

The Influence of Family and School on the Psychological Resilience of Adolescents from the Perspective of Education and Intimate Relationship

Xingzhi Han

*School of Social Work, Columbia University, New York, USA
Hxz871691500@gmail.com*

Abstract. The significance of psychological resilience as a protective element has been brought to light in recent years by growing worries about teenage mental health, increased academic pressure, and the effects of digital surroundings. Psychological resilience is defined as a dynamic adaptation process resulting from the interaction of internal capabilities and external resources, which is crucial for adolescents to cope with challenges and thrive. This article systematically reviews the main factors influencing the development of psychological resilience among teenagers, with a focus on discussing them from two main dimensions: educational methods and intimate relationships. Through the synthesis of existing literature, this paper finds that both family education and school education play a crucial role in educational methods. At the same time, intimate relationships, including secure attachment, effective parent-child communication, supportive peer relationships, and positive teacher-student relationships, provide the necessary emotional foundation for psychological resilience. At the same time, although these two core factors are fundamental, the psychological resilience of teenagers must also recognize the influence of genetic, biological, community and social factors.

Keywords: Psychological Resilience, Adolescents, Educational Methods, Intimate Relationships, Family

1. Introduction

Adolescence is a crucial period when both physical and psychological changes occur rapidly. During this period, teenagers often encounter all kinds of academic, interpersonal and internal pressures. The ability to adapt and thrive in adversity is called psychological resilience. Resilience does not mean the absence of pain, but rather a dynamic process of actively adapting and recovering in the context of major challenges [1]. Understanding the factors that cultivate this ability is crucial for promoting the mental health and well-being of young people.

Research shows that elasticity is influenced by the complex interaction of multiple variables. As Norris pointed out, these factors span genetic, biological, psychological, family, community and social domains [2]. For teenagers whose daily lives mainly take place at home and school, the

influence of these two environments is particularly important. These influences can be roughly divided into educational methods and intimate relationships [3].

Therefore, this paper aims to provide a comprehensive review of the literature on how educational methods and intimate relationships contribute to the development of psychological resilience in adolescents. It will first define the core concept, then explore the mechanisms within family and school educational practices and analyze the role of key intimate relationships. Finally, the discussion will synthesize these findings while acknowledging the contribution of other wider factors, offering a holistic perspective on nurturing resilient youth.

2. Psychological resilience

2.1. Definition

Psychological resilience is defined as a dynamic process of development and change. Ma believes that psychological resilience is an adaptation process for individuals when facing life adversities, traumatic tragedies, threats, or other major life pressures. It means "recovering" from difficult experiences [1]. At the same time, Kathleen and Janyce argue that psychological resilience refers to the process by which a series of abilities and characteristics interact dynamically, enabling an individual to recover quickly and respond successfully when subjected to significant stress and danger [4].

In this study, "psychological resilience" is the core dependent variable. Based on the existing literature, this study adopts a process-oriented definition — psychological resilience is the dynamic process in which an individual adapts to adversity, major stress, or threats through the interaction of internal abilities and external resources. Compared with purely outcome-oriented or ability-oriented definitions, this definition emphasizes the dynamic nature of the adaptation process while encompassing both the capacity for and the results of good adaptation, making it better suited for explaining differences in adolescent coping across contexts.

2.2. Factors influencing psychological resilience

In addition to influencing factors such as age and gender, psychological resilience is also affected by genetic, biological, psychological, family, community and social factors [2].

For most teenagers, family and school take up most of their time in life. Moreover, these two places have similar influences on teenagers. They can all be summarized as educational methods and intimate relationships. At school, teenagers are confronted with different educational approaches from various schools and teachers. At the same time, the relationships with teachers and classmates are also issues they need to handle. At home, the educational methods of different parents are also very different. One of the most frequently heard contrasts is the difference between the "critical family" in East Asia and the "encouraging family" in the West. Research shows that the behavior of family members all has a profound impact on the development of psychological resilience in teenagers [3].

3. Educational methods and psychological resilience

3.1. Family education

Family education is undoubtedly the core factor in shaping the psychological resilience of teenagers because it constitutes their earliest and most enduring source of emotional support and behavioral

guidance. Psychological resilience does not mean that children will not experience setbacks or pain, but rather their ability to effectively adapt and rebound after facing adversity, pressure and trauma, and even learn and grow from them. When it comes to the ways of family education. This is closely related to the relationship between parents and children. This article will discuss the education of children by families from two aspects: the attitude towards education and the way parents protect their children.

3.1.1. Positive educational approaches

In academic research, the positive educational approach is often referred to as the authoritative parenting approach, which is based on Baumrind's parenting type. This method is characterized by high reactivity and high demands and is regarded as the golden rule for cultivating psychological resilience. Its positive effects are mainly reflected in three aspects: First, democracy and respect provide children with an emotional sense of security. Parents can establish a solid trust relationship with their children through equal communication, listen to their thoughts, respect their opinions, and cultivate their children's emotional security and openness to seeking help. This relationship constitutes the key external resource in the dynamic adaptation process as defined by Ma et al., enabling children to be confident that they have a reliable "safe haven" when facing adversity and daring to seek help and explore [1]. Then, clear and reasonable rules and boundaries provide a predictable environment. Consistent behavioral norms and clear consequences help children learn to self-regulate and take responsibility. They understand the boundaries of behavior, and thus can better maintain the stability of their inner order when facing challenges. This is the foundation of their "quick recovery" ability. Finally, warm encouragement and support directly shape a child's sense of self-efficacy. Parents' recognition of their efforts (rather than merely praising the results) makes children believe that their abilities can be enhanced through practice. This belief is the internal driving force that enables them to persist in trying when facing setbacks and eventually "successfully cope" with pressure.

3.1.2. Disastrous educational approaches

Contrary to the positive approach, the maladaptive educational method represents a negative and destructive interaction pattern that seriously erodes the psychological resilience of teenagers. This approach usually manifests in two forms: negative attribution and catastrophizing thinking. Negative attribution refers to parents attributing their children's setbacks or problems to their fixed and negative personal traits (such as "You are just careless" or "You will never do it well"). This directly internalizes into the children's negative self-perception, causing them to develop "learned helplessness", believing that efforts cannot change the outcome and thus giving up trying. Catastrophizing occurs when parents exaggerate the severity of minor matters and foresee extreme consequences. (for example, "If you do not do well in this exam, your life is over"). This way of thinking is passed on to children through interaction, enabling them to learn to view challenges from a pessimistic and absolute perspective. Even minor pressure is perceived as an insurmountable disaster, thereby triggering high levels of anxiety and avoidance behavior. As Kathleen & Janyce pointed out, psychological resilience is a dynamic interaction process between abilities and characteristics [4]. However, this educational approach precisely stifles the dynamic development of these positive abilities (such as optimism and problem-solving), making individuals more vulnerable in the face of pressure.

3.1.3. Cultivation of growth mindset

In educational psychology, the Growth Mindset was proposed by Carol Dweck and is regarded as a key cognitive trait of psychological resilience [5]. The evaluation methods of teachers in their daily teaching interactions are the most direct and effective tools for shaping students' thinking patterns. The core lies in shifting the focus from the fixed "talent" and "final outcome" to the variable "effort process" and "learning strategy", and family education is its cradle. It refers to an individual's belief that their own abilities can be developed and enhanced through efforts, strategies and the help of others. This is completely contrary to the notion that regards ability as immutable (fixed thinking). The core of cultivating a growth mindset in family education lies in how to evaluate children's performance. Especially how to deal with their failures. In terms of evaluation, parents should praise effort, strategy and progress rather than merely complimenting talent or intelligence (for example, replace "You are so smart" with "I saw you put in a lot of effort for this exam, and this method is very effective"). This enables children to associate success with controllable "effort" rather than uncontrollable "talent", strengthening their sense of self-efficacy. Then, when it comes to dealing with failure, parents need to help their children carry out constructive reframing failure. Parents should guide their children to view failure as part of a learning process and an opportunity to practice emotional regulation by asking questions such as "What did we learn from this experience?" "How can we improve next time?" "Shift children's attention from self-denial ("I failed") to strategic thinking about the future ("I need to learn new methods"). This process perfectly embodies the definition of psychological resilience as a "dynamic adaptation process", transforming adversity into opportunities for development.

3.1.4. Helicopter parents

"Helicopter Parents" refer to those who hover over their children like helicopters, overly interfering and protecting their lives. Which is a phenomenon observed particularly in middle-class families in both Western and Eastern countries. This form of protection may seem like care, but in fact, it seriously deprives children of the crucial opportunity to develop psychological resilience. It must be acquired through hands-on practice in moderate risks and challenges [2]. When parents are eager to clear all obstacles for their children and solve all potential problems in advance, they unintentionally send out two danger signals: one is "You can't handle these problems alone", which weakens the children's autonomy and sense of self-efficacy; The second though is that "the world is dangerous and you must rely on me", which intensifies children's anxiety and dependence. Children lose the practical opportunity to experience setbacks, manage emotions, make mistakes and solve problems on their own within a controllable range. They have no opportunity to practice the abilities of "quick recovery" and "successful response" mentioned by Kathleen & Janyce [4]. In the long run, such children who have been deprived of the "right to practice" tend to be more vulnerable when facing the inevitable pressure of independent life after leaving the protective umbrella of their parents, due to the lack of basic coping experience and confidence, and thus find it difficult to achieve true psychological adaptation and growth.

3.2. School education

The essence of a school is an environment brimming with academic challenges and evaluations, which offers teenagers numerous "practical" opportunities to cope with stress, manage setbacks and learn from failures.

3.2.1. Controlled adversity

The school environment is essentially a well-designed, academically challenging and evaluative social microcosm that provides teenagers with numerous "controlled adversity" opportunities to deal with stress, manage setbacks and learn from failures. This kind of adversity is "controllable" because it usually occurs within a relatively safe and supportive framework (such as teachers' guidance, clear rules and final evaluation criteria), and its intensity and duration are within the reasonable range of educational design, which is completely different from the unpredictable major traumas that may be encountered in real life. Firstly, academic activities such as examinations, competitions, and project collaborations simulate scenarios of future social competition and cooperation. The tension, disappointment and moderate pressure that students experience in this process are not entirely negative things, but rather necessary experiences for cultivating psychological resilience. Just as the principle of vaccines is, moderate challenges can activate students' psychological adaptation mechanisms without overwhelming them. This enables them to learn how to manage anxiety, mobilize resources and persevere in their efforts. Secondly, successful coping experiences can significantly enhance students' self-efficacy. When students make progress in a subject they once failed in or successfully navigate interpersonal conflicts, they gain a profound sense of achievement through their own strategic adjustments and hard work, or make key contributions in team projects, they will gain a profound sense of achievement that comes from within. This belief of "I can do it" is the core driving force of psychological resilience and will become their psychological capital when facing greater challenges in the future. Ultimately, this process perfectly interprets the essence of psychological resilience as a "dynamic process", that is, individuals do not avoid difficulties but constantly exercise and strengthen their adaptability and resilience through repeated confrontations with adversity.

3.2.2. The cultivation of a growth mindset

The same as family education. Schools should also pay attention to cultivating students' Growth Mindset through feedback practices, reflective assignments, and resilience-building workshops. For example, when a student achieves good grades. If a teacher says, "You are so smart" (emphasizing fixed talent). It has, in an imperceptible way, strengthened his fixed way of thinking. However, if it is changed to "I saw that you made a review plan for this exam and adhered to it, and your efforts paid off" (emphasizing effort and strategy), it is reinforcing the growth mindset. The latter enables students to attribute their success to factors that they can control and improve. What's more important is how teachers deal with students' failures. Teachers with a growth mindset will also guide students to constructively reconstruct failures. They will redefine a poor exam or a misunderstanding of a concept as an excellent diagnostic learning opportunity, providing information for future academic progress. By asking such a question: "What have we learned from this mistake?" "Which knowledge points do this missing point tell us still need to be consolidated?" " Or "Which different problem-solving strategy can we adopt next time?" The teacher skillfully shifted the students' attention from doubting their self-worth (" I'm so stupid ") to strategic thinking about their future learning path. This transformation in cognitive patterns is the essence of psychological resilience - it makes students believe that their abilities can be enhanced through effort, so they are not afraid of challenges and view setbacks as an inevitable path to mastery rather than the ultimate belief in personal capabilities.

3.2.3. Time management and goal setting

Dealing with the multi-disciplinary academic tasks, deadlines and various activity arrangements in school is itself a complex metacognitive challenge. This process compulsively teaches students how to manage Time and set goals, and these abilities are called Executive Functions in psychology - they are advanced cognitive basic abilities for coping with stress and maintaining emotional stability. First, the ability to plan multiple tasks directly alleviates academic pressure. When a student can break down a huge final thesis task into multiple sub-tasks such as "searching for materials - drafting an outline - completing the first draft - revising and polishing" and set clear short-term goals and completion deadlines for each sub-task or divide a weekly workload into daily goals. The sense of control increases significantly, and the huge and anxiety-inducing long-term pressure is transformed into a series of controllable and achievable specific steps. This sense of control over the task can effectively reduce the overwhelm emotion caused by uncertainty, avoid procrastination behavior, and thus maintain a stable mental state. Secondly, the training of setting prioritization cultivates students' decision-making ability and flexibility. Students need to determine which tasks are more urgent and important, to allocate their limited energy reasonably. When plans are disrupted (such as when there is a sudden increase in homework), they also need to flexibly adjust their plans. Ultimately, a powerful executive function is like an efficient "cognitive manager", which can help students establish order in chaos, reduce internal friction, and allocate more psychological energy to solving problems themselves rather than being consumed in anxiety and panic, thereby providing a stable and efficient operational platform for psychological resilience.

4. Intimate relationship and psychological resilience

While educational methods provide the structured framework for developing resilience, intimate relationships constitute the emotional bedrock that makes this development possible. High intimate relationships—characterized by emotional warmth, trust, and security—are fundamental protective factors. They provide the essential psychosocial support that buffers against stress and fuels the dynamic process of adaptation. These relationships, primarily forged within the family and extended to peers and mentors at school, offer the haven from which adolescents can venture out, take risks, and know they have a base to return to for comfort and replenishment.

4.1. Secure attachment: the foundational safe haven

Secure attachment, originating from the seminal work of Bowlby and Ainsworth, forms the most critical intimate relationship for fostering psychological resilience [6,7]. It refers to a deep and enduring emotional bond between a child and their primary caregiver, marked by the child's confidence in the caregiver's availability, responsiveness, and support. Firstly, this bond acts as a 'safe haven,' offering emotional security and immediate relief during stressful experiences. When confronted with adversity, threat, or distress, the securely attached adolescent instinctively turns to their attachment figures for comfort, protection, and emotional regulation. This external support system is internalized, allowing the individual to eventually self-soothe and manage their own emotions effectively which is cornerstone of resilience.

Secondly, it serves as a "secure base." The unwavering knowledge of a reliable and supportive connection provides the adolescent with the courage and confidence to explore the world, embrace challenges, and take appropriate risks. They can venture into the "controlled adversities" of school and social life because they know a source of strength awaits them at home. This dynamic was

described by Ma et al., where the external resource of a secure relationship builds the internal capacity for brave exploration and adaptive coping [1].

4.2. Parent-child communication: the channel for co-regulation and problem-solving

Beyond the overarching attachment style, the daily practices of parent-child communication are the mechanisms through which intimacy translates into resilience.

Effective communication is not merely about talking but about co-regulation and collaborative meaning-making. Open and empathetic dialogue allows adolescents to verbalize their fears, frustrations, and failures without fear of judgment or dismissal. When parents actively listen and validate these emotions (e.g., "It sounds like you're really worried about that presentation"), they help the child regulate their nervous system and feel understood. This process reduces the intensity of negative emotions, preventing them from becoming overwhelming.

Furthermore, solution-focused communication guides the adolescent from problem-oriented distress to strategy-oriented action, such as discussing concrete steps to prepare for an upcoming exam. Instead of providing immediate solutions, resilient-building parents ask facilitative questions like, "What do you think might help in this situation?" or "What's one small step you could take?" This collaborative approach, conducted within the safety of an intimate relationship, empowers the adolescent. It teaches them that problems are solvable and that they can generate solutions, thereby strengthening their self-efficacy and problem-solving skills—key components of the "dynamic interaction of abilities" mentioned by Kathleen & Janyce [4].

4.3. Peer relationships: the laboratory for social resilience

Attachment theory holds that a good attachment relationship is the key to an individual's mental health. As one grows older, the objects of attachment expand from the initial parents to peers, friends or lovers. Peer attachment refers to the intimate feelings and the relationship of mutual warmth and support established between adolescents and their peers [8].

Good peer relationships can compensate for the negative impact of strained parent-child relationships on adolescents' emotions by providing alternative sources of validation and belonging [9]. These are different from vertical parent-child relationships. Positive peer relationships offer a profound sense of belonging and identity. Being accepted by a valuable group can buffer feelings of isolation and enhance self-worth, which is crucial for resisting challenges from elsewhere.

Furthermore, friendship provides the necessary environment for the development of key social skills. Resolving conflicts with friends, keeping secrets, providing support to those in need, and negotiating team dynamics are all complex tasks that require empathy, putting oneself in others' shoes, and resolving conflicts. Successfully solving these problems can build social confidence and adaptive strategies. At the same time, experiencing peer conflicts or temporary impacts and recovering from them, although painful, provides necessary experience for mending relationships and managing emotional harm, which further contributes to emotional recovery. Therefore, close peer relationships not only offer a protective barrier against stress but also provide a challenging yet supportive environment to hone the skills needed to shape psychological resilience.

4.4. Teacher-student rapport: the scaffolding for academic and emotional adaptation

Teachers, as highly influential figures interacting with students in the school environment are also the main interpersonal support that students rely on during this period. A good teacher-student

relationship not only promotes students' self-awareness but also provides them with emotional support.

Research found that a good teacher-student relationship is positively correlated with psychological resilience by fostering a sense of academic support and emotional safety [10]. That is, poor teacher-student relationships (such as conflict-oriented or dependent ones) reflect the inconsistencies or contradictions between teachers and students, which may make them more sensitive and resistant within the large school system, thereby causing psychological abnormalities and psychological disorders. Conversely, according to the resource conservation theory, when individuals are confronted with various pressures, they will actively mobilize their key resources to regulate, adapt to social relations and enhance their internal strength [11].

While not always described as "intimate" in a personal sense, a strong, positive, and supportive rapport with a teacher is a professionally intimate relationship that significantly impacts a student's resilience. A teacher who shows genuine care and interest functions as a secondary attachment figure within the school environment. For a student struggling with academic pressure or social issues, a trusting relationship with a teacher can be a critical source of encouragement and guidance. This bond can compensate for a lack of support in the family or peer environment.

This relationship offers temporary and adaptive support tailored to students' needs, such as providing personalized guidance during exam preparation. Teachers may offer additional assistance, adjust expectations when facing difficulties, or simply say an encouraging word. Such supportive actions can help students successfully deal with challenges that they may not be able to handle alone, thereby preventing negative experiences from becoming decisive failures. Through this process, students can not only overcome the current academic obstacles but also internalize the experience of being supported, which will enhance their belief that they have the ability to seek help and overcome difficulties to achieve success.

5. Discussion

This article explores two factors influencing the psychological resilience of teenagers from the perspectives of school environment and family environment. They are educational methods and intimate relationships.

At the level of educational methods, families and schools jointly constitute the key venues for the formation of psychological resilience. As one of the core environments in the lives of teenagers, the family significantly influences their adaptability in its own way. Positive parents can effectively cultivate teenagers' self-efficacy and adaptability by providing emotional security, clarifying rules, and encouraging efforts. Educational methods such as negative attribution and catastrophizing weaken teenagers' coping abilities by spreading anxiety and other means. At the same time, excessive protection by helicopter parents can deprive children of practical opportunities to deal with adversity and hinder their independent development.

School as another core environment in the lives of teenagers, provides frustration training for students by creating controllable adverse experiences such as exams and competitions. The experience of successfully coping with adversity can significantly enhance teenagers' self-efficacy. Teachers cultivate students' growth mindset through process feedback, enabling students to establish the belief that "ability is variable". Training in time management and goal setting has enhanced students' executive ability to handle multiple tasks, as well as their sense of stress control and emotional stability.

At the level of intimate relationships, it provides an indispensable emotional foundation for the development of psychological resilience. Secure attachment, as a deep emotional connection formed

with the primary caregiver, provides children with a "safe haven" and a "reliable base" to explore the world. Daily parent-child communication promotes children's ability to coordinate their emotions and solve problems independently, fostering long-term resilience across developmental stages. through empathetic conversations and solution-oriented questions. Peer relationships, as a context for practicing social resilience, effectively compensate for the deficiencies in parent-child relationships by providing opportunities for a sense of belonging and practical conflict resolution. The teacher-student relationship, as a kind of professional intimacy, becomes an important source of emotional and academic support for students in the school environment by providing "scaffolding" support.

It should be emphasized that, in addition to the two core factors of educational methods and intimate relationships mentioned above, many studies have shown that the influencing factors of psychological resilience are diverse. For instance, psychological resilience changes with age. It will change throughout a person's life along with individual and cultural factors [12]. In addition to influencing factors such as age and gender, psychological resilience is also affected by genetic, biological, psychological, family, community, social and other factors, as well as the interaction among them in special adverse situations [2]. Although these macro factors are not reflected in this article, these factors suggest that a more comprehensive perspective is needed to fully understand the development mechanism of adolescent psychological resilience.

6. Conclusion

In conclusion, this review has delineated the pivotal roles played by educational methods and intimate relationships in shaping adolescent psychological resilience. The analysis underscores that resilience is cultivated through a dual-process mechanism: structured external guidance and profound emotional support. On one hand, educational methods employed in families (e.g., authoritative parenting, fostering a growth mindset) and schools (e.g., leveraging controlled adversity, teaching time management) provide the necessary challenges and cognitive frameworks that allow adolescents to practice and develop adaptive coping skills. On the other hand, intimate relationships with parents, peers, and teachers establish a secure base and a haven, offering the emotional sustenance and guidance required for exploration and recovery from setbacks. Together, these factors create an interconnected ecosystem that enables the dynamic process of resilience, allowing teenagers to not only bounce back from difficulties but also to learn and grow from them.

It is crucial to recognize, however, that this ecosystem does not exist in a vacuum. As highlighted in the discussion, resilience is also significantly influenced by factors beyond the immediate scope of this review, including genetic predispositions, biological makeup, community resources, and broader cultural and social contexts. The development of resilience is a life-course process, changing with age and the interaction of these factors. Therefore, future research and intervention efforts should adopt an integrative and developmental perspective, considering the concerted influence of both the core micro-system factors explored here and the wider macro-systemic forces. By doing so, parents, educators, and policymakers can be better equipped to create environments that truly empower all adolescents to develop the resilience needed to navigate the complexities of modern life.

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