This compilation of information for teachers and parents translates important aspects of research regarding children's social development and peer relationships into strategies that can be used by parents and teachers to understand and help children who need to develop more effective ways to deal with peers. The publication includes three topical papers, an annotated bibliography of information for parents, and an ERIC computer search reprint on the topic of children's social development. The first paper, "Helping Children without Friends in Home and School Contexts" (Steven Asher and Gladys Williams), discusses the problems of children without friends and suggests ways teachers and parents can help these children develop better peer relationships. "Children's Peer Relationships" (Christine Burton) indicates the importance of peer relationships, discusses some reasons why children have problems with their peers, and suggests ways children can be helped to overcome these problems. "The Development of Social Competence" (Sherri Oden) describes the importance of infants' and children's interaction with others as it relates to the developmental stages of children's social competence. The annotated bibliography contains citations to journal articles of special interest to parents and a list of newsletters and magazines which frequently include information on children's social development. The last section is a reprint of a computer search of the ERIC database divided into portions dealing with preschool and elementary school age children. (BN)
Children's Social Development

Information for Teachers and Parents

Steven R. Asher
Gladys A. Williams
Christine B. Burton
Sherri Oden
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INTRODUCTION

The long-term effects of children's social development and peer relationships have been the subject of recent research studies. This compilation of information for teachers and parents translates some important aspects of this research into strategies that can be used by parents and teachers to understand and help children who need to develop more effective ways to deal with peers. The publication includes three topical papers, an annotated bibliography of information for parents, and an ERIC computer search reprint on the topic of children's social development.

The first paper in the compilation, "Helping Children without Friends in Home and School Contexts" by Steven R. Asher and Cladys A. Williams discusses the problems of children without friends and suggests ways teachers and parents can help these children develop better peer relationships. "Children's Peer Relationships" by Christine B. Burton indicates the importance of peer relationships, discusses some reasons that children have problems with their peers, and suggests ways children can be helped to overcome these problems. "The Development of Social Competence" by Sherri Oden describes the importance of infants' and children's interaction with others as it relates to the
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HELPING CHILDREN WITHOUT FRIENDS
IN HOME AND SCHOOL CONTEXTS*

Steven R. Asher and Gladys A. Williams

Imagine having to spend over 30 hours a week in an environment in which there are lots of other people your own age, but almost none of them like you. That's what school is like for many children. Here are four such children, as described by their classmates. The children differ in their behavior, but they have one thing in common: All lack friends in their class.

--John, a third grader: "He is mean... Once he got me into a position where I couldn't fight back, and... he jumped on me and started beating me up... He'll try to fight with anybody."

--Melissa, a sixth grader: "She's sort of snotty... She'll boss people around and expect them to do what she says... and she always bugs them... She's a tattletale. She says she is going to tell Mr. Howard... She kind of spreads rumors and stuff. Whenever you're talking she'll always look at you. Then she'll say to someone else what

*This paper is a revision of the 1985 Pickering Lecture given by the first author at Carleton University, Ottawa.
you're talking about. It's like she's the classroom gossip."

--Billy, a third grader: "When some other people are talking, he always interrupts... When other people are working he starts talking and they can't work... He makes noises—burps so you can hear it on the other side of the room... He's not warlike or anything, but... he won't listen."

--Sue, a third grader: "Everybody just about makes fun of her... She has a slow voice... We make up jokes and she says, 'Well, I don't know... She says 'I don't know' all the time... It seems like she's a little retarded... At Show-and-Tell she said, 'I slammed my finger in the car door,' and that's not what other people tell about at Show-and-Tell."

Research reveals that a considerable number of children such as these are named by no one in their class as one of three best friends. As will be discussed, these children are particularly lonely and are more likely than children with friends to have serious problems in later life. They can be helped, however, through the cooperative efforts of parents and teachers. Indeed, even relatively brief educational efforts often can produce positive results.

Why should parents and teachers be concerned with children's friendships? After all, there are so many other areas of children's lives to be worried about including their values, progress in school, health, personal safety, and
ability to resist unhealthy forms of personal experimentation. Should friendship be added to this already-daunting list?

The fact of the matter is that friendship is on parents’ and teachers’ lists of concerns for children. Behind this concern is a general belief that friendships provide children with a source of emotional security and with opportunities to learn a variety of new skills. Friendships can also be an important source of daily pleasure and overall life satisfaction.

Concerns about children’s friendships have been increasing over the last decade, perhaps because certain trends in our society are contributing to a growing prominence of peers in children’s lives. The increasing number of working mothers and single-parent families has resulted in earlier entry of young children into organized peer group settings such as day care homes, nursery schools, or day care centers. Furthermore, children stay in school for more years than they did in earlier times. In addition, children today participate in various after school and summer peer group activities (e.g., clubs, sports, church groups, camps). Together, these experiences guarantee that children will spend considerable time with similar-age peers throughout childhood and adolescence. This degree of peer contact accentuates the plight of children who have poor relationships with other children.
Problems Associated with Not Having Friends

Peer rejection in childhood brings with it short-term and long-term problems. Recent research reveals that children who are rejected by peers experience stronger feelings of loneliness and social dissatisfaction (Asher & Wheeler, 1985; Williams & Asher, 1987). Figure 1 shows the level of loneliness reported by five different groups of children: popular children, neglected children, rejected children, controversial children, and average children. These groups of children are identified by using sociometric measures. Popular children are those who many children identify as a best friend and few children say they dislike. Neglected children are neither named as particularly liked nor disliked by others. Rejected children have few friends and many children report disliking them. Controversial children elicit different types of strong reactions with some children viewing them as friends and others disliking them.

It can be seen from Figure 2 that rejected children are the most unhappy and dissatisfied with their peer relationships. Other researchers have found that rejected children also report lower self-esteem (Finn & Cole, 1985). Together, these findings suggest that rejected children are discontent with themselves and with their peer relationships.
Figure 1
LONELINESS AND STATUS AMONG PEERS

(From S. R. Asher & V. A. Wheeler, 1985)
### FIGURE 2

**CHARACTERISTICS ASSOCIATED WITH PEER ACCEPTANCE AND PEER REJECTION, GROUPED ACCORDING TO SIX CORE QUESTIONS**

<table>
<thead>
<tr>
<th>Core Question</th>
<th>Acceptance</th>
<th>Rejection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is this child fun to be with?</strong></td>
<td>sense of humor</td>
<td>aggressive/mean</td>
</tr>
<tr>
<td></td>
<td>resourceful/skillful</td>
<td>disruptive</td>
</tr>
<tr>
<td></td>
<td>participatory/readily involved</td>
<td>bossy/domineering</td>
</tr>
<tr>
<td></td>
<td>cooperative</td>
<td>withdrawn/apprehensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>low cognitive skills</td>
</tr>
<tr>
<td><strong>Is this child trustworthy?</strong></td>
<td>reliable</td>
<td>aggressive/mean</td>
</tr>
<tr>
<td></td>
<td>honest</td>
<td>dishonest</td>
</tr>
<tr>
<td></td>
<td>loyal</td>
<td>betrays confidences</td>
</tr>
<tr>
<td><strong>Do we influence each other in ways I like?</strong></td>
<td>cooperative</td>
<td>aggressive/mean</td>
</tr>
<tr>
<td></td>
<td>responsive</td>
<td>bossy/domineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>resistant/rigid</td>
</tr>
<tr>
<td><strong>Does this child facilitate and not undermine my goals?</strong></td>
<td>cooperative</td>
<td>disruptive</td>
</tr>
<tr>
<td></td>
<td>helpful</td>
<td>impulsive</td>
</tr>
<tr>
<td><strong>Does this child make me feel good about myself?</strong></td>
<td>supportive/kind</td>
<td>insulting/demeaning</td>
</tr>
<tr>
<td></td>
<td>responsive</td>
<td>nonresponsive</td>
</tr>
<tr>
<td></td>
<td>likes me</td>
<td>dislikes me</td>
</tr>
<tr>
<td><strong>Is this child similar to me?</strong></td>
<td>common values and interests</td>
<td>different values and interests</td>
</tr>
<tr>
<td></td>
<td>respect for peer conventions</td>
<td>nonconformity to peer conventions</td>
</tr>
<tr>
<td></td>
<td>same gender, race, age</td>
<td>superior manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>handicapped</td>
</tr>
</tbody>
</table>

4b 13
The quality of children's peer relationships also helps us to predict how well children cope in later life. There are numerous studies of whether children's social relationship problems in elementary school predict problematic later life outcomes, such as dropping out of school, criminal behavior, and mental health problems. A recent review of this research (Parker & Asher, in press) identified 29 studies of which all but three found that serious outcomes could be predicted from earlier peer relationship problems. It should be stressed that the prediction is far from perfect. Most children who lack friends for a period of time in school do not have significant problems later on. Nonetheless, children with poor peer relationships are at greater risk for developing serious problems in adolescence or adulthood.

To appreciate the levels of risk and prediction that are possible, consider two studies of school dropouts. One research team found that 54% of unpopular 6th grade boys and 35% of unpopular 6th grade girls dropped out compared to only 19% of popular boys and 4% of popular girls (Gronlund & Holmlund, 1985). In another study, conducted in a different location and year, 14% of 5th through 9th grade unpopular boys and 15% of 5th through 9th grade unpopular girls dropped out compared to 4% of more popular boys and 8% of more popular girls (Barclay, 1966). In both studies, it is clear that although many unpopular children stay in school and some popular children drop out, children who are unpopular are far
more likely to leave school than those who are popular.

Not only do peer relationship problems help predict later adjustment, they may be better predictors than other aspects of children's lives. One research team found that the way a child was viewed by peers in 1st through 3rd grade was a better predictor of mental health problems 11 years later than were I.Q., school achievement, teachers' ratings, nurses' ratings, personality test scores, or absenteeism (Cowen, Pederson, Babigian, Izzo, & Trost, 1973). It is impressive that simple sociometric measures (e.g., asking children to list children they like most or least) can have such predictive power!

Why is it that the quality of children's peer relationships is associated with later adjustment? Some prominent child psychologists argue that interactions with other children provide opportunities for social learning (Hartup, 1983; Hartup & Sancilio, 1986). Through these interactions, children develop valuable communication skills that facilitate group entry, group problem solving, and the management of competition and conflict. Friendship and peer relations also provide a context in which self-exploration, emotional growth, and moral development can occur. There are, of course, other contexts in which this learning can take place. Parents, teachers, and other adults are certainly crucial in the socialization process. But it is among other children that a child learns how to interact with
equals. There is no doubt, then, that children with friends have an important developmental advantage.

The Basis of Acceptance and Rejection

What is it that leads to acceptance versus rejection by peers? Psychologists have been studying this question intensively over the past decade by directly observing children's behavior and by asking teachers and classmates to describe the behavior of accepted and rejected children. A variety of characteristics have been identified as important contributors to successful peer relations. These characteristics suggest to us that children are paying attention to six core questions as they choose their friends. These questions are:

--Is this child fun to be with?
--Is this child trustworthy?
--Do we influence each other in ways I like?
--Does this child facilitate, and not undermine, my goals?
--Does this child make me feel good about myself?
--Is this child similar to me?

These questions are not unique to children's peer relationships, of course. They are also relevant at other stages of life and in other types of social relationships (e.g., parent-child, husband-wife). Nonetheless, certain questions become more prominent at different life stages. For
example, when young children are interviewed about the characteristics they value in a friend, they put particular emphasis on whether a child is an enjoyable play partner (i.e., fun to be with). Adolescents, on the other hand, stress characteristics relevant to trustworthiness, such as loyalty and the ability to keep confidences, as central features of friendships (LaGaipa, 1981; Berndt, 1986). This suggests that the violation of a confidence would be a more serious breach of friendship in high school than in nursery school.

Our six core questions can be used to categorize characteristics that researchers have found to be associated with acceptance versus rejection in the peer group. In Figure 2, we have taken these characteristics and listed them under the core questions to which they pertain. Notice that some behaviors, for example, being aggressive or mean to others, are relevant to more than one core question. A child who physically or verbally harms others is less fun to be with, undermines trust (personal safety is a fundamental trust issue), and exerts influence on others in ways that are viewed as coercive. An example of a positive characteristic that is relevant to more than one core question is cooperativeness, which helps create an atmosphere of mutual influence and also plays an important role in the accomplishment of others' goals.

It is important to recognize that none of the behaviors
listed under rejection in Figure 2 inevitably leads to peer rejection. A child's relationship with peers is based on the entire pattern of the child's dealings with others. For example, a rather bossy child who nonetheless displays acts of kindness, has a good sense of humor, and is competent at sports and schoolwork, will be viewed differently than another equally bossy child who has fewer compensating skills and personal qualities.

An important aspect of rejection that Figure 2 cannot convey is that different children may be disliked for totally different reasons. There are several routes to rejection. For example, some children seem to antagonize others by starting fights, or by their bossiness, or untrustworthiness. Others appear to upset things by interrupting or disrupting others' activities. Still others run into difficulties because they are socially inept.

Motivation and Social Knowledge

Describing the behavior of rejected children is an important first step, but it is also important to look into the reasons for children's behavioral problems. We believe that rejected children want to have friends. Why then would they behave in ways that interfere with the process of making and keeping friends?

What does it take to get along with others in social
First, a child must be alert to interpersonal relationships in situations. Social situations are complex and often ambiguous. They present a context for the pursuit of many different goals (Renshaw & Asher, 1982). In a game situation, for example, a child might focus on one or more goals such as: getting along well with the other children, winning, assuming control over the situation, improving his or her skills at the game, or avoiding humiliation (Taylor & Asher, 1984). A child's behavior will depend in large part upon the goals he or she pursues. The child who is concerned with the implications of the situation for getting along with other children is likely to try to be a good sport. However, the child who focuses exclusively on winning the game may cheat, sulk, quit when losing, or show off and brag when winning. The behavior of the latter child is likely to alienate others, even though the child may intend, at a general level, to maintain friendships. Observations of rejected children's behavior suggest that such children do not sufficiently attend to relationship goals in many situations (Renshaw & Asher, 1982).

Recognizing that relationship goals are relevant in a situation is only a first step in managing the situation well. Often, a child will have additional goals for the situation. To continue with our game example, a child may wish both to win and to maintain a friendship. He or she faces the challenging task of devising a strategy that takes
both goals into account.

There is reason to believe that unpopular children are relatively poor at developing strategies to meet their goals. When unpopular children are given a goal and then asked "What could you do?" their initial responses are very similar to those of popular children. However, when asked what else they could do, the quality of unpopular children's ideas deteriorates markedly. Popular children, on the other hand, think of additional effective strategies (Richard & Dodge, 1982; Rubin & Krasnor, 1986). Thus, rejected children may have only a small repertoire of effective strategies for pursuing their goals and may have particular difficulty coordinating multiple goals.

Children's ability to attend to relationship goals and to coordinate goals may be tested most acutely in conflict situations. Although any social situation can be problematic for some children, research suggests that conflict is particularly difficult. Here, there are direct confrontations between what seems to be one's own self-interest and the self-interest of others. Children are confronted with the choice of pursuing their own needs, of acceding to the wishes of others, or of searching for ways to simultaneously meet each party's needs and interests. Take, for example, the conflict situation shown in Figure 3. We have used this kind of situation to interview children about their goals and strategies (Asher & Renshaw, 1981; Renshaw & Asher, 1983).
Figure 3

PICTURE FROM HYPOTHETICAL SITUATIONS INTERVIEW (MALE VERSION)

(From S.R. Asher & P.D. Renshaw, 1981)
In this scene we have two children watching television. One (the child who is seated) is the "host" and the other is new to the neighborhood. Suddenly, the guest gets up and changes the station. We tell children to imagine that they are the host and we ask, "What could you do?" Different goals seem to dominate in different children's answers. Some children appear to want to watch their show but at the same time are desirous of not doing harm to the fragile relationship with the new neighbor. They provide assertive but prosocial strategies that are aimed at achieving both goals (e.g., "I'd say 'Let's finish watching this show and then we'll watch the one you want.'"). Other children, by contrast, seem entirely focused on getting to watch their show. (One child even suggested he would go upstairs and find another TV set!) Still others seem mostly concerned with showing that they are in charge, giving responses such as, "I'd tell him it's my house, so I get to choose the show." And others suggest physically or verbally aggressive solutions to the problem in order to get their way or punish the other child. Interview research with children reveals that unpopular children are more likely than more popular children to give aggressive solutions to this and other types of conflict situations (Asher & Renshaw, 1981).
Helping Children Make Friends

Parents and teachers can facilitate the development of children's peer relationships. Our goal for children is not that they become popular or social "stars" but that they have some friends and get along reasonably well with other children.

Parent Influences

Children learn many of their social values and behaviors from the significant adults in their lives. Parents, in particular, have powerful direct and indirect influences on children's social development. They have a direct influence when they actively endorse values and provide advice. But indirect influences may be just as strong. Parents serve as role models through their own social behavior. The environment they provide for their children will affect whether the children find it easy to get together with their peers (Rubin & Sloman, 1984).

Parents can have a positive influence on the course of their children's peer relationships, both directly and indirectly by:

- Interacting with children in ways that are authoritative and democratic, as opposed to authoritarian or laissez-faire (see Baumrind, 1973; Putallaz & Heflin, in press).

- Showing children that friendships are a priority. This
includes allowing time in children's schedules to enjoy relationships with other children. It also means showing concern about their children's friends, encouraging them to have friends visit at home, and facilitating peer contact through recreational programs, church groups, etc.

--Giving attention to the timing of family moves (moves in the middle of the school year are probably less than ideal), and to the availability of potential playmates and play environments in the new location.

--Emphasizing the interpersonal aspects of social situations so that children will learn that getting to know and to enjoy others are valuable aspects of playing, talking, and working with peers. This may mean downplaying the individualistic or competitive aspects of some activities, as well as helping children learn to coordinate performance and relationship goals.

--Having children observe adult friendships in action so that they can see how friends relate to one another, how they communicate, and how they go out of their way for one another. If children see their parents and other adults making friendships a priority, the children are more likely to value friendships.

--Playing games and engaging in sports with children. Game playing is important for children because children's interactions mostly occur in the context of games and activities. Games also provide a setting in which children
can learn to coordinate multiple, potentially competing, goals. Playing games and sports with children gives adults opportunities to model the kinds of social values and social behavior that facilitate friendships.

--Being supportive of children and their relationships, building up their social self-confidence, and decreasing their social anxiety. By communicating a relaxed focus on learning about and enjoying others, rather than stressing the performance aspects of relationships (such as being very popular or never making mistakes), adults can help children avoid an anxious outlook. For this reason, adults should not overreact to children's mistakes, arguments, or bad days. Learning to deal with the minor bumps and bruises of everyday social life is an important life task.

--Teaching children not to jump to premature and negative interpretations of others' behavior. Research indicates that aggressive-rejected children are often quick to read negative intentions into another's behavior and to retaliate. These children seem preoccupied with the goal of not being taken advantage of or pushed around. Children without this preoccupation tend to gather more information about the other person's intentions before deciding how to react (Dodge, 1986). Parents can help children by encouraging them to consider and test out more benign interpretations of others' actions.

--Teaching children to generate strategies by problem
solving together about difficult situations. Parents and 
other adults can guide children in this process, explicitly 
pointing out potential goals, helping children consider 
alternative strategies, and evaluating strategies in terms of 
their likely outcomes for each goal. It may be especially 
useful to help children consider the impact of various 
strategies on other people.

School-Based Intervention

Children can also be helped through structured, school-
based programs aimed at teaching social relationship skills. 
We recommend that parents who have concerns about their 
children's peer relationships discuss these concerns with the 
child's teacher, principal, school social worker, or 
psychologist. School personnel are often able to help 
children improve their social skills through formal and 
informal methods. A recently developed method that holds 
particular promise involves direct instruction in social 
skills. The intervention has several assumptions and 
procedural elements:

--Children can benefit from direct instruction in social 
interaction concepts or principles.

--Concepts that are taught are selected on the basis of 
prior research concerning the types of behavior that lead to 
acceptance versus rejection.
---Children receive instruction in one-to-one or small group contexts and the adult "coach" talks with children in an interested and responsive manner.

---Children are coached in game-playing contexts because of the importance of activity-based relationships to children and because social interaction during game playing involves complex goal coordination and a variety of social skills.

---Children are provided with opportunities to put the coached concepts into practice by playing with classmates. They also are given opportunities to review the concepts following each practice session.

---Every attempt is made to avoid labeling or stigmatizing children.

In a study by Oden and Asher (1977), carried out with 3rd and 4th graders, the children participating in this research were among the least liked children in their classes. In coaching the children, four general social skill concepts or principles were focused upon: (1) participating, (2) communicating, (3) cooperating, and (4) being validating or supportive. (This latter concept was referred to as being friendly, fun, and nice.) These concepts were chosen because of their strong association with peer acceptance. The concepts were discussed in five sessions held twice a week over a 3-week period. Each session had three parts. First, the coach and the child met individually and discussed the four skill concepts. The coach explained that trying out
these ideas might make playing games more fun. The coach and child defined the terms, thought of specific examples of each (see Figure 4), and evaluated the likely consequences if the child were to try out different ways of acting. (A sample portion of the coaching script is shown in Figure 5.) Then the child was asked to try out the ideas while playing a moderately competitive game (e.g., Blockhead, tic-tac-toe, pick-up sticks) with a classmate. The game playing activity lasted for about 12 minutes.

Finally, the child and the coach met again to review the game experience and to discuss and evaluate the child's attempts to employ the four types of skills. Although this intervention did not explicitly set out to orient children toward relationship goals or toward the coordination of relationship and performance goals, this may have been one of its effects. By having children focus on the goal of having fun with others and on strategies to realize relationship goals, children may have been encouraged to construe game playing situations in new ways.

To avoid labeling children, participants in our study were told that the coach was interested in learning about which of the ideas make games fun to play. Children were encouraged to think of themselves as consultants helping the adult learn about what kinds of things make games go well.

There are now approximately a dozen studies of the effects of this kind of social skill training on children's
FIGURE 4
GENERAL CONCEPTS COACHED WITH SPECIFIC EXAMPLES GIVEN

Participation:
- get involved
- get started
- pay attention to the game or activity
- try to do your best

Cooperation:
- take turns
- share the game or materials
- make a suggestion if we have a problem with a game
- give an alternative if we disagree about the rules

Communication:
- talk with the other person
- say things about the game or yourself
- ask a question about the game
- ask a question about the other person
- listen when the other person talks
- look at the other person to see how he's doing

Validation-Support (Friendly-Fun-and-Nice):
- give some attention to the other person
- say something nice when the other person does well
- give a smile sometimes
- have fun in the game
- offer some help or suggestions
- give some encouragement

(From S. Oden & S.R. Asher, 1977)
FIGURE 5
SAMPLE OF COACHING SCRIPT:
CONCEPT OF PARTICIPATION

COACH: Okay, I have some ideas about what makes a game fun to play with another person. There are a couple of things that are important to do. You should cooperate with the other person. Do you know what cooperation is? Can you tell me in your own words?

CHILD: Ahh ... sharing.

COACH: Yes, sharing. Okay, let's say you and I are playing the game you played last time. What was it again?

CHILD: Drawing a picture.

COACH: Okay, tell me then, what would be an example of sharing when playing the picture-drawing game?

CHILD: I'd let you use some pens too.

COACH: Right. You would share the pens with me. That's an example of cooperation. Now let's say you and I are doing the picture-drawing game. Can you also give me an example of what would not be cooperating?

CHILD: Taking all the pens.

COACH: Would taking all the pens make the game fun to play?

CHILD: No.

COACH: So you wouldn't take all the pens. Instead, you'd cooperate by sharing them with me. Can you think of some more examples of cooperation? (The coach waited for a response.) Okay, how about taking turns.... Let's say you and I ... (etc.). Okay, I'd like you to try out some of these ideas when you play (name of new game) with (other child). Let's go and get (other child), and after you play, I'll talk to you again for a minute or so and you can tell me if these things seem to be good ideas for having fun at a game with someone.

(From S. Oden & S.R. Asher, 1977)
Results of these studies suggest several conclusions:

--In the majority of the studies, children who have been coached have improved in their acceptance by peers. Furthermore, follow-up assessments have shown gains to have been maintained or even to have increased. The longest follow-up assessment was made one year after the intervention and, in this case, the children who had received instruction moved close to an average level of classroom sociometric status (Oden & Asher, 1977). This level of acceptance is impressive since the children were initially among the least liked children in their class. As we pointed out earlier, the goal is not to make everyone popular or a "social star," but to help rejected children gain a level of acceptance by peers that will enhance current life satisfaction and potential long-term social adjustment.

--Research involving coaching has assigned low-status children at random to instruction and to control (no treatment) conditions. Control groups of children have typically shown little or no change, even when they have been provided with equivalent amounts of one-to-one attention from an adult, but no social skill instruction. This provides further evidence that without intervention low status in the peer group is fairly stable.

--Coaching seems to be most beneficial when a child tries out the new ideas in activity or game sessions with
peers. The new child has the opportunity to practice new strategies and peers discover that interacting with this child can be enjoyable. Rejected children have negative reputations so it is important that their peers get opportunities to see and experience changes in behavior.

--Even within studies in which coaching has worked, not all children benefit. Averaging across studies, about 50% to 60% of the children make substantial gains. We need to know more about the types of children who benefit most from intervention. For example, aggressive-rejected children may be a particularly challenging group to assist (see Coie & Koeppel, in press). Another possibility is that existing interventions are more effective with younger than with older children.

Although more research is needed to confirm this point, interventions in elementary school appear to have been more successful with 3rd and 4th grade children than with 5th and 6th grade children. This could be due to stronger clique structures or to stronger reputational factors in the later grades. Furthermore, there is the possibility that rejected children themselves become more defensive and less open to change as they grow older.

--Coaching is a cognitively-based procedure and might be thought of as difficult to adapt to the less cognitively sophisticated preschool child. However, evidence indicates that social skill concepts can be taught effectively to
preschoolers by building on their experiences, by using concrete examples to arrive at abstract concepts, by using dolls or puppets to model social skills in action, and by including lots of (usually brief) sessions (see Chittenden, 1942; Mize & Ladd, in press).

Conclusion

Parents and teachers care about the social development and peer relationships of children. Given evidence about concurrent and long-term adjustment problems of peer-rejected children, there is good reason for this concern. Considerable research indicates that rejected children contribute to their own social difficulties by interacting in ways that alienate others. Helping peer-rejected children will require attention not only to their behavior but to their goals in social situations and their knowledge of situationally appropriate interaction strategies. It is clear that parents and schools can do a great deal to facilitate children's social development. There is especially encouraging evidence that school-based instruction in social skills can offer help to children who are deprived of one of life's great pleasures, the companionship of one's peers.
References


Children's friendships have inevitable ups and downs. Yet the feelings of satisfaction and security that most children derive from interacting with peers outweigh periodic problems. For a number of children, however, peer relations are persistently problematic. Some children are actively rejected by peers. Others are simply ignored or neglected. It even appears that some popular children have many friends but nevertheless feel alone and unhappy. This paper examines factors that contribute to children's peer relationship problems and describes ways to help children overcome these problems.

Why Are Peer Relationships Important?

Children who are unable to form close or satisfying relationships with peers should be a concern to parents and teachers alike. For one thing, these children miss out on opportunities to learn social skills that will be important throughout their lives. Especially critical are the skills needed to initiate and maintain social relationships and to resolve social conflicts, including communication,
compromise, and tact (Asher, Renshaw, & Hymel 1982). Children who lack ongoing peer involvements also may miss opportunities to build a sense of social self-confidence. These children may develop little faith in their own abilities to achieve interpersonal goals and, thus, are discouraged by the normal ups and downs of social interaction. Implications for the children's future social and professional adjustment are obvious.

Finally, children without satisfying friendships may suffer from painful feelings of isolation (Asher, Hymel, & Renshaw, 1984). School may be an unpleasant place for such children. They may ultimately become truant or drop out altogether (Kupersmidt, 1983). Or, in their search for a sense of group belonging, the children may become vulnerable to the influence of delinquent or drug-abusing peers (Isaacs, 1985).

What Factors Contribute to Peer Relationship Problems?

As adults become aware of children with significant peer relationship problems, their concern should focus on why such problems are occurring. Fortunately, recent research has expanded insight into the following factors that contribute to children's peer relationship problems.

Social behavior. Some children behave in an aggressive or disruptive manner and, hence, are rejected by peers. Other
children withdraw from peer interactions and, in this way, limit their ability to gain acceptance and friendship (Coe & Kupersmidt, 1983; Dodge, 1983). Each type of ineffective social behavioral pattern can stem from different root causes. One possible cause is a lack of knowledge about effective interaction strategies. Another potential cause relates to the children's emotional states. Children who are anxious or fearful about peer relations are unlikely to behave in an effective manner. Academic problems also can contribute to ineffective social behavior. Children who cannot engage themselves with classroom work assignments often disrupt and irritate their peers (Burton, in press).

Differentness. Similarity fosters social acceptance. Conversely, children tend to encounter social rejection when they are perceived to be dissimilar from their peers. This may occur when children are of a different ethnic group or sex, are physically unattractive or handicapped, or are newcomers to their classrooms (Asher, Renshaw, & Hymel, 1982).

Family problems. Family problems can have damaging effects on children's peer relations. For example, children of divorcing parents may act out feelings of anger at school, eliciting rejection from peers in the process. Children with family problems, such as parental alcoholism, may feel reluctant to bring friends home, avoiding close friendships as a result.

Reputation. Even if children overcome the circumstances
that originally led them to experience peer problems, a reputation as a social outcast is extremely difficult to change.

How Can Children Overcome Peer Relationship Problems?

Children require help from adults if they are to overcome serious peer relationship problems. The most successful helping strategies are matched to the specific needs of the children involved.

Social skills training. Children whose behavior leads to social rejection often need to learn new interpersonal skills. In such cases, specific instruction on ways to make peer interactions mutually satisfying and productive can be effective in improving the children's peer relations (Asher, Renshaw, & Hymel, 1982).

Intervention for related problems. When peer problems co-occur with serious academic problems, children may need intensive academic intervention if they are to become accepted members of their classroom groups (Coe & Krehbiel, 1984). Similarly, children should be given school support for dealing with family problems, when possible, to minimize potential adverse effects on peer relations.

Nonthreatening social experiences. Large groups can be threatening to children who lack self-confidence. Shy children may therefore benefit from opportunities to interact...
with peers in small groups. Parents can encourage shy children to invite classmates over, one at a time, for special activities. Or shy children can be encouraged to develop outside interests, like music or art, that will provide a natural basis for interacting with other children. Both of these approaches can boost shy children's self-confidence and may help them start friendships in the process.

**Cooperative classroom projects.** Cooperative group projects can foster peer acceptance of children who are trying to improve their social reputations, including children who are seen as different by their classmates. Under this scheme, teachers assign interesting tasks to small work groups. Group members must work cooperatively to achieve the tasks. In so doing, they interact with peers they would typically avoid and often discover new bases for liking them (Bierman & Furman, 1984; Isaacs, 1985).

**General Guidelines for Adults**

Beyond intervention for specific peer problems, there are several general strategies that may help all children maintain a healthy outlook on their own social lives (Burton, in press):

--Give children explicit opportunities to share any peer-related concerns they might have. Show respect for
children's unique social needs. Some children may be contented with few friends. Some popular children may have such high expectations that they never feel socially successful.

---Create social options for children without creating pressures. Take care not to communicate the expectation that children should be liked by "all of the people all of the time."

Conclusion

In sum, the message regarding children's peer relationships is a clear one. Peer relationships are important contributors to the quality of both children's current lives and their future development. Children who have difficulty in relating to peers can be helped. Such intervention is most effective when it is tailored to fit the specific nature of the children's peer problems.

For More Information


Asher, S.R., P.D. Renshaw, & S. Hymel. "Peer Relations and the Development of Social Skills." In The Young Child:


THE DEVELOPMENT OF SOCIAL COMPETENCE IN CHILDREN

Sherri Oden

Researchers have tried to pinpoint the origins of positive social adjustment in relation to genetic, familial, educational, and other factors. This paper reviews research on the development of social competence in infants and children, emphasizing the developmental processes which take place in the family, peer groups, preschool, and elementary school. Also discussed are difficulties in social development.

Infants As Social Beings

Breakthroughs in methodology for assessing infants' perceptual abilities have shown that even newborns are quite perceptive, active, and responsive during physical and social interaction. The newborn infant will imitate people, stick out its tongue, flutter its eyelashes, and open and close its mouth in response to similar actions from an adult or older child. Through crying and other distress sounds, the infant signals physical needs for food, warmth, safety, touch, and comfort.

Infants' physical requirements are best met when delivered along with social contact and interaction. Babies
who lack human interaction may "fail to thrive." Such infants will fail to gain sufficient weight and will become indifferent, listless, withdrawn and/or depressed, and in some cases will not survive (Clarke-Stewart & Koch, 1983).

Increasingly, an infant will engage in social exchanges by a "reciprocal matching" process in which both the infant and adult attempt to match or copy each other by approximation of each other's gaze, use of tongue, sounds, and smiles. Bruner (1978) and others have proposed that these social interaction processes also constitute a "fine tuning" system for language and cognitive development.

Family Attachment Systems

It is important for infants to maintain close relationships with one or more adults. Typically, one adult is the mother, but others may be fathers, older siblings, or family friends. The smiling and laughing of an infant become responses to social stimulation and objects provided by specific persons (Goldbert, 1982). A growing "bonding" attachment, marked by strong mutual affect, with at least one particular adult, is critical to the child's welfare and social-emotional development.

Attachment, evident within six to nine months, becomes obvious when the infant shows distress when the mother (or other attachment figure) departs from a setting. Infants and
toddlers who are "securely attached" are affectionate and tend not to cling to their mothers, but to explore the surrounding physical and social environments from this "secure base," showing interest in others and sharing their explorations with the mother by pointing and bringing objects of interest.

The socialization of the child is facilitated not only by the parents, but also within the family context, which may include relatives and friends who support the parents and children, and further reinforce cultural values. Studies by Baumrind (1973) and others have shown that, as children develop, parents use different methods of control or leadership styles in family management that fall into fairly predictable categories:

-- authoritarian (high control)
-- authoritative (authority through having knowledge and providing direction)
-- permissive (low control or direction)
-- combinations of the above

Some cultural groups tend to prefer one or the other of these styles, each of which encourages and controls different patterns of behavior in children. Mothers who are more verbal in their influence on children's actions have been found to use "benign" instructive direction that appears to result in the child having greater social competence at home, with peers, and in school settings.
Peer Relationships

As a toddler, the child moves in peer contexts which provide opportunities for learning to sustain interaction and develop understanding of others. Piaget (1932) pointed to peer interaction as one major source of cognitive as well as social development, particularly for the development of role-taking and empathy. In the contexts of school, neighborhood, and home, children learn to discriminate among different types of peer relationships—best friends, social friends, activity partners, acquaintances, and strangers (Oden, 1987.) Through engaging in peer relationships and social experiences, especially peer conflict, children acquire knowledge of the self versus other and a range of social interaction skills. Mixed-age peer interaction also contributes to the social-cognitive and language development of the younger child while enhancing the instructive abilities of the older child (Hartup, 1983).

Children's social-cognitive development, including moral judgment, appears to parallel cognitive development as children's perceptions of relationships, peers, and social situations become more abstract and less egocentric. Preschoolers are less able to differentiate between best friends and friends than elementary school-age children. But young children can provide specific reasons why they do not
like to interact with certain peers. From six to 14 years, children shift their views of friendship relationships from sharing of physical activities to sharing of materials, being kind or helpful, and, eventually, perceiving friendships that allow individuality to be expressed or supported (Berndt, 1981).

Limiting Factors in Social Development

A child's connection with a given family, neighborhood, center, or school may limit opportunities for social development. Mixed age, sex, racial, or cultural peer interactions may be infrequent and highly bound by activity differences and early learned expectations, thereby limiting the extent of diversity in peer interaction. This lack of diversity limits the child's ability to be socially competent in various circumstances (Ramsey, 1986).

Formally structured educational situations, built around teacher-group interaction, tend to result in fewer peer interactions than occur in less formal settings. Fewer socially isolated children are found in informal classrooms where activities are built around projects in which peers can establish skills for collaboration and activity partnership (Hallinan, 1981).

The long-term benefits of positive peer interactions and relationships have been shown in a number of studies (Oden,
1986). Greater social adjustment in high school and adulthood has been found for people who at 9 or 10 years of age were judged to be modestly to well accepted by peers. Poor peer acceptance results in fewer peer experiences, few of which are positive, thus creating a vicious cycle of peer rejection.

Various instructional approaches and experiences related to social skills development have proved effective in increasing children's social competence. Coaching, modeling, reinforcement, and peer pairing are methods based on the same learning processes evident in early adult-child relations. With these methods, social-cognitive and behavioral skills can be developed which can provide poorly accepted peers with the ability to break the cycle of peer rejection. Children appear to learn how to more competently assess peer norms, values, and expectations and to select actions that may bring them within the "threshold of peer acceptance" (Oden, 1987).

Societal factors also affect children's social development. Stressed families and those with little time for interaction with children have become a focus of research as divorce rates have risen. Poverty conditions undermine opportunities for children's positive development. Further investigation is needed on the linkage between child development and social factors.
For More Information


1983.


Journal Articles


Bower, B. "Roots of Resilience: The Sex Factor." SCIENCE NEWS 130(9) 1986:142. Reports two studies related to the effect of early stress on the social and academic development of boys and girls. Suggests that the social resiliency of boys is relatively consistent from age 3 to 18, while girls have no such pattern. Academic performance of the boys was lower than that of the girls.

Segal, J., & Z. Segal. "The Powerful World of Peer Relationships." THE PROFESSIONAL JOURNAL OF THE AMERICAN FEDERATION OF TEACHERS 10(2) 1986:14-17,45. Describes the powerful force that peer relationships exert on a child. Focuses on four aspects of development in which children's friendships predominate: finding out how to deal with
aggression; learning about sex; developing moral standards; and finding emotional security. Discusses when and how adults should intervene in a child's relationships.


Lickona, T. "Raising Children Who Care about Others." PTA TODAY 10(1) 1984:4-7. Children learn to be caring individuals when they are raised in a considerate and sensitive environment. Suggestions for helping children to be more aware of the needs of others are discussed.

Magazines

The magazines listed below frequently include information on children's social development in monthly columns or feature articles. They are available at newsstands or by subscription.
American Baby. American Baby Magazine, P.O. Box 13093, Boulder, CO 80322; free.

 Mothers Today. Mothers Manual, Inc., 441 Lexington Avenue, New York, NY 10017; 8 times per year, 2 years $10.

 Parenting. Parenting Magazine Subscription Department, P.O. Box 52424, Boulder, CO 80321; 10 times per year, 1 year $18.


 Working Mother. Working Mother, Customer Relations Manager, Box 10545, Des Moines, Iowa 50340; monthly, $8.95 per year.

 Working Parents. Mothers Manual, Inc., 441 Lexington Avenue, New York, NY 10017; bimonthly, $6.00 per year.

 Newsletters

 Growing Parent/Growing Child. (22 North Second Street, Box 620, Lafayette, IN 47902. Monthly, subscription includes both newsletters; $12.95 first year, $15.95 to renew). Growing Child presents an overview of normal physical, social
and intellectual development; parents state age of child when subscribing and each issue received is keyed to the child's age, from one month to 5 years. Growing Parent covers a variety of timely parenting concerns.

Growing Child Research Review. (22 North Second Street, P.O. Box 620, Lafayette, IN 47902. Monthly, $36 per year). Summarizes news, research findings, and specialists' viewpoints on topics relating to child development taken from conference presentations, professional journals, and major newspapers.

Practical Parenting. (18326b Minnetonka Blvd., Deephaven, MN 55391; Bimonthly, $7.50 for 5 issues, $14 for 10 issues). Edited by Vicki Lansky, this 10-12 page newsletter regularly solicits and publishes parents' opinions on a wide variety of topics related to families and parenting, feature articles, a news "Update" section, and "Parents' Marketplace" featuring new books and products of interest to parents.
COMPUTER SEARCH OF THE ERIC DATABASE

Part I: Peer Relationships in Elementary Schools

Part II: Social Skills and Peer Relationships in preschool
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PART I: PEER RELATIONSHIPS IN ELEMENTARY SCHOOLS

ERIC Documents

AN ED273883.
AU Bierman, Karen; Schwartz, Lori A.
TI Selecting Social Intervention Techniques for Aggressive Rejected Children.
LG EN.
GS U.S. Pennsylvania.
IS RIEEB87.
CH CG019347.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 070; 150.
IN 1.
YR 86.
AB Based upon evidence that peer rejection is a marker variable associated with maladaptive social-emotional development and the risk of later maladjustment, psychologists have focused both on understanding the factors contributing to peer rejection and on preventive interventions designed to remediate social adjustment problems evident in grade school. During the last decade, a number of studies have tested the effectiveness of school-based social skill training programs designed to promote positive peer relationships and peer acceptance. Social skills training is a generic label for short-term structured interventions that use instructions and demonstrations, behavioral rehearsal, and performance feedback to teach children specific positive social interaction strategies. Although this technique has been used successfully for unpopular children, it may also be a beneficial treatment for rejected children who show high levels of aggressive or negative social behavior. Studies have shown that social skills training improves the behavioral characteristics of unpopular or rejected children. (ABL).

AN ED272278.
AU Hatch, J. Amos.
IN Ohio State Univ. Columbus. Coll. of Education. RUF67460.
TI Alone in a Crowd: Analysis of Covert Interactions in a Kindergarten.
LG EN.
GS U.S. Ohio.
This paper reports findings from a naturalistic study of children's peer interactions in a kindergarten classroom. As the participant observation field-work of the study progressed, it became clear that much of children's interaction in their kindergarten classroom was covert in nature. That is, it took place in classroom contexts defined as situations in which peer conversations were either forbidden or discouraged. The focus of the study was then directed toward the character of such situations and children's covert interactions within them. The findings describe contexts in which children's talking was officially limited and identify patterns of interaction children used in reaction to classroom limitations.

Students' response patterns were classified into three domains: (1) forgetting expectations, (2) secret communications, and (3) exploring the limits. Each category of response is discussed as an example of children making secondary adjustments to institutional role expectations of the school. (RH.)
The effectiveness of a cognitive-behavioral interpersonal problem-solving (IPS) training program was evaluated with 35 poorly accepted second, third, and fourth graders. Group 1 received instruction in IPS and included only sons low in peer acceptance; group 2 consisted of sons low in peer acceptance who participated in IPS with same sex and grade Ss high in peer acceptance; and group 3 were contact control Ss low in peer acceptance who did not receive IPS but participated in games and activities. Dependent measures included the Social Problem Solving Test, Self-Evaluation Loneliness Scale, Classroom Inventory, and Teacher Rating of Peer Acceptance. IPS training focused on five major aspects: (1) establishing rapport, (2) identifying and using feelings, (3) understanding solutions in the long-run and short-run; (4) using four steps to solve problems, and (5) applying problem solving strategies. Preliminary results pointed to significant differences in favor of the low social skills high/social skills (LS/HS) group when compared with the control group. There were no significant differences on peer ratings of acceptance between LS and LS/HS Ss. A reference list is appended. (CH).
TI Child-to-Child Interaction: Findings and Implications from a Naturalistic Study in Kindergarten.

AN ED284020
AU Hatch, J. Amos.
VT Child-to-Child Interaction: Findings and Implications from a Naturalistic Study in Kindergarten.

AN ED284030
AU Weber, Larry J.; And Others.
VT Fundamental and Regular Elementary Schools: Do Differences Exist.

AN ED285435
AU Richards, Nancy; Smith, Manuel J.
VT The Long-Term Effects of Social Skills Training in Elevating Overall Academic Achievement: Enduring Effects of STAR.

The first year of research show that students trained in STAR had significantly better grades and attendance, fewer health problems, and were more assertive and resistant to peer pressure to use drugs than were control subjects. These findings suggest that students do retain social skills training and put it to positive use in their lives. (ABB)
Although it is inevitable that siblings who live in the same family and enter the same school can hardly avoid being measured with each other by peers, teachers, and parents, data on school-aged siblings is rare. To extend the knowledge of sibling relationships, the relationships of classroom acceptance, visibility, and academic achievement between siblings was examined in 105 sibling dyads, grades two through six, who were in the same elementary school at the same time. The sibling dyads were a subset of a larger school sample who had responded to a questionnaire designed to assess social acceptance and social impact. Sibling data from the questionnaire consisted of acceptance scores based on predominance of either acceptance or rejection responses from peers and social visibility scores based on the number of children who mentioned a given sibling either positively or negatively. These acceptance and visibility scores were correlated with composite achievement test scores. The results indicated that siblings in middle childhood had similar and highly correlated elementary classroom acceptance scores but dissimilar classroom visibility and academic achievement scores. For both visibility and achievement, younger siblings had significantly higher scores than did older siblings, suggesting that the higher achieving younger siblings were more noticeable in the classroom but not necessarily accepted any differently from their older siblings.
results similar to those of the initial study, but with a weaker rule-oriented factor. The second replication explored the use of Harter question and Likert scale formats. Also examined were indexes of item variability and endorsement frequencies for items. In addition to sex differences in goal orientations, grade level and sociometric status differences in children's game-playing goals were found, with the positive contribution of relationship goals and the negative contribution of performance goals to peer status declining over grade. A table and several figures complete the paper. (RH)

The relationship of perceived and actual sociometric status to outcome variables in academic, behavioral, psychological, and physical health adjustment domains among elementary school children was examined. Participants were 180 first, third, and fifth grade public school children, their parents, and teachers. Sociometric status was assessed with a sociometric rating questionnaire. Children also completed measures of depression, anxiety, and perceived competence and estimated the sociometric rating score they received from their classmates. Parents completed a questionnaire concerning observations of their children's behavior; teachers assessed cognitive competence and academic rank in class; and school records provided the remainder of the data. Findings indicated that (1) the relationship between sociometric status and adjustment appears to be evident immediately in children across all four adjustment domains; (2) of the four adjustment domains studied, sociometric status appears to be most highly related to academic adjustment; (3) the relationship between sociometric status and adjustment appears to be strongest for first graders; and (4) it is not necessary for children to perceive their sociometric status accurately for negative outcomes to occur. (RH)
It is generally believed that the reason some children do not have satisfactory peer relationships is that they lack or will not use the interpersonal skills necessary to initiate and maintain such relationships. On the basis of this belief, a study was conducted to examine the conversational behavior of accepted and rejected children in a situation where conversation was the sole interpersonal activity. Subjects were 80 third-grade children divided into 16 accepted dyads, 12 rejected dyads, and 12 mixed status dyads. The videotaped conversations of the 40 dyads included conversation during a 2-minute waiting period, and a 4-minute conversational period during which the children were instructed to talk about a topic of their choice. These were then transcribed and analyzed. The results indicated that dyads of rejected children showed greater indication of listening and interest in engaging the other person in conversation than did the dyads of rejected children when weighted against incidence of not listening. The status effects observed were consistent with findings from other studies that characterize accepted children as being more prosocial and less antagonistic than rejected children. These data also provide support for social skills training programs. (RTH)
AB Most sociometric research is based on same-age, mixed-gender classroom groups. By contrast, this study examined eight ad hoc play groups of mixed ages (5 and 7 years) and same gender at three levels of social organization: individual status, mutual dyads, and mutual triads. A total of 96 children in groups of 12 nominated most- and least-liked peers before and after 10 consecutive weeks of after-school free-play sessions. Significant age differences occurred in the Age X Gender X Time ANOVAs at the individual status level, older children were more socially visible. At the mutual levels, older children had more friends and enemies and more triad relations. No age differences occurred for social preference, or for the categories of popular, rejected, neglected, controversial, or average status. Age also played a significant role in the construction of dyads and triads: 87 percent or more of mutual liking dyads and 100 percent of triads were between same-age children. The 10-week stabilities of status were quite similar to those reported for classrooms. Preference was more stable than visibility. Rejected status was the most stable and neglected status the least. Mutual liking dyads were more stable (54 percent) than disliking dyads (30 percent). Triads were rare and unstable. Gender had no appreciable impact on social relations. (Author/RH).
in the third experiment, which incorporated an age-appropriate assessment technique involving nonverbal responses. On the whole, results for the first two experiments indicated that variations in sex-typed behavior influence friendship ratings by same-age peers, with boys' ratings being more profoundly affected than girls' ratings. Both studies also demonstrated that children are sensitive to degrees of "gender-role deviation". Surprisingly, friendship ratings made by boys in the third experiment differed notably from ratings made by boys in the first. (Implications of the findings are discussed. J.R.H.)

AN ED257579.
AU Moely, Barbara E.; Johnson, Terry D.
TI Differentiation of Peers' Ability Attributes by Elementary School Children.
LG EN.
GS U.S. Louisiana...
IS RIEC85.
CH PS015203.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 142- 150.
LV 1.
NT 11p.: Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada; April 25-28, 1985). Research was supported by a grant from the Institute of Mental Hygiene of the City of New Orleans.
YR 85.


AB A study was conducted to investigate the peer concepts held by 16 second-grade, 17 fourth-grade, and 17 sixth-grade students. A paired comparison sociometric procedure was used to obtain children's descriptions of their classmates in the areas of reading, mathematics, drawing, and an athletic skill (running). In addition, the procedure measured children's liking for classmates. Independent measures of each child's actual skills or characteristics were obtained from reading and mathematics achievement test scores, a measure of running speed, and teachers' ratings of drawing ability and popularity. Analyses indicated little differentiation of ability attributes by either the second or fourth graders. Sixth graders viewed drawing ability and mathematics skills as quite separate from other attributes, thus demonstrating partial differentiation of ability attributes. Accuracy of the children's choices relative to the objective measures showed increasing accuracy from second to fourth grade in judging reading skill, mathematics ability, and running speed. Decreased ability across grades was found in judging drawing ability. Moderate correspondence at younger levels, increasing through the sixth grade, was found between teachers' rankings of popularity and children's liking for peers. Findings thus indicated both the increasingly differentiated concepts of peers' abilities during the elementary school years and the limitations on concept differentiation resulting from changes in the salience of ability attributes over these years. (Author/RH.).

AN ED257452.
AU Hawkins, Jan.
TI The Interpretation of Logos in Practice. Technical Report No. 34.
LG EN.
GS U.S. New York.
SN Spencer Foundation, Chicago, Ill. B4806744.
IS RIEC85.
CH IR011685.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PT 143.
LV 2.
NT 38p.
YR 85.

ID IDENTIFIERS: LOGO Programming-Languages. TARGET AUDIENCE: Researchers.

AB Designed to help understand the cognitive and social effects of children's classroom experiences with LOGO and computers, this study presents an account of the ways in which two elementary school teachers thought about, grasped with, and practiced LOGO in their classrooms over a 2-year period. The account is organized chronologically, first describing the pilot period when microcomputers were placed in the classrooms and LOGO became part of classroom activities for 2 months before the school year; and then the experiment's first year, including a recounting of the teacher's expectations; classroom work which shifted focus from LOGO as a learning environment for general problem-solving skills to LOGO as a context for learning about programming and computers; and reasons for the shift; and finally, the second year, when teachers developed instructional strategies and revised classroom work to provide a particular type of structure to LOGO learning. Subjects were 25 third and fourth graders (11 boys, 14 girls) and 25 fifth and sixth graders (11 boys, 14 girls) encompassing a variety of ethnic and socioeconomic backgrounds and a range of achievement levels. (M.B.).
AB A study of the effects of peer-pairing on motivation on learning among Korean immigrant children was presented. The formal language learning was measured by tests of oral production and listening comprehension, and actual language behavior was measured by observations in a natural school environment. Both oral production and listening comprehension posttests were administered four- and a half months after pretest administration. Thirty elementary school children (11 boys and 19 girls) were randomly assigned to two groups, resulting in 14 children in each group: (1) peer-paired and 16 (11 girls and 5 boys) in the no-paired group. Stepwise multiple regression analyses indicated that (1) peer-pairing was a significant predictor for listening comprehension and the actual language behavior, and (2) prior language knowledge was the best predictor of formal language learning. The theoretical implications are that peer-pairing not only facilitates formal listening comprehension and actual language behavior, but also enhances social relationships between second-language learners and the target-language speakers.

AN ED2555326
AU Hatch, J. Amos.
TI Negotiating Status in a Kindergarten Peer Culture.
LG EN.
GS U.S. Ohio.
IS RIESAUG85.
CH P5015049.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.

YR 85.
AB To provide a description of children's strategies for acquiring and protecting status in peer interactions, participant observation fieldwork was conducted in a classroom of 24 kindergartners in a low socioeconomic status urban public school. During the period from January through May of 1983, 28 observational visits were made and 80 hours of child-to-child social behavior were recorded. Teachers, the school principal, the classroom aide, selected district staff, and parents were interviewed. Unobtrusive data (school and district reports, student records, and student- and teacher-produced artifacts) were also utilized. Spradley's Developmental Research Sequence Model was used to guide data collection and analysis procedures. Findings were reported in the form of an "analytic description". While dominating behavior was seen consistently in only a few children, almost all children used peer interactions to attempt to manipulate or control the actions of others. Ways to practice and respond to self-promotion and ways to put others down...
and defend against put-downs were noted. Contrary to the views of Piaget and Goffman, results indicated that children actively participate in the construction of social events, demonstrating awareness that peer status is a product of social interaction, and use sophisticated interaction strategies to promote and protect their status (6).

AN ED254397.
AU Schunk, Dale H.; Hanson, Antoinette R.
TI Influence of Peer Models on Children's Self-Efficacy.
LG ENL.
GS U.S. Texas.
IS RIEJUL85.
CH SED45405.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
YR 85.
LU 1.
YR 85.
Peer - Influence. Self - Concept - Subtraction.
MN Educational - Research. Elementary - Education. Sex - Differences.
AB This experiment investigated how children's self - efficacy and achievement were influenced by their observing peer models learn a cognitive skill. Within this context, the effects of modeled mastery and coping behaviors were explored. The subjects were 72 children aged 8 to 10 who had experienced difficulties learning subtraction with regrouping operations in their classes. Children observed a same - gender peer demonstrate either rapid (mastery model) or gradual (coping model) acquisition of subtraction skills; observed a teacher model demonstrate subtraction operations, or did not observe a model. Children then judged self - efficacy for learning to subtract, and - received subtraction training. Observing a peer model led to higher self - efficacy for learning, posttest self - efficacy, and achievement than did observing the teacher model or not observing a model. Children who observed the teacher model scored higher than no model subjects on these measures. No significant differences were obtained on any measure due to type of peer modeled behavior (mastery/coping). (Author/MSG).

AN ED254397.
AU Schunk, Dale H.; Hanson, Antoinette R.
TI Influence of Peer Models on Children's Self-Efficacy.
LG ENL.
GS U.S. Texas.
IS RIEJUL85.
CH SED45405.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.

AN ED254397.
AU Schunk, Dale H.; Hanson, Antoinette R.
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PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.

AN ED254397.
AU Schunk, Dale H.; Hanson, Antoinette R.
TI Influence of Peer Models on Children's Self-Efficacy.
LG ENL.
GS U.S. Texas.
IS RIEJUL85.
CH SED45405.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
AN EJ342948.
AU Grant, Linda; Rothenberg, James.
TI The Social Enhancement of Ability Differences: Teacher-Student Interactions in First- and Second-Grade Reading Groups.
SO Elementary School Journal; v87 n1 p29-50 Sep 1986. 86.
LG EN.
IS CIFEB87.
CH PS514569.
PT 080; 143.
AV UMI.
YR 86.
ID IDENTIFIERS: Reading Groups. TARGET AUDIENCE: Researchers.
AB Examines the stratifying processes of grouping and tracking in the primary grades among high- and low-ability reading groups and presents a framework for comparing students' experiences in the reading groups. (HOD).

AN EJ342944.
AU Friedemann, Marie-Luise.
SO Child Study Journal; v16 n2 p125-42 1986. 86.
LG EN.
IS CIFEB87.
CH PS514565.
PT 080; 143.
YR 86.
ID IDENTIFIERS: Economic Stress. TARGET AUDIENCE: Researchers.
AB Shows that (1) fathers under economic stress were more likely to be depressed and have marital problems; (2) mothers had greater tendency to be depressed if marital relationship was stressed, regardless of economic situation; and (3) children of families with economic stress and other problems acted more withdrawn in the peer group or engaged
AN EJ341380.
AU Deluca, Patricia A.
TI Attention Styles and Peer Relationships of Hyperactive and Normal Boys and Girls.
SO Journal of Abnormal Child Psychology; v14 n3 p457-67 Sep 1986. 86.
LG EN.
IS CILJAN87.
CH EC190516.
PT 080; 143.
AV UML.
YR 86.

AB Attention styles and peer relationships of hyperactive (N=23) and normal (N=68) boys and girls in grades 3-5 were compared using behavioral, cognitive, and sociometric measures. Among reported results was that hyperactive girls displayed more conduct problems than normal girls, but less than hyperactive boys. (Author/JW).

AN EJ341376.
AU Sigelman, Carol K.; Shorkey, Joseph J.
TI Effects of Treatments and Their Outcomes on Pees. Perceptions of a Hyperactive Child.
SO Journal of Abnormal Child Psychology; v14 n3 p397-410 Sep 1986. 86.
AB discusses the discipline problems that arose when several Southeast Asian students attended a middle school in Minnesota. Describes how these problems were transformed into a human rights learning experience for the students. (SRT)

AN EJ337591.
AU Santtil, Diane M. And Others.
TI The Effects of Reciprocal Peer Tutoring and Group Contingencies on the Academic Performance of Elementary School Children.
SO Journal of Applied Behavior Analysis; v19 n1 p93-98 Spr 1986. 86.
LG EN.
IS CIJOCR86.
CH EC190026.
PT 080; 143.
YR 86.
MN Contingency-Management. Elementary-Education. Grade-5.
ID TARGET AUDIENCE: Researchers.
AB Analysis of reciprocal peer tutoring combined with group reinforcement contingencies on the arithmetic performance of 12 underachieving fifth-graders indicated that the intervention increased the students’ arithmetic performance to a level indistinguishable from their classmates during treatment and 12-week follow-up. Students also increased peer affiliation with other treatment group members. (Author/CL).

AN EJ337938.
AU Liapa, Maia; Turek, Eliot.
TI Children’s Conceptions of Adult and Peer Authority.
SO Child Development; v57 n2 p405-12 Apr 1986. 86.
LG EN.
IS CIJOCR86.
CH PS14279.
PT 080; 143.
AV UML.
YR 86.
ID TARGET AUDIENCE: Researchers.
AB Examines elementary school children’s concept of authority with regard to the age and social position of command-giver and the type of command given. Shows that children’s evaluation of adult and peer authority were based on a combination of age and position in the social context. (HCO).
INN Aggression. Elementary-Education. Teacher-Responsibility.
AB investigates the cumulative effect of repeated exposure of schoolchildren to antisocial models. Research results highlight the need to minimize models of misbehavior in the classroom and for teachers to manage the class in order to produce maximum exposure to good behavior models. (Author/CT).

AN EJ336898.
AU Nelson-LeGall, Sharon; Glor-Scheib, Susan.
TI Academic Help-Seeking and Peer Relations in School.
SO Contemporary Educational Psychology; v11 n2 p187-93 Apr 1986. 86.
LG EN.
IS CUISP86.
CH TM511279.
PT 080; 143.
YR 86.
MJ Academic-Ability. Peer-Relationship. Student-Attitudes.
ID IDENTIFIERS: Help-Seeking.
AB This study investigated the relationship between peer relations and help-seeking behaviors in third- and fifth-grade boys and girls. The relationship between peer status and academic help-seeking was found to vary with the target of the help-seeking and the type of help requested. (Author/LMO).

AN EJ132618.
AU French, Doran C.; Waas, Gregory A.
TI Teachers' Ability to Identify Peer-Rejected Children: A Comparison of Questionnaires and Teacher Ratings.
LG EN.
IS CUIJUN136.
CH PSS14006.
PT 080; 143.
AV UMI.
YR 85.
MJ Academic-Achievement. Peer-Relationship. Student-Attitudes.
ID IDENTIFIERS: Help-Seeking.
AB The study investigated the relationship between peer relations and help-seeking behaviors in third- and fifth-grade boys and girls. The relationship between peer status and academic help-seeking was found to vary with the target of the help-seeking and the type of help requested. (Author/LMO).

AN EJ331948.
AU Masten, Ann S.; And Others.
TI A Revised Class Play Method of Peer Assessment.
SO Developmental Psychology; v21 n3 p523-33 May 1985. 85.
LG EN.
IS CUIJUN86.
CH PSS14006.
PT 080; 143.
AV UMI.
YR 85.
AB The effectiveness of teachers in identifying children who experience peer relationship difficulties was examined by comparing populations selected by teacher ratings and sociometric nomination procedures. Results revealed teachers were successful in identifying those who experienced the most severe peer rejection and were most likely to select children exhibiting academic difficulties. (Author/ABS).
AB Seven kindergarten children with low levels of social involvement with peers were compared with 24 children randomly selected from within the same kindergarten settings using a self-report measure of preference for peer interaction. Following intervention designed to increase peer involvement, target children were not significantly different from the comparison group on the self-report measures. (Author/CL)

AN EJ331418.
AU Mahady, Larry; Saitote, Diane M.
TI The Effects of Peer Tutoring upon the Social Status and Some Interaction Patterns of High and Low Status Elementary School Students.
SO Education and Treatment of Children; v8 n1 p51-65 Win 1986. 85.
LG EN.
IS CIJUN86.
CH SS15520.
PT 080; 143.
YR 85.
MJ Academic Achievement. Peer Teaching. Self-Concept.
Teacher Behavior. Teaching Style.
MN Outcomes of Education. Primary Education.
AB Ten professional and 10 peer teachers were videotaped while teaching a short lesson. Detailed codings and ratings of video tapes allowed an examination of interrelationships among teacher expectations, gender, teaching behaviors, and student outcome measures of cognitive performance and academic self-concept. Results are summarized and conclusions offered. (Author/MT).

AN EJ329004.
AU Pintrich, Paul R.; Blumenfeld, Phyllis C.
TI Classroom Experience and Children's Self-Perceptions of Ability, Effort, and Conduct.
SO Journal of Educational Psychology; v77 n4 p646-57 Dec 1985. 85.
LG EN.
IS CIJAPR86.
CH TP511031.
PT 080; 143.
AV UMI.
YR 86.
Teacher Influence.
MN Age Differences. Classroom Observation Techniques.
Elementary Education. Feedback. Interviews. Student Behavior. Student Motivation.
AB The relation of classroom experience to children's self-perceptions of ability, effort, and conduct was investigated in an observational study of 85 second and sixth grade children. Findings suggest that children distinguish among different types of feedback and highlight the differential effects of feedback on achievement-related self-perceptions. (Author/LFO).

AN EJ328582.
AU Clark, M. L.; Drawry, Debra L.
TI Similarity and Reciprocity in the Friendships of Elementary School Children.
LG EN.
IS CIJAPR86.
CH TP513559.
PT 080; 143.
AV UMI.
YR 85.
AB investigated the effects of similarity and reciprocity on dyadic friendship choices in third- and sixth-grade students. Reciprocal (mutual) friendships were more similar in proximity, popularity, and self-concept than those in nonreciprocal (nonmutual) dyads. Results are discussed in relation to the interpersonal attraction theories. (Author/DST).

AN EJ328127.
AU: Sasso, Gary M.; And Others.
LG EN.
IS CUIAPR86.
CH EC181296.
PT: O80: 143.
AV UML.
YR 85.
- Teacher-Student-Relationship.
ID: IDENTIFIERS: Transcendents. TARGET: Practitioners.
AB: Perceptive principals and teachers can capitalize on advantage the effects of peer pressure on 10- to 14-year-old children. Schools should provide these middle-grade students with clear expectations, predictable consequences for undesirable behavior, and frequent rewards for positive actions. Conclusion: Further research on grade grouping is summarized. (MFL).

AN EJ328032.
AU: Steele, Cheryl A.
TI: The Truths of Transcendence.
LG EN.
IS CUIAPR86.
CH EA519511.
PT: O80.
AV UML.
YR 85.
- Teacher-Student-Relationship.
ID: IDENTIFIERS: Transcendents. TARGET: Practitioners.
AB: Perceptive principals and teachers can capitalize on advantage the effects of peer pressure on 10- to 14-year-old children. Schools should provide these middle-grade students with clear expectations, predictable consequences for undesirable behavior, and frequent rewards for positive actions. Conclusion: Further research on grade grouping is summarized. (MFL).

AN EJ327362.
AU: Newman, Joan.
TI: Sex Differences in Name Learning among Classmates.
LG EN.
IS CUIAPR86.
CH PS513721.
PT: O80.
AV UML.
YR 85.
AB: Compares number of classmates' photographs named by boys and girls on four different occasions in two kindergarten classrooms: Patterns of name learning were compared to examine sex differences in the speed and extent to which classmates' names are learned as well as differential selectivity in the sex of peer relationships. (Author/DS1).

AN EJ327138.
AU: Nelson, Jerome; Aboud, Frances E.
TI: The Resolution of Social Conflict between Friends.
LG EN.
IS CUIAPR86.
CH PS513645.
PT: O80: 143.
AV UML.
YR 85.
AB Investigates whether third- and fourth-grade children respond differently to conflict with friends and acquaintances. Results support the view that conflict between friends promotes more social development than conflict between nonfriends. Discussion among friends disagreeing on answers to social problems resulted in more mature solutions than that of nonfriends. (Author/RH).

AN EJ324152.
AU Kingele, Teresa Scott.
TI Building Self-Concept in Reading Instruction.
LG EN.
IS CIJAN86.
CH EC180696.
PT 080; 143.
AV UMI.
YR 85.
MN Elementary-Education.
AB The negative interactions of a nine-year-old mildly retarded child were reduced in three daily recess periods with the use of a point system. Results show that a point system, originally designed for adult teaching, can be adapted without loss of program effectiveness for peer monitoring and that peer monitors may benefit significantly. (Author/CL).

AN EJ319417.
AU Graybaul, Sheila S.; Stodolsky, Susan S.
TI Peer Work Groups in Elementary Schools.
LG EN.
IS CIJSEP85.
CH UD511614.
PT 080; 143.
AV UMI.
VP 85.
- Student-Behavior. Student-Participation.
ID IDENTIFIERS: Cooperative Learning.
AB Social studies peer work groups (PWGs) in fifth grade classrooms were
more frequent than math "PWGs and involved a broader variety of
student behaviors and cognitive levels. The majority of social
studies groups were cooperative in both task and reward structures.
For both subjects, student involvement was highest in cooperatively
task-structured groups. (RDN).

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AN EJ319329.
AU Schunk, Dale H; Hanson, Antoinetta R.
TI Peer Models: Influence on Children's Self-Efficacy and Achievement.
LG EN.
IS CUSEP85.-
CH PS510603.
PT 080; 143.
AV UMI.
YR 85.
- Self-Evaluation-Individuals.
MN Elementary-Education. Mathematics-Achievement. Persistence.
- Protests-Posttests. Subtraction.
ID IDENTIFIERS: Coping Model. Mastery Model.
AB The influence on children's self-efficacy and achievement through
observation of peer models learning cognitive skills was
investigated. The effects of modeled mastery and coping behaviors
were explored. Observing a peer model led to higher self-efficacy:
for learning, posttest self-efficacy, and achievement. (Author/DM).

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AN EJ319277.
AU Allendorff, Sylvia; And Others.
TI Student Heart Health Knowledge, Smoking Attitudes, and Self-Esteem.
LG EN.
IS CUSEP85.-
CH PS514952.
PT 080; 143.
AV UMI.
YR 85.
- Student-Attitudes.
MN Cardiovascular-System. Elementary-Education. Grade-5.
ID IDENTIFIERS: Chicago Heart Health Curriculum Program.
AB The Chicago Heart Health Curriculum Program (CHHP) is a
cardiovascular disease risk reduction program designed for students
and families. Results of a study of CHHP suggest that future
programs conveying heart health knowledge should consider student
learning in the context of self-esteem, independence of peers, and
teacher humanism. (Author/MT).

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AN EJ317322.
AU Prawat, Richard S; Hickerson, Jacquelyn R.
TI The Relationship between Teacher Thought and Action and Student
- Affective Outcomes.
LG EN.
IS CJAUG85.
CH PS513471.
PT 080; 143.
AV UMI.
YR 85.
- Teacher-Attitudes. Teacher-Effectiveness.
AB Results did not support the hypothesis that elementary school
teachers who place high priority on affective outcomes were more
effective in promoting positive affect in their classrooms. Ten
teachers were interviewed and rated on their effectiveness in the
classroom. Their students completed a questionnaire on classroom-
environment and a sociometric measure which indicated gender/race
bias. (ICB).

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AN EJ315292.
AU Safran, Joan S; Safran, Stephen P.
TI A Developmental View of Children's Behavioral Tolerance.
SO Behavioral Disorders; v10 n2 p87-94 Feb 1985. 85.
LG EN.
IS CJAUG85.
CH EC172150.
PT 080; 143.
AV UMI.
YR 85.
- Student-Attitudes.
MN Elementary-Education.
AB Analysis of scores of 469 third to sixth graders on the Children's
Tolerance Scale yielded significant grade level differences with
older children generally the most tolerant. "The more outer-directed
behaviors were rated as most disturbing." (CL).

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AN EJ315378.
AU Ward, Gillis B.
TI Bala's Talking Hands.
SO Perspectives for Teachers of the Hearing Impaired; v3 n3 p17-18.
Mainstreaming Peer-Relationship, Elementary-Education. Singing.

AB A signing-singing group was organized to help hearing students form friendships with their mainstreamed hearing impaired peers. (CL)

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Obtains standardized parent and teacher behavior ratings of neglected and rejected 8- to 11-year-old boys and girls. No age or sex differences were found. Rejected children were found to exhibit more behavior problems on both scales than neglected, popular, or average children. (Author/AS)

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AB Reveals no gender segregation in peer groups until age six, through observations of 152 rural Kenyan children, 18 months to nine years of age. Developmental trends in gender segregation of children's peers are correlated with systematic changes in their environments. (Author/AS)
were presented with three written vignettes portraying inappropriate
development in the school. Students' predictions of their teacher's
motivation and responses to the vignette characters, as well as their
own response and understanding, were analyzed for differences by
grade, sex, and classroom adjustment. (Author/BS).
AB Preschool children with low rates of social interaction have been considered to be maladapted, at risk for future difficulties, and in need of social skills training. To determine the validity of this theory, a total of 112 black and white middle SES preschool children identified as occupied low social interactors (distinguished from unoccupied, withdrawn, socially isolated low interactors) moderate social interactors, and high social interactors were compared on social competence. Participants attended seven preschool classrooms in two racially integrated, private schools. No group differences were found. This finding suggests that preschoolers identified as low interactors occupied with constructive, goal-directed, purposeful, or creative activities are as socially competent as preschoolers with moderate and high rates of social interaction. Questions are raised about the practice of considering all preschool children with low rates of social interaction as maladjusted. Attitudinal and educational implications are discussed. Eighteen references are included. (Author/RH)
The relationships between teacher attitudes about children, children's peer relations, and achievement orientation were investigated. A total of 18 preschool children were administered the Peabody Picture Vocabulary Test and a standard sociometric nomination procedure as measures of achievement and peer status, respectively. Fourteen student teachers involved in a practicum experience responded to an attitude measurement procedure designed to assess attitudes of attachment, rejection, concern, and indifference. Kendall correlation coefficients indicated a significant relationship between teacher attitudes toward children and children's peer relations. Children who were popular in their peer group were nominated as highly attached by their teachers. Conversely, children's peer rejection correlated positively with teacher concern and rejection, while correlating negatively with teacher attachment. Teachers also were attached to high-achieving children and rejected or were concerned about low-achieving children. The implications for student-teacher relationships and educational environments are discussed. Two pages of references conclude the document. (Author/RH).
This study was conducted to test the hypothesis that male influences both at home and at school would promote a positive self-concept in preschool children. More specifically, it was thought that preschoolers with both a father at home and a male teacher at school would have a slightly more positive self-concept than preschoolers with either a father at home or a male preschool teacher. In turn, this second group of preschoolers was hypothesized to have a higher positive self-concept than those preschoolers with neither a father at home nor a male preschool teacher. Subjects of the study were 230 preschool children drawn from Head Start programs in Texas which employed male teachers. Children were assessed through use of the Self-Concept and Motivation Inventory (SCAMIN) which measured overall self-concept in relation to school. Results showed that having a significant male in the home and having a male teacher significantly improved the self-concept of the student; however, this significance extended only to the male students in the study. Because the original hypothesis was only partially supported, it was concluded that the influence of male teachers, in general, does not seem to extend to children on those variables over which the teachers have only an indirect influence (i.e., gender concepts and attitudes toward school and self). (DST).
outcomes of the event. The stories concerned peer relations, possibilities for exerting influence on decisions, care situations, general feelings about being at the center, and perceptions of adult reactions toward disobedience. Findings indicated that 50 percent of the children viewed peer relations as being friendly, 48 percent gave answers suggesting they could exert influence, 67 percent suggested that they perceived the adults as caring, 63 percent depicted an adult as having an angry face in situations of disobedience, and attitudes toward being at the center were ambivalent. Children's answers did not differ significantly from center to center. Some differences were found regarding age. Older children seemed to have a more positive impression of the day care center than did younger children. The picture questionnaire is included. (R.H.)

AB Sex segregation is a powerful phenomenon in childhood. It occurs universally whenever children have a choice of playmates and is found in subhuman primates too. Adults are not directly responsible for sex segregation. Data do not support the hypothesis that the most ladylike girls and the most rough and active boys first form the segregated play groups that emerge in nursery school. Modest evidence indicates that participation in all-girl play groups serves a positive socializing function for girls. For boys, no such evidence was found. Recent findings contribute to the growing body of evidence that the cultures developed by boys and girls in their segregated groups are distinctive and serve different functions. Altogether, these findings and results of primate studies suggest that females are first to initiate segregation to avoid being dominated by males. These conjectures, however, do not explain why boys avoid playing with girls. It is concluded that gender segregation appears to be relatively intractable; it may be unwise for adults to try to prevent boys and girls from choosing same-sex playmates in unstructured play situations. Adults can play a very large role, though, in setting up structured situations in which cross-sex interactions can occur without placing on children the burden of letting their peers see that they have chosen a cross-sex partner. (R.H.)
AB An observational study was conducted to investigate the computer activity of children in a preschool classroom. Thirty-nine 3- to 5-year-old children were observed using a computer over nine weeks during a daily one-hour free play period. Different types of computer programs were available. During one half of the sessions, an adult knowledgeable about computers was available to the children for aid and support; during the remaining sessions, the teacher was not available. The children's physical and verbal behavior while using the computer was observed and recorded. Overall, the children enjoyed using the computer and preferred to use it with the teacher or a peer rather than alone. Additionally, children's activity at the computer was not significantly altered by the presence of the teacher. The observations indicated that preschool children can work effectively and cooperatively at a computer with minimal teacher supervision and that the computer does not attract children to the detriment of other areas of social and cognitive development. Relatively few age or sex differences were reported. In terms of ability, more expert children were found to work at the computer more often than less expert children and also to work more efficiently. The less expert children tended to work for longer periods of time than the experts. The more expert children also used a greater variety of programs. (Author/BB)
information from others and themselves that would enable them to proceed with the writing process. (HOD).

Effects of Advance Organizer Instruction on Preschool Children's Social Problem-Solving Skills.

AU: Burk, Jill Bridget; Lawton, Joseph T.

IN: ESD262921.


GS: U.S. Wisconsin.

IS: RERI0M89.

PR EDRS Price - MF01/PC01 Plus Postage.

LV 1, 150.


ID IDENTIFIERS: Ausubel (David P). AB: The extent to which advance organizer instruction about social behavior could affect preschool children's social problem-solving abilities was investigated. The study followed a pretest, training, posttest; and delayed posttest format and included periods of observation of children's spontaneous social behaviors before, immediately following, and five weeks after instruction. An experimental group was formed of 20 preschoolers in a university's preschool lab, and a comparison group was formed of 20 children attending a community day care facility. Observers recorded the occurrence, sequence, and duration of single and simultaneous social interactions and vocalizations during free-play and snack-time situations at both schools. Target behaviors included cooperating, helping, sharing, taking turns, verbally resolving conflicts, and showing awareness of the feelings of others. Findings indicated that preschool children receiving advance organizer instruction on social problem-solving strategies showed increased understanding of social problem-solving processes and maintained improved understanding over time compared to the control group. The only behavior that seemed to be affected by advance organizer instruction was that of showing awareness of the feelings of others. The frequencies or durations of most spontaneous prosocial interactions in preschool classrooms seems not to have been directly affected by advance organizer instruction. (RH).


AU: Fitzgerald, Nicholas B.


TI: Competencies and Contexts of Friendship Development in a Reverse Mainstreamed Preschool.

GS: U.S. Indiana.

IS: RERI0M89.

CH: PS015377.

PR EDRS Price - MF01/PC02 Plus Postage.

LV 1, 150.


ID IDENTIFIERS: Caregiver Role. TARGET AUDIENCE: Teachers. Practitioners.

AB: Intended for use by professionals and trained paraprofessionals in the training of family day care providers, in-home caregivers, and, to some extent, foster parents, this handbook contains information and materials necessary to establish a training plan and offers nine training units plus a supplemental unit about toys. Discussed first are training activities for caregivers including initial contact, training needs assessment, and the initial interview. Then the training units are presented. Training units one through nine focus on (1) common concerns and problems experienced by licensed or beginning family day care providers; (2) observation of an individual child; (3) growth and development of infants and toddlers; (4) ages and stages of child development; (5) the home as a place for learning; (6) guiding behavior of young children; (7) self-esteem in young children; (8) health and safety, and (9) developing a positive relationship between parent and caregiver. The unit on toys provides information about selecting and using toys, and toy safety. Each unit includes information and suggestions for the trainer as well as a bibliography of selected books, filmstrips, pamphlets, and other resource materials. (RH).
AB An observational study of classroom behavior was made to identify competencies and contexts of social interaction influencing the development of friendship among preschool children attending an integrated special education classroom. Subjects were six boys and four girls whose ages ranged from 3 to 6 years. Two of the children, a 4-year-old girl and a 5-year-old boy, were enrolled as normal peer models. The eight developmentally delayed children differed in the severity of their mental handicap. Data suggest that friendship between handicapped and nonhandicapped preschool children was an activity-related phenomenon in which the quality of children's relationships was more important than the quantity of interaction. Skills for maintaining social interaction were central to the success of the handicapped child's involvement in cooperative play activities and their subsequent social acceptance by normal peers. Findings also suggest that social relations between normal and handicapped children that originate from a positive base of parallel or adult-directed play are more likely to be sustained and may result in more complex interactions, than if cross-group friendships are initially tested through cooperative activity involvements. Implications for practice are extensively discussed. (RH).
A study was made of the relationship between children's play behaviors and sociometric status, with particular attention to the influence of play materials on behavior. Subjects were 75 children, ranging in age from 4 to 80 years, attending 10 preschool classrooms. Sixty observations were made of each child's play behaviors. Sociometric measures administered were positive nomination, negative nomination, and a play rating scale. All play materials and activities permitted by the classroom teacher during free play were recorded and rated according to complexity and variety. Results indicated that a low but significant relationship existed between group-dramatic play and positive peer nominations. Complexity of materials was significantly related to unoccupied behavior and solitary-functional play. Complexity was significantly positively related to all forms of constructive and group play. Variety of materials was significantly correlated with unoccupied behavior and significantly related to group-constructive play. The number of materials used and the type of child identified in each status group was found to be dependent upon the sociometric measure or combination of measures employed. Children who were disliked engaged in significantly less social play than popular children. No controversial group was identified, suggesting research problems. 

AB Studies that included either gender or race in assessing the nature of friendships for children and adolescents were reviewed. Findings indicate that a sex and race cleavage in friendships is evident from the preschool years and persists throughout adolescence. Girls have more reciprocated and intimate friendships than boys, especially during adolescence. Female friendships are oriented toward issues of loyalty and commitment whereas male friendships are dominated by achievement and status issues. Black and White children make more...
cross-race friendship choices in classrooms where they are in the minority, more same-race choices are made in racially balanced classrooms. Cross-race acceptance is more positive now than in the past, and Black and White students with similar backgrounds are more likely to get along than those who differ. Cooperative-learning teams can increase cross-race friendships in school settings. The contributions of women and minorities to the friendship literature have had a differential effect on its direction, with the former concerning themselves with both sex and race and the latter concentrating more on intergroup relations than close relationships. (Author/KH)

AN ED258693.
IN New Brunswick Dept. of Education, Fredericton (Canada), B8839-646-X.
LG EN.
GS Canada... New Brunswick.
IS RIEOVS5.
NO RIN: ISBN-0-88839-646-X.
PR EDRS Price - MF01/PC01 Plus Postage, PC Not Available from EDRS.
PT 052.
LV 2.
NT 136p.
YR 85.
MN Classroom-Observation-Techniques: Curriculum-Guides.
AB The first part of this guide describes how kindergarten children learn and develop and how teachers can enhance children's intellectual, physical, and social development in the context of their activity in a prepared, play-based environment. Topics addressed include physical development, sensory awareness, motor skills, creative movement, skilled actions with others, self-care, social-emotional development, self and others, rules and routines, intellectual development, cognitive processes and abilities, basic concepts and logical thinking, reading and writing, and investigation. The second part describes how to create the special environment, how to organize space, make a schedule, observe, plan activities and trips, use materials, and evaluate the program. Attention is given to organizing space in the classroom; freedom to move in the classroom; playgrounds and gym; and materials such as water, sand, clay, playground, painting equipment, fingerpaint, collage, blocks, and wood. The third part provides a few basic resources for setting up the classroom; these include floor plans and lists of equipment, books, records, and activities. (NRL)

AN ED258072.
AU Kelly, Ellen.
TI Self-Perceptions of Competence and Acceptance in Child Observers of Wife Batterings.
LG EN.
GS U. S. Colorado.
IS RIEOVS5.
CH CG016574.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 23p.
YR 85.
ID TARGET AUDIENCE: Researchers.
AB Many clinical observations of child witnesses of violence have been made, yet there has been little systematic research on the relationship between observing violence and perceived self-competence. Possible correlates of observing wife battering in the self-perceptions of young children were examined by administering the Pictorial Scale of Perceived Competence and Acceptance for Young Children to 4 and 5 year olds. Subjects were 16 children from Denver area Safehouses for battered women who had observed battering, and 16 children from a Denver area day care center who had not observed battering. Families from the two groups were comparable in income and parental marital status. The results indicated that the Safehouse children scored lower than the day care center children on the scales measuring social competence, cognitive competence, and paternal acceptance. The differences between the two groups on scales measuring maternal acceptance and physical competence did not achieve significance. A significant difference was also found in a combined score of all five scales, and in the combined score of cognitive, social, and physical competence and maternal acceptance. These data suggest that the Safehouse children felt less accepted by their peers and their fathers than did the day care center children, and felt less competent in cognitive skills. (NRL)
to correctly identify their children's preschool friends. Mothers in study 2 were not. Findings indicate that the study of toddler friendships can involve dimensions beyond the identification of interaction patterns, if approached in a way that takes into account the capabilities of children of that age. (RH)
While the literature on the social development of children has increasingly stressed the importance of peer relationships, little research has examined the influence of peers in sex role development. Sex segregation in children's play from preschool through the elementary years remains the norm even though we live in a society that is increasingly sex integrated and that requires social ease between men and women. Unfortunately teachers and parents too easily dismiss the need for both sexes to play together and to get to know each other. Teachers can increase pupils' cross-sex interaction by clearly labelling all play and learning activities as appropriate for both sexes, using mixed-sex small group activities frequently, praising children's positive cross-sex communication, and intervening to reduce cross-sex exclusion, cruelty, or teasing. They can also increase students' understanding about gender and behavior by teaching about sex role stereotypes and sexual and cultural differences in communication patterns. Finally, they can reinforce in all children behaviors usually stereotyped as belonging to one or the other sex, and make certain that all children have leadership roles and the chance to carry out and observe prosocial behaviors. A 34-item reference list is included.
Two studies investigated the effect of microcomputers on children's social behavior in preschool classrooms. The first study was conducted at a university nursery school; the second took place at a university day care center. Guided by a list of behaviors selected from the Friedrich and Stein Observation Scale, observations were made at both settings during a 1-hour free-play period. Twelve social behaviors were categorized as prosocial, antisocial, or neutral. A microcomputer and age-appropriate software were introduced into each classroom according to the following schedule of treatment weeks: baseline, computer-noninteractive (omitted in the second study); computer-interactive, and computer-interactive/teacher-interactive. Except for level of antisocial behavior, results indicated few differences in social interaction patterns between the microcomputer and other free-play choice areas. Critical factors related to the level of antisocial behaviors within the microcomputer area appeared to be the ratio of children to microcomputers and the amount of structure provided by the teacher. Contrary to the predictions of some, the computer did not diminish children's social interactions. (Author/RH).
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Ohio State University  
National Center for Research in Vocational Education  
1960 Kenny Road  
Columbus, Ohio 43210-1090  
Telephone: (614) 486-3655; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decision making, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

**ERIC Clearinghouse on Counseling and Personnel Services (CG)**
University of Michigan  
School of Education, Room 2108  
610 East University Street  
Ann Arbor, Michigan 48109-1259  
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personal workers and their relation to career planning, family consultations, and student orientation activities.

**ERIC Clearinghouse on Educational Management (EA)**
University of Oregon  
1787 Agate Street  
Eugene, Oregon 97403-5207  
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; pre-service and in-service preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

**ERIC Clearinghouse on Elementary and Early Childhood Education (PS)**
University of Illinois  
College of Education  
805 W. Pennsylvania Avenue  
Urbana, Illinois 61801-4897  
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for the physically handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

**ERIC Clearinghouse on Handicapped and Gifted Children (EC)**
Council for Exceptional Children  
1920 Association Drive  
Reston, Virginia 22091-1589  
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

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George Washington University  
One Dupont Circle, N.W., Suite 630  
Washington, DC: 20036-1183  
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, college and university computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

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Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite, audio and video recordings), film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the organization and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

**ERIC Clearinghouse for Junior Colleges (JC)**
University of California at Los Angeles (UCLA)  
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Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutions, and two-year branch university campuses. Two-year college students, faculty, staff, curriculum, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.