

PERSONALITY AND DEVELOPMENT IN CHILDHOOD: A PERSON-CENTERED APPROACH

CONTENTS

ABSTRACT	vii
I. INTRODUCTION	1
II. PERSONALITY TYPES OF 6-YEAR-OLDS AND THEIR ASSOCIATIONS WITH ACADEMIC ACHIEVEMENT AND BEHAVIOR	19
III. REPLICATION WITH 5-YEAR-OLDS OF TYPES AND THEIR ASSOCIATIONS WITH ACHIEVEMENT AND BEHAVIOR	35
IV. PERSONALITY TYPES AND ACADEMIC ACHIEVEMENT	47
V. STABILITY AND CHANGE IN PERSONALITY TYPES	62
VI. PERSONALITY TYPE AS A MODERATOR OF THE ASSOCIATION OF HEAD START PARTICIPATION TO DEVELOPMENTAL OUTCOME	74
VII. SUMMARY OF FINDINGS AND GENERAL DISCUSSION	86
APPENDIX A CORRELATIONS AMONG VECTORS OF FACTOR SCORES FOR SEVEN RANDOM SAMPLES OF 6-YEAR-OLDS	99
APPENDIX B CORRELATIONS AMONG VECTORS OF FACTOR SCORES FOR SEVEN RANDOM SAMPLES OF 5-YEAR-OLDS	101
REFERENCES	103
ACKNOWLEDGMENTS	109
COMMENTARY	
SETTING AN AGENDA FOR A PERSON-CENTERED APPROACH TO PERSONALITY DEVELOPMENT <i>Richard W. Robins and Jessica L. Tracy</i>	110
CONTRIBUTORS	123
STATEMENT OF EDITORIAL POLICY	125