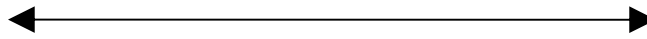


Closed
schemas do not
change during
the process

Equilibrium

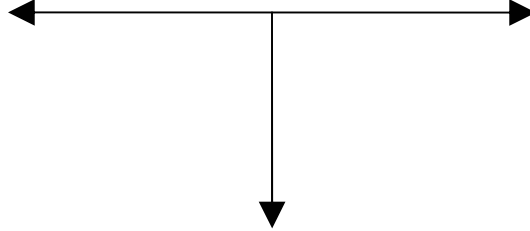


Open
schemas can
change during
the process

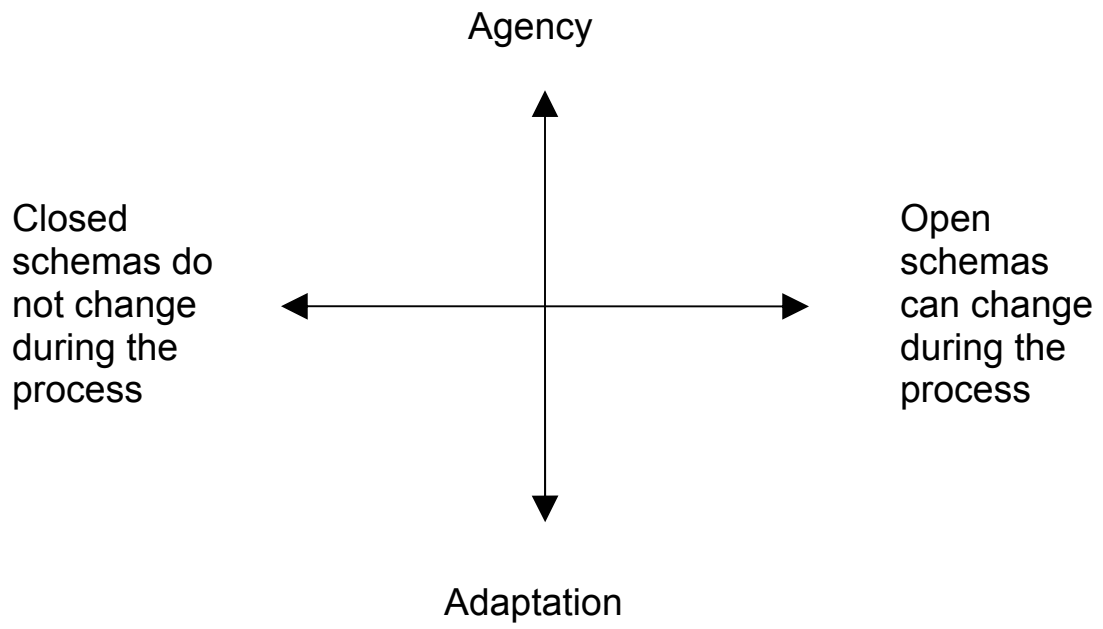
Closed
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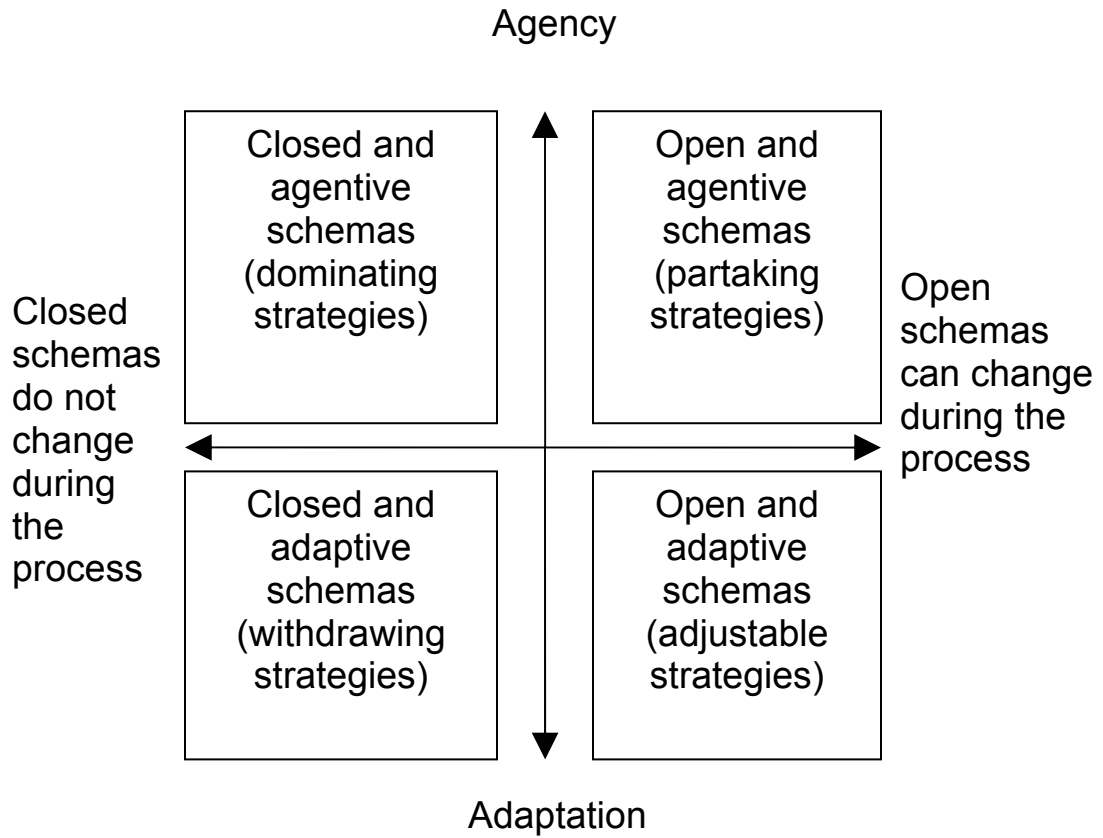
Equilibrium

Open
schemas
can change
during the
process



Adaptation





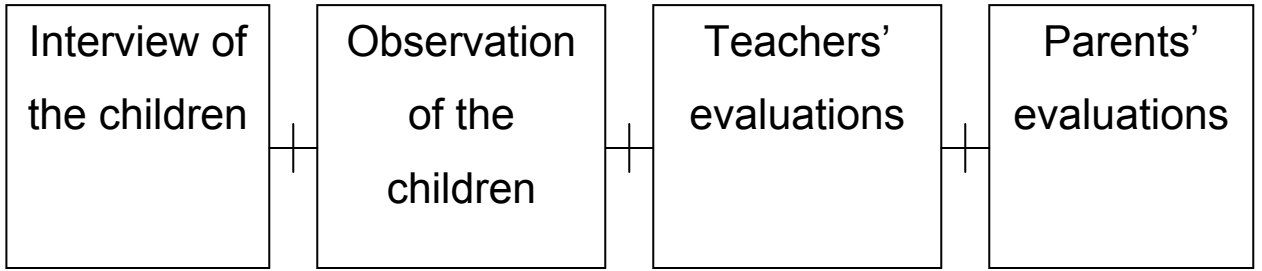


Table 1 The interview questions

1. Let's think that somebody else is having the toy you want. What do you do?
2. What do you do when you are playing and somebody comes to disturb you and interrupts your play?
3. Let's think that you are playing with someone and your friend wants to change play. What do you do?
4. What if a friend will not play with you? What do you do?
5. Let us think about a situation that somebody comes to tease you. What do you do?
6. When there comes a situation that teacher comes to stop your play, what do you do then?
7. Let's think that you are playing with a friend and you would like to change play but your friend does not. What do you do?
8. What if teacher will not play with you in the Kindergarten?. What do you do?
9. Let us think that you are playing a game with somebody and the other does not follow the rules. What do you do then?
10. What if you are doing an important work and somebody comes to disturb you, what do you do then?
11. Think of a situation that your work is ruined and you fail. What do you do?
12. What if somebody takes your toy?
13. Imagine that teacher gets annoyed at you and scolds you in Kindergarten. What do you do then?
14. From a kindergarten you may not go home alone in the middle of the day, but you would like to go home already. What do you do then?
15. What if you will be left alone among others in kindergarten. What do you do?

Table 2 The typical characteristics of the girls' nearest contacts when compared to boys' nearest contacts

Variable	Boys nearest contacts	Girls nearest contacts
Role play (percent of observations, b7)	6.7 %	14.8 %
Child's attention is focused on another child (percent of observations, d3)	16.2 %	27.4 %
Work, e.g. child helps at cleaning, does tasks) percent of observations, b10)	4.3 %	6.2 %
My child changes everything all the time, permanent conditions do not satisfy her/him (parents evaluation, p1, scale 1-6)	1.78	2.22
The child is socially bold. Fear does not restrict his/her actions (teacher evaluation, ev8, scale 1-6)	3.13	3.80
The child is socially sensitive and considerate to others (teacher evaluation, ev9, scale 1-6)	3.13	3.71

*Differences are statistically significant at the .000 level (Mann-Whitney test)

Table 3 The main characteristics of boys' nearest contacts (when compared to the largest proportional differences with girls)

Variable	Boys' nearest contacts	Girls' nearest contacts
Forbidden action (e.g. teasing, breaking or disturbing, b11)	1.3 %	0.4 %
The number of closed and changing (dominating) answers in the interview	1.95	1.07
Other action (action that does not fit in other categories; Situations that often include waiting, a lot of people, and confusion, b12.)	2.1 %	1.4 %
Adult (e.g. the child follows the adult's narrative, discusses with the adult, d2)	27.5 %	18.7 %
Rule play (e.g. playing football or board games, b8)	7.3 %	5.5 %
Child defines also what others do, child uses his/her influence on others (teacher evaluation, ev3)	3.62	2.74
Toy & material play with others (e.g. playing side by side at the sand box, building a hut with others, b5, % of all action)	19.7 %	15.2 %

* Differences are significant at the .000 level except "other action" which is significant only at the .016 level

Table 4 Difference between boys' and girls' child contacts' schemas in different situations.

Situation	% of boys' answers	% of girls' answers
10. Somebody comes to disturb you, what do you do then? (answers with agency)	72.4 %, N=304	54.6 %, N=196
10. Somebody comes to disturb you, what do you do then? (adaptive answers)	19 %, N=80	42 %, N=154
10. Somebody comes to disturb you, what do you do then? (indecisive answers)	8.6 %, N=36	2.5 %, N=9
14. You would like to go home already but are not allowed, what do you do? (answers with agency)	33.8 %, N=142	14.8 %, N=53
9. The other child does not follow rules, what do you do? (indecisive answers)	12.6 %, N=53	22 %, N=79
9. The other child does not follow rules, what do you do? (unchanging answers)	34.8 %, N=146	20.3 %, N=73
4. A friend will not play with you, what do you do? (indecisive answers)	6.2 %, N=26	0 %
8. The teacher will not play with you, what do you do? (answers with agency)	3.6 %, N=15	10 %, N=36
15. You are left alone among others, what do you do? (adaptive answers)	61.2 %, N=257	49 %, N=176

*All differences are significant at the .000 level according to Pearson's chi-test.

Table 5 Children's age and its relationship with the characteristics of the child contact

Variable	The correlation with the age of the child contact
9. The other does not follow rules, what do you do? (uncertain answer)	-.309
Nearest contacts' strategies are classified as closed and not having agency (withdrawing)	-.290
Work, e.g. child helps at tasks, does educational tasks (percent of observations, b10)	.293
12. Somebody takes your toy, what do you do? (answer with agency)	.297
Other action, action that does not fit in other categories (Percent of observations, b12)	.298
2. Somebody comes to disturb you, what do you do? (answer with agency)	.315
Nearest contacts' strategies are classified as open and having agency (partaking)	.360
Nearest contacts' strategies are classified as having agency	.369
Nearest contacts' strategies are classified as open	.450

*The correlations in column two are partial correlations controlling for gender, the significance of all of the correlations is .000, all the correlations above .27 are included

Table 6 Children's attraction among peers and its relationship to children's actions and adult's evaluations

Variable	Correlation with the number of times a child is observed as the nearest contact
The child orientates, observes, but does not partake in the action (percent of observations, b2)	-.486
The child withdraws and seems not to contact others. (teachers' evaluation, ev1)	-.326
Non-social play with toys or material, e.g. playing with cars alone at the sand box (percent of observations, b4)	-.285
The number of a child's answers classified as closed and having an element of change in them (dominant)	-.277
The number of a child's answers classified as open (answer includes considerations of the condition of the situation)	.278
The child's attention is focused on another child (percent of observations, d3)	.290
The child is socially skilled, whereby different situations, interests and feelings do not inhibit the child (teachers evaluation, ev5)	.298
Hanging about together, e.g. discussing with others, walking around with others (percent of observations, b6)	.308
Role play, e.g. playing with Barbie, playing Spider Man (percent of observations, b7)	.409
The child partakes in the development of his/her situation (percent of observation, c2)	.456

*The correlations are partial correlations controlling for age and gender, the significance of all of the correlations are .000, all the correlations above .27 are included.

Table 7 The proportion of receiving/giving attention among peers and its relation to children's actions and adults' evaluations

Variable	Correlation with the proportion of receiving/giving attention among peers
The child takes part in action but adapts, does not take initiative (teachers' evaluation, ev2)	-.359
The child orientates, observes, does not partake in the action (percent of observations, b2)	-.305
My child determines the situations she/he is in, my child forces his/her views through (parents evaluation, p5)	-.296
My child prefers familiarity and security in his/her interactions (parents evaluation, p2)	.281
The child partakes in the development of his/her situation (percent of all action, c2)	.292
My child is adaptable, adjusts easily to changes. (parents evaluation, p6)	.305
The child defines also what others do, the child uses his/her influence on others (teachers' evaluation, ev3)	.314

*The correlations are partial correlations controlling for age and gender, the significance of all of the correlations is .000, all the correlations above .27 are included.

Table 8 Children's attraction among peers and it's relationship to children's strategies in different situations

Strategies described by the children	Correlations with the children's number of observations as nearest contact
11. Think of a situation that your work is ruined and you fail. What do you do then? (uncertain answer)	-.317
The total amount of uncertain answers	-.292
3. Let's think that you are playing with someone and your friend wants to change play. What do you do? (uncertain answer)	-.275
14. From a kindergarten you may not go home alone in the middle of the day, but you would like to go home already. What do you do then? (uncertain answer)	.281
The total amount of open answers	.329

*The correlations are partial correlations controlling for age and gender, the significance of all of the correlations are .000, all the correlations above .27 are included

Table 9 Children's orientation toward other children and its relation to children's situational strategies

Strategies described by the children	The correlation with the number of orientations observed towards other children
Children's number of closed answers and answers with agency (dominance)	-.335
10. Somebody comes to disturb you, what do you do? (answer with agency)	-.332
Children's amount of open and adaptive answers	.272
1. Somebody else is having the toy you want, what do you do? (uncertain answer)	.301

*The correlations are partial correlations controlling for age and gender, the significance of all of the correlations are .000, all the correlations above .27 are included.

Table 10 Structure matrix of the three factors concerning child contacts

	Factor 1	Factor 2	Factor 3
The child withdraws and seems not to contact others (teacher evaluation, ev1)	-.890		
The child takes part in action but adapts, does not take initiative (teacher ev2)	-.628		
The child is in the center of the developing action, child changes situations together with others (t. ev3)	.628	.588	
My child is always in the middle of the action, creating things together with others (parents' evaluation, p2)	-.582		
The child partakes in the development of the situation and its conditions (observation, c2)	.518		
The child is socially bold, where fear does not restrict his/her actions (teacher evaluation, ev8)	.457	.432	
The child is socially creative, the child has enough action strategies (teacher evaluation, ev7)	.485	.792	
The child is socially skilled, where different situations, interests and feelings do not prevent the child (teacher evaluation, ev5)	.524	.677	
The child is socially sensitive and considerate to others (teacher evaluation, ev9)		.643	
The percent of a child's action that was forbidden (e.g. teasing or disturbing, b11)		-.633	
The percent of the time an adult is the child's center of attention (obs., d2)		-.424	
Gender			
The number of action strategies with agency (interview)			.675
The number of action strategies with no agency or openness			-.673
The percent of a child's action that could not be categorized (observation, b12)			.612
The child's attention is focused on two or more children (observation, d4)			.575
Child's age			.449

*Extraction Method: Maximum Likelihood. Rotation Method: Oblimin with Kaiser Normalization.

Table 11 Correlations of the children's reported strategies between children and their contacts.

The strategy for child and child's contact	Correlation between the two strategies
9. The other does not follow rules, what do you do? (adapting answer)	.393
12. What if somebody takes your toy (uncertain answer)	.371

*The correlations are partial correlations controlling for age and gender, the significance for both of the correlations are .000