

**EDUCATION 57  
SOCIAL AND EMOTIONAL DEVELOPMENT  
SPRING 2018**



**General Information**

Professor: Michele Tine

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Office: Raven House 211

Office Hours: Tuesday 8:45-11:45 am and by appointment

Class Meeting Times: (10) MWF 10:10-11:15 a.m.

X-hour: TR 12:15-1:05 p.m.

Class Meeting Location: TBA

**Course Description**

This course investigates the social and emotional development of children as they move from early childhood, through middle school, and into adolescence. Throughout, students will read, analyze, and apply (in various assignments) classic and current empirical research on topics including the development of self-conscious emotions, gender roles, temperament, personality, motivation, aggression, self-esteem, morality, identity, romantic relationships, delinquency, and the roles that parents and peers play in child development. Educational implications will be considered.

**Course Goals**

Upon completion of this course, the student will be able to do the following regarding the social, emotional, and moral development of children and adolescents: (a) summarize the most important current research, (b) identify the origins adjustment, (c) make research-based predictions, (d) make theory-based predictions, (e) locate, read, and analyze research articles, (f) conceptualize and outline a research based intervention/prevention program about a social, emotional, or moral issue, (g) and discuss issues while being mindful and respectful of others' perspectives.

**Required Readings**

The majority of the readings for this course are scientific articles that are accessible through Canvas. Students will also need to purchase the following text:

Shaffer, David. (2009). *Social and Personality Development, 6<sup>th</sup> Edition*. Belmont, CA: Wadsworth Cengage Learning. (ISBN: 0-495-60038-5)

## Description of Course Requirements

### 1. Participation and Attendance

Participation and attendance are essential. It is expected that the required readings have been completed before you come to class and you are prepared to comment, question, discuss, and/or critique them. Missing classes will affect your participation grade, as you cannot participate if you are not present.

### 2. Required Reading Quizzes

There will be 6 unannounced quizzes given throughout the term. They will be short answer and/or multiple choice and based on the reading assigned for that day. They will always be administered within the first 5 minutes of class. The quiz questions will focus on main ideas and important topics/themes in the readings, as opposed to specific details or definitions. The purpose of these quizzes is to motivate you to keep up with the required reading. The intention is that if you have completed the readings, you will easily be able to answer the questions. If you are not in class the day of a quiz or if you are late the day of a quiz, you will get a zero. At the end of the term, your lowest quiz grade will be dropped.

### 3. 'The Up Series' Reflection Paper

During the semester, you will watch segments from 'The Up Series', a set of documentaries inspired by the maxim "Give me the child until he is seven and I will give you the man." Michael Apted, the researcher for the original film, interviews a diverse group of seven-year-old children and asks them about their lives and aspirations. He returns to interview the children every seven years, at ages 14, 21, 28, 35, 42, 49, and 56.

You will choose *one* character from the documentary and *one* developmental theory covered in class. In a 2-3 page paper, reflect on the development of the character through the lens of the developmental theory. The specific requirements for this paper are posted on Canvas and will be discussed in class.

### 4. Intervention/Prevention Proposal, Paper & Project

You will design a *research-based* intervention/prevention program that will address one of the topic areas covered in this course. You will use resources and notes from class as well as your own independent research to define a specific problem related to the social, emotional, and moral development of children and then develop a program to address that problem. You will clearly define the target audience (e.g., teachers, policy makers, students, parents, etc.), outline the problem in light of current research, describe the methods and activities that comprise the program (e.g., lessons, skills training, counseling services, etc.), and define specific plans for assessing the effectiveness of the program. For example, you could outline plans for an after-school program to prevent bullying, a curriculum unit for kindergarteners that promotes thinking about others' perspectives, or a parenting guide to deal with children of various temperaments. Each decision you make should be *based on the current research findings* relevant to the topic you have selected. I encourage you to be creative in your approach to this project. You can decide whether to design a family, school, or community-based program, or perhaps you will encompass multiple contextual levels in your program.

You will first write a proposal for your program briefly outlining your topic and potential resources.

Your final project will include 5 sections: statement of the problem (3-4 pgs), target audience (1 pg), statement of program goals (1 pg), program components & rationale (4+ pgs), and a program evaluation (1 pg). The specific requirements for the proposal and project are posted on Canvas and will be discussed in class.

### 5. Midterm Exam

There will be a midterm exam. The midterm will include a variety of assessment formats including multiple choice, short answer, and short essay. The midterm will be based on the required readings, lectures, and in-class discussions.

## 6. Final Exam

The final will cover approximately 70% content from the last half of the term and 30% content from the first half of the term. Like the midterm, the final will include a variety of assessment formats including multiple choice, short answer, and short essay and will be based on the required readings, lectures, and in-class discussions.

### Course Requirements and Grading

Participation: 4%

Quizzes: 10%

Up Series Paper: 7%

Intervention/Prevention Proposal: 2%

Intervention/Prevention Project: 22%

Midterm: 25%

Final: 30%

### Late Policy

A hard copy of all assignments must be handed in at the beginning of class on the date indicated on the syllabus. Assignments handed in after class will be counted as one day late. **Ten percent** will be deducted from the grade of any assignment turned in one day late and an **additional five percent** will be deducted for each additional day that passes. (Please note the use of the word 'day', not 'class'.)

You are responsible for turning in assignments even if you cannot be in class on the day they are due. If you cannot be in class, you are responsible for getting me a hard copy by the beginning of class. Email versions will not be accepted.

### Respect One Another

Please help me create a class climate that feels safe and supportive for everyone. We will often be discussing issues that are value-laden, sensitive, and even controversial, and it is critical that each member of the class feels comfortable expressing his or her individual viewpoint. Remember that it is our privilege to be exposed to diverse perspectives. Please be mindful and respectful of others during class discussions and activities.

### RWIT: The Student Center for Research, Writing, and Information Technology

RWIT is a free service dedicated to helping students develop more effective strategies for generating and organizing ideas, finding and evaluating research sources, and revising compositions. At RWIT, you can meet one-on-one with a tutor to discuss a paper, research project, or assignment. Whether you are brainstorming, drafting, or polishing, the tutors can provide feedback that will help improve your work. This is a wonderful service that you are lucky to have as a Dartmouth student. Take advantage of it.

To make an appointment, please see <http://www.dartmouth.edu/~rwit/students/appointment.html>

### **Students with Disabilities**

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student Accessibility Service office. Once SAS has authorized accommodations, students must show the originally signed SAS Accommodations/Consent Form and/or a letter on SAS letterhead to me. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential. If you have any questions, please do not hesitate to ask.

### **Academic Honor Principle**

You are expected to familiarize yourself with and uphold all aspects of the Academic Honor Principle. See the ORC Bulletin or <http://www.dartmouth.edu/~uja/honor> for the official statement. You may not receive or provide assistance on any quiz or exam. All work must be your own and submitted only for this class. Plagiarism is the submission or presentation of work, in any form, that is not your own, without acknowledgment of the source. You must cite all sources according to the formal APA guidelines. I take the Academic Honor Principle seriously and expect you to do the same.

### **Religious Observances**

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

### **Mental Health**

I recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including:

- Undergraduate deans (<http://www.dartmouth.edu/~upperde/>)
- Counseling and Human Development (<http://www.dartmouth.edu/~chd/>),
- Student Wellness Center (<http://www.dartmouth.edu/~healthed/>)

I encourage you to use these resources, and come speak with me, to take care of yourself throughout the term.

## Detailed Class Schedule of Topics and Readings

Note: Readings are to *completed* by the indicated date. The schedule is subject to change. Shaffer readings are textbook readings. Articles are available through Canvas, unless otherwise noted.

**M March 26 INTRODUCTION**

**W March 28 THEORIES OF SOCIAL DEVELOPMENT**

*Freud, Erikson, Watson, Skinner, Bandura, Bronfenbrenner*

Shaffer, 37-50: Classic Theories of Social and Personality Development:  
Psychoanalytic and Behaviorist

Shaffer, 74-89: Recent Perspectives on Social and Personality Development:  
Behavioral Genetics and Ecological Systems

**F March 30 SELF CONSCIOUS EMOTIONS AND EMOTIONAL REGULATION**

*Pride, Shame, Empathy, Guilt, The Development and Neural Basis of Regulating Emotions*

Shaffer, 118-121: Learning to Regulate Emotions

Damon, Chapter 2, 13-29: Self Conscious Emotions: Pride, Empathy, Shame, and Guilt

Levesque, J., et al. (2004). Neural basis of emotional self-regulation in young children, *Neuroscience*, 129(2), 361-369.

Optional Reading: Rita, C. (2009) Brain Anatomy, *The Human Brain Book* (pp. 52-73). London: Dorling Kindersley Limited.

**M April 2 TEMPERAMENT**

*Definition, Stability, Factors Affecting Temperament, Neural Basis*

Shaffer, 125-130: Temperament and Development: What it is, how it's measured, biological and environmental influences, stability, and cross cultural variations.

Whittle, S., Allen, N., Lubman, D., & Yucel, M. (2005). The neurological basis of temperament: Towards a better understanding of psychopathology, *Neuroscience & Biobehavioral Reviews*, 30(4), 511-525.

**W April 4 ATTACHMENT**

*Definition, Theories, Measures*

Shaffer, 143-147: Individual Differences in Attachment Security.

Waters, E., Weinfield, N. S., & Hamilton, C. E. (2000). The stability of attachment security from infancy to adolescence and early adulthood: General discussion. *Child Development*, 71(3), 703-706.

**F April 6 ATTACHMENT**

*Factors Affecting Attachment Security*

Shaffer, 147-154: Factors that Influence Attachment Security

Karen, R. (1990). Becoming Attached, *The Atlantic Monthly*, 265(2), 1-18.

**M April 9 ATTACHMENT**

*Consequences for Later Development*

Ainsworth, M. S. (1989). Attachment beyond infancy. *American Psychologist*, 4, 709-716.

Bretherton, I. & Munholland, K. (1999). Internal working models in attachment relationships: A construct revisited. In Cassidy & P.R. Shaver (Eds.) *Handbook of Attachment* (pp. 89-111). New York: Guilford.

Weinfield, N., Sroufe, L. & Egeland, B. (2000). Attachment from infancy to early adulthood in a high-risk sample: Continuity, discontinuity, and their correlates. *Child Development*, 71, 695-702.

**\*\*DUE: INTERVENTION/PREVENTION PROPOSAL**

**W April 11**

**GENDER ROLES AND GENDER TYPING**

***Development of Gender Stereotypes, Biological vs Environmental Influences on Gender Role Adoption***

Shaffer, Chapter 8, 239-255: Gender Roles and Gender Typing.

Maccoby, E. (1990). Gender and relationships: A developmental account. *American Psychologist*, 45, 513-520.

Halpern, et al. (2011). The Pseudoscience of Single-Sex Schooling, *Science*, 333, 1706-1707.

**TH April 12  
X-HOUR**

**SOCIAL COGNITION**

***Perspective Taking and Theory of Mind***

Shaffer, 175-179: Children's Theory of Mind and Emergence of the Private Self.

Frith, U. & Frith, C. (2001). The biological basis of social interaction, *Current Directions in Psychological Science*, 10, 151-155.

Sieglerman, C. & Waitzman, K. (1991). The development of distributive justice orientations: contextual influences on children's resource allocations, *Child Development*, 62(6), 1367-1378.

McGillicuddy-De Lisi, Watkins & Vinchur (1994). The effect of relationship on children's distributive justice reasoning, *Child Development*, 65(6), 1694-1700.

Optional: Damon, Chapter 5, 87-94: Selman's Stages of Perspective Taking.

**F April 13**

**NO CLASS, PROFESSOR TIME AT RESEARCH CONFERENCE**

**M April 16**

**NO CLASS, PROFESSOR TIME AT RESEARCH CONFERENCE**

**W April 18**

**CLASS DISCUSSION ABOUT THE UP SERIES**

**\*\*DUE: UP SERIES PAPER**

**F April 20**

**PARENTING**

***Child-rearing styles, Effects on Development***

Shaffer, 375-380, Parent Socialization.

Carter, A.S., Garrity-Rokous, J.D., Chazan-Cohen, R., Little, C., & Briggs-Gowan, M.J. (2001). Maternal depression and comorbidity: Predicting early parenting, attachment security, and toddler social-emotional problems and competencies. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40, 18-26.

Luby, J.L. et.al. (2012) Maternal support in early childhood predicts larger hippocampal volumes at school age, *PNAS*, 109(8), 2854-2859.

**M April 23**

**PARENTING**

***Problems in Parenting: Child Abuse***

Shaffer, 404-407: When Parenting Breaks Down: The Problem of Child Abuse.

National Research Council and Institute of Medicine (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development: Nurturing Relationships- Disruptions in Parenting* (pp. 254-257). Washington, D.C.: National Academy Press.

Glaser, D. (2000). Child abuse and neglect and the brain: A review. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41, 97-116.

**W April 25**

**IN CLASS MIDTERM EXAM**

**F April 27**

**PERSONALITY**

***Personality Types, Outcomes Associated with Different Personalities***

Caspi, A & Shiner, R. (2006). Personality Development, In N. Eisenberg (Ed.) *Handbook of Child Psychology, 3, Social, Emotional, and Personality Development* (pp. 300-365). Hoboken, NJ: Wiley.

Hagekull, B. & Bohlin, G. (2003). Early temperament and attachment as predictors of the Five Factor Model of Personality, *Attachment & Human Development*, 5, 2-18.

Brummelmann, E., Thomas, S., Nelemans, S., deCastro, B.O., Overbeek, G., & Bushman, B. (2015). Origins of narcissism in children, *PNAS*, 1, 1-4.

**M April 30**

**MOTIVATION**

***Development, Individual Differences, and Consequences of Motivation Types***

Schaffer, Chapter 7, 207-238: Achievement.

Elliott, E. & Dweck, C. (1988). Goals: An approach to motivation and achievement, *Journal of Personality and Social Psychology*, 54(1), 5-12.

**W May 2**

**PEER GROUPS**

***Acceptance and Rejection, Determinants and Effects of Peer Relationships***

Shaffer, 467-468, Peer Acceptance and Popularity

Berndt, T. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, 7-10.

Ollendick, T., Weist, M., Borden, M., Greene, R. (1992). Sociometric status and academic, behavioral, and psychological adjustment: A five-year longitudinal study, *Journal of Consulting and Clinical Psychology*, 60(1), 80-87.

Asher, S. R. & Paquette, J. A. (2003). Loneliness and peer relations in childhood. *Current Directions in Psychological Science*, 12, 75-78.

Eisenberg, N. (2003). Does rejection hurt? An fMRI study of social rejection, *Science*, 302 (5634), 290-292.

**F May 4**

**AGGRESSION**

***Developmental Trends, Biological and Environmental Influences***

Shaffer, Chapter 9, 296-320, Aggression and Anti Social Conduct

Olweus, D. (2003). A profile of bullying at school, *Educational Leadership*, March, 12-17.

Decety, J., Michalska, K.J., Akitsuki, Y., & Lahey, B.B. (2009). Atypical empathic responses in adolescents with aggressive conduct disorder: a functional MRI investigation. *Biological Psychology*, 80, 203-211.

Quill, E. (2009). Bullies' brains empathize, but with a twist, *Science News*, Feb 15, 2009. Retrieved Jan 3, 2009 from:

[http://www.sciencenews.org/view/generic/id/40962/title/Bullies\\_brains\\_empathize\\_but\\_with\\_a\\_twist](http://www.sciencenews.org/view/generic/id/40962/title/Bullies_brains_empathize_but_with_a_twist)

**M May 7**

**AGGRESSION**

***Sex Differences, Relational Aggression***

Talbot, M., Girls Just Want to Be Mean, *New York Times Magazine*, February 24, 2004.

Crick, N. R., Casas, J. F., & Nelson, D. A. (2002). Toward a more comprehensive understanding of peer maltreatment: Studies of relational victimization. *Current Directions in Psychological Science*, 11(3), 98-101.

**W May 9**

**SELF-ESTEEM**

***Development, Stability, Consequences, and Neural Basis***

Boden, J. Ferusson, D. & Horwood, L. (2008). Does adolescent self-esteem predict later life outcomes? A test of the causal role of self-esteem. *Development and Psychopathology*, 20, 319-339.

Donnellan, M., Trzesniewski, K., Robins, R., Moffitt, T., & Caspi, A. (2005). Low self-esteem is related to aggression, anti-social behavior, and delinquency, *Psychological Science*, 16(4), 328-335.

Sylwester. R. (1997). The Neurobiology of self-esteem and aggression, *Educational Leadership*, 54(5), 96-100.

**R May 10  
X-HOUR**

**MORAL REASONING**

***Theories (Freud, Piaget, Kohlberg), Developmental Trends, Neural Bases***

Shaffer, 345-356: Cognitive-Developmental Theory: The Child as a Moral Philosopher

Greene, J. (2001). An fMRI investigation of emotional engagement in moral judgment, *Science*, 293, 2105-2108.

Moll, J., Zahn, R., Oliveria-Souza, R., Krueger, F. & Grafman, J. (2005). The neural basis of human moral cognition, *Nature Reviews Neuroscience*, 6, 799-809.

**F May 11**

**IN CLASS WORKSHOP: INTERVENTION/PREVENTION PROJECTS**

**M May 14**

**IDENTITY**

***Forging an Identity, Identity and Well-Being, Influences on Identity***

Shaffer, 189-195: Who am I to be? Identity Formation.



Kroger, J. (2003). Identity development during adolescence. In G. Adams & M. Berzonsky (Eds.) *Handbook of Adolescence* (pp. 205-226). Malden, MA: Blackwell.

Cohen, G. & Garcia, J. (2008). Identity, belonging, and achievement, *Current Directions in Psychological Science*, 17(6), 365-369.

**W May 16**

### **SEPARATION-INDIVIDUATION**

#### ***Normative Family Relationships During Adolescence, Parent-Child Conflict, Helicopter Parenting***

Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect, *Journal of Research on Adolescence*, 11(1), 1-19.

Moore, D. (1987). Parent-adolescent separation: The construction of adulthood by late adolescents, *Developmental Psychology*, 23, 298-307.

Sorokou, C.F. & Weissbrod, C.S. (2005). Men and women's attachment and contact patterns with parents during the first year of college. *Journal of Youth and Adolescence*, 32(3), 221-228.

Kantrowitz, B. & Tyre, P., The Fine Art of Letting Go, *Newsweek*, May 14, 2006.

Gibbs, N. (2009). The Growing Backlash Against Overparenting, *Time Magazine*, Nov 20, 2009. Retrieved Dec 22, 2009 from:

<http://www.time.com/time/nation/article/0,8599,1940395,00.html>

**F May 18**

### **JUVENILE DELINQUENCY**

#### ***Antecedents, Early-onset, Late-onset***

Berk, L. (2008). Delinquency. In *Exploring Lifespan Development* (pp 331-333). Boston, MA: Allyn and Bacon.

Baldry, A. & Farrington, D. (2000). Bullies and delinquents: Personal characteristics and parental styles, *Journal of Community & Applied Social Psychology*, 10, 17-31. (

Caspi, A., Lynam, D., Moffit, T. E., & Silva, P. A. (1993). Unraveling girls' delinquency: Biological, dispositional, and contextual contributions to adolescent misbehavior. *Developmental Psychology*, 29, 19-30.

**M May 21**

### **TECHNOLOGY AND MENTAL HEALTH**

Twenge, J. M., Joiner, T.E., Rogers, M.L., & Martin, G.N (2017) Increased in depressive symptoms, suicide-related outcomes, and suicide rates among U.S. adolescents after 2010 and links to increased new media screen time. *Clinical Psychological Science*, 6(1), 3-17.

**M May 21**

### **ROMANTIC RELATIONSHIPS**

#### ***Determinants, Definitions, Neural Bases***

Collins, W., Henninghausen, K., Schmit, D., & Sroufe, L. (1997). Developmental precursors of romantic relationships: A longitudinal analysis, *New Directions for Child Development*, 78, 69-84.

Denizet-Lewis, Benoit, Whatever Happened to Teen Romance? (And what is a Friend with Benefits, Anyway?), *The New York Times Magazine*, May 30. 2004.

Bartels, A. & Zeki, S. (2000). The neural basis of romantic love, *Neuroreport*, 17, 3829-3834.

**\*\*DUE: INTERVENTION/PREVENTION PROJECT**

**F May 25**

**RESILIENCY**

***Protective Factors***

Fergusonn, D. & Horwood, J. (2003). Resilience to Childhood Adversity: Results of a 21-year study. In S.S. Luthar (Ed.) *Resilience and vulnerability* (pp. 130-155). New York: Cambridge University Press.

Mahoney, J.M. (2000). School extracurricular activity participation as a moderator in the development of antisocial patterns, *Child Development*, 71, 502-516.

**M May 28**

**NO CLASS, COLLEGE HOLIDAY: MEMORIAL DAY**

**W May 30**

**CONCLUSIONS, REFLECTIONS, REVIEW**

**F June 1**

**FINAL EXAM at 8:00 a.m.**

## References

- Ainsworth, M. S. (1989). Attachment beyond infancy. *American Psychologist, 4*, 709-716.
- Asher, S. R. & Paquette, J. A. (2003). Loneliness and peer relations in childhood. *Current Directions in Psychological Science, 12*, 75-78.
- Baldry, A. & Farrington, D. (2000). Bullies and delinquents: personal characteristics and parental styles. *Journal of Community & Applied Social Psychology, 10*, 17-31.
- Bartels, A. & Zeki, S. (2000). The neural basis of romantic love. *Neuroreport, 17*, 3829-3834.
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- Boden, J. Fergusson, D. & Horwood, L. (2008). Does adolescent self esteem predict later life outcomes? A test of the causal role of self-esteem. *Development and Psychopathology, 20*, 319-339.
- Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology, 28*, 759-775.
- Bretherton, I. & Munholland, K. (1999). Internal working models in attachment relationships: A construct revisited. In Cassidy & P.R. Shaver (Eds.) *Handbook of Attachment* (pp. 89-111). New York: Guilford.
- Bronfenbrenner, U (1993). *Ecological Models of Human Development*. In International Encyclopedia of Education, Vol 3, 2<sup>nd</sup> Ed (pp. 1643-1647). Oxford, England.: Elsevier Sciences, Ltd.
- Brummelmann, E., Thomas, S., Nelemans, S., deCastro, B.O., Overbeek, G., & Bushman, B. (2015). Origins of narcissism in children. *PNAS, 1*, 1-4.
- Calkins, S.D. (2002). Does aversive behavior during toddlerhood matter? The effects of difficult temperament on maternal perceptions and behavior. *Infant Mental Health Journal, 23*, 381-402.
- Carter, A.S., Garrity-Rokous, J.D., Chazan-Cohen, R., Little, C., & Briggs-Gowan, M.J. (2001). Maternal depression and comorbidity: Predicting early parenting, attachment security, and toddler social-emotional problems and competencies. *Journal of the American Academy of Child and Adolescent Psychiatry, 40*, 18-26.
- Caspi, A., Lynam, D., Moffitt, T. E., & Silva, P. A. (1993). Unraveling girls' delinquency: Biological, dispositional, and contextual contributions to adolescent misbehavior. *Developmental Psychology, 29*, 19-30.
- Caspi, A & Shiner, R. (2006). Personality Development, In N. Eisenberg (Ed.) *Handbook of Child Psychology, 3, Social, Emotional, and Personality Development* (pp. 300-365). Hoboken, NJ: Wiley.
- Caspi, C. & Silva, P. (1995). Temperamental qualities at age three predict personality traits in young adulthood: Longitudinal evidence from a birth cohort. *Child Development, 66*, 486-498.
- Chavous, T.M., Bernat, D.H., Schmeelk-Cone, K., Caldwell, C.H., Kohn-Wood, L., & Zimmerman, M.A. (2003). Racial identity and academic attainment among African-American adolescents. *Child Development, 74*, 1076-1090.
- Cohen, G. & Garcia, J. (2008). Identity, belonging, and achievement. *Current Directions in Psychological Science, 17*(6), 365-369.
- Collins, W., Henninghausen, K., Schmit, D., & Sroufe, L. (1997). Developmental precursors of romantic relationships: a longitudinal analysis. *New Directions for Child Development, 78*, 69-84.
- Crick, N. R., Casas, J. F., & Nelson, D. A. (2002). Toward a more comprehensive understanding of peer maltreatment: Studies of relational victimization. *Current Directions in Psychological Science, 11*(3), 98-101.
- Damon, William. (1988). *The Moral Child*. NY, NY: Macmillan, Inc. (ISBN 0-02-906933-5)
- Decety, J., Michalska, K.J., Akitsuki, Y., & Lahey, B.B. (2009). Atypical empathic responses in adolescents with aggressive conduct disorder: a functional MRI investigation. *Biological Psychology, 80*, 203-211.
- Denizet-Lewis, Benoit, Whatever Happened to Teen Romance? (And what is a Friend with Benefits, Anyway?), *The New York Times Magazine*, May 30, 2004.
- Ding, S. & Littleton, K. (2005). *Gender identity and the development of gender roles*. In *Children's Personal and Social Development* (pp. 143-177). Malden, MA: Blackwell Publishing.
- Donnellan, M., Trzesniewski, K., Robins, R., Moffitt, T., & Caspi, A. (2005). Low self-esteem is related to

- aggression, anti-social behavior, and delinquency, *Psychological Science*, 16(4), 328-335.
- Eisenberg, N. (2003). Does rejection hurt? An fMRI study of social rejection, *Science*, 302 (5634), 290-292.
- Elliott, E. & Dweck, C. (1988). Goals: An approach to motivation and achievement, *Journal of Personality and Social Psychology*, 54(1), 5-12.
- Erikson, E. (1950). Eight Ages of Man, *Childhood and Society* (pp. 247-254), NY, NY: Norton.
- Fergusson, D. & Horwood, J. (2003). Resilience to Childhood adversity: Results of a 21-year study. In S.S. Luthar (Ed.) *Resilience and vulnerability* (pp. 130-155). New York: Cambridge University Press.
- Frith, U. & Frith, C. (2001). The biological basis of social interaction, *Current Directions in Psychological Science*, 10, 151-155.
- Gibbs, N. (2009). The Growing Backlash Against Overparenting, *Time Magazine*, Nov 20, 2009. Retrieved Dec 22, 2009 from: <http://www.time.com/time/nation/article/0,8599,1940395,00.html>
- Gilman, R. (2000). *Spinning into butter*. New York: Faber & Faber.
- Glaser, D. (2000). Child abuse and neglect and the brain: A review. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41, 97-116.
- Goldsmith, H.H., et al. (1987). Roundtable: What is temperament? Four approaches. *Child Development*, 58, 505-529
- Gray, P. (2011). The decline of play and the rise of psychopathology in children and adolescents, *American Journal of Play*, 3(4), 443-463.
- Greene, J. (2001). An fMRI investigation of emotional engagement in moral judgment, *Science*, 293, 2105-2108.
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