

## **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?