405. Watkins, David; & Regmi, Murari. (1999). Self-concepts of mountain children in Nepal. The Journal of Genetic Psychology, 160, 429-435. The authors explored the basis of self-concepts of young children from impoverished villages high in the mountains of Nepal by having them respond to the How I See Myself questionnaire. The participants were 101 children, seven to 14 years old, from the Sherpa and Tamang ethnic groups. The results provide evidence for questioning the appropriateness of the content of Western self-esteem instruments for such children. The authors argue that items about satisfying basic physical needs may be most appropriate for assessing the self-esteem of such children.

406. Bempechat, Janine; & Drago-Severson, Eleanor. (1999). Cross-national differences in academic achievement: Beyond etic conceptions of children's understanding. Review of Educational Research, 69, 287-314. This article reviews theory and research on cross-national (Asian vs. American) differences in academic achievement, and shows that current research: has made claims about achievement motivation with little regard for contemporary theory, and had formed broad assumptions about the influence of culture, while paying cursory attention to the cultural contexts of learning. These difficulties cast doubt on the validity of the accumulated findings, and their practical application in the classroom. We argue that researchers need to integrate the social cognitive approach to achievement motivation—with its focus on beliefs about learning—with principles of cultural psychology—with their focus on culture and context. Further, we stress that qualitative methodologies, emphasizing meaning-making in context, can illuminate the deeper meanings that children and parents attach to school experiences. This will enable us to build grounded theory, and help us seek deeper understandings of similarities and differences within and across cultures.

407. Boyce, Glenna C.; Smith, Timothy B.; & Casto, Glendon. (1999). Health and educational outcomes of children who experienced severe neonatal medical complications. The Journal of Genetic Psychology, 160, 261-269. To determine the long-term developmental and educational outcomes of a sample of low birthweight infants with intraventricular hemorrhage (IVH) the authors conducted developmental assessments and interviews eight years after the initiation of an early intervention project. At the time of the follow-up, 62% of the children were experiencing
some developmental or behavioral problems, with visual impairments, cerebral palsy, and attention deficits occurring most frequently. Grade of IVH and the number of days spend in the neonatal intensive care unit were the best predictors of later developmental delays. The sample also scored below average on school achievement; approximately 30% of those in school were eligible for special education services. These findings corroborate results from investigations with similar population whose birth characteristics put them at risk for subsequent developmental delay.

408. Cortéz, Ramón; & Niaz, Mansoor. (1999). Adolescents’ understanding of observation, prediction, and hypothesis in everyday educational contexts. The Journal of Genetic Psychology, 160, 125-141. Adolescents’ (N = 688, ages 11-17 years) understanding of the science-related categories of observation, prediction, and hypothesis was tested via the Test of Hypothetico-Deductive Reasoning (THDR), developed by the authors. The THDR required the students to classify statements from everyday and education contexts according to those three categories. Results indicated that the students performed increasingly better from grade six to grade 11 on both the everyday and the educational context items (significant increases with each grade level). In general, the students had considerable difficulty in classifying the statements. Even the 11th grade students, who had the best performance, obtained a mean score of 47.6% of everyday items and a mean score of 37.3% on educational context items. The authors conclude, despite some recent contrasting findings, that school curricula should include development of students’ hypothetico-deductive reasoning abilities.

409. Crozier, W. Ray; & Dimmock, Patricia S. (1999). Name-calling and nicknames in a sample of primary school children. British Journal of Educational Psychology, 69, 505-516. The purpose of this study was to assess the incidence of nicknames and name calling as reported by a sample of primary school children; to examine the kinds of names reported by children, and to relate these names reported in other social contexts, and to explore the impact that name-calling and nicknames have on children. Pupils (N = 60) from the top two classes in a British primary school completed a questionnaire; 20 of the children were subsequently interviewed. Pupils completed a questionnaire that was constructed for this study. Pupils were asked to provide examples of nicknames and to report on the types and incidence of several forms of verbal harassment. The interview included questions which aimed to explore the children’s reactions to harassment. Being called disliked nicknames, called names, teased, and other forms of verbal harassment were reported by most of the sample, with more than 20% of children experiencing nasty comments and unkind nicknames on a daily basis. Girls reported more disliked nicknames than boys. The most common nicknames referred to the child’s appearance, whereas nasty comments and untrue stories contained a preponderance of sexual references. In the interview, nearly all children reported that being called names and nicknames were negative experiences that caused distress.
The effects of instruction and achievement on science question level for high and low science topic interests were investigated. Eight 7th grade classes were randomly assigned to two treatments: instruction and no instruction on researchable questioning. Each student completed the Middle School Students' Science Topic Interest Rating Scale; selected two topics in which she or he was least interested and two topics in which she or he was most interested; wrote questions for each topic; and took the Stanford Achievement Tests in reading, mathematics, and science. The questions were rated using the four levels described by the Middle School Students' Science Questions Rating Scale. The scores for each question were analyzed for main and interaction effects using general linear modeling procedures. Question level was modeled with one within-subjects factor (science topic interest) and four between-subjects factors (instruction and three achievement scores). The results indicate that students who received instruction outperformed those students who were not instructed; and high achievers in mathematics, reading, or science outperformed low achievers. There were no interaction effects.

Both educators and policy makers are concerned with the increased loss of girls and women from the science and technology pipeline. In the middle school years, girls begin to lose confidence in their abilities to learn science, which later leads to a decrease in the number of girls and young women who pursue science in high school and beyond. Claims have been made that girls’ early loss of confidence in science is due largely to the dominant participation of adolescent boys in the science classroom. This has led to increasing debates on the necessity of single-gender classrooms. The purpose of this study was to examine explicitly whether students’ level of active participation and perceptions of male dominance in the science classroom, in fact, contribute to the gender difference in young adolescents’ science ability perceptions. Participants included 165 students (53% girls, mean age = 12.21) in six 5th through 8th grade hands-on science classrooms in which the teachers associated with the classrooms were sensitive to increasing girls’ participation in science. Boys’ level of active participation during the school year predicted their ability perceptions at the end of the school year. For girls, however, only their ability perceptions at the beginning of the school year emerged as a significant predictor of their end-of-year perceptions. In other words, the girls who came into the classroom at the beginning of the year feeling confident about their abilities in science remained confident throughout the school year. There was a trend for girls with higher ability perceptions at the start of the year to actively participate more in the hands-on activities and not to perceive boys as the dominant participants in the classroom. These gender differential links could not, however, explain the decrease over the school year in science ability perceptions found for girls but not for the boys. The implication of our
findings is that the process by which girls come to view themselves as less able in science than boys is more complex than simply implicating male dominance in the classroom.


Peer aggression and victimization status was examined among 3rd to 5th grade children from two multiethnic urban elementary school settings. Four Aggression x Victimization subtypes were validated empirically: aggressive nonvictims; aggressive victims; nonaggressive victims; and nonaggressive nonvictims. Subtypes were compared across: teacher-rated temperament; self-rated competence; and peer behavioral ratings, social acceptance, and social status scores. Children classified as aggressive victims were associated with higher peer ratings of rejection and disruptiveness and lower ratings of leadership and cooperativeness; they had teacher ratings of more negative mood and lower self-ratings of social competence. Ratings of peer social status indicated lower acceptance of aggression in girls than in boys. Results suggest that victimization and aggression status are differentially associated with peer, teacher, and self-perceptions and that the presence of both dimensions may pose the greatest risk for children’s psychosocial adjustment.


The associations between maternal labor force participation and child academic achievement were examined in a birth cohort of New Zealand children who have been studied from birth to age 18. The results of this analysis suggested the presence of small associations between the extent of maternal labor force participation and scores on standardized tests of word recognition, reading comprehension, and mathematical reasoning. Similar associations were found between maternal labor force participation and success in school leaving examinations. These associations arose predominantly because children whose mothers worked had better performance than children whose mothers who had not worked in paid employment. However, patterns of maternal labor force were also related to a series of family and child factors including: maternal education, family socioeconomic status, race, birth order, family composition, early mother-child interaction, and child IQ. Adjustment for these factors reduced associations between maternal labor force participation and academic achievement to the point of practical and statistical nonsignificance. These results were found to be robust and similar conclusions were found for a range of measures of maternal labor force participation, and subgroups of the cohort defined by gender, socioeconomic status, ethnicity, or family type.

Fifty long-term (three to nine year) survivors of pediatric liver transplantation were assessed using IQ, achievement, and school history measures. Forty-seven of these children had been evaluated before transplantation on intellectual measures, with mean scores remaining in the low average range on all intellectual measures; performance on academic tests was also within the low average range. Thirteen children (26%) were classified as having learning problems based on discrepancies between intellectual and academic function, but only five of them (38%) had received special education services. Nine of the children (18%) had IQ scores less than 70. Academic outcome did not relate to diagnosis, time between diagnosis and transplantation, age at time of transplantation, or average levels of cyclosporin A. Careful assessment and appropriate special education services are indicated to optimize the educational outcome of children who survive liver transplantation.

How well do immigrant youths adapt to school? A national Norwegian survey of youth, amongst whom a small proportion had immigrant parents, was used to explore this issue. Those with a background from developing countries show more signs of strain, but they spend more time on homework than others and have more positive attitudes to school. After controls for social class, they perform on a level with others—except in the subject Norwegian. Diverse explanations are possible: individuation, social capital—or simply that a stronger “agency” is needed in order to cope.

Sixth-grade students were given eight minutes per assignment to work computation problems on a mathematics assignment containing 25 four-digit by one-digit problems (control condition) and an assignment containing 25 similar problems plus nine interspersed one-digit plus one-digit problems (experimental condition). As expected, total problem completion rates were higher on the experimental assignment. When presented with a choice for their third assignment, significantly more students chose the experimental assignment, even though it contained more problems. Current results showed that interspersing additional tasks that take relatively less time to complete can improve students’ preference for assignments without reducing assignment demands (i.e., watering down the curricula).

Using a longitudinal sample of 8th graders who lived with both biological parents in 1988, we estimate the increased risk of dropping out among students whose two-parent families experienced disruption over the subsequent four years. We differentiate the impact on school dropout of initial family income before family disruption from income change after
the marriage ends. Our results suggest that both measures of income are significant contributors of the risk of dropping out for children whose families become mother-only families. When income loss is taken into account, along with initial income and other family, demographic, and prior school achievement factors, there is no evidence of increased risk of dropout among children who began to live with a single mother during the 1988-1992 period.

418. Robertson, Jean. (2000). Neuropsychological intervention in dyslexia: Two studies on British pupils. Journal of Learning Disabilities, 33, 137-148. The theoretical context of this research is developmental neuropsychology—in particular, the educational implications for the classification and intervention in specific developmental dyslexia (SDD). Controlled and validated research can help by identifying optimal teaching methods for groups and individuals. Within this framework, neuropsychological theory can be explored as a medium for improving intervention for pupils with SDD. Neuropsychological stimulation cannot change the macro aspects of the brain but can change its “fine-tuning” and its response to written text. Within the psychoneurological approaches, Bakker developed both a diagnostic procedure and empirically investigated intervention procedures. The theory rests on the Balance Model of learning to read, in which differential hemisphere involvement is implicated in beginning and advance reading. Intervention can take place via hemisphere-specific stimulation using visual or tactile stimulation or hemisphere-alluding stimulation using modified text. Two investigations are presented, one experimental and another clinical. The results support the validity of dyslexia subtyping and the effectiveness of the treatment methods.

419. Soutter, Alison; & McKenzie, Anne. (1998). Evaluation of the dispute resolution project in Australian secondary schools. School Psychology International, 19, 307-316. A dispute resolution project for students in secondary schools was piloted in 15 schools selected on the basis that a teacher was willing to be trained as a community mediator. This article discusses the results of the entire evaluation and the issues arising which have relevance for those setting up such programs.

420. Strong Scott, Marcia; Fletcher, Kathryn L.; Jean-Francois, Beda; Urbano, Richard C. & Sanchez, Mercedes. (1998). New screening tests to identify young children at risk for mild learning problems. Journal of Psychoeducational Assessment, 16, 302-314. Each of 34 prekindergarten and 39 kindergarten children with mild learning problems, those with mild mental retardation or learning disabilities, was matched with a child without learning problems on the basis of age, gender, and race/ethnicity. All children were presented the same cognitive screening test, which consisted of eight tasks. For the prekindergarten group, 91% of the children with learning problems and 91% of those without problems were accurately classified using a subset of five tasks. For the kindergarten sample, the highest level of classification accuracy achieved for the children with mild learning problems was 87% and for the children without learning problems, 77%. Levels of classification accuracy were higher for the children classified as having mild mental retardation than for the group classified as having learning disabilities.
Females had slightly higher scores than males on the kindergarten test, and the White/non-Hispanic group had higher scores than the other ethnic/racial groups on the prekindergarten test.


A meta-analysis of 20 experiments examining incidental word learning during normal reading shows that students learn around 15% of the unknown words they encounter. A test of homogeneity indicates that study outcomes diverge, although their heterogeneity is relatively small (19%). An exploratory multi-level analysis of the variability in the results suggests that several factors affect the probability of learning an unknown word while reading: pretest sensitization, students’ grade level, students’ level of reading ability, the sensitivity of assessment methods to partial word knowledge, and the amount of text surrounding target words. A model that contains students’ grade level and assessment methods’ sensitivity to partial word knowledge predicts 66% of the systematic variance in the effect sizes. Implications for research and instruction are discussed.


This article summarizes single-subject-design intervention studies that include students with learning disabilities. Effect sizes of 85 studies were analyzed across instructional domains; sample characteristics; intervention parameters; and methodological procedures. The major findings were as follows: all domain areas except handwriting yielded effect sizes at or above Cohen’s .80 threshold for a substantial finding; instructional components related to drill-repetition-practice-review, segmentation, small interactive groups, and the implementation of cues to use strategies contributed significant variance (15%) to estimates of effect size; strategy instruction (SI models better predicted effect size estimates than direct instruction (DI) models when the results were qualified by the reported intellectual and reading levels of the participants; high-IQ discrepancy groups yielded lower effect sizes compared to low-IQ discrepancy groups in the domain of reading, whereas the reverse effect occurred when treatment outcomes were not reading measures; and the low-IQ discrepancy groups yielded higher effect sizes for a Combined DI and SI Model when compared to competing models. The results are supportive of the pervasive influence of cognitive strategy and direct instruction models across treatment domains and of the notion that variations in sample definition moderate treatment outcomes.


This study was aimed at examining pupils’ perceptions regarding burnout among their teachers, and to investigate the possible recommendations that the pupils would suggest to different constituents of the educational system for coping with burnout among teachers. A total of 297 Israeli secondary school pupils studying in 12 10th grade classes
participated in the study. A questionnaire dealing with pupils’ perceptions of burnout among teachers was administered. It included four sections. The first part asked for background of the pupils (sex and age). Next, pupils were asked an open-ended question in which they needed to describe the most salient behavior or a burned-out teacher in the classroom and to indicate the proportion of burned-out teachers among those teaching them. The third section consisted of a list of 14 items describing potential characteristics of burned-out teachers. The respondents were asked to indicate the extent to which, in their opinion, each of the descriptors characterized burned-out teachers. In addition, pupils were asked three open-ended questions in which they were required to describe the most salient way for the students, the teachers themselves, and the school principal to cope with teachers’ burnout. Findings showed that the most frequently mentioned characteristics of burned-out teachers were: teachers who “feel that working with pupils for a full day is an oppressive effort,” “feel wiped out at the end of a teaching day,” “feel that teaching is turning them into impatient persons,” and “feel that teaching frustrates them.” No differences were found between girls’ and boys’ perceptions of burned-out teachers: both emphasize the psychological exhaustion of teachers as the most salient characteristic of burnout among teachers. Pupils suggest that the better ways for coping with this phenomenon include a more positive behavior of the pupils themselves towards teachers, that burned-out teachers quit their jobs and that better work conditions be offered to them by the educational authorities.

424. Taylor, H. Gerry; Anselmo, Marcia; Foreman, Ann L.; Schatschneider, Christopher; & Angelopoulos, Jennifer. (2000). Utility of kindergarten teacher judgments in identifying early learning problems. Journal of Learning Disabilities, 33, 200-210. To identify early learning problems, kindergarten teachers in a suburban school district rated student progress toward six academic objectives as satisfactory or unsatisfactory. Twenty percent of the district’s 303 kindergarten children received unsatisfactory ratings in at least one area. Thirty-eight of these children (identified group) were matched to 34 children with satisfactory ratings in all areas (nonidentified group). Results of testing conducted during kindergarten revealed poorer academic achievement in identified children than in nonidentified children. Children from the identified group also performed more poorly than children from the nonidentified group on tests of phonological processing and working memory/executive function and were rated by teachers as having more behavior and attention problems and lower social competence. Follow-up of the sample to 1st grade documented continued learning problems in the identified group. These findings support the use of teacher judgments in early detection of learning problems and argue against reliance on discrepancy criteria.

425. Wadsworth, Sally J.; Olson, Richard K.; Pennington, Bruce F.; & DeFries, John C. (2000). Differential genetic etiology of reading disability as a function of IQ. Journal of Learning Disabilities, 33, 192-199. To test the hypothesis that the genetic etiology of reading disability differs as a function of IQ, composite reading performance data from 223 pairs of identical twins and 169 pairs of same-gender fraternal twins in which at least one member of each pair was classified
with reading disability were subjected to multiple regression analysis. In the total sample, heritability of the group deficit in reading performance was .58(± .08). However, when the basic regression model was fitted separately to data from twin pairs with average Wechsler (1974, 1981) full scale IQ scores below 100 or 100 and above, resulting estimates of reading performance were .43 and .72, respectively, a significant difference. The results of fitting extended regression models to reading performance and continuous IQ data provide evidence that the genetic etiology of reading disability differs as a linear function of IQ. These results suggest that IQ is relevant for the diagnosis of reading disability and that environmental influences may be more salient as a cause of reading difficulties in children with lower IQ scores.


The effects of conjoint behavioral consultation and a structured homework program on math homework completion accuracy in junior high school students who were at risk for academic failure were investigated. Four of the five students improved their completion rates during treatment. At follow-up, three of the five students maintained or improved gains they made during treatment.


An attribution retraining program was proposed as a way to help female students. The training was conducted with 164 students who were in the 8th grade and attending physics courses for the first time. Training significantly improved performance in physics and had favorable effects on the motivation sets and self-related cognitions of the girls in the training program.