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Sociometric Status and Aggression as Predictors of Conflict Resolution Style in Children

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Poster Presentation 13

**SOCIOMETRIC STATUS AND AGGRESSION AS PREDICTORS OF
CONFLICT RESOLUTION STYLE IN CHILDREN**

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This study attempted to clarify the link between global aggressive behavior, sociometric status, and aggressive conflict resolution style among children. Fourth and fifth grade boys and girls were interviewed about their peer conflict resolution styles using both hypothetical and actual conflict measures. Additionally, teachers and students filled out questionnaires regarding relational and overtly aggressive behaviors and sociometric status of the individual participants. Based on past research, it was expected that low sociometric status and global relational or overt aggressiveness would both be positively correlated with a relational or overtly aggressive conflict resolution style. Partial correlations should indicate that global aggressiveness, rather than low sociometric status, is a stronger predictor of an aggressive conflict resolution style. A second object of this research was to examine the extent to which peer and teacher ratings of aggressiveness were associated with self-ratings of aggressiveness on hypothetical and actual reported conflicts.