

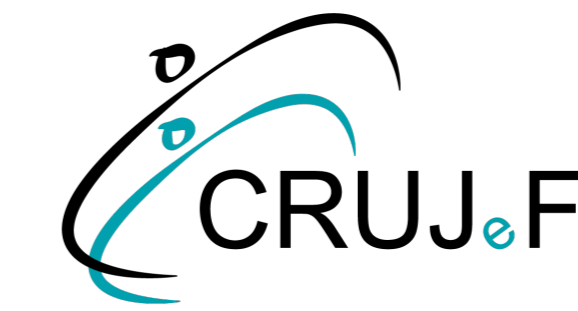
The influential child :

Longitudinal associations between child socioemotional functioning and quality of mother-adolescent interactions

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Introduction

- For decades : child socialization → a unidirectional process where parents “forge” their children
- Turning point: Bell’s (1968) seminal paper
 - Reverse influence → Youth can play an active role in shaping parent-child relationships
- Yet, empirical research lags behind (Davidov et al., 2015)
- Studies increasingly use child factors as moderators or mediators of parental variables, but
 - Most studies focus on young children
 - Few studies consider youth as influential individuals who can contribute to shape their relationship with their parents (Serbin et al., 2015)

Objective

Examine associations between :

Child socioemotional functioning at age 8
↓
Quality of mother-adolescent interactions at age 13

Method

T1 : 8 years

Child socioemotional functioning

- Teacher-rated
- Social Behavior Questionnaire (Tremblay et al., 1992)
 - Prosociality
 - Aggression
 - Anxiety
 - Inattention

Participants

44 mother-adolescent dyads (25 girls)

T2 : 13 years

Quality of parent-adolescent interactions

- 10-minute sequences of structured discussion
- Videotaped interaction rated with Mutually Responsive Orientation scale (Aksan et al., 2006)
 - Harmonious communication
 - Mutual cooperation
 - Emotional ambiance
- 25% of videos rated independently by two research assistants (ICC = .90)

Conclusion

- Mother-daughter dyads’ communication evidenced less fluidity, responsiveness and intimacy when girls were initially rated as more aggressive and anxious by their teachers
- Girls’ anxiety and aggression in middle school may strain their relationships with their mothers and thereby set in motion a developmental process culminating in lower-quality communication in early adolescence
- Studies with larger samples are needed to corroborate these findings and investigate how they may differ among boys and with other aspects of parent-adolescent relationships (e.g., cooperation, emotional ambiance)

Results

- Analyses carried out separately by sex, because boys and girls tend to have different behavioral predispositions (Else-Quest et al., 2006)
- Preliminary analyses in SPSS : correlations

	Harmonious Communication	Mutual Cooperation	Emotional Ambiance
Girls’ Aggression	-.563**	-.339	-.119
Girls’ Anxiety	-.407*	-.247	-.072

* p < .05; ** p < .01

No significant associations were observed for mother-son dyads

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