
Abstract:
The relationship between visual organization, perceptual closure, and "compulsive-like" behaviors were examined in a sample of young children. Fifty-one preschool-aged children were administered a variety of measures assessing visual organization and perceptual closure, and embedded-figures performance. Parents reported on their children's compulsive-like behaviors (i.e., "Just Right" perceptions and repetitive behaviors). Children's performance on visual organization and perceptual-closure tasks were significantly related to their compulsive-like behaviors, and these associations were mediated by mental age. The results further validate the Childhood Routines Inventory (CRI) and highlight the sensory/perceptual components of the construct of normative compulsive-like behavior in young children.


Abstract:
We tested the hypothesis that the early emergence of helplessness has negative implications for later adjustment, particularly risk for depression and negative self-worth. A composite measure of helplessness was derived from kindergartners' (N = 112; 55 boys and 57 girls; 10 non-White) responses to a challenging, developmentally appropriate task. Kindergartners' self-perceptions were also assessed in order to control for initial tendencies to report negatively about themselves. Five years later, self-reported depressive symptoms, feelings of self-worth, and teachers' ratings of depression were obtained. As predicted, helplessness in kindergarten predicted more depressive symptoms, as reported by children and their teachers, and more negative feelings of worth. Mechanisms underlying helplessness and implications for early intervention to reduce risk for depression are discussed.


Abstract:
The current study reported on links between fourth-grade children's academic competence and behavioral adjustment and mothers' and fathers' psychological autonomy, controlling for effects of parental limit-setting and warmth. In a sample of 91 two-parent families, parents' warmth and limit-setting were observed while interacting with their fourth-grade child, and children reported on their parents' psychological autonomy. Fourth-grade teachers rated children's academic competence and behavioral adjustment in the classroom. Fathers' psychological autonomy was a unique correlate of greater academic competence and fewer signs of depression in the classroom, after accounting for the effects of fathers' warmth and limit-setting. Discussion focuses on the role of fathers' psychological autonomy in promoting adjustment in late childhood.

Abstract:
Multiple features of social support provided by mothers, fathers, siblings, and friends to Indonesian (N = 240) and U.S. (N = 203) elementary and junior high school students were assessed using the Networks of Relationships Inventory. Cultural differences in the relative salience of friends and family members as providers of social support emerged. Indonesian youth ranked family members higher and friends lower on companionship and satisfaction than did U.S. youth. Friends were seen as the primary sources of intimacy in both countries. These results are consistent with suggestions that patterns of social support vary as a function of cultural differences in familism, individualism, and collectivism.


Abstract:
Fifty-two girls and 28 boys and their same-sex friends rated the quality of their friendship, ranked their preference for this friendship relative to other friendships, and participated in a videotaped discussion. Boys and girls significantly differed in perceived-friendship quality and observed behavior with friends. Specifically, girls rated their friendship quality more positively and less negatively and they showed more positive and less negative behavior in interaction with their friends than boys. No sex differences emerged in the relation of perceived-friendship quality to adolescents' own behavior and to their friend's behavior. Ranked-friendship preference was also significantly related to behavior, albeit to a lesser extent than perceived-friendship quality. The potential mechanisms underlying adolescents' friendship experiences are discussed.


Abstract:
Cross-informant concordance (peers vs. teachers), temporal stability, and reliability associated with sociometrics were systematically examined in a sample of 84 preschoolers (M = 4.5 years). Structural equation modeling analyses revealed that parallel forms of teacher and peer sociometrics measured overlapping and unique aspects of peer popularity. Reliability, a characteristic of a measurement instrument (sociometric assessment), was differentiated from stability, which is associated with the phenomenon or behavior being measured (children's peer popularity). Teacher-measured popularity was highly stable over an 8-week period, while peer-measured popularity showed lower stability. High reliability was found for both teacher and peer sociometrics. Child age and classroom participation rates did not alter the pattern or magnitude of the modeled relationships.