

youth Culture

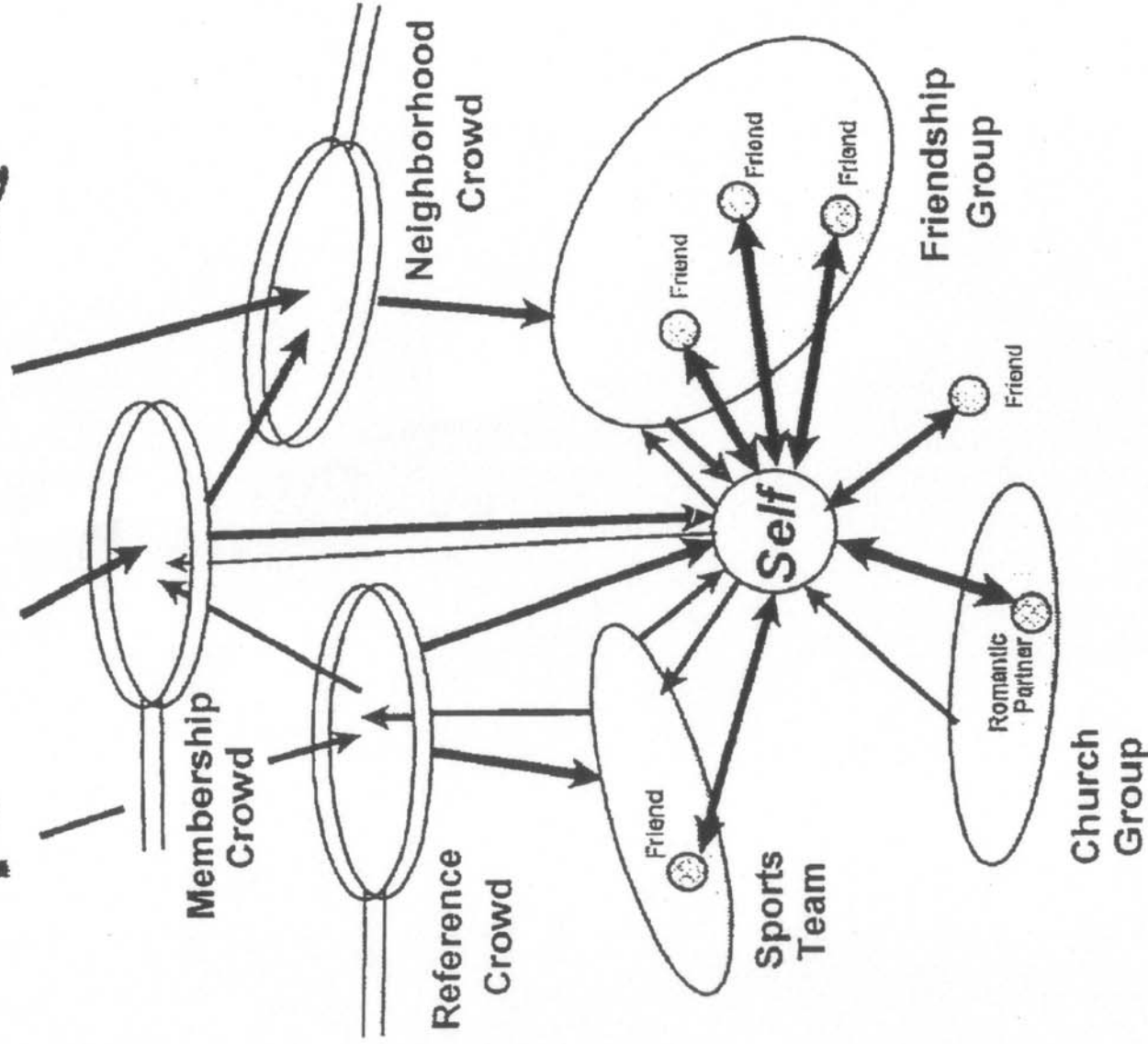


Figure 1. Conceptual model of the adolescent peer environment. Arrows indicate influence of one entity on another; thickness of arrow indicates magnitude of influence. Bent arrows indicate influence is filtered through intervening entity.

Brown, B. B. (1999). Measuring the peer environment of American adolescents. In S. L. Friedman & T. D. Wachs (Eds.), Measuring environment across the life span: Emerging methods and concepts (pp. 59-90). Washington, DC: American Psychological Association.

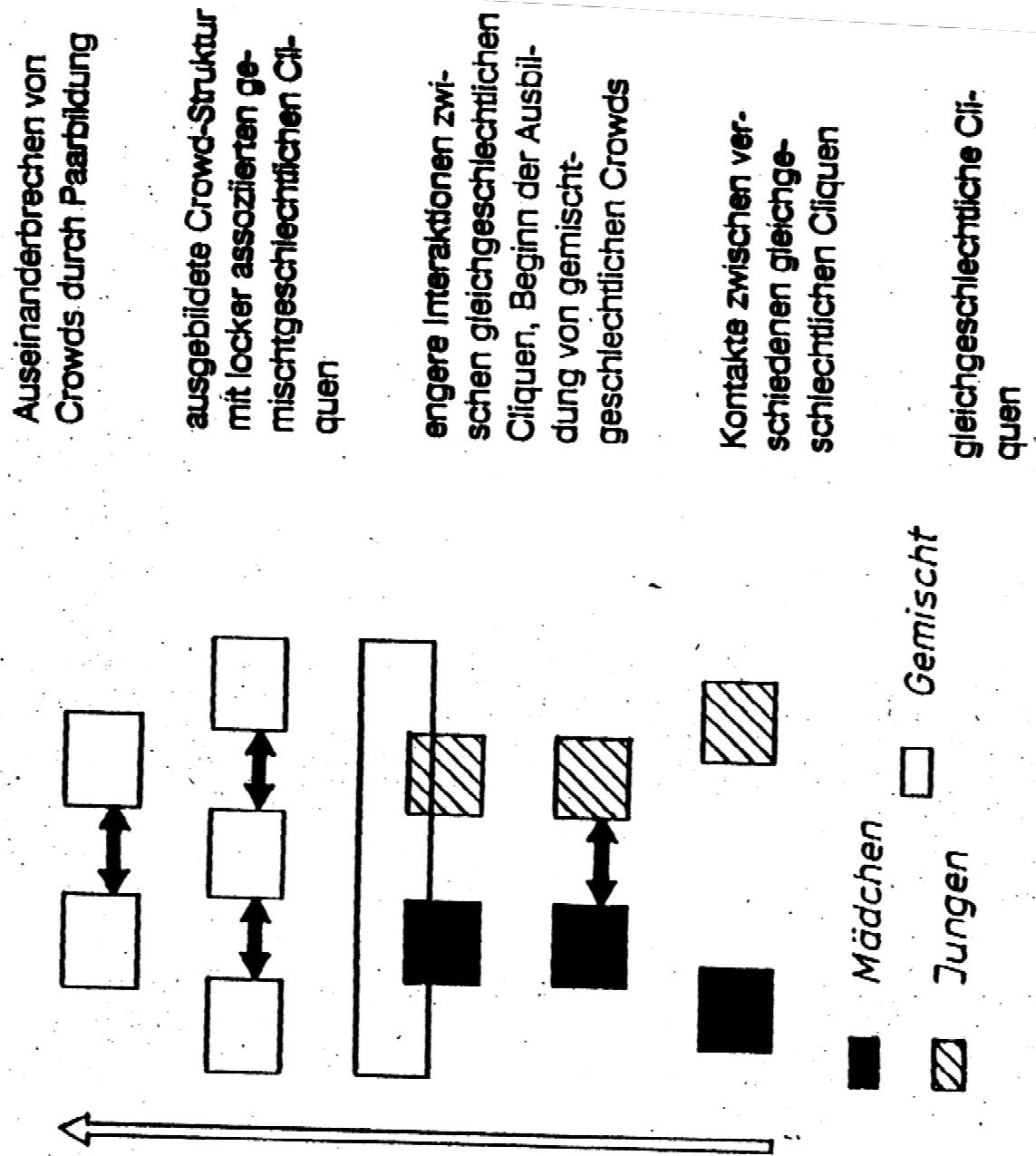
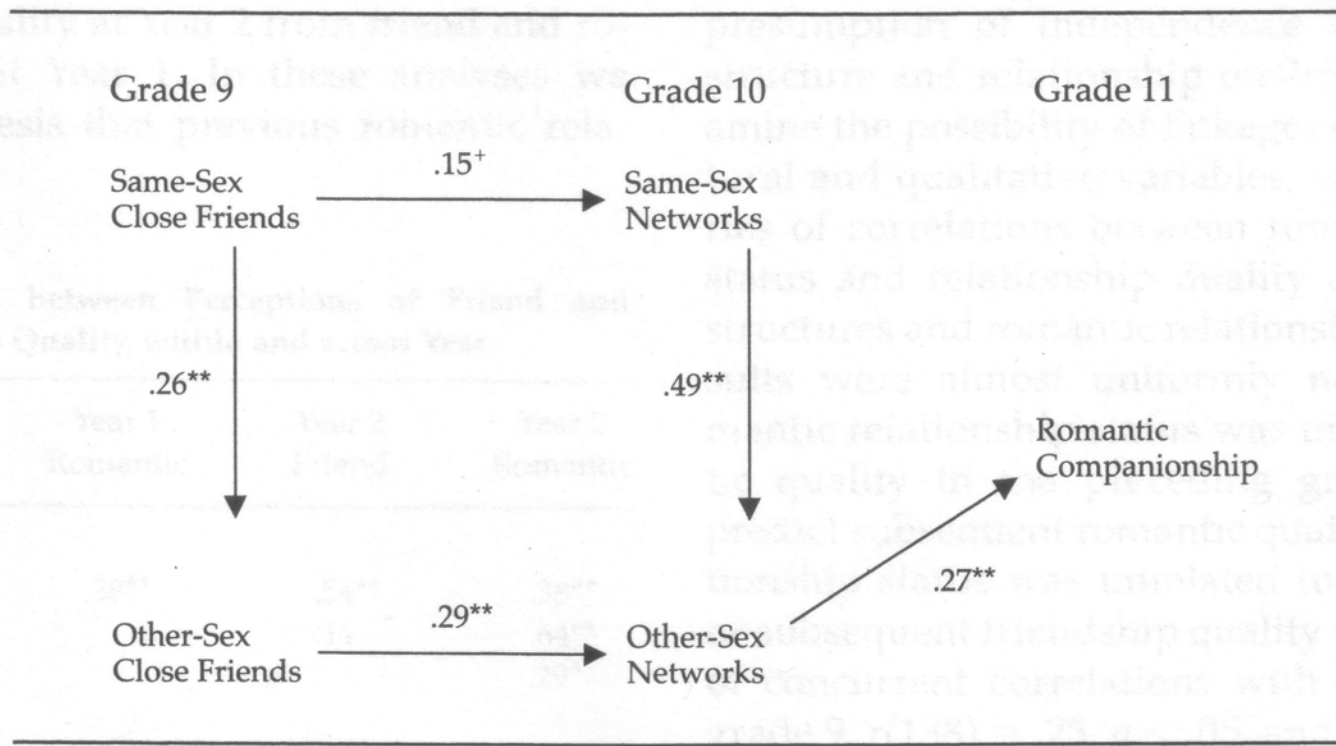


Abbildung 7: Modell der Entwicklung von Peerkontakten unter Kindern und Jugendlichen nach Dunphy (1963).

Noack, P. (1992). Freunde, Bekannte, Peers: Die Familie und Beziehungen zu „Gleichen“. In M. Hofer et al. (Eds.), Familienbeziehungen (pp.82-104). Göttingen: Hogrefe.



$^+p < .10$; $*p < .05$; $**p < .01$.

Values shown on arrows are standardized parameter estimates.

Figure 2 LISREL model of the sequencing of same- and other-sex close friend groups in grade 9, same- and other-sex networks in grade 10, and romantic companionship in grade 11.

Connolly, J., Furman, W. & Konarski, R. (2000). The role of peers in the emergence of heterosexual romantic relationships in adolescence. *Child Development*, *71*, 1395-1408.