
**Abstract:**
Longitudinal associations between infant-parent attachment and parental and toddler behavior during storybook interaction were examined for 131 lower-middle to middle-class families (70 girls; 61 boys). At ages 12 and 15 months, infant-mother and infant-father dyads were videotaped in the laboratory-based Strange Situation procedure to assess attachment. At 24 months, dyads visited the laboratory and were videotaped during storybook interaction. Infants with a history of insecure-resistant attachment with their mothers were less enthusiastic and focused during storybook interaction. Moreover, mothers of insecure-resistant infants were less warm and supportive, more hostile and intrusive, more detached, and less stimulating of cognitive development than mothers of secure or avoidant infants. Disorganized attachment did not predict the quality of storybook interaction and few attachment-related differences were found when the toddler-father dyad was considered.


**Abstract:**
The experience of collaboration from preadolescents' perspectives was examined as a function of dyad gender and degree of friendship. Sixth graders (11-13 years, mostly White and middle class) worked within same- and other-gender dyads (18 girl, 17 boy, 17 mixed-gender) of varying degrees of friendship on a 4-week-long creative writing task at school. Enjoyment expectations and affiliation perceptions were greater in dyads with greater degrees of friendship, and in same-gender dyads as compared with mixed-gender dyads. More positive enjoyment expectations and greater perceived affiliation, agreement, and influence were related to better task performance. Implications of these results for understanding the social context of collaboration from peer partners' perspectives and successful classroom collaborations are discussed.


**Abstract:**
Fourth-grade children's peer groups were identified using the Social Cognitive Mapping (SCM) procedure. Children (N = 143) and caregivers then participated in interviews in which they provided information used to construct a measure of social network (intergenerational) closure, defined as the extent to which meaningful social relationships existed between children and their friends' parents and among parents whose children were friends. Higher levels of social network closure were linked with higher achievement test scores and lower levels of parent-reported externalizing behavior. Among European American children only, higher levels of social
network closure also were linked with higher levels of teacher-rated social competence. Higher levels of closure were associated with more externalizing behavior (as reported by parents and teachers) among African American children, but less externalizing behavior among European American children. Negative associations between closure and internalizing behaviors were strongest among girls who were bused from a different neighborhood to attend the target school.


*Abstract:* Males' greater propensity for antisocial (i.e., externalizing) behavior has been well documented. Because males and females generally have evidenced negligible differences in moral judgment stage, we investigated whether the gender discrepancy in antisocial behavior might be attributable to gender differences in other moral cognitive variables, specifically, moral self-relevance and self-serving cognitive distortion. The sample included 88 male and 105 female college students aged 16 to 19 years. In multiple regression analyses, moral judgment and moral self-relevance correlated negatively, and self-serving cognitive distortion correlated positively with antisocial behavior. Path analysis revealed that mature moral judgment and higher moral self-relevance were associated with lower levels of self-serving cognitive distortion, which partially mediated the relationship between those variables and antisocial behavior. Although the genders did not differ in moral judgment stage, females evidenced greater moral self-relevance, less self-serving cognitive distortion, and less antisocial behavior. The implications of these findings for moral developmental theory and the treatment of antisocial behavior are discussed.


*Abstract:* Three studies examined the emergence of attention to gender categories, which may be a mediating step between gender category recognition and gender stereotype formation. Experiment 1 examined 18-month-olds’ attention to gender categories using a sequential touching task. Results suggested that 18-month-olds showed little attention to gender. Experiment 2 was conducted to rule out the possibility that infants could not discriminate the dolls by gender. Experiment 3 investigated developmental changes in attention to gender categories from 18 to 30 months of age. A sharp increase in attention to gender was found between 18 and 22 months. The distinction between recognition of and attention to gender categories and the implications of these findings for understanding stereotype formation are discussed.