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Social competence with peers in young children: Developmental sequences

Carollee Howes

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Abstract

A model is proposed that describes a developmental sequence from infancy to childhood in social competence with peers. The model is an attempt to integrate primarily descriptive research into a conceptual framework. Marker behaviors of social competence with peers for four stages are identified. The stages are assumed to represent an invariant sequence. Individual differences in social competency with peers within each stage are assumed to remain stable across stages. Research that supports the model and research necessary to verify the model are described in the article.



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