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Journal of
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Personality in Children

Charles F. Halverson, *University of Georgia*

This special issue is about the importance of personality in children. The articles focus on areas that are increasingly being investigated which highlight how personality is related to important developmental adjustment patterns. Examples of both person-level typologies and variable-centered analyses show how important it is to consider individual differences in children when describing development over the life span.

Charles F. Halverson, Department of Child and Family Development.

This work was supported by NIMH grant MH 50302.

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Adolescent Personality Types and Subtypes and Their Psychosocial Adjustment

Ron H. J. Scholte, Cornelis F. M. van Lieshout, and
Cees A. M. de Wit, *University of Nijmegen*

Marcel A. G. van Aken, *Utrecht University*

Recent studies have suggested the existence of three personality types: resilient, overcontrollers, and undercontrollers. In this article, we searched for subtypes within each of the three main personality types. Using cluster analysis on the Big Five personality self-descriptions of 3,284 Dutch adolescent boys and girls, we distinguished communal and agentic resilient, vulnerable and achieving overcontrollers, and impulsive and oppositional undercontrollers. About two-thirds of the communal resilient and vulnerable overcontrollers were girls; agentic resilient and oppositional undercontrollers were mainly boys. The personality subtypes were further validated on a comprehensive set of self- and peer-reported adjustment measures, including perceived relational support, psychological well-being, delinquency, bullying involvement, peer acceptance and rejection, and peer-reported behavior. The personality subtypes were associated with very distinctive adjustment patterns.

Ron H. J. Scholte, Institute of Family and Child Care Studies; Cornelis F. M. van Lieshout and Cees A. M. de Wit, Department of Developmental Psychology; Marcel A. G. van Aken, Department of Developmental Psychology.

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The Two Faces of Temptation: Differing Motives for Self-Control

Lauri A. Jensen-Campbell, *University of Texas at Arlington*

William G. Graziano, *Purdue University*

Self-regulation is critical to social and personality development in all cultures. Self-regulation may have developmental origins in temperament, yet it also interacts with socialization processes. This research specifically probes children's self-regulation during resistance to temptation. Socialization of self-regulation may be influenced by the way adults communicate rules about cheating. The impact of adult communications will interact, however, with personality characteristics of the child receiving the message. When adult messages stress matching performance to standards (conscientiousness), then different children will cheat than when adult messages stress maintaining positive social relations (agreeableness). Children ($N = 371$) were placed in a testing situation to assess resistance to temptation. After completing ratings on the Big Five dimensions of personality, children were randomly assigned to one of three message conditions. Resistance was related to adult communication and to personality. Outcomes were discussed in terms of socialization of self-regulation and the differential activation of motive systems by adult communications about cheating.

Lauri A. Jensen-Campbell, Department of Psychology; William G. Graziano, Department of Psychological Science.

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Temperament Factors as Longitudinal Predictors of Young Adult Personality

James E. Deal, *North Dakota State University*

Charles F. Halverson, Jr., Valerie Havill, and Roy P. Martin,
University of Georgia

While there is a general consensus that temperament forms the enduring, biologically based foundation of personality and that this biological basis should imply some continuity within the individual across time, there is a limited literature exploring linkages between these areas. The purpose of this article was to provide an initial assessment of the relation between a two-factor model of temperament in early/middle childhood and the five-factor model of personality in late adolescence/young adulthood. Data were gathered from 115 children who had participated in a longitudinal study of early/middle childhood and who provided follow-up data 15 years later. Significant linkages were found between the two time periods. At the facet level, temperament in early and middle childhood accounted for an average of 32% of the variance in personality in late adolescence/early young adulthood. At the domain level, temperament accounted for an average of 34% of the variance.

James E. Deal, Department of Child Development and Family Science; Charles F. Halverson, Jr., and Valerie Havill, Department of Child and Family Development; Roy P. Martin, Department of Educational Psychology.

Data collection in this project was supported by grant MH39899 from the National Institute of Mental Health to Charles F. Halverson, Jr., and Karen Smith Wampler, and grant MH50302 from the National Institute of Mental Health to Charles F. Halverson, Jr., and Roy P. Martin. Correspondence should be addressed to the first author at the Department of Child Development and Family Science, North Dakota State University, Fargo, ND 58105. Phone: 701-231-7568; fax: 701-231-9645; e-mail: Jim.Deal@ndsu.nodak.edu

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Parent and Child Personality Traits and Children's Externalizing Problem Behavior From Age 4 to 9 Years: A Cohort-Sequential Latent Growth Curve Analysis

P. Prinzie, *Leiden University*

P. Onghena and W. Hellinckx, *Katholieke Universiteit Leuven*

Cohort-sequential latent growth modeling was used to analyze longitudinal data for children's externalizing behavior from four overlapping age cohorts (4, 5, 6, and 7 years at first assessment) measured at three annual time points. The data included mother and father ratings on the Child Behavior Checklist and the Five-Factor Personality Inventory and teacher ratings on the Hierarchical Personality Inventory for Children of 674 children of a proportional stratified general population sample. Results indicated a significant nonlinear decline in problem behavior from ages 4 to 9. Child benevolence was negatively related to initial levels of problem behavior. Higher scores on emotional stability in children corresponded to larger reductions of problem behavior over time. Parents' conscientiousness and emotional stability were negatively related to initial levels of externalizing problem behavior. At the age of 4 years, boys had higher initial scores than girls, but boys and girls followed a similar developmental trajectory.

P. Prinzie, Department of Education; P. Onghena and W. Hellinckx, Department of Educational Sciences.

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Blessings, Banes, and Possibilities in the Study of Childhood Personality

Brent W. Roberts, *University of Illinois, Urbana-Champaign*

In this commentary I make three points. First, the four articles presented in this special issue are critical examples of the viability and importance of the idea of childhood personality. Second, I identify several concerns, including the narrow scope of the study of childhood personality, the lack of focus on environmental factors that might facilitate development in childhood personality, and the conceptual overlap between measures of childhood personality and outcomes such as externalizing behavior. Third, I recommend that the gap between childhood and adult personality be bridged more systematically so that we can detail the path of development across the life course.

Brent W. Roberts, Department of Psychology.

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An Emerging Developmental Science of Personality: Current Progress and Future Prospects

Rebecca L. Shiner, Colgate University

The articles in this special issue illustrate four of the major questions currently being addressed in personality development research: What childhood traits are the antecedents of adult personality? How are children's personalities manifest in particular contexts? Do childhood personality traits predict the development of psychopathology? Are there distinctive personality types among children and adolescents? The articles not only yield new answers to these questions but also point to the need to understand more about the processes through which personality shapes the course of youths' lives. An important focus for future work in this area will be the exploration of how positive life outcomes can be achieved by youths with widely varied personalities.

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