CHDV 242
Peers and Schools

I. Theoretical approaches
   A. Piaget
   B. Learning/Social Learning
   C. Sullivan
   D. Ethology
   E. Group Socialization theory

II. Early sociability/interactions
   A. Pretend Play
   B. Social participation in play
      1. Parten (1932)
      2. Howes & Matheson

III. Friendship
   A. Characteristics of friendship
   B. Functions of friendships/ developmental changes in functions of friendships
   C. Friendship stability and role of similarity
   D. Cognitive and behavioral changes in friendships
   E. Friendship and adjustment

IV. Peer status
   A. Peer acceptance/rejection
      Sociometric techniques
      - ratings
      - Nominations
      - observation
      - report
   B. Correlates of peer acceptance
      1. Behavioral correlates
      2. Temperament/gender
      3. Social Cognitive skills
      4. Parenting Contextual factors
   C. Consequences of peer rejection
   D. Peer group affiliation in adolescence

II. Peers and school
   A. Student presentations
   B. Discussion
      1) According to your reading, what does the ideal school experience look like for children? That is, what components of the school environment make for optimal child development?
      2) Schools are an important context for peer relationships. Given your understanding of peer relationships, what sorts of evidence-based programs could schools put into place to promote positive peer relationships?