three relationship types on different aspects of school adjustment. Results depict meaningful associations between the two domains of this study (i.e. peer relations and school adjustment) and emphasize the role that children's peer relations can have on their adaptation. The study also reveals the importance of including different types of peer relations collectively in the research. Implications for practice and direction for future research are suggested based on the findings.

Friends, Lovers and Groups -

Rutger C. M. E. Engels
2007-01-30

In recent years, dating and romantic partners have been

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recognized as important peer relations within adolescence and research in this area is just emerging. Peer groups and peer pressure are more well established areas of research into adolescence, with recent studies focusing on peer groups and anti-social behaviour. The book will be the first in a series of three that examines the latest research in key areas of developmental psychology, edited by Rutger Engels and Hakan Stattin. This volume will present four areas of peer research: the 'deviancy training' mechanism of peer influence; behavioural genetic analytical techniques in understanding peer selection; romantic partners as peer relationships; and in-school and out-of-school peers studies.

Children's Peer Relations and Social Competence -

Gary W. Ladd 2005-01-01

This book examines the role of peer relationships in child and adolescent development by tracking research findings from the early 1900s to the present. Dividing the research into three generations, the book

describes what has been learned about children's peer relations and how children's participation in peer relationships contributes to their health, adjustment, and achievement. Gary W. Ladd reviews and interprets the investigative focus and findings of distinct research eras to highlight theoretical or empirical breakthroughs in the study of children's peer relations and social competence over the last century. He also discusses how this information is relevant to understanding and promoting children's health and development. In a final chapter, the author appraises the major discoveries that have emerged during the three research generations and analyzes recent scientific agendas and discoveries in the peer relations discipline.

[The Child at School](#) - Peter Blatchford 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

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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.

Peer Relationships in Classroom Management -

Martin H. Jones 2022-06-12
Peer Relationships in Classroom Management offers pragmatic, empirically validated guidance to teachers in training on issues pertaining to students' interpersonal relationships. Concepts such as bullying, popularity, and online friendships are ubiquitous in today's schools, but what kinds

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of scientific and pedagogical knowledge can support teachers navigating students' complex lives? Using real-world examples and case studies, this book helps preservice educators to enhance their knowledge of classroom management by focusing on the interpersonal relationships in their schools. Each chapter includes an accessible approach to understanding the social motives in student's peer interactions inside school, and how to best intervene when these social interactions become detrimental to learning or cause negative interpersonal interactions.

Peer Relationships in Cultural Context - Xinyin Chen

2006-04-03

This book responds to the absence of a comprehensive consideration of the implications of culture for children's peer relationships. Although research in this field has burgeoned in recent years, cultural issues have often been overlooked. The chapters tap such issues as the impact of

social circumstances and cultural values on peer relationships, culturally prescribed socialization patterns and processes, emotional experience and regulation in peer interactions, children's social behaviors in peer interactions, cultural aspects of friendships, and peer influences on social and school adjustment in cultural context. The authors incorporate into their discussions findings from research programs using multiple methodologies, including both qualitative (e.g., interviewing, ethnographic and observational) and quantitative (e.g., large scale surveys, standardized questionnaires) approaches, based on a wide range of ages of children in cultures from East to West and from South to North (Asia, South America, the Mid-East, Southern Europe, and ethnic groups in the US).

Peer Relationships, School Context, and Ninth Grader Academic Adjustment - Teri Annette Tanaka 2010

Children's Relationships with Peers and Teachers - Sondra H. Birch 2001

A Longitudinal Study of Elementary School Students' Peer Relationships and Teachers' Perceptions of Adjustment - Steven L. Robinson 1982

Handbook of Positive Psychology in Schools - Michael J. Furlong 2009-03-04
National surveys consistently reveal that an inordinate number of students report high levels of boredom, anger, and stress in school, which often leads to their disengagement from critical learning and social development. If the ultimate goal of schools is to educate young people to become responsible and critically thinking citizens who can succeed in life, understanding factors that stimulate them to become active agents in their own learning is critical. A new field labeled "positive psychology" is one lens that can be used to investigate factors that

facilitate a student's sense of agency and active school engagement. The purposes of this groundbreaking Handbook are to 1) describe ways that positive emotions, traits, and institutions promote school achievement and healthy social/emotional development 2) describe how specific positive-psychological constructs relate to students and schools and support the delivery of school-based services and 3) describe the application of positive psychology to educational policy making. By doing so, the book provides a long-needed centerpiece around which the field can continue to grow in an organized and interdisciplinary manner. Key features include: Comprehensive - this book is the first to provide a comprehensive review of what is known about positive psychological constructs and the school experiences of children and youth. Topical coverage ranges from conceptual foundations to assessment and intervention issues to service delivery

models. Intrapersonal factors (e.g., hope, life satisfaction) and interpersonal factors (e.g., positive peer and family relationships) are examined as is classroom-and-school-level influences (e.g., student-teacher and school-community relations). Interdisciplinary Focus - this volume brings together the divergent perspectives, methods, and findings of a broad, interdisciplinary community of scholars whose work often fails to reach those working in contiguous fields. Chapter Structure - to insure continuity, flow, and readability chapters are organized as follows: overview, research summary, relationship to student development, examples of real-world applications, and a summarizing table showing implications for future research and practice. Methodologies - chapters feature longitudinal studies, person-centered approaches, experimental and quasi-experimental designs and mixed methods.

Handbook of Peer Interactions,

Relationships, and Groups, Second Edition - William M. Bukowski 2019-09-26

The definitive handbook on peer relations has now been significantly revised with 55% new material. Bringing together leading authorities, this volume presents cutting-edge research on the dynamics of peer interactions, their impact on multiple aspects of social development, and the causes and consequences of peer difficulties. From friendships and romance to social withdrawal, aggression, and victimization, all aspects of children's and adolescents' relationships are explored. The book examines how individual characteristics interact with family, group, and contextual factors across development to shape social behavior. The importance of peer relationships to emotional competence, psychological well-being, and achievement is analyzed, and peer-based interventions for those who are struggling are reviewed. Each chapter includes an introductory overview and

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addresses theoretical considerations, measures and methods, research findings and their implications, and future directions. New to This Edition *Chapters on neuroscience, social media, social inequality, prosocial behavior with peers, and sociological approaches.

*Expanded coverage of applied issues: chapters on interventions for socially withdrawn children, activity programs that promote positive youth development, and policy initiatives. *Chapters on same- and other-sex peer relationships, peer influence, educational environments, evolutionary models, the self-concept, personality, and animal studies. *Increased attention to variations in peer relations due to culture, gender, and race. *Many new authors and topics reflect a decade's worth of theoretical and methodological advances, including the growing use of complex longitudinal methods. Handbook of Social Influences in School Contexts - Kathryn R. Wentzel 2016-01-13

The Handbook of Social

Influences in School Contexts draws from a growing body of research on how and why various aspects of social relationships and contexts contribute to children's social and academic functioning within school settings. Comprised of the latest studies in developmental and educational psychology, this comprehensive volume is perfect for researchers and students of Educational Psychology. Beginning with the theoretical perspectives that guide research on social influences, this book presents foundational research before moving on to chapters on peer influence and teacher influence. Next, the book addresses ways in which the school context can influence school-related outcomes (including peer and teacher-student relationships) with specific attention to research in motivation and cognition. Within the chapters authors not only present current research but also explore best-practices, drawing in examples from the classroom. With

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chapters from leading experts in the field, *The Handbook of Social Influences in School Contexts* provides the first complete resource on this topic.

Social Motivation - Jaana Juvonen 1996-09-13

Social Motivation, first published in 1997, examines the essential interaction between social functioning and success at school.

Developmental Psychopathology, Theory and Method - Dante Cicchetti 2016-02-29

The seminal reference for the latest research in developmental psychopathology. *Developmental Psychopathology* is a four-volume compendium of the most complete and current research on every aspect of the field. Volume One: *Theory and Method* focuses on the theoretical and empirical work that has contributed to dramatic advancements in understanding of child and adult development, including findings in the areas of

genetics and neurobiology, as well as social and contextual factors. Now in its third edition, this comprehensive reference has been fully updated to reflect the current state of the field and its increasingly multilevel and interdisciplinary nature and the increasing importance of translational research. Contributions from expert researchers and clinicians provide insight into how multiple levels of analysis may influence individual differences, the continuity or discontinuity of patterns, and the pathways by which the same developmental outcomes may be achieved. Advances in developmental psychopathology have burgeoned since the 2006 publication of the second edition ten years ago, and keeping up on the latest findings in multiple avenues of investigation can be burdensome to the busy professional and researcher from psychology and related fields. This reference solves the problem by collecting the best

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of the best, as edited by Dante Cicchetti, a recognized leader in the field, into one place, with a logical organization designed for easy reference. Get up to date on the latest research from the field Explore new models, emerging theory, and innovative approaches Learn new technical analysis and research design methods Understand the impact of life stage on mental health The complexity of a field as diverse as developmental psychopathology deepens with each emerging theory and new area of study, as made obvious by the exciting findings coming out of institutions and clinics around the world.

Developmental Psychopathology Volume One: Theory and Method brings these findings together into a cohesive, broad-reaching

reference.

Children's Peer Relations -

Phillip T. Slee 1998

Children's Peer Relations

presents an up-to-date

overview of the latest findings

in the area of childhood

relationships. An international

group of researchers and

clinicians review current

theory, research and

intervention strategies across a

wide range of topics including:

peer status, gender and

ethnicity, disability, illness and

loneliness. There is also critical

examination of methods of

intervention to improve

children's relations with others

in school, family and

community. Children's Peer

Relations will provide social

researchers, school

counsellors, psychologists and

students of child development

with a comprehensive

handbook on this crucial topic.

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