

Editorial

Editorial Forward for this Issue Devoted to Developmentally-Related Individual Differences Research

William E. Kelly

Individual Differences Research is pleased to provide our colleagues in psychology and other disciplines with this collection of articles on developmentally-related individual differences research. Although quality research on developmental aspects of individual differences does exist in the current literature, there continues to be a need to fill in “gaps” and expand our understanding of individual differences in development. Researchers of personality psychology have been perhaps most active in pursuing this agenda, especially with regards to personality change over time. Nevertheless, much remains to be empirically examined about developmentally-related individual differences.

The articles in this issue were not solicited specifically with the intention to publish a special issue. Rather, these articles were submitted by authors for general consideration and underwent the normal review process. After collecting these and other articles in this volume for typesetting, however, it became obvious that the articles included herein all possessed a developmental theme. Therefore, based on our perceived need to further scientific knowledge of individual differences in development, it was decided to publish these articles in their own special issue.

The articles included in this issue by no means fill the chasm of unknowns about individual differences in development; perhaps though, this research can at least assist in the attempt. As such, the goal of this special issue is somewhat modest. Specifically, this issue is intended to continue to raise interest in, and awareness of, individual differences as they relate to human development. The criteria for inclusion of articles in this issue was the study of some aspect of

individual differences which was developmentally-related, or which provided information on individual differences in age-groups not typically represented in the current individual differences literature (i.e., not solely college student or young adult samples).

The result of this criteria was the selection of five articles which crossed several lines of research -- many of which have not frequently been examined in the existing literature. All of the articles are empirically-based and utilize mostly unpublished data (one article includes some archival data in addition to new data). Articles in this issue report research informing us of high school athletes' perceptions of group cohesion and their coaches' leadership styles (Murray), willingness of children and college students to engage in minor deviant moral and illegal behaviors (Barnett, Brown, Sanborn, Shane, Sperfslage, & Edison), how labels used to describe older individuals have changed over time (Meinz, D'Amore-Krug, Gauen, Hart, Weir, Lanari, & Hurlbut), characteristics distinguishing individuals whose personality has changed over time (Martin & Alexander), and the psychometric examination of an anxiety instrument designed specifically for older individuals (Lowe & Raad). In sum, the articles herein include aspects of group cohesion in adolescents, deviant behavior of children and young adults, society's and psychology's perceptions of the "old," personality stability, and assessment in an older population. These articles represent a wide spectrum of developmentally-related individual differences articles which we are gratified to be able to publish in a single issue.

As always I would like to thank the reviewers who thoughtfully critiqued these manuscripts and the authors for allowing our journal to be an outlet for their research. In addition, I gratefully acknowledge the contributions of Dr. Don Daughtry and Dr. Kathryn Kelly to the conceptualization and development of this issue.

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