Peer Groups and Children’s Development considers the experiences of school-aged children with their peer groups and its implications for their social, personal and intellectual development.

The text focuses on the peer group experiences of children attending school in Western societies, from five years of age through to adolescence and considers peer groups in classrooms, friendships made within and outside of school, and the groups that children participate in for extra-curricular activities.

The text addresses the research interests of psychologists and educationalists, as well as the practical concerns of teachers, parents, counsellors, and policy makers; and includes a final summary which brings together the significant implications for theory, policy and practice.

The text is unique in that no other volume reviews and integrates literature relating to peer groups in both classroom and out-of-class settings.

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