Newcomb, William M., Buhowski, Catherine L., Bearwell, Michelle E., Schmidt, Andrew E.

Predictors of Adult Adjustment: Friendship and Peer Rejection as Early Childhood Adversity

social-cognitive skills training with aggressive preschoolers.
...not with words and numbers, but with stories, experiences, and emotions. The emotional bond is the glue that binds the narrative together. It is through these stories and experiences that we can understand and connect with the experiences of others. When we share our stories, we invite others to enter our world, to feel what we felt, and to understand the world through our eyes. This is the power of narrative. It is through narrative that we can learn, grow, and connect with each other.

The case study approach is a powerful tool for understanding the world. It allows us to delve deep into a single story, to explore the complexities and nuances of a particular situation. It allows us to see the world through someone else's eyes, to understand the challenges they faced, and to learn from their experiences. This is not only valuable for understanding the world, but it is also essential for understanding ourselves.

In order to fully understand the significance of these experiences, we must also consider the broader context. What are the larger forces at play? What are the underlying causes and effects? By exploring these questions, we can gain a deeper understanding of the world and the experiences that shape it.

In conclusion, the case study approach is a powerful tool for understanding the world. It allows us to learn from the experiences of others, to understand the complexities of a particular situation, and to see the world through different eyes. It is through this process that we can grow, learn, and connect with each other. This is the power of narrative.
not completely support the popular, but influential, the empirical research does not provide evidence for or against the relationship between early childhood experiences and intelligence. The results of this study indicate that early childhood experiences are positively correlated with intelligence, but this correlation is not strong enough to be considered significant. The study also suggests that early childhood experiences are more strongly related to intelligence than to other factors such as socioeconomic status, parental education, or family structure. The findings of this study are consistent with previous research that has shown a positive relationship between early childhood experiences and intelligence.
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<th>Activity Involvement</th>
<th>Mental Health Difficulties</th>
<th>Overall Adjustment</th>
<th>School Performance</th>
<th>Competence</th>
<th>Social Competence</th>
<th>Family Interaction</th>
<th>Peer Interaction</th>
<th>Mental Health</th>
<th>Panic</th>
<th>Depression</th>
<th>Aggression</th>
<th>Prominence</th>
<th>Competence</th>
<th>Peer Acceptance</th>
<th>Social Acceptance</th>
<th>Academic Difficulties</th>
<th>Peer-Relationship Problems</th>
<th>Depression &amp; Anxiety</th>
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**Table 2.1: Prediction of Life Status Adjustment at Ages 22 and 28**

The table above shows the correlations between various factors and life status adjustment at ages 22 and 28. The factors include mental health difficulties, overall adjustment, school performance, competence, social competence, family interaction, peer interaction, mental health, panic, depression, aggression, prominence, and adjusted R squared. The table indicates the strength and direction of the correlations between these factors and life status adjustment, with higher values indicating a stronger relationship. The table also highlights the significance of these correlations, with asterisks indicating statistical significance. The table is used to predict life status adjustment at ages 22 and 28 based on the factors listed.
Table 2.2: Prediction of Psychopathological Symptoms at Ages 22 and 28

| Symptom Dimension | Global Severity Index | Obsessive-compulsive | Paranoid ideation | Hallucination | Anxiety 
|-------------------|-----------------------|-----------------------|-------------------|--------------|-------------------
|                 | Age 22 Assessment    | Age 28 Assessment    | Age 22 Assessment | Age 28 Assessment |
|                  | r                    | R                    | t                 | R             |
|                  | p                    | p                    | p                 | p             |
|                   | 0.5                   | 0.5                   | 0.07              | 0.03          |
|                   | 0.2                   | 0.2                   | -0.01             | 0.01          |
|                   | 0.2                   | 0.2                   | 0.03              | 0.03          |

Note: Significant tests for p < 0.05. A high Global Severity Index indicates high psychopathological symptoms.
The course—personality—intelligence dimension is one of the key areas that are first explored in developmental psychology and education. The course—personality—intelligence dimension reflects differences between individuals in their preferred methods of learning, thinking, and problem-solving. These differences are often associated with specific learning styles and can influence how students engage with course material and activities.

In educational psychology, the course—personality—intelligence dimension is often used to explain variations in student performance and achievement. For example, some students may prefer concrete, hands-on learning experiences, while others may excel in more theoretical, abstract environments. Understanding these differences can help educators design more effective and inclusive educational strategies.

The course—personality—intelligence dimension also plays a role in understanding the development of intelligence and personality. Researchers have found that intelligence and personality traits can vary across different developmental stages and can be influenced by a wide range of factors, including genetic, environmental, and social influences.

Overall, the course—personality—intelligence dimension highlights the importance of considering individual differences in education and psychology. By recognizing and accommodating these differences, educators can create more equitable and effective learning environments for all students.
Table 2.3: Base Rates and Test Efficiencies for Life Status Adjustment and Psychopathology at Ages 23 and 28

<table>
<thead>
<tr>
<th>Age 23</th>
<th>Base Rate</th>
<th>Test Efficiency</th>
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<table>
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<th>Age 28</th>
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<td>0.67</td>
<td>0.67</td>
</tr>
</tbody>
</table>

*Psychological Symptoms:

- Depression
- Anxiety
- Attention Deficit Hyperactivity Disorder
- Conduct Disorder
- Oppositional Defiant Disorder
- Conduct Disorder

These symptoms were assessed using standardized questionnaires administered at each age. The base rates and test efficiencies indicate the proportion of individuals who met criteria for each symptom at each age, with higher test efficiencies suggesting greater reliability and validity of the assessment method.

Among the purposes is to study behaviorally distinct subgroups of children, the hyper-aggressive rejected and the socially unassertive & the low social interaction children, in middle school.

450 7th and 8th graders were studied: peer behavioral assessment (e.g., starts fights, someone you can trust, easy to push around) (unlimited nominations), positive and negative sociometric nominations (measures of liked most, liked least, social impact [+ & -]), measures of loneliness & social dissatisfaction, and interpersonal concerns.

Major findings: 1. Positive interaction qualities (e.g., cooperates, trust) consistently correlated with positive and negative nominations, but negative nominations with starts fights, disrupts, can’t take teasing. Differences among rejected, neglected, average, controversial, & popular for cooperates, kind & trust.

In summary, both aggressive rejected and submissive rejected students were unable to take teasing, were (judged) lacking in cooperative, and trustworthiness.

2. However, neither aggressiveness nor submissiveness was sufficient to induce rejection, but those aggressive or submissive students who are rejected are also deficient in positive qualities.

3. Shyness was negatively related to dislike, whereas easy to push around was negatively related to liking! (G.H. Mead?]

4. Aggressive rejected students have difficulty with teasing. (Dodge & Frame)

5. Submissive-rejected students were found to report significantly more concern than average students about the possibility of being humiliated or rejection, whereas aggressive rejected students did not differ significantly.

"the best liked students generally evidence a cooperative and compassionate spirit." (p. 238)

23 groups of 5-6 boys each observed for 45 min. free play. The groups were composed of black boys, 1 popular, 1 neglected, 2 average and 2 rejected. Driven to lab by assistant who informally interviewed boy during trip.

**Results:**
1. Behaviors increasing across the 5 sessions were solitary, reactive aggressive, instrumental aggression, bullying, persuasive attempts and adult reprimands.
2. Sociometric differences in solitary effects, reactive and instrumental aggression, and adult reprimands. Popular boys displayed lower rates of solitary, rough play and bullying, but so did un(?)popular boys for some of these at the 3rd grade (p. 1299).
3. At the first grade, relative to average boys, popular boys show lower rates of solitary behavior and higher rates of rough play and bullying whereas at the 3rd grade, unpopular boys showed more solitary behavior and similar rates of rough play and bullying relative to the average boys.
4. Social preference in classroom predicted preference in the play group.
5. however, aggressive behaving boys were NOT likely to be disliked within the new peer group, maybe because of the short duration of the play sessions.
6. peer responses were more closely tied to the other's behavior than the other's status.

• Friendship(?) and status may be based on different behaviors at different ages. Why?
• However, the relationship between behavior and status seems to cut across subcultural groups.

**General findings from Dodge & others:**
1. unpopular boys are more aggressive
2. mini-longitudinal studies show that the aggression precedes the unpopularity
3. unpopular boys seem to process social information in a biased way (e.g., Dodge & Frame)

What is the risk factor in child abuse? Retrospective clinical studies of those subject to child abuse in the past show 18% physically harmed in early life. What is needed is a prospective study.
Through what intrapersonal mechanisms does abuse have its effect? Note intrapersonal. "Aggressive children, relative to average children, have been found to display chronic biases & deficits in the processing of provocation stimuli." They explain these in terms of attachment and social learning theories.

The Multi-site Child Development Project. 309 4 year old children identified early in kindergarten from Nashville, Knoxville & Bloomington. A socio-economically & ethnically sample. Assessments of discipline, etc. from interviews with mothers, also relationships with spouses, etc., & birth, & temperament reports. Then assessment of social information processing (imagine being the protagonists). 6 months later, assessments of child aggressive behavior by teachers & peers.

Results: 1. Early physical harm and sex had effect for teacher ratings and peer ratings. Teacher-rated aggression scores of harmed children were 83% higher than those of non-harmed children. About twice as many peers nominated harmed children as aggressive as they did for non-harmed children.
2. Physically harmed children developed significantly different information processing styles as non-harmed children.
3. Multiple regression showed that the 7 processing variables significantly predicted later aggression as measured by teachers, peers and observers.
4. Conclusions: "The findings of this study offer clear evidence that the experience of physical abuse in early childhood is a risk marker for the development of chronic aggressive behavior patterns."

Questions & criticisms: Abuse promotes childhood aggression, but it is necessary for it? If not, then what else leads to it?

How and why does abuse affect social information processing?

Could abuse lead to behavior from others, which promotes and justifies faulty social information processing?

Dodge, Crick et al's research on peer relations (sociometric) and aggression.
Although we do not have enough information to definitively explain the facts, we can make a few observations based on the data provided. The findings suggest a correlation between the presence of certain symptoms and the occurrence of an event. The statistical analysis indicates a significant increase in the frequency of this event when the symptoms are present. Further research is needed to confirm these findings and explore potential causal relationships. It is important to note that these results are preliminary and require replication in future studies.
Conclusions

The findings from our follow-up study highlight the importance of early childhood development and the need for effective interventions to prevent the onset of mental health disorders. Our research demonstrates the significant role played by early childhood experiences in shaping future mental health outcomes. Therefore, it is crucial to invest in evidence-based programs that support the holistic development of young children.

Recommendations

- Increase funding for early childhood education and mental health programs.
- Implement comprehensive mental health screening for all children.
- Provide ongoing professional development for educators on mental health interventions.
- Increase public awareness about the importance of early intervention in mental health.

Overall, the findings from our study underscore the critical need for early intervention and support in the development of young children to promote their mental health and well-being.
The school-age and early adolescence period is characterized by a focus on cognitive and academic development. The development of peer relationships, academic achievement, and self-esteem are key areas of focus. The role of parents and educators is crucial in shaping the experiences of adolescents during this period.

In the context of education, the development of cognitive abilities such as critical thinking, problem-solving, and creativity is emphasized. Teachers and parents work together to create a supportive environment that fosters these skills. The importance of physical health and well-being is also highlighted, with a focus on exercise, nutrition, and mental health.

During early adolescence, the development of social skills and emotional intelligence is critical. Adolescents are encouraged to engage in activities that promote teamwork, communication, and empathy. The development of a strong sense of identity and self-worth is also a priority, as adolescents navigate the challenges of peer pressure and identity formation.

In summary, the school-age and early adolescence period is a time of significant cognitive, emotional, and social development. With the right support and guidance, adolescents can develop into healthy, well-rounded individuals who are prepared for the challenges of adulthood.

References: