Introduction to Sport and Physical Activity as Developmental Contexts

Bonnie L. Barber
School of Psychology, Murdoch University
Perth, Western Australia, Australia
E-mail: b.barber@murdoch.edu.au

and

Karina Weichold
Department of Developmental Psychology, University of Jena
Jena, Germany
E-mail: karina.weichold@uni-jena.de

We have noted increasing consideration of the developmental consequences of sport and physical activity for development, fuelled by growing recognition of the possible role of such activities in both promoting positive development and preventing unhealthy outcomes. In addition to the established health benefits of physical activity, sport can provide a forum for engagement in challenging tasks, identity exploration, skill building, and social integration. Such benefits are likely to be relevant across developmental stages, gender, and culture.

In keeping with our efforts to cover the lifespan in this special section of the newsletter, we have invited contributions that focus on sport and physical activity in children, adolescents, and adults. The goal of this issue is to highlight the range of approaches to studying sport and exercise used across disciplines and cultural settings, including reports from Egypt, Europe, Canada, and the US. As noted in both commentaries by experts in sports and physical activity, the diversity of research in this area presents challenges when trying to advance theory about engagement in these contexts, but this set of papers offers some promising leads. What unites the papers is the careful attention to the importance of the sport or exercise context, but they each highlight distinct aspects, including sport as an empowerment opportunity and a peer socializing context for youth, and physical activity as a motivational goal domain in adulthood, with particular implications for lifelong health.

Contributing to our understanding of the challenges of research in this area are two "Reports from the Lab." Articles in this section report on scholars' everyday working conditions or collaborations within a research setting that may be unusual or challenging. In this case, we go "Down Under" to New Zealand and Australia to look at two distinct ends of the sporting spectrum – elite professional athletes at the pinnacle of their careers, and young aboriginal children playing sport. Both of these groups presented their own unique challenges to the investigators, and their lab stories each relate the joys and perils inherent in studying this topic.

The contributors to the Special Section features, commentary, and lab stories include scholars who have been international leaders in the emerging research focus on sports and development. We feel privileged that these distinguished investigators were willing to share their insights with us, and anticipate that their stories might inspire further focus on the role of sport and physical activity in development at all ages, and across diverse populations.

The Ishraq Program: Reshaping Gender Norms in Rural Upper Egypt

Abeer Salem and Nadia Zibani
Population Council
West Asia and North Africa Regional Office
Cairo, Egypt
E-mail: asalem@popcouncil.org
nzibani@popcouncil.org

Engagement in sports activities has recently been identified as a tool for development. Considerable research has documented the links between girls' participation in sports activities and positive health and social outcomes in Western settings. Regular physical activity helps to reduce girls' risk of developing many of the chronic diseases of adulthood, enhance girls' mental health, and reduce the symptoms of stress and depression. Female athletes tend to do better academically and have lower school drop-out rates than their non-athletic counterparts (President's Council on Physical Fitness and Sports, 1997).

The hypothesized links between sports participation and reduced risk of pregnancy were tested in a 1998 study

Sports provide girls with access to public spaces

in the United States using a nationally representative sample. Findings indicated that adolescent females who participate in sports tend to become sexually active later in life, have fewer sexual partners, and, when sexually active, make greater use of contraception than their non-athletic counterparts (Brady and Khan, 2002).

These and other findings suggest that sports are generally good for girls and that participation in sports functions as a developmental resource for adolescent girls in ways that positively influence their lives. Research in this area in non-Western settings is generally lacking. However, a few tested programs have used sports in a development context. One of these programs, Ishraq, a non-formal education program, was created to empower a generation of adolescent girls in traditional and conservative settings and to provide a second-chance for marginalized and unprivileged girls to catch up with their in-school peers. Ishraq supports a healthful and active transition to adulthood for disadvantaged out-of-school rural girls, and prepares them to make informed, positive decisions about life issues such as schooling, marriage, and careers.

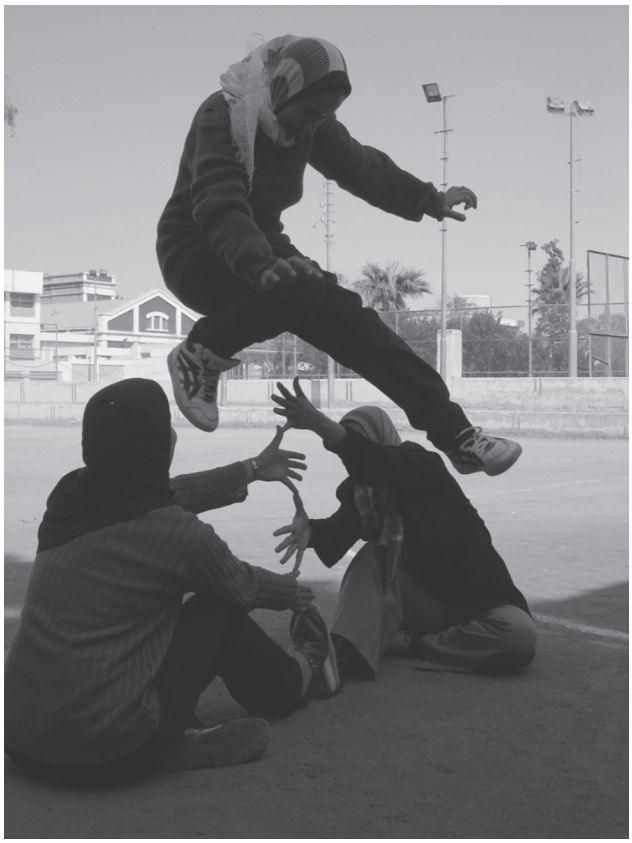
The program is founded upon the concept of safe space to improve the life opportunities of rural out-of-school girls in a range of ways. It is strategically held in youth centers as a way of improving girls' access to public spaces. Its curriculum, while aiming to foster entry or re-entry into formal education, emphasizes literacy, and life skills such as rights and responsibilities of women, nutrition, health and hygiene, violence against women, STI's and marriage, with special attention to reproductive health issues, civic engagement, and an unprecedented sports component.

The rationale for including the sports component in Ishraq is to offer underprivileged out-of-school adolescent girls aged 12 to 15 an opportunity to exercise their right to play (CRC conventions) and to increase their social benefits and inclusion in their communities through building their confidence, self-esteem, and leadership abilities. Creating a safe space for these girls to meet, learn and interact was the pre-requisite for the program implementation. Youth centers are widely spread within rural communities in Egypt (4,600 Youth Centers throughout Egypt) were identified as a main venue for the program despite the well-known fact that they are predominantly used by males / boys, hence excluding rural girls and depriving them of the right to use these venues and benefit from the activities offered. By incorporating the sports component, Ishraq tested the extent to which such a non-traditional activity could help to break down the restricting gender stereotypes and gender moulds that prevail in such conservative settings.

Context

Egypt's population currently contains the largest cohort of adolescents in the country's history, with more than 13 million boys and girls in their second decade of life. Most will complete at least nine years of schooling as a result of ambitious programs initiated by the Egyptian government to spread basic education. Despite that progress, however, a sizable proportion of adolescents have missed those opportunities entirely. According to the Egypt Labor Force Market Panel Survey conducted in 2006 (Brady et al., 2007), 26 percent of girls aged 13–19 in rural Upper Egypt either received no schooling or dropped out after just one to two years. In rural communities selected for the implementation of Ishraq—as in all traditional agricultural communities—families are often highly patriarchal and tend to hold a strong preference for sons. A male child is greatly valued and often receives more investment from the family. For rural out-of-school girls, discrimination is therefore an everyday experience that is

"Who could believe the day would come when we would be able to enter the youth center. We never dared come close because it was only for men/boys only. Now we are equal, we have the right to go there." (Ishraq promoter)



The Ishraq Program includes traditional games

demonstrated in the low priority given to their education, health care, and individual rights.

Introducing the concept of sports in such a context is thus an unprecedented challenge, given restrictive gender norms and the resulting belief that participation in sports is a superfluous and unfeminine activity (Zibani, 2004), and that "girls are not strong enough and are likely to get hurt." Sport is accepted as a male domain and is therefore considered socially unacceptable ("*Eib*") for girls.

At the individual level, girls don't play sports because they feel too old to play (even though their age range is 13 to 15); they are also afraid that they will not be good at it, and that they will be teased by boys/males in the community.

The Ishraq Program

In 2001, an innovative and integrated program called *Safe Spaces for Girls to Learn, Play and Grow* was launched. Through the 3-year project, the Population Council (PC) and Save the Children (SC) worked in collaboration with the Center for Development and Population Activities (CEDPA) and CARITAS, to improve the life opportunities of rural out-of-school girls 12–15 years of age in four villages in the Minya governorate. The project adopted a best-practices approach to respond to local needs for education and health services, drawing on the collective experience of four NGO partners to provide protected spaces where girls would be allowed to meet for learning and recreation.

The program aims to create safe public spaces for girls and improve girls' functional literacy, recreational opportunities, livelihood skills, health practices, and mobility. This cooperative program aims to positively influence social norms concerning girls' life opportunities and enhance local and national decision-maker support for girl-friendly measures and policies.

Sports and Physical Activity

While literacy training and life skills education are normal and valued services in the community, it is unusual for adolescent girls to play sports. Yet sports participation offers new opportunities for girls and helps to break down restrictive gender norms. Participation in sports provides an opportunity to form friendships, intensify peer networks, and have more frequent and meaningful contacts with peers. Team membership offers girls a chance to learn how to communicate, cooperate, and negotiate on and off the playing fields. It offers a departure from traditional femininity, and challenges exclusive male privilege and cultural myths about female frailty. Thus, sports participation may function as a developmental resource for many adolescent females, enhancing traits that contribute to girls' sense of agency.

Ishraq participant

Fun and friendship found in a range of activities

Unlike literacy programs or other life skills programs, Ishraq's recreational sports component was an unprecedented intervention in Egypt, with no comparable initiative to use as a blueprint. Hence, introducing sports for adolescent girls in conservative settings has been a major challenge and Ishraq would not have been able to do so without securing the understanding and support of parents, male siblings, and community representatives.

Ishraq's aim was to increase girls' participation in sports and help them to develop healthy values and attitudes. Besides providing recreational opportunities for rural girls, the Population Council developed a sports curriculum designed to nurture feelings of self-worth and self-confidence and ensure that participants have fun in a safe and activity-based environment, acquire skills in a range of recreational activities, learn information and attitudes to help them live safer lives, and make lasting friend-

ships (Zibani 2004). The sports activities ran for 13 months, twice a week, with each session lasting 90 minutes. The initial sports program included mainly three team sports only namely: volleyball, basketball and handball that were offered to girls in the program.

Because the sports component was new, the Ishraq partners hypothesized that the best candidates for teaching sports would be university graduates in physical education; however, this arrangement proved to be counter-productive in many respects. The curriculum developed for team sports was too ambitious to succeed among novices. The university graduates proved to be ill-prepared to work in villages, both in terms of their attitudes towards promoters and participants and in terms of their standards and levels of expectation. Thus, Ishraq reached out to residents and promoters to conduct the sports program. Drawing on lessons learned from the pilot phase, the Population Council designed and tested a revised sports curriculum that uses traditional games that the girls are familiar and comfortable with as an entry point to the sports curriculum. These traditional games are somewhat similar to *hide and seek* and *musical chairs*. Following the 12-week introductory phase, one individual sport (table tennis) and one team-based sport (handball, basketball, or volleyball) is offered in each village over the course of ten months.

"Now I have a say in my family. My brothers are happy with my work and I have no problems. My neighbors and the village people know me now." (Ishraq participant)

While not part of the initial sports activities, table tennis emerged as an especially popular and practical sport for this setting. In collaboration with the International Table Tennis Federation (ITTF) and its local Egyptian affiliate, Ishraq introduced table tennis using ITTF's international program, "Breaking down barriers with table tennis balls." Table tennis is relatively easy and inexpensive to play and has been favorably received by girls and parents

Ishraq provided a golden opportunity to enact a verbal directive issued by the Egyptian Ministry of Youth in 2001 (currently the National Council for Youth) to dedicate specific times and spaces for girls at youth centers located on the village level. The pilot phase of Ishraq demonstrated that youth centers can become the "safe spaces" where girls can congregate, perform group activities and learn skills in a supportive environment.

"Ishraq affected us personally . . . we gained self confidence, learned how to speak with families regarding difficult and controversial issues, learned important information through the new horizons and health programs, gained skills in how to manage and share this new information and how to work with different types of people." (Ishraq participant)

Girls' Readiness to Participate in Sports: Basic Findings

An impact assessment component was built into the program design from the outset. The Population Council conducted baseline and endline surveys and designed qualitative data gathering activities to assess the impact of the program on all eligible girls in the participating and control villages where Ishraq was implemented. Findings related to sports showed that even though these girls lead a busy life loaded with heavy domestic responsibilities and agricultural work, they expressed a strong desire to participate in sports activities if an appropriate program is offered in their village. Girls had an overall impression that their community disapproves of "grown up" adolescent girls participating in sports, but based on qualitative research conducted before the sports program started, 55 percent of the interviewed girls expressed a positive opinion towards girls playing sports. "*I always wanted to play like them*" and "*I enjoy their freedom, and they are strong girls*" are some of the participants' thoughts about other girls who play sports in other settings. Among those expressing negative opinions about sports, 25% declared that "*it is unacceptable for girls to play sports*" and "*people will say that we are acting like boys*."

Ensuring girls' marriageability and preserving girls' honor shape parents' attitudes and behavior towards their daughters. Mothers were more supportive (75 percent) of letting their daughters play sports than were fathers (64 percent). Mothers' concerns revolved around how the community members would view or perceive their daughters when participating in sports activities, giving responses such as "*it is all right (to play sports) if other girls will play with you*"; "*the most important thing is not to allow boys to see you with training suits*." Some girls declared that "*my mother agreed after she came to the youth center and learned about the project*."

Findings revealed that a girl's male siblings played a critical role in the decision whether or not their sisters would play sports. Of those who had brothers, 36 percent stated that their brothers approved of their playing sports under certain conditions: "*I can play but not in front of boys*"; "*he didn't mind as long as there are no other boys in the playground*"; or "*my brother is too young* [to have formed patriarchal attitudes] *so he agreed*."

Prior to the launch of the sports component, other girls who had brothers (16%), faced resistance to the idea of having their sisters participate in sports, noting "*My brother objected to the sports uniform*"; "*my brother said I was acting like a boy*"; "*people will talk about me*"; or "*my brother refused, saying that sport is for boys not for girls*."

Halfway through the program, community members had mixed feelings about girls playing sports. Ishraq girls reported that those who still resisted the idea (40%), labeled them as loose girls, and were convinced that sports taught them immorality. Others commented that it is wrong for a girl to play sports and wear a training suit. Meanwhile, girls commented that other community members (36%) regarded their participation positively, noting that sports are good, or that sports make girls more active and more aware of what is happening around them, while others concluded that sports are generally good for girls.

Sports for Girls: A Worthwhile Challenge

The incorporation of sports into Ishraq proved to be challenging. Of all the program components, sports and specific sections of the reproductive health curriculum often proved to be quite difficult for parents and community members to relate to or accept. However, the Ishraq experience shows us that sports help girls to form peer networks, learn teamwork, and exercise leadership. The endline survey results demonstrated that the vast majority of Ishraq girls had a high regard for sports: 94 percent enjoyed playing

sports and 99 percent would encourage their daughters to do so. Ishraq girls reported that they benefited from playing sports: 90 percent cited improved physical health and 59 percent claimed improved mental health (Brady et al. 2007).

The image of an adolescent girl playing sports gradually gained acceptability from parents and community leaders. Organizing tournaments was used as one way to encourage girls and also to gain visibility and acceptability by the community.

The endline survey found that almost half of the Ishraq graduates continued to play sports, while only 10 percent of non-participants and 3 percent of girls in the control villages did so. This emphasizes the success of the sports component and the importance of garnering family and community support if the initiative is to last beyond the program.

References

Brady, M., & Khan, A. B. (2002). *Letting Girls Play: The Mathare Youth Sports Association's Football Program for Girls*. New York: Population Council.

Brady, M., et al. (2007). *Providing New Opportunities to Adolescent Girls in Socially Conservative Settings: The Ishraq Program in Rural Upper Egyp*t. Population Council (www.popcouncil.org/pdfs/ishraqfullreport.pdf).

Convention on the Rights of the Child (1989). *The Right of the Child to Rest and Leisure, to Engage in Play and Recreational Activities Appropriate to the Age of the Child* (Art. 31, www.unicef.org).

President's Council on Physical Fitness and Sports (1997). *Physical Activity and Sport in the Lives of Girls*. Washington, DC: US Department of Health and Human Services.

Zibani, N. (2004). *Ishraq: Safe Spaces for Girls to Learn, Play and Grow: Expansion of Recreational Sports Program for Adolescent Rural Girls in Egypt*. Cairo: Population Council (www.popcouncil.org/pdfs/ishraq/Ishraq_Booklet.pdf)

Sports as peer socialization contexts

Anne-Sophie Denault and François Poulin
Département de Psychologie, Université du Québec à Montréal
Montréal, Canada
E-mail: denault.anne-sophie@courrier.uqam.ca
poulin.francois@uqam.ca

Among all organized activities in adolescence, sports have received the most research attention. Sports are believed to bring both positive and negative developmental experiences to adolescents. On the positive side, sports are hypothesized to give youths the opportunity to develop skills, competence, and initiative; increase identification and commitment to school; and foster positive relationships with the activity peers and leaders (Boone & Leadbeater, 2006; Crosnoe, 2002; Larson, Hansen, & Moneta, 2006; Marsh & Kleitman, 2003). On the negative side, sports are also hypothesized to entail high levels of stress, unhealthy competition among youths, and derogatory coaching (Boone & Leadbeater, 2006; Larson et al., 2006). Most importantly, mixed findings have been found in the association between sports participation and youths' adjustment. Whereas these activities are usually associated with positive educational outcomes (Eccles & Barber, 1999; Fredricks & Eccles, 2005, 2006; Marsh & Kleitman, 2003), they are also linked to higher levels of alcohol use (Crosnoe, 2001, 2002; Eccles & Barber, 1999; Fredricks & Eccles, 2005, 2006). These results stressed the importance of looking at the possible socialization mechanisms involved in this particular context.

Peers in Youth Activity Participation

Among the different explanations for the developmental outcomes of organized activities, the importance of the activity peer group has been underlined. Peers in organized activities are considered a positive source of influence for youth adjustment. Researchers have suggested that organized activities may serve as a gateway to conventional (Mahoney & Cairns, 1997) and academically oriented peers (Barber, Stone, Hunt, & Eccles, 2005; Eccles & Barber, 1999). However, very few studies have examined peer relationships *inside* the activities.

According to developmental researchers (Rubin, Bukowski, & Parker, 2006), group processes and dyadic relationships must be considered when studying peer relationships. At the group level, because most of organized activities involve group interactions, being part of that group and liked by the other members may be a key dimension of the adolescent interpersonal experiences. At the dyadic level, the activity peer group gives youths the opportunity to interact with friends and relate with peers who would normally be outside of their network (Dworkin, Larson, & Hansen, 2003; Eccles & Barber, 1999; Patrick, Ryan, Alfeld-Liro, Fredricks, Hruda, & Eccles, 1999). These two levels of peer relations are likely to characterize the social context of sports participation.

Are Individual and Team Sports Distinct Peer Contexts?

Whether youths participate in individual or team sports might be important to consider when looking at peer experiences. These two contexts imply the presence of other youths, but may involve distinct friendship and group dynamics that merit further attention. Whereas in individual sports youths are setting personal goals, and might even be in competition with the other group members to achieve them, in team sports, youths have to work together and collaborate to reach the same group objectives. The group composition in team sports might also be more homogenous than in individual sports. For skills level and physical development reasons, youths are usually on a team with same-age and same-sex peers. Finally, more cohesion and stronger ties between group members are likely to occur in team sports than in individual sports, as team spirit is needed for the team to work. As a result, the group dynamics, positive or negative, might have a stronger impact on youths in this context than in individual sports (see Marsh & Kleitman, 2003). Moreover, given the more homogenous and cohesive nature of activity groups in team sports, group members in this context

might be more embedded in youths' larger friendship networks.

Innovative Data to Examine Peer Processes in Sports Participation

Taking into account the existing literature on peer socialization in organized activities, we took a closer look at group (i.e., perception of social integration) and dyadic (i.e., friendships) processes in sports participation. We first look at the group composition of the activity (size of the group; same- vs. mixed-sex and same- vs. mixed-age) in individual and team sports. We also examined (a) whether youths' perceptions of their social integration in the activity peer group vary according to sports type (individual vs. team); and (b) whether the associations between the social integration in the activity group and adolescents' well being (depressive symptoms and self-esteem) vary according to sports type. Finally, we verified (a) the extent to which youths' larger friendship networks were embedded in activity groups, and (b) qualitative aspects of these friendships (duration and support).

To address these questions, data from our ongoing longitudinal project were used. This study started when youths were in Grade 6 (April 2001, n = 390, 11–12 years-old) and yearly assessments have now been conducted for six years (n = 303). For the purpose of this study, data collected in Grade 9 (14–15 years-old) were used. Information about youths' participation was collected for one target activity. This target activity was identified according to the following criteria: (a) it was the activity in which the youth participated most intensively (i.e., highest number of hours per week), (b) it was practiced with other youths, and (c) if more than one activity met these two criteria, the youth's preferred activity was chosen. Only sports were considered as target activities in the current analyses. As a result, 108 youths were included in the analyses (52% of youths with a target activity; 48% girls). Thirty-seven youths participated in individual sports (34% of sports activities; 62% girls). For girls, the most popular individual sport was swimming and the most popular team sport was soccer. For boys, badminton and ice hockey were the most common individual and team sports, respectively.

Youths then filled out a detailed questionnaire referring to this specific activity. They had to report on the group composition of the activity (number, age, and gender of youths). In addition, five items assessed their perceptions of their social integration in the activity peer group (e.g., "I am rather alone and don't talk to anyone (reverse coded)"; "I feel appreciated by the other kids"). Items were rated on a 5-point Likert scale with response options ranging from 1 (*not at all*) to 5 (*very much*). Cronbach's alpha was .71.

Youths were also asked to report on their depressive symptoms (CDI; Kovacs, 1983; 26 items) and self-esteem (Self-perception profile for adolescents; Harter, 1988; 4 items). Finally, youths were asked to fill out a friendship network inventory (up to ten friends). For each nominated friend, youths had to indicate whether or not his or her friend was participating with them in the sport activity previously identified, the duration of the friendship, and the level of support received from that friend (1 item; 1 to 5 scale). Based on this information, the following variables were computed: (a) the number of participating and nonparticipating friends; (b) the mean duration of friendship for participating and nonparticipating friends; and (c) the mean level of support from participating and nonparticipating friends.

What do Peer Experiences Look Like in Sports Participation?

The activity group composition. First, we wanted to document whether individual and team sports differ with respect to the number of youths in the activity and group composition. No differences were found on the total number of youths in the activity (M = 17.34, SD = 11.42 for individual sports; M = 20.40, SD = 11.71 for team sports). However, group members in team sports were more likely to be of the same-sex (χ^2 (1) = 28.63, p < .001) and same-age (χ^2 (1) = 7.73, p < .01) than in individual sports.

Social integration in the activity peer group and youths' adjustment. Second, we wanted to examine youths' perceptions of their social integration in the activity peer group. Youths reported higher levels of social integration in the activity peer group in team sports than in individual sports (t(106) = –2.84, p < .01; M = 4.02, SD = 0.76 for team sports, M = 3.55, SD = 0.94 for individual sports). We also found that youths' perceptions of their social integration in the activity peer group were significantly linked to low depressive symptoms and high self-esteem in team sports (r = –.27, p < .05 and r = .26, p < .05, respectively), but not in individual sports (r = –.17, *ns* for depressive symptoms and r = .18, *ns* for self-esteem).

Participating and nonparticipating friends. Finally, we examined the extent to which youths' larger friendship networks were embedded in activity groups, as well as qualitative aspects of these friendships (duration and support). On average, 24% of youths' friends participated with them in sports activities. This proportion was higher in team sports than in individual sports (t(105) = –2.81, p < .05; 29% vs. 14% of their friendship network, respectively). However, the mean duration of friendships and level of support did not differ between participating and nonparticipating friends, and this was true for both sports contexts.

Conclusion

As part of our work, we wanted to examine different peer experiences in sports participation. To do so, we looked at the group composition of the activity, youths' perceptions of their social integration in the activity peer group, and youths' friendship network in and out the activity, with a special attention given to sports type. Altogether, our findings highlighted the importance of peer experiences in sports participation. We first found that the average size of groups in individual and team sports was identical, suggesting that youths participating in these two types of sports were exposed to a similar number of group members. However, the activity peer group was more homogenous with respect to age and gender in team sports. In addition, youths felt more socially integrated in team

sports and their perceptions of social integration were linked to their well-being only in team sports. Our results also suggested some overlap between youths' larger friendship networks and activity groups, especially in team sports. This suggests that sports participation gives youths the opportunity to interact with some of their friends, but also to be in contact with peers outside of their usual friendship networks. We found no differences, however, on qualitative aspects of friendships in and out the activity for both sports types, at least with respect to the duration and support received from friends.

Overall, our results underlined the more intensive nature of peer relationships in team sports compared to individual sports. The more homogenous and cohesive groups in team sports might be a context particularly suited for positive peer interactions and friendships formation, and this is likely to be reflected in youths' adjustment. In support of this idea, compared to individual sports, Marsh and Kleitman (2003) found evidence of stronger links between team sports and youths' academic and psychosocial outcomes.

Readers should keep in mind that the current analyses were cross-sectional and mostly descriptive in nature. All measures were also based on youths' self-reports, which is likely to bring perception biases and inflate similarity in the findings. Nonetheless, our initial results are promising in suggesting that individual and team sports might involve different peer experiences likely to be reflected in participating youths' adjustment. Continuation of this work will include using longitudinal data and looking at different moderating and mediating effects of peer characteristics in the association between youths' social integration in the activity peer group and adjustment. The formation of friendships in this particular context will also be further examined, as well as friends' characteristics in and out the activities, including school achievement and problem behaviors. This method will allow a more detailed examination of the different theoretical hypotheses about peer processes in the association between sports participation and youths' positive and negative adjustment.

References

Barber, B. L., Stone, M. R., Hunt, J. E., & Eccles, J. S. (2005). Benefits of activity participation: The role of identity affirmation and peer group norm sharing. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after-school, and community programs* (pp. 185–210). Mahwah, NJ: Erlbaum.

Boone, E. M., & Leadbeater, B. J. (2006). Game on: Diminishing risks for depressive symptoms in early adolescence through positive involvement in team sports. *Journal of Research on Adolescence, 16*, 79–90.

Crosnoe, R. (2001). The social world of male and female athletes in high school. *Sociological Studies of Children and Youth, 8*, 89–110.

Crosnoe, R. (2002). Academic and health-related trajectories in adolescence: The intersection of gender and athletics. *Journal of Health and Social Behavior, 43*, 317–335.

Dworkin, J. B., Larson, R., & Hansen, D. (2003). Adolescents' accounts of growth experiences in youth activities. *Journal of Youth and Adolescence, 32*, 17–26.

Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research, 14*, 10–43.

Fredricks, J. A., & Eccles, J. E. (2006). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology, 42*, 698–713.

Fredricks, J. A., & Eccles, J. E. (2005). Developmental benefits of extracurricular involvement: Do peer characteristics mediate the link between activities and youth outcomes? *Journal of Youth and Adolescence, 34*, 507–520.

Harter, S. (1988). *Manual for the Self-Perception Profile for Adolescents*. University of Denver.

Kovacs, M. (1983). *The Children's Depression Inventory: A self-rated depression scale for school-aged youngsters*. Unpublished manuscript, University of Pittsburgh, School of Medicine.

Larson, R. W., Hansen, D. M., & Moneta, G. (2006). Differing profiles of developmental experiences across types of organized youth activities. *Developmental Psychology, 42*, 849–863.

Mahoney, J. L., & Cairns, R. B. (1997). Do extracurricular activities protect against early school dropout? *Developmental Psychology, 33*, 241–253.

Marsh, H. W., & Kleitman, S. (2003). School athletic participation: Mostly gain with little pain. *Journal of Sport & Exercise Psychology, 25*, 205–228.

McNeal, R. B. (1998). High school extracurricular activities: Closed structures and stratifying patterns of participation. *The Journal of Educational Research, 9*, 183–191.

Patrick, H., Ryan, A., Alfeld-Liro, C., Fredricks, J., Hruda, L., & Eccles, J. S. (1999). Adolescents' commitment to developing talent: The role of peers in continuing motivation for sports and the arts. *Journal of Youth and Adolescence, 29*, 741–763.

Rubin, K. H., Bukowski, W., & Parker, J. G. (2006). Peer interactions, relationships, and groups. In N. Eisenberg, W. Damon, & R. M. Lerner (Eds.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (6th ed., pp. 571–645). New York: Wiley.

Intergoal Relations in the Context of Starting to Exercise: A Case of Positive Development from Younger to Older Adulthood

Michaela Riediger
Center for Lifespan Psychology, Max Planck Institute for Human Development
Berlin, Germany
E-mail: riediger@mpib-berlin.mpg.de

and

Alexandra M. Freund
Department of Psychology, University of Zurich
Zürich, Switzerland
E-mail: freund@psychologie.uzh.ch

A well-known proverb posits that old dogs do not learn new tricks. Integrating a new, effortful behavior in their daily routine, then, is not what we expect older adults to be particularly good at. In this article, we summarize evidence that, in contrast to this expectation, older people might be even better than younger adults in taking up the habit of exercising regularly. Exercising is one of the areas in life where beliefs, intentions, and behaviors often do not match. Many believe that regular exercise would be good for their health and might intend to follow their belief, but maintaining a regular exercise regimen is quite a different matter. In fact, the empirical association between exercise-related intentions and actual behavior is rather weak (Fuchs, 1997; Hagger, Chatzisarantis, & Biddle, 2002). In this article, we demonstrate that age is a possible moderator of this relationship. We posit that older people are more likely to harmoniously match regular exercise with their other goals, and that this, in turn, contributes to longer-term exercise adherence.

The Role of Goals for Development and Health-Behavior Change

Current lifespan developmental theories acknowledge that setting and pursuing goals plays an important role in shaping one's development (e.g., Freund & Baltes, 2000). Not much, however, is known about age-related changes in goal processes (for overviews, see Freund & Riediger, 2006; Heckhausen, 1999). The little evidence that is available suggests that setting and pursuing goals may be among the domains that show positive developmental trajectories throughout adulthood rather than age-related decline (Bauer & McAdams, 2004; Sheldon & Kasser, 2001).

Engagement in health-relevant behaviors is an example where the developmental-regulatory role of the individual is particularly evident. In this article, we focus on the health-promoting behavior of starting regular physical exercise. Being physically active reduces the risk of developing cardiovascular and other diseases in all phases of the life span. Furthermore, in older adulthood, regular exercise along with other positive lifestyle habits, such as balanced nutrition, or social and intellectual involvement, can, at least temporarily, postpone or attenuate physiological decrements associated with aging (Fries, 1990; Rowe & Kahn, 1987). In stark contrast to the beneficial effects of exercising, physical inactivity, with its attendant health risks, is highly prevalent in Western societies. Interestingly, awareness of the advantages of physical activity appears comparatively developed. In fact, numerous sedentary individuals form, at some point in time, the intention to start regular exercise. Many exercise beginners, however, quit after a few weeks or months (Wagner, 1999).

Parallel to the recent emphasis on the regulatory functions of goals in developmental psychology, health psychologists increasingly acknowledge the importance of goals for the adoption and maintenance of health behaviors (Karoly, 1990; Maes & Gebhardt, 2000; Schwarzer, 1999). Linkages between developmental and health psychology, however, are relatively rarely drawn (but see Ziegelmann, Lippke, & Schwarzer, 2006). In our research (Riediger & Freund, 2004, 2006; Riediger, Freund, & Baltes, 2005), we propose that age-related progress in setting and pursuing goals may help older adults to achieve lifestyle changes such as exercising regularly, and that the nature of relations between exercising and the individual's other goals play an important role in this development.

Integrating the Goal of Exercising into the Individual's Goal System

People typically hold several goals at once. An exercise beginner's goal to start regular physical exercise is but one of them. Such multiple goals are often related to one another (e.g., Emmons & King, 1988; Little, 1983). Intergoal *facilitation* occurs when the pursuit of one goal (e.g., exercise regularly) simultaneously increases the likelihood of success in reaching another goal (e.g., lose weight). *Interference* among goals, in contrast, occurs when the pursuit of one goal (e.g., promotion at work) impairs the likelihood of success in reaching another goal (e.g., exercise regularly).

Most of the currently available research on intergoal relations was guided by an interest in potential consequences of *interference* among goals. Intergoal facilitation has received comparatively less attention. One example is the health behavior goal model (Gebhardt, 1997; Maes & Gebhardt, 2000), which conceptualizes conflict of a target health behavior (e.g., physical activity) with the person's other goals as a determinant in the process of health-behavior change. Two studies investigating physical activity (Gebhardt & Maes, 1998) and smoking cessation (McKeeman & Karoly, 1991) support the assumption that people are less successful in establishing a health behavior if it conflicts with their other goals. The study by Gebhardt and Maes, however, included only an indirect measure of goal conflict and relied exclusively on self-report. The study by McKeeman and Karoly used a more direct goal conflict measure, but applied this instrument retrospectively.

Focusing on the adoption of regular physical exercise, one of our own studies expanded this line of research by employing a developmental perspective. With the aim to implement a number of methodological improvements, we obtained *objective* information on the participants' exercise behavior, directly assessed exercise-specific intergoal conflict *and* facilitation, and employed a *prospective* design to investigate the potential implications of exercise-specific intergoal relations for the longer-term maintenance of regular exercise in *younger* (N = 99, M = 25.1 years) and *older*

(N = 46, M = 63.8 years) exercise beginners. It is important to note that we investigated a sample of people who had taken an important step in the process of health-behavior change, namely, formed the intention to exercise regularly. We were interested in determining the degree to which success in meeting exercise goals is influenced by facilitation and interference between exercising and the individual's other goals, and in whether exercise-specific intergoal relations play a role in explaining age-related differences in longer-term exercise adherence.

We asked participants to report three important goals they had besides exercising. The extent to which the exercise goal interfered with, and facilitated the three other important goals was assessed with the Intergoal Relations Questionnaire (IRQ, Riediger & Freund, 2004). The IRQ assesses intergoal relations for pairwise constellations of goals. Interference among goals is assessed in terms of time constraints, energy constraints, financial constraints, and in terms of incompatible goal attainment strategies. Mutual facilitation among goals is assessed in terms of instrumental goal relations, and in terms of overlap of goal attainment strategies. The IRQ has demonstrated good psychometric properties and a stable structure of two unrelated factors (interference and facilitation) in several independent samples of adults of various ages (Riediger, 2007; Riediger & Freund, 2004; Riediger et al., 2005). In the research reported here, we derived indicators of exercise-specific intergoal facilitation and interference by aggregating IRQ items involving comparisons of the exercise goal with the other three goals. We also obtained, for each of the five months following the assessment of intergoal relations, objective information on the participants' exercise frequency from attendance lists and electronic attendance registration data kept by the participants' exercise facilities.

Intergoal Relations as Predictors of Longer-Term Exercise Adherence

In the first three months of the study interval, exercise-specific facilitation and interference were unrelated to the participants' exercise adherence. In months 4 and 5, however, exercise-specific intergoal facilitation, but not interference, contributed significantly to the prediction of the participants' exercise frequency. Participants exercised more frequently the more exercise-specific facilitation they had initially reported (month 4: multiple R = .31; month 5: multiple R = .28). Furthermore, participants who continually exercised at least once a week throughout the five months of the study interval (54.2% of the sample) reported a higher level of initial exercise-specific intergoal facilitation than participants who had not exercised at all in the last two months of the study interval (16.9% of the sample; partial (2 =.06). This pattern of results was the same for younger and older participants.

A characteristic of our study was the large exercise-specific heterogeneity of the sample. Recruited in 28 different sports facilities, participants were heterogeneous with respect to exercise contexts, kinds of sport or physical activities, and previous exercise experience. An advantage of this design is that the observed effects cannot be attributed to a particular kind of sport. Limitations, however, are the potentially distorting effects of, and age-group differences in, exercise-specific characteristics. To control for these, detailed information was obtained on each participant's reasons to exercise, exercise-specific self-efficacy, intention strength, exercise enjoyment, exercise context, and exercise biography. The predictive value of exercise-specific intergoal facilitation for longer-term exercise adherence was robust to controlling for these characteristics.

Although it is correlational, the investigation has a number of methodological characteristics that make assuming a causal relationship between intergoal facilitation and longer-term exercise adherence quite plausible: At the beginning of the study, all participants shared the goal of starting regular physical exercise. In the course of the study interval, differences in exercise behaviors evolved. Exercise-specific intergoal facilitation, assessed at the first measurement point, was predictive of these behavior variations occurring later in time. Perceiving exercising as facilitating one's other goals (and vice versa) thus appears to be among the antecedents to longer-term exercise maintenance.

We have replicated this pattern of findings with respect to goals in life domains other than starting to exercise. In various samples, we have found mutual facilitation among goals to be a reliable predictor of high involvement in longer-term goal pursuit, and interference among goals, albeit not predictive of involvement in goal pursuit, to be a reliable predictor of impairments in subjective well-being (Riediger, 2007; Riediger & Freund, 2004, 2006).

Age-Group Differences in Intergoal Relations and Exercise Adherence

Older participants in our exercise study were more persistent in maintaining their desired change in life style than were younger adults. Beginning with the fourth month following the assessment of intergoal relations, older adults tended to exercise more frequently than younger adults (partial (2 =.15). Furthermore, older as compared to younger adults were significantly more likely to have exercised at least once a week throughout the entire study interval (71.1% versus 46.4%, respectively), and significantly less likely to belong to the group of exercise drop-outs (i.e., to not have exercised at all during the last two months of the study interval; 4.4% versus 22.7%, respectively).

A particularly interesting question is what role intergoal relations played in the greater adherence of older adults to exercise programs. In fact, older participants reported a higher degree of exercise-specific intergoal facilitation (partial (2 =.13) than did younger participants, and mediational analyses revealed that this partly mediated their higher exercise adherence (Riediger et al., 2005). Again, these findings were robust to controlling for age-group differences in exercise-specific rival predictors, such as participant's reasons to exercise, exercise context, exercise biography and so forth.

In other words, older as compared to younger adults were more effective in realizing their goal to start and persist at regular physical exercise, in part, because exercising was more facilitative to their other important goals (and vice versa). A possible interpretation is that mutual facilitation among goals enhances goal-directed activities by allowing an efficient utilization of one's (limited) resources

in the interest of one's goals. Facilitative goals can be pursued simultaneously with little or no additional effort (see Riediger & Freund, 2004).

We have also found this pattern in goal contexts other than the initiation of an exercise program. Interestingly, the analysis of comprehensive activity diaries in one study showed that these age-group differences could not be attributed to the fact that older adults have more time available for leisure activities and are less involved in work or study than younger adults (Riediger et al., 2005). Age-related increases in motivational selectivity, however, appear to play a decisive role in this respect. In one of our studies we found that, beginning in the transition from middle to later adulthood, adults selected *fewer* goals that were more highly related to *central* life domains and that were more *similar* in contents. Moreover, focusing (in terms of selecting central and similar goals), but not restricting (the number of goals), contributed to higher facilitation among goals, which, in turn, led to stronger engagement in goal pursuit (Riediger & Freund, 2006).

Although we have not investigated this in the present sample of exercise beginners, these findings from other studies suggest that motivational selectivity in terms of focusing may be among the factors underlying the more persistent exercise adherence in older adults, by resulting in the tendency for these goals, including starting to exercise, to be mutually facilitative, which, in turn, contributes to a high involvement in goal pursuit.

Conclusions

It seems that old dogs can learn new tricks after all. Our overall findings suggest that older adults have more mutually facilitative goals than younger adults and, to some degree as a consequence of this, might actually be better in establishing an intended change in life style such as beginning and maintaining regular exercise. Our research thus emphasizes the importance of personal goals and their interrelations for longer-term adherence to health-behavior change. The health behavior goal model (Gebhardt, 1997; Maes & Gebhardt, 2000) emphasizes the significance of *conflict* between a health behavior and the person's other goals as a determinant in health-behavior change. Considering *positive* (i.e., facilitative) intergoal relations as well, we found that facilitation is even more important than goal conflict in determining longer-term exercise adherence. This suggests that theoretical models of health behavior change would benefit from incorporating the notion of facilitative intergoal relations. Considering and strengthening facilitative relations between a target health behavior and other important goals might represent a pathway to understanding, and eventually supporting, the longer-term maintenance of health behaviors, at least after the decision to engage in such behaviors has been made.

From a developmental perspective, the study demonstrates that mutual facilitation between exercising and the individual's other goals increases throughout adulthood, at least into the transition from middle-aged to "young" old adulthood. Furthermore, our research shows that having mutually facilitative goals serves an important developmental-regulatory function in older adulthood, namely, the maintenance of high levels of active involvement in goal pursuit despite age-associated declines in available resources. This research thus complements the evolving line of studies showing that goals may be among the phenomena that show positive adult trajectories (Bauer & McAdams, 2004; Sheldon & Kasser, 2001).

A promising research field for further investigation is to extend the search for antecedents to intergoal facilitation, such as motivational selectivity, into the domain of health-behavior change. The identification of determinants of mutual facilitation between a health behavior and other important goals of the individual could provide a first step to the development of intervention methods that would support people in realizing a desired health behavior. Such health promotion programs might be an area in which the young can learn from the older, and in which knowledge of the role that intergoal relations play in developmental regulation can be applied.

References

Bauer, J. J., & McAdams, D. P. (2004). Growth goals, maturity, and well-being. *Developmental Psychology*, *40*, 114–127.

Emmons, R. A., & King, L. A. (1988). Conflict among personal strivings: Immediate and long-term implications for psychological and physical well-being. *Journal of Personality and Social Psychology*, *54*, 1040–1048.

Freund, A. M., & Baltes, P. B. (2000). The orchestration of selection, optimization and compensation: An action-theoretical conceptualization of a theory of developmental regulation. In W. J. Perrig & A. Grob (Eds.), *Control of human behavior, mental processes, and consciousness: Essays in honor of the 60th birthday of August Flammer* (pp. 35–58). Mahwah, NJ: Lawrence Erlbaum.

Freund, A. M., & Riediger, M. (2006). Goals as building blocks of personality and development in adulthood. In D. K. Mroszek & T. D. Little (Eds.), *Handbook of personality development* (pp. 353–372). Mahwah, NJ: Lawrence Erlbaum.

Fries, J. F. (1990). Medical perspectives upon successful aging. In P. B. Baltes & M. M. Baltes (Eds.), *Successful aging. Perspectives from the behavioral sciences* (pp. 35–49). Cambridge: Cambridge University Press.

Fuchs, R. (1997). *Psychologie und körperliche Bewegung* [*Psychology and physical activity*]. Göttingen, Germany: Hogrefe.

Gebhardt, W. A. (1997). *Health behavior goal model. Towards a theoretical framework for health behavior change*. Leiden, Netherlands: Leiden University.

Gebhardt, W. A., & Maes, S. (1998). Competing personal goals and exercise behaviour. *Perceptual and Motor Skills*, *86*, 755–759.

Hagger, M. S., Chatzisarantis, N. L. D., & Biddle, S. J. H. (2002). A meta-analytic review of the theories of reasoned action and planned behavior in physical activity: Predictive validity and the contribution of additional variables. *Journal of Sport & Exercise Psychology*, *24*, 3–32.

Heckhausen, J. (1999). *Developmental regulation in adulthood: Age-normative and sociostructural constraints as adaptive challenges*. New York: Cambridge University Press.

Karoly, P. (1990). Goal systems and health outcomes across

the life span: A proposal. In H. E. Schroeder (Ed.), *New directions in health psychology assessment* (pp. 65–93). New York: Hemisphere.

Little, B. R. (1983). Personal projects: A rationale and method for investigation. *Environment and Behavior, 15*, 273–309.

Maes, S., & Gebhardt, W. (2000). Self-regulation and health behavior: The health behavior goal model. In M. Boekaerts, P. R. Pintrich & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 343–368). San Diego, CA: Academic Press.

McKeeman, D., & Karoly, P. (1991). Interpersonal and intrapsychic goal-related conflict reported by cigarette smokers, unaided quitters, and relapsers. *Addictive Behaviors, 16*, 543–548.

Riediger, M. (2007). Interference and facilitation among personal goals: Age-group differences and associations with well-being and behavior. In B. R. Little, K. Salmela-Aro, J.-E. Nurmi & S. D. Philipps (Eds.), *Personal project pursuit: Goals, action, and human flourishing* (pp. 119–143). Mahwah, NJ: Lawrence Erlbaum.

Riediger, M., & Freund, A. M. (2004). Interference and facilitation among personal goals: Differential associations with subjective well-being and persistent goal pursuit. *Personality and Social Psychology Bulletin, 30*, 1511–1523.

Riediger, M., & Freund, A. M. (2006). Focusing and restricting: Two aspects of motivational selectivity in adulthood. *Psychology and Aging, 21*, 173–185.

Riediger, M., Freund, A. M., & Baltes, P. B. (2005). Managing life through personal goals: Intergoal facilitation and intensity of goal pursuit in younger and older adulthood. *Journal of Gerontology: Psychological Sciences, 60B*, P84–P91.

Rowe, J. W., & Kahn, R. L. (1987). Human aging: Usual and Successful. *Science, 237*, 143–149.

Schwarzer, R. (1999). Self-regulatory processes in the adoption and maintenance of health behaviors. *Journal of Health Psychology, 4*, 115–127.

Sheldon, K. M., & Kasser, T. (2001). Getting older, getting better? Personal strivings and psychological maturity across the life span. *Developmental Psychology, 37*, 491–501.

Wagner, P. (1999). *Aussteigen oder Dabeibleiben? Determinanten der Aufrechterhaltung sportlicher Aktivität von Erwachsenen in gesundheitsorientierten Sportprogrammen* [*Drop out or stick to it? Determinants of adults' adherence to physical activity in health-oriented exercise programs*]. Leipzig, Germany: Wissenschaftliche Buchgesellschaft / KNO.

Ziegelmann, J. P., Lippke, S., & Schwarzer, R. (2006). Adoption and maintenance of physical activity: Planning interventions in young, middle-aged, and older adults. *Psychology and Health, 21*, 145–163.

Healthy Living after Cancer

Heidi Y. Perkins, Daniel C. Hughes, and Karen Basen-Engquist
Department of Behavioral Science
The University of Texas M.D. Anderson Cancer Center
Houston, Texas, USA
E-mail: hperkins@mdanderson.org
dahughes@mdanderson.org
kbasenen@mdanderson.org

Many health care professionals associate physical inactivity with cardiovascular disease, diabetes, hypertension, and high cholesterol levels. In addition, physical inactivity increases the risk of certain types of cancer such as colon and breast cancer (Friedenrich, 2001; McTiernan, Kooperberg, et al., 2003). The American Cancer Society estimates that 1/3 of all cancer deaths could be prevented by avoiding a sedentary lifestyle and obesity (McTiernan, 2006). Because exercise is an important factor in weight management and plays a role in cancer prevention, it is important to encourage adoption and maintenance of exercise as part of a healthy lifestyle.

There is a growing body of research on the physical and psychological benefits of exercise for cancer survivors. The term cancer survivor refers to individuals beginning at diagnosis and continuing through treatment and beyond. Cancer survivors participating in physical activity have shown improved cardiovascular fitness and muscle strength (Galvao & Newton, 2005; McTiernan, 2004), improved physical functioning (McTiernan, 2004, Segal, Evans, et al., 2001), decreased body fat (McTiernan, 2004; Courneya, Mackey, et al., 2003), reduced fatigue (Galvao & Newton, 2005; McTiernan, 2004), and improved overall quality of life (Courneya, 2003). Because participation in physical activity can have a positive influence on the health and quality of life of cancer survivors, it is important to encourage adoption and maintenance of physical activity among this population.

Active for Life after Cancer

Adopting physical activity, maintaining physical activity habits and the health benefits of exercise for cancer survivors' quality of life (QOL) is the focus of research conducted by Drs. Karen Basen-Engquist and Cindy Carmack Taylor and colleagues at The University of Texas M.D. Anderson Cancer Center. To examine how exercise can benefit cancer survivors, research is conducted to examine the efficacy of physical activity programming on QOL among cancer survivors. QOL is defined from the survivor's perspective and includes elements of functional ability, emotional well-being, sexuality / intimacy, physical symptoms and social functioning (Cella, Tulsky, 1990). Psychological and emotional well being is often compromised by cancer and associated treatment (Sellick, Crooks, 1999). Physical functioning, which refers to the ability to perform daily activities and tasks and encompasses fatigue, pain and functional ability is also frequently impacted by cancer (Kornblith, 1994).

The *Active for Life after Cancer* studies were designed to test the effect of a lifestyle physical activity (LPA) intervention on the quality of life of sedentary prostate and breast

cancer survivors. The LPA intervention emphasized increasing physical activity through integrating short bouts of moderate intensity physical activity into normal daily routines. The intervention was delivered in 20 group sessions over a 6 month period in which participants were taught to perform and recognize moderate intensity physical activity and cognitive behavioral skills to support behavior change.

Behavior change methods were based on the Transtheoretical model (Prochaska & DiClemente, 1983) which emphasizes that individuals adopt changes in behaviors in stages and suggest different types of intervention methods are effective at different stages. Elements of Social Cognitive Theory (SCT) (Bandura, 1986, 1997) were also included in study designs. The intervention sessions included information on the benefits of exercise, making small changes and skill practice such as goal setting, problem solving and self monitoring.

Although physical activity has been shown to improve physical functioning among prostate cancer survivors (Segal et al., 2003), most research incorporates a supervised, gym based approach rather than a lifestyle approach as used in *Active for Life*. Our prostate cancer survivor study included 134 men who were receiving hormonal treatment for their prostate cancer. They were randomized to a 6 month group-based lifestyle physical activity program, an education support group of equal duration, or a usual care group. For details about study design see Carmack Taylor et al., 2004.

The lifestyle approach was not efficacious in improving QOL in prostate cancer patients at the end of the 6 month intervention or the 12 month follow-up, but this may be a result of the sample having overall good QOL scores. No significant changes were found in levels of body composition, endurance or physical activity levels among groups. The lifestyle program did change the strategies participants used to become more physically active. The lifestyle approach is a promising means for promoting adoption and adherence for some individuals; however, additional strategies may be necessary for this population to adopt routine lifestyle activity.

The *Active for Life after Cancer* for breast cancer survivors included sixty participants who were randomized to a lifestyle intervention or a standard-care control group. The lifestyle program was similar to that of the prostate survivors, but also modified based on those results. For details concerning study design see Basen-Engquist et al., 2006.

The results of the breast cancer study demonstrated that the lifestyle physical activity intervention had a positive impact on physical aspects of QOL and some performance measures of physical performance compared to a usual care control group. The intervention group reported greater motivational readiness for exercise than the usual care group, although there were no differences in 7-day physical activity reports between the groups. This pilot test involved a small sample and had limited power for detecting difference between groups; however, the results provided a preliminary indication that the lifestyle program may be efficacious and should be rigorously tested in a larger randomized controlled trial in this population. If this approach is shown to be effective in a larger trial, it is a feasible and effective program that can be delivered to cancer survivors through health care facilities or community organizations.

Steps to Health

Research focused on the benefits of exercise for cancer survivors and efforts to helping survivors adopt and maintain physical activity as part of a healthy lifestyle continue at M.D. Anderson. Currently underway is *Steps to Health*, a National Cancer Institute funded study to test a Social Cognitive Theory based model of physical activity adoption among sedentary endometrial cancer survivors. Risk factors for endometrial cancer include obesity and possibly sedentary lifestyle (Furberg, Thune, 2003; Kacks, et al., 2002). Adopting and maintaining a physically active lifestyle is an important tertiary prevention intervention for this population because it may ameliorate the physical and emotional sequelae of endometrial cancer treatment, improve quality of life and decrease risk for other chronic diseases such as diabetes and heart disease. The goal of the *Steps to Health* study is to test a Social Cognitive Theory model of exercise adoption among endometrial cancer survivors receiving a behavioral intervention. Specifically, we are interested in examining in depth the determinants of self-efficacy as survivors adopt an exercise program, using a longitudinal design. In addition, we will examine the influence of cardiorespiratory fitness and somatic sensations, such as muscle soreness or increased heart rate, on self-efficacy while engaging in physical activity. Finally, we will examine whether the received dose of the intervention is related to physical activity adherence, and the effects of adherence to physical activity the QOL of endometrial cancer survivors.

We have completed pilot testing of the intervention with twenty endometrial cancer survivors and are 6 months into implementation of the main study. Twenty pilot participants were recruited from M.D. Anderson Cancer Center Gynecologic Oncology and Gynecologic Oncology of Houston. Participants completed physical fitness assessments, implicit tasks to examine somatic awareness, and attitudes and identification with exercise, and QOL measures. After assessments participants were given an exercise prescription, participated in telephone counselling to encourage exercise, and kept diaries to record self-efficacy, outcome expectations, and somatic sensations before and after exercise.

The results of exercise testing indicate survivors had a low level of cardiorespiratory fitness. They had lower than average physical functioning and the majority was classified as obese according to percent fat and body mass index measures. The effect of the exercise test on self-efficacy was examined and showed that self-efficacy scores increased from 2.73 to 3.36 ($\pm.78$, $p < .001$) after testing. The change in self-efficacy score was significantly correlated to minutes of exercise performed for the subsequent week ($r = .481$, $p = .019$). There was no association among physiological variables and self efficacy score or minutes of exercise.

Based on data from the pilot study, some improvements in the protocol were made in terms of assessment tools and procedures. The main study is ongoing with 45 participants currently enrolled in this study with a goal of over 200 participants to complete the study.

Project BALANCE

Another study that is being conducted focuses on QOL and health status of women undergoing treatment for breast cancer. *Project BALANCE* (Balancing Activity, Lifestyle and Nutrition through the Cancer Experience) is a funded by the Lance Armstrong Foundation to test the feasibility of a randomized controlled trial of a weight gain prevention program for breast cancer survivors that combines exercise and dietary changes during treatment.

Weight gain is a common problem during breast cancer treatment, particularly for those receiving chemotherapy with average gains of 8–20 pounds reported (Launer, Harris, et al., 1994; Rock, Flatt, et al., 1999; Demark-Wahnefried, Rimmer, 1997). Weight gain often continues after treatment (Levine, Raczynski et al., 1991). Weight gain increases risk for heart disease, hypertension, type II diabetes and recurrence of cancer (Chlebowski, Aiello, et al, 2002; Dignam, Wieand, et al., 2006; Herman, Ganz et al., 2005). The literature on correlates and mechanisms of weight gain is inconsistent. Some studies indicate that women who receive chemotherapy are more likely to gain weight than those who do not (Rock, Flat, et al., 1999, Demark-Wahnefried, Peterson et al, 2001), but that weight gain may be moderated by physical activity (Irwin, McTiernan, et al., 2005). There is other research indicating that weight gain may be related to menopausal status and other treatment factors such as medicine containing steroids. This pilot study was initiated because of the negative health implications of weight gain and to clarify the mechanism by which weight gain occurs, particularly with regard to lifestyle factors such as physical activity and diet.

There are several aims for *Project BALANCE*. The first is to evaluate the feasibility of a weight gain prevention program that combines exercise and diet during breast cancer treatment. We will examine our recruitment rates, participation in intervention activities, drop out rates in both study conditions, assessment completion rates and participant feedback to determine feasibility. A second goal is to test the effect of a weight gain prevention program compared to usual care on weight, body composition and biomarkers related to breast cancer prognosis. Third, we will examine whether changes in physical activity, energy intake and resting energy expenditure predict weight gain among breast cancer survivors. Finally, we will examine how the weight gain intervention program affects their QOL.

To encourage maintenance of diet and exercise behavior, intervention activities are based on Social Cognitive Theory and size acceptance approach. The size acceptance approach to weight management focuses improving health behaviors through lifestyle change rather than making weight loss the primary goal. This approach emphasizes body acceptance, nutrition, physical activity, and social support in its approach to weight management and has shown effectiveness at maintaining weight and improving cardiovascular risk factors (Bacon, Stern et al., 2005).

The intervention will consist of a combination of in-person and telephone counseling sessions to receive instruction on exercise, diet recommendations and coaching to help maintain these behaviors during the treatment process. Participants will participate in resistance training and stretching for physical activity. The nutrition component will emphasize decreased consumption of high fat foods and increased consumptions that are low in fat and high in water content and fiber such as fruits, vegetables, whole grains and will encourage participants to practice behavioral skills related to healthy eating.

We will assess a variety of physiological variables, including body composition, strength, cardiorespiratory fitness, dietary and physical activity behavior and QOL measures. Intervention and project planning for *Project BALANCE* are in the final stages and recruitment of participants and the start of the study are forthcoming.

Conclusions and Future Directions

Active for Life after Cancer, Steps to Health and Project BALANCE are examples of research focused on investigating the psychological and physiological benefits of exercise for cancer survivors. Participation in exercise to promote a healthy lifestyle plays an important role in survival. The combination of the cancer experience and the physical and psychological factors related to aging may have an impact on health behaviors such as exercise. For example, although lifestyle physical activity intervention conducted for *Active for Life after Cancer* participants consisted of similar components, the resulting QOL outcomes were different for prostate cancer survivors than the breast cancer survivors. For the prostate cancer survivors there were no significant differences for QOL and physical performance measures at the end of the intervention, but there were significant differences in some dimensions of QOL and in some physical performance measures for the breast cancer survivors. One possible explanation may be related to age. The mean age of the prostate survivors' was 69.1 as compared to the breast cancer survivors mean age of 55.7. It is possible that older survivors who are likely to have more comorbid conditions may need supervised training in physical activity skills in addition to cognitive-behavioral training provided in the intervention. For future research factors such as age and other health issues should be considered in planning effective interventions.

Research is ongoing to examine exercise behavior interventions for endometrial and breast cancer survivors. One major focus for future research involves developing effective, theory-based behavior change interventions that can be disseminated and implemented in community settings. Another aim is testing how various modes of exercise can prevent or ameliorate specific sequale of the cancer experience. For example, specific exercise modalities may be beneficial in dealing with fatigue, cardiac and pulmonary toxicity and sleep difficulties. Understanding how exercise benefits cancer survivors continues to increase as a priority in the area of physical activity research.

References

Bacon, L., Stern, J. S., Van Loan, M. D., & Keim, N. L. (2005). Size acceptance and intuitive eating improve health for obese, female chronic dieters. *J Am Diet Assoc, 105*(6), 929–936.

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social-Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York, NY: W. H. Freeman and Company.

Basen-Engquist, K., Taylor, C. L. C., Rosenblum, C., Smith, M. A., Shinn, E. H., Greisinger, A., et al. (2006). Randomized pilot test of a lifestyle physical activity intervention for breast cancer survivors. *Patient Education and Counseling*, *64*(1–3), 225–234.

Carmack Taylor, C. L., Smith, M. A., de Moor, C., Dunn, A. L., Pettaway, C., Sellin, R., et al. (2004). Quality of life intervention for prostate cancer patients: design and baseline characteristics of the Active for Life after cancer trial. *Controlled Clinical Trials*, *25*, 265–285.

Cella, D. F., & Tulsky, D. S. (1990). Measuring quality of life today: Methodological aspects. *Oncology*, *4*(5), 29–38.

Chlebowski, R. T., Aiello, E., & McTiernan, A. (2002). Weight loss in breast cancer patient management. *Journal of Clinical Oncology*, *20*(4), 1128–1143.

Courneya, K. S. (2003). Exercise in cancer survivors: an overview of research. *Med Sci Sports Exerc*, *35*(11), 1846–1852.

Courneya, K. S., Mackey, J. R., Bell, G. J., Jones, L. W., Field, C. J., & Fairey, A. S. (2003). Randomized controlled trial of exercise training in postmenopausal breast cancer survivors: Cardiopulmonary and quality of life outcomes. *Journal of Clinical Oncology*, *21*(9), 1660–1668.

Demark-Wahnefried, W., Peterson, B. L., Winer, E. P., Marks, L., Aziz, N., Marcom, P. K., et al. (2001). Changes in weight, body composition, and factors influencing energy balance among premenopausal breast cancer patients receiving adjuvant chemotherapy. *Journal of Clinical Oncology*, *19*(9), 2381–2389.

Demark-Wahnefried, W., & Rimer, B. K. (1997). Weight gain in women diagnosed with breast cancer. *Journal of American Dietetic Association*, *97*, 519–526,529.

Dignam, J., Wieand, K., Johnson, K., Raich, P., Anderson, S., Somkin, C., et al. (2006). Effects of obesity and race on prognosis in lymph node-negative estrogen receptor-negative breast cancer. *Breast Cancer Research Treatment*, *97*(3), 245–254.

Friedenreich, C. M. (2001). Physical activity and cancer prevention: From observational to intervention research. *Cancer Epidemiology, Biomarkers and Prevention*, *10*, 287–301.

Furberg, A. S., & Thune, I. (2003). Metabolic abnormalities (hypertension, hyperglycemia and overweight), lifestyle (high energy intake and physical inactivity) and endometrial cancer risk in a Norwegian cohort. *International Journal of Cancer*, *104*, 669–676.

Galvao, D. A., & Newton, R. U. (2005). Review of exercise intervention studies in cancer patients. *Journal of Clinical Oncology*, *23*(4), 899–909.

Herman, D. R., Ganz, P. A., Petersen, L., & Greendale, G. A. (2005). Obesity and cardiovascular risk factors in younger breast cancer survivors: The cancer and menopause study. *Breast Cancer Research and Treatment*, *93*, 13 – 23.

Irwin, M. L., McTiernan, A., Baumgartner, R. N., Baumgartner, K. B., Bernstein, L., Gillilad, F. D., et al. (2005). Changes in body fat and weight after a breast cancer diagnosis: influence of demographic, prognostic, and lifestyle factors. *Journal of Clinical Oncology*, *23*(4), 774–782.

Kaaks, R., Lukanova, A., & Kurzer, M. S. (2002). Obesity, endogenous hormones, and endometrial cancer risk: A synthetic review. *Cancer Epidemiology, Biomarkers and Prevention*, *11*(12), 1531–1543.

Kornblith, A. B., Herr, H. W., Ofman, U. S., Scher, H. I., & Holland, J. C. (1994). Quality of life of patients with prostate cancer and their spouses: The value of a data base in clinical care. *Cancer*, *73*(11), 2791–2802.

Launer, L. J., Harris, T., Rumpel, C., & Madans, J. (1994). Body mass index, weight change, and risk of mobility disability in middle-aged and older women. The epidemiologic follow-up study of NHANES I. *Journal of the American Medical Association*, *271*(14), 1093–1098.

McTiernan, A. (Ed.). (2006). *Cancer Prevention and Management through Exercise and Weight Control*. Boca Raton, FL: Taylor & Francis Group.

McTiernan, A. (2004). Physical activity after cancer: physiologic outcomes. *Cancer Invest*, *22*(1), 68–81.

McTiernan, A., Kooperberg, C., White, E., Wilcox, S., Coates, R., Adams-Campbell, L. L., et al. (2003). Recreational physical activity and the risk of breast cancer in postmenopausal women: the Women's Health Initiative Cohort Study. *Journal of the American Medical Association*, *290*(10), 1331–1336.

Prochaska, J. O., & DiClemente, C. C. (1983). The stages and processes of self-change in smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, *51*, 390–395.

Rock, C. L., Flatt, S. W., Newman, V., Caan, B. J., Haan, M. N., Stefanick, M. L., et al. (1999). Factors associated with weight gain in women after diagnosis of breast cancer. *Journal of the American Dietetic Association*, *99*(10), 1212–1221.

Segal, R., Evans, W., Johnson, D., Smith, J., Colletta, S., Gayton, J., et al. (2001). Structured exercise improves physical functioning in women with stage I and II breast cancer: Results of a randomized controlled trial. *Journal of Clinical Oncology*, *19*(No. 3), 657–665.

Segal, R. J., Reid, R. D., Courneya, K. S., Malone, S. C., Parliament, M. B., Scott, C. G., et al. (2003). Resistance exercise in men receiving androgen deprivation therapy for prostate cancer. *Journal of Clinical Oncology*, *21*(9), 1653–1659.

Sellick, S., & Crooks, D. (1999). Depression and cancer: An appraisal of the literature for prevalence, detection, and practice guideline development for psychological interventions. *Psycho-Oncology*, *8*, 315–333.

COMMENTARY: *Sport and Human Development: A Pasticcio of Fire Hoses (and My Contribution to Them)*

Linda L. Caldwell
The Pennsylvania State University
University Park, Pennsylvania, USA
E-mail: lindac@psu.edu

It is a pleasure to comment on the four papers submitted for the ISSBD newsletter on Sport as a Developmental Context. In my discussion I will comment on a few aspects of each of the interesting papers, raise an issue that arose from reading

the papers, and extend the discussion by providing some examples from some of my own research.

Physically active leisure and sport are among the more important and ubiquitous activities of people, and in particular youth, world wide. A discussion of sport is challenging because sport is viewed at many levels of discourse, from epidemiological research on promoting physical activity to combat obesity to sociological and/or critical theorists who consider race, gender, eliteness, globalization and commodification as part of the discourse on sport. For some, sport is seen as a common denominator and means of social inclusion (Goslin, 2002; Lee, 2003); for others it is a context for exploitation (Burnett, 2002). Sport is consumed passively as well as engaged in actively.

There is abundant cross-national documentation to provide evidence for the benefits to the human body of physical activity, whether it is in the form of sport, exercise, or activities of daily living (e.g., walking or riding bicycles to work or routinely taking the stairs). In fact, Librett, Henderson, Godbey and Morrow (2007) quoted a participant in the Cooper Institute (USA) conference "Parks, Recreation, and Public Health: Collaborative Frameworks for Promoting Physical Activity" as saying "Reviewing the evidence on physical activity and the prevention of disease is like drinking from a fire hose" (p. S3.) As seen with the four papers in this newsletter, these benefits accrue across the lifespan, from birth to death, as well as for those with long-term illnesses. Each of the four papers provides some insight into different aspect of physical activity by examining how sport contributes to human development (Denault & Poulin), how sport is used as a context for not only human development but also community integration and changing socio-cultural norms about girls (Salem & Zibani), how older adults may be more likely to adopt and persist with an exercise/sport program (Riediger & Freund) due to their configuration of goals, and finally, how exercise and diet are related to positive outcomes associated with cancer (Perkins, Huges, & Basen-Engquist).

After reading these papers, however, I was confronted by a conceptual conundrum – and one that is not unique to this set of papers. It might be interesting to know that the initial focus of this newsletter was "Sports as a Developmental Context." It was since expanded to include exercise since the authors of each of the papers treated the general term "sports" in different ways. Denault and Poulin's study focused on individual and team sports youth practiced in the company of other youth. Salem and Zibani described how recreational sport was offered to rural girls in rural upper Egypt by a collaborative effort of NGOs. Riediger and Freund focused their study on understanding how exercise, rather than sport, was facilitated and maintained by older and younger adults through the use of goal setting. Perkins et al. described a series of efforts to understand and increase exercise and decrease weight loss among different types of cancer survivors. Thus, each set of authors ascribed different meaning to the term "sport."

The conceptual conundrum arises in trying to make generalizations from these studies (although perhaps that goal is not an appropriate one). In the apparent cross-national concern about rising levels of obesity and overweight, as well as growing evidence of a rise in metabolic syndrome, there has been increased interest in studying "physical activity," often coming from fields that have not previously been directly interested in physical activity (PA) as a variable (I am one of those). These studies run the gamut from focusing on pure exercise to recreational sport to competitive sport to physical movement that is not part of a formal exercise program (e.g., taking the stairs, getting in 10,000 steps, walking to work). What this means is that there are researchers from numerous disciplinary perspectives (e.g., sociology, psychology (including social and developmental), public health, recreation and parks, landscape architecture, bio-behavioral health, medicine, public policy, anthropology, and so on) studying PA with different types of research questions. We can see that from this set of four papers.

Thus, the metaphor of "drinking from the fire hose" might be modified to suggest that there are multiple fire hoses currently flooding the literature with information. To address the (albeit necessary at times) pasticcio of research questions and approaches to understanding PA and related interventions, many PA researchers have called for transdisciplinary research that brings multiple perspectives to bear on common concerns of obesity and overweight as well as potentially positive or negative developmental outcomes associated with PA.

In summary to this discussion, I am not suggesting it is a problem to approach a topic from different perspectives. There is a lot to be learned from systematic inquiries that focus on a specific issue from a specific disciplinary perspective. I do think, however, that as the literatures on PA evolve, it will be important to make sure researchers are precise in understanding exactly what is being studied and why.

The Papers

This group of papers illustrates nicely how interventions focused on PA are varied in terms of context and outcomes. Each one makes an interesting and unique contribution to the literature. In Riediger and Freund's study, clearly socio-emotional outcomes were important, in addition to physical benefits. Their article was particularly interesting because of the way they tried to understand exercise initiation and maintenance among older adults, and in particular linking developmental and health psychology. I think their strategy of understanding how other goals interfered with or facilitated the goal of exercising holds much promise, not only for understanding exercise behavior in older adults, but also across the life span.

Perkins et al. also addressed the role of exercise as well as daily physical activity among adults. Their important body of work focuses on the role of exercise in cancer prevention and cancer survivors' daily lives. In particular what was interesting to me in their paper is the focus on helping cancer survivors to intentionally incorporate physical activity of some intensity into their daily lives beyond going to the gym. This lifestyle approach makes good sense for a number of reasons. One of them is that, although the authors did not directly discuss this, lifestyle approaches tend to rely on intrinsic motivation, rather than extrinsically motivated, prescribed exercise programs. Although cancer survivors (as well as the rest of us) might benefit from an initial dose of extrinsic motivation (e.g., from a physician), the degree to which that motivation becomes internalized may be related to persistence in being physically active. Thus, the extent to which that can be naturally incorporated into one's lifestyle is a logical consideration.

It is noteworthy that Perkins et al. are making effective use of theory-based interventions to effect change in levels of physical activity and promote healthy diets among different types of cancer survivors. That they are not lumping all cancer survivors together in a one size fits all strategy, but trying to understand unique needs physically, socially and emotionally of different types of cancer survivors is quite important. I also like that they are paying attention to dissemination issues.

In the paper by Salem and Zibani, not only was sport seen as a way for the girls to develop healthy values and attitudes, and give them an opportunity for education and socialization, but also it was a form of resistance to cultural norms, in particular gender roles. This paper in particular addresses an interesting perspective on sport that is seen in other nations. For example in Malaysia, sport is used to systematically socialize youth into learning moral values (Lee, 2003). Lee describes that the Sport for All program not only promotes an active lifestyle but also, in the context of the *National Youth Development Policy 1997* establishes "a holistic and harmonious Malaysian youth force imbued with strong spiritual and moral values, who are responsible, independent and patriotic; thus serving as a stimulus to the development and prosperity of the nation in consonance with the VISION 2020."

South Africa is another nation where sport is more than an avenue for physical activity or entertainment and a topic of critical reflection. Sport in South Africa is considered an avenue of national identity in the global world (Naughright, 1997). It is also a means to promote education, health and excellence, although a reconstruction of sport culture to eliminate discrimination and inequalities is needed to achieve those goals (Bauhaus & Oosthuizen, 2002).

Sport also is receiving some recent attention in Iran and is seen as a means for socialization, national integrity, developing safe and healthy bodies, and promoting peace and friendship within Iranian boundaries (Sheykhi, 2003). For example, Sheykhi reports that "shy men and women could cross-culturally change through sports" (p. 203).

Denault and Poulin's article on the developmental aspects of sport participation among adolescents was unique and interesting due to its focus on the role of peers in sports participation. I also found it interesting that although not a central part of their paper, they did discuss the role of individual versus group goals as an important function of peers in the sport context, particularly with regard to individual versus team sports. It would be interesting to examine the notion of goal interference or goal facilitation from this perspective, as described in Riediger and Freund's article.

Research on Rural Pennsylvania Youth

Having the opportunity to comment on these papers provided me with the chance to examine some of my longitudinal data collected from rural 7th through 9th graders in central Pennsylvania (USA) from 2000–2003 (and thus contribute to the fire hose pasticcio issue). These data come from a larger three year randomized control trial (funded by the US National Institute on Drug Abuse) to assess the effects of an intervention aimed to promote healthy leisure and reduce substance use. The data I use here come from the control group students (from five schools, N=349), thus eliminating the potentially confounding effects of the intervention.

Given the potential differences in meaning and developmental processes associated with sport versus exercise, the first research question I addressed was whether or not there was a correlation between youth reports of exercising and participating in sports across time. Second, I examined gender differences in participation in sport and exercise across time. Third, since I have been interested in motivation for leisure activity and thus had a series of measures using self-determination theory (e.g., Ryan & Deci, 2000) in the questionnaire, the third research question relates to motivation type. I examined three types of free time motivation: intrinsic (a measure of purely intrinsic motivation merged with a measure of identified motivation to form a measure of behavior enacted due to some intrinsic reward or personally meaningful goal), introjected motivation (where a behavior is enacted due to some type of social motivation) and amotivation (where behavior is enacted but there is no reason for the action). Because of the potential bi-directionality of influence, I addressed the question, "which comes first, sport or motivation?"

Results: I first examined the bivariate correlations among sport participation (frequency) at each grade level and exercise (frequency of exercising to the point of breathing hard and sweating). As expected, the preceding year's activity is moderately to highly correlated with the subsequent year's activity, although the correlations are higher between sports time points than between exercise time points. Interestingly, although significantly correlated, the associations between exercise and sports at the same time point were not as strong as one might expect. Therefore one may conclude from these data that if youth start sports or exercising early, they will continue, at least to the 9th grade. The small to moderate correlations between sport and exercise suggest they were not one in the same for these youth.

In examining gender differences, there were no differences between girls' and boys' participation in sports at each grade level, although there were consistent gender differences for exercise, with girls reporting lower levels. The equal sports participation could be a matter of Title IX in the US, which in 1972 mandated equal sports opportunities for boys and girls.

To understand the influence of sport on motivation, or of motivation on sport, I ran a series of hierarchical linear regression models, where I regressed either sport at the latter time point (grade 8 or 9) on sport at the previous time point (grade 7 or 8), and then added motivation (intrinsic, introjected, and amotivation) at the previous time point. I next regressed the type of motivation at the latter time point on the previous time point and added sport at the previous time point. Because I was interested in three types of motivation, I ran three sets of these analyses, one for each motivation type.

As seen in Table 1, overall there seems to be a difference between the processes in grade 9 compared with grade 8. In grade 9, sport participation is predicted by sport participation in grade 8 as well as being intrinsically motivated in grade 8. Sport participation the previous year does not seem to influence a youth's level of motivation. Thus, youth who participate in sport in grade 9 were intrinsically motivated in free time in grade 8, but participating in sports in grade 8 did not contribute to one's intrinsic motivation in grade 9.

The picture is a bit more complex for youth in grade 8. In terms of motivation type predicting sport participation, as in the grade 9 analysis, it appears the grade 7 levels of intrinsic motivation predict sport participation in grade 8 (controlling for grade 7 levels). Additionally, there is a significant negative relation between amotivation in grade 7 and sport participation in grade 8. Unlike in grade 9, sport participation also appears to have an effect on motivation in subsequent years. Sport at 7th grade contributed to explained variance in intrinsic motivation in grade 8, although the strength of that relation is not as strong as for intrinsic motivation on sport. Likewise, sport at 7th grade also predicted 8th grade levels of amotivation (negatively), but again the relation was not as strong as amotivation predicting sport.

Finally, of interest was that sport participation in 7th grade contributed to introjected motivation in leisure among 8th grade youth (controlling for 7th grade levels). This relation was not found for 8th to 9th grade associations.

From these cursory analyses, one can tentatively conclude that sport and exercise are different from each other qualitatively and that females report less frequency of exercising but not sports participation. These relations hold across 7th through 9th grades. It also appears that youth who are more intrinsically motivated in their free time in grades 7 and 8 participate in sports in the subsequent year. Thus efforts to increase physical activity among youth, and in particular sport participation, should include efforts to help youth internalize the benefits of participation and development personal enjoyment of participation. How to best do that remains an empirical question. The finding that higher levels of amotivation in grade 7 are negatively related to sport participation in grade 8 goes along with this conclusion, although I did not observe that relation between grade 8 and grade 9.

Sport also seems to contribute to motivation type, although except in the case of sport participation in grade 7 predicting introjected motivation in grade 8, the influence is not as strong as the other way around. Sport in grade 7 positively contributed to grade 8 levels of intrinsic motivation and negatively to grade 8 levels of amotivation and those two types of motivation in grade 7 more strongly predicted sport participation in grade 8. It does appear that sports in grade 7 contributes to youth wanting to impress friends, wanting people to think they are good at what they do, and wanting people to like them at grade 8. Although this relation disappears from grades 8 to 9, it may be worth pursuing the positive and negative aspects of this relation.

Concluding Remarks

Understanding PA across cultures, nations, socio-economic status, genders, disability and illnesses, and ages is an important quest given the potential for associated positive social, psychological, developmental, and health outcomes. The four papers in this series have contributed to that understanding. There is ample room and need for all disciplinary perspectives to focus on these issues from single disciplinary approaches and methods to transdisciplinary approaches and methods. Although a great deal is known about the positive health effects of PA, much more needs to be learned about why people do not do what is good for them (that is exercise, engage with sport, and build physical activity into their daily routines) and how to get them to do so. In addition, the role sport plays in society in terms of cultural understanding, moral development and challenging societal norms promises to be an interesting and fertile avenue for research. It is no wonder there is a pasticcio of fire hoses, but as time goes on and the research matures, we will be more likely to drink from one or two fire hoses than multiple, parallel ones.

References

Bauhaus, H., & Oosthuizen, P. P. J. (2002). Sport in South Africa: A socio-political perspective. *African Journal for Physical, Health Education, Recreation and Dance*, *8* 131–148.

Brown, B. B., Larson, R. W., & Saraswathi, T. S. (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. New York: Cambridge University Press.

Burnett, C. (2002). Globalization and inequalities in a third world sport context. *African Journal of Physical, Health Education, Recreation and Dance*, *8*, 176–188.

Goslin, A. (2002). Challenges for Sport for All under the socio-economic conditions of South Africa. *African Journal of Physical, Health Education, Recreation and Dance*, *8*, 161–175.

Lee, K. M. (2003). Motives and preferences for participation in outdoor recreation among members of selected youth associations: An exploratory study. Unpublished master's thesis, University Putra Malaysia.

Librett, J., Henderson, K., Godbey, G., & Morrow, J. R. (2007). An introduction to parks, recreation and public health: Collaborative frameworks for promoting physical activity. *Journal of Physical Activitiy and Health*, *4*, Supplement 1, S1–S14.

Naughright, J. (1997). *Sport cultures and identities in South Africa*. London: Leicester University Press.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*, 68–78.

Sheykhi, M. T. (2003). A general review of the conceptual dimensions of quality of leisure, tourism, and sports with a particular focus on Iran. *African and Asian Studies*, *2*, 189–206.

Table 1. Bi-directionality of Sport and Motivation Variables

Variable	*Bivariate R*	R^2	*B*	*SE B*	β
DV – Sport 9th grade					
Step 1 – Sport 8th grade	.696***	.485***	.705***	.043	.696***
Step 2 – Intrinsic motivation 8th grade	.253***	.011*	.266*	.105	.110*
DV – Sport 8th grade					
Step 1 – Sport 7th grade	.600***	.360***	.581***	.048	.570***
Step 2 – Intrinsic motivation 7th grade	.260***	.014**	.334**	.126	.124**
DV – Intrinsic motivation 9th grade					
Step 1 – Intrinsic motivation 8th grade	.517***	.267***	.502***	.052	.500***
Step 2 – Sport 8th grade	.186***	.006	.033	.022	.079
DV – Intrinsic motivation 8th grade					
Step 1 – Intrinsic motivation 7th grade	.497***	.247***	.537***	.058	.469***
Step 2 – Sport 7th grade	.230***	.013*	.051*	.022	.117*

Continued

Table 1. Continued

Variable	*Bivariate R*	R^2	*B*	*SE B*	β
DV – Sport 9th grade					
Step 1 – Sport 8th grade	.696***	.485***	.697***	.045	.689***
Step 2 – Introjected motivation 8th grade	.201***	.001	.057	.077	.032
DV – Sport 8th grade					
Step 1 – Sport 7th grade	.600***	.360***	.609***	.047	.598***
Step 2 – Introjected motivation 7th grade	.086	.000	.027	.080	.016
DV – Introjected motivation 9th grade					
Step 1 – Introjected motivation 8th grade	.563***	.317***	.553***	.051	.547***
Step 2 – Sport 8th grade	.196***	.004	.037	.030	.064
DV – Introjected motivation 8th grade					
Step 1 – Introjected motivation 7th grade	.549***	.301***	.522***	.047	.530***
Step 2 – Sport 7th grade	.225***	.026***	.094***	.027	.163***
DV – Sport 9th grade					
Step 1 – Sport 8th grade	.696***	.485***	.682***	.045	.674***
Step 2 – Amotivation 8th grade	–.282***	.005	–.129	.078	–.074
DV – Sport 8th grade					
Step 1 – Sport 7th grade	.600***	.360***	.569***	.049	.558***
Step 2 – Amotivation 7th grade	–.307***	.016**	–.217**	.077	–.135**
DV – Amotivation 9th grade					
Step 1 – Amotivation 8th grade	.522***	.273***	.609***	.063	.514***
Step 2 – Sport 8th grade	–.189***	.001	–.019	.037	–.028
DV – Amotivation 8th grade					
Step 1 – Amotivation 7th grade	.495***	.245***	.421***	.048	.454***
Step 2 – Sport 7th grade	–.270***	.015*	–.076*	.030	–.129*

Note. *$p < .05$; **$p < .01$; ***$p < .001$.

COMMENTARY: *Life Skills Development Through Participation in Sport*

Christina Theokas
Psychology Department, Virginia Commonwealth University
Virginia, USA
E-mail: christinatheokas@hotmail.com

Sports are, by nature, structured activities with certain rules of engagement. These do, of course, vary by sport, which can be individual or team oriented and require different skills and competencies to perform effectively (strength, speed, dexterity, teamwork). However, there is generally a coach/instructor or someone skilled in the sport who is "in charge" and responsible for management of the game and players. Participants follow directions and are expected to execute the skills taught and trained as needed to compete. There is a commitment involved in playing and it is done voluntarily by participants, which contributes to higher levels of motivation and cognitive engagement (Cskszentmihalyi & Larson, 1984; Larson, 2000).

In addition to the development of sport specific skills and competencies, sport is commonly considered a medium or tool through which other life skills are taught including, but not limited to persistence, teamwork, leadership, and character development. The articles in this edition point to the different ways sport can be used and the types of outcomes that are desired for participants. Indeed, prior research has demonstrated positive physical, psychological and social benefits for participants that are often realized well beyond the game (Marsh & Kleitman, 2003). However, there is nothing magical about sport itself. Being on the field or court does not automatically contribute to development or the acquisition of critical life skills; it is the quality and implementation of sports programs that are the causal mechanisms of enjoyment and developmental benefit.

Research has also demonstrated that sports are not without problems and negative developmental experiences and outcomes can also occur. For example, sports can be violent and excessively competitive leading to stress, injuries and burnout. In addition, sport activities have been linked with risk behaviors including alcohol use and perpetration of negative acts against non-participants (e.g., Eccles & Barber, 1999). Again, the act of playing the game does not cause these outcomes; understanding youth's experience in sport would help explain how and why positive or negative effects are found.

My argument is that youth sports can be excellent vehicles for teaching life skills and that we must be intentional in incorporating life skills into these programs if we wish positive development and transfer of skills to occur. Assuming assimilation will occur by mere participation or by using a lecture-oriented approach that is common to coaching and sports is not sufficient. Providing *the opportunity* for life skills development through participation is different than demonstrating, modeling and practicing those skills, as is done with the athletic skills necessary to play the game.

The intervention and research programs discussed in the

previous articles point out individual and contextual characteristics that may be useful avenues to pursue for inclusion in sports to ensure the potential of sport engagement is realized. Instead of just monitoring the outcomes associated with sports/exercise engagement, the articles examine the processes involved in engagement and try to describe and understand participants and their relationships in the sport activity. Different populations are studied, under different conditions, but clear themes emerge about the importance of being intentional, whether on the part of the individual in matching goals for successful adoption of an exercise program or the sport program intentionally adding components to impact life success, as well as success in the game. As well, the intervention programs are observant of what is working and the investigators modified and adapted their programs along the way, so as to ensure the quality and effectiveness of the program. For example, the Ishraq Program utilized university graduates in physical education as leaders, however they found these individuals and the curriculum to be too ambitious for the girls, who were for the first time being allowed to play sports.

Sport is a well-established institution with well-developed mores and traditions that are resistant to change. Also, some note that youth sports are becoming "professionalized", with year round training, early specialization, ranking and focusing on the outcomes of success, rather than educational or life skills development goals (Gould & Carson, 2004). Competition and winning at all costs supercedes broader developmental goals and the power of relationships created through playing games together and what attitudes and behaviors are acceptable on the part of participants. Too often, negative behaviors are considered side effects and are not addressed, particularly if there is a winning outcome and the pool of players dwindles as the expectations for performance increase. The Active for Life After Cancer program examines how moderate physical activity can be integrated into an individual's lifestyle, as opposed to a traditional gym based exercise approach.

Exploring different interventions at the individual and community level, as offered in this newsletter, can help people look beyond commonly accepted beliefs about who can participate in sports, the traditional implementation of sports programs, and what sport automatically does for participants (e.g., promotes health and character) to the multiple different levels of the ecology that can be utilized to develop the best sport and exercise programs to promote positive development and life skills acquisition in youth and across the lifespan. The articles included in this newsletter whether planned or not fit nicely into developmental systems theory, which I will use as an overarching framework for helping us understand the link between sports participation and outcomes and how life skills development can be productively introduced into traditional athletic programs.

Contemporary developmental science recognizes that human development is a bidirectional, individual, context relational process (Lerner, 2006). There are multiple levels of organization within the individual (e.g., genes, motivation, cognitive abilities), as well as within the social ecology (e.g., families, neighborhoods, youth programs) and each contributes to development. The interaction and experiences that result put individuals on a certain developmental trajectory. If youth are motivated by success and a sport program emphasizes competition, certain behaviors and outcomes will be reinforced. However, if a youth is motivated by success, but a sport program teaches teamwork and persistence to reach one's goals, different outcomes will be realized. The articles here consider individual characteristics (goals, cognitive behavioral skills, self-efficacy), contexts (culture with restrictive gender stereotypes, individual versus team sports) and processes (peer socialization).

For example, Riediger and Freund found that setting and pursuing goals regarding beginning to exercise for positive health outcomes were realized when those goals were compatible with other life goals. When a goodness of fit was achieved between various goals, their intentions translated better into long-term behavior change. Prior research had established that goal conflict was detrimental, but the current research found that what facilitated development was actually stronger, which is an interesting point. This notion of setting goals and linking goals together to promote positive development can readily be applied to youth sport programs that also intentionally teach life skills. Often participation in sport programs is incompatible with other goals, such as doing well in school. The time and commitment to play school sports can take away from educational goals. Often schools rely on restricting participation if school grades are not maintained; this research suggests helping youth to relate goals may support development and that this skill may need to be taught, as it is something that improves with age.

Similarly, the interventions developed by the Anderson Cancer Center to promote health in cancer survivors also focus on self-efficacy in behavior change. Instead of just prescribing a physical activity/sport program for cancer survivors, a program was developed that included education/information plus teaching cognitive behavior skills to support change. Through goal setting, problem solving and self-monitoring, participants had more strategies for success. Again, these ideas can be usefully applied to youth sport programs. Instead of just signing youth up for sports programs and games, programs must be intentional and incorporate these other components to help youth develop a sense of agency.

The sport program reported by Salem and Zibani is unique in that it explores the context of participation, rather than individual characteristics, but hypothesizes that sports can promote behavioral (personal sense of agency) and community change (break down restrictive gender stereotypes). Sport was the method to empower girls in rural Egypt and teach essential life skills that would support the transition to a successful adulthood. To achieve change, the program did not just work with the girls, but recognized the importance of gaining the support of parents, male siblings and community representatives.

Finally, Denault and Poulin open the black box of playing sports and identify how the type of sport and the context created may lead to different peer relationships and socialization processes. Too often, "sports" are compared with volunteer programs or art or performing arts programs, as if all sports are the same. Their results describe different peer contexts for individual and team sports, an important distinction in sport programs. Interestingly, both team and individual sports provided access to similar numbers of peers, however participation in team sports was related positively to perception of social integration and well-being.

There have been many years of productive research about sports, but the work is not done, as the articles here suggest. We are still learning about the experiences of youth in different types of sports and the best implementation practices so

long-term change or life skills development is achieved. Sport research I have been a part of has focused on organizing sports activities for the primary purpose of developing life skills in young people (Theokas, et al., in press). Personal assets, as described in these articles (e.g., goal setting, self-esteem and self-efficacy) were the desired outcomes and a curriculum was developed that matched the athletic skills curriculum taught as part of the sport. The programs (First Tee for golf or Sports United to Promote Education and Recreation) have often been successful, but they are with small groups of youth and often with underserved youth. The challenge of explicitly integrating these life skills components into traditional sports programs, with their established practices that are serving millions of youth remains the real challenge. In the United States, 'sports clearly is where the kids are at' with statistics that report larger and larger numbers of high school students joining athletic programs or cite athletes as the most common leisure activity for children and youth. Focusing on strengths and using the developmental system to frame research to understand the multiple factors involved can help guide future research so that the maximum potential of sport can be realized. We can continue to provide opportunities for participants or we can intentionally develop programs to match the needs of youth and communities.

References

Csikszentmihalye, M., & Larson, R. (1984). *Being Adolescent: Conflict and Growth in the Teenage Years*. NY: Basic Books.

Eccles, J.S., & Barber, B.L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, *14*(1), 10–43.

Gould, D., & Carson, (2004). Myths surrounding the role of youth sports in developing Olympic champions. *Youth Studies in Australia*, *23*(1), 19–26.

Larson, R. (2000). Toward a psychology of positive youth development. *American Psychologist*, *55*(1), 170–183.

Lerner, R. M. (2006). Developmental science, developmental systems, and contemporary theories of human development. In R. M. Lerner (Vol. Ed.) *Theoretical models of human development*. Volume 1 of *Handbook of Child Psychology* (6th ed.), Editors-in-chief: W. Damon & R. M. Lerner. New York: Wiley.

Marsh, H.W., & Kleitman, S. (2003). School athletic participation: Mostly gain with little pain. *Journal of Sport and Exercise Psychology*, *25*, 205–228.

Theokas, C., Danish, S., Hodge, K., Heke, I., Forneris, T. (in press). Enhancing life skills through sport for children and youth. In N. Holt (Ed.), *Positive Youth Development Through Sport*.

Reports from the Lab

A New Collaborative Interview Method to Test and Expand Psychological Theory

Elizabeth Daniels and Tara Scanlan
University of California, Los Angeles, USA
E-mail: bethdaniels@ucla.edu
scanlan@psych.ucla.edu

The following interview is between Drs. Tara Scanlan and Elizabeth Daniels. Dr. Scanlan has conducted extensive research on sport commitment. Her most recent work, *The Project on Elite Athlete Commitment* (*PEAK*), studies three elite samples of New Zealand athletes including rugby players from the Amateur All Black and Professional All Black teams as well as netball players from the Silver Ferns team. Dr. Daniels is a postdoctoral fellow currently working with Dr. Scanlan.

The interview discusses the development of an innovative, collaborative interview method that was specifically designed to *both* test theory *and* expand it. It also describes gaining access to and studying elite participant samples. While PEAK involves sport commitment, the interview method can be used for any research topic, and for elite and non-elite samples. Further, our discussion of working with elite athletes generalizes to other elite or high status samples. To date, two research articles have been published in the *Journal of Sport and Exercise Psychology* which explain the Project on Elite Athlete Commitment (PEAK) (Scanlan, T.K., Russell, Wilson, & Scanlan, L.A., 2003; Scanlan, T.K., Russell, Beals, & Scanlan, L.A., 2003). These papers provide an explanation of the sport commitment model and the methodology used in the research.

Q: Dr. Scanlan, can you explain how you started the Project on Elite Athlete Commitment (PEAK)?

A: PEAK came about after our survey research with over 1,200 youth testing the sport commitment model (Scanlan, Carpenter, Schmidt, Simons, & Keeler, 1993). Many of the results were consistent with model predictions, while others were surprising. I wanted to know more about why people responded to questions the way they did. Coincidentally as I was thinking about this issue one day, a friend who had been a prima ballerina, stopped by my house. We began to talk and this led to a spontaneous, informal interview on her commitment to dance. Three hours and 30 pages later, I had amassed an incredible wealth of information and insight about commitment. At that point, I knew I had to move from a quantitative to a qualitative approach in which I could conduct in-depth interviews with athletes to gain a more comprehensive understanding about the commitment process. Being an early proponent of mixed-methods research, I was very comfortable with this strategy.

Q: How did you get involved with the All Blacks and Silver Ferns?

A: My colleague, David Russell, a Professor at the University of Otago in New Zealand and a former rugby player, was on a trip to the Los Angeles area. I was discussing our commitment research with him, and explained that I specifically wanted to study commitment with elite athletes because they would have demonstrated an intense, enduring commitment to sport. At this time, I wasn't interested in looking at variance in commitment, but rather wanted to focus on very top athletes who had exhibited committed behavior. My research goal was to understand the sources of these athletes' commitment to their sport. This information, combined with our survey research, would then inform subsequent work on commitment to sport at varying levels of competition.

David suggested that New Zealand would be an ideal place to launch such a project because there are elite teams of both men and women athletes who are highly celebrated in the country and internationally. I wanted to ensure that both male and female athletes were involved in the study to test the external validity of the commitment model across genders. Thus began the Project on Elite Athlete Commitment (PEAK) in New Zealand (NZ). David set up a meeting with the Amateur All Black coach and we explained that we wanted to do a research project that looked at the sources of players' commitment to their sport. We made it clear that through participation in the project, players would gain a deep understanding about their own commitment to the All Blacks. The coach was very receptive to the project and commented that 'this should have happened years ago.' That is how PEAK became the first research project conducted with the NZ All Blacks.

We subsequently established a research relationship with the Silver Fern netball team. A researcher on the team, Dr. Noela Wilson also from the University of Otago, had been an international netball player which facilitated that connection. In addition, the research with the All Blacks was positively received by the athletes and this generated enthusiasm for the project among the Silver Ferns.

Q: For this project, you created a new interview methodology, the Scanlan Collaborative Interview Method (SCIM). Why did you feel established interview techniques would not be adequate for your project? How did you go about developing the SCIM?

A: In this project, I wanted to *both* test the sport commitment model *and* expand it, while also gathering interview data that would generalize to other samples and contexts. Testing the model would serve as a further check of its external validity by asking the athletes what they thought of the model and whether it fit with their experiences. At the same time, I wanted to gain new insights into the construct of sport commitment and expand the sport commitment model. Existing interview methods were simply not adequate for the task. Further, to make the experience optimally meaningful, I wanted each partici-

pant to leave the interview with a complete understanding of her / his own commitment. So the interview had complementary scientific and applied purposes and a "win-win" situation was created for both researchers and participants. This produced sound, rich data derived from highly engaged participants, and the athletes left with valuable personal information.

Developing the interview itself was an extremely creative process. Figuring out the theory testing and expansion aspects of the interview was very challenging, as was establishing a meaningful collaboration between researchers and participants. To facilitate the collaboration, it was important that the interviewer and interviewee be partners in the effort, so I decided that they should sit side by side rather than across a table from each other. Because we were dealing with a number of complex concepts, I thought that using index cards with construct definitions would be a good way to ensure that everything was accurate and clear. The cards were used in two ways. First during the theory-expanding portion of the interview, players were asked to list the sources of their commitment to sport, for example, pride in representing New Zealand and wanting to be the best in the world in one's position. Their responses were written down on the cards and then thoroughly discussed. Later during the theory-testing portion of the interview, players were presented with cards containing definitions of theory-derived sources of commitment. These were comprehensively probed and then players were asked if these sources were true for them or not. During both parts of the interview, the cards were put on an interview board and used to create a visual picture of the athlete's sources of commitment. The cards created a focus of attention and could be moved around and organized in various ways to facilitate conceptual clarity.

Because this interview method involved a hands-on task, it didn't require continuous eye contact, unless so desired by the athlete, which is very different than the traditional interview method. The idea was to set a scene where it felt like I was taking a walk with the athlete and hearing her / his sport story. We found this interview technique to be especially useful because it created great rapport between the athletes and the researchers, and made the experience extremely meaningful to the athletes.

The interview data yielded valuable insights for the study of sport commitment. From our early survey research with youth athletes, we learned that enjoyment is the strongest predictor of commitment to sport (e.g., Scanlan, Carpenter, Schmidt, Simons, & Keeler, 1993). Our interviews with elite athletes replicated that finding. Our elite athletes reported a tremendous amount of enjoyment from their sport involvement and most stated that this enjoyment strengthened their commitment to sport. Together these studies provide strong convergent validity for the sport commitment model.

For other constructs of the sport commitment model, the SCIM generated key information that could not be obtained through quantitative methods. For example, the sport commitment model includes a construct called 'involvement alternatives,' which is defined as the attractiveness of the most preferred alternative(s) to continued participation in sport. Theoretically, involvement alternatives are expected to impact one's sport commitment. However, our prior survey research with youth athletes did not demonstrate a relationship between involvement alternatives and sport commitment. In contrast, our other survey research with an adolescent sample found it did predict commitment (Carpenter, Scanlan, Simons, & Lobel, 1993). From our interview data, we gained a much clearer understanding of the relationship between involvement alternatives and sport commitment. Before we began our qualitative work with the All Blacks, we refined the construct itself and renamed it as 'other priorities.' The 'other priorities' construct allows that while other activities may or may not be more attractive than sport, some might be pressing and not easily ignored, for example, career or family. Most All Blacks reported that they did, in fact, have other priorities in their lives. A small number reported that these other priorities lessened their commitment to sport. A larger number, however, reported that their other priorities had no effect on their commitment because they, and often their significant others, had successfully negotiated ways to neutralize the impact of these other priorities on their commitment to sport. These data, thus, demonstrate the explanatory power of the interview method as well as the role of the 'other priorities' construct in the sport commitment model.

Q: How did you approach working with elite athletes?

A: Like with any high status individuals, you have to acknowledge their elite status up front and honesty is key throughout the process. I established roles. As the experts, their job was to teach me, while mine was to guide them through the interview process and learn from them. Together, we would work to have their personal commitment picture emerge. Also, I told them that I was familiar with rugby and netball, but that I didn't know their sport in depth. Again, they were the experts and I was the learner. Designating the players as experts was especially useful because it recognized and honored the experiences of these elite athletes and highlighted the special contributions they could make to the research project based on their hard-won expertise. Last, you can't go "ga-ga" over their stardom status or interact with them differently because of their physically imposing stature.

Q: How did you get the athletes to participate in the project?

A: Before the first training camp of the season, we sent out a contact letter to the Amateur All Blacks explaining the project and asking them to participate. At the first camp meeting, the coach introduced us to the athletes, but told the players that it was their choice to participate and he would not be privy to the information they discussed in their interviews.

I knew the first interviews were critical. If they went well and the athletes felt the interview was worth their time, chances were that other athletes would also participate. On the other hand if the first participants didn't think the interview was worthwhile, we would be sunk. Fortunately, the former happened and there was 100 percent participation. Players felt the interview had "good value" as New Zealanders say. In fact, the player who was initially the most reluctant to participate gave the longest interview. All the players provided incredibly rich and detailed

information. The interviews were actually like peeling an onion – often far more emerged than the players, and in some cases, the researchers expected.

We followed similar procedures with the other two samples. Their participation was facilitated by the success of the interviews with the Amateur All Blacks. In fact, the Professional All Black management and coaches asked us back to conduct interviews after the league had turned professional.

Q: What was it like scheduling elite athletes for an interview that could last for several hours?

A: It was very challenging. The interviews normally lasted for 2–2.5 hours and some were longer. During the initial round of interviews with the Amateur All Blacks, we completed 13 interviews in 5.5 days during 2 training camps. Sometimes we conducted 2–3 interviews in a row which meant 4 to 7 hours of interviewing. We had to find time when players weren't practicing, resting, signing autographs, in team meetings, or at team meals. They had to set aside time from their extremely tight schedules to participate, which meant the interview really had to be useful and worthwhile to them. The Silver Ferns had a similarly challenging schedule and the Professional All Black team had even greater time demands.

Q: How could you tell that the athletes benefited from being involved in the project?

A: We asked the players to evaluate the experience at the conclusion of the interview and these were very positive. In addition, there were many nice signals. For example, most, if not all of the athletes, thanked us for 'listening to them' and what they had to say about their lives in sport. An intense bond was created in the interview process because these athletes poured their hearts out to us. Some talked about experiences that they had never discussed with anyone before. After it was over, some athletes continued chatting with us despite their schedule demands. At the end of one training camp, the research team attended the final team meeting to say good-bye. I was surprised that I was so choked up in my thank you to them. The bonds that were created through the interviews affected me more than I had realized up to that point. The players applauded us and the coach invited us back for future research projects – an incredibly rare occurrence in psychological research! And I would get wonderful hugs when returning over the years to various training sessions. Most concretely, as I mentioned before, each team "sold the project" to the next as "good value."

Q: What do you see as the strengths of the SCIM method? Are there any challenges?

A: With SCIM, we "cracked the code" on how to generate detailed, complex, externally valid interview data that can be used for theory development. In PEAK, we tested and expanded theory. We now have another version of SCIM to use for theory generation purposes. Moreover, the collaborative aspects of the interview that focus on something personally meaningful to the participants are very powerful. In PEAK, athletes left their interviews with a clear picture of what contributes to and/or lessens their commitment to their sport. And, they were asked to share their expertise. All of this creates rapport and intense engagement in the interview process, and decreases negative factors such as social desirability. Simply put, creating a meaningful experience for participants, and helping them with it, results in meaningful data for researchers.

A challenge of using SCIM is the time-consuming nature of the process. I recommend that this methodology be one piece of a longer line of mixed-methods research that combines both qualitative and quantitative approaches to studying psychological phenomena.

References

Carpenter, P.J., Scanlan, T.K., Simons, J.P., & Lobel, M. (1993). A test of the Sport Commitment Model using structural equation modeling. *Journal of Sport & Exercise Psychology*, *15*, 119–133.

Scanlan, T.K., Carpenter, P.J., Schmidt, G.W., Simons, J.P. & Keeler, B. (1993). An introduction to the Sport Commitment Model. *Journal of Sport & Exercise Psychology*, *15*, 1–15.

Scanlan, T.K., Russell, D.G., Beals, K.P., & Scanlan, L.A. (2003). Project on Elite Athlete Commitment (PEAK): II. A Direct Test and Expansion of the Sport Commitment Model With Elite Amateur Sportsmen. *Journal of Sport & Exercise Psychology*, *25*, 377–401.

Scanlan, T.K., Russell, D.G., Wilson, N.C., & Scanlan, L.A. (2003). Project on Elite Athlete Commitment (PEAK): I. Introduction and Methodology. *Journal of Sport & Exercise Psychology*, *25*, 360–376.

Maintaining Aboriginal Cultural Protocols when Conducting Research with Urban Australian Aboriginal Children

Cheryl S. Kickett-Tucker
Koya Indigenous Research Group; Telethon Institute for Child Health Research; and University of Western Australia and Murdoch University
Perth, Western Australia
E-mail: cherylk@ichr.uwa.edu.au

I am an urban, Western Australian Aboriginal person who conducted my PhD research with my own people. In the preparation of this study I had to recognize, respect and follow Aboriginal ways of talking and doing that was consistent for young Aboriginal children. Without acknowledgment of culture and the maintenance and security of Aboriginal children's cultural preferences, I would not have been given the trust needed to enter children's lives. In the Aboriginal world, trust is the main ingredient for the development and maintenance of a healthy relationship and in this ethnographic research, trust and a healthy relationship is crucial. This report from the lab has 2 purposes: (a) to present some of the cultural requirements and preferences of Western Australian Aboriginal primary school children who attended an

urban, co-educational, state school and, (b) to provide some practical suggestions for the novice non-Aboriginal researcher so as to respect Aboriginal children's ways and to gain an authentic picture of what's happening in their world. This report will detail the ways in which I gained access to the research site, how I developed rapport with Aboriginal school children and finally how I exited the research site. Firstly though, this report has been written based on my PhD and therefore a short description of the project is warranted. The purpose of my PhD study was to describe the sense of self for a group of urban Western Australian Aboriginal children by analysing their perspectives, attitudes and experiences in school sport and physical education. This study was conducted because research has shown that some urban Aboriginal children, at a very young age, have awareness that they are different from their non-Aboriginal peers (Coolwell, 1993; Sykes, 1994). This awareness is generally experienced in the early years of attending predominantly Anglo schools and as they get older they become more aware of their Aboriginality (Coolwell, 1993). Often, they are confronted with a conflict regarding their sense of self (Dudgeon & Oxenham, 1989; Partington & McCudden, 1992). Within the wider community, sport has been promoted as a remedy to counteract problems associated with sense of self, specifically self-esteem (HRSCATSIA, 1992). Empirical evidence to support the use of sport in this manner however, does not exist. My research therefore aimed to explore the experiences and perceptions of sport as well as sense of self in the sport context for a group of urban Western Australian Aboriginal children. Student interviews were conducted in the school setting, whilst other interviews with significant others were conducted in an environment that was sensitive and suitable to them. Significant others were interviewed since social interactions with significant others provided a source for sense of self and self-esteem (Mead, 1934; Cooley, 1970; Harter, 1978, 1980, 1985; Weiss, 1987). A series of non-participant observations were made as Aboriginal students engaged in school sport and physical education classes.

Gaining Access

The ways in which to gain access to research sites can often be overlooked, however in Aboriginal research settings this is a priority because first impressions mean everything. Furthermore, with respect to Aboriginal research ethical guidelines, institutions such as the (Australian) National Health and Medical Research Council (NHMRC) and more locally, the Western Australian Aboriginal Health Information and Ethics Committee (WAAHIEC) have strict requirements for ethical approval. For my study, gaining entry to the research school required a number of steps, some of which are unique to studying Aboriginal children. First, telephone communication was made and written correspondence was submitted to the Manager, Ministry of Education's Aboriginal Education Branch to inform him of the study and gain written approval. Once approved, several more typical steps included calling the Secretary of the school to book an appointment with the Principal, in order to gain informal permission to carry out the study, and confirming the date and time of the meeting in writing. In addition, written correspondence was supplied to the Principal outlining the study, its objectives, rationale and assistance sought from the school. Crucially for this population, consultations with the Aboriginal and Islander Education Officer (AIEO) were conducted, including a formal lunch time meeting with AIEOs and some of the Aboriginal students. Meetings were also held with the school sport specialist, all class teachers, and the Chairperson of the Aboriginal Student Support Parent Association (ASSPA) to gain acceptance and verbal approval for the study. Finally, a group meeting of potential student participants was held to invite them to the study.

Prior to any data collection (that is, 4 months preceding the data collection in the latter part of the previous year), meetings were conducted with the Principal of the school as well as other staff members, including the AIEO. The meeting with the Principal entailed collecting information about the school, the programmes, its staff and students. Extensive meetings were then conducted (in the early part of the following year) with the AIEO and the physical education teacher in order to select a sample of participants for the study.

Target students were aged 11 to 12 years and were year 6 and 7 upper primary students. Consultations with the relevant upper primary class teachers as well as the physical educator were then conducted in order to: (a) gain consent, (b) familiarise them with the study, (c) present the study's objectives, (d) promote the usefulness of the study to the school, (e) describe the tasks involved and the procedures, (f) describe the scope of their involvement and, (g) answer any questions.

Consultations were again conducted with the AIEO in order to disseminate information and consent forms to the students and their primary care giver(s). A list of students was decided upon by me and the AIEO. Students were then approached individually by the AIEO to attend a meeting about the study in the school library. At the meeting, the AIEO introduced the study and me. I then informed the students about the study, answered their questions and disseminated written consent forms. I read the forms to them and requested that they take them home to their care givers. It was important to inform the students that they did not have to be a part of the study and that it was their choice (with no repercussions) for non-participation. Also vitally important, was the guarantee of anonymity and confidentiality.

The school Principal, AIEO and I decided that the AIEO would disseminate care givers' written consent forms during their home visits. Prior to this however, I supplied the AIEO with information about the study and conducted a prompting exercise to ensure she was totally conversant with the intent of the study. When I was satisfied and the AIEO was comfortable, she hand delivered consent forms and information sheets and conversed with the primary care giver(s). I followed up with telephone calls after the AIEO had completed all home visits. The purpose of the calls was to introduce myself as the researcher (although the AIEO had done this earlier) and answer any questions. After participant and care giver consent forms were completed and returned, I commenced piloting the interview and observations.

Developing Rapport

Once entry is gained, then the researcher needs to plan how to gain and maintain rapport in an Aboriginal research setting, because attaining an authentic view of an Aboriginal children's world is virtually dependent on mutual trust. In order to gain trust, rapport must be developed prior to the interview and it must be maintained with all personnel who are directly (target group) and indirectly (AIEO, staff, student peers) involved in the research process.

Trust is an important asset required for mutual participation during conversation and therefore it must be gained as soon as possible. Of course, the development and maintenance of trust will vary over time depending on the child concerned. Trust however, may be fostered by the mutual participation and conversation of "shared experiences." The most powerful "shared experiences" for Aboriginal students, are those about family. If the researcher can explore any connection between herself and the Aboriginal child interviewee, then this will promote trust and rapport quickly. When the student begins to talk about family members, then this is the opportunity that signals the student's invitation to the interviewer to talk about his/her family. It is recommended that the interviewer talk about his/her own family as an opportunity to get to know the Aboriginal student's family. This is a form of indirect questioning which works well with Aboriginal students. In my study, I spent the first 6 months "just hanging out" with Aboriginal students in the school environment. This occurred during recess and lunch periods as well as during sports sessions. If you want the students to accept you so that you can be part of their world for a short time, then you must be visually seen around the school and with the student community. You must be seen in the playground at recess and lunch period or spectating sport. Rapport will be developed if students like and know the researcher as a person, rather than as an interviewer, teacher or special guest to the school. For instance, I engaged in regular informal contact with students and this included those students who were potential participants and those who were not directly involved. I attended official school functions such as the fortnightly assembly and interschool and intra school sports activities.

I took the opportunity to get involved in the school community and this was best achieved by attending sports days. Participation in such events may take the form of coaching, umpiring, scoring and competing. Such active participation makes the relationships with Aboriginal students stronger and provides an opportunity for each party to get to know one another in an informal environment. For instance, I played basketball and other sports with them. Basketball was the most preferred sport for Aboriginal students who participated in the study because many students played basketball and it was also a familiar sport for them.

Another common way of gaining and maintaining rapport is by presenting yourself to potential participants with a jovial character and a smile. Aboriginal students have their own "Aboriginal humour" and it is a form of communication that is best used to keep relationships fresh.

A word of warning though, rapport is difficult to attain and even more difficult to maintain. Aboriginal students' school attendance may not be consistent since some families may regularly shift residences and the interviewer must be aware that these interruptions may occur and thereby may jeopardise the development and maintenance of rapport. The researcher should be prepared to: (a) reschedule interviews, (b) source alternative students as participants for the study and, (c) continue the relationship with the transient students (providing resources are adequate and the new location or school fits the purpose of the current study).

All of the hard work that resulted from these challenges was worth it – the students shared important aspects of themselves with respect to the meaning of sport in their lives. The Aboriginal students reported that participating in sport (particularly team sports) made them feel happy about themselves because it provided an opportunity for them to feel proud of identifying as an Aboriginal. Opportunities for equality and acceptance from others were more accessible in the school sport domain, since feedback for performances was constant and contained positive information. Feedback was often supplied immediately after a performance and was directed to the student concerned.

The Exit

The findings of the research project were translated and communicated specifically for the community from which they were derived. Care was taken to translate findings for different groups of urban Aboriginal people, for instance, child participants, adult carers and Aboriginal community consultants. The other audience to consider when translating data were non-Aboriginal people who work with Aboriginal children and these may include school psychologists, paediatricians, teachers, social workers and other researchers. It has always been the intention of this research project to ensure that findings are understood and can be used in a practical sense for the benefit of the participating Aboriginal community and therefore it is essential that results and the reporting of findings recognise the cultural diversity that exists among Aboriginal people. As such, the results were developed and written in line with the characteristics of the participants involved in the study. The Aboriginal community and the AIEOs of the school assisted in guiding the way in which the study results were prepared and to whom they were presented. A results dissemination plan was developed in close consultation with the Aboriginal community. A preferred cultural communication protocol for Aboriginal people is by 'word of mouth.' By ensuring "grass roots" community members are involved in the development, planning, dissemination and importantly the translation of results, the research will have a life beyond the project and in doing so capacity build knowledge to the community as well as encouraging local ownership of the research. These values are strongly encouraged in the values and ethics statement prepared by NHMRC and WAAHIEC.

After results of the study are translated and disseminated with all relevant parties, I strongly believe that the school and its students should receive something in return for their assistance in the study. Some suggestions include attending assemblies and presenting certificates to students, or assisting at sports days, involving the entire school community. A personal thank you is crucial for those

staff members who assisted in the study. In my study for instance, the AIEO was an integral component to the success of the project. I therefore made special mention of the AIEO's support and assistance in all written communiqué to the school and the Education Department.

A personal thank you to the participants and their carers is warranted. Besides presenting them with an official letter of appreciation, it is acceptable to write a personal message in a card and deliver it to them individually. I used a newsletter detailing the study as a great way to acknowledge the completion of the research and to thank participants for their involvement.

Concluding remark

Acknowledgment of culture and the maintenance and security of Aboriginal children's cultural preferences is essential to gaining access to an Aboriginal world view. The most important consideration for this study was that of establishing and maintaining rapport. When students are known to you and you are known to them, then you can be assured that your study is off to a great start. Without rapport, I would not have gained the trust needed to enter children's lives and gain an insight into their world.

References

Coolwell, W. (1993). My Kind of People: Achievement, identity and Aboriginality. St Lucia: University of Queensland.

Cooley, C. H. (1970). Human Nature and the Social Order. New York: Scribners.

Dudgeon, P., & Oxenham, D. (1989). The Complexity of Aboriginal Diversity: Identity and kindredness. Black Voices, 5(1).

Harter, S. (1978). Effectance Motivation Reconsidered. Human Development, 21, 34–64.

Harter, S. (1980). The Development of Competence Motivation in the Mastery of Cognitive and Physical Skills: Is there still a place for joy? In C. H. Nadeau (Ed.), Psychology of motor behaviour and sport 1980 (pp. 3–29). Champaign: Human Kinetics.

Harter, S. (1985). Manual for the self-perception profile for children. Denver, Colorado: University of Denver.

House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs. (1992). Mainly urban: Report of the inquiry into the needs of urban dwelling Aboriginal and Torres Strait Islander people. Canberra, Australian Capital Territory: Australian Government Publishing Service.

Mead, G. H. (1934). Mind, Self and Society. Chicago: University of Chicago.

Partington, G., & McCudden, V. (1992). Ethnicity and Education. Wenthworth Falls: Social Science.

Sykes, R. (1994). Murawina: Australian women of high achievement. Moorebank, New South Wales: Transworld.

Weiss, M.R. (1987). Self-esteem and achievement in children's sport and physical activity. In D. Gould & M.R. Weiss (Eds.), Advances in pediatric sport sciences (Vol. 2, pp. 87–119). Champaign, IL: Human Kinetics.

Notes from The President

Having passed the midpoint of 2007, we in the US are looking forward to the fall – a traditional back-to-hard-work-time, after a summer respite. Wherever in the world you are, I hope that you can look back on the first part of 2007 with a feeling of pleasure and accomplishment, and are looking forward to the rest of the calendar year. In my first two Newsletter messages, I expressed general thoughts and values for ISSBD. What I hope to do in this message is identify some opportunities for ISSBD at this point in our history, relative to our global context.

In my view, this is a very special organization. I belong to several other scientific societies, all of whom are looking to become more "international." As these (US) organizations look at extending themselves internationally, they inevitably come into conflict with serving national interests and may recognize that they are not really becoming international organizations but rather are engaging in international outreach, and perhaps partnerships (though that is less frequent.) (For example, we heard a presentation from SRCD at our biennial meeting that was really proposing to engage some international outreach.) In a recent conference call with another US organization, I articulated a framework involving global outreach, partnerships, and becoming international, as the stages of international engagement.

ISSBD was established as international scientific society. We therefore have a wonderful opportunity to capitalize on our existence and strong history. We can play a strong role in building a global community of developmental scientists. We could pursue a number of strategies, some easier and some more difficult. All are already within ISSBD's mission and activities.

1. We could better exploit our lifespan focus. Our journal and meetings tend to be dominated by the earlier two decades of life. Yet there is very exciting research being done with aging or longevity, as the more positive framing. This work has big implications for how we consider the earlier decades. For example, my colleague here at Stanford, Laura Carstensen, leads a Longevity Center, with one of three emphases focusing on whether we've got the optimal conception and organization of work-life expectations, given much longer life expectancies, at least in higher income countries, with more non-work years for many. At the same time, establishing oneself in a profession requires heavy commitment during the post-degree decade, which tends to coincide with beginning a family. Is it time to recognize that we are overtaxing one age group, young adults, while providing too little opportunity for another group, those in their seventh decade of life who are still in good health? The answers to this question will not come easily; we can immediately spot the challenges with implementation. But it is a very interesting and important question with implications for the entire life course in current society. ISSBD makes a deliberate attempt to include the lifecourse in our programs and journals; can we do more? I believe that we can, and should engage the rest of the life course in a more vigorous way.
2. We could more deliberately exploit our multidisciplinary nature. As an organization, like many focused on human development, we are dominated by psychology. This is partially due to the much larger numbers of psychological scientists, compared with sociologists, and other scientists/scholars studying human development. But without embracing our colleagues in other fields, they are unlikely to join us. (Or if they are already members, they will leave, as some have already done.) Can we engage more intentional strategies to bring back and draw in members from among those who study human development, whatever their discipline? Again, I believe that we can do this, and should – for the sake of our scholarship and learning, as well as for embracing the entire field. The borders between disciplines represent enormous opportunities for innovative science/scholarship. It is there that most new discoveries emerge. Therefore, our inherent multidisciplinary nature is an asset that we should exploit.
3. We also could more consciously build capacity for the study of human development in the "developing world." (This is a phrase that requires definition within our context, as it could mean anything from countries outside the US, Canada, and Europe to countries with lower average income or lower gross national product.) We already engage some activities in this category such as our regional workshops and appointees to the Executive Committee (EC). But, again, we can do much more. Our membership structure provides for reduced membership fees in currency-restricted countries (using World Bank definitions.) This creates an opportunity that has yielded excellent results. Among our 1000+ members, the countries with the second and third largest groups of members are China and India. These increases have occurred through strong efforts of ISSBD leaders in those countries. What can we do to better recognize the dominance of those membership components? We have had a biennial meeting in China, but not yet in India; that would be one opportunity. More importantly, these groups of members can teach the rest of us an enormous amount that I believe will inform our understanding of human development. I welcome thoughts about how we can embrace these members and what they have to contribute to our field and our learning. Ann Sanson, Program Chair of the most recent and highly successful ISSBD biennial meeting, has agreed to chair the membership committee that will be taking up these and other issues. Suman Verma and Catherine Cooper have just agreed to co-chair a workshop committee that will work closely with the membership committee.
4. Finally, young scholars are our future. We have an emerging strength in this area, led by young people. We have a Young Scholar Initiative, led my Newsletter Co-Editor Karina Weichold and Deepali Sharma, that has been successfully engaging young scholars from around the world for the past couple years. In addition, we have a young scholar representative to the Executive Committee, Zena Mello. We need to continue to support and nurture them for the leadership roles they are taking. They have successfully obtained time on the 2006 and 2008 Biennial Meetings, and are together identifying even more activities. There may be other ways for ISSBD to support the engagement of young scholars with ISSBD; I welcome any ideas here.

This is a very full agenda, one that I believe we must pursue in thoughtful and strategic ways, rather than scattershot. There are many activities we could engage in, and I'm proposing that we engage these four initiatives in an intentional way, and learn from what worked and what didn't. I have asked Executive Committee members to volunteer to take the lead on activities and some have already come forward. I urge any of you not on the EC to let me know as well if you'd like to lead or participate on any of these activities.

What follows are my thoughts on possibilities to include among the strategies taken up in each initiative.

1. **Strengthening our focus on adulthood.** In my view, the most effective and quickest tactic requires recruiting effective leadership from this group of scholars (with attention to diversity in national origin and field coverage.) We need at least five strong scholars who study the lifespan or human development among adults. Recruiting this set of leaders should be done with clarity about the expectations we have for these new or existing members who take

up this challenge. The opportunity we could propose to them is to bring in their colleagues and students as members and active participants. In exchange, we would guarantee some percentage of the journal and program to start, with the expectation that they will compete along with everyone else once a critical mass is achieved. In addition, I would support special appointment to the EC so that we can benefit from the wisdom and learning of these colleagues. We would want to be clear that our goal is not simply to sample people who focus on narrow slices of the life span but rather our goal is to expand our knowledge of human development over the life span/course. Our vision is of a field of human development, not a collection of specialists who study various ages. We can consider how we want to assess success of these efforts over some period of time.

2. **Strengthening the breadth of disciplines of members.** Again, I believe that the best tactic is to recruit leadership, from among our members (current and lapsed) as well as those who should be members. Five strong scholars who are not psychologists should be recruited to bring in their colleagues and students. As above, we could offer a set of inducements and be clear about expectations. We would also want to be clear about the vision of creating a coherent field of human development, not psychological human development, social human development, etc.
3. **Build global capacity in human development.** This one is more difficult. I believe that our efforts thus far may be counterproductive. Here what we know about human development is essential to invoke. To be way too simplistic about it, people develop well when they are in contexts that are challenging, supportive, and encouraging. We have not, in my opinion, used these lessons in ISSBD. We have had token appointments to the Executive Committee but have not provided the resources to permit meaningful participation. We offer regional workshops that often have been micromanaged by those of us from the north, or even framed as "training." In doing this, we are communicating that we see little capacity among our colleagues. For example, in the survey of regional workshop participants being done by Suman Verma and Catherine Cooper (a report on this will be given at the Biennial Meeting in Wurzburg in 2008), one respondent reported the perception that he and his colleagues were "blank" until those of us from Europe or the US came to fill them in. Does this sound familiar? We have studied how to foster human development among those in poverty and learned that the most effective strategy is to develop the capacity of youngsters growing up in these circumstances. What we have learned about those with developmental disabilities is that they best fulfill their potential when they are in contexts that respond positively to their humanness, rather than engaging them in treatments that emphasize their deficits. Similarly, positive youth development approaches have had much better results than youth problem approaches. We must, as an organization, implement what we have learned, what we know. Our colleagues in countries without strong internet connections with large bandwidth and outstanding libraries, and with heavy teaching loads and multiple expectations from their universities and, often, from their countries to provide advice or even assistance with program design and policy development, have to work even harder than we who are more fortunate to be able to focus on research. Colleagues in low income countries often have few rewards and little support. Yet they have lots of ideas and much knowledge. How can we better capitalize on what they can bring to ISSBD? Here I propose that we begin by putting them in the lead of this effort, with sufficient resources and any advice or technical assistance that they request.
4. **Young scholars.** This is already underway, and although there are variations in how young scholars are identified from country to country, the young scholars seem to be already identifying effective approaches. I have confidence that they will tell us what they need. We need to listen to them and respond.

With this as a vision and strategy for my term as President for ISSBD (with a few suggestions for tactics and activities to be engaged), I see many other efforts that we need to engage to support these efforts. Past-President Rainer Silbereisen put us on a strong path for growth in engaging SAGE as our publisher and infrastructure support for membership. And he developed a rational model with specific guidelines for hosting conferences; this was successful in Ghent, Belgium in 2004 and again in 2006 in Melbourne, Australia. The success of the 2006 conference is important as it demonstrates that effective leadership, high expectations, and a "roadmap" for implementation can facilitate good results for ISSBD and the host country group. We need now to turn our attention to the next issue, which Rainer raised, about how we do our business. We need an effective model for supporting the operations of ISSBD. Acting Treasurer, Marcel vanAken has done an outstanding job developing a budget and giving us a clear picture of our finances (among many other advances he achieved.) The Executive Committee was able to make some key decisions at its March meeting to begin to act responsibly on behalf of the organization.

We have initiated several committees. Elizabeth Susman has agreed to chair a finance committee. This committee over coming years, will identify an international financial institution for ISSBD, create a budget and planning structure, obtain an audit, and develop a fund raising plan. As I mentioned, Ann Sanson has agreed to chair a Membership Committee to begin to consider ways to stabilize and increase our membership around the world. Early on Andy Collins agreed to chair the Publications Committee; that committee with the approval of the Executive Committee has selected the new ISBD Editor: Marcel vanAken. We are delighted by this appointment, to follow on the outstanding editorship of Bill Bukowski. I also mentioned above our new workshop committee co-chairs. Please let me or committee chairs know if you would like to join any of these efforts. Of the strategic initiatives I outlined, the one engaging young scholars is well on its way. For each of the other strategic initiatives, we need a leader and participants.

While I have enumerated a number of activities, I recognize that I cannot know all the possibilities that we together could engage. If you have a suggestion or idea, please alert me (apetersen@casbs.stanford.edu) or anyone on the Executive Committee. We cannot do everything at once, but we must be open to all good ideas, so that the better ideas can advance in the queue over those less likely to have great impact.

I want to thank all of you, and especially the Executive Committee, for their significant contributions to our collective effort on behalf of ISSBD. In particular, I am grateful to Jari Nurmi, Secretary General, who has assisted me enormously with ISSBD history and practice, and works tirelessly to keep us moving and continually collect our documents and provide feedback. Similarly, Marcel, Acting Treasurer and Membership Secretary, has juggled both roles with integrity and clarity, producing wonderful products – like the budget, disbursing funds (despite significant challenges with our arrangements), and sharing wisdom in our continual emails. And I am grateful that he will be continuing to work on behalf of ISSBD as IJBD editor. As I have often noted, Rainer Silbereisen has been an exemplary Past-President – ever available for great advice. It has been a pleasure to work with Kerry Barner and the other SAGE colleagues, who have professionalized our membership management and worked patiently with us as we discover the problems with existing data (bad addresses and the like), lack of procedures, and numerous other challenges. I am also grateful to all of our publication editors – Bill Bukowski, Bonnie Barber, and Karina Weichold– who have maintained consistently high quality publications while we engaged the transition from one publisher to another, with the perhaps inevitable glitches in the process. I am most impressed with the good spirit shown by all. We have a terrific organization and will make it even better! Thanks!.

Workshop Report

Strengthening Inter-American Scholarly Communication: The ISSBD Workshop, Brazil 2007

Elder Cerqueira, PhD Student
Institute of Psychology
Federal University of Rio Grande do Sul, Brazil
E-mail: eldercerqueira@yahoo.com.br

and

Chris Hafen
College of Science
Department of Psychology, Florida Atlantic University, USA
Email: chafen@fau.edu

Junior scholars from throughout the Americas met in Gramado, Rio Grande do Sul, in the mountains of South Brazil on June 25-July 1. Participants represented nine countries including Argentina, Brazil, Canada, Chile, Colombia, Costa Rica, Jamaica, Mexico, and the United States. Despite the cooler temperatures at this altitude—and marking the first week of winter in Brazil—we were delighted to experience the country's warm hospitality. At times it seemed we were actually on the other side of the Atlantic. Gramado, often called "little Germany" is well-known for its German immigration during the last century, bringing delicious food traditions and beautiful architectural styles to the area.

The Workshop on Advancing Inter-American Collaboration in Human Development Research, Methodology and Training was sponsored by the International Society for the Study of Behavioural Development and was hosted by the Federal University of Rio Grande do Sul. This was the first ISSBD workshop in Brazil, which included the participation of 25 junior scholars from South, Central, and North America.

The junior scholars at this ISSBD workshop were unbelievably fortunate to have an amazing panel of senior scholars with a wide variety of interests. The leaders of the four groups of junior scholars included Dr. Susan Pick from Mexico, Dr. Marc Bornstein and Dr. Betsy Lozoff from the United States, and Dr. Bill Bukowski from Canada. We were also privileged to have presentations by Dr. Silvia Koller (Brazil), Dr. Brett Laursen (United States), and Dr. Marcela Raffaelli (United States). The hard work of Dr. Carolina Lisboa (Brazil) must also be recognized as she added much to workshop conversations, and was the reason that junior scholars had no worries about the details of running the workshop, as she took care of the planning, dinners, and excursions in a seamless fashion. The senior scholars represented and covered work from all over North, Central, and South America, giving the junior scholars an opportunity to truly grasp the importance of cross-national cooperation. The presentations included how to approach international collaboration, how to plan and implement a research project or intervention, cultural approaches to parenting, and cross-national research on peer relations.

There was no shortage of lively discussion throughout every presentation, and it was refreshing to see how willing the senior scholars were to encourage comments and questions. They conversed with us about issues and topics as equals and peers rather than talking down to us or telling us what we should think. Perhaps most important of all, when not involved in direct workshop-related activities, the senior scholars made themselves abundantly available for informal conversation about their work. Many of the junior scholars said this was one of the most valuable experiences of their time in Brazil. We are truly grateful to all the senior scholars for taking time out of their busy schedules to help train, guide, and inform us about conducting research and making the world a better place.

Throughout the workshop, an important topic concerned methodology and its implications. Before the workshop even began, a lively discussion arose between several junior scholars focused on qualitative versus quantitative approaches. Several of the Brazilian students expressed their connectedness to their populations of interest, particularly in their work with "street kids" in Brazil. While aware of the benefits of in-depth individual data collection using qualitative approaches, several of the students had become so immersed in running statistical procedures on data file after data file that they had a hard time picturing what it was like to be so close and connected to the data. One junior scholar commented that it is hard to maintain your enthusiasm for research when your participants become "just another number."

While there were not any presentations specifically focused on methodological concerns, many of the presentations emphasized the fact that having a clearly defined methodology is essential to effective work. One interesting conclusion drawn from the discussions among the junior scholars was that the students from the United States and Canada had much more access to and a greater repertoire of statistical techniques than most of their Latin American colleagues. Participants also discussed the possibility that junior scholars who are proficient in longitudinal modeling techniques might conduct future training workshops that could lessen and/or remove this divide. One of the main benefits of the contacts and connections made at this

Enjoying one of the many dinners we were treated to in Brazil

workshop was the sharing of strengths among junior scholars, as each brought to the table their own areas of prowess.

One of the topics emphasized during the workshop was the international collaboration on and development of transcultural studies. In keeping with the goals of ISSBD, the workshop provided the opportunity to learn from senior scientists how to create and develop an international project and network.

The event's primary focus was the exchange between North America and Latin America, increasing opportunities for both sides and highlighting the benefits of psychological science. Moreover, the international collaboration continued during networking opportunities such as the wonderful coffee breaks, lunches and dinners together.

In presenting their research lines, Drs. Bukowski, Lozoff and Raffaelli talked about their trajectories, partnerships and successful and unsuccessful projects with international colleagues. For the participants, the "take home message" was: just do it! Developmental Psychology needs to continue investigating contexts and relations across time in order to advance our understanding of the developmental trajectory for various populations.

A main theme that pervaded all of the presentations and discussions with senior scholars was career development. As junior scholars, we are at the start of our careers and the advice from those who have experienced the pitfalls and successes of a career in academia was much appreciated. The focus on career development included presentations on both constructing an effective curriculum vitae and how to put together a successful journal article. It was clear by the end of the workshop that the junior scholars who made the trip to Gramado left "little Germany" with a firmer grasp on how to establish a successful career.

A number of participants, concerned about the consequences of their work beyond scientific publication, discussed their desire to increase opportunities for discussion about interventions and their links to research. Having a Latin American country host the workshop amplified the discussions on this issue. However, participants from all nationalities were involved in the discussion concerning intervention program implementation, program evaluation and fundraising. Once again, Dr. Pick's experience in the field helped to spark a debate about practical issues and the relationship between universities and NGOs, highlighting Latin America's reality.

The workshop in Gramado, Brazil was undoubtedly an enriching and fulfilling experience for everyone involved. We enjoyed an abundance of great food and overwhelming hospitality, and were given every opportunity to initiate collaborations with our fellow scholars.

The impact of this workshop can only be judged in the years to come, but it is safe to say the connections and experiences gained in Brazil will last for a lifetime. Future workshops which allow for junior scholars to interact with senior scholars and each other are not only encouraged but essential to enrich the academic landscape, and the participants from the workshop in Gramado would like to thank the ISSBD for their support.

The last day of the workshop with the entire group

Notes from the Workshop Chair

The ISSBD workshop on Advancing Inter-American Collaboration in Human Development Research, Methodology, and Training was held in Gramado, Brasil, from 26 June to 1 July 2007. The workshop was sponsored by the International Society for the Study of Behavioural Development and hosted by the Center for Psychological Studies on At-Risk Populations, Federal University of Rio Grande do Sul, Brasil. Additional support for the workshop was provided by the Jacobs Foundation, the W. T. Grant Foundation, and the Board of Educational Affairs of the American Psychological Association.

This workshop marks the long-awaited return of ISSBD to Brasil. It has been 14 years since the biennial meetings were held in Recife, which is in the north of Brasil. Our workshop represented the first ISSBD-sponsored meetings in the south of South America. A total of 25 ISSBD sponsored scholars were in attendance; an additional 10 to 15 local scholars took part in the research presentations. All participants were graduate students with substantial research commitments or scholars with recently minted doctorates. In addition to Brasil, participants hailed from 8 Western Hemisphere countries: Argentina, Canada, Chile, Colombia, Costa Rica, Jamaica, Mexico, and the United States.

Research presentations were provided by Dr. Marc Bornstein (US National Institute of Child Health and Human Development), Prof. William Bukowski (Concordia University, Canada, and Editor of the *International Journal of Behavioral Development*), Prof. Betsy Lozoff (Center for Growth and Human Development, University of Michigan, USA), and Prof. Susan Pick (National University of Mexico and The Mexican Institute of Family and Population Research). Each scholar made a half-day presentation to the workshop, in addition to a separate presentation at a single-day preconference attended by local professionals.

The workshop was organized by Prof. Brett Laursen (Florida Atlantic University, USA). Prof. William Bukowski (Concordia University, Canada) and Prof. Silvia Koller (Federal University of Rio Grande do Sul, Brasil) cochaired the event. Dr. Carolina Lisboa assisted with the local arrangements. Prof. Marcela Raffaelli contributed to the professional development seminar.

Ambitious plans for collaborative activities were laid during the workshop. I encourage you to learn more about them at the next ISSBD biennial meetings where a special poster session is planned for the workshop participants.

Brett Laursen

Report on EC Meeting

Minutes of the ISSBD Executive Committee Meeting: Boston, US, 2007

Time: March 29, 8.00–11.30

Members of the EC present: Marcel van Aken (Acting Treasurer/ Membership Secretary), Margarita Azmitia, Xinyin Chen, W. Andrew Collins, Serdar Degirmencioglu, Joan Miller, Jari-Erik Nurmi (Secretary), Anne C. Petersen (President), Avi Sagi-Schwarz and Rainer K. Silbereisen (Past President)

Editors present: Bonnie Barber (Newsletter editor), William Bukowski (IJBD), Karina Weichold (Newsletter editor).

Ad hoc advisors present: Catherine Cooper and Zena Mello (young scholar representative)

Apologies for absence received from: Arnold Sameroff and Peter K. Smith.

In attendance for a particular item: Kerry Barner (SAGE), Wolfgang Schneider (XXth Meetings) and Bob Reeve (XIXth Meetings).

1. Opening

The President, Anne C. Petersen, welcomed the EC members and ad hoc advisors.

2. Minutes of the EC meeting in 2006

The Minutes of the EC Meeting in Melbourne, Australia, 2006 were approved unanimously.

3. President's report

The President, Anne C. Petersen, summarized her written report on the plans for the Society as follows:

ISSBD is a special organization. It was established as an international scientific society. We therefore have a wonderful opportunity to capitalize on our existence and strong history. We can play a role in building a global community of developmental scientists. We could pursue a number of strategies, some easier and some more difficult. (1) We could better exploit our lifespan focus by more intentionally building membership with a focus beyond the first two decades of life. (2) We could more deliberately exploit our interdisciplinary nature by recruiting or bringing back scholars in fields other than psychology. (3) We could more systematically build ISSBD's capacity for the study of human development globally where we have member interest. (4) Young scholars are the future of ISSBD, and could effectively address the first three areas. We have an active group of young scholars in ISSBD that we must continue to support and nurture. In addition, we have several areas of operations that require attention, especially from the Executive Committee. Together, these areas of work are grounded in my vision and strategic intent for my term as President of ISSBD.

The President's report was approved unanimously by the EC. More details on these strategies and potential activities are elaborated in the President's message in this same issue of the ISSBD Newsletter.

4. Secretary's report

Jari-Erik Nurmi reported that the Secretary's office has been involved in many activities in running the Society, such as preparing agendas for and minutes of the Executive Committee meetings, administering the contents of the Society's web pages, and furnishing the President and other officers with information concerning the Society's By-Laws, previous decisions and other organizational matters. Besides these activities, the Secretary has arranged, together with the Past President, Rainer K. Silbereisen, the nominations of candidates for the election of President-Elect (2008–2010; President 2010–2014, Past President 2014–2016), Secretary General (2008–2014), Treasurer and Membership secretary (2008–2014), and new Executive Committee members 2008–2014.

The EC unanimously approved the Secretary's report.

5. Report from the Treasurer Secretary

The Acting Treasure Marcel van Aken reported to the EC as follows:

The main duty of the Treasurer is to manage all the Society's financial assets. He collects monthly statements on all accounts and prepares an annual report detailing the performance of all financial assets. The Treasurer communicates with Sage Publications (who handle routine membership administration as of April 2005) and with the membership, as necessary, regarding issues concerning payment of annual dues. He also assists conference and workshop organizers in the planning and execution of conference and workshop budgets, as needed. The Financial Report for 2004–2006 is presented in Table 1. Because of the good financial situation, member dues should remain at the current level at least for the next couple of years, partly because the finances of the Society are solid, and partly to attract a larger membership in the years to come.

Table 1. 2004–2006 Financial Report

	2004	*2005*	*2006*
Opening balance	$588,232	$5673,912	$742,559
Revenues	$184,053	$293,676	$307,913
Disbursements and other changes in assets	$ 98,199	$211,781	$ 87,556
Closing Balance	$673,912	$742,559	$987,426

The report of the Treasurer and the accounts were approved unanimously by the EC.

6. Committees

6.1. Old and new committees

President Anne Petersen introduced to the EC ISSBD Committees and their chairs.

Finance Committee

Liz Susman (Chair), Marcel van Aken, Brett Laursen, Anne Petersen, ex officio

This committee will work with the Treasurer to review investments and develop investment policy and provide advice on D&O insurance, US non-profit filings, and financial transactions and institutions.

Membership Committee

Ann Sanson (Chair)

This committee will work with the Membership Secretary on membership recruitment strategies, including achieving better coverage of the lifespan; greater diversity of fields; improved recruitment of human development scholars beyond the US, Canada, and Europe; and attracting more young scholars.

Publications Committee

Andy Collins (Chair), Jesus Palacios, Jacqueline Goodnow, Joan Grusec, Loreto Martinez; ex officio: Anne Petersen, Bill Bukowski, Karina Weichold, Bonnie Barber, and Kerry Barner.

The Publications Committee will oversee all ISSBD publications including the IJBD, the Newsletter, and web content.

Regional Workshops Committee

This committee will need to work closely with the committee on membership, and with the Membership Secretary. The Regional Workshop Committee should look at the present practices and make a recommendation about whether ISSBD should change its practices or continue them.

Awards Committee

Avi Sagi-Schwartz (chair), Serdar Degirmencioglu, Nadine Messerli-Burgy and Joan Miller

This committee will announce ISSBD awards, and decides the final award winners. It also makes any suggestions for changing the awards.

The suggestion of the President concerning various committees was approved unanimously by the EC.

6.2. The Report from the Publication Committee

The chair of the Publication Committee, Andy W. Collins, reported as follows:

All signs are that our working relationship with SAGE is very good. The IJBD is at a transition point in terms of editorial leadership, thus giving the committee and the Executive Committee an opportunity to review and, as needed, to re-think its operations and functions. These discussions can build upon the excellent contributions of editors throughout its history, and – in particular – the wise and energetic leadership of the current editor and associate editors. The newsletter has two excellent new editors who are proposing fresh ideas for that publication."

The report was approved unanimously by the EC.

6.3. Nominations report

The Chair of the Nomination Committee, Rainer K. Silbereisen reported as follows:

For the 2007–2008 elections the following positions are open for nomination: President-Elect 2008–2010 (President 2010–2014, Past-President 2014–2016), Secretary General 2008–2014, Membership Secretary 2008–2014, Treasurer 2008–2014 and three members of Executive Committee 2008–2014.

In response to the Call for Nominations 2007–2008 announced in the ISSBD Newsletter 2/2006, a total of 27 members sent their nominations. The chair of the Nomination Committee, Rainer K. Silbereisen, described the discussions with several candidates for the open positions and the current stage of these discussions.

The EC (as the Nomination Committee) discussed possible candidates on the basis of Silbereisen's report. It asked Past-President Silbereisen and President Petersen to come up with a final proposal of the candidates by summer 2007 to be discussed by e-mail in the Nomination Committee.

7. Preliminary report on survey on regional workshops and activities

EC Advisors Suman Verma and Catherine Cooper summarized their report as follows:

Over its 35-year history, the ISSBD has sponsored over 20 regional workshops to advance its core mission to include and engage a global community of developmental scholars. This year, ISSBD launched a study to ask how these workshops can become even more effective. In a preliminary inquiry, 30 workshop organizers and participants, representing a wide range of regions and past workshops, were invited to respond to a pilot survey regarding both strengths and ways to improve these workshops.

Taken together, respondents have organized and/or attended ISSBD regional workshops in 19 nations, spanning Africa (Cameroon, Côte d'Ivoire, Zambia, Namibia, Uganda, South Africa); South Asia (Indonesia, India); East Asia (Korea, China); Eastern Europe (Poland, Hungary, Czechoslovakia, Russia, Estonia); the Middle East (Israel); Latin America (Peru); North America (Canada); Western Europe (Finland, Belgium); and Australia. These comprise a majority of the regional workshops that ISSBD has convened (Hartup 1996; Silbereisen 2003).

The pilot study found converging recommendations for three steps: a) *facilitating regional collaborations* by forming research groups and creating opportunities for resource sharing; b) *capacity building* among young scholars by providing avenues for their professional growth, greater connectivity among them, and institutional placements; and c) *mentoring* by identifying more senior scholars for this role in regional and global contexts, forming regional centers of excellence with greater decision-making power, and identifying needs and responding accordingly. In addition, at the level of infrastructure, respondents also

pointed to needed *institutional transformations*. For example, a multi-level pilot project might begin with one or two institutions implemented in a phased manner, leading to regional empowerment and human resource building with teams of senior, mid-career, and junior scholars.

In sum, the key findings of this pilot study reflect what we know more generally about human development. They move our thinking beyond a "training" model for regional workshops, in which senior scholars from the "West" or "North" come for brief events, towards supporting regional teams as leaders of individual, network, and institutional development. ISSBD can provide guidance for those submitting proposals to support such work. This builds on the original ISSBD conception of regional conferences as ways to build research infrastructures and to enlarge and diversify membership to advance global developmental science and its benefits.

The EC thanked Suman Verman and Catherine Cooper for their very informative report. The principles of organizing workshops were discussed. The EC decided that the Society should produce instructions for organizing workshops, to be published on the website.

8. Biennial meetings

8.1. XIXth Biennial meetings in Melbourne 2006

Bob Reeve reported the final situation of the Melbourne meeting. Besides being successful scientifically, the meetings also met the financial goals set before the congress. The profits of the congress will be used to support young developmental scientists from the Australian continent.

EC congratulated the organizers for their splendid work.

8.2. XXth Biennial meetings in Wuerzburg, 2008

The chair of the meeting, Wolfgang Schneider, reported as follows:

One major issue that we worked on after the ISSBD meeting in Melbourne concerned the selection of keynote speakers, invited speakers, and organizers of invited symposiums. We started the discussion in our IPC meeting in Melbourne and continued this process until February, 2007. As a consequence, we managed to come up with a list of renowned scientists by early February, 2007, and started the invitation process shortly thereafter.

We had a meeting with Peter Frensch, the President of the International Congress of Psychology, and his team last September to discuss possibility of reduced fees for those scientists who decide to attend both the ISSBD meeting and the International Congress of Psychology. The agreement was that fee reduction for this group of scientists should be 10% for both events.

Overall, our cooperation with Intercongress has continued to be very constructive and efficient. Intercongress received the ISSBD loan thanks to Marcel von Aken's efforts by late November, and already operates on the money. The ISSBD 2008 homepage was activated in November last year. A test link for online abstract submission was completed successfully in early February, 2007.

Sponsoring activities started in January, 2007. We cooperated with Intercongress in preparing the social program, and mailed information to industrial exhibition groups.

The EC applauded Wolfgang Schneider and his team efforts in organizing XX Biennial meetings.

8.3. XXIst Biennial meetings, 2010

President Anne C. Petersen reported that she has received one proposal so far for hosting the XXIst Biennial meetings of the ISSBD, in 2010. A multidisciplinary group from South Africa, complemented by some scientists from other parts of the African continent, proposes to host the 2010 ISSBD conference in Cape Town, South Africa. The group has been working with Impact Consulting, an experienced, highly recommended professional conference organizing group located in Cape Town. Although the group does not yet have all the details finalized, its members are developing those and feel confident that they can make a proposal that is be consistent with ISSBD meetings of the last decade. The scholars on the Local Program Committee are: Thokozile Chitepo, Africa U, Zimbabwe; Andy Dawes, HSRC, South Africa; Norman Duncan, Wits U, South Africa; Mambwe Kasese-Hara, Wits U, South Africa; Frank Kessel, U New Mexico, South Africa; Elias Mpofu, Penn State U, Zimbabwe; Bame Nsamenang, Yoaunde U, Cameroon; Tammy Shefer, U Western Cape, South Africa; Lauren Wild, U Cape Town, South Africa. While the group is developing the details needed for a proposal, they are also looking for a leader with experience in organizing an international conference.

Petersen reported that she is aware of at least two other proposals being contemplated. The final decision between proposals should be taken in 2008 EC meeting in Wuerzburg.

The EC applauded the President's efforts in finding a site for 2010 meetings.

9. Publications

9.1. International Journal of Behavioral Development

The Editor, William Bukowski, reported the following developments:

This year marks the final year of the current editorial term. As we begin to conclude this six-year period we can point to both challenges and achievements. The achievements are an apparent reduction in turnaround times, a higher level of selectivity, the finalization of several interesting special sections, and the full implementation of a new manuscript management system. The challenges have been dealing with a larger number of papers, and becoming accustomed to a new system while still functioning in the old system. Since last June the IJBD received 122 papers, a rate that is consistent with the 160 we received last year. During the past year approximately 60 papers were published in the journal. The current editorial team looks forward to passing the journal off to the new team on July 1, 2007.

In the discussions that followed, Bukowski was recognized for his wonderful service for the Society.

9.2. Search for the new editor

The Chair of the Publications Committee, W. Andrew Collins, summarized the efforts of the Committee to find a new editor for the IJBD. After considering several excellent candidates, the

Committee nominated Marcel van Aken as the new editor. The journal handoff will take place in Fall 2007. The EC unanimously accepted the proposal and congratulated the Committee for their splendid work.

The EC discussed another motion from the ISSBD Publication Committee. At present, editing a journal has required substantial subsidies from the editor's university which is an increasingly unrealistic expectation in all but a very few instances. Consequently, the committee suggested that the following annual expenses be forwarded to the journal: Editor's stipend $10,000; 4 associate editors $2,000 each; editorial assistant $7,200; and $500 for office expenses. The EC accepted the proposal unanimously.

9.3. Newsletter editors' report

In their report, the editors, Bonnie Barber and Karina Weichold, reported the following plans and activities:

The materials for the November 2006 Newsletter on "Research on Interventions Targeting the Promotion of Positive Development" were submitted to SAGE on time; the cooperation in finalizing and correcting the proofs for the November Issue went well. Unfortunately, the whole publication process, along with the publication of the IJBD, was delayed so that the Newsletter was not sent out not until January 2007. The topic of the Special Section of May 2007 Newsletter will be "*Biopsychosocial Approaches to Study the Development of Aggression*" and the November 2007 Issue will focus on "*Sport and Physical Activity across the Life Span*."

The report of the Newsletter editors was unanimously approved.

9.4. Publisher's report

Kerry Barner from SAGE presented a detailed Publisher's report of the IJBD, including topics such as editorial, production, promotion, marketing, subscription and circulation services. The extensive report activated discussion concerning a variety of topics among the EC. For example, various possibilities to develop the IJBD were discussed with a view to increase the impact of the journal. The EC applauded Kerry Barner's and SAGE's excellent report and their active efforts to find the means to promote use of the IJBD.

10. A Proposal for the ISSBD Senior Fellowship Program

Avi Sagi-Schwartz introduced his proposal concerning the ISSBD Fellowship program. In the discussion of the program, several topics were raised, such as whether the Program should be considered as an award or as seed money for developing the program. As a conclusion, the EC approved the motion by Sagi-Schwartz, in principle, but asked him to come back with a more developed proposal.

11. Other relevant business

No other topics were raised.

Jari-Erik Nurmi
Secretary

Conference Report

Report on the 13th European Conference on Developmental Psychology, Jena, Germany, August 21st–25th, 2007

Jochebed G. Gayles
Penn State University, USA
E-mail: jgg137@psu.edu

The 13th biennial European Conference on Developmental Psychology (ECDP) which took place in Jena, Germany, was truly an experience to remember. The conference was hosted by the Centre for Applied Developmental Science (CADS) at the Friedrich-Schiller University of Jena. It was clear that Rainer Silbereisen, Matthias Reitzle and the conference committees really knew the meaning of hospitality. I think I can speak for many of the researchers and scholars from about 60 countries around the world who attended the conference when I say that there was truly a sense of welcome and camaraderie during my whole stay in Germany. The sense of welcome extended to the research domain in the scientific workshops and numerous symposia that were internationally collaborative.

This year's conference offered a broad array of research domains in developmental science with a special emphasis on development-in-context during the first two decades of life. The conference program included a plethora of stimulating and enlightening research talks, symposia, presentations, and discussion. There were eleven invited talks with renowned researchers from seven different countries, six invited symposia, fifty paper symposia, forty-five thematic sessions and 478 individual posters. The presentations demonstrated the range of scholarship and intellect in the research being done around the globe.

I attended the opening ceremony and welcome reception. The sheer numbers and diversity of culture of the people in the room demonstrated the energy and interest in this conference. There were over one hundred people standing around the back of the room because there were no more seats available. From young graduate scholars to well known researchers, the room was filled with eager minds anticipating the wealth of knowledge that was to surface over the next four days. Despite my jetlag, I found myself eager to get up and head over to the conference site on the university main campus, to be intellectually nourished.

Another demonstration of the conference's scholarly ambitions were the puberty exhibition, pre-conference workshop on pubertal timing and invited symposium on puberty in the 21st century, all put together by Karina Weichold and others from the conference committee. The excellent and provocative exhibition at the City Museum of Jena, "Puberty as Mirrored in Biology, Psychology, and Culture" was developed in cooperation with experts from cultural and arts history, medicine, sociology, and anthropology. Together with a workshop on properly measuring and assessing pubertal timing and status (led byLorah Dorn, Julia Graber, and Francoise Alsaker), and an invigorating symposium on understanding puberty in cultural and historical contexts (involving research groups in Germany, Turkey, and Scandinavia), the exhibit provided a deeper comprehension of the importance of puberty as core for adolescent development.

Rainer K. Silbereisen (Past President of ISSBD and organizer of the conference) together with Anne Petersen (President of ISSBD), and Jochebed Gayles at the Farewell Reception

Furthermore, there were so many interesting talks, symposia, and posters sessions to attend that I constantly found myself having to choose between two or more options. There were interesting presentations taking place from the beginning of each day to the end. Symposia papers covered topics such as improving intervention design and implementation, evaluation strategies, and understanding cultural fit as well as intervention fidelity, and emphasized using rigorous theoretical, conceptual, and methodological models for studying children and youth in development. The breadth of research topics offered and discussed demonstrated the intellectual reach of this conference. All of the invited talks and symposia generated rich discussion and challenged researchers to think of developmental science in a more integrative way – specifically, understanding developmental and contextual processes as embedded in culture.

It was amazing to meet researchers who shared similar interests to mine but were investigating their research hypotheses in different cultural contexts. I went to several symposia on acculturation and youth development, methods for studying developmental phenomena, and parent-child relationships. One intriguing symposium, "Intercultural Relations and Ethnic Minorities' Well-Being: The Developmental Role of Acculturation and Ethnic Identity" challenged researchers to re-examine Berry's model of acculturation. Using qualitative and quantitative methods, the empirical results of presenters Naama Atzaba-Poria, Ugo Pace, Martyn Barrett, Virginie Boutry-Avezou, and Cristiano Inguglia showed how the traditional model of acculturation was not applicable to their datasets.

Keynote presentation at the European Conference on Developmental Psychology

Their research specifically showed that individuals' process of acculturation can be domain specific and more dynamic than static; imposing a single structure of acculturation on the data limited their ability to understand the true processes taking place. Overall, the several symposia on acculturation strongly informed my thinking in this area of research and prompted me to think more broadly about processes of acculturation.

In addition, an invited talk by Professor Cigdem Kagitcibasi, who received the newly established William Thierry Preyer Award for Excellence in Research on Human Development, was a stimulating presentation on finding an optimal trajectory for the development of self and competence in sociocultural context. She presented a long line of research focusing on the development of autonomy and relatedness and how these phenomena impact psychological well-being in individuals. Moreover, Kagitcibasi's research emphasized cultural differences in autonomy and relatedness. Whereas Western cultures are likely to place more importance on developing autonomy and less on relatedness, non-Western cultures may be more likely to place emphasis on developing relatedness. Instead, Kagitcibasi proposed a theoretical model that was developmentally and culturally sensitive, featuring a balance between autonomy and relatedness, for optimal development.

In his invited talk, Professor J. Douglas Coatsworth focused on identity and development of self for youth involved in leisure activities, with specific emphasis on subjective experiences within the activities and implications for positive youth development. Moreover, his research emphasized the importance of understanding context specific developmental milieu and illustrating how adolescents' leisure experiences play an essential role in positive and negative youth outcomes. Coatsworth's research urges us to think beyond the quality of activity contexts to investigate subjective experiences within those contexts. One of his studies looked at subjective experiences within activities across three countries (USA, Chile, and Italy), demonstrating that the importance of one's personal experience may be a key phenomenon to study across cultural contexts.

Most noteworthy, two invited symposia commemorated the late Urie Bronfenbrenner and Paul Baltes. In these symposia well-known researchers (Richard Lerner, Shu-Chen Li, Ursula Staudinger, Rainer Silbereisen, Anne Petersen, and Stephen Hamilton) highlighted the outstanding contributions given to the field by each of these departed colleagues. Being a young scholar and having never met Urie Bronfenbrenner or Paul Baltes, I was moved by the personal stories people told of them as well as the life-long passion they put into their research and moving the field of developmental science. Bronfenbrenner's work on understanding the ecology of development across and within multiple contexts and his tireless quest to improve his previous theory and empirically test his hypotheses inspires me in my line of research. Baltes left a legacy on how to study development over the life-span, emphasizing the importance of rigorous methodology. Together, Baltes and Bronfenbrenner exemplified what sound research for developmental science should look like and gave future researchers a clear example of how to carry that out.

In addition to the research aspect of the conference, there were a number of social events that made attendees feel welcomed and comfortable. It was nice meeting esteemed researchers in more relaxed social settings. Besides the opening and closing receptions, there was a student reception, a social extravaganza evening, a congratulatory book signing for the release of "Approaches to Positive Youth Development" by Rainer Silbereisen and Richard Lerner (Sage Publications), and excursions to the Wolfgang Köhler Primate Research Center in Leipzig, Germany,. The Primate Research Center, a tribute to

Wolfgang Köhler, is a project of the Max Planck Institute in cooperation with the Leipzig Zoo that focuses research on behavior and cognition in chimpanzees, gorillas, orang-utans, and bonobos. Its aim is to build connections between scientists and the public.

The student reception was held in Jena's famous Botanical Garden with various green houses that exhibited plants and greenery from all over the world. For example, there was the beautiful sound of dozens of Coqui, the tree frog native to Puerto Rico, in an open room with tropical flowers and plants. At the social extravaganza, "A Summer Night's Dream" there were several cultural performances including a brass band from Munich, and a Berlin dance theatre group, the Grotest Maru. The social events were truly wonderful both academically and personally. I enjoyed hors d'oeuvres and drinks with Anne Masten, Rainer Silbereisen, Douglas Coatsworth, and Linda Caldwell as well as breakfast with Anne Petersen.

I must note that I had one advantage over many other attendees at the conference. Two years ago I participated in an exchange program between the University of Jena and Pennsylvania State University, where I am currently in graduate school. I spent a semester in Jena, Germany and thus was able to travel to Munich, Berlin, Leipzig, Erfurt, Weimar, and Buchenwald, a memorial for the former concentration camp in Weimar during the Nazi era. I also made great friends in Jena and was able to share my ideas with researchers at the University. Thus, on this trip I was able to concentrate solely on attending the conference and absorbing as much about developmental science as I could. My intellectual hunger was satiated.

In closing, my experience as a young scholar at the ECDP exceeded my expectations. This was my first international conference and it will not be my last. I have already begun to generate ideas for the 2009 ECDP. And I look forward to attending the conference of the International Society for the Study of Behavioral Development in 2008, also in Germany.

A big thanks to all those on the planning committee for this year's ECDP conference and warm welcome to Professor Christiane Spiel, the new president of the European Society for Developmental Psychology.

IN MEMORY OF PAUL B. BALTES

It is now almost a year since Paul B. Baltes died on November 7, 2006, at the young age of 67 after an intense battle with cancer. After the illness was diagnosed in January 2006, Paul along with his medical advisors and colleagues collaborated in maintaining the hope that his treatment would give him some additional years to enjoy with his family and to bring his many projects to completion. Indeed, those who did not see him on a day-to-day basis may not have know that he was ill: His e-mails, letters, and telephone conversations focused on work and he continued his busy schedule of trips, meetings, and writing obligations. At the time of his death, he was Director of the International Max Planck Research Network on Aging (MaxnetAging) located in Berlin, Distinguished Professor of Psychology at the University of Virginia, and Speaker of the International Max Planck Research School (LIFE). He died on the day that the fourth Conference of MaxnetAging opened in Naples, a meeting which he had planned to attend until the last.

ISSBD was an important element in the international career of Paul B. Baltes. He was President of the Society from 1983 to 1987, organized the Biennial Meetings in Munich (1983), played a leading role in the Meetings in Tours (1985) and Tokyo (1987), attended subsequent Meetings on a regular basis, and provided his support and advice to the Presidents who followed him. Over the years, Paul was instrumental in negotiating substantial financial support for Society activities from the Swiss-based Jacobs Foundation. In addition, from 1982 to mid-1999, the Society Newletter was produced and distributed from the Max Planck Institute for Human Development in Berlin using funds and resources acquired by Paul Baltes from the Max Planck Society.

Allow me to mention here a few of the many snapshots of ISSBD occasions involving Paul Baltes that I have in my memory. I will then leave the reader to recall and savor her or his own experiences. I often recall the wonderful 1987 ISSBD Meeting in Tokyo where Paul handed over the Presidency to Harold W. Stevenson. I shared a hotel room with six colleagues from Berlin and the USA. The camaraderie developed in our cramped space not only added to the enjoyment of the meeting but fostered professional connections that remain today. Following the Meeting, many ISSBD members were fortunate to be invited to attend a satellite conference in Beijing, which Paul Baltes and Harold Stevenson had co-sponsored on behalf of ISSBD with Chinese developmental scholars, and to travel afterwards to various parts of China.

Fortunately, Paul himself wrote about the various influences on his work and his international career in a chapter titled: *Autobiographical reflections: From developmental methodology and lifespan psychology to gerontology* (Baltes, 2000). I highly recommend this chapter to those interested. Needless to say, he also leaves an extensive legacy of scholarly writings, many of which have already transformed the field of human development and will continue to do so. From 1970 to 1990, for example, Baltes and colleagues edited an influential series on *Life-Span Developmental Psychology* and *Life-Span Development and Behavior*. The chapters in these books document the historical context and evolution of ideas in the field of lifespan development over two decades and the role of Baltes in this process. Along with his first publication in English (Baltes, 1968), which is now a citation classic on the difficulties of separating age and cohort effects, in my opinion two central journal articles (Baltes, 1987; 1997) are the best sources for his framework for lifespan developmental research and theoretical ideas about ontogeny. These papers outline his proposals about (1) the multi-level systems of influences on development (e.g., biopsychosocial, historical, contextual), (2) the ontogenetic design of these influences, and (3) the potential and limits of plasticity across the lifespan. Together with his first wife, Margret Baltes, Paul fostered research on successful aging and a model of three processes underlying successful development, selection, optimization, and compensation (SOC). He was particularly interested in illustrating the many faces of cognitive aging, from negative decline and loss to aspects of growth and maintenance in late life (e.g., wisdom). The multidisciplinary Berlin Aging Study (BASE), a longitudinal study of men and women aged 70 to 100 which Paul Baltes co-founded in 1989, is an instantiation of his belief that development and aging should be studied as complex multi-level systems.

Paul Baltes was the mentor to many cohorts of students in the USA and Germany and to researchers around the world. Many of his colleagues and academic kin gathered in early July 2004 in Berlin to celebrate him on the occasion of his career transition at age 65. The guestlist was a "who's who" in psychology and lifespan research. It was a tribute to the time and effort that he invested into building networks among fellow researchers, fostering scientific excellence, and managing science politics on an international level. I had the privilege to collaborate with Paul Baltes for 22 years and to experience at first hand his own academic growth during this period. Inevitably, from 1995 onwards as he became more and more involved in science management within the Max Planck Society and many other national and international organizations, he had less time to be involved fully in day-to-day research. Paul nevertheless always found time to apply his insight and ability to decipher key research issues in ongoing projects and to provide advice. Many who worked with him treasure his advice over the years: He remains one of the "inner voices" in our minds.

References

Baltes, P. B. (2000). Autobiographical reflections: From developmental methodology and lifespan psychology to gerontology. In J. E. Birren and J. J. F. Schroots (Eds.), *A history of geropsychology in autobiography*. Washington, DC: American Psychological Association.

Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, *23*, 611–626.

Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist*, *52*, 366–380.

Jacqui Smith
University of Michigan

MEMORIAL

Hans-Dieter Schmidt, an inspirational general developmentalist

On 4 June 2007, the world lost an inspirational developmental psychologist, when Professor Hans-Dieter Schmidt died at the age of 80 in Strausberg near Berlin, Germany. To the end, he was a keen observer of the human condition, especially as influenced by contrasting political and social systems.

Hans-Dieter Schmidt was born on 29 March 1927 in Schwachenwalde, a small village in what was then Germany but is now Poland, as the son of an elementary school teacher and World War I veteran. His school years extended from 1933 to 1945, spanning the entire Nazi era in Germany. He and his generation experienced the full impact of National Socialist indoctrination as children and adolescents. At the age of 17, in the last months of the war, he was recruited into the German Army and participated in the final battles around Berlin. A few months in a Soviet prisoner-of-war camp followed, from which he emerged physically broken and mentally exhausted. He returned to the Soviet controlled part of Germany, where he served as an auxiliary teacher while completing his secondary education and his teacher training at the Humboldt University of Berlin. He transferred to the psychology department and completed studies for his diploma in psychology. Strongly influenced by both Gestalt Psychology (Kurt Gottschaldt) and Ethology (Konrad Lorenz, Günter Tembrock), he went on to write his doctoral dissertation on the behavior of domestic dogs in conflict situations (1956).

In 1960–1963, he resumed teaching and research in developmental psychology at the Friedrich Schiller University, Jena, and then returned to the Humboldt University, Berlin where he was appointed in 1968 as professor of clinical psychology and personality, and subsequently of developmental psychology. He also served terms as Director of the Institute of Psychology, Dean of the Faculty, and as a member of several university and scientific committees, both before and after re-unification. He retired in 1992. H.-D. Schmidt was respected for his impeccable ethical standards and outstanding research and scholarship. In 1997, the University of Potsdam, Germany, conferred on him an honorary doctoral degree for his scientific contributions and exemplary conduct in the face of difficult political circumstances.

Hans-Dieter Schmidt was the most influential developmental psychologist in the former GDR and his influence extended beyond its borders into the West. This was especially true of *Allgemeine Entwicklungspsychologie* (*General Developmental Psychology*), published in 1970, and *Grundriss der Persönlichkeitspsychologie* (*Foundations of Personality Psychology*), published in 1982. Both monographs have that rare quality of classics and will continue to be treasured by developmentalists. H.-D. Schmidt embraced Heinz Werner's ideas of general developmental processes at different levels, or dimensions: evolution, cultural development, individual development, and microdevelopment; his work complemented Werner's approach with Marx's and Lenin's dialectical philosophy and with Vygotsky's and Lewontin's cultural socialization approach. In a uniquely original way he pursued an overarching theory highlighting the regularities, or laws, of developmental processes. He also combined a more structuralist approach to developmental processes with a cultural socialization approach emphasizing the role of personality processes. While *General Developmental Psychology* refers mainly to childhood, *Foundations of Personality Psychology* extends his focus into adulthood. Besides these major works, Schmidt also researched and wrote on perception, forensic psychology, empirical research methods in psychology and education, and clinical psychology.

In his lifetime, Hans-Dieter Schmidt experienced three contrasting political systems. His autobiographical reflections on his childhood and youth, published in 2003 and dedicated to his grandchildren, provide rare insights into the ways in which a totalitarian system can capture youthful interests and misuse them for subtle, and not so subtle, indoctrination. He passionately defended the rights of children to demonstrate their individualism in the face of the normative power of the regulations and social institutions of the GDR.

His courage came at a price. His views brought him to the attention of the authorities and the Stasi (the East German Secret Service). His protests against the expatriation of Wolf Biermann, a protest singer, resulted in suspension from his leadership positions in the Institute and in GDR psychological circles, and removal of the privilege to attend scientific meetings in Western countries. His political and moral beliefs, rooted deeply in a social Humanism, were central to his life. His was a rare courage, conviction and commitment in critically questioning the political systems both before and following the fall of the Berlin Wall.

In 1997 he published his self-critical reflections on his own professional and political life. In retrospect, and after re-reading his publications and political letters, he concluded that he did not fully live up to his own moral standards and regretted not having been more diligent in opposing injustice, intolerance and inhumanity. This, of course, is not the view of those who had the privilege of getting to know Hans-Dieter Schmidt.

In the face of increasing scrutiny, Hans-Dieter Schmidt corresponded with colleagues in the East and West. Among these were Hans Thomae, and Urie Bronfenbrenner, and Klaus Holzkamp. With the musicologist H. Goldschmidt he completed a psychological analysis of Beethoven's life and work. He was also an advisor and teacher in the 1989 ISSBD Summer School in Leipzig, where many young researchers from both the Eastern Bloc and the West had the opportunity to experience his wisdom, at first-hand.

He is greatly missed by his family, friends and colleagues, and the world is a lesser place for the loss of Hans-Dieter Schmidt's intellect, wit and humanity.

Hellgard Rauh
University of Potsdam, Germany

Alan Hayes
Australian Institute of Family Studies, Australia

ISSBD AWARDS 2008

ISSBD is pleased to announce its biennial 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 2008 Biennial Meetings of ISSBD in Würzburg, Germany.

Nominations, as outlined below, should be sent by mail, fax, or e-mail to Avi Sagi-Schwartz, Chair, Awards Committee. Deadline for receipt of nominations is December 15, 2007.

Avi Sagi-Schwartz
ISSBD Award committee
Center for the Study of Child Development
University of Haifa
6035 Rabin Building
Haifa 31905
Israel
Fax: + 972 4 8253896
Email: sagi@psy.haifa.ac.il

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.

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.

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.

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

- What are the general themes of the nominee's research program?
- What important research findings are attributed to the nominee?
- To what extent have the nominee's theoretical contributions generated research in the field?
- What has been the significant and enduring influence of the nominee's research?
- 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 2008 award, nominees should have received their degrees in 2001 or later. The Young Scientist Award will include also travel money, free registration and a stipend ($500.00).

For this award, 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.

Members of the 2008 Awards Committee:

Serdar Degirmencioglu
Nadine Messerli-Burgy
Joan Miller
Avi Sagi-Schwartz, chair

MAJOR CONFERENCES OF INTEREST

2008 March 6–9
2008 Biennial Meeting of the Society for Research on Adolescence (SRA)
Location: Chicago, IL, USA
Website: www.s-r-a.org

2008 May 7–10
Biennial Meeting of the European Society for Research on Adolescence (EARA)
Location: Turin, Italy
Website: www.eara2008torino.eu

2008 July 3–6
2nd International Congress on Interpersonal Acceptance and Rejection
Location: Rethymno, Island of Crete, Greece
Website: www.isipar08.org

2008 July 6–9
XIX International Congress of the International Association for Cross-Cultural Psychology (IACCP)
Location: Bremen, Germany
Website: www.iaccp.org

2008 July 13–17
20th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)
Location: Wuerzburg, Germany
Website: www.issbd2008.de

2008 July 20–25
XXIX International Congress of Psychology (ICP)
Location: Berlin, Germany
Website: www.icp2008.de

2009 April 2–4
Society for Research on Child Development Biennial Meeting (SRCD)
Location: Denver, Colorado, USA
Website: www.srcd.org

2009 August 18–22
European Conference on Developmental Psychology
Location: Vilnius, Lithuania
Website: www.esdp2009.com

International Society for the Study of Behavioural Development (ISSBD) meeting in Würzburg, Germany, on July 13–17, 2008

Wolfgang Schneider (Chair)

The 20th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD) will be held in Würzburg, Germany, from July 13 -17, 2008. Please note that the ISSBD meeting will take place shortly before the International Congress of Psychology in Berlin (July 20 - 25, 2008). Accordingly, you may want to consider attending both events.

On behalf of the organizing committees for ISSBD 2008, we invite you to join us at the meeting in Würzburg. The history of Würzburg goes back to the year 1000 BC when a Celtic stronghold was built atop the hill Marienberg, which still is the symbol of the city. Renowned artists such as Riemenschneider, Neumann, and Tiepolo have left behind their masterworks in town. Würzburg is known as the "Gateway to the Romantic Road", a metropolis of sunny Franconia where it flanks the Main river, a landscape whose vineyards are famous throughout the world.

The University of Würzburg was first founded in 1402 and thus belongs to the oldest universities in Germany, with a very good reputation in the scientific community. Similarly, the Department of Psychology is one of the oldest in the country, founded by Oswald Kuelpe, the initiator of the "Würzburg School of Thought" in 1896.

My committee members and I will be glad to serve as your hosts in this interesting and inspiring environment. The scientific programme includes keynote and invited addresses by leading experts in the field, as well as, invited and regular symposia. Furthermore, poster symposia and individual posters will be presented. English will be the official language of the conference.

The programme also includes special features such as the Young Scholars Initiative, the Young Scholar Community Meeting, and two Pre-Conference Workshops on "Victimization in Children and Youth" and "Developmental Socio-cognitive Neuroscience." With these and many more conference highlights, we believe the scientific program will be stimulating and memorable. We look forward to seeing you in Würzburg, Germany, and urge you to attend the ISSBD 2008 meeting.

For more information regarding the program, registration, and accommodation, please visit our website:

www.issbd2008.com

Editorial

Editor
Bonnie L. Barber
ISSBD Newsletter
School of Psychology
Murdoch University
Perth, Western Australia
6150 Australia
Email: b.barber@murdoch.edu.au

Editor
Karina Weichold
Correspondence address:
ISSBD Newsletter
Department of Developmental Psychology
CADS—Center for Applied Developmental Science
University of Jena
Am Steiger 3/Haus 1
D-07743 Jena, Germany
Email: karina.weichold@uni-jena.de

Copy Editing:
Lucy Hahn
Murdoch University

Production:
SAGE Publications Ltd
1 Oliver's Yard
55 City Road
London EC1Y 1SP

Typesetting:
Allset Journals & Books
Scarborough, UK

Printing:
Page Brothers Ltd
Norwich, UK