

1. Record Nr.	UNINA9910586636503321
Titolo	Biosocial interplay during elementary school : pathways toward maladaptation in young children // Pol A. C. van Lier, Kirby Deater-Deckard, editors
Pubbl/distr/stampa	Cham, Switzerland : , : Springer, , [2022] ©2022
ISBN	3-031-07109-3
Descrizione fisica	1 online resource (215 pages)
Disciplina	305.231
Soggetti	Child development Education, Elementary - Social aspects Sociobiology Sociobiologia Desenvolupament infantil Educació primària Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Contents -- Prologue: Introduction -- Elementary School Social Experiences with Peers and Teachers: Manifestation and Development -- Chapter Overview -- The Socializing Influence of Peers in Elementary School -- Individual Characteristics -- Interactions -- Dyadic Relationships -- Groups -- The Socializing Influence of Teachers in Elementary School -- Individual Characteristics -- Interactions -- Dyadic Relationships -- Groups -- Conclusion -- References -- How Peers and Teachers Shape Elementary School Children's Academic and Socioemotional Development -- Introduction -- Peer Experiences at the Dyad Level -- Peer Processes at the Group Level -- Processes Through Which Peer Influences at the Group Level May Affect Socioemotional and Academic Development -- Teacher-Child Experiences at the Dyadic Level -- Teacher-Child Interactions at the Group Level -- Interplay Between Peer and Teacher Experiences -- Conclusions and Future Directions -- References -- School Social

Relations and Child Development: Gene-Environment Interplay -- Introduction -- Gene-Environment Interplay -- Gene-Environment Correlations (rGE) -- Gene-Environment Interactions (GxE) -- Methods of Testing Gene-Environment Interplay -- Quantitative Genetic Studies -- Molecular Genetic Studies -- Gene-Environment Interplay: Evidence from Quantitative Genetic Studies -- Quantitative Genetic Studies of Externalizing Problems -- Gene-Environment Correlations (rGE) -- Gene-Environment Interactions (GxE) -- Quantitative Genetic Studies of Internalizing Problems -- Gene-Environment Correlations (rGE) -- Gene-Environment Interactions (GxE) -- Gene-Environment Interplay: Evidence from Molecular Genetic Studies -- Molecular Genetic Studies of Externalizing Problems -- Genetic Main Effects -- Gene-Environment Interplay -- Molecular Genetic Studies of Internalizing Problems. Genetic Main Effects -- Gene-Environment Interplay -- Conclusion and Future Directions -- References -- The Impact of School Social Experiences on Socioemotional and Behavioral Problems: The Hypothesized Role of DNA Methylation -- Introduction -- Peer Victimization: A Stressful Experience? -- Biological Embedding of Stress Through the Epigenome -- Early-Life Stress and DNA Methylation -- Emerging Evidence of Associations Between Peer Victimization and DNA Methylation -- Peer Victimization and DNA Methylation: A Focus on Adjustment Difficulties -- Methodological, Biological, and Statistical Considerations -- Conclusion -- References -- Biological Embedding of Peer Experiences: The Contribution of Peer Adversity to Stress Regulation -- Components of Biological Stress-Response Systems -- Hypothalamic-Pituitary-Adrenal (HPA) Axis -- Autonomic Nervous System (ANS) -- Immune System -- Interrelations Among Stress-Response Systems -- Theoretical Frameworks of Peer Adversity Effects -- General Developmental Frameworks of Early Adversity Effects -- Specific Frameworks of Peer Adversity Effects -- Intersection of Theoretical Frameworks with Stress-Response Systems -- Empirical Evidence for Peer Adversity Effects -- Hypothalamic-Pituitary-Adrenal (HPA) Axis -- Autonomic Nervous System (ANS) -- Immune System -- Future Directions for Research on Biological Embedding of Peer Adversity -- Distinguishing Effects of Specific Types of Peer Adversity on Specific Indexes of Stress-Response Systems -- Tracking Effects of Peer Adversity Over Time -- Exploring Individual, Gender, and Age Differences in the Effects of Peer Adversity -- Linking Biological Embedding of Peer Adversity to Developmental Outcomes -- Integrating Genetics into Peer Adversity Models and Research -- Conclusion -- References -- School Social Relations, Self-Regulation, and Social Decision-Making. Self-Regulation Development and Social Decision-Making -- "Under the Microscope": Social Stress and Dysregulation Within Lab-Based Paradigms -- Interpersonal Stress at School: Implications for Self-Regulation and Social Decision-Making -- Other School-Based Relationships -- Implications for School-Based Intervention -- Summary and Conclusion -- References -- School Social Relationships and Brain Functioning -- Theoretical Foundations -- Empirical Evidence -- Peer Interaction -- Peer Feedback -- Peer Exclusion -- Individual Differences in Temperament or Prior Peer Experiences -- Future Directions -- Implications and Conclusions -- References -- Epilogue: Concluding Commentary -- Recommendations -- Recommendation 1: Study Virtual and In-Person School Social Experiences -- Recommendation 2: Integrating Neurobiological Factors into Prevention and Intervention -- Recommendation 3: Embracing Diversity and Complexity of People and Systems -- Concluding Thoughts -- References -- Index.
