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IMMIGRATION AND ADJUSTMENT FROM A DEVELOPMENTAL PERSPECTIVE

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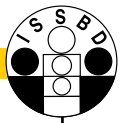
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Editor
Joan G. Miller

ISSBD Newsletter
Department of Psychology
New School University
New York, NY 10003, USA
email: millerj@newschool.edu

Associate Editor
Xinyin Chen

ISSBD Newsletter
Department of Psychology,
University of Western Ontario
London, Ontario, Canada N6A 5C2
email: xchen@uwo.ca



Immigration and Adjustment From a Developmental Perspective

Introduction

Joan G. Miller

Department of Psychology, New School University
New York, NY, USA

e-mail: millerj@newschool.edu

and

Xinyin Chen

Department of Psychology, University of Western Ontario
London, Ontario, Canada

e-mail: xchen@uwo.ca

As a growing phenomenon in multi-cultural societies, immigration has become an increasing focus of developmental research in recent years. The psychological study of the adjustment of immigrant children holds social as well as conceptual importance. Attention to the psychological consequences of immigration for children is not only valuable in forming a basis for social policy but also is theoretically informative in bringing into relief the complex set of processes impacting developmental change.

The essays in the Special Section address key conceptual and policy questions entailed in understanding immigration from a developmental perspective. Presenting a multi-faceted portrait, the essays offer diverse answers to the question of whether the experience of immigration is associated with gains as opposed to losses as well as to the related question of how the adaptation of immigrant children compares with that of their non-immigrant peers. Focusing on issues of process, the essays identify the many factors that affect the adjustment of immigrant children, noting the impact of such considerations as cultural traditions, language practices, the nature of schools, families, and communities as facilitative vs. impedimentary environments, the presence or absence of resources linked to social class, experiences of racism and discrimination, developmental change, as well as individual circumstances of immigration. Offering implications for research and practice, the essays also highlight important conceptual questions and methodological approaches to inform scientific inquiry as well as forward guidelines for social policy.

The distinguished group of authors and commentators in this Special Section include an international group of investigators, drawn from developmental, social-psychological, psychiatric, and linguistic backgrounds. Incorporating a range of methodological approaches, the authors highlight not only the complex issues entailed in understanding immigrant children but also respects in which work in this area stands to inform developmental inquiry more generally.

Bridging Multiple Worlds: Immigrant Youth Identity and Pathways to College

Catherine R. Cooper

Department of Psychology and Education
University of California, Santa Cruz, USA

Email: ccooper@ucsc.edu

Pathways of immigrant youth involve continuity and dramatic change, whether in getting out of war-torn nations as refugees or getting into college in their new communities (Collignon, Men, & Tan, 2001; Rutter & Candappa, 1998). This paper shows how studies of immigrant youth in multi-cultural nations are advancing developmental science on four issues: understanding youth identity development in cultural terms; the changing relations among elders, youth, and their peers; links across cultural contexts; and shifting institutional opportunities and constraints along pathways to adulthood. These advances integrate science, policy, and practice in ongoing cycles in which immigrant youth are key agents.

The Academic Pipeline Problem: An International Dilemma

Youth developmental pathways can be seen as moving through an *academic pipeline* from childhood through school to adulthood. As youth move through primary and secondary school to college, large numbers of immigrant, ethnic minority, and low-income youth leave school prematurely. This *academic pipeline problem* will intensify as immi-

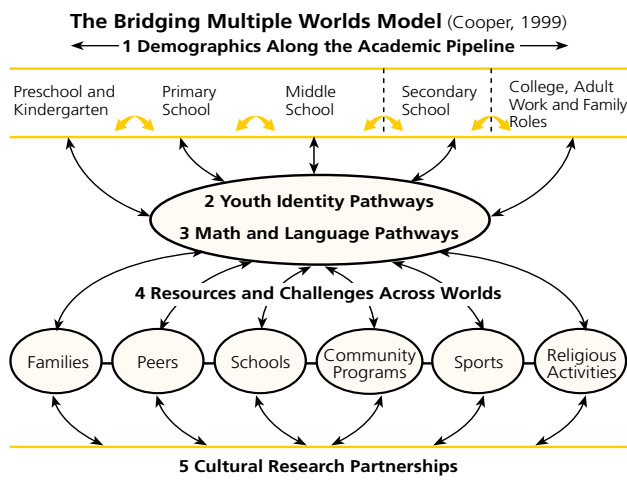
grant, refugee, and ethnic minority youth make up growing segments of school enrollments in many nations.

Debates on this issue in multicultural nations center on social capital, alienation, and the paradox of challenge (Cooper & Denner, 1998). A *capital* hypothesis, based on capital models of “cultural reproduction” of social class hierarchies across generations, suggests immigrant youth whose parents went to college will develop college-based career identities and achieve at relatively higher levels (Bourdieu & Passeron, 1977). An *alienation* hypothesis suggests immigrant parents initially hold high hopes for their children’s success, but living in communities with histories of poverty, racism, and mistrust can dim parents’ hopes. Meanwhile, their children develop oppositional identities by affirming peer solidarity and defending against failure by disengaging from school (Matute-Bianchi, 1986). A *challenge* hypothesis, based on the Bridging Multiple Worlds Model (Cooper, Cooper, Azmitia, Chavira, & Gullatt, 2002), suggests challenges of poverty, racism, and other obstacles can motivate immigrant youth to succeed on behalf of their families and communities; challenges accompanied by support can foster identity development and pathways to college.

“defending against failure by disengaging from school”

The Bridging Multiple Worlds Model focuses on how ethnically diverse youth develop identities as they navigate pathways through school. The concept of *worlds* refers to cultural knowledge and expectations in each social context that youth meet as they navigate their pathways (Phelan, Davidson, & Yu, 1998). Although studies of the academic pipeline problem focus on youth who drop out of school, research with this model asks how immigrant, low-income, and ethnic minority students advance to college and college-based careers. Shown below, the model traces five dimensions over time:

1. *demographics along the academic pipeline*—families’ national origin, ethnicity, languages, and parents’ education and occupation
2. *identity pathways* to college, careers, and family roles
3. *math and language academic pathways* through school
4. *challenges and resources across worlds* of families, peers, schools, and communities, and;
5. *cultural research partnerships* that boost resources youth draw from each world.



Studies of this model have involved diverse cultural communities, including U.S. youth of African, Chinese, Filipino, Mexican, European, Japanese, and Vietnamese descent as well as Japanese youth.

Autonomy or Connections? Immigrant Youth Identities with Their Families and Peers

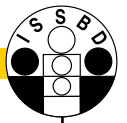
Studies of identity development in the family context, based on conversations among middle-class European American families, demonstrated the continuing importance for youth identity of *both* individuality and connectedness in family relationships (Grotevant & Cooper, 1998). Others replicated these findings with Haitian immigrant families and European families in Belgium. We found parallel patterns in communication of Vietnamese-, Filipino-, Mexican-, Chinese-, and European-American college students with their grandparents, parents, siblings, and peers, such as greater reticence with fathers and more open expression of individuality with mothers, siblings, and peers (Cooper, Baker, Polichar, & Welsh, 1993). Immigrant students reported their grandparents and parents thought it more important than they did to consult family members when making important decisions, but families and peers both played key roles in students’ academic and career identities. Rather than choosing between autonomy and connection, scholars map connections across generations and mutual obligations in identity pathways (Fuligni & Pedersen, 2002; Phinney, Ong, & Madden, 2002).

Socialization or Navigation? Pathways to College

Models of one-way socialization and transmission of social capital account for stable social class hierarchies across generations. However, evidence for the paradoxical role of challenge is seen in how successful immigrant and ethnic minority youth build pathways to college. One longitudinal study traced how Latino and African American youth navigated challenges and resources on pathways through school to college (Cooper et al., 2002). On average, youth named their families as helping them more often than teachers, and peers and siblings were their greatest challenges. Despite the widely reported “immigrant paradox” that newcomers fare better in U.S. schools than second- and third-generation youth (Kao & Tienda, 1995; Portes & Rumbaut, 2001), students’ immigration history and ethnicity predicted few outcomes. Youth who made higher math grades and gained admission to more competitive universities had family challenges, in which fathers had *lower* levels of education and more often reported siblings causing them difficulties, but were *more* likely to draw on parents and teachers as resources.

Cultural Brokers Across the Worlds of Families, Peers, Schools, and Communities

Challenges and resources across their worlds support some immigrant youth along pathways through school, while others slip away. A longitudinal study of low-income Mexican immigrant and European American families as their children moved into adolescence revealed parents were involved in children’s schooling, although not necessarily by



volunteering or attending parent meetings at school (Azmitia, Cooper, García, & Dunbar, 1996; Azmitia & Cooper, 2001). Parents considered teaching children respect, honesty, and responsibility as their primary role. Many parents lacked knowledge of school systems and academic subjects to guide their children, so they helped indirectly by making homework a priority over chores and using their lives to encourage children to attend college. Older siblings often helped with homework, but some stopped because they were not doing well in school or had dropped out. Peers could help with schoolwork and support each other's college plans, yet parents worried peers might derail students' pathways. In school, teachers and counselors acted as *cultural brokers* by providing academic support and guiding students into enrichment programs, but they could also be *gatekeepers*, such as when they channeled youth into remedial classes. Some youth found adults at school and community programs were cultural brokers linking their families to college. In contrast to "cultural mismatch" views of immigrant families endorsing values that conflict with the individualism of schools, these studies show immigrant families' goals and values often match those of schools. We might rethink dichotomies between individualism and collectivism to consider how youth draw resources for school and career pathways (Kagitçibasi, 1996).



Young adults can serve as cultural brokers for immigrant youth and their families for building pathways to college; shown here is a college student, who plans to be a math teacher, helping children of immigrants in a college bridging program.

Schools and Community Programs as Institutional Bridges Across Worlds

Moving beyond social relationships, scholars also ask how institutions may be bridges or barriers. Growing numbers of primary and secondary schools collaborate with university "bridging programs" to support youth pathways to college. Cooper, Jackson, Azmitia, Lopez, and Dunbar (1995) interviewed founders and staff of bridging programs along with African American and Latino youth in these programs. Youth interpreted discrimination from teachers or peer pressure to disengage from school as gatekeeping that could block their pathways, but programs taught youth to reinterpret gatekeeping as "a good burden" and an opportunity to prove gatekeepers wrong. Immigrant youth consistently reported parents remained central to staying on track to college, not in spite of their modest education but because of it. Research is probing how bridging programs strengthen youth's cultural identities and motivation to serve and "give

back" to families and communities (Gándara, Larson, Mehan, & Rumberger, 1998).

Cultural Research Partnerships for Science, Policy, and Practice

Cultural research partnerships are collaborations among youth, families, schools, and programs that reach across lines of nation, ethnicity, language, and social class to boost resources youth draw across their worlds and keep academic pipelines open. One partnership involves a bridging program that awards scholarships to children from low-income families and offers activities to build pathways to college (Denner, Cooper, Lopez, & Dunbar, 1999). The partnership traces students' demographics, college and career identity pathways, math and language pathways, and challenges and resources from age 12 to 18. Parents' formal education is typically less than secondary school, and for many, primary level. By age 15, more than half the students passed Algebra, a key step to college; some moved "back on track" after challenging personal events; and others increased from remedial classes to Algebra, often while learning English (Azmitia & Cooper, 2001). As youth continued through the program, they increasingly reported both parents and peers as resources, with parents helping them stay on track to college and peers helping with schoolwork and math. The partnership created qualitative and quantitative measures of the Bridging Multiple Worlds dimensions, activities for schools and programs, and templates for graphs and longitudinal case studies. These tools are used with regional, state, national, and international partners.

Next Steps

Research on culture, immigrant youth identity, and pathways to college is making theoretical, empirical, and practical advances in understanding the academic pipeline problem. First, rather than define immigrant youth adjustment as autonomy from parents, scholars trace identity development in cultural contexts that value "giving back" to families and communities. Second, rather than define socialization as one-way transmission of social capital and assimilation, scholars are tracing reciprocal and transnational patterns of development in immigrant youth, their relationships, institutions, and cultural communities. These studies reveal conditions in which immigrant youth succeed without giving up ties to families and communities. Third, rather than define links between social worlds of immigrant youth in terms of "two worlds" that either match or compete, scholars map multiple and changing worlds. Evidence of shifting challenges and resources across families, peers, schools, and communities suggests how cultural brokers and gatekeepers—including youth—create links or gaps across worlds. Fourth, rather than view immigrant youth's identity development as exploration and choice among unrestricted opportunities in school and work, researchers map how opportunities vary and how bridging programs work to span gaps along the academic pipeline.

More precise aligning of social capital, alienation, and challenge hypotheses to test multi-level theories of continuity and change will greatly advance our scientific description, predictions, and explanations. Rather than only compiling differences between immigrant and mainstream



groups, new studies map variation and change within each cultural group as well as similarities and differences across groups. Finally, including immigrant youth and families in research partnerships that reach across generations, disciplines, and nations creates synergies among science, policy, and practice.

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Where is "Development" in Acculturation Theories?

David L. Sam

Department of Psychosocial Science
University of Bergen, Bergen, Norway
Email: David.sam@psysp.uib.no

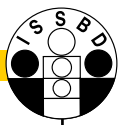
Ankica Kosic

Robert Schuman Research Center
European University Institute
Florence, ITALY
Email: Ankica.kosic@IUE.it

Brit Oppedal

Norwegian Institute of Public Health
P.O. Box 4404 Nydalen
N-0403 Oslo, NORWAY
Email: Brit.oppedal@folkehelsa.no

In spite of major advances in the psychology of acculturation, migration and the adaptation thereof, the subject matter continues to baffle researchers, practitioners and politicians alike. Thus, there is a need to go in new directions to gain a better understanding of the phenomenon of acculturation. In a recent review paper of the state of the art, Ward (2001) highlighted the various theoretical approaches within the field. She classified these approaches as taking their point of departure from either stress and coping, cultural learning or social identification theories. Ward further described these approaches as respectively emphasising either affective, behavioral or cognitive components of acculturation, thus titling her paper "The A, B, C of acculturation". A more apt title would have been "The A, B, C, D of acculturation" where the "D" stands for "development" had acculturation theorists given enough attention to developmental issues. Unfortunately, this is not the case. Lacking in



Ward's review was reference to any developmental perspective on acculturation, although some aspects of social identification theories with an emphasis on ethnic identity (e.g., Phinney, 1990) do highlight developmental issues as part of acculturation. Similarly, in a recently edited book on acculturation (Chun, Organista & Marín, 2003) none of the eleven chapters in the book dealt specifically with developmental issues, except for the chapter on ethnic identity and acculturation in which two pages were devoted to developmental issues.

A puzzling question is why theories of acculturation give little or no attention to (ontogenetic) development when both acculturation and development are concerned with changes in individuals. What has become of (ontogenetic) development, or more specifically where is "development" in acculturation theories? This is the main question this paper deals with by discussing the confounding role of development in acculturation, and why it is necessary to incorporate developmental issues in acculturation theories.

Acculturation and Development

Both acculturation and development have variously been defined, but a key word common to both concepts is *change*. However the origins of *change* in both concepts differ somewhat. From a developmental perspective, "change" arises from either one or two processes, namely biological and maturational processes, and/or environmental learning. Except perhaps for social identity theory, "change" in acculturation is often attributed to either a coping mechanism to a stressful situation that is induced by an encounter with an unfamiliar cultural context or as a need on the part of an individual to learn specific cultural skills so as to thrive and survive in a given cultural context. The reaction to the stress induced by acculturation is suggested to result in the learning of coping skills that are adaptive and functional, otherwise the person is said to be maladapted. Thus, while acculturation could primarily be conceived of as a learning phenomenon, development entails both learning and maturation. This means that some changes in individuals attributed to acculturation may in reality be developmental changes.

One problem in attributing possible developmental changes to acculturation changes is the danger of "pathologizing" what otherwise might be a normal developmental change. This is particularly wearisome as many of the early studies in psychological acculturation were based on models of pathology, i.e., migration and the acculturation thereof is debilitating (see e.g., Carbello, 1994). Even though this perspective has mellowed a bit in recent years (Berry, 1997), studies that "pathologise" acculturation still abound (see e.g., Yeh, 2003).

The Confounding Role of Development in Acculturation

To highlight this problem, let us briefly look at one theoretical model and some research findings accruing from it. It has often been contended that adolescents and children of immigrant background are particularly vulnerable to psychological problems. One explanation given for this vulnerability is intergenerational family conflict between

immigrant children and their parents (Szapocznik & Kurtiness, 1993). The assumption is that immigrant children acculturate (assimilate) faster to the prevailing cultural values and norms of the host society than do their parents. Thus, with the passage of time, immigrant children and their parents may differ on cultural values and these value discrepancies may be the bases for psychological maladaptation.

As intuitive as this hypothesis sounds, a cross-sectional study involving two cohorts (parents and their children) of immigrant and host-national families in Norway and Sweden could not find support for the claim that intergenerational value discrepancies are particularly larger in immigrant families than in host-national families (Sam & Virta, 2003). Neither could the intergenerational differences in values be related to mental health problems. In a similar study, Phinney, Ong and Madden (2000) could not find larger intergenerational value discrepancies in immigrant families compared to their Euro-American host counter parts. Although in a follow-up study, Phinney and Ong, (2002) found a negative relationship between intergenerational value discrepancies and satisfaction with life, the impact of the discrepancy on life satisfaction was no greater in the Vietnamese sample than among the European-Americans.

All the three studies cited above questioned the validity of the assumption that psychological problems among immigrant children might be due to acculturation factors, and pointed out that perhaps the observed finding might be a normal developmental process. However, it has been difficult to draw a clear conclusion as to whether the observed finding is developmental or acculturation as these studies were cross-sectional. A sequential study involving both cross-sectional and longitudinal designs might have helped unravel this confounding role of "development" in acculturation. The reported relationship between intergenerational value discrepancy and mental health problems might be due to the lack of a reference group of host nationals whose acculturation experience might be substantially less than that of immigrants (Berry, Trimble and Olemendo, 1986). It could also be that the responses are based on the adolescents' perceptions of parental cultural values rather than the parents' own responses (Rosenthal, Ranieri & Klimidis, 1996).

An underlying assumption of the above studies is that when an immigrant or a minority group member finds him or herself in an acculturation situation, development stops, and acculturation takes over. Obviously, this is an unsubstantiated assumption. Current theories in human development all point to a life span perspective, implying that development continues throughout one's life. Stated in another way, development continues whether one experiences acculturation or not. This suggests that there is always the danger of ontogenetic development confounding acculturation findings. But somehow this danger and efforts to eliminate it has not yielded the warranted research attention.

Some Erroneous Assumptions in Acculturation Studies

Why have acculturation researchers overlooked the possible confounding role of ontogenetic development in accultura-

tion? The explanation has its roots in the origins of research on psychological acculturation. Work on the psychology of acculturation arose from cross-cultural psychology, and like its parent subject, observed psychological differences have readily been accounted for on the basis of any obvious cultural difference that appealed to the researcher. Thus, it is natural to use “cultural variables”, and more specifically, “acculturation” to account for adaptation difficulties observed among people of different cultural background when they are in an acculturation arena. There is no gain-saying that some problems may have their root cause in the process of acculturation, but some may equally be a developmental transition, or an interaction between the two factors (i.e., acculturation and development).

A problem with many acculturation theories, and, in particular, those involving children and adolescents is the failure to take into consideration the unique situation of young people. While children and adolescents with immigrant background face different adaptation challenges than their parents (Zhou, 1997), their adaptation experiences have oftentimes been attended to using theories developed for adult immigrants. For many adult immigrants, the motivating factor for their immigration is either to flee from economic difficulties (in the form of labor immigration), political, ethnic persecution (as a refugee), or for the purposes of adventure. With respect to children, other than those with refugee backgrounds, many of them migrated as part of a family reunification program, or were actually born in the host country to an immigrant family. This latter group actually does not have direct experience with the uprooting part of immigration, perhaps the most debilitating aspect of acculturation. Thus using models developed for first generation adult immigrants to understand children may be inappropriate. It should therefore not be surprising that recent studies on children of immigrant families suggest that these children adapted very well (Fulgini, 1998), for the simple reason that these children have been studied within their own right with theories and models developed specifically for their situation. Many so-called immigrant children are actually developing within two or more cultural contexts right from the word go.

Acculturation as an Integral Part of Ontogenetic Development

Unfortunately, developmental theories usually lack specific information about ways that developmental processes are affected by culture. When they do, they are typically based on an assumption that there is only one culture embracing the context in which development takes place. This is, however, not always the case in view of current worldwide migration. A review of such influential models that include “culture” in their theorizing (e.g., Bronfenbrenner, 1979) indicate that “culture” is positioned on the periphery of the context, separated from behavior and social interaction. Because of the underlying mono-cultural assumption of these models, it is not readily given how one should accommodate acculturation into these theories. Equally unfortunate with acculturation theories and models are their failure to specify the relation between culture and human development. Neither do they describe the role of culture in the assumed changes that take place during the process.

This unfortunate state of affair requires reformulation of existing theories in order to give cognizance to development within multiple cultural contexts, as well as to make clear what form of changes — developmental or acculturation — are taking place in an individual. To achieve this goal, Sam and Oppedal (2002) have suggested that acculturation should be seen as an integral part of development, where for children and adolescents with immigrant background their acculturation should be viewed as how they develop competencies to function effectively in one or more cultural contexts. The extent to which these children manage to develop competencies within one or more contexts depends

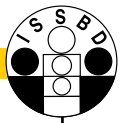
on how much time they spend within each of the contexts, and the extent to which the different contexts interact with each other. From a life-span developmental point of view, the interactions between the individual and the context may run along a variety of possible trajectories (Valsiner & Lawrence, 1997). Acculturation – or

bicultural development with the ability to function effectively in more than one cultural context - is one natural pathway for immigrant children and other children growing up in a multi-cultural context.

“failure to take into consideration the unique situation of young people”

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Emotional and Behavioral Problems of Turkish Immigrant Children, Adolescents and their Parents Living in the Netherlands—An Overview

Alfons A.M. Crijnen

Department of Child and Adolescent Psychiatry
Erasmus MC/Sophia, Rotterdam, The Netherlands
Email: a.crijnen@erasmusmc.nl

The increase in the number of immigrant children born either in the host culture or in their homeland, the fact that many immigrant children are exposed to high levels of stress as a result of living in different cultural worlds, and the fact that many of them are raised in poor inner-city areas where they have to deal with discrimination warrant a closer examination of how they fare. Berry, Poortinga, Segall & Dasen, (1992) made us aware that the process of acculturation is often accompanied by high levels of stress, which may result in poor physical, emotional and behavioral functioning. Also, physicians, mental health professionals, educationalists and teachers feel that they are not well prepared to deal with the needs of these children and their parents. To better understand emotional and behavioral problems in Turkish immigrants living in the Netherlands, an epidemiological sample of children, adolescents and their parents were interviewed and the prevalence of these problems and the predictors associated with poor outcome assessed. In this essay, we will present an overview of the results of the study.

Studying Turkish Immigrants Living in the Netherlands

Turkish people constitute the largest non-Western immigrant group in the Netherlands (21% of all non-Western

immigrants). The Turkish immigrant population is relatively young, with 40.1% of all people under the age of 20 years, as compared with the Dutch autochthonous population (23.4%). In this study, 833 Turkish immigrant parents, randomly selected from the municipal registers from 2 large cities, were willing to be interviewed about their 4- through 18-year-old children (Rotterdam, the Hague). The Child Behavior Checklist (CBCL) measured problem behavior (response rate 68%). For 524 children, teachers reported about children's problem behavior at school (Teacher Report Form, TRF; response rate 63%), and for 384 adolescents between the ages of 11 and 18 years, self-reports about problem behavior (Youth Self Report, YSR) were obtained (response rate 92%). Problem behavior in Turkish immigrant children could be compared with problem behavior in a randomly selected sample of Dutch children and a sample of children from Ankara, Turkey.



Turkish immigrant children in the Netherlands

The Prevalence of Emotional and Behavioral Problems in Turkish Immigrant Children and Adolescents—The Need for Multiple Informants

Parent reports. Immigrant children scored higher than Dutch children on 6 of the 11 CBCL scales (Withdrawn, Anxious/Depressed, Social problems, Thought problems, Attention problems, Aggressive behavior, Internalizing, Externalizing, total problems), most markedly on the Anxious/Depressed scale (Bengi-Arslan et al., 1997). Immigrant children scored higher than Ankara children on five CBCL scales (Withdrawn, Anxious/Depressed, Social problems, Aggressive behavior) and Ankara children higher than immigrant children on Somatic complaints. However, the differences between immigrant and Ankara children were much smaller than those found between immigrant and Dutch children. Immigrant children's total problem scores did not differ from those for Ankara children and the patterns of parent-reported problem behavior in immigrant children were considered to be very similar to those of children in Turkey, although, for both Turkish samples, higher levels of parent-reported problem behavior were reported than for Dutch children.

The interactions between immigrant status and age revealed that, for the Anxious/Depressed, the Aggressive behavior and the Externalizing scales, the difference between Dutch and immigrant children was greater for children than for adolescents, whereas on Delinquent behavior Dutch adolescents scored higher than immigrant adolescents, taking into account the differences at younger ages.

The interactions between immigrant status and gender revealed that the gender difference on Anxious/Depressed was more pronounced among immigrant than among Dutch girls.

Teacher reports. No significant differences were revealed between Turkish immigrant and Dutch children on the TRF total problems, on internalizing and externalizing, and on 8 specific syndrome scales when the reports were given by Dutch teachers (Crijnen, Bengi-Arslan & Verhulst, 2000).

For a subsample of 221 immigrant children following Turkish language and culture courses, reports were also given by Turkish speaking teachers. These Turkish teachers reported higher levels of total problems, internalizing and Anxious/Depressed than the Dutch teacher did about the same immigrant child. The difference between the Dutch and Turkish teacher report on Anxious/Depressed was large and account for 20% of the variance. Further exploration of the items comprising the anxious/depressed scale revealed significant effects on 8 of the 18 items. The largest difference was for the item *overconforms to the rules*, accounting for 38% of the variance.

Youth self reports. On 5 scales (Withdrawn, Anxious/Depressed, Social problems, Thought problems, Internalizing), Turkish immigrant adolescents scored themselves higher than did Dutch adolescents (Janssen, Verhulst, Bengi-Arslan, Salter & Crijnen, in submission). The difference was most pronounced on Anxious/Depressed and Internalizing, both accounting for 5% of the variance. Immigrant adolescents scored themselves higher than native Turkish adolescents on 6 scales (Somatic complaints, Social problems, Attention problems, Delinquent behavior, Aggressive behavior, Externalizing); the largest difference was for Delinquent behavior, accounting for 4% of the variance.

Predictors of Emotional and Behavioral Problems in Turkish Immigrant Children and Adolescents

Factors at the level of the child, of the parents and of the family, and factors related to support and stress, which increased the risk for emotional and behavioral problems as reported by parents, were also determined (Sowa, 2000). In the child domain, repeating a grade and problems in school increased the risk for emotional and behavioral problems, whereas following Koran courses and belonging to the second generation decreased the risk for problems. In the parent domain, parents who lived for more than 15 years in the Netherlands, second marriage, frequent disagreements about the children and frequent arguments increased the risk, while a high level of education achieved by the parents reduced the risk for problem behavior in the child. In the family domain, living with more than 4 children or with more than 3 adults in the family and the treatment of family members for psychological disorder increased the risk for problems. Finally, stress variables, including the death of extended family members, serious physical problems in the family, the inclusion of new family members, financial problems and job stress, theft, fire and traffic accidents, and conviction or incarceration of family members, all increased the risk for emotional and behavioral problems in the child.

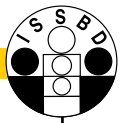
In a second set of analyses, it was determined whether ethnic differences between Turkish immigrant and Dutch adolescents in individual predictors accounted for the already observed ethnic differences in self-reported emotional and behavioral problems (Darwish Mura, Joung, van Lenthe, Bengi-Arslan & Crijnen, 2003). For both boys and girls, parent- (educational level of father and mother, employment status of father and mother) and family- (living with both parents, number of children, referral of family member to mental health care) related risk factors appeared to contribute to the explanation of ethnic differences and, of

“socioeconomic status explained most of the ethnic differences in problem behavior”

these risk factors, differences in socio-economic status explained most of the ethnic differences in almost all types of problem behavior. Significantly more Turkish immigrant parents (68%) than Dutch parents (26%) achieved a low level of education and attended only 1 or 2 years of elementary school. In addition to low educational levels, parental socio-economic deprivation, lower ability to speak the language of the host culture, higher levels of unemployment and lower occupational levels, as well as the tendency to stay unemployed much longer, inducing prolonged periods of poverty, are all linked to higher levels of problem behavior in immigrant adolescents. An exception was formed by delinquent behavior in boys where high levels of parental education are associated with more rather than less delinquent behavior as reported by the youngsters themselves. Well-educated parents are more likely to be in paid employment and therefore may have less control over the undesirable behavior of their sons during adolescence. Withdrawn behavior and anxious/depressed were also found to be less well predicted by socio-economic status.

Discussion

In this general population sample of Turkish immigrant children living in the Netherlands it was consistently found that these children experience more emotional problems regarding Withdrawn behavior and Anxious/Depressed than Dutch or native Turkish children. Differences were most pronounced in immigrant girls and during childhood. One explanation was found in the Turkish culture where dependency, obedience, conformity and respect for adults are expected from children and rewarded by parents (Bengi-Arslan, Verhulst, & van der Ende, 1997). Withdrawn behavior in relation to modesty and politeness are valued in the Turkish culture, but the same is not true for anxious/depressed behavior. Disobedience of children will be punished by parents and verbal criticism is rather common. Criticism, punishment or threats to be punished may result in the type of behaviors captured by the Anxious/Depressed scale. An issue related to this point is that in different cultures different standards may exist about what constitutes appropriate child behavior, resulting in different thresholds across cultures for reporting children’s problem behaviors. What parents see as a problem is always ‘in the eye of the beholder,’ and this is an important reason for us to include multiple informants in our immigrant studies. A second explanation was found in the school, where both teachers and parents overestimate immigrant children’s proficiency in Dutch: their interpersonal communicative



skills are sufficiently developed to function well on daily tasks in the class, but their academic language proficiency is relatively poor (Crijnen et al., 2000). They start elementary school with a 0.5 – 2 years language arrear and experience problems keeping up with instruction, but will not ask for additional teaching, partly because they want to comply with the norms and partly because they do not have the words to do so. At the same time, parents have high expectations and hope that their children will fare better than they did themselves, but these parents are at the same time not able to support their children because they do not understand Dutch and have limited or even lack educational experiences themselves. These mechanisms induce feelings of distress and anxiety. Third, frequent arguments between parents were found to increase the risk for withdrawn behavior and anxious/depressed and a wide range of other syndromes. It was also found that frequent arguments increased the risk for anxiety and insomnia in Turkish immigrant mothers and anxiety, insomnia and social dysfunction in immigrant fathers (Bengi-Arslan et al., 2002). Frequent arguments are therefore an important risk factor in immigrant families both because of their high incidence (49%) and because of the strength of their associations with psychological problems in immigrant children and adolescents as well as with psychological problems in fathers and mothers. Parents who argue frequently are likely to create a stressful environment for their children and thereby increase the risk for problem behaviors. In qualitative research in immigrant families it was found that conflicts between spouses are often around issues of childrearing practices whereas conflicts between parents and adolescents are often around issues of authority and autonomy (Pels, personal communication). Fourth, the differences in Withdrawn and Anxious/Depressed between Turkish immigrant and Dutch adolescents could not sufficiently be explained with the matched set of predictors (risk factors were chosen which were available in both the immigrant and Dutch sample), which referred primarily to differences in socio-economic status. These types of problems are apparently more sensitive to cultural and immigrant-specific factors such as acculturation, discrimination, social identity and parenting behavior and many of these factors were not included in the Dutch study.

This single study provided considerable information about the incidence of emotional and behavioral problems and the factors associated with an increased risk for these problems in this sample of Turkish immigrant children. The method used was based on two approaches (random selection of children in the general population; reports given by multiple informants using a set of measures which were similar across studies) allowing for multiple comparisons across studies. Through the method of direct comparison the best information is obtained on where the differences are found. This is true for comparisons across cultures, for example by comparing Turkish immigrant children with native Turkish and native Dutch children. It is also true for multiple informants: parents are, for example, well able to report on problems in children but slightly less well informed about adolescents, teachers are well able to report on behavioral problems but know less about emotional problems, especially when they do not speak a child's first language.

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The Adaptation of Children from Immigrant Families

Andrew J. Fuligni

Department of Psychology, University of California,
Los Angeles

Los Angeles, CA, USA

Email: afuligni@ucla.edu

International migration has become widespread in the twenty-first century, resulting in a dramatic rise in the presence of children with foreign-born parents in many societies. In response, studies of this unique group of children have proliferated over the last decade. This research has been driven by two questions. First, how well are these children adapting to societies that often differ dramatically from their families' native cultures in terms of norms, values, and the skills necessary for social integration? Second, what is the process by which this adaptation takes place? At this point, we have pretty good answers to the first question, at least in the United States. The second question, however, remains essentially unaddressed. Few studies have directly examined the acculturation process by which immigrant families and their children adapt to new societies, and this represents the next frontier for sophisticated empirical studies of the development of children from immigrant families.



How Well are They Adapting?

In systematic studies of non-clinical populations, children from immigrant families demonstrate a remarkable level of general adjustment in the United States. In fact, when compared to children from similar ethnic and socioeconomic backgrounds, they often appear to be better off than their peers from American-born families. Students with immigrant parents, including children who themselves are foreign-born, tend to receive grades in school that are equal to or even higher than those of students whose parents were born in the United States (Fuligni, 1997; Kao & Tienda, 1995). First-generation (foreign-born) and second-generation (American-born with immigrant parents) adolescents are less likely to engage in delinquent and violent acts, to use drugs and alcohol, and to have had sex (Harris, 1998). In addition, teens from immigrant families are less likely to be in poor health, to be obese, to have asthma, and to have missed school due to a health or emotional problem. Despite feeling that they have less control over their lives and that they are less popular, youths from immigrant families report levels of self-esteem, depressive feelings, and positive well being equal to that of their peers from native-born families (Harris, 1998; Kao, 1998).

Socioeconomic factors alone do not explain the differences in adjustment between children from immigrant and American-born families. Generational differences in academic achievement, behavioral adjustment, and psychological well-being remain after controlling for parental education and income (Fuligni, 1997; Harris, 1998; Kao & Tienda, 1995). In fact, generational differences often become greater after such controls, reflecting the fact that many immigrant children do better than would be expected from their socioeconomic backgrounds. To explain the success of immigrant children relative to their native-born peers, one instead must turn to a collection of psychosocial factors that seem to motivate the children to seek success in school while protecting them from psychological and behavioral difficulties. These children do well with the help of a collection of values and traditions, such as the importance of education and obligation to the family, that provide the children with a clear direction, a responsible role, and a strong cultural identity (Fuligni, 1998).

Rather than explaining generational differences in adjustment, socioeconomic factors seem to be more important for the variations within the population of children from immigrant families itself. Children from Asian countries receive higher grades than those from Europe, who, in turn, have more academic success than those from Latin American countries (Fuligni, 1997; Kao & Tienda, 1995). Similarly, immigrant Chinese children tend to exhibit lower rates of risk behavior and better physical health outcomes than immigrant children from Latin America (Harris, 1998). Differences also exist among Asian and Latin American children themselves. Immigrant groups differ dramatically in their economic backgrounds, with those from Asia tending to be more educated and to work in higher-paying occupations than those from Latin America (U.S. Bureau of Census, 1993). These socioeconomic variations, along with differences in the manner in which the families are treated and afforded opportunities in the United States, are important sources of the generally poorer outcomes for children from Latin America and certain countries in Southeast Asia.

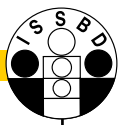
How Does Adaptation Occur?

In an effort to understand how the adaptation of immigrants to a new society may occur, many observers have turned to the concept of acculturation (e.g., Buriel & De Ment, 1997). Various definitions and models of acculturation have been offered, but the concept generally refers to the changes that take place among different groups of people as they come into contact with one another (Berry & Sam, 1997). Debates occur over issues such as whether acculturation involves a unidirectional shift from native to host culture or a more multidimensional negotiation of old and new traditions. Some observers question whether acculturation is indeed inevitable or even desirable. Yet there seems to be a general agreement that the concept of acculturation involves some type of adjustment or change within individuals as a result of their exposure to the host culture.

Unfortunately, acculturation has rarely been studied as a process of individual change over time. Instead, acculturation is often inferred from cross-sectional studies that have examined individual and group differences in adjustment according to factors such as birthplace, age of immigration, language proficiency, and the ethnic composition of social networks (e.g., Fuligni, 1997; Knight, Bernal, Garza, Cota & Ocampo, 1993). These studies provide needed information about within-group variation, but they reveal very little about the changes that result from children's experiences in a new society or the process by which those changes occur. Longitudinal studies of children from immigrant families are necessary and have begun to emerge, but even these are limited if they do not include appropriate comparison groups of children from immigrants' host and native societies in order to control for normative developmental changes (Fuligni, 2001).

In addition to incorporating comparative longitudinal designs, future research on the acculturation process of children from immigrant families needs to address two fundamental questions: what changes as a result of exposure to the host society, and what are the mechanisms by which these changes take place? Interestingly, these are arguably the two fundamental questions of basic research on child development. Developmentalists, therefore, should be ready and able to employ their theories, methods, and techniques for the study of individual development and change over time. As with development, acculturation is unlikely to occur in a domain-free, linear fashion. Likewise, just as age and time are insufficient explanatory variables for developmental change, mere exposure to and time spent in a society are unsatisfactory explanations for acculturative change. Children in immigrant families are developing at the same time as they are acculturating to a new society, making it necessary to integrate developmental principles with cultural and social analyses.

For example, a basic characteristic of adolescent development in many industrialized nations is that parents tend to be most important for the socialization of fundamental values regarding education, religion, and morality. Peers, in contrast, tend to have more sway over teenagers' decisions and preferences regarding leisure activities, personal style, and popular culture. In terms of culture, the United States is distinguished from many societies in the extent to which children spend time socializing with their peers, meaning that much of what



children from immigrant families will learn about American society will come from their age mates. Putting these developmental and cultural factors together, therefore, leads to the prediction that adolescents from immigrant families would be more likely to retain their families' traditional values regarding education and morality. In contrast, adolescents' leisure activities, styles, and personal tastes may become Americanized more quickly. Evidence from our research and that of others suggests that this is indeed the case. Adolescents from immigrant families retain a high value of education and a strong sense of obligation to the family throughout adolescence and into young adulthood, while at the same time quickly adopting the American emphasis upon peer relationships and a taste for American popular culture (Fuligni & Pedersen, 2002; Fuligni & Whitkow, under review; Zhou & Bankston, 1998).

Identifying the mechanisms of acculturative change is more difficult than assessing the specific domains of change, but the domain variation in acculturative change discussed above points to the importance of functional use as an explanatory mechanism. Traditional norms and practices that are functional in the new society, such as an emphasis upon education in the United States, are likely to remain valued by children. Similarly, spending time with peers and becoming immersed in popular culture are functional for group acceptance and learning about the new society, leading to their rapid adoption by children from immigrant families. The complication, both theoretically and for the children and families themselves, comes when practices that are normative or functional for the new society violate the moral codes of the immigrants' cultural tradition, or vice versa. Such potential areas of conflict include individual autonomy, sexual behavior, and spousal choice (Zhou, 1997). The resolution and resulting acculturative change of these domains likely varies across individuals, and should be determined largely by the extent to which the children identify with and feel close to their families of origin.

As was the case for the study of children's development years ago, research on acculturation needs to move away from cross-sectional designs and focus explicitly on measuring change and the mechanisms that account for such change. Integrating developmental and cultural approaches would seem to be essential in such endeavors, and should yield insights that reach beyond the topic of acculturation. A child's move from one society to another is a valuable natural experiment that scholars should exploit. A better grasp of the effects of such a dramatic transition could enhance our understanding of the more general ways that cultural traditions and social settings shape the development of all children.

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On Mother Tongue (And Fathers Too): Language and Immigration from a Developmental Perspective

Michal Tannenbaum
School of Education, Tel Aviv University
Tel Aviv, Israel
Email: mtannen@post.tau.ac.il

"And when the yearning soul yearned it went back to seek what was lost. Anyone who could sing sang tunes he had brought with him from his hometown, and anyone who could tell tales sat and told tales... because of the desire to exalt the soul..." (Agnon, 2000, p. 83).

Several days ago, Israeli television broadcasted a documentary about a couple: Ran, a young Israeli Jew living in a kibbutz, and Carolla, a German Christian girl who came to the kibbutz as a volunteer for a brief stint. They fell in love, and went to the city to live together. The documentary showed the vicissitudes of their relationship during the six years that they spent together, focusing mainly on the difficulties related to their different national identities, different religions, and different languages. Carolla emphasized repeatedly that she faced serious problems because their language of communication was Hebrew. She felt that, although she was quite fluent, she was restricted in her ability to express herself, her soul. The most worrying aspect for her concerned her relationships with her future children - "Instead of Mommy, they will call me Ima," she repeated several times.

Leaving aside the technical ways in which this might have been solved, she has a case in psychological terms. Raising children in a different language carries a price for both parents and children, and this paper is about the interesting intersection between language, immigration, and family relations.

Immigration is a widespread phenomenon, and as the world becomes more of a global village, it becomes even more prevalent. Yet this does not make the process any easier. Immigration involves significant losses, including loss of significant people and culture, loss of an internal sense of harmony, loss of familiarity, and, more often than not—loss of language, or at least the need to acquire a new one.

Language is not merely a technical aspect of life. Rather, the mother tongue is usually perceived as a positive symbol of cultural pride, as a means of maintaining practical and emotional contacts with the homeland, and as a tool that strengthens family cohesion. The relationship between identity and the mother tongue is extremely strong, since identity and self-concept develop over a long period, usually relying on the surrounding language, and is related to childhood experiences, early memories, and first significant object relations.

When language is viewed in this light, it is clear that immigrant parents face a harsh dilemma concerning the language that they will use with their children. On one hand, they want their children to adjust, acculturate, and identify with their new environment. On the other, opting for communication with their children in another language may eventually interfere with the relationships, as Carolla justly noted.

I suggest that these decisions, on both the parents' and the children's part and regardless of whether they are unconscious or explicit, are associated with family relations.

The abstract concept of 'family relations' may be related to various perspectives of observation or analysis. One is to view the family as a system, as do various theories that hold a systemic perspective and accentuate the structural aspects of the family as a whole (Gehring, Debry, & Smith, 2001; Olson & Miller, 1984). The main dimensions in this perspective are family cohesion, which has become a well-accepted measure of family adjustment and functioning, family boundaries (from within and without), and power relations between family members.

Another well-known concept often used in the analysis of family relations is attachment, taken from Bowlby's (1969,

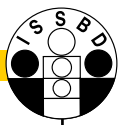
1973) conceptualization of early parent-infant relations. Attachment theory has since been developed and used in numerous contexts and studies, basically pointing to the immense importance of parents' tuning in to their children from their first days. According to attachment theory, the infant, and later the toddler, develops internal working models of self and of other based on the experience of the relationship between the infant and the caregivers. Two major types of attachment patterns may develop on the basis of these working models: secure and insecure. Individuals tend to interpret their experiences in a manner consistent with their existing internal working models, constantly tending to confirm these models throughout their lives.

Immigration has been shown to exert significant influence on the family as a system as well as on its individual members, who will likely face identity conflicts, alienation, and role changes. Intergenerational conflicts, in particular, assume additional dimensions in immigrant families. Children educated in the new country will almost invariably integrate better than their parents, creating a gap that may feed intergenerational tensions and arouse shame, guilt, and embarrassment, with potential destabilizing effects on the family system (Akhtar, 1995; Hong & Domokos-Cheng Ham, 1992; Stern, 1986).

The language change characterizing the immigration experience has specific implications for the interpersonal dynamics of immigrant families, beyond issues of self-identity. Members of the younger generation often absorb the new language earlier and with greater ease than their parents, frequently acting as their parents' guides, translators, and representatives. Not surprisingly, parents find it difficult to maintain their authority in these circumstances, with a consequent increase of conflict levels within the family. Intergenerational discrepancies also tend to emerge regarding which language to use, when, and to what extent, possibly activating conflicts and tensions that could have long term effects on family relations as a whole (Stern, 1986; Wong-Fillmore, 1991). The younger generation, shifting to a new language that differs from that of the parents and grandparents, may often be cut off from its roots. The transmission of the family mythology, including childhood stories, nursery rhymes, and traditional games, may thereby be hampered, creating alienation between family members. Parents may feel inadequate in teaching their children all the things that parents usually teach, in transmitting to their children the cultural values and beliefs held dear by the family and the group, and in supporting the development of a strong sense of self or culture in their children.

Relying on these approaches, I suggest that children who are more securely attached and perceive their family as more cohesive, will feel confident enough to learn a new language. At the same time, they will also wish to maintain their parents' language, especially when communicating with them, despite the difficulties emerging from the immigration process affecting the family. Often, the parents' language is the language related to the children's internal working models, or the language in which children's basic trust is constructed. Parents frequently communicate with their children most meaningfully, spontaneously, and authentically in their mother tongue, which will thereby

“Raising children in a different language carries a price for both parent and children”



acquire meaningful connotations for securely attached children as well, influencing their attitudes towards it. In contrast, insecurely attached children, or children who perceive their parents as emotionally distant, might find in the new language a way to construct a new, stronger autonomy, and a space of their own. Strict adherence to a new language may serve as a mask or a barrier between the child and the parents, which may be beneficial to the child in some cases. Becoming competent in the new language may, in turn, facilitate the children's sense of belonging to the new group, which may be of particular importance for children whose families fail to offer cohesion and closeness.

I have also studied these issues empirically, investigating the relevance of emotional and familial factors to language maintenance in immigrant families (Tannenbaum & Howie, 2002). Information about family relations of 9-12 year-old children from Chinese-speaking immigrant families in Sydney, Australia, was obtained using several standardized tests, including the Family Relations Test, the Family System Test, and the Separation Anxiety Test. Information about language maintenance patterns was obtained using a new Language Maintenance Questionnaire which I developed (Tannenbaum, in press) focusing on various aspects of language maintenance. Analysis revealed that children who were more likely to use and prefer to use their parents' mother tongue were those who perceived their family to be more cohesive and low in hierarchy, had fewer negatively loaded emotions associated with parents, and showed indications of a secure attachment pattern.

An interesting illustration of similar linguistic choices comes from the therapeutic arena, where we encounter case studies of immigrants who shifted to a new language (Amati-Mehler, Argentieri, & Canestri, 1993; Baxbaum, 1949; Krapf, 1955). In the various examples presented by these authors, using the mother tongue was associated with childhood traumas, sexuality, and anxiety, while using the new language helped them to detach themselves from these traumatic or embarrassing events: "the splitting and repression processes work through languages to build defenses that will safeguard the psychic functioning" (Amati-Mehler, Argentieri & Canestri, 1993, p. 184). These examples may hint at possible reasons why some immigrant children may choose to adhere to the new language, or even why some parents will choose to do so, thereby affecting their children both directly, as a model, and indirectly, via negative attitudes or connotations, to use the new language to a greater extent.

Taken as a whole, language is highly associated with emotions, with internal self-definition, with the way one relates to the external world. As such, the need to adopt a new language could be expected to affect relationships between family members as well. Close relations between family members are expected to increase the tendency to maintain the parents' language. At the same time, a high level of mother tongue maintenance by the child may contribute to family cohesion and to positive relationships. Likewise, low maintenance or a complete shift to the new language by the child may dramatically undermine parent-child relationships. No claim is advanced here that secure attachment relationships or cohesive family systems yield

language maintenance in a linear, straightforward manner. Rather, it is suggested that language maintenance be viewed as closely associated with family relations in the broad sense of the concept, and that attention be paid to this complex association.

The possible implications of this proposed model are mainly in the direction of encouraging language maintenance. The immigration process entails challenges at various levels for both children and adults. The parents' inability to interact with their children in the most spontaneous, authentic manner obviously places an additional heavy burden on their assimilation and their own well-being. In turn, this may contribute to their being over-occupied and less attuned to their children, escalating familial disharmony even further. Of course, just as the scout cannot push the elderly woman to cross the road against her wishes, we should not seek to convince immigrant parents to maintain their language if they, for their own reasons, do not wish to do so. But for those who hesitate, for those who believe language shift is in the best interest of their child, for those who accept a 'melting pot' absorbing policy in their host country—to those parents we submit they may all end up paying a price if they fail to listen to what their own heart says, which is usually lost in translation...

“language is highly associated with emotions, with internal self-definition”

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COMMENTARY: *What is Developmental about Immigration?*

Jean S. Phinney
 Department of Psychology, California State University
 Los Angeles, CA, USA
 Email: jphinne@calstatela.edu

What is developmental about immigration? More specifically, in what ways is development implicated in the study of immigration and adjustment? There are a number of ways to answer this question.

1. Immigration involves children and youth; therefore, we need to study developmental issues in immigrant populations that are common across all children, such as attachment, language acquisition, and family relationships.
2. Immigration involves young people growing up in a different cultural context from the typical American context. Immigrant children face specific developmental issues associated with the culture of their family and country of origin. The role of cultural values and practices within various immigrant communities needs to be understood.
3. In addition to their own culture, immigrant children and youth are exposed to two or more contrasting cultural systems as well the experience of belonging to a minority group. Research needs to consider that dual socialization process and minority experience of young people from immigrant backgrounds.
4. Immigration and acculturative changes take place simultaneously with developmental changes, confounding acculturative and developmental processes. Longitudinal studies are required to untangle the changes that occur over time for immigrant children and youth.

These various suggestions for the study of immigration and development highlight the complexity of the topic and the many possible ways of studying it. As with immigration or development alone, no single approach or study can provide a complete picture; research on the issue can benefit from a range of approaches. Each of the papers presented here adds insight in terms of one or more of these approaches.

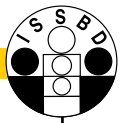
First, particular developmental processes that are common across different groups are addressed in several of the papers. Emotional problems among immigrants, as studied by Crijnen, like those of non-immigrants, are related to family discord and stress. The differential roles of parents and peers in adolescent socialization generally are noted by Fuligni. All youth deal with the changing balance of individuality and connectedness as they move toward adulthood, as shown in Cooper's work. Tannenbaum points out that attachment underlies parent-child relationships across contexts. An understanding of the development of immigrant children and youth can build on a base of developmental processes studied in non-immigrant populations.

Second, developmental processes that are common in all children are shaped by the particular contexts in which immigrant children develop. Development in immigrant families is influenced by the particular values and attitudes of their family and community. Fuligni documents the ways that specific cultural values may benefit some immigrant children by providing direction and a sense of identity. Cooper shows how immigrant parents can encourage and support education in spite of their own lack of education. Researchers need to understand the cultural groups that they study, including the values and practices that are brought from the country of origin and the specific experiences of the immigrants in their country of settlement. Learning about the characteristics of immigrant children and communities requires both within-group studies and comparative studies across immigrant groups and non-immigrant nationals in the country of settlement.

Third, the immigrant experience includes the challenge of dealing both with one's own culture and with that of the larger society. As they develop, immigrant children must in some way integrate the values and attitudes of their families and those of the larger society and also deal with negative experiences in society, such as poverty and racism. In-depth studies of this balancing process can shed light on the ways in which adolescents combine or alternate between different cultural contexts (Phinney & Devich-Navarro, 1997). Tannenbaum discusses the difficult questions raised in immigrant families where decisions are made regarding learning a national language and retaining an ethnic language. Cooper notes that immigrant youth face challenges in their efforts to succeed in the face of racism or lack of support for education. One of the central questions for the field, as pointed out by Sam, is the need to understand how children and adolescents develop competencies to function effectively in two cultural contexts.

Fourth, and perhaps most importantly, the adjustment of immigrant children and youth involves both development and acculturation, and these two processes proceed together and interact with each other. Development for immigrant youth includes both maturation and socialization in two cultural contexts. For example, during adolescence, immigrant youth are developing an ethnic identity as a maturational process at the same time as they are becoming enculturated into their own group and acculturated to the larger society (Phinney, 2003). The complex nature of these interactions is discussed by both Sam and Fuligni. Both authors point out the limitations of cross-sectional research designs and the need for longitudinal studies to help identify and disentangle the processes underlying change. Sam states that it is often impossible in current research to determine whether developmental or acculturative processes account for particular outcomes. Fuligni cites the need to integrate developmental principles with cultural analyses.

More broadly, attempting to understand adjustment in immigrant youth is a subset of the larger task of trying to understand development generally, that is, the way in which maturation and environment interact. The multicultural context of immigrant development is one possible context among many. As more longitudinal studies are used to study change in varying contexts, an important task is to find better ways to define and measure contexts in ways that allow for studying their relationship to outcomes. Describing more precisely the multicultural environments in which immigrant children develop would help in advancing the understanding of the adjustment of these children (e.g., What is the ethnic composition of the neighborhoods and schools where they spend time? What cultural values are pervasive



in the home and community?) Furthermore, non-immigrant children in increasing numbers are developing in multicultural contexts as a result of immigration in their communities. Good adjustment then, for both immigrants and non-immigrant young people, will require developing competence in negotiating complex cultural worlds. A challenge for developmental researchers is to learn how multicultural contexts interact with developmental processes among both immigrant and non-immigrant children and youth.

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COMMENTARY: Gaps in the Research on Ethnic Minority Youth

Karmela Liebkind
 Department of Social Psychology
 University of Helsinki, Finland
 Email: karmela.liebkind@helsinki.fi

The interesting research design presented by Catherine Cooper tracks the paths of immigrant and minority children through the academic pipeline as they confront both challenges and resources offered by their different life spheres. The design includes active cooperation between research and policy to improve the opportunities of these youngsters and has thus academic as well as practical merit. Considering the fact that identity is a central concept of this design, however, there is surprisingly little theorizing around this concept. Apparently, it is the well-known psychoanalytic theory of ego identity, originally developed by Erik H. Erikson in the late 1940's, which provides the framework for conceptualizing identity. This framework is unquestioned and assumed to be tacit knowledge among readers.

This is by no means unusual within psychology today. A similar, taken for granted psychodynamic framework seems to lurk behind the notion of the confounding role of development and acculturation presented by David Sam and his colleagues; development is depicted as a primarily biological process of maturation, as opposed to the "learning process" of acculturation. However, such biologically tainted developmental or identity theories are not the only ones. Neither are they necessarily best equipped to deal with the complex development of social, ethnic and cultural identity in immigrant and minority children and youth. As shown by recent research (e.g., Phinney, Horenczyk, Liebkind & Vedder, 2001), the interrelationship between ethnic and national identity and their role in the psychological well-being of immigrant youth can best be understood in the light of a continuing interaction between the attitudes and characteristics of the immigrants themselves and the responses of the social environment, encompassing representatives for the host society as well as the ethnic community. For some immigrant children, developmental processes can be complicated by experiences of intense acculturative and/or intergenerational conflicts as they

strive to adapt in social contexts that may be ethnically and culturally dissonant (Rumbaut, 1994).

Dynamic, as opposed to linear models of acculturation include the so-called alternation model, proposed by LaFromboise and her colleagues (1993). This model, like other bidimensional models (see Liebkind, 2001 for a review of acculturation research), assumes that it is possible for an individual to have a sense of belongingness in two cultures without compromising his or her sense of cultural identity. Individuals who learn to alternate their behavior to fit into the cultures in which they are involved will be less stressed and less anxious than those who are undergoing a process of linear acculturation, i.e. assimilating into the dominant culture. Biculturalism is, in essence, bicultural competence, allowing minority youth to master the shifting challenges and resources they encounter in their different "worlds". This is an additive model of cultural acquisition parallel to the code-switching theories found in the research on bilingualism (Liebkind, 2001). Clearly, language is an important facet of cultural identity, as Michal Tannenbaum notes in this Newsletter: It is also clear that the bilingualism of immigrants characterized by low socio-economic status (SES) is more often subtractive than additive, as their mother tongue is not appreciated in the host society. Nevertheless, and in accordance with Tannenbaum's conclusions, socio-linguists emphasize that additive bilingualism is best obtained when parents speak their mother tongue to their children.

However, research on the acculturation of minority youth is not only plagued by multiple models and the confounding of acculturation and development, acculturation is also often confounded with SES. If SES is not controlled for, independent (linear) effects of acculturation cannot be assessed (cf. Andrew Fuligni, this Newsletter). For example, in their study of Chinese Americans, Shen and Takeuchi (2001) found that those with higher levels of acculturation tended to experience more stress, which contributed to more depressive symptoms, but had also higher SES, which decreased the level of depressive symptoms. Clearly, acculturation is a "mixed blessing". On the one hand, the psychological well-being of immigrant youth is served by adherence to traditional family values fostering family cohesion and parental support, but undermined by traditional values restricting the development of autonomy on the other (Liebkind & Jasinskaja-Lahti 2000).

In the multifaceted process of development and acculturation among ethnic minority youth, developmental, social and cross-cultural psychologists need to combine their academic efforts. This is no easy task, as these adjacent disciplines traditionally tend to ignore each other. The difficulty lays not so much in recognizing what is lacking from the analysis as in filling in the gaps. One example is the paper by the cross-cultural psychologist Colleen Ward, called "The A, B, C of acculturation" (2001). Sam and his colleagues call for the addition of a D for Development. However, the C in the Ward paper stands for cognitive aspects of acculturation. And what does that mean? In addition to the affective or psychological aspects of acculturation (A), covered by stress-related theories (e.g., Berry, 1997) and behavioral or socio-cultural aspects of the same phenomenon (B), covered by learning theories of the acquisition of cultural skills (e.g., Ward 1996; Liebkind 2001), the cognitive aspects (C) are included as reflecting "social identification theories", i.e., the domain of social psychology. However, the social psychology of identity and identification includes affective and behavioral as well as cognitive aspects of these phenomena (e.g., Hewstone & Stroebe, 2001).

"identity is a central concept of this design"



Psychology, whether of the social, cross-cultural or the developmental kind, has traditionally been more concerned with general processes and structures than with particular contents related to specific social, historical and cultural circumstances. We should not underestimate the importance of cultural and local norms in predicting behavior. Different aspects of the environment are more or less important for members of different cultures. In the case of the adaptation of bicultural youth, culture determines which values coincide and which ones clash when two or more cultures meet. Academic success in some minority groups may originate in more collectivistic motives for achievement, where "giving back" to families and communities is more important than personal achievement (cf. Cooper, this Newsletter). In other minority groups, traditional norms and values that are functional in the new society may be lacking (cf. Fuligni, this Newsletter). As noted by Alfons Crinjen, culture also creates different thresholds for reporting children's problem behaviors, raising doubts about the cross-cultural validity of our research methods. In addition, culture defines who constitutes 'us' and who 'them' and determines acceptable levels of expressed intergroup bias, from subtle to overt (Fiske, 2000). We should be careful not to neglect the importance of more enduring identities with long-term commitments and connections to, for example, former and future generations (Verkeuyten, 2000).

Real-world relations between minority and majority groups owe at least as much to intergroup history, economics, politics, and ideology as they do to social-psychological variables such as social identity, self-esteem, ingroup identifications and social support. Consequently, the development and acculturation of minority youth should not be analyzed from just one disciplinary perspective, however important the psychological antecedents and consequences of acculturation may be. Present research in this area has yet to address societal and cultural influences in full, but doubtless it will. We neglect culture and societal influences at our peril (Fiske, 2000).

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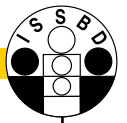
Notes from The President

Since the last Newsletter, I have been engaged in many issues for ISSBD, not least, heading the Executive Committee Meeting held in April at Tampa, Florida, on the occasion of the SRCDC Congress. Here I was able to discuss several of the issues raised in my last Newsletter notes, particularly that of outsourcing some of ISSBD's organizational requirements. No decision has yet been taken as to the best way forward and we are currently keeping all options open. In conjunction with this, we have also been investigating a more beneficial contract for the publication of the International Journal of Behavioural Development. Here I can also report that things have been progressing well. Early this month I had a very encouraging meeting with a publisher who would be willing to undertake not just the publication of IJBD, the Newsletter, and the Membership Directory, but also to handle all financial matters related to membership dues, and some functions of the current editorial office concerning manuscript submission and tracking. However, this would be a major step for ISSBD and there is much still to be investigated and discussed. In addition, any offer will be put to our current

publisher, Psychology Press, for them to make a counter offer should they so wish. I should make it clear here that we have been very happy with Psychology Press - they have always been friendly and professional in their handling of IJBD, and more recently the Newsletter. However, times are such that ISSBD needs to find a solution that encompasses more than the publication of its scientific outlets, and it remains to be seen what will be the best way forward.

As you will remember, membership has been an issue for some time now, especially concerning the need for us to attract more younger members and to get members to stay. To this end I am very happy to announce that the Membership Committee (Chair - Andy Collins) is now well and truly off the ground with representatives for most of the major geographical regions being on board. Through a close contact with their specific regions, it is hoped that they will be able to respond to local needs in terms of recruitment drives more appropriately and more successfully. We await developments with interest.

continued overleaf



Notes from The President continued

Following the early resignation of the Society's Treasurer, Barry Schneider, I am pleased to report that the transition of the former Treasurer's Office in Ottawa to that of our interim Treasurer, Fred Vondracek, at Pennsylvania State University, has been successfully accomplished. Fred, a long-standing friend of ISSBD, is already doing a great job on the Society's behalf. My thanks to him once again for stepping into the breach and accepting to take on this time-consuming task along with all his other duties related to being Associate Dean of a large college. Barry was no longer able to serve due to limits of his institutional support. I want to thank him for his energy and good results during his short time in office.

There has been much activity in the President's office related to workshops that are in various stages of planning and preparation. The most immediate are the workshops that will take place in Ghent, Belgium, at next year's congress. Here, I have been in close contact with the regional organiser, Leni Verhofstad-Denève and her co-workers, in particular with Caroline Breat, concerning applications for funding. Writing such applications is no longer a simple matter of putting together a letter asking for money. Foundations expect to see well argued, detailed proposals accompanied by just the right amount of the correct type of information – something that can be a time-consuming task. The final proposal related to this workshop is very close to completion and will be sent out to funding agencies at the end of August.

I have also continued working with the organizers of the Moscow workshop to prepare a grant proposal, as well as concerning general organizational matters. The topic of this meeting will be the development of behavioral and emotional self-regulation, with particular reference to the situation in Eastern European post-communist countries. As you can imagine, these societies strive for people who actively pursue their own development, sometimes despite prolonged dire circumstances. The postponed African workshop has been reactivated and is expected to take place in Yaounde, Cameroon in 2004. The focus will be on the toll of HIV/AIDS on youth and the impact of the orphan generation and child-headed families on the future fate of the human condition in Africa. Funding is already secured and discussions concerning the program are underway.

Finally, on the topic of ISSBD's workshops program, I have to mention the resounding success of the Korean workshop - congratulations to all those involved, especially Chong-Hee Yoon and members of the organizing committee. To quote from an email sent to me by our Past President, Ken Rubin, 'From topic of workshop, to the invited speakers, to the site of the meetings, to the site of the guest rooms, to the obtaining of external/local funding, to the generosity and graciousness of the hosts ... the Seoul Conference is a model of how future workshops should be organised.'

The Ghent Congress, especially the new nominations and awards program, has also featured strongly on my agenda over the past few months, resulting in much communication between myself and members of the Steering Committee, and Ken Rubin in particular. All in all, the congress is coming together wonderfully and looks like it will be a great success. There is already a program that offers something for everybody and at the very highest level of scientific input. I'm assured that the social program will also be second to none, so make sure you are there, and bring as many colleagues and friends as you can.

With regard to the Ghent Congress, I should particularly like to draw your attention to the Young Scholars Initiative that is being organised. Participants will be provided with opportunities to deliberate on current cross-cultural research issues with which young scholars from multidisciplinary and multiethnic backgrounds are involved. A prime focus will also be the chance to interact with senior scientists. Interested participants can find more information on the Ghent Congress website <http://195.0.30.66/> or can contact the Convenor, Deepali Sharma at deepasharma@glide.net.in. Please note, the deadline for receiving requests to participate in this initiative is November 23rd, 2003.

This Young Scholars Initiative is also in keeping with the Society's support of young researchers from developing countries and those where support of science is scarce to attend the Ghent Congress - in particular to participate in the workshops. It is expected that funds will be available to offer financial support to young scholars from these regions. More information should be available concerning this in the not too distant future.

I have mentioned previously the intention for ISSBD to have a Master Plan that will set out its aims and objectives and which will present the work of the Society in the best possible light. It will be used for all planning matters but especially in support of grant applications to funding organizations. Work on this has been ongoing and is due for completion early next year. I have discussed the framework with various colleagues and also with some representatives of other learned societies and foundations. The Master Plan will also be an agenda item for the meeting of the Society's Past Presidents with the Steering Committee - a traditional event for our Society – that will take place this time on the occasion of the Ghent congress.

In terms of my own developments, I want to share a few pieces of information with you. For some time now, I have been a member of the Executive Committee of the International Union of Psychological Science (IUPsyS) and am hopeful that discussions concerning international capacity building, establishing advanced workshops, and the possibility of teaming-up, will be beneficial to ISSBD. In addition, I was recently elected to the Executive Council of the European Federation of Psychologists Associations (EFPA). I have already been involved in steering a new path for this umbrella organization concerning its scientific outlook so that it will now encompass a new role for the psychological sciences, especially those related to human development. In my home university town of Jena, I have also been very fortunate to be granted funding to establish a Center for Applied Developmental Science. This will have an international focus and I am sure this will be very beneficial for and supportive of my ISSBD activities.

Finally, I've been in close contact with my fellow officers over a myriad of issues both small and large concerning the functioning and well-being of ISSBD. I can assure you that the Society is in good shape, financially and scientifically, and I hope you will agree, in good hands.

With best regards

Rainer K. Silbereisen, Ph.D.

President of the International Society for the Study of Behavioural Development



Minutes of the ISSBD Executive Committee Meeting:

Tampa, April 24, 2003

Members of the EC present: Xinyin Chen, Patricia Greenfield, Jari-Erik Nurmi (Secretary General), Anne C. Petersen (President-Elect), Kenneth Rubin (Past-President), Avi Sagi-Schwartz, Barry Schneider (Treasurer and Membership Secretary), Rainer K. Silbereisen (President), Peter Smith.

Editors present: William Bukowski (IJBD).

Ad hoc advisors present: Huichang Chen.

Apologies for absence received from: Avshalom Caspi, Andrew Collins (Membership Committee), Roger Dixon, Candida Peterson, Suman Verma.

1. Opening

The President, Rainer K. Silbereisen, welcomed the EC members, ad hoc members and editors.

2. Minutes of the EC Meeting in 2002

The Minutes of the EC Meeting in Ottawa, Canada, August 2, and the General Business Meeting, August 5, and the Minutes of the EC Meeting in Ottawa, Canada, August 6, published in Newsletter 2, 2/ 2002, Serial No 42, pages 19-23, were approved unanimously.

3. President's Report

The President, Rainer K. Silbereisen, reported the following developments of, and plans for, the Society: The President has been in constant contact with the members of the Steering Committee to explore the most efficient and cost-effective way to administer the ISSBD. The emphasis has been on a cost/benefit analysis of out-sourcing some of the ISSBD offices. In this context, the dialogue with the SRCD has continued. Other possibilities are also being explored, for example, that membership tasks could be handled by the publishers of the IJBD as part of a new contractual agreement. The President has also contacted officers of the International Association of Cross-Cultural Psychology and the International Association of Applied Psychology to gather information concerning their ways of handling similar matters.

The President has also explored the best way in which the Society should handle the administration of Congresses in the future. No strong evidence for the benefits of handling ISSBD Congresses centrally by an external organization was found. However, there is a need to develop rules and procedures for the contractual agreement between ISSBD and local organizers. Linked to this, there is a need to attract more external funding to support workshops and stipends for scholars from the developing world.

The President has liaised with the Chair of the local organizing committee of the Ghent 2004 Meeting, Leni Verhofstadt-Denève, concerning keynote speakers and fund raising. The President has also been in frequent contact with Ann Sanson and has received a draft proposal for holding the Biennial Meetings of the ISSBD in Melbourne in 2006. To judge from the draft proposal, Melbourne would appear to be an outstanding venue, and a high level of local support has already been offered. In these discussions, the President has made several suggestions, particularly concerning financial issues.

The first ISSBD Awards will be announced at the 2004 Ghent Meeting. The President and the Past-President have been working on this new proposal, looking at such questions as procedures for nominations, Award nominations committee, etc.

The President has liaised with the Past-President, and other members of the Steering Committee, concerning the postponed

African Workshop. Moreover, they have continued exploring ways of finally getting the long overdue Russian Workshop up and running. The President has also contacted several people who might be able to help the organizers. Much discussion has also taken place concerning potential speakers. The plans for the Russian workshop have not yet been finalized.

A procedural error concerning the last ISSBD elections was discovered whereby the President-Elect was elected two years too early. Following this, the President has entered into discussions with the relevant parties. The President apologized on behalf of the Society and his apologies were accepted.

On the basis of the decision of the EC in Ottawa, 2002, ISSBD now has a new and improved website (www.issbd.org).

The President's report was approved unanimously.

4. Secretary General's Report

The Secretary General, Jari-Erik Nurmi, reported the following activities: the Secretary has taken steps to make the present Bye-laws and Constitution of the Society more easily available to the members of the Society. The Society was founded in 1972 for the maximum permitted term under Dutch law of 29 years and eleven months. The law has since been changed, which means that once founded the Society will remain a legal body until otherwise decided. With the help of former Secretary Willem Koops, the Secretary was able to obtain an official statement on the current legal status of the ISSBD in the Netherlands.

The Secretary has revised the Society's web pages, valuably assisted by Ciaran Davidson from the Psychology Press. The Secretary has also sought out and provided information as requested by the President, the organizers of the Ghent Congress and the organizers of the Korean workshop. Moreover, information about the Society has been distributed to other societies, as well as several volumes describing the activities of international organizations.

In the discussion at the EC Meeting, President-Elect Anne C. Petersen suggested that the Secretary General should prepare a set of rules governing the transition of offices in order to ensure that the experience of the previous incumbents will be passed on to those newly elected. The EC agreed with this proposal.

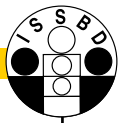
The report of the Secretary General was approved unanimously.

5. Report from the Treasurer/ Membership Secretary

5.1. Membership Secretary

The Membership Secretary, Barry Schneider, gave the following report:

The Membership Secretary has promoted membership of the ISSBD, compiled membership lists and sent them to the



publishers Taylor and Francis. The Society had exactly 1000 members in 2002. Of these, 764 had renewed their membership by April 2003. In addition 27 new members have been recruited for 2003. Two reminders have been sent and, dues are still trickling in.

The Membership Secretary acknowledged the support given by the University of Ottawa, which provided space, furniture, computer access and a telephone line for the ISSBD Membership Office.

As the Membership Secretary's report was handed to the EC for the first time at the EC Meeting, the report was approved by the EC with the proviso that EC members may make their detailed comments before the Minutes of the meeting are finalized.

5.2. Treasurer

As reported by Barry Schneider, the Treasurer's Office moved to Ottawa on August 1, 2002. The financial report is based on information received from the previous Treasurer regarding transactions that took place between January 1 and July 31, 2002. It does not include transactions handled by the ISSBD regional offices, from whom the financial reports have yet to be received.

The regular activities of the Treasurer have included processing dues received from members, corresponding with members concerning problems with payments, responding to requests for the purchase of mailing lists, maintaining the financial data base, managing grants and submitting applications for funds to external sources, coordinating activities with conference and workshop organizers, supervising the investment portfolio, preparing tax documents, and paying the Society's bills.

The Society's financial transactions for 2002 are summarized in Table 1. All figures are in US dollars. As shown, revenues in 2002 were lower than in the previous year, largely because of a deficit in investment returns. However, 2002 was also a year of more restrained expenditure than previous years. As a result, the final balance increased over the year by 11.5% to 441,437.96 US dollars.

All accounts and investments were kept in Fort Lauderdale, Florida. However, new accounts were opened in Ottawa. To facilitate transactions with Europeans a euro account was also established.

The year-end balances by account are: 1) Bank of America (Florida) business economy checking, \$49,006.03; 2) Bank of America business investment account \$44,230.35; 3) Bank of America investment services \$127,762.23; 4) T. Rowe Price \$165,895.47; 5) Bank of Nova Scotia \$36,289.32 US plus \$28,260.88 Canadian; and 6) Hong Kong and Shanghai Bank of Canada, 2350.20 euros.

The mutual funds invested for the Society by T. Rowe Price declined in value by approximately 12% during the year. Approximately half of the mutual funds invest in equities; these performed the poorest. Inspection of the returns indicates that the funds in our portfolio performed at a level about equal to the average mutual funds in their respective categories. There was only one change in the investment of the Society in 2002, necessitated when one of our bonds, in the amount of \$30,000, was called. This was replaced by a Bell South Class A1 bond paying 6% up to July 15, 2007.

The Treasurer is grateful for the assistance of Dr. Brett Laursen and Mr. William Burk during the move from Florida to Ontario. Thanks also go to Mr. Gary Dieckmann, who assisted the Treasurer as bookkeeper from March 2002 to March 12, 2003.

As the report of the Treasurer was handed to the EC first time in the meeting, the report was approved by the EC subject

to any detailed comment by EC members before the Minutes of the EC Meeting are finalized.

6. Publications

6.1. International Journal of Behavioral Development

The editor of the IJBD, William Bukowski, reported the following developments.

The IJBD continues to publish papers in all areas of developmental psychology. If there are any domains of inquiry that distinguish the IJBD from other journals, they are the interest in a life-span perspective and in diversity in development. A further goal is to increase the journal's profile as a forum for the discussion of theory and research related to the study of change and the study of culture and development.

The Montreal office of the IJBD was opened in July 2001, and it is located in space provided by the Centre de Recherche en Développement Humain at Concordia University in Montreal. The Editor is William M. Bukowski and the Managing Editor is Jonathan B. Santo. The Associate Editors are Margarita Azmitia, David Crystal, Jutta Heckhausen, Karen Li and Todd Little. The members of the Editorial Board come from around the world and represent many domains of developmental science.

From July 2001 to June 30, 2002, 109 articles were received and processed. From July 2002 up to the present, another 117 manuscripts were received, indicating a slightly higher submission rate. Since last July (117), 18 papers have been accepted, 32 rejected, 26 are being revised, and 41 are in either the first or second review stage or are awaiting an editorial decision.

Articles were submitted to the Journal from 21 countries. As in the past, the largest numbers of submissions are from North America (44) and Western Europe (36), accounting together for just under 80% of the total. One goal of the Journal is to encourage submissions from all around the world. The average duration of the review period for articles submitted during the last 9 months was 77 days.

One special section was published this year: 'Collaborative Cognition in Later Adulthood.' It was edited by JoNell Strough and Jennifer Margrett and appeared in the January 2002 issue. Four further Special Issues are being considered.

Currently, nearly all of the correspondence with reviewers and authors is sent and received via the internet. The forms that reviewers complete are filled out on a computer and sent back as an attachment. A great deal of time and other resources has been invested in developing these procedures.

The Montreal office is in frequent and very amicable contact with the publisher, Psychology Press in Brighton, England, and, in particular, with Kirsten Buchanan. The Editorial Office has been supported by funding from various sources; in one case indirect, in the form of the provision of space, phone service, and internet access from Concordia University, and, directly, from the ISSBD.

The Report of the editor, William Bukowski, was approved unanimously.

6.2. Newsletter

In their written report, the editors of the Newsletter, Joan Miller and Xinyin Chen, reported the following activities.

The Newsletter continues to publish Special Sections devoted to central topics in cultural/cross-cultural and life span developmental psychology, while serving as a forum of organizational news about the ISSBD and announcements of general interest to its members. Appreciation is expressed to Sidney Segalowitz, who served as guest editor of the Special Section in the May, 2003 issue on the topic of "The Brain Factor in Understanding Psychological Development". In terms of

future plans, the Special Section in the Fall, 2003 issue will center on the topic of "Immigrant and Adjustment from a Developmental Perspective".

A "Major Conferences of Interest" Section has been added as a regular feature of the Newsletter, starting with the May, 2003 issue. This feature includes a calendar of major international or national conferences bearing on psychological development.

The Newsletter is now formally identified as a supplement to the International Journal of Behavioral Development with which it is mailed through the inclusion of an unobtrusive line of text on the outside front cover.

The report of the Newsletter editors was approved unanimously.

7. Biennial Meetings

7a. Ottawa, 2002

The final report of the Ottawa ISSBD Meeting was distributed to the EC. The conference was attended by 953 participants from 44 countries, making it one of the largest Biennial Meetings of the ISSBD. The one-day pre-conference workshop on observational methods was attended by 97 persons from 37 countries.

Only one of the applications for financial aid for participants from developing countries was approved. A grant of \$ 7500 US was received from the W.T. Grant Foundation. Most Canadian sources regretted being unable to offer support because the ISSBD had held a conference in Canada only six years beforehand. Nevertheless, the organizing committee offered financial assistance from conference funds to 88 colleagues from developing countries.

For the first time, all symposium submissions were sent to an international, external panel of reviewers. This worked well.

7b. Ghent, 2004

The organizers of the meetings have reported that the website for the conference is operating; all the keynote and symposium speakers have been decided; and the organizers have invested a substantial amount of effort to distribute information about the conference by means of a variety of e-mail lists.

7c. Melbourne, 2006

The Steering committee has received a draft proposal from Ann Sanson concerning the ISSBD Meeting to be held in 2006, in Melbourne, Australia. The President has sent a detailed list of comments and a model for contractual agreement to the organizers. The organizers have signalled their agreement in principle towards these suggestions.

7d. 2008 Meeting

President Rainer K. Silbereisen reported on discussions concerning the proposal by Wolfgang Schneider to hold the XXth Biennial Meeting of the ISSBD, 2008, in Wurtzburg, Germany.

8. Plans for Workshops and Funding Opportunities

The President, Rainer K. Silbereisen, reported on the progress of a master plan for financing ISSBD workshops. This plan, worked out together with President-Elect Anne C. Petersen, is about to be finalized.

8a. Regional Workshops

The workshop in Korea, 2003 (organizers: Ock Boon Chung, Chair, Korea University; Bok Hee Cho, Co-Chair, Kyung Hee University; and Seong-Yeon Park, Ewha Women's University) on 'Parenting and Parent-Child Relationships Across the Life-

Span' was reported to have faced some problems due to the SARS epidemic in the area. The President, Rainer K. Silbereisen, reported on discussions with the local organizers which ended up with a solution that provided a possibility for holding the workshop during the time planned.

The workshop in Cameroon, 2004 (organizers: Therese M. Tchombe and Bame Nsameng), has been under negotiation between the local organizers and the President. The outcome of these negotiations is that the topic of the workshop has been changed to 'HIV/ AIDS and African Youth: Theory, Research and Practice with Youth in Peer Education, Families and Communities', and is planned to be held in 2004, Cameroon, as the 6th African Workshop of the ISSBD. The organization of the workshop is underway, pending some further information required from the organizers.

The workshop in India, 2003 (organizer: Suman Verma), on 'Qualitative Research Methods' will be held in Bombay, December 2003. The workshop is partly funded by the ISSBD regional office in India.

8b Workshops

A workshop on 'Developmental Psychopathology' will be organized in 2004 as a pre-conference event before the Ghent conference. The program and the speakers for the two-part workshop are under negotiation between the President and the organizers but the outlook is promising.

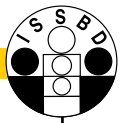
The workshop in Russia, 2003 (organizers: Tatiana Yermolova, Chair, Psychology Institute, Moscow in conjunction with colleagues from other institutions). The President, Rainer K. Silbereisen, reported that there has been some recent progress in the organization of this workshop. The topic of the workshop will be 'Emotional and Behavioural Regulation Across the Life Span', and is planned for 2004.

A workshop on 'Children in War Zones and Under Chronic Danger' was suggested by Avi Sagi-Schwartz. The EC applauded the suggestion and considered it as well-suited to the Society's mission. After discussions, the President, Rainer K. Silbereisen, asked EC members Avi Sagi-Schwartz and Peter Smith to come up with a plan and circulate it among the steering committee.

President Rainer K. Silbereisen suggested that the Society not use \$ 30,000 out of the \$35,000 budgeted for workshops in 2003. Instead, this money will be made available to the workshops held in 2004. Moreover, the President asked for authorization to spend another \$ 50,000 on the workshops planned for 2004; the total amount expected to be spent is likely to be substantially less. The EC approved the proposal unanimously.

9. Offer by the SRCD for Management Services

President Rainer K. Silbereisen reported some recent advances in the Society's efforts to improve the efficiency of its major offices. Some of the most recent efforts have included gathering information about how other scientific organizations handle their major activities. In addition, further steps have been taken in two directions: First, the SRCD office was contacted concerning the possibility of outsourcing some of the Society's activities, and an offer was received. Second, several publishers have been contacted for a similar kind of offer, as a part of a publication contract. Since the two solutions explored so far have different pros and cons, and since there may be other alternatives as well, the President suggested that the EC not yet close on any of these alternatives, and authorize the President to continue his efforts to find the most efficient and cost-effective way to deal with this issue. The EC approved the proposal unanimously.



10. Journal Contract

The EC decided that the contract with Taylor and Francis will be terminated in writing before the end of the year (which is a standard procedure and written in the contract). Meanwhile the President will enter into negotiations with other publishers. Once offers have been received, Taylor and Francis will be asked for a counter offer. The final decision will be made once the offers have been compared.

11. Interim Solution for Treasurer and Membership Secretary

The Treasurer and Membership Secretary of the ISSBD (2002-2008), Barry Schneider, asked to be relieved from his duties because of a lack of institutional support and difficulties in hiring qualified personnel in the Ottawa area. According to the Bye-Laws of the Society, an officer can resign with six months notice.

Because the Society is looking for new solutions related to the offices of Treasurer and Membership Secretary, the President, Rainer K. Silbereisen, suggested that the EC decide on an interim solution for the next few years. The President also informed the EC that he has already negotiated one possible solution to the offices of the Treasurer and Membership Secretary that he will announce when the final decision has been made.

The EC approved the proposal unanimously.

12. Designation of the Chair of the Nomination Committee

Past-President, Ken Rubin, has been previously designated to be the Chair of the Nomination committee.

13. Ballot and Elections

The term of two EC members, Roger Dixon and Candida Peterson, ends in 2004. Moreover, the term of Jari-Erik Nurmi (who was elected as Secretary General in 2002) as an EC member will also end in 2004. To fill these three slots, nominations were

invited in the fall 2002 issue of the Newsletter. A total of 67 nominations were received. The EC, which, according to the Bye-Laws, is also the nomination committee, recognized the list of nominees, and in this capacity, decided to postpone a formal decision pending further discussion via e-mail.

14. Chair of the Membership Committee

The President, Rainer K. Silbereisen reported that he has asked W. Andrew Collins to serve as Chair of the Membership committee, and asked him to come up with a list of members of the committee.

15. Awards of the Society

The President and the Past-President proposed that the Society make a decision to found three awards: a young investigator award, a lifetime award, and an award for applied developmental science. The awards will be distributed for the first time at the Ghent Meeting in 2004. A committee will also be set up to search for nominees for the awards. The EC approved the proposal unanimously.

16. Other Business

During the EC Meeting several new proposals were made: 1) To set up a committee to plan changes in the Society's Bye-laws; 2) to establish a committee to prepare a manual on how the Society's Congresses are to be organized; 3) to found a student grant to enable students from minority groups and those coming from currency-restricted countries to participate in congresses and 4) to examine the possibilities of creating joint membership fees with brother or sister organizations.

The EC applauded these initiatives. However, more preparation is required before any decisions can be taken.

17. The President closed the EC Meeting by thanking the members for their time

Jari-Erik Nurmi
Secretary General

Table 1: Summary Financial Report 1999 through 7/31/2002

	1999	2000	2001	2002
Opening Balance	\$251277,21	\$309198,60	\$344922,85	\$395821,73
Revenues	\$156485,28	\$191958,88	\$154610,44	\$112589,77
	\$407762,49	\$501157,48	\$499533,29	\$508410,65
Disbursements	\$(98563,89)	\$(156234,63)	\$(103711,56)	\$(66972,69)
Closing Balance	\$309198,60	\$344922,85	\$395821,73	\$441437,96

Editorial

Editor

Joan G. Miller

Correspondence Address:

ISSBD Newsletter
Graduate Faculty Psychology
Department
New School University
65 Fifth Ave., Rm 330
New York, NY 10003, USA
email: millerj@newschool.edu

Associate Editor

Xinyin Chen

ISSBD Newsletter
Department of Psychology
University of Western
Ontario
London, Ontario, Canada
N6A 5C2
email: xchen@uwo.ca

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Psychology Press
27 Church Road
Hove
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Taylor & Francis Ltd
Rankine Road
Basingstoke
Hants
RG24 8PR, UK



ISSBD Awards 2004

At the 2002 Executive Committee meeting of ISSBD, it was decided to initiate a call for awards in an effort to recognize the distinguished contributions of Society members. You will find below a description of the four awards to be made at the 2004 Biennial Meetings of ISSBD in Ghent, Belgium.

Nominations, as outlined below, should be sent by mail, fax, or e-mail to Kenneth H. Rubin, Chair, Awards Committee. Deadline for receipt of nominations is December 31, 2003.

Kenneth H. Rubin
Department of Human Development
University of Maryland
3304 Benjamin Building
College Park, MD 20742
Fax: 1-301-405-7735

The ISSBD Distinguished Scientific Contribution Award honors a single individual who has made distinguished theoretical or empirical contributions to basic research, student training, and other scholarly endeavors in Behavioral Development. Evaluations are based on the scientific merit of the individual's work, and the significance of this work for generating new empirical or theoretical areas in the study of Behavioral Development. Candidates may be from any country.

The ISSBD Distinguished Scientific Award for the Applications of Behavioral Development Theory and Research honors researchers who have made distinguished theoretical or empirical advances in Behavioral Development leading to the understanding or amelioration of important practical problems. The award is for an individual whose work has contributed not only to the science of Behavioral Development, but who has also worked to the benefit of the application of science to society. The individual's contributions may have been made through advocacy, direct service, influencing public policy or education, or through any other routes that enable the science of Behavioral Development to improve the welfare of children and/or adults, and/or families. Candidates may be from any country.

The ISSBD Award for Distinguished Contributions to the International Advancement of Research and Theory in Behavioral Development honors distinguished and enduring lifetime contributions to international cooperation and advancement of knowledge. Candidates may be from any country.

For these awards, nominators should include in the letter of nomination a statement addressing the following questions:

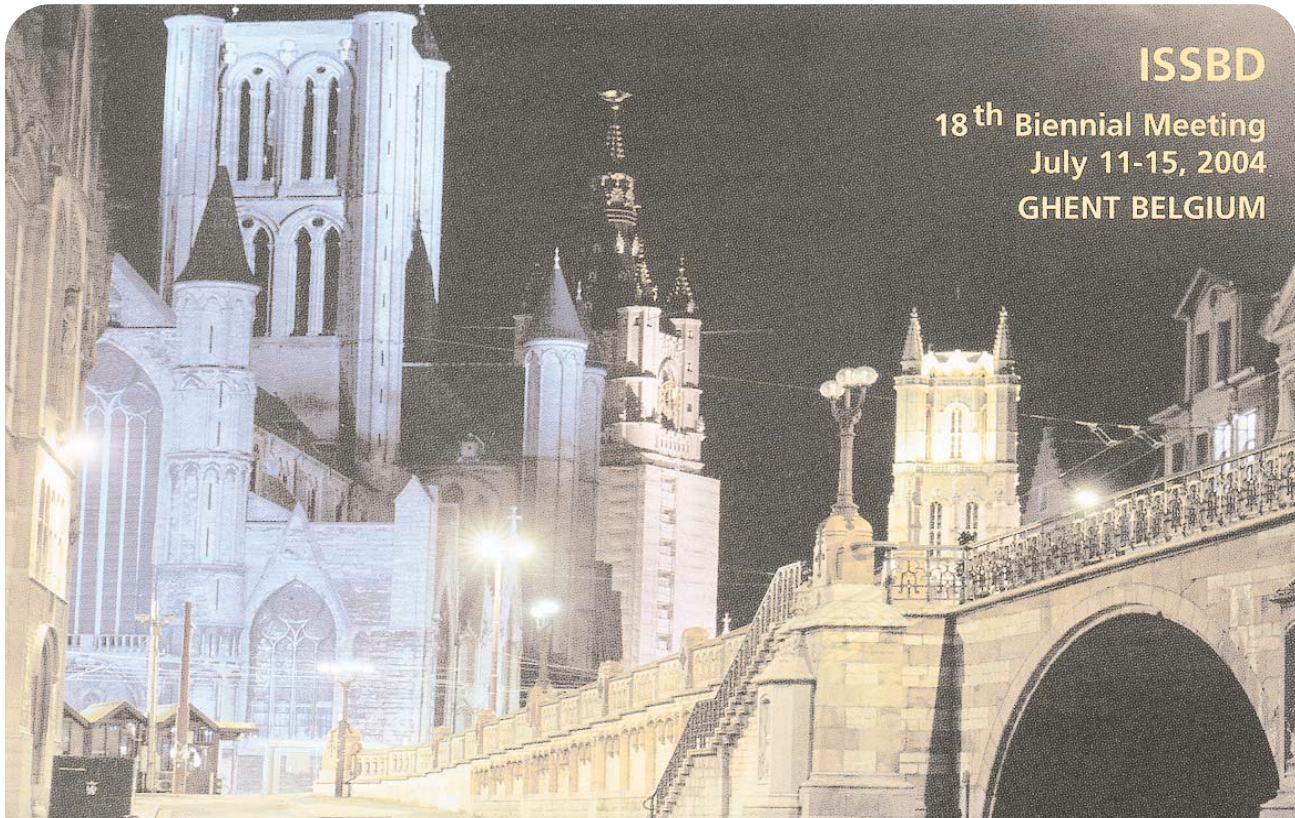
1. What are the general themes of the nominee's research program?
3. What important research findings are attributed to the nominee?
4. To what extent have the nominee's theoretical contributions generated research in the field?
5. What has been the significant and enduring influence of the nominee's research?
6. What influence has the nominee had on students and others in the same field of study? If possible, please identify the nominee's former (and current, if relevant) graduate students and post-doctoral fellows.

Nominations must include a letter of nomination; a current curriculum vita; up to five representative reprints; and the names, addresses, and e-mail addresses of several scientists familiar with the nominee's research and theoretical writings.

The ISSBD Young Scientist Award recognizes a young scientist who has made a distinguished theoretical contribution to the study of Behavioral Development, has conducted programmatic research of distinction, or has made a distinguished contribution to the dissemination of developmental science. The award is for continued efforts rather than a single outstanding work. Scientists who are within seven years of completion of the doctoral degree are eligible, and for the 2004 award, nominees should have received their degrees in 1997 or later. Nominees may be from any country.

Nominations must include a letter of nomination; a current curriculum vita; up to five representative reprints; and the names, addresses, and e-mail addresses of several scientists familiar with the nominee's research and theoretical writings.

Members of the Awards Committee are excluded as possible nominees. The President and President-Elect of ISSBD are ineligible for nomination.



ISSBD

18th Biennial Meeting
July 11-15, 2004
GHENT BELGIUM

General Information and Registration Forms for ISSBD-2004

Dear Colleagues,

Together with co-chair Rainer Silbereisen and the members of the International and Local Programme Committees, I have the great pleasure to invite you once more to the 18th Biennial ISSBD meeting, which will be held in Ghent (Belgium) on July 11-15th, 2004.

This conference will offer ample opportunities for informal exchanges and organized scientific meetings. You can also register for a pre-conference workshop about developmental psychopathology starting on July 10th.

As I mentioned already in my former letter, I am proud to say that besides the opening address by the distinguished primatologist Frans de Waal, the eminent keynote addresses and invited symposia, the programme will provide ample opportunities for presenting your research as part of a symposium or as a poster.

Visit us at <http://allserv.rug.ac.be/ISSBD2004>

Moreover, we are planning various "scientific get-together sessions" for young scholars and discussion groups on current issues in developmental psychology, guided by internationally renowned specialists and the pre-conference meeting on Developmental Psychopathology.

We are convinced that the conference venue will offer a splendid occasion for meeting colleagues from all over the world in a pleasant and relaxed environment. Note that the conference banquet will be organized in the impressive 11th-century Castle of the Counts of Flanders.

In 2004 the flamboyant folkloristic "Ghent Festivities" will take place from July 17 to 26, just after the ISSBD meeting. Perhaps this is one more reason to attend the meeting and to prolong your stay in this sparkling city with a few more days...

We are looking forward to seeing you in Ghent in July 2004!

*Leni Verhofstadt-Denève
Chair ISSBD Ghent 2004*

ISSBD Ghent 2004, Belgium

General Information and Registration Forms for 18th Biennial ISSBD Meeting-2004

SCIENTIFIC PROGRAM

For a preliminary overview of the scientific program visit the former newsletter and the congress website:
<http://allserv.rug.ac.be/ISSBD2004>

SCIENTIFIC GET-TOGETHER SESSIONS

These sessions will be organized by different presenters (young scholars, experts...) and aim to create an informal forum for open discussions and information exchange on current topics in developmental psychology. (Timing and format will be announced later).

For information concerning:

- The young scholars initiative, mail to:
 Deepali Sharma <deepasharma@glide.net.in>
 Convener: Deepali Sharma
 Topic: *Current cross-cultural research issues in which young scholars, from multidisciplinary and multi-ethnic backgrounds, are involved.*
- Exchange on current "hot topics" in developmental psychology, mail to:
 Silvia Koller <kollersh@ufgrs.br>
 Convener: Silvia Koller
 Topic: *Using the tools of behavioral and molecular genetics to better understand development across the life span (discussant: Avshalom Caspi)*
- Suman Verma <svermal23@glide.net.in>
 Conveners: Suman Verma & Anne Petersen
 Topic: *Positive youth development across cultures*

PRE-CONFERENCE WORKSHOP ON DEVELOPMENTAL PSYCHOPATHOLOGY

TOPIC

The topic of the pre-conference workshop will be 'Developmental Psychopathology'. This conference will take place on Saturday afternoon, July 10th (part D) and Sunday morning, July 11th (part IIa and IIb) in the University building Henri Dunantlaan 1, Ghent. The focus of part I will be on the current status of research in developmental psychopathology, the focus of part II (IIa & IIb) will be on the improvement of research, and on policy implications.

The aims of part I are:

- to focus on the current status of the research in the field of developmental psychopathology, presented by outstanding researchers in this domain
- to stimulate discussions between the participants about their own research (interactive sessions starting from *poster presentations*)

For part II, the participants can choose between two parallel sessions (IIa and IIb):

- Workshop part IIa will focus on:

acquisition of tools which can help to enhance the research of the participants, in the field of developmental psychopathology (e.g., how to organize more effective research in the field of developmental psychopathology, communications, publications...)

- Workshop part IIb will focus on:
 How to translate research into policy? Implementation of findings on developmental psychopathology in society: how to start, including attention to the importance of culture in this process.

PROGRAM PRE-CONFERENCE

Saturday, July 10. 13.30 – 18.30.

Workshop I: Developmental Psychopathology: Current status.

Session Conveners: C. Braet & M. Van Aken

13.35-14.00	Externalizing problems I:	T. Moffitt
14.00-14.25	Externalizing problems II:	R. Loeber
14.25-14.45	Break	
14.45-15.10	Internalizing problems I:	P. Muris
15.10-15.35	Internalizing problems II:	T. Cole
15.45-16.00	Break	
16.00-17.30	Discussion groups.	Moderators R. Loeber T. Moffitt T. Cole A. Masten
17.30-18.30	Summing up the discussion;	A. Masten
18.30-	Evening program	

Sunday, July 11. 9.00 – 13.00.

Workshop IIa: Tools, enhancing research.

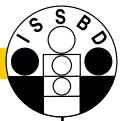
Session convener: I. Mervielde

9.00-9.30	Lecture	A. Caspi
9.30-10.00	Lecture	W.M. Bukowski
10.00-12.30	Small discussion groups	
12.30-13.00	Summing up	

Workshop IIb: Translation of research into policy.

Session convener: W. Koops

9.00-9.30	Lecture	A. Petersen
9.30-10.00	Lecture	J. Lochman
10.00-12.30	Small discussion groups	
12.30-13.00	Summing up	



TARGET GROUPS

Mainly young researchers at the beginning of their career, with various international backgrounds are welcome to participate and to communicate with each other and with the session conveners on the different topics of the pre-conference.

All people of the ISSBD-conference 2004 are welcome.

EVENING ACTIVITY

Participants of the pre-conference workshop will be invited to participate in a social activity 'A Taste of Ghent' on Saturday evening, 10th July. For 28 Euro, they will have the opportunity to have a nice get-together in a historical place in Ghent, and enjoy an evening meal and Belgian beers.

REGISTRATION PRE-CONFERENCE

Registration forms appear in this issue. A downloadable pdf-file that you can print and mail or fax is also available at the conference website

<http://allserv.rug.ac.be/ISSBD2004>. Please send the completed form to Semico nv, ISSBD, Korte Meer 16, 9000 Ghent- Belgium, or fax to +32 9 233 85 97.

Please register early to take advantage of early-registration discounts.

Registration	Early	Middle	Late
	Before February 1, 2004	February 2 to May 31, 2004	From June 1, 2004 & on-site
	Euro	Euro	Euro
Normal fees	50	50	60

During the pre-conference, coffee -before, during and after the workshops- will be available on Saturday and Sunday. These drinks will be included in the pre-conference fee. On Sunday, a lunch will be available at the end of the morning session.

FINANCIAL ASSISTANCE

We are applying for grant funding to support scientists from developing countries to participate in both this workshop and the ISSBD conference as such. Please check the website for further details about the workshop and about opportunities for financial assistance.

PRE-CONFERENCE WORKSHOP COMMITTEE:

Caroline Braet (Ghent University) and Marcel Van Aken (Utrecht University)

CONFERENCE REGISTRATION AND FEES

Registration forms appear in this issue. A downloadable pdf-file that you can print and mail or fax is also available at the conference website

<http://allserv.rug.ac.be/ISSBD2004>. Please send the completed form to Semico nv, ISSBD, Korte Meer 16, 9000 Ghent- Belgium, or fax to +32 9 233 85 97.

Please register early to take advantage of early-registration discounts.

The registration fee includes participation in the opening ceremony and welcome reception on July 11, 2004, full access to the scientific programme on July 12-15, coffee breaks, the farewell party, congress documentation and the abstract book. Separate registration is required for the pre-conference.

Payments for advance registration can be made by:

- 1 Bank Transfer in Euro (the payment should be clearly identified with your name)
- 2 By credit card (VISA, Eurocard/Mastercard, American Express)

Only Euros will be accepted for on-site registration. Please note that registrations will not be effective until payment of the registration fee has been received by the organization.

Registration	Early	Middle	Late
	Before February 1, 2004	February 2 to May 31, 2004	From June 1, 2004 & on-site
	Euro	Euro	Euro
Normal fees			
Members	227	284	351
Non-members	324	386	448
Students**			
Members	103	132	147
Non-members	156	183	201
Reduced fees*			
Members	103	113	125
Non-members	113	125	136
Accompanying person***	50	50	60
* The "reduced fee" category in the table applies to scholars from countries with currency restrictions recognized for ISSBD membership.			
** Those registering as students must attach proof of full-time student status to their registration forms			
*** Including opening ceremony, welcome party and farewell party.			

Cancellation: notification of cancellation must be sent in writing to Semico. Cancellations of registration and social events will be accepted until June 11, 2004 up to which date the total amount will be refunded less 75 Euro for administrative costs. We regret that no refunds can be made for cancellations received after June 11, 2004.

FINANCIAL ASSISTANCE

See arrangements for the pre-conference workshop and the congress website.

Visit us at <http://allserv.rug.ac.be/ISSBD2004>

SUBMISSIONS

The deadline for posters and symposium submissions was October 1st, 2003.

The scientific programme will span four days, starting on Monday morning, July 12, 2004. Your submission form should state any religious reason for being unable to present on any of the four days. Otherwise, submission indicates willingness to present on any of the four days.

Decisions about submissions will normally be transmitted by e-mail. Submitters who do not have access to private e-mail should notify us, so that other arrangements can be made.

SUBMISSION ADDRESS

1. Online via <http://allserv.rug.ac.be/ISSBD2004>

or

2. *Electronically by e-mail via* issbd@semico.be

If electronic submission is impossible, please request submission forms from:

ISSBD, Semico n.v., Korte Meer 16, 9000 Ghent, Belgium
Phone: +32 9 233 86 60 // Fax: +32 9 233 85 97

VENUE

The congress site (Ghent University & International Congress Centre – ICC) is situated in the charming *Citadelpark*, adjacent to the Botanical Garden of the University featuring more than 7500 different plant species. This congress site underscores the importance of Ghent as a historical business centre in Flanders (Belgium). Its central location, its proximity to the railway station and to the city centre, and the lush green surroundings turn this site into an attractive and convenient venue for the ISSBD Congress.

HOW TO GET TO GHENT?

Ghent is centrally located in Flanders-Belgium, easily accessible by plane, by train and by car.

By Air : Belgium’s National Airport is situated in Brussels-Zaventem, only 45 minutes away from Ghent and has flights from over 70 international destinations, operated by more than 140 international and regional airline companies.

The other Belgian airports, Ostend, Antwerp and Charleroi, serve several European destinations and have easy and direct train connections to Ghent.

In most countries, University travel bureaus (www.istc.org) offer reduced fares not only for students, but also for university teachers. Sometimes these fares are considerably lower than the cheapest airline excursions fares. Academic fares are also worth considering because they often come with fewer restrictions regarding advance payment, changes, cancellations, and stopovers.

By train: Thanks to its central location in Flanders, and just half an hour away from Brussels Midi Station, Ghent (Sint-Pietersstation) is very easily accessible by train from all Belgian and European Cities.

The high-speed trains, Eurostar and Thalys, take you to Ghent in only 2 hours from Paris and in about 3 hours from London, Amsterdam and Köln.

By car: Ghent is centrally located at the intersection of 2 major European highways: the E-17 connects Northern Europe with the Southern countries, and the E-40 goes from the North Sea up to Eastern Europe.

Distance and Travel times:

From	Distance	Car	Train
	kilometres	hours/min.	hours/min.
Brussels National Airport	65km	45m	55m
London*	370km	4h30m	3h25m
Paris	300km	2h50m	2h00m
Cologne*	240km	2h35m	3h15m
Amsterdam*	210km	2h05m	3h05m
Luxembourg*	270km	2h35m	3h20m
Antwerp	55km	40m	50m
Bruges	55km	40m	20m
Ostend	65km	45m	35m

*Train journey with one stopover at Brussels Midi Station.

SOCIAL PROGRAM

(will be updated; see website)

Opening Ceremony (July 11, 2004 – 18h00)

As every happening needs an official start, you are invited to the Opening Ceremony. This will be held in the International Congress Centre (ICC Ghent), Citadelpark, 9000 Ghent.

Welcome Reception (July 11, 2004 – 20h00)

The Opening Ceremony will be followed by a welcome reception, where everybody will have the opportunity to meet old friends and make new ones.

Included in the registration fees for delegates and registered accompanying persons.

Conference Dinner (July 14, 2004 – 19.00-23.00)

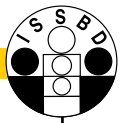
The conference Dinner will take place in the famous Castle of the Counts of Ghent. This medieval Castle was built in 1180. Originally the castle served military purposes but this function was given up during the 14th century. Since then, the Castle has had several uses: mint, law court and jail, and finally, it housed a cotton mill.

If you want more than the enjoyment of a medieval setting, just let the Belgian cuisine seduce you.

The fee of 65 Euros per person includes food and beverages till the end.

Farewell Reception (July 15, 2004 – 15.00-16.00)

Included in the registration fees for delegates and registered accompanying persons.



GHENT: A CITY YOU NEVER WILL FORGET!

Ghent lies in the heart of Flanders, between Bruges, Antwerp and Brussels. Its rich heritage has shaped the city into a living museum with a “medieval skyline”.

It is by no means a coincidence that Ghent, the capital of East Flanders, is often referred to as the historic heart of Flanders, a city of all times, and as one of the most beautiful historic cities in Europe.

The city combines an impressive past with a bustling present. Its historic heart boasts dozens of places of interest. St. Michael's bridge offers a wonderful vista of the Ghent skyline with the three impressive towers of St. Nicholas' Church, the Belfry with its bell tower, and the Cathedral of Saint Bavon, which contains the world-famous painting *The Adoration of the Lamb* by Jan van Eyck.

Traces of the Middle Ages have been preserved in a lot of places. The old port with its guildhalls on the *Graslei* and *Korenlei* is only one example of the beautiful views this town has to offer.

Not far from the Graslei arises the magnificent Castle of the Counts (*Gravensteen*), once the medieval fortress of the Counts of Flanders.

Few cities can offer such cultural wealth combined with Flemish charm. The conference venue is at walking distance from the historic heart of the city, blending science and culture.

Moreover, there are two famous museums close to the congress centre.

The Museum of Fine Arts features a superb collection of paintings, sculptures, tapestries, engravings and drawings by European Masters from the 14th to the first half of the 20th century.

The works of the Flemish painting schools, from Hieronymus Bosch to Gustave van de Woestijne and Paulus Potter, constitute the highlights of the collection. They are supplemented by the works of Modernists such as Magritte and Servranckx.

The **Ghent City Museum of Contemporary Art (S.M.A.K)** boasts an impressive collection of Belgian and international modern art. The major artistic trends since 1945 are represented by Bacon, Beuys, Panamarenko, Broodthaers, Long, Neuman. The museum evolves constantly and has earned an international reputation by organising outstanding exhibitions.

Not only art lovers but literally everyone can find something here to suit their taste. Ghent offers plenty of shops and restaurants and an exciting nightlife.

Ghent can be discovered by boat, carriage, bicycle or on foot.

The official language in Ghent is Dutch, but most people speak French, English and/or German as well.

The Belgian currency unit is the euro. There are exchange offices and banks in the city centre. All major credit cards are accepted in hotels, restaurants and shops.

TOUR PROGRAM

Participants and accompanying persons are warmly invited to explore the rich historical, cultural and social aspects of Flanders. Excursions to various famous places in Flanders will be organized on every congress day. Coach excursions will be organized in air-conditioned coaches with English speaking guides. Prices include entrance fee and are based on a minimum participation of 35 persons per excursion.

GUIDED WALK GHENT (Monday, July 12 – 14h00)

Exploring our medieval hosting city **Ghent** is really a “must”.

We walk to the famous Ghent towers, also called “medieval Manhattan”. We visit St. Bavo's Cathedral with the masterpiece of 15th century Flemish painting “The Mystic Lamb” by Jan Van Eyck. In the cathedral we can also admire a P.P. Rubens “The entry of St. Bavo into the monastery”. In the Counts' Castle we go back to the dark Middle Ages, the time of knights, dungeons, torture rooms and crypts. Furthermore on the program: the Museum of Folklore and a short boat excursion on the numerous waterways passing through the inner city with its elegant façades of old guild houses on the “Graslei”, the former monastery of Dominicans the “Pand”, the St. Michael's Church etc.

Departure: at 14h00 from the tourist info office at the Belfort

Price/person : 18 EURO (duration 3 – 3.30 hours)

BRUGES (Tuesday, July 13 – 09h00)

Bruges is one of Europe's loveliest cities, a real romantic open-air museum of churches, elegant houses, picturesque winding canals. It's an absolute “must” for every tourist, first timer or repeater. Main sights: the Canals and the Lake of Love, the Market Place, the Beguines Convent, the Belfry, the Neo-Gothic Palace of the Governor, the “Burg”, the Town Hall, the Palace of Justice etc.

Whole-day coach excursion, lunch included.

Coaches depart from the ICC at 09h00.

Price/person : 72 EURO

ANTWERP (Wednesday, July 14 – 09h00)

The bustling city of **Antwerp**, world-class seaport and thriving diamond capital, also offers a wealth of historical buildings and museums. Major attractions: Our Lady's Cathedral, the Market Place, the “Steen”, the Butcher's Guild House, P.P. Rubens House, the open-air Sculpture Museum Middelheim etc. A visit to the

diamond exhibition where diamond cutters can be seen at work, is a particularly rewarding experience.

Whole-day coach excursion, lunch included.

Coaches depart from the ICC at 09h00.

Price/person : 72 EURO

OUDENAARDE WITH TAPESTRIES

(Thursday, July 15 – 09h00)

Guided walk through Oudenaarde, included a visit to the Lalaing House (tapestry museum) and visit to the O.L.V Hospital

In the afternoon we will visit the museum t'Ename. In this museum the emphasis lies on the evolution of Ename and its environs from some thousand years ago to date. In the archeological park, one can dig into the past by means of Timescope.

Coaches depart from the ICC at 09h00.

Price/person : 65 EURO

BRUSSELS (Friday, July 16- 09h00)

Stay an extra day and visit **Brussels!** The capital of Belgium is in every aspect the core of Belgian life. As a capital of Europe it reflects the melting pot mingling of rich European culture and heritage. The city boasts one of the most beautiful Market Places in the world as well as a large number of particularly fine museums and buildings, not to mention the stylish boutiques and famous shopping arcades! In addition there are the large parks and woods where one can unwind from the hustle and bustle of the centre. Main attractions and sights: St. Michael's Cathedral, the Grand-Place, the Town Hall, The Royal Palace, the famous "Manneken Pis", the Mont des Arts, The Congress Column etc.

Whole-day excursion, lunch included.

This excursion can be combined with an extra hotel night in Brussels before your homeward journey!

Coaches depart from the ICC at 09h00.

Price/person : 73 EURO

HOTEL ACCOMMODATION

The organizing committee has reserved several rooms at hotels that represent, in our opinion, good value in each price category. Because of the peak demand for hotel rooms during the summer season, we advise you to make early reservations.

Twice a day, a free shuttle service will provide transport from a central location near the hotels (except for those located walking distance) to the conference site.

The prices below are confirmed 2004 rates per room per night, in Euro and include taxes and breakfast.

All reservations will be processed by Semico nv. Hotel accommodation is booked on a first-come, first served basis. Hotel reservations should be made on the registration form and accompanied by payment.

Cancellation: Notification of cancellation must be sent in writing to Semico. Cancellations of hotel reservation will be accepted until June 1, 2004 up to which date the total amount will be refunded less 1-night's deposit. We regret that no refunds can be made after June 1, 2004

HOTEL DESCRIPTIONS

****Luxe—*Sofitel Gent Belfort:* Tucked away in the heart of the historical city centre, in the shadow of the town hall, Sofitel Gent Belfort is a veritable oasis of friendliness, elegance, service and comfort. (www.sofitel.com)

Rates: single 200 Euro, double 220 Euro

****—*Holiday Inn Gent Expo :* All bedrooms offer air-conditioning, TV with in-house movie channel, radio, telephone with voicemail, modem connection, hairdryer, coffee and tea facilities and a fully equipped en-suite bathroom. In the hotel you will find a fitness room, an indoor swimming pool, a sauna and a solarium. Also a large car park is available. (www.holiday-inn.com/gent-expo)

Rates: single 127 Euro, double 137 Euro

****—*Holiday Inn Gent UZ* is ideally located near the intersection of the E17 and E40 motorways, which guarantees an easy access. All bedrooms offer air-conditioning, TV with in-house movie channel, telephone with voicemail, modem connection, hairdryer, coffee and tea facilities and a fully equipped en-suite bathroom. Also a bar, a restaurant, an indoor swimming pool, a steam bath, a solarium and a large parking car park are at your disposal. (www.holiday-inn.com/gentbel)

Rates: single 127 Euro, double 137 Euro

****—*NH Gent Hotel :* The NH Gent hotel offers a relaxing stay in a cosy atmosphere.

(www.nh-hotels.com)

Rates: single 120 Euro, double 130 Euro

****—*Chamade Hotel :* This Best Western hotel is located walking distance from the conference venue. All rooms have color TV, direct-dial telephone and minibar. It has also a lounge bar and its own parking facilities. From the breakfast room you will have a panoramic view of the city of Ghent.

Rates: single 102 Euro, double 120 Euro

***—*Hotel Ascona* is a hotel with warm personnel service, located walking distance from the conference venue. The functional rooms are all equipped with radio, TV, telephone, desk and internet connection. Each morning an extensive and healthy buffet breakfast awaits for the guests. The bar serves light meals and offers a wide range of local beers. (www.ascona.be)

Rates: single 65 Euro, double 78 Euro

***—*Hotel Gravensteen ,* situated in the middle of the town centre, sheltered in a 19th century mansion, has been completely renovated in its original style. All rooms are equipped with bathroom (bath and/or shower), toilet, TV, telephone, mini-bar, hair dryer and some rooms with air-conditioning. The hotel has a launch with free internet access, sauna, fitness room and parking. (www.gravensteen.be)

Rates: single 146 Euro, double 180 Euro

***—*Ibis Gent Centre Opera* is located in the commercial city center, next to the opera. The hotel is open 24h a day. (www.ibishotel.com)

Rates: single 84 Euro, double 93 Euro

***—*Ibis Gent Centre Cathedral* is situated in the cultural and historical centre of Ghent. Ibis is also the first hotel chain in Europe certified ISO 9001 (www.ibishotel.com)

Rates: single 88 Euro, double 97 Euro

***—*Novotel* is a modern hotel in the historical centre of the city. All bedrooms have a bathroom with separate toilet, mini-bar, TV, telephone, modem connection and air-conditioning. Fitness, sauna and outdoor swimming pool are at your disposal. (www.novotel.com)

Rates: single 140 Euro, double 151 Euro

***—*Monasterium Poortackere* is a formal beguine house in the centre of Ghent and founded in 1278. Formula Hotel: Impeccable rooms with bathroom, television, telephone and internet. Formula Guesthouse: Simple authentic convent cells with a washbasin and communal showers and toilets in the hall. There is television in the double rooms. (www.poortackere.com)

Rates: single 70 Euro, double 115 Euro

***—*New Carlton*: small renovated hotel walking distance from the conference venue in the neighbourhood of the Sint-Pietersstation. (www.promin.be/hotel/ncarlton)

Rates: single 68 Euro, double 81 Euro

BUDGET ROOMS AT THE UNIVERSITY OF GHENT

The single residence rooms at the University of Ghent are simple furnished and not air conditioned. Communal showers and toilets are located on each corridor. The rooms are located at a maximum of 10 minutes walking distance from the conference venue.

Rates: 20 Euro

For information about Youth Hostel, Bed & Breakfast accommodation and Camping Blaarmeersen (caravans, bungalows), please contact us at issbd@semico.be

WEATHER IN BELGIUM

The weather in Belgium at this time of the year is usually sunny with temperatures around 22-25°C. An umbrella might be useful as showers may occur.

MEDICAL INSURANCE

Foreign visitors from whatever country are not covered by our national health plan. Visitors' insurance costs very little and will avoid major difficulties should the unforeseen happen. Travel insurance can also be purchased at travel agencies in most countries.

CONTACT US

E-mail : issbd@semico.be

Fax : +32 9 233 85 97

Postal address:

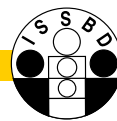
Semico, ISSBD,

Korte Meer 16

9000 Ghent- Belgium



Visit us at <http://allserv.rug.ac.be/ISSBD2004>



ISSBD GHENT 2004—BELGIUM

REGISTRATION FORM FOR 18th BIENNIAL ISSBD MEETING

PARTICIPANT:

TITLE: PROF. DR. MR. MRS. MISS Ms.

FAMILY NAME: FIRST NAME:

University/Institution:

Department:

P.O. Box/Street Address:

Zip Code and City: Country:

Telephone: Fax: E-mail:

ACCOMPANYING PERSON(S):

Family Name: First Name:

Family Name: First Name:

REGISTRATION

	Early Before February 1, 2004	Middle February 2, 2004	Late From June 1, 2004 & on-site	Number of persons	EURO
Price per person	Euro	Euro	Euro		
Normal fees					
ISSBD Members	227	284	351	x.....
Non-members	324	386	448	x.....
Students*					
Members	103	132	147	x.....
Non-members	156	183	201	x.....
Reduced fees*					
Members	103	113	125	x.....
Non-members	113	125	136	x.....
Accompanying person	50	50	60	x.....
PRE-CONFERENCE COURSE (10-11 July, 2004)	50	50	60	x.....
** Those registering as students must attach proof of full-time student status to their registration forms					TOTAL

PAYMENT:

All payments should be made in Euro to ISSBD Conference, Ghent 2004 (vzw). Mark your payment with your name.

Bank Transfer: Account number: 001-3708275-41 (IBAN: BE88 0013 7082 7541 – BIC: GEBABEBB)
(Bankers address Fortis Bank 819467, Martelaarslaan 290, 9000, Ghent, Belgium)

Visa American Express Eurocard/Mastercard

Having signed below, I hereby confirm that I have read and am fully aware of the cancellation conditions stipulated in the announcement.

Cardholder: Expiry Date: .../... Card Number: _____

Cardholder's signature Date:

Please return this form to: Semico n.v., ISSBD, Korte Meer, 16 Belgium – 9000 Ghent (Fax: +32 9 233 85 97)





ISSBD GHENT 2004—BELGIUM

ACCOMMODATION & SOCIAL PROGRAM FORM

PARTICIPANT:

FAMILY NAME: FIRST NAME:

University/Institution:

Department:

P.O. Box/Street Address:

Zip Code and City: Country:

Telephone: Fax: E-mail:

ACCOMPANYING PERSON(S):

Family Name: First Name:

Family Name: First Name:

SECTION A: HOTEL ACCOMMODATION

Arrival date: ___/___/___ Departure date: ___/___/___ No of nights: ___/___

Type of room: Single room Double room

Category	RATE (EURO)		No. of Nights	Euro
	Single	Double		
****Luxe				
Sofitel Ghent	200	220		

Holiday Inn UZ	127	137		
Holiday Inn Expo	127	137		
NH Gent Hotel	120	130		
Chamade Hotel	102	120		

Ascona	65	78		
Novotel Ghent	140	151		
Gravensteen Ghent	146	180		
Poortackere	70	115		
Ibis Cathedral	88	97		
Ibis Opera	84	93		
New Carlton	68	81		
Budget University Rooms	20	N/A		
Breakfast and VAT are included in the price			TOTAL SECTION A	

Please mention your second hotel choice: _____

No confirmation can be supplied unless we receive your payment for the accommodation.

For Youth Hostel and/or Bed & Breakfast Accommodation, please contact Semico (E-mail: issbd@semico.be, phone +32 9 233 86 60).

Please see and complete details on the next page of this Accommodation and Social Program Form.

ACCOMMODATION & SOCIAL PROGRAM FORM

SECTION B: SOCIAL PROGRAM AND LUNCH

	Date	Price/ Person €	No of persons	EURO €
Opening Ceremony	11 July	incl.	_____	<input type="checkbox"/> yes <input type="checkbox"/> no
Welcome Reception	11 July	incl.	_____	<input type="checkbox"/> yes <input type="checkbox"/> no
Farewell Reception	15 July	incl.	_____	<input type="checkbox"/> yes <input type="checkbox"/> no
4 lunch packets	12-15 July	26	_____	_____
Conference Dinner	14 July	65	_____	_____
TOTAL SECTION B				

SECTION C: TOUR PROGRAM

	Date	Price/ Person €	No of persons	EURO €
Guided walk to Ghent	12 July	18	_____	_____
Visit to Bruges	13 July	72	_____	_____
Antwerp	14 July	72	_____	_____
Oudenaarde with tapestries	15 July	65	_____	_____
Brussels	16 July	73	_____	_____
TOTAL SECTION C				

SECTION D: TOTAL PAYMENT

Section A: Hotel Accommodation	_____ Euro
Section B: Social Program	_____ Euro
Section C: Tour Program	_____ Euro
TOTAL PAYMENT	

PAYMENT:

All payments should be made in Euro to Semico n.v. Mark your payment with your name.

Bank Transfer: Account number: 737-0095906-16 (IBAN: BE72 7370 0959 0616 – BIC: KREDBEBB)
(Bankers address KBC, Drapstraat 1, 9810 Nazareth, Belgium)

Visa American Express Eurocard/Mastercard

Having signed below, I hereby confirm that I have read and am fully aware of the cancellation conditions stipulated in the announcement.

Cardholder: Expiry Date: .../...

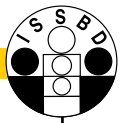
Card Number: _____

Cardholder's signature Date:

I hereby authorise Semico to debit this credit card account for the total amount due. I also consent to Semico debiting or crediting my credit card account of any subsequent change(s) to the items booked.

Please return this form to: Semico n.v., ISSBD, Korte Meer, 16 Belgium – 9000 Ghent (Fax: +32 9 233 85 97)

DO NOT SEND BY MAIL THE FORM YOU HAVE PREVIOUSLY SENT BY FAX IN ORDER TO AVOID DUPLICATIONS



CALL FOR PAPERS

Parenting Practices and Children's Adjustment Across Cultures

A Special Issue of the
International Journal of Behavioral Development

Guest Editors:

Lei Chang, The Chinese University of Hong Kong
Jennifer E. Lansford, Duke University

The objective of the special issue is to advance knowledge on how parenting practices affect children's development within and across diverse cultural contexts. We seek papers that address this objective with a focus on one of the three specific aims below.

Explain Cultural Differences as well as Similarities

We emphasize cross-cultural differences but also recognize that many developmental milestones, parenting strategies, and family processes are similar across cultures. Social and economic development including urbanization and more recent information globalization has presented countries with increasingly similar socialization issues and challenges. One aim is to document when there are similar and when there are different associations between parenting practices and children's adjustment across cultural contexts and explain why some of these associations and processes are culturally invariant and others are different given the same cultural constraints.

Include Multiple Aspects of Culture

We take a multi-dimensional view of culture and seek to examine contextual effects resulting from different cultural and social forces. We believe that social-economical, geopolitical, religious, and ideological characteristics of nations and societies form the immediate cultural contexts within which psychological processes take shape. Many of these proximal social influences have been overlooked in the existing cross-culture literature that tends to take an undifferentiated and primarily ethnological and distal approach to culture. While still including papers that take the "traditional" cultural approach (e.g., East-West or

Chinese versus Americans), we welcome papers that examine contextualizing due to more proximal and specific social contexts (e.g., political systems, economic development, ideologies, and religions).

Advance Methodological Approaches to Culture

We encourage different methodological approaches to culture. One commonly used approach is to treat culture as a contextual variable that moderates different substantive psychological processes. We continue to seek papers adopting this contextual approach, such as cross-cultural comparison studies as well as single culture studies especially from under-represented cultures that draw cross-cultural inferences in relation to existing Western psychology.

We also aim to unpack culture into relevant psychological processes rather than rely exclusively on comparisons among groups. A good example of an approach that attempts to focus on culturally relevant psychological processes is the investigation of individualism-collectivism. We encourage similar efforts to conceptualize and operationalize additional culturally relevant family and socialization processes.

The deadline for submitting papers is May 2004. All papers should follow the same instructions published by the journal. Electronic submission is encouraged. Postal submission must include four copies of a manuscript. Authors are welcome to submit proposals and to discuss potential papers with the editors. Correspondences regarding the Special Issue may be sent to either editor at the address below:

Lei Chang
Department of Educational Psychology
Chinese University of Hong Kong
Shatin, NT
Hong Kong
leichang@cuhk.edu.hk

Jennifer E. Lansford
Center for Child and Family Policy
Duke University
Durham, NC 27708-0545
USA
lansford@pps.duke.edu



ARTS 2004—Advanced Research and Training Seminars

ARTS is a program of three international psychology associations (IUPsyS- International Union of Psychological Science, IAAP- International Association of Applied Psychology, and IACCP- International Association of Cross-Cultural Psychology) to provide training opportunities for scholars from low-income countries and to promote their attendance at their international congresses. Some travel support may be available. The seminars for 2004 are:

Environmental Psychology in Developing Countries:

A MULTIMETHOD APPROACH - Dr. Barry Ruback - Pennsylvania State University (Convener)
Xi'an, China July 30-Aug 1, 2004

DEVELOPMENT & EVALUATION OF PSYCHOLOGICAL INTERVENTIONS IN HEALTH AND DISEASE - Dr. Stan Maes - University of Leiden (Convener)

Beijing, China August 6-8, 2004

SURVEY RESEARCH METHODS - Professor Peter Ph. Mohler and Dr. Janet Harkness, ZUMA, Mannheim, Germany (Conveners)

Beijing, China August 14-16, 2004

Application forms and the addresses of the convener for the seminar you wish to attend may be obtained from ARTS 2004 at <http://www.iupsys.org> or from the Coordinators: Ingrid Lunt, Institute of Education, University of London, ILLunt@sta02.ioe.ac.uk or John G. Adair, University of Manitoba, Winnipeg, Canada adair@ms.umanitoba.ca. The deadline for applications is March 1, 2004.

Announcing

Postdoctoral Fellowships to Work with the NICHD Study of Early Child Care and Youth Development

National Research Service Awards (NRSA's) are mechanisms for postgraduate training available through the National Institute of Health. The NIH awards NRSA Individual Postdoctoral Fellowships (F32) and Senior Fellow Service Awards (F33) fellowships to promising applicants.

Researchers from the NICHD Study of Early Child Care and Youth Development are eager to sponsor applicants for NRSA fellowships, and they encourage eligible junior and senior investigators to apply for these fellowships through NIH.

An NRSA recipient working under the sponsorship of one or more investigators of the NICHD Study of Early Child Care and Youth Development can participate in the Early Child Care Research Network. Recipients will help to design and carry out research projects using longitudinal data following children from birth to adolescence, and including measures of physical, social, cognitive and personality development as well as family, child care, school, and neighborhood contexts. Specific areas of training will depend on the applicant's interests and selected study sponsors.

Who is eligible?

- U.S. Citizens or non-citizen nationals.
- Individuals with a doctoral degree from an accredited institution.

What do NRSA funds cover?

- Stipends to postdoctoral fellows to help defray living expenses for up to three years.
- Tuition and fees can be reimbursed.
- Includes an institutional allowance of \$4,000 per year.

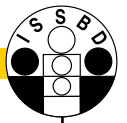
What is the process for applying for an NRSA to work with the NICHD Study of Early Child Care and Youth Development?

- Interested applicants should identify a study topic and solicit a sponsor from members of the NICHD Early Child Care Research Network. Names of the investigators in the network are available on <http://secc.rti.org/>.
- With the sponsor's support, the applicant will develop a research proposal.
- Applicants will submit the proposal for funding to NIH according to the procedures described in PA-00-104 or PA-00-131.
- There are three receipt dates: April 5, August 5, and Dec 5.
- Once the award is made, the candidate will be housed at the sponsor's institution and will attend annual meetings and pre-meetings of the NICHD SECCYD.

For more information, see the NIH Website at <http://grants1.nih.gov/training>

For questions concerning working with NICHD Study of Early Child Care, contact:

Marsha Weinraub, Ph.D.
NICHD Principal Investigator
marsha.weinraub@temple.edu



POSITION OPENINGS

CHAIR, HUMAN DEVELOPMENT / INSTITUTE FOR CHILD STUDY, UNIVERSITY OF MARYLAND COLLEGE PARK

The Department of Human Development/Institute for Child Study at the University of Maryland, College Park invites nominations and applications for the position of Chair. We seek an individual who would understand the research mission and accomplishments of the department, as well as its teaching and service missions in the College of Education and the University.

The Department of Human Development consists of 18 tenure-track full-time faculty members whose backgrounds are in human development, developmental psychology and educational psychology. Faculty receive funding from many sources, including the National Institutes of Health, the National Science Foundation, and the Administration on Children, Youth and Families, as well as private sources. The Department administers the Center for Young Children, the University's early learning center that has a research, practice and training mission. The Department has also been awarded a 5-year NIH training grant in social development. The proximity to Washington DC makes our location a very desirable one.

Qualifications for the position include: earned doctorate in human development, educational psychology, developmental psychology, or related field; record of publications and external funding commensurate with appointment at rank of Professor; administrative experience in role as department chair, associate dean, or other comparable experience; experience managing budgets or related field; strong communication & leadership skills; ability to articulate the department's vision to outside constituencies; experience in leadership of interdisciplinary groups; experience mentoring faculty at all levels; and recognized nationally and internationally for leadership and scholarship in education or human development. The ideal candidate will also demonstrate interest in and enthusiasm for promoting the academic and professional development of students.

Candidates should submit a letter of application addressing the qualifications and expectations noted above; a current curriculum vita; representative publications; and names, addresses, and telephone numbers of three persons from whom letters of reference may be requested. All nominations and applications should be forwarded to: **Philip J. Burke Ph.D., Department of Human Development Chair Search Committee, Room 1308 Benjamin Building College of Education University of Maryland, College Park, Maryland 20742. Voice: 301- 405-6515 Email: pburke@edu.umd.edu.** Requests for confidentiality

until the final phase of the search will be honored. Review of applications will begin immediately and continue until the position is filled. For best consideration, please submit by October 1, 2003. Appointment to the position will be effective July 1, 2004. The University of Maryland is an equal opportunity, affirmative action employer, and is dedicated to increasing diversity of its faculty through hiring and retention of minorities, women, and persons with disabilities.

ASSISTANT PROFESSOR, DEVELOPMENTAL PSYCHOLOGY, TENURE TRACK, UNIVERSITY OF TORONTO AT MISSISSAUGA (UTM).

Candidates for this position, beginning July 1, 2004, should have received their Ph. D. by the starting date. They will be expected to develop and maintain an active, externally funded program of research and to contribute to the education and training of undergraduate and graduate students. The successful applicant is expected to join a research cluster committed to the study of adjustment and well-being. Accordingly, preference will be given to candidates with research interests in social and/or emotional development in infancy, childhood or early adolescence. There will also be opportunities to collaborate with psychologists in a research cluster focused on human communication.

UTM, one of three campuses of the University of Toronto, is located in the City of Mississauga, approximately 20 km west of downtown Toronto. Please see our website at www.utm.utoronto.ca for information about the campus and about the exciting expansion that will occur over the next 10 years.

Interested applicants should submit a curriculum vitae, statement of research and teaching interests, copies of representative publications, and three letters of recommendation to **Professor Patricia Pliner, Department of Psychology, University of Toronto at Mississauga, Mississauga, Ontario, Canada L5L 1C6.** On September 2, 2003, we will begin to consider and interview those candidates with completed files, although the search will remain open until a successful candidate is found.

All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority. The University is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas.



MAJOR CONFERENCES OF INTEREST

2004 May 27- 30

16th Annual Convention of the American Psychological Society (APS)

Location: Chicago, Illinois, USA

Contact: mweiner@aps.Washington.dc.us

Website: convention@aps.Washington.dc.us

Contact: Zheng Gang, Institute of Psychology, Chinese Academy of Sciences, 100101 Beijing, China, iaccp2004@psych.ac.cn

Website: www.iaccp2004.org

2004 July 28- August 1

112th Annual Convention of the American Psychological Association (APA)

Location: Honolulu, Hawaii, USA

Contact: Convention Office, APA, 750 First Street NE, Washington, DC 20002-4242
Tel: +1-202-336-5500

Website: www.apa.org/convention

2004 August 8-13

XXVIII International Congress of Psychology

Location: Beijing, CHINA

Contact: XiaoLan FU, Deputy Director, Committee for International Cooperation, Chinese Psychological Society, Institute of Psychology, Chinese Academy of Sciences, P.O. Box 1603, Beijing 100012, China, Fax: +86-10-6202-2070

Website: www.icp2004.psych.ac.cn

2004 August 2-6

17th Congress of the International Association of Cross-Cultural Psychology (IACCP)

Location: Xi'an, CHINA

2006 July 16-21

26th International Congress of Applied Psychology of the International Association of Applied Psychology

Location: Athens, Greece

Contact: icap2006@psych.uoa.gr

Website: www.iaapsy.org



2004 Election of Officers: Biographical Sketches

Candidates for Executive Committee

W. Andrew Collins

W. Andrew Collins is Morse-Alumni Distinguished Teaching Professor at the University of Minnesota, Minneapolis USA. His longstanding research interests in the developmental significance of parent-child and peer relationships is now focused on analyzing developmental pathways to adult romantic and parenting roles in the 27-year Minnesota Longitudinal Study of Parents and Children. He was Director of Minnesota's Institute of Child Development from 1982 to 1989. A 30-year member of ISSBD, he has served on the program and membership committees. He also has been president of the Society for Research on Adolescence (2000-2002) and secretary of the Society for Research in Child Development (1997-2003). As a member of the Executive Committee, he would work to further secure the financial stability of ISSBD, to strengthen and expand the Society's excellent program of workshops for junior scholars, to support its successful journal, Newsletter, and biennial meetings, and to reach out to new audiences of developmental scholars around the world.

Serdar Degirmencioglu

Serdar Degirmencioglu has a B.A. in psychology (Middle East Technical, Ankara, 1988) and a Ph.D. in life-span developmental psychology (Wayne State, Detroit, 1995). As a post-doctoral fellow (1995-7), he worked in an interdisciplinary setting, Northwestern's Institute for Policy Research. In 1997, he joined the Psychology Department at the Middle East Technical University. A year later he was promoted to an associate professorship. He has served as associate editor of the Turkish Journal of Psychology (1998-2000) and vice president of the Turkish Psychological Association (1999). He is now heading the Istanbul Branch, the largest and most active branch of the Association, serving his third term. Since 1999, he has been part of the Psychology Department at Istanbul Bilgi University, a school known for its innovative, non-mainstream work, and community service. Degirmencioglu is a long-time member of ISSBD and SRCD, SRA, ESDP, EARA and the Jean Piaget Society. He has also been very active in the Children's Rights Coalition of Turkey and has served as a consultant to WHO and other national and international agencies.

Arnold J. Sameroff

Arnold J. Sameroff, Ph. D., a developmental psychologist, is Professor of Psychology and a Senior Research Scientist at the Center for Human Growth and Development at the University of Michigan where he is director of the Center for Development and Mental Health. After receiving his doctorate from Yale University he worked for two years at the Institute for the Care of Mother and Child in Prague, Czech Republic, studying the development of young children which continues to be a major interest. Using transactional and ecological models, his current research interests are in understanding how family and community risk factors impact the development of children, especially those at risk for educational failure or mental illness. He has been a winner of the G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology from Division 7 of the American Psychological Association. He is currently President of the International Society for Infant Studies and a member of the Governing Council of the Society for Research in Child Development. He has been associated with ISSBD since the Ann Arbor meeting in 1975.

Ann Sanson

Dr. Ann Sanson was appointed as Principal Research Fellow leading the Children and Parenting research program at the Australian Institute of Family Studies in January 2000 and became Deputy Director (Research) in June 2001. She has been Acting Director of the Institute since January 2003. Her research interests revolve around the development of children in their family and community contexts. She is a Principal Investigator of the Australian Temperament Project, a longitudinal study following a large representative sample of Victorian children from infancy through childhood and adolescence. Ann Sanson was appointed Project Director of a Longitudinal Study of Australian Children – "Growing Up in Australia" – being conducted for the Commonwealth government by a consortium comprising nine institutions, of which the Institute is the lead agency. Ann Sanson is the author of several publications, book chapters, journal articles, and academic papers.

2004 Election of Officers: Biographical Sketches

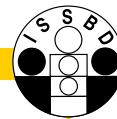
Candidates for Executive Committee (continued)

Ursula M. Staudinger

Dr. Ursula M. Staudinger is Professor of Psychology at Dresden University, Germany. Before, she was a senior researcher at the Max Planck Institute for Human Development. She received her Ph.D. in 1988 from the Free University of Berlin. She is a Fellow with the American Psychological Association, a member of the German Academy of Natural Scientists Leopoldina, and of the Heidelberg Academy of Sciences. Several times, she has reported to governmental committees on lifelong learning, aging or resilience. She has been the German representative on the preparation committee for the new U.N. action plan on aging. She serves on the editorial boards of Psychology and Aging, and the Journals of Gerontology. She has co-edited several books, such as "A Psychology of Human Strengths" (APA Books together with Lisa Aspinwall) and an interdisciplinary volume on "Understanding Human Development: Lifespan Psychology in Dialogue with other Disciplines" (Kluwer Academic Publishers together with Ulman Lindenberger). Among her research interests are the study of plasticity and resilience in lifespan development, the social-interactive nature of human functioning, and the development of life insight and life composition across the life span.

Marcel Van Aken

Marcel van Aken (1958) studied developmental psychology and in 1991 defended his PhD thesis at the University of Nijmegen, The Netherlands, on a longitudinal study of the development of competence. He accepted a post-doc position at the Max-Planck-Institute for psychological research in Munich, Germany, returned to the Netherlands in 1993, and now studies the development of psychosocial problems in children as a full professor and chair of Developmental Psychology at Utrecht University. He has published various articles related to this topic, many of them involving international collaboration. He has been involved in several European Union student- and staff-exchange programs, is a member of various international review panels and editorial boards, and has supervised PhD-projects from Peru, Cuba, and Poland. Marcel van Aken has been a member of ISSBD since 1990, has been involved in ISSBD as a convenor of various symposia at ISSBD-conferences, was a member of the program committee of the 2002 meetings in Ottawa and is one of the organizers of the ISSBD-preconference in Ghent 2004. From 1998-2002, he served two terms as Associate Editor for the International Journal of Behavioral Development.



2004 Election of Members of the Executive Committee

This ballot has been prepared in accordance with the By-Laws of *ISSBD* by the Nominations Committee (Chair, Kenneth Rubin) and Secretary General. According to the By-Laws of the Society, The Executive Committee comprises the following members: President, Past/Elect President, Secretary General, Treasurer/Membership Secretary and nine other members. In the forthcoming election, *three* Executive Committee members must be elected. Current members of the Executive Committee who will hold office at the 18th meeting of *ISSBD* in Ghent (July 2004) include:

Officers:
President: Rainer Silbereisen
Past-President: Kenneth H. Rubin
President-Elect: *Anne C. Petersen*
Secretary General: *Jari-Eric Nurmi*

Regular Members: Avshalom Caspi, Xinyin Chen, Patricia Greenfield, Abraham Sagi-Schwarz, Peter K. Smith, Suman Verma, 3 members to be elected (see biosketches of the candidates).

The Secretary General must receive ballots no later than *January, 1, 2004*. Please use the attached envelope to return the enclosed ballot; please do not forget to print your name and add your signature in the upper left corner of the envelope provided. Ballots without a name and a signature are not valid.

Executive Committee (3 to be elected)

Please rank the candidates. 1=first choice, 2=second choice, 3 = third choice, etc. You may rank order all candidates or only those that you wish to be included in your ballot.

W. Andrew Collins

Ann Sanson

Serdar Degirmencioglu

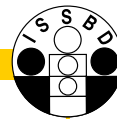
Ursula M. Staudinger

Arnold J. Sameroff

Marcel van Aken

Return this completed ballot in the envelope provided to:

Prof. Jari-Erik Nurmi, Secretary General ISSBD
Department of Psychology, University of Jyväskylä
P.O. Box 35, 40351 Jyväskylä, Finland



Print Full Name

Validating Signature



**AFFIX
STAMP
HERE**

Professor Jari-Erik Nurmi
University of Jyväskylä
Department of Psychology
P.O. Box 35
Jyväskylä, 40351
Finland

2004 ISSBD ELECTIONS BALLOT

Please cut out and use as address label and affix to envelope