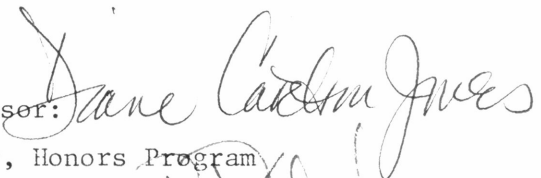


**Interpersonal Problem Solving in
Third and Fifth Graders:
Sex, Grade, and Friendship Effects**
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Running head: PROBLEM SOLVING 

Abstract

This study examines the relationship between friendship and the types of problem solving strategies, emotional reactions, and the intensity of the emotional reaction to hypothetical dilemmas. Third and fifth grade children (n=78) were individually interviewed and read hypothetical dilemmas involving a conflict with either a friend or an acquaintance. Social competence as rated by the teachers and peers was assessed. Sex differences in problem solving strategies and emotional intensities were found as well as grade differences in the emotional response. Sex differences were found in the emotional intensity proposed for the scenarios. Friendship was also found to have a significant relationship cooperative and adult intervention problem solving strategies. Social competence as rated by teachers and peers was negatively correlated with aggressive and positively with verbal assertive strategies. There was also a correlation found with social competence and feeling sad and angry as rated by peers and emotional intensity was negatively correlated with social competence as rated by teachers.

Interpersonal Problem Solving in Third and Fifth Graders: Sex, Grade, and Friendship Effects

The way in which people solve interpersonal problems is very important to the individual and our society. Interpersonal problem solving consists of many different skills that can be learned from social interactions especially through the family. According to Spivack & Shure (1982), the main components of interpersonal problem solving skills are the ability to identify problems, the ability to generate alternative solutions, and the ability to specify a course of action after evaluating the consequences of possible behaviors. Some researchers like Anderson and Messick (1974) believe that the domain of social competence includes problem solving skills.

Research in the past has tried to get at the heart of interpersonal problem solving skills by using hypothetical social dilemmas. Most researchers have used this technique with individual interviews and have asked children to state behavioral responses to these particular hypothetical dilemmas. The results of these studies indicate that problem solving skills have been linked to social competence in the classroom and social adjustment with peers (Pettit, Dodge & Brown, 1988, Asher & Renshaw, 1981). Interpersonal problem solving skills have also been a distinguishing factor between aggressive and non-aggressive boys (Lochman & Dodge,

1994), popular and unpopular children (Pettit et al. 1988), and psychiatric and non-psychiatric patients (Dopkins and Shrout, 1990).

Social Competence

Social competence is defined as a “summative, evaluative judgement about the adequacy of one’s performance on a given social task by an informed social agent (teacher, peer, parent)” (Walker & McConnell, 1988). Overall, social competence also includes positive relationships with peers. The development of social competence is important for all children. Schools today are very concerned with social competence of children because it is an important foundation for many types of adjustment (e.g. academic and social).

Research in the past has linked social competence to interpersonal problem solving skills. According to Asher and Renshaw 1981, success in peer relations is dependent on their ability to master a variety of social-cognitive and behavioral skills. Spivack and Shure (1985) believe that interpersonal problem solving skills are critical for adaptation and adjustment in children. The degree of friendly solutions to hypothetical dilemmas also seems to be linked to social competence in children. In a study by Eisenberg and colleagues (1994), preschool and kindergarten students were asked to use puppets to enact solutions to certain dilemmas. They found that friendly rather than hostile enactment to dilemmas was

positively related to all constructive behavior (ex. school personnel's ratings of social skills).

Pettit et al. (1988) also found that popular children generated more solutions overall and more prosocial solutions than average children to hypothetical scenarios. They also found that the ability to generate numerous, highly relevant and prosocial solutions was related to classroom competence as rated by teachers. According to Asher and Renshaw (1981), well-liked children seem to possess normative friendly strategies whereas aggressive children tend to suggest ideas that are rated as nonnormative and vague.

Research has also been done on the differences in aggressive boys problem solving and how that is related to social competence. For instance, Lochman and Dodge (1994) found that aggressive fourth and seventh grade boys have less of a range of strategies to dilemmas than non-aggressive boys. They, also found that social-cognitive processes are distorted or deficient in aggressive children. It seems that one of the key characteristics of aggressive children is problem-solving deficiencies.

Children who were socially accepted in the classroom were rated as less aggressive by teachers and peers (Pettit et al. 1988). Zahn -Waxler (1994) found that at-risk children selected prosocial solutions less often than low risk children. In a study by Perry et al. (1986) aggressive children were more confident that aggression would produce tangible rewards and

would reduce aversive treatment by others. It also seems that aggressive response tendencies, and problem solving skill deficits correlate with behavior patterns that lead to peer rejection (Rubin & Krasnor, 1986).

Sex Differences

Not only has interpersonal problem solving been linked to social competence, but there have also been sex differences found in the type of solutions generated to hypothetical situations. For example, in a study by Eisenberg et al. (1994), preschool boys were higher on enacted physical aggression and assertiveness solutions to interpersonal problems while girls were higher on enacted friendly rather than hostile solutions. Also, Zahn-Waxler et al. (1994) found that preschool girls expressed more themes of social connection, cohesion, and accommodation while expressing more anger than boys. Girl's solutions were overall more prosocial than boys in this study. Girls also seem to expect that aggression will cause more suffering in the victim and expected to be punished more severely by the peer group and by the self (Perry et al., 1986).

Age Differences

We know about sex differences in the types of strategies used by children, but we know little about how or if these differences in strategies change with age. Research in the past has found that interpersonal interactions change with age. For example, increases occur with age in the number of interpersonal constructs used, in the number of altruistic

responses, and in the ability to cope with complex social messages (Hartup, 1983). These findings have indirect implications for a link between age and problem solving strategies. Social knowledge becomes more extensive with age and experience and visual attention in interpersonal situations is utilized differentially as children mature and interaction with children increasingly functions in conjunction with social norms (Hartup, 1983). The past research has not specifically linked the problem solving strategies with age, but the findings mentioned above indirectly relate to problem solving strategies.

Friendship Status

Friends are an important component of children's lives and children react to them in different ways. Friendship has been defined as "a specific, dyadic, bilateral, construct that refers to a particular type of experience that takes place between two individuals (Bukowski & Hoza, 1989). Medrich et al. (1982) found that elementary school children spend most of their out of school time with friends. It seems that children have more fun around their friends, they trust their friends more, and they also feel more secure with their friends (Hartup, 1983).

Peer relationships are very important to the social and emotional development of children (Hartup, 1983). Familiarity seems to increase social interaction and in some ways two people who know each other have more smooth interactions (Hartup, 1983). A sense of support and security

are provided by peers (Berndt, 1982) and this security provides a context for different modes of social expression which helps children develop social skills (Fine, 1981).

Conflict is seen as a barrier to friendship (Smollar & Youniss, 1982). It has been found that older children believe that part of being friends is the ability to manage conflict with each other and children have been found to cooperate and share more with friends than non-friends (Hartup 1988). Charlesworth and LaFreniere (1983) found that taking turns was more common with friends and social interaction overall was more harmonious.

Although some research has been done on how children feel about friends and what they expect from friends, little research has been done on the actual differences in problem solving strategies relating to friends and non-friends. Friendship has not been studied as extensively as it should but some research has found differences in the affect that is used with friends. Interactions involving conflicts have also been found to be less intense among friends (Hartup et al. 1988). Friendship interactions have affective overtones in novel situations that interactions among non-friends do not have. The type of relationship (e.g., friend or acquaintance) impacts how people interpret the emotional responses to the person in particular situations (Saarni & Harris, 1989). By interacting with friends, children learn about their own affective responses and the probable responses of others (Parker & Gottman, 1989). One of the most important features of

the social context is the degree of affiliation with the person and this affects the emotional expression or behavior management (Saarni & Harris 1989). One of the goals of this study is to look at the differences in emotional reactions to conflicts involving friends or non-friends since little research has been done on this topic.

Regulation of Emotions

According to Saarni (1979), children gradually learn how to regulate emotional expression. They regulate emotional expression with the use of display rules. Display rules are the guidelines for regulating the appropriateness of expressive behavior in various situations (Saarni 1979). Saarni also suggests that there are four categories of display rules. These include, intensification of certain emotional displays, minimization of emotional displays, neutralization of facial expression, and dissimulation of one's emotional response. To some extent, children need to think about interpersonal contexts and interactions to have a sense of social expectations or norms. She also believes that children gradually begin to assess the interpersonal setting surrounding the emotion-eliciting situation and monitor their expressions accordingly.

Some research has focused on the knowledge and ability to express emotions and linked these skills to interpersonal problem solving. For instance, Marcus (1984) found that positive emotion display is empirically related to prosocial behavior. Susan Denham (1986) found affective

knowledge to be related to prosocial behavior. She focused on young children's affective perspective-taking and its relation to prosocial solutions to dilemmas. She found that those two and three-year-old children who emitted more emotion displays per observation overall were more likely to exhibit prosocial behaviors. They were also more likely to ignore emotional displays of other children and to leave angry displays. There were also correlations found for prosocial behavior with affective perspective taking and emotionality. These results were reported in a study by Shantz (1975). Also, Eisenberg et al. (1994) looked at the relationship between emotionality and types of enacted solutions to particular interpersonal problems in kindergarten students. She found that emotionality was associated with high levels of enacted aggression, low friendliness and high enacted assertiveness.

In this study we attempted to look at the factors that influence interpersonal problem solving strategies and whether certain characteristics of the child were correlated with particular strategies for solving hypothetical dilemmas. First we wanted to know (1) Are there sex or age differences in the type of strategies generated to the dilemmas? Also, since little research has been done on the links between friendship and problem solving strategies we asked (2) Does the friendship status of the person involved in the dilemma affect the type of strategies generated to the dilemmas?

Also, since the emotional reactions of children seem to be dependent on the social situation we wanted to know (3) Are the emotional responses to the hypothetical scenarios different depending on whether the person involved is a best friend or an acquaintance? And, (4) Are there differences in the intensities of emotional reactions to the hypothetical dilemmas depending on whether the story involved a best friend or an acquaintance?

Finally, since interpersonal problem solving skills have been linked to social competence, some of the questions we asked were (5) Is social competence as rated by the peers and teachers related to the types of interpersonal problem solving strategies? And, (5) Are the emotional reactions or intensities related to social competence?

Method

Subjects

Forty-one third graders and 36 fifth graders from Fannin Elementary School were individually interviewed. Only the students who received parental consent were able to participate. We interviewed 14 males and 27 females in the third grade. In the fifth grade, we interviewed 15 males and 21 females. Of the total sample, 39% of the males were Caucasian, 14% were African American, and 46% were Hispanic. For females, 43% were Caucasian, 22% were African American, 33% were Hispanic, and 2% were other.

Procedures

After receiving parental consent and student assent, the children were individually interviewed. During the individual interview, the children were read ten hypothetical scenarios about peer conflicts. The interpersonal problem solving task consisted of two conditions. Each student was randomly assigned to either the friendship or peer condition. In the friendship condition, the stories involved the child's best friend while in the peer condition the stories involved a classmate. The children were all asked what they would do in the particular situation.

They were also asked how they would feel if the conflict happened to them, and how intense their particular emotional reaction would be. The children were trained to use a Likert-type scale prior to hearing the scenarios. This scale was used to determine the intensity of their emotional reaction to the story.

After the problem solving task, the children were asked to identify their three best friends in class and also to rate each child in their class on how much they liked to play with the person. The interview lasted about 30 minutes and was conducted in a classroom at their school. Each child received a small gift after the interview was complete.

After all of the data was collected from the children, the teachers were asked to fill out a questionnaire about the social functioning and

personality characteristics of each child. The teachers received a gift certificate for filling out the questionnaires.

Measures

Interpersonal Problem Solving.

To assess interpersonal problem solving skills, we modified hypothetical scenarios used by past researchers e.g. Perry, Perry, and Rasmussen (1986). The ten scenarios involved interpersonal problems from three different categories: annoying behavior, object aggression, and physical aggression. See Table 1 for scenario examples. Annoying behavior is behavior that is disturbing or irritating especially repeated acts. An example of annoying behavior is “A child in class keeps tapping a pencil while you are trying to do some math problems.” Object aggression is an unprovoked on the property of another without an intent of harm to the person. An example of object aggression is “You are playing with a compact Sega Genesis during free time at school, another kid wants to play too and takes it away. Finally, physical aggression is defined as an unprovoked attack on a person with the intent to harm, e.g., “While you are playing kickball outside another kid stomps on your foot hard.”

Insert Table 1 about here

The interviewer read the ten hypothetical stories with little emotional expression and then asked three questions. (“What would you do or say next?”) The children were then asked how they would feel if this happened to them. We also asked the child to point to a number from one to five to indicate how intense the emotion would be (1= very very little and 5= very very much). Each answer was recorded by the experimenter on a standard interview sheet.

The open-ended responses to the problem solving scenarios were coded into distinct conceptual categories based on previous research (Lochman & Dodge, 1991). These categories were verbal aggression, physical aggression, verbal assertion, physical assertion, adult/authority intervention, cooperation, ignore/avoidance, and other. Verbal aggression include saying things that hurt the ego of the other person, e.g. threats, insults, lying or yelling. Physical aggression was defined as direct physical aggression against the other figures in the vignette such as hitting, grabbing, or fighting with the person. Verbal assertion was the use of verbal statements that were not aggressive and include commands, requests, invoking rules, and stating a solution. Physical assertion was defined as using force without the intent of harming the person. Cooperative solutions were efforts to enhance a positive outcome and included compromises or using bargaining strategies. The category of ignore is an obvious avoidance of the problem or withdrawal from the situation and adult/authority

intervention was seeking help and resolution from an adult or authority figure. Because analyses indicated that verbal aggression, physical aggression, and physical assertion were highly intercorrelated, these categories were combined into a single variable we labeled aggression.

Emotional Reactions.

To assess the emotional reaction of children to the hypothetical scenerios, they were asked “How would you feel if this happened to you?” The response that the children stated to the question was recorded on the interview sheet. The response given by the child was later coded into one of four emotional categories. These categories are happy, sad, angry, and ok. At least 95% of the children's emotional reactions fell into one of the four categories.

Emotional Intensity.

After the children stated their emotional reaction to the particular dilemma, the child was then asked how strong that feeling would be on a scale from one to five. The child was shown a Likert-type scale prior to starting the task and the interviewer made sure the child understood the scale by asking a few question (e.g. How much do you like ice cream? and How much do you like spinach?) The child was asked to point to or say the number that indicated how intense the emotional reaction would be. A “1” on the scale indicated very very little of the emotion (e.g. sad) and a “5” indicated very very much of the emotion would be felt.

Sociometric Ratings.

After completing the problem solving task, the children were shown a list of classmates. The names of the children in the classroom were read by the interviewer along with the children to make sure they knew everyone in the class. They were then asked to write down their three best friends in the classroom. After this was done, the children were asked to rate their classmates in terms of on how much they like to play with that person. A “1” on this scale indicated that the child does not like to play with that person while a “5” indicated that the child likes to play with the person a lot. It was explained to the child in the beginning that no one would see their answers except for the interviewers.

Teacher Ratings.

The teachers were asked to rate the social competence of each child based the teacher and peer competence subscales of the Walker-McConnell Teacher Rating Scale. The teachers were asked to rate 36 items on a scale from one (sometimes) to five (frequently) in terms of how often they had observed a particular behavior from the child, e.g. “accepts constructive criticism from peers without becoming angry.” Because of a high intercorrelation ($r = .65$) between the two sub-scales, we combined them into an overall social competence variable. The internal consistency of the combined scale was excellent ($\alpha = .95$)

Results

Overall Design. Separate ANOVAS were run to test for Sex (2) x Grade (2) x Friendship (2) differences in problem solving strategies, emotional reactions, and emotional intensities. Correlational analyses were also run to test the relations between teacher and peer ratings of social competence and problem solving strategies, emotional reactions and intensities.

There were significant sex differences found for two of the proposed problem solving strategies. The main effect of sex for the aggression strategies was significant $F(1,69)=8.96, p<.01$ and there was also a marginally significant effect for verbal assertion $F(1,69)=3.73, p<.06$. Boys ($M=1.06$) were much more likely to suggest aggressive responses than girls ($M=.39$). On the other hand, girls ($M=5.29$) were more likely to suggest a verbally assertive response to the hypothetical dilemmas than boys ($M=3.96$).

There was also a significant sex by grade interaction (see Fig.1) was found for ignoring or avoiding the problem $F(1,69)=4.79, p<.03$. Third grade girls ($M=.61$) tended to propose avoidance less than the fifth grade girls ($M=1.67$) while the third grade boys ($M=1.0$) stayed similar to the fifth grade boys ($M=.80$) in the proposed use of avoidance. The difference between fifth grade boys and girls was significant $t(34)= -2.23, p =.03$.

Insert Figure 1 about here

There were also significant result for the friendship factor and three of the types of problem solving strategies. There was a marginally significant effect for the cooperative strategies $F(1,69)=3.06, p<.08$. Although overall, there were very few cooperative responses, the means indicate that ($M=.22$) children were more likely to cooperate with friends than with non-friends ($M=.03$).

A significant friendship effect was also found for the authority intervention strategy $F(1,69)=13.69, p<.05$. With friends ($M=1.29$), children were much less likely to seek adult intervention than they were with non-friends ($M=2.11$).

The next set of analyses focused on the emotional reactions to the problem solving dilemmas. Means were calculated for each emotion. There were significant grade differences found for two of the emotional reactions to the hypothetical dilemmas.

The most frequent emotional response was anger. A significant grade effect was found for the anger response $F(1,69)=6.08, p<.01$ such that fifth graders ($M=7.03$) claimed to be angry more often than third graders ($M=5.44$). For the sad response, there was also a significant grade effect

$F(1,69)=11.96, p<.01$. The third graders ($M=2.95$) were much more likely to report feeling sad about the conflict than fifth graders ($M=.83$).

The last main effect for grade was found for the happy response $F(1,69)=5.83, p<.01$. Although very few students reported that they would feel happy, the third graders ($M=.34$) reported feeling happy more often than the fifth graders ($M=.00$). No one in the fifth grade said that they would feel happy after the hearing the conflict situation.

Finally, there was a significant interaction effect found for grade and condition for the sad response $F(1,69)=4.69, p<.03$ (see fig.2). In the third grade, more children said they would feel sad about conflicts with friends ($M=3.55$) than fifth graders ($M=.53$).

Insert figure 2 about here

The next set of analyses involved the rating of emotional intensity by children to the hypothetical dilemmas. There was a significant sex difference found in the degree of total emotional intensity $F(1,69)= 4.97, p<.03$. Boys ($M=3.59$) said that they would have more intense emotional reactions overall than girls ($M=3.27$).

A significant sex effect was found for the annoying behavior emotional intensity $F(1,69) = 4.44, p < .04$. Boys ($M =3.36$) were more likely to have more intense emotions toward the annoying behavior

conflicts. There was also a marginally significant sex by grade interaction effect $F(1,69) = 3.18$, $p < .08$ for emotional intensity involving the object aggression dilemmas.

For emotional intensity toward physical aggressive conflicts, a significant grade by friendship interaction effect was found $F(1,69) = 7.10$, $p < .01$ (see figure 3). The amount of emotional intensity toward the physical aggression dilemmas decreased between third ($M=3.7$) and fifth ($M=2.9$) for friends and increased slightly for non-friends between third ($M=3.29$) and fifth grade ($M=3.5$).

Insert Figure 3 about here

The last set of the analysis evaluated the relationships between the types of problem solving strategy, emotional reaction, and emotional intensity and the degree of social competence. The correlations are reported in Table 2.

For the types of problem solving strategies, aggression was negatively related teacher ($r = -.43$, $p < .001$) and peer ($r = -.31$, $p < .01$) ratings of social competence. Aggressive responses were related to lower social competence as rated by teachers and peers.

Insert Table 2 about here

The emotional response of sadness was significantly related to peer ratings of social competence ($r = .31, p < .01$). The higher the degree of reported sadness, the higher reported social competence as rated by peers.

Finally, the emotional intensity ratings of annoying behavior were negatively correlated with social competence as rated by teachers ($r = -.26, p < .02$) and peers ($r = -.22, p < .06$). The higher the reported emotional intensity, the lower the ratings of social competence as rated by teachers.

For physical aggression, social competence was negatively correlated with emotional intensity as rated by teachers only. ($r = -.25, p < .03$). The type of emotional reaction was not correlated with social competence as rated by teachers, but the emotional intensity was related to social competence. The higher the proposed emotional intensity, the lower the ratings of social competence by teachers.

Insert Table 3 about here

Discussion

The purpose of this study was to examine sex, grade, and friendship differences in the proposed problem solving strategies, the emotional

reactions to these strategies, and the degree of proposed emotional intensity to hypothetical dilemmas. There were main effects and interactive effects found for sex, grade, and friendship.

First, the sex differences in problem solving strategies were expected and confirmed. Boys reported significantly more aggressive strategies than girls. These findings are similar those of Eisenberg (1994) who found that boys enacted more physical aggression and girls were lower on hostile solutions. Also in her study, boys enacted more assertive solutions. In contrast, it was the girls in this study that reported more verbally assertive strategies. The difference could be due to that fact that we combined physical assertion into the aggression variable because of high intercorrelation and verbal assertion stayed a separate variable. So in actuality, boys proposed more physical assertion strategies and girls proposed more verbally assertive strategies.

There were no significant sex differences found in the emotional reaction to the dilemmas, but there were sex differences found in the degree of emotion that children reported feeling to the hypothetical dilemmas. Boys reported feeling more intense emotion overall and especially to the annoying and physical aggressive dilemmas. This could be because of the high number of anger responses.

Grade also seems to make a difference in interpersonal problem solving. There was a significant interaction effect for sex and grade for the

ignore or avoidance strategy. In some ways, ignoring the conflict was the best strategy to use for some of the dilemmas. Boys are similar in the third and fifth grade in their proposed use of the ignore response, while girls on the other hand, propose more use of the ignore strategy in the fifth grade than in the third.

There were also significant grade effects for the emotional reactions to the dilemmas. Although the happiness response was rare, third graders reported feeling happy more often than fifth graders who reported feeling no happiness after hearing the conflict. The third graders also proposed significantly more sad reactions. In contrast, the fifth graders proposed significantly more angry emotional reactions. This result is different than previous findings that aggression and anger decrease with age. The reason for this could be that our particular scenarios were anger provoking. But, there was no enacted anger in this study only proposed use of aggressive strategies.

Although boys reported feeling more intense emotions, the friendship of the person involved made a difference. Third graders reported feeling more intense emotions with friends when the dilemma involved physical aggression. Fifth graders reported feeling less intense emotions with friends when the dilemmas involved physical aggression. The finding for fifth graders is similar to the previous finding by Hartup et al. (1988) that conflicts among friends are less intense.

Friendship also made a difference in the types of problem solving strategies used. With friends, children were more likely to cooperate. This use of cooperation with friends is similar to previous findings in that the basic definition of friendship involves solving conflict in positive ways especially by using compromise or bargaining (Hartup, 1983). Children were also less likely to seek adult or authority intervention to help solve the conflict. With friends, children seem to be much more likely to solve the conflict themselves by not seeking help from authority figures.

The findings for the correlations of social competence were interesting. As the proposed emotional intensity to the hypothetical dilemmas increased, the ratings of social competence by teachers was lower. On the other hand, the emotional reaction of sadness was positively related to peer ratings of social competence. It seems that for children the actual type of emotional reaction makes a difference in social competence ratings. On the other hand for the teacher social competence ratings, the intensity of the emotion makes a difference and the emotional reaction itself is not as important.

In the future, research could look at the actual behavioral responses to particular social conflicts. Since we used hypothetical dilemmas in this study, we cannot assume that children actually solve problems and have emotional reactions similar to our findings. What this study does give us is

some insight into the way children think and feel and how they believe they would react and solve interpersonal problems.

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Table 1

Categories and Examples for the Problem Solving Hypothetical Scenarios

<u>Type</u>	<u>Scenarios</u>
Object Aggression	<p data-bbox="797 582 1247 803">During free time at school, you are playing with a compact Sega Genesis (video game). A kid wants to play with it too and takes it away.</p> <p data-bbox="797 845 1247 1027">During lunch, you were about to eat a piece of cake for dessert. While you were turned the other way, a kid took the cake and put it on his/her tray.</p> <hr data-bbox="797 1058 1247 1065"/>
Physical Aggression	<p data-bbox="797 1106 1247 1218">You were playing kickball outside when a kid stomped on your foot hard.</p> <p data-bbox="797 1259 1247 1404">You have several pencils to sharpen. When you were waiting in line, a kid walks up, hits your and says, "It's my turn now."</p> <hr data-bbox="797 1473 1247 1479"/>
Annoying Behavior	<p data-bbox="797 1520 1247 1632">A kid in your class keeps tapping a pencil while you are trying to do some math problems.</p> <p data-bbox="797 1674 1247 1775">You are talking to some kids in your class when a kid keeps repeating whatever you say.</p>

Table 2

Correlations of Social Competence and Problem Solving Strategies

	<u>Peer Acceptance</u>	<u>TeacherRating</u>
<u>Problem Solving</u>		
Aggression	-.31**	-.43**
Verbal Assertion	.26**	.40***
Compromise	-.02	-.04
Ignore	-.10	.01
Authority Intervention	.08	.04

*** $p < .001$; ** $p < .01$; * $p < .05$; + $p < .08$

Table 3

Correlations of Social Competence with Emotional Reactions and Intensities

	<u>Peer Acceptance</u>	<u>Teacher Ratings</u>
<u>Emotional Reaction</u>		
Happy	.02	-.15
Angry	-.20+	-.01
Sad	-.31**	.10
OK	-.07	-.14
<u>Emotional Intensity</u>		
Object Aggression	-.06	-.16
Physical Aggression	-.08	-.26*
Annoying Behavior	-.22+	-.26*

*** $p < .001$, ** $p < .01$, * $p < .05$, + $p < .08$

Figure 1-Interaction of Sex and Grade

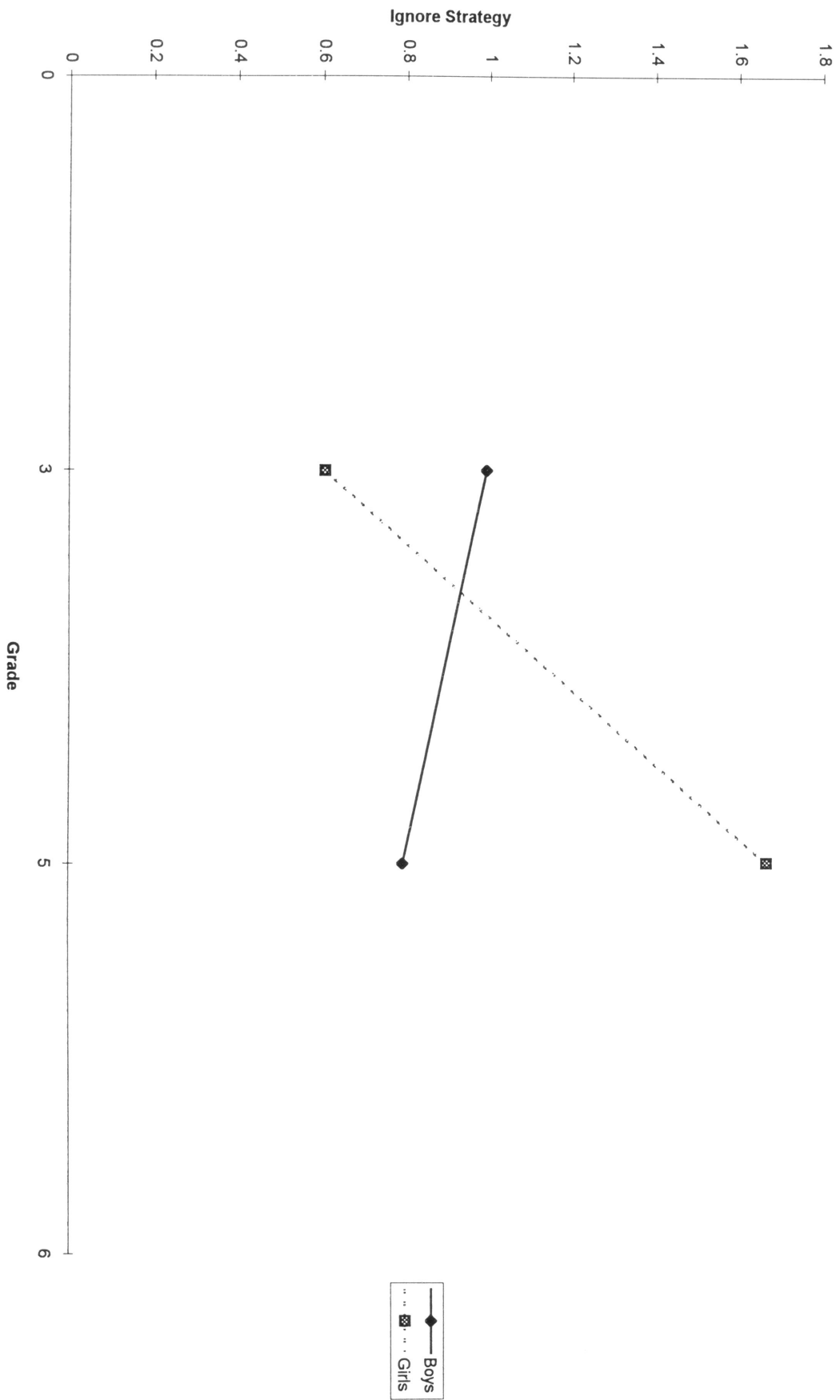
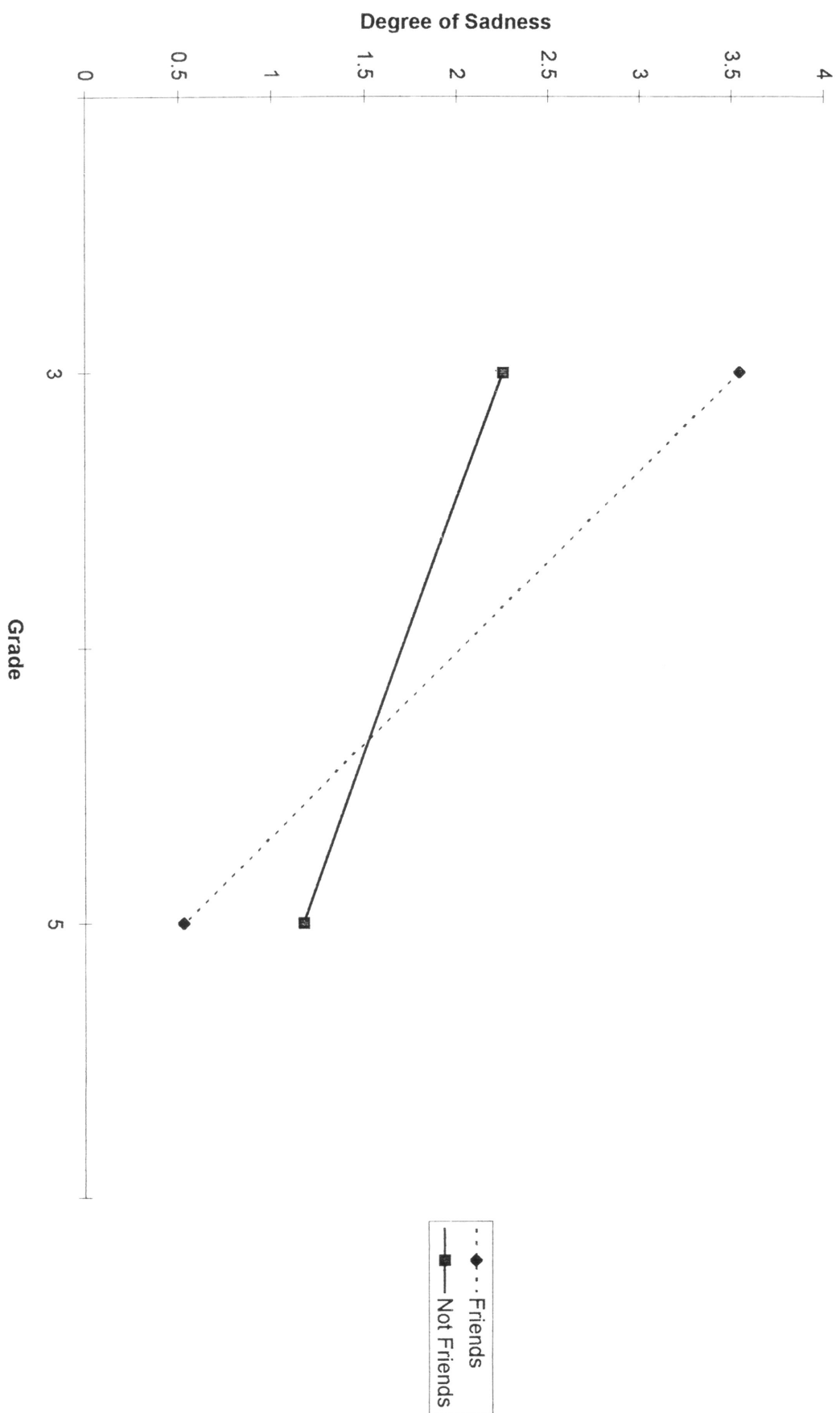


Figure 2 - Interaction of Friendship and Grade



Emotional Intensity to Physical Aggression Scenarios

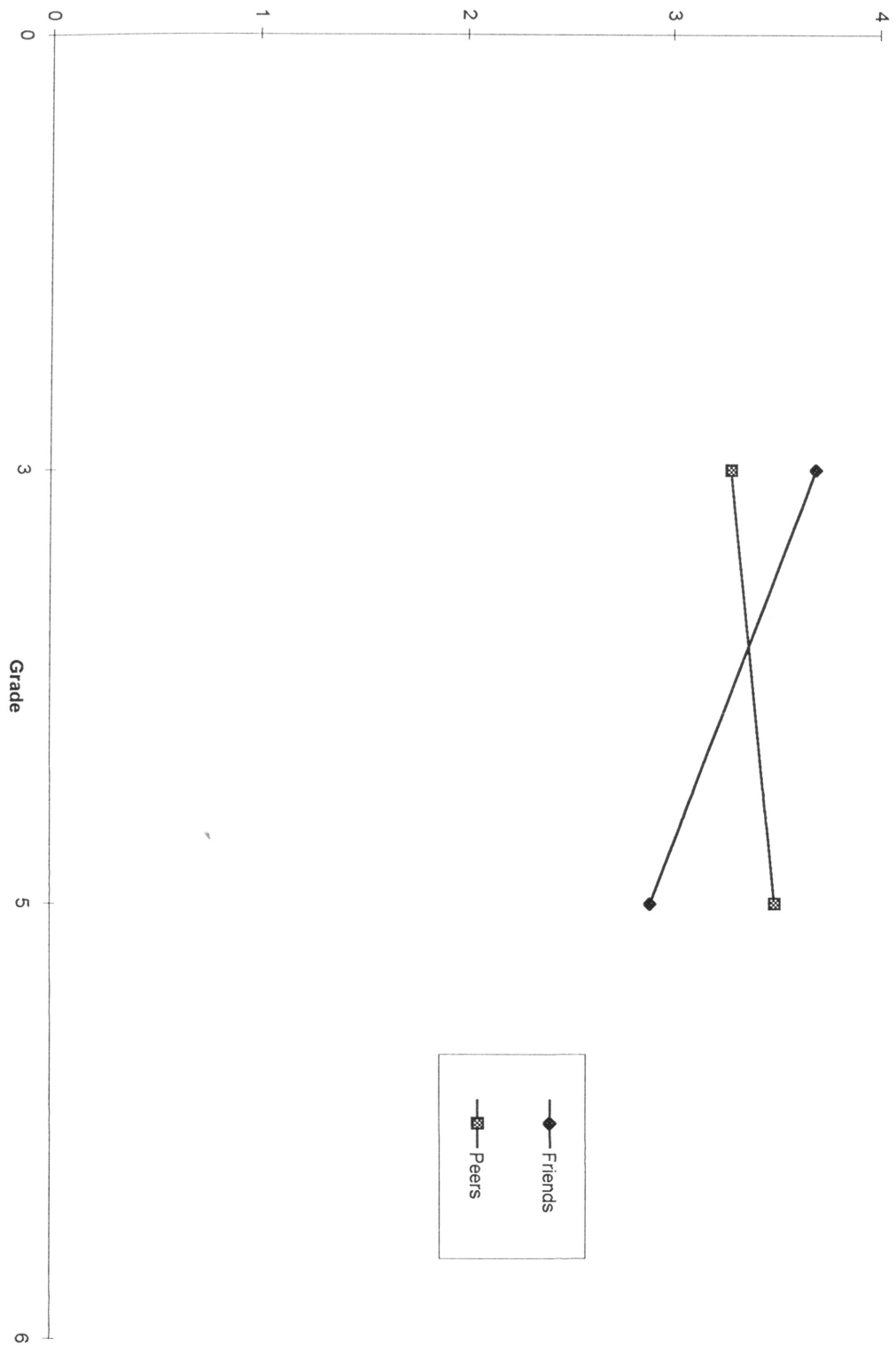


Figure 3- Interaction of Grade and Friendship