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Contents

ISSBD SPECIAL SECTION

CONTEXTS OF PARENTING

Page

- 1 Introduction to Contexts of Parenting *Karina Weichold and Deepali Sharma*
- 2 Parenting Effects in the Context of Child Genetic Differences *Michael Pluess and Jay Belsky*
- 6 A Multifactor Study of Parenting as Associated with Adolescents' Psychological Disorders *Marwan Dwairy*
- 11 The Contents of Indonesian Child-Parent Attachment: Indigenous and Cultural Analysis *Moh. Abdul Hakim, Supriyadi, and Kwartarini W. Yuniarti*
- 16 Suspected Child Sexual Abuse as Context for Parenting *Siri Sjøftestad and Ruth Toverud*
- 19 Changing Parenting: Lessons (to be) Learned from Evaluations of Parenting Programs *Maja Deković, Jessica J. Asscher, and Willeke A. Manders*
- 23 Commentary: Parenting: Comments on the Special Section *Peter K. Smith*
- 26 Commentary: Messages from the Terrae Cognitae of Culture, Development, and Parenting *Marc Bornstein and Jennifer E. Lansford*
- REPORTS FROM THE LAB
- 29 The Oregon Youth Study Three-Generational Study: Theory, Design, and Findings *Deborah M. Capaldi, Katherine C. Pears, and David C. R. Kerr*
- 33 Social Interaction and Development Lab: Parenting and Trajectories of Self Development in Brazil *Maria Lucia Seidl-de-Moura, Deise Maria Leal Fernandes Mendes, Luciana Fontes Pessôa, and Rafael Vera Cruz de Carvalho*
- 36 Enhancing Positive Parenting among Women with an Intense Fear of Childbirth *Katariina Salmela-Aro, Hanna Rouhe, Terhi Saisto, Riikka Toivanen, Maiju Tokola, and Erja Halmesmäki*
- COUNTRY FOCUS
- 38 The Rural-to-Urban Migrant Parents and their Accompanying or Left-behind Children in China *Bin-Bin Chen*
- SOCIETY
- 41 Notes from the President *Wolfgang Schneider*
- 43 Minutes of the Executive Committee Meetings in Edmonton, Canada 2012 *Katariina Salmela-Aro*
- NEWS
- 59 News from the Early Career Representative *Julie Bowker*
- 59 News from the IJBD Editor *Marcel van Aken*
- 60 Call for Papers: Parenting in the Majority World *Maria Lucia Seidl-de-Moura*
- 61 Major Conferences of Interest
- 62 New Book Notification: Youth Violence
- 64 Call for Submissions: Emerging Adulthood

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Introduction to Contexts of Parenting

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The family is one of the most important socialization agents influencing human development, in particular during childhood. A nurturing, supportive, and loving interaction between children and parents, combined with the delivery of clear rules and guidelines is deemed to be characteristic of an optimal home environment, at least in most cultures. At times, however, parenting conditions are less than optimal, and can negatively influence the developmental trajectories of the offspring. To study the course of parenting, the interaction between the child's characteristics and parents' behaviors, and their association with positive and problematic developmental outcomes of the child is important because findings can be informative for the development of preventive and intervening strategies. The current field of research on parenting is characterized by manifold research approaches and models, and attracts many scientists. With this special section of the ISSBD Bulletin we would like to introduce new and exciting research in this area.

The special section on, "Contexts of Parenting" consists of five interesting feature articles by authors from the UK, Israel, Indonesia, Norway, and the Netherlands. One of the articles (Pluess & Belsky) uses the differential susceptibility hypothesis to suggest how parenting does not exert the same influence on the children. Two articles investigate the association between parenting and adolescent psychosocial adaptation (Dwairy), emphasizing indigenous and cultural aspects of parenting (Hakim et al.). In addition, one paper deals with parenting in the context of parents being under suspicion of child abuse (Søftestad & Toverud), while another investigates the

issue of interventions aimed at optimizing parenting and parent-child interactions (Deković et al.). Two experts in the field with a high reputation, Peter Smith and Marc Bornstein, comment on this set of papers. The reports from the labs also focus on the topic of parenting: Capaldi et al. introduce the Oregon Youth Study Three-Generational Study to the reader, Seidl-de-Moura and colleagues report on their work in the Social Interaction and Development Lab in Brazil, and finally, Salmela-Aro focuses on an intriguing new selective intervention approach in the area of parenting in Finland aimed at promoting positive parenting skills in women with intense fear of childbirth. The lab reports follow modern and exciting avenues for investigating various facets of parenting under a developmental perspective. Also, the country focus addresses the topic of the special section: here we introduce research from China on parents who migrate from rural to urban areas while leaving their children behind. Finally, this bulletin also includes the notes from Wolfgang Schneider, president of ISSBD, the minutes of the last ISSBD EC meeting in Edmonton, and the news section with notes from the young scholars' representative and the IJBD editor.

We are really excited about this issue of the bulletin, because the contributions represent research sites from various countries around the world and reflect the many facets of developmental research on parenting. We hope that the readers will find the papers interesting and stimulating for their own work. Finally, a big "Thank You" to our authors - for their time and investment towards this issue of the ISSBD Bulletin.

Parenting Effects in the Context of Child Genetic Differences

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It is widely acknowledged that sensitive parenting contributes to the healthy psychosocial development of children. This understanding is not simply based on popular wisdom. Meta-analyses of controlled experimental studies informed by attachment theory demonstrate that sensitive parenting causally influences the development of a secure attachment in the infant and young child (Bakermans-Kranenburg, van IJzendoorn, & Juffer, 2003; De Wolff & van IJzendoorn, 1997).

But does this mean that each and every child is equally likely to benefit from sensitive parenting? To address this critical question, we consider a selection of findings emerging from studies of gene-environment interaction (e.g., Bakermans-Kranenburg & van IJzendoorn, 2006; Knafo, Israel, & Ebstein, 2011). In a concluding section, we discuss different frameworks of gene-environment interaction before suggesting potential implications of research chronicling differential susceptibility to the influence of parenting.

Diathesis-stress versus differential susceptibility

Interactions between organism characteristics of children (e.g., temperament, genotype) and environmental influences, including parenting quality, are usually interpreted in terms of a diathesis-stress model of psychopathology (Monroe & Simons, 1991; Zuckerman, 1999) or dual risk model of development (Sameroff, 1983). Both frameworks are based on the view that negative consequences of adverse experiences disproportionately, if not exclusively, characterize children who are "vulnerable", with children not succumbing to the same adversity regarded as "resilient" (Zubin & Spring, 1977). Diathesis-stress/dual-risk models imply also that under conditions of environmental support, including sensitive parenting, "vulnerable" and "resilient" individuals will not differ in their functioning. In other words, it is only under conditions of adversity that their heightened sensitivity to environmental influence is operative.

But, are children that are more negatively affected by low parenting quality correctly characterized as being exclusively "vulnerable" to adversity with no differences to be expected in response to positive experiences as the diathesis-stress/dual-risk models imply? The pathology-focused view of the diathesis-stress/dual-risk models has been challenged recently by the differential susceptibility hypothesis (Belsky, 1997a, 1997b, 2005; Belsky, Bakermans-Kranenburg, & van IJzendoorn, 2007; Belsky & Pluess, 2009) which stipulates

that individuals may not so much vary in the degree to which they are vulnerable to the negative effects of adverse experience, but do so more generally in their *developmental plasticity*: More "plastic" or malleable individuals will be more susceptible to both the adverse developmental sequelae associated with negative environments *and* the positive developmental consequences of supportive environments; less susceptible individuals—so-called "fixed" (or "relatively fixed") ones—will be far less or not at all affected by the same environmental conditions (see Figure 1). Boyce and Ellis (2005) advanced a perspective similar to differential susceptibility with a more specific focus on the role of the stress-response system in moderating environmental effects (i.e., "biological sensitivity to context"; see also Ellis, Boyce, Belsky, Bakermans-Kranenburg, & van IJzendoorn, 2011).

An increasing number of gene-environment interaction studies provide empirical evidence for differential susceptibility as a function of genetic variation. In what follows, we summarize results from a variety of investigations documenting moderating effects of a polymorphism in the dopamine receptor D4 gene (DRD4) in respect to parenting. More extensive reviews of differential susceptibility findings involving other genes than the DRD4 and other environmental influences than parenting can be found elsewhere (Belsky & Pluess, 2009; Ellis, et al., 2011; Pluess & Belsky, 2010).

Differential susceptibility to parenting as a function of the Dopamine Receptor D4 Polymorphism

Variations of a single gene—so called polymorphisms—are frequent across the human population and are generally characterized by the existence of two or more different versions or variants of the same gene (i.e., alleles). The DRD4 gene codes for a protein that is transmitting dopamine signals from one neuron to another and plays an important role in the dopaminergic system which is engaged in attentional, motivational, and reward mechanisms. Variants of the DRD4 differ by the number of 48-base pair tandem repeats in exon III, ranging from 2-11. The 7-repeat variant has been identified as a "vulnerability" factor due to its links to ADHD (Faraone, Doyle, Mick, & Biederman, 2001), high novelty seeking behavior (Kluger, Siegfried, & Ebstein, 2002), and low dopamine reception efficiency (Robbins & Everitt, 1999), amongst other correlates. As it turns out, a number of studies indicate that children carrying this putative risk allele are not only more adversely affected by poorer

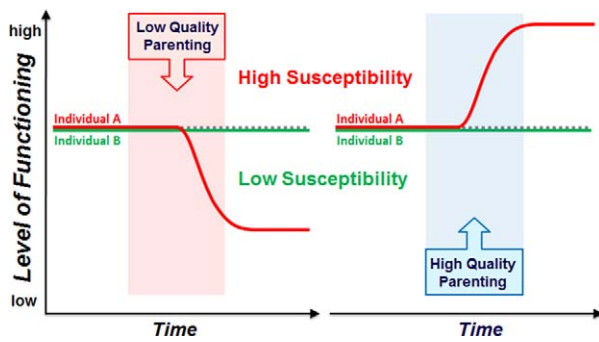


Figure 1. The left half of the figure illustrates the negative side of differential susceptibility (i.e. diathesis-stress): in response to low quality parenting, the level of functioning decreases in individual A, reflecting vulnerability, whereas it remains unchanged in individual B, reflecting resilience. The right half of the figure illustrates the positive side of differential susceptibility (i.e. vantage sensitivity): in response to high-quality parenting, the level of functioning increases in individual A, reflecting vantage sensitivity, whereas it remains unchanged in individual B, reflecting vantage resistance. Consequently, individual A reflects higher susceptibility to both negative and positive parenting experiences whereas individual B appears less responsive regardless of parenting quality.

quality parenting than other children, but also benefit more than others from high-quality rearing—consistent with a differential susceptibility framework. For example, in a longitudinal study of infants, maternal insensitivity observed when children were 10 months of age predicted greater externalizing problems reported by mothers more than two years later, but only for children carrying the 7-repeat DRD4 allele (Bakermans-Kranenburg & van IJzendoorn, 2006). Importantly, however, children with the 7-repeat DRD4 allele also manifested the least externalizing behavior when mothers were highly sensitive.

A cross-sectional investigation of sensation seeking in 18-21-month-old children generated results in line with those just cited, with toddlers carrying the 7-repeat allele rated by parents as showing less sensation-seeking behavior when parenting quality was high, yet more when parenting quality was low, compared to children without the 7-repeat allele (Sheese, Voelker, Rothbart, & Posner, 2007). Whereas parenting proved significantly associated with sensation seeking in the 7-repeat individuals, then, it did not in other children. Of importance is that genotype did not predict parenting or sensation seeking, thereby discounting the possibility that children carrying certain genes evoked the parenting they received. Were that to have been the case, the situation would be better characterized as gene-environment correlation rather than gene-environment interaction.

Experimental intervention research designed to enhance parenting also documents a moderating effect of the 7-repeat allele on parenting. When Bakermans-Kranenburg, van IJzendoorn, Pijlman, Mesman, and Juffer (2008) looked at change over time in parenting—from before to well after a video-feedback parenting intervention was provided on a random basis to mothers of 1-3 year olds who scored high on externalizing problems—they not only found that the intervention succeeded in promoting more sensitive parenting and positive discipline, but that experimental

effects extended to improvements in child behavior, but only for those children carrying the DRD4 7-repeat allele. These results are particularly important, not just because they are consistent with the previous findings considered, but because they clearly chronicle indisputably causal effects of parenting—in the case of genetically susceptible children.

In a recent cross-sectional analysis of a longitudinal prospective study, Knafo, et al. (2011) investigated whether DRD4 moderated the effects of mother-reported positivity in parenting on prosocial behavior in early childhood, using a sample of 167 3.5-year-old boys and girls. Among children who did not carry the DRD4 7-repeat allele, there was no significant relation between positivity in parenting and prosocial behavior. Among children carrying the DRD4 7-repeat allele, however, evidence of increased susceptibility emerged, as more positive parenting by the mothers proved related to more prosocial behavior by their children.

Finally, Berry, Deater-Deckard, McCartney, Wang, and Petrill (in press) investigated in a subsample of the large-scale longitudinal prospective NICHD Study of Early Child Care ($n = 711$) whether DRD4 moderated the effects of early sensitive parenting on attention-problem trajectories across middle childhood. The DRD4 7-repeat allele was associated with higher levels of inattention in the context of low-sensitive parenting but, consistent with a differential susceptibility pattern of interaction, the same allele was also associated with lower levels of inattention in the context of high sensitive care.

Discussion

There is now growing evidence that some individuals are more susceptible to both negative and positive parenting experiences than others as a function of genetic differences—consistent with the differential susceptibility hypothesis. Consequently, parenting behavior seems to exert more influence on some children than on others. In extremis, the same parenting behavior may affect some children substantially yet not affect others at all, depending on children's genetic make-up. In contrast to the "vulnerability" perspective central to diathesis-stress/dual-risk models of environmental action, being more or less susceptible to rearing experiences is not exclusively associated with the effects of adversity; this greater susceptibility can also operate with respect to supportive rearing environments (Pluess & Belsky, submitted). What needs to be made clear, then, is that whether or not being highly susceptible is considered advantageous or not depends entirely on the environment to which the child is exposed. Whereas more susceptible individuals would seem to benefit from responding more positively to supportive parenting, less susceptible children would seem to benefit more from being resilient in the face of contextual adversity, including problematic parenting.

Findings consistent with differential susceptibility suggest that the widely embraced diathesis-stress/dual-risk model of development may seriously misrepresent some developmental processes, especially with respect to how developmental plasticity operates: Some children may not be simply more vulnerable to adverse environments but in fact more susceptible to both negative and positive

experiences. One reason this possibility has rarely been discussed in the literature is probably a result of psychology's disproportionate focus on the *adverse* effects of *negative* experiences on *problems* in development and, thereby, the identification of individuals, including children, who—for organismic reasons—are particularly “vulnerable” to contextual risks or “protected” from them. What the differential susceptibility hypothesis stipulates, in contrast, is that the very children who are putatively “vulnerable” to adversity vis-à-vis problems in development may be equally and disproportionately susceptible to the developmentally *beneficial* effects of *supportive* rearing environments.

This fundamentally different understanding may require some reconsidering—and recasting—of common concepts like “vulnerability” and “resilience”. “Vulnerability” may represent just one side of plasticity—the negative or “dark” side—and therefore reflect only part of the developmental story. The observation that so-called “vulnerable” children will also benefit disproportionately from positive environments calls for a different, more neutral, term. Recently, Manuck and associates (2011; Sweitzer et al., submitted) introduced the term *Vantage Sensitivity* to characterize this “positive or bright side” of differential susceptibility which we embrace and promote not only to describe the positive end of differential susceptibility, but, more generally, variability in response to exclusively positive experiences (Pluess & Belsky, submitted). “Resilience”, generally understood as the advantageous ability to withstand negative effects of adverse environments, may represent a general immunity to environmental influences of all kinds, including positive ones, not just to adversity. To the extent that this is the case, “resilience”, typically regarded as an advantage (in adverse environments), would seem to be disadvantageous, too—in supportive environments. In these latter contexts, the highly susceptible will reap developmental benefits whereas the low susceptible, including perhaps the resilient, will not, or do so to a far lesser extent. We choose the term *Vantage Resistance* to describe this observation (Pluess & Belsky, submitted).

It is important to clearly distinguish between differential susceptibility, diathesis-stress, and vantage sensitivity. Whereas differential susceptibility calls attention to individual differences in developmental plasticity—both for better *and* for worse—and diathesis-stress calls attention to the for-worse, “dark side” only, vantage sensitivity is only about the for-better, “bright side”. This distinction raises the intriguing possibility that whereas some individuals may be disproportionately susceptible to negative experiences and exposures, consistent with diathesis stress, others may be disproportionately susceptible to positive environmental conditions, consistent with vantage sensitivity. And still others may be disproportionately susceptible to both—or to neither (see Figure 1 for a graphic illustration of these concepts).

In conclusion, parenting does not seem to exert the same effect on all children. Although this observation itself is not new given the widely accepted notion of non-shared environmental effects (Plomin & Daniels, 1987), what differential-susceptibility thinking adds to this understanding is the possibility that some children will generally be more and some generally less affected by both positive and negative parenting. The differential susceptibility hypothesis, then, represents a new perspective regarding differences

in response to parenting experiences, based on the theoretical premise that individuals differ fundamentally in their developmental plasticity. Differential susceptibility reasoning extends diathesis-stress claims that some individuals are more likely than others to be adversely affected by negative developmental experiences by calling attention to the fact that these same putatively “vulnerable” individuals are simultaneously more susceptible to positive environmental influences.

Finally, besides important implications of differential susceptibility for the understanding of parenting effects from a theoretical perspective, re-thinking and even re-conceptualizing so-called genetically “vulnerable” children as children highly susceptible to the benefits of supportive rearing environments as well as the costs of poor ones could prove highly useful to practitioners when dealing with parents and their children. Viewing children as having more or less developmental plasticity instead of simply being “vulnerable” to adversity or not may create hope for many parents who often feel overwhelmed when dealing with more challenging infants and toddlers. Knowing that the return on a heavy investment in sensitive parenting may be substantial on the upside could provide the motivation to work hard to do so when exhaustion and irritation rise to the surface.

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A Multifactor Study of Parenting as Associated with Adolescents' Psychological Disorders

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Studies on the association between parental factors and the psychological adjustment of children revealed two fundamental dimensions: affection and control (Schaefer, 1965; Baumrind, 1975; Maccoby & Martin, 1983). Baumrind (1966, 1967, 1991) identified three basic styles of childrearing: the authoritarian, permissive, and authoritative style. The three parenting styles differ in warmth and control (Baumrind, 1991): (a) The authoritarian style emphasizes control and obedience, discourages the child's autonomy using punishment, and seldom explains the reasoning behind rules. (b) The permissive style enables the children to be autonomous and to make their own decisions and regulate their own activities. Both authoritarian and permissive parenting were associated with negative psychological adjustment of children. (c) The authoritative style lies somewhere near the middle where parents do enforce limits, but they use various ways such as reasoning, verbal give and take, overt power, and positive reinforcements. The authoritative parenting style has been associated with positive outcomes in terms of the child's psychosocial development (Lamborn, Mants, Steinberg & Dornbusch, 1991; Steinberg, Mounts, Lamborn, & Dornbusch, 1991; Steinberg, Lamborn, Dornbusch, & Darling 1992; Steinberg, Dornbusch, & Brown, 1992).

Rohner and his colleagues suggested a parental acceptance-rejection theory, according to which parenting styles can be placed on a continuum between acceptance (warm and affectionate) and rejection (cold, hostile, and indifferent) (Rohner, 1999; Rohner, Khaleque, & Cournoyer, 2005). The perceived rejection is a major parental factor associated with several psychological maladjustments of children. Khaleque & Rohner, (2002) claimed that this association is universal "regardless of culture, race, ethnicity, gender, socioeconomic status, and other such defining conditions" (p. 87). Parental rejection reported by adolescents explained approximately 27% to 46% of the variance of their psychological adjustment (Kim, Cain, & McCubbin, 2006).

It seems that there is a wide agreement among scholars upon the important role played by warmth (Baumrind) or acceptance (Rohner), and by the authoritarian (Baumrind) or controlling (Rohner, et al., 2005) parental dimension. In fact, studies on parenting and psychological disorders of children focused on two factors: rejection and control.

Although psychological theories have emphasized for decades the central role that parents play in the children's psychological development and adjustment, some recent meta-analysis studies have indicated that the parents' impact on children's psychological disorders is modest

(Dwairy, 2009; Dwairy et al., 2010; McLeod, Weisz, & Wood, 2007; McLeod, Wood, & Weisz, 2007; Rothbaum & Weisz, 1994).

Parenting and culture

Vygotsky (1978) and Bronfenbrenner (1979) emphasized the role of culture in the child's development. For them parenting is only one factor among many that influence the child's psychological adjustment. These theories have led many scholars to rethink the effect of parenting styles on the child, putting it in a cultural context and assuming that the influence of parenting style may differ across cultural groups. Many scholars claimed that the meaning and the effect of parental control and punishment may be positive within collective societies and depends on how punishment is perceived by the children (Chao, 1994; Chao & Sue, 1996; Hill, 1995; Kagitcibasi, 1970, 2005; Steinberg, Lamborn, Dornbusch, & Darling, 1992). Among Saudi female college students, for instance, 67.5% reported that they were physically punished at various stages in their life and 65.1% justified physical punishment (Achoui, 2003).

My studies in the Arab world showed that authoritarian parenting and control was not associated with mental health concerns (Dwairy, 2004, 2007; Dwairy & Menshar, 2006; Dwairy, Achoui, Abouserie, Farah, Ghazal, Fayad, & Khan, 2006).

Parental inconsistency

While studies on parenting focused on authoritarianism, control, warmth and other parenting styles, surprisingly, inconsistency in parenting has not yet been sufficiently studied (Rohner, R. P., personal communication, 11 May, 2006). The *Alabama Parenting Questionnaire* includes an inconsistency subscale with only three items and poor reliability (Essau, Sasagawa, & Frick, 2006). The author has developed a more comprehensive scale to assess parental inconsistency and demonstrated that it is associated with adolescents' psychological disorders (Dwairy, 2007). The present scale of inconsistency assesses three aspects of parental inconsistency: unpredictability, situational inconsistency, and inconsistency between father and mother. Unlike unpredictability, the two other types of inconsistency are still predictable, while temporal inconsistency reflects unpredictable responses, which may influence the children in a way differing from the other two.



Multifactorial parenting

Parenting studies are typically based on a theory that focuses on one identified parenting factor such as authoritarianism or rejection, neglecting the possible shared variance between the factors (Soenens, 2007). This neglect is expected to lead to false results and generate "as if" associations between parenting and children's psychological adjustment. In this study we have considered the major detected parenting factors together: control (authoritarianism), rejection, and inconsistency.

The aim of this study is to assess the variance in parenting, taking into account all these three factors: authoritarian control, acceptance-rejection, and inconsistency. Because these factors overlap and have significant shared variance, we hypothesized that the associations between them, taken together in one regression analysis, and the adolescents' psychological disorders, will be different from these associations when each factor is considered separately.

Present research

We administered three questionnaires to 221 female and 217 male 10th grade Arab students in Northern Israel: *DPAIS*, *PACRj*, *PSS*. All questionnaires were proved to be valid and reliable based on principal factor analyses and Alpha Cronbach coefficients.

1. *Dwairy's Parental Authoritarianism and Inconsistency Scale (DPAIS)*: The scale was developed by the author (2006) to assess authoritarianism in conjunction with parental inconsistency. It comprises two parallel parts, each addressing the father's or the mother's responses. In each part, ten parent-adolescent conflicts are addressed, such as conflicts concerning social behavior, sibling relationships, clothing, school homework, and so on. For each conflict the adolescent is asked to rate the parent's (father or mother) response on a 6-point Likert scale (ranging from 5=control and punishing to 0=accepting and forgiving).

For each conflict the subject is asked to rate the parent's response predictability on a scale that ranges from 5 = totally unpredictable, to 0 = always predictable. Here is an example of questions concerning a conflict with the father.

Father's authoritarianism item:

When I do not obey my father when he asks me for help his response is:

Accepting/forgiving					controlling/punishing				
0	1	2	3	4					5

Father's response predictability item:

When I do not obey my father when he asks me for help, his response is:

Always predictable					Totally unpredictable				
0	1	2	3	4					5

Father Authoritarian Parenting (FAP) and Mother Authoritarian Parenting (MAP) are then assessed on the basis of the average score. The sum of FAP and MAP indicates the overall Authoritarian Parenting.

The ten parents' response predictability, the father's *unpredictability* (FUNP) and the mother's (MUNP), are then assessed on the basis of the average scores.

In addition, two other inconsistencies are assessed: a) *Situational Inconsistency* that assesses the inconsistency in parents' responses across conflicts or situations—the standard deviation of the authoritarian scores of the father in the ten different situations is considered as the Father Situational Inconsistency (FSI) and the mother's as the Mother Situational Inconsistency (MSI)—and b) *Father-Mother Inconsistency* (FMI) that assesses the inconsistencies between the two parents in the same situation is calculated via the average of the absolute differences between the rated authoritarianism of the father and of the mother for each situation

2. *Parental acceptance-rejection (PACRj)*: This scale comprises two parallel sets of items for father and mother. Each set includes six items of acceptance (e.g. my father admires me, my mother cares about my feelings) and six of rejection (e.g. my mother insults me, my father does not care about my needs and feelings). The adolescents are asked to rate each response on a 6-point Likert scale (ranging from 5=always to 0=never).

3. *The Psychological State Scale (PSS)*: The scale includes items that assess four psychological states: anxiety (e.g. I feel anxious, I feel worried), depression (I feel sad, I don't feel like doing anything), conduct disorder (I respond violently, I disobey rules), and somatization (I feel tired out, I feel pressure in my chest). The adolescents were asked to rate their responses on a 6-point Likert scale (ranging from 5=always to 0=never).

Results

A principal factor analysis was conducted on all the variables with varimax rotation, *a priori* eigenvalue above 1, and a .20 loading criterion. The results revealed four factors that explain 78.6% of the variance: Parental inconsistency (PINC), Parental unpredictability (PUNP), Authoritarian Parenting (ATHP), and Parental Acceptance (PACC). The high percentage of the shared variance between the four factors was considered a solid indication that these factors cover a large portion of parental behavior (Table 1).

Parenting factors and adolescents' psychological disorders

At the first stage we calculated the correlation coefficients between each paternal and maternal parenting factor and child's psychological disorder and found that the sum square of these correlations was .364, indicating that parenting factors explain 36.4% of children's psychological disorders.

In order to study the association between parenting variables together with psychological disorders (PD) among the adolescents, two linear regressions were conducted: One on the parental variables and another on the parental factors, revealed in the factor analysis presented above. The two analyses were significant [Adjusted $R^2=.19$, $F(9,438)=15.36$, $sig.=000$; Adjusted $R^2=.18$, $F(9,438)=32.39$, $sig.=000$ respectively]. The explained variance of the adolescents' psychological disorders by

Table 1. Loadings of parental factors on four factors.

	Factor #1 Parental inconsistency (PINC)	Factor #2 Parental unpredictability (PUNP)	Factor #3 Authoritarian parenting (ATHP)	Factor #4 Parental acceptance (PACC)
Father Auth. (FAP)			.92	
Mother Auth. (MAP)			.91	
Father Unpredict. (FUP)		.92		
Mother Unpredict. (MUP)		.93		
Father Sit. Inconsist. (FSI)	.86			
Mother Sit. Inconsist. (MSI)	.85			
Fath.-Moth. inconsist. (FMI)	.70			-.25
Fath. accept.-reject. (FAcRj)				.88
Moth. accept.-reject.(MAcRj)				.86
Explained variance	21.8	19.7	19.3	17.8

Table 2. Standardized coefficients (β) and t values of two linear regressions of parental variables and factors.

Parental variables	β	t	Sig.	Parental factors	β	t	Sig.
Father Auth.(FAP)	-.039	-.663	n.s	Authoritarian Parenting (ATHP)	.14	3.58	.000
Mother Auth.(MAP)	.165	2.815	.005	Parental unpredictability (PUNP)	.01	.24	n.s
Father Unpredict.(FUP)	.008	.130	n.s	Parental inconsistency (PINC)	.15	3.85	.000
Mother Unpredict.(MUP)	-.036	-.595	n.s	Parental Acceptance (PACC)	-.38	-10.09	.000
Father Sit. Inconsist.(FSI)	.001	.028	n.s				
Mother Sit. Inconsist. (MSI)	.120	2.378	.018				
Fath-Moth Inconsist. (FMI)	.022	.500	n.s				
Fath.Accept.-Rej. (FAcRj)	-.177	-3.713	.000				
Moth. Accept.-Rej.(MAcRj)	-.254	-5.487	.000				

parental variables was 19% and by parental factors was 18%. Table 2 shows that authoritarian parenting and parental inconsistency have significant negative associations with psychological disorders, and parental acceptance-rejection has positive significant associations with adolescents' psychological disorders. In addition, the results show that the maternal parenting variables contributed more than paternal parenting to the explained variance of the psychological disorders.

These differences between maternal and paternal parenting may stem from the cultural background of the sample. In Arab collective culture men and women adhere to the same collective values and norms: Fathers set the rules in the family and mothers apply them through their daily encounter with their sons and daughters (Dwairy, 1997), hence we found a high correlation between the parents and a significant association between the maternal factors and the adolescents' psychological disorders.

Towards a multi-factorial theory of parenting

Finding that parental control, parental inconsistency, and parental rejection explain 78.6% of the parenting variance, indicates that these three parental factors cover most of the parenting variables. The large shared variance between the parental variables justifies the need to study these factors together. Otherwise, results that are based on one parental variable (e.g. rejection) will be misleading, because the effect of such a variable also includes effects of the other

overlapping variables (control or inconsistency). In addition, the large shared variance in our sample between maternal and paternal variables also suggests that the effect of one parental variable includes the effect of the other parent's influence.

The results suggest that studies on parenting should not be based on a reductionistic either/or parenting theory, but rather on a multi-factorial both/and theory. Within such a theory we can understand the effect of each parenting factor in the presence of the other significant factors, which is indeed the case in family life, when all parenting factors interplay within the same family. In our study, the explained variance of children's psychological disorders by parental variables when calculated separately was 36.4% which is double the real explained variance found in table 2, when all the variables and factors were analyzed in one regression analysis. This multi-factorial approach discloses "as if" parental effects, as we hypothesised. In addition, this multi-factorial analysis disclosed that the association found between paternal variables and adolescents' psychological disorders, when were calculated separately, were not independent of the maternal variables' effect, rather the paternal effect in fact operates through the maternal effect; therefore, when both maternal and paternal variables were studied together, the paternal effect was diminished (Table 2).

This multi-factorial approach disclosed that the explained variance of adolescents' psychological disorders by parenting factors is modest (18%). This finding fits our former findings that showed that the variance of adolescents' psychological disorders explained by family



and parental factors in eight different countries varies from approximately 13% to 23% (Dwairy, 2009). This modest impact of parenting is not very different from that revealed by recent meta-analytical research, showing that the variance of PD explained by parenting is very low (McLeod, Weisz, & Wood, 2007; McLeod, Wood, & Weisz, 2007; Rothbaum, & Weisz, 1994). It appears that children's psychological adjustment is associated with many other factors, such as peers, siblings, school, culture, and genetics. Of course, parents still have an important influence on the environment with which their children interact and by which they are influenced. Therefore the actual association between the parents' behavior and that of the children is assumed to be higher than the explained variance of mental health found in this study.

There is a need to validate our findings in other cultures using other instruments. Future research needs to be more inclusive and analyze additional familial factors, social factors such as peers' and teachers' behaviour and attitudes, and genetic factors, together with parental factors.

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The Contents of Indonesian Child-Parent Attachment: Indigenous and Cultural Analysis

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The degree of attention and support provided by parents towards children will affect the quality of the child-parent attachment relationships. Anthropological studies carried out by Geertz (1961) reported that the relationship between parents and children in Indonesian families seemed intimate and long-term in nature, a finding that is supported by recent empirical studies (e.g., Hakim, Thontowi, Yuniarti, and Kim, 2012), who found that the level of trust that Javanese Indonesian children have for their parents is relatively high due to the emotionally close relationship between them. Moreover, Zavalkink, Riksen-Walvaren, & Van Lieshout (1999) concluded that the warm parent-child relationships among Sundanese Indonesians were built through responsive parenting attitudes toward the children. This research further explores the parent-child attachment relationship among Javanese students in Indonesia

Attachment-relationships are valuable for both parents and children in Indonesia. The style of attachment created, whether negative or positive, will affect the children's social development in their next phase of maturity (Zevalkink, Riksen-Walraven, & Bradley, 2008). Studies have shown the importance of attachment behavior between Javanese parents and their children, in particular, for children's psychological wellbeing, support and achievement (e.g., Hakim, 2012; Hakim & Kurnianingsih, 2010). Emotional and social support from parents is an important source of happiness (Hakim, 2012) and motivation for achievement (Hakim & Kurnianingsih, 2010) for Javanese Indonesian¹ children. These findings relate to the fact that having children is something that is always treasured by Javanese adults (Megawangi, Zeitlin, & Colletta, 1995). This is because children are sources of love, happiness, and joy for Javanese Indonesian parents (Koentjaraningrat, 1985; Geertz, 1961). A strong parent-child bond also serves as a guarantor that

Indonesian parents will be cared for in old age (Frankenberg, Beard, & Saputra, 1999; Sadli, 1979).

So far there is scant empirical psychological research on Indonesian child-parent attachment in the context of culture and social environment. This study focuses on Javanese children as a sample, which is the largest demographic group, representing 41.7% of Indonesia's population (Institute of South East Asian Studies, 2003). The values underlying Javanese culture are heavily influenced by the teachings of Islam, which is the faith held by the majority of Indonesians. Although Islam is practiced by most Javanese people, Javanese culture is also blended with local values and traditions from past dominant religions including Hinduism and Buddhism (Geertz, 1976); Laksono, 2010; Mulder, 1978; Mulder, 2005). Because of a unique hybrid set of specific cultural values and an isolated environmental situation, parenting practices in Java seem different than those of the West and other cultures. In that context, it will be interesting to examine the uniqueness of the content of Javanese child-parent attachment.

Indonesian child-rearing practices and attachment

Children have a high value in the eyes of Javanese parents (Alberts, Trommsdorff, Mayer, & Schwartz, 2005; Geertz, 1961; Megawangi, et al., 1995). One aspect of Islamic teaching strongly suggests that followers always treat the child as one of God's gifts and a trust (called an *Amanah*) that must be maintained and cared for; and for which the parent is answerable to God. A Javanese adage used in Indonesia says that a parent is required to be able to do three things: *asih*, *asah*, and *asuh*, meaning, loving, guiding, and caring for their children. Therefore, it is observed that Indonesians strongly oppose behaviors considered to be unappreciative of the presence of children, such as abortion and child abandonment. Severe legal sanctions exist in Indonesia for the practice of abortion or abandonment of children. Javanese children are valued in their society, but the

¹ Javanese Indonesian and Javanese have the same meaning in this paper.

process of parental-child attachment needs to be illuminated systematically.

Javanese children enjoy a longer period of physical closeness with their parents than western children (Monks, Knoers, & Haditono, 2001). When they are toddlers, they are often seen in their mother's arms, either being put to sleep or fed. The Javanese mother often holds her child while doing domestic work at home or shopping at the market because children cannot be left alone at home; contrary to some other cultures, mothers often carry the child even after they are fully mobile. If the mother cannot carry a child due to other commitments, the father is responsible to replace the mother's carrying role. In traditional Javanese villages, it is common for children to live with their parents until they marry and become financially independent (Megawangi et al., 1995).

Javanese parents' approach to raising children is to develop a sense of trust and dependency in the child (Alberts et al., 2005). According to Zavalkink and Riksen-Walraven (2001), there are two things that signify the parenting styles of Javanese Indonesian parents. First, they rarely give corporal punishment to their children. To teach self-discipline, they prefer to use such means as promising something that the child likes, frightening the child with supernatural remarks, or making the child ashamed in front of others. Second, usually Javanese parents will give full attention to the child during the two years of breastfeeding, and then reduce this attention when the child is weaned. Children's autonomy is not a priority for parents (Megawangi et al., 1995; Monks, et al., 2001). In contrast, parents will feel guilty and worthless if their children can not rely on them.

Although the relationship of Javanese Indonesian fathers and mothers with their children is relatively close and intimate, Mulder (1992) identified differences between the behavior of a mother and a father towards their children. The Javanese Indonesian father, just as in the Eastern tradition, occupies a position as the head of the family in control of normative rules. In addressing various important issues concerning the future of the child, the father holds the authority to make decisions for the family although the opinions of the mother and child are also taken into account. The mothers are always motivated to do anything to ensure that children are in good health, physically and psychologically, and that their needs are fulfilled. Often, Javanese children feel "over-protected" because of their mother's protective attitude, which is considered to be excessive by the child. Often mother-child conflicts arise due to the tug-of-war between the protective policies and actions of mothers and the child's simultaneous desire to be independent and mature (Monks, et al., 2001).

This study investigates Javanese children's attachment relationship with their parents in a sample of university students. As argued above, the specific characteristics of parenting practices in Indonesia will provide a unique version of a child's attachment behavior. By using an indigenous psychology approach developed by Kim (2000, 2001), this study explores the closeness of relationship from the point of view of the participants towards their fathers and mothers. The collected data will then be analyzed from the perspective of Javanese cultural values to gain a comprehensive understanding and to illuminate the unique aspects of the Indonesian child-parent attachment relationship.

Table 1. The content of child's attachment to mother

Category	Total	(%)
Comfortable	112	(28.35)
Comfortable	64	(16.20)
Calm	48	(12.15)
Affectionate	89	(22.53)
Affectionate	32	(8.10)
Togetherness	32	(8.10)
Sharing	25	(6.33)
Indebtness	73	(18.48)
Indebtness	45	(11.39)
Respect	28	(7.09)
Happiness	52	(13.16)
Joyful	35	(8.86)
Happiness	10	(2.53)
Grateful	7	(1.77)
Others	69	(17.47)
Nothing special	27	(6.84)
Others	20	(5.06)
No respond	13	(3.29)
Uncomfortable	9	(2.28)
Total	395	(100)

Empirical study

We administered open-end questionnaires to 395 Javanese Indonesian students studying at Gadjah Mada University in Indonesia. The participants volunteered to participate in the study and gave their informed consent. The respondents were requested to answer two questions, which were:

- i. What thoughts come to mind from when you were together with your mother?
- ii. What thoughts come to mind from when you were together with your father?

Instead of using a question that directly asked why they were attached to their father and mother, we prefer to use indirect questions that ask for the respondents' experiences when being together with their parents. This form of questioning was used instead of using questions beginning with 'why', which would be difficult for respondents to answer, and also 'how', which directly requires them to describe their experiences.

Table 1 presents the results of qualitative analysis on what is contained in the cognitions of children when getting close to their mothers. The most common feeling expressed by participants was comfortable (28.35%), which consisted of two sub-categories, namely comfortable itself (16.20%) and calm (12.15%). One of the respondents said that when he/she was with his/her mother: "I thought of the state or [of being] in a warm place."

The next largest response was compassion (22.53%), which included three sub-categories, love (8.10%), togetherness (8.10%) and sharing (6.33%). Affectionate experience with the mother was described by one of the respondents as follows: "I am happy and really care for my mother. And every time I am with my mother I always think that I can make my mother happy and proud".

Indebtedness was also reported by respondents when together with their mother (18.48%). This included two

Table 2. The content of child's attachment to father

Category	Total	(%)
Indebtness	98	(24.81)
Respect	53	(13.42)
Indebtness	35	(8.86)
Devotion	10	(2.53)
Comfortable	67	(16.96)
Safety	29	(7.34)
Comfortable	26	(6.58)
Calm	12	(3.04)
Happiness	63	(15.95)
Joyful	46	(11.65)
Happiness	9	(2.28)
Grateful	8	(2.03)
Affectionate	49	(12.41)
Togetherness	18	(4.56)
Dependent	12	(3.04)
Sharing	12	(3.04)
Affectionate	7	(1.77)
Guidance	28	(7.09)
Guidance	15	(3.80)
Motivation	13	(3.29)
Others	90	(22.78)
Nothing special	28	(7.09)
Distant	22	(5.57)
Others	21	(5.32)
No respond	10	(2.53)
Uncomfortable	9	(2.28)
Total	395	(100)

sub-categories, indebtedness (11.39%) and respect (7.09%). One respondent said he/she was thinking about "What would I give to mom to repay all that she has given me". Respect for the mother's attitude is one way to give back to the mother. One respondent said: "I have to respect mom because she had been caring for and giving me all the best".

The recent experience that the respondents reported was happiness (13.16%), which included three sub-categories, joyfulness (8.86%), happiness (2.53%), and gratefulness (1.77%). One of the respondents described the experience of being with his/her mother as follows: "I feel very happy, peaceful and at ease with my mother."

Table 2 shows what is perceived by participants when being with their fathers. In general, it can be seen that the categories appearing on the questions about fathers are identical to the responses about mothers except in the category of 'guidance'. Indebtedness (24.81%) is the response that was best described by the respondents whereby this category consists of respect (13.42%), indebtedness (8.86%), and devotion (2.53%). Respondents were filled with admiration and respect for their fathers for what they have done for the family and the children. One of the respondents said that when together with his/her father, he/she felt like "Meeting with someone who is broad minded, smart, stubborn, determined, and takes principled stands. Open heartedness, patience, and a sense of courage as well as respect are needed to face him". Another respondent described his/her father as follows: "Full of hard work to support his family, therefore I must not fail him."

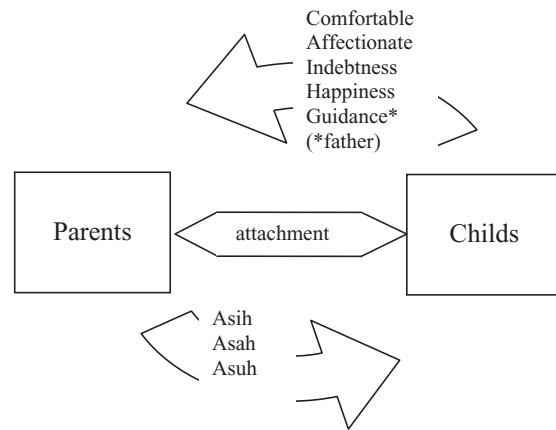


Figure 1. Javanese Indonesian parent-child attachment relationship

The second highest response was comfortable (16.96%) which includes three sub-categories, safety (7.34%), comfortable (6.58%), and calm (3.04%). One of the respondents reported that when he/she was with his/her father, he/she felt like he/she was being with "A person who is always protecting with great care". One respondent said that when he/she was close to his/her father, what is in his/her mind is feeling "Comfortable, peaceful, calm and protected".

Happiness (15.95%) was the next most common experience reported by the respondents. This experience included joyfulness (11.65%), happiness (2.28%), and gratefulness (2.03%). One respondent said that, when together with his/her father, he/she felt: "happy, and I feel that I am the luckiest person to have a father like him".

The next response was affectionate (12.41%). This response consisted of four sub-categories, togetherness (4.56%), dependent (3.04%), sharing (3.04%) and affectionate (1.77%). One of the respondents described the experience of being with his father as follows: "My father can fully understand my situation. He always gives me what I want with great affection."

The last response described by the respondents was guidance (7.09%). This response included two sub-categories, guidance (3.80%), and motivation (3.29%). One of the respondents reported his/her father's character as follows: "My father is like a commander at war who always teaches me the strategy that I should use to live my life". Another respondent said, "I want to be successful and be able to achieve what my father has already gotten. Possibly (I) can (even) exceed him [. . .]".

Discussion

This study provides a snapshot of Javanese Indonesian child-parent attachment. The participants' reported experiences consisted primarily of a sense of comfort, a sense of indebtedness, love, and happiness, as provided by their parents. Guidance provided to the children was a behavior predominantly exhibited by the father in the sample. In the context of the findings, we use the framework of Javanese values, i.e. *asah*, *asih*, and *asuh*, to explain how attachment experiences are closely related to parenting practices. The relationship between the experiences of children with attachment-parenting's values is illustrated in Figure 1.

The value of *asih* means that parents should be able to devote full attention and affection to their children. Zavalkink and Riksen-Walraven (2001) found that the Indonesian people tend to give negative valuation to parents who are not actively responsive to their children. This value of *asih* then has implications for the positive experiences felt by the children when they are with their parents, with feelings such as comfort, affection, and happiness. However, it is interesting to note that the attention and affection from parents are also potential sources of conflict, especially when children begin to develop personal autonomy (Monks, et al., 2001). Often children consider that their parents are excessively concerned and tend to overly intervene in their personal lives.

Next, the value of *asah* means that parents have an obligation to instill socio-cultural ethics and religion, and are responsible for the education of their children. In both cases, instilling ethics into children becomes very important for the Javanese. Mulder (1992) noted that the Javanese language has its own term to describe a child who cannot behave or demonstrate manners: "*durung Jawa*" (not Javanese). As a result, children always get advice and guidance from parents about what should be done and avoided. The transmission process is intended to prepare them for adulthood, looking forward to the day when the children mature and are fully accepted as part of the community (Lestari, 2012). As per Mulder, this value transmission role is more dominantly performed by the father (Mulder, 1992), and this is also revealed by the results of the current study. In addition to ethics, Javanese children are still dependent on the parents for determining the course of their future. Parents always try to ensure that their children can live prosperously with a higher standard of living than they currently enjoy. Some children need to negotiate the differences in orientation between their personal aspirations against those of their parents; however, most children tend to follow the expectations of their parents because they do not want to upset their parents (Hakim & Kurnianingsih, 2010). Reciprocally, Javanese Indonesian parents also tend to be supportive of their children's aspirations as far as they judge it to be a good option and in accordance with their financial capability (Megawangi, et al., 1995).

Finally, the value of *asuh* implies the obligation of parents to observe and meet the needs of their children so that they can grow up healthy. Megawangi et al. (1995) stated that children occupy a key position in the Javanese Indonesian family. The child becomes the primary motive for the father to work hard and for Indonesian mothers to put aside their professional career in order to prioritize the care for the children (Putri & Himam, 2005). Often, the presence of children becomes the only reason for couples not to get divorces even if the quality of their marital relationship deteriorates (Megawangi et al., 1995). The sacrifice that parents make can create a debt of gratitude which may not be repayable by the child. Therefore, in Javanese culture, children have an obligation to show a sense of indebtedness through respect and obedience. From young childhood, Javanese Indonesian children are introduced to the term '*durhaka*', a negative label addressed to someone who does not obey, or who betrays the person who has made a large contribution in their life, especially parents. The sense of indebtedness becomes a social bond receiving a strong cultural justification in Javanese society. Therefore, it is understandable why the respondents in this study

explicitly reported a sense of indebtedness when being together with their parents. As a consequence of this sense of indebtedness, Javanese Indonesian children tend to show respect and appreciation to, and for, their parents (Mulder, 1992), and this motivates them to gain achievements that can make their parents proud (Hakim & Kurnianingsih, 2010).

Overall, the results of this study show how Javanese cultural values have facilitated the establishment of a unique Javanese Indonesian child-parent attachment relationship. Theoretically, the findings provide a new perspective on a long tradition in Java, which predates more recent attachment theories developed in the context of western culture. What the findings add are two things: a Javanese child's (i) sense of indebtedness, and (ii) affectional dependency on their parents, which are long-term in nature and cannot simply be considered as factors inhibiting their development, but rather facilitating the development of their life. For Javanese Indonesians, these two factors of attachment and indebtedness are important to form a strong child-parent bond. However, it should be cautioned that the rapid social and economic change in Indonesia, triggered by globalization, prompts an earlier process of individualization in the urban family life of Indonesian society. It has become a challenge for the Indonesian family at this time to negotiate lifestyle changes while keeping in mind their cultural foundations so they can anticipate and deal with cultural shocks that may be produced by new emerging social and psychological problems.

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Suspected Child Sexual Abuse as Context for Parenting

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When suspicion of child sexual abuse (CSA) emerges in a family, the relational, emotional and practical conditions for parenting are challenged and changed. Despite increasing attention and awareness of CSA during the last 25 years, the suspicion that is raised is most often left uncertain and unresolved. This is often the case despite private and professional attempts to discover what has actually happened (Paine & Hansen, 2002; Alaggia, 2004; London et al., 2007; Smith et al., 2000). Hence, whether or not abuse has occurred, an unconfirmed suspicion may continuously affect conditions for family life and parenting. Because parents' efforts to provide a protective and supportive environment are critical to the child's well-being and development, increased knowledge of what occurs in families when suspicion of CSA arises is important. Despite a large body of literature that identifies and examines aspects of CSA (e.g. Good-year-Brown, 2012; Putnam, 2003), little attention has been given to how suspicion of CSA affects parenting practice.

This article presents findings from a recent qualitative study of parents' perspectives on their experiences during suspicion of CSA, as seen by both those who are suspected and non-suspected of CSA (Sjøftestad & Toverud, 2012). The data collection was carried out in a specific county in Norway during 2007–2009. Twelve mothers and nine fathers participated in in-depth interviews performed close in time to a multi-professional assessment of suspected CSA of their child. Only one parental couple lived together at the time of the interviews. In all cases but one, mothers were the main carers while fathers were 'visiting parents'. One mother and four fathers were identified as suspected offenders (referred to as 'suspected parents'); the rest are referred to as 'non-suspected parents'. The forthcoming section presents six key features capturing the specific conditions for parenting that were found in the study. These are suggested as a framework for exploring both suspected and non-suspected parents' situations during suspicion of CSA, as well as a starting point for further research.

Uncertainty concerning abuse

The main problem described by non-suspected parents was the uncertainty concerning abuse. Suspicious incidents or utterances had indicated that the child could have been

abused, but the parents did not know for sure what had happened. Alternative interpretations of the incidents and utterances were also reasonable and possible. Consequently, they did not know whether an abuser was living in their midst or not. This, in turn, indicated that the child could have been, and might still be, sexually abused while being with the other parent or the relative in question. The uncertainty about how to interpret and understand the suspicion continued to exist regardless of the source of suspicion (e.g., a child's narrative or an observed suspicious incident), and also whether the initial suspicion was raised by the parents themselves or others.

The suspected parents in the study all claimed to be innocent regarding sexual abuse. They took part in the professional investigation, trying to clarify the suspicion by expressing their views on current incidents and utterances. For some, uncertainty was related to whether someone else was abusing their child. One of the suspected fathers, for example, became worried about possible abuse in the kindergarten. If professionals believed that CSA might have happened, the suspicion had to be based on something he claimed.

Dilemmas on protection

The uncertainty of abuse left the non-suspected parents in a situation of not knowing what kind of protection the child was in need of. They described how the suspicion left them with ambiguous and challenging dilemmas regarding the child's further contact with the alleged abuser. Safeguarding issues were particularly salient when suspicion pointed towards the other parent. The most obvious path seemed to be to take no risk when attempting to protect the child. On the other hand, if the suspected parent was innocent, restrictions in contact would deprive the child of the relationship. Therefore a wrong decision might cause further harm to the child. Decisions on contact became even more difficult to make when the child expressed the desire to see the other parent.

As expected, the suspected parents had other dilemmas concerning protection. All but one of the suspected parents argued that protective efforts were not needed and that the parent-child contact should be re-established. However, two of the suspected fathers actually reported a specific dilemma.



From their point of view, the children were exposed to lies and partial information from their mother, and should therefore have been protected against this influence.

Changes in parent-child relationships

All parents related how the uncertainty about abuse led to changes in the parent-child relationship. Some of the non-suspected parents described a pressing need to find out if the child was abused or not through 'investigative' dialogues with the child as well as through watchful monitoring of the child's behavior and interaction with others. However, these efforts did not result in any resolution. Furthermore, non-suspected parents reported confusion because they did not know whether the child was in need of some sort of special parental care. For some, parent-child conflicts emerged, initiated by parental insecurity regarding how to handle and respond to the child.

From the suspected parent's point of view, the most consequential kind of change in the parent-child relationship was the break in contact. All of them, however, approved the initial break for a shorter or longer period of time. Moreover, they also experienced changes in their interaction with the child, which were dissimilar to the experiences described by non-suspected parents. The suspected parents reported an 'artificiality' caused by changes in the meeting place (for example, at the Child Protection Worker's office), in the content of conversations such as avoiding specific themes like the current suspicion and in emotional expressions whereby hugs and kisses could be misunderstood.

Changes in the private support network

Dilemmas regarding how to protect the child against abuse influenced situations and relations in general. Several parents, irrespective of a suspect having been named or not, did not know who to trust and felt a need to protect the child from everybody. Still, the majority of both non-suspected and suspected parents in this study reported how they immediately turned to their natural network when suspicion was raised. They reported that they met with support from their new partners as well as their parents, siblings and friends. Some of the respondents, however, experienced changes in and impairment of their support system. One example is the mother who recalled how the dialogue with her partner was in one way open regarding the suspicion but in another way restricted by the overall aim of not damaging the trust between them by directly asking about his relationship with the child.

Among the suspected parents, one expressed how he 'protected' his friends from being involved because of the risk of their being overwhelmed by his problems. A contrasting example is the suspected father who told about how he extended his support system by involving his boss, his medical doctor and his lawyer in addition to his co-habitant, parents and siblings.

Dependency upon professional competence

The majority of non-suspected as well as suspected parents welcomed professional involvement, both in cases where

parents themselves initiated the contact and in cases where parents were contacted by Child Protection Services (CPS) because of reported suspicion. Uncertainty concerning abuse, protection, and how to interact with the child led to a new kind of dependence upon professional knowledge and competence on a range of topics. The parents found, however, that the professionals' responses and competence varied considerably regarding dilemmas, including how to protect the child from further abuse, how to handle and interact with the child, and how to provide adequate help and support.

Severe emotional strain

Two distinct emotional states were identified as characteristic features of parenting during suspicion: initial shock and continuous concern. A suspicion of CSA was reported as completely unexpected, unthinkable and unimaginable. The stories of the suspected parents included the shocking experience of themselves being suspected of CSA, and some said that this had caused suicidal thoughts. Regardless of being suspected or not, all parents reported severe strain and distress: ('You'll never come closer to hell', 'I was in a totally different world, sort of.')

Several parents told about an emotional state of continuous concern. A small group of non-suspected parents reported further doubt or considerable disagreement with the professional conclusions when no substantial support for the current suspicion was found during disclosure procedures. These parents said they thought they would never be completely sure whether the child was abused or not. In addition, two of the suspected parents reported an ongoing concern related to the future parent-child contact because of the other parent's attitude towards them. The professional interventions did not contribute to solving long-lasting parental conflicts.

Possible implications of the findings

Because of the uncertainty surrounding suspicion, parents may have increased difficulty in defining children's needs. This differs in some ways from the effects on parenting following many other types of traumatic incident (Lindgaard, Iglebaek, & Jensen, 2009). Most traumatic events are finite and the parents know what has happened. They have the opportunity to adjust their response according to the interpretation of the child's reactions and behavior, using parental strategies such as comfort, conversation, explanation, presence and protection. During CSA suspicion, however, parents are in danger of over-reacting and thereby inflicting unnecessary restrictions upon the child or, on the other hand, being paralyzed and thereby incapable of responding to the child's needs.

The efforts of the respondents in the current study, as also seen in the study of Jensen, Gulbrandsen, Mossige, Reichelt, and Tjersland (2005), led them into parental practices similar to professional disclosure procedures such as 'investigative dialogues' and continuous observation. On the one hand, these efforts can lead to a closer relationship with the child and intensified awareness of the child's needs. On the other hand, it may stress daily interaction between the parents and the child.

The parents' stories frequently conveyed an impression of an increasingly tense atmosphere in the household. The impact of parental emotional distress may influence the parenting and the child in focus, as well as the whole family system. The suicidal considerations of suspected parents were alarming. The reports on emotional turmoil are in accordance with other studies such as that of Plummer and Eastin (2007), who highlighted the situation of mothers subsequent to abuse disclosures. Some of the emotional reactions described in this article are considered to be normal stress reactions. The findings nevertheless support previous findings by suggesting that awareness of possible vicarious victimization is most relevant to parents when suspicion of CSA is raised (Manion, McIntyre, Firestone, & Ligezinska, 1996; Elliott & Carnes, 2001). Vicarious traumatization refers to how people close to victims of trauma experience symptoms and cognitive changes similar to those of the traumatized person (McCann & Pearlman 1990, Tabor 2011).

Furthermore, experiences of CSA suspicion included the entrance of professionals into the private sphere. The situation is considered additionally serious by the parents when the CPS is involved, because of this service's dual responsibility of help and control. CPS is supposed to support parents in fulfilling their tasks, and simultaneously to investigate whether parenting is adequate. Bolen (2002) emphasized that the professionals should be aware of how systemic intervention might contribute to a breakdown of the coping mechanisms in families. Scott (1996) found that some parents felt that they had no influence on professional decisions, and that things were taken out of their control.

Conclusion and suggestions

According to the findings of the present study, CSA suspicion had major and specific impact on parenting and could lead to highly extraordinary and stressful conditions where ordinary parenting strategies may be insufficient. Exploring these specific conditions in actual cases can enable professionals to improve their assistance according to the needs of the parents. This might in turn strengthen the parents' possibility, capacity and ability to protect and support the child, as well as to take care of themselves and other family members during CSA suspicions.

Much research remains to be done on how families live with CSA suspicion. Relevant questions could be: How do children perceive the parenting changes? How do circumstances, such as those addressed above, influence the children's possibilities for disclosing abuse? Some aspects have been studied (e.g. Søftestad, Toverud, & Jensen, (in press)), but further research is required to broaden and deepen the knowledge of how suspicion of CSA affects the conditions for parenting and child development.

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Changing Parenting: Lessons (to be) Learned from Evaluations of Parenting Programs

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*"If you want to truly understand something, try to change it."
(Kurt Lewin)*

Parenting programs, that is, interventions designed to enhance parental role performance through training, support or education, are nowadays generally accepted as evidence-based interventions for child problem behavior (Smith, Perou, & Lesesne, 2002). The idea behind parenting programs is that improvement in parenting would lead to improvement in child outcomes. This idea is based on considerable empirical evidence produced over the past several decades showing that parenting is both concurrently and longitudinally related to child problem behavior (Grusec, 2011). Although different parenting programs emphasize different contents and use different delivery settings (group, individual, self-administered), in most parenting programs, parents are trained in using more effective skills for managing child behavior. These skills include conveying clear expectations to the child, enhancing positive interactions, reducing harsh discipline and enforcing rules by consistent and appropriate use of awards and punishment. Several meta-analyses, synthesizing the results of an increasing number of studies on the effectiveness of parenting programs, showed that parenting programs generally do succeed in changing both parenting and child outcomes (Kaminski, Vallew, Filene, & Boyle, 2008; Lundahl, Risser, & Lovejoy, 2006; Piquero, Farrington, Welsh, Tremblay & Jennings, 2009).

The studies that examine the effectiveness of parenting programs, if well-conducted, are essentially experiments, in which the treatment (in this case, parenting program) is conducted in an experimental group, whereas the control group receives no such manipulation. Depending on the design, the control group receives no intervention, care as usual, or another intervention. The effect is then established by comparing the experimental and control group following the program. Such experiments have potential not only to inform practitioners and policy makers regarding the effectiveness of parenting programs, but also to test and refine theories pertaining to parenting behavior and child development, as they allow much stronger causal

inferences than longitudinal studies can (Deković, Stolz, Schuiringa, Manders & Asscher, 2012; Howe, Reiss, & Yuh, 2002; Kazdin, 2007). These studies can show us whether the changes in risk and protective factors that are targeted in parenting programs, lead to improvements in parenting behavior and child outcomes as expected by the theory underlying the program.

In the last decade, there is a growing body of research that aims to test the theories behind parenting programs and to identify the mechanisms through which parenting programs exert their effects (Sandler, Schoenfelder, Wolchik, & MacKinnon, 2011). The majority of these studies has examined whether changes in parenting serve as a causal mechanism that produces changes in *child* behavior. The question regarding mechanisms that might explain changes in *parenting* has been asked less often. This is a surprising omission, given that parenting programs aim, in the first place, to change parenting. Typically in both fundamental and applied research little attention has been paid to processes that occur within parents, such as parental affect and cognitions, that might impact changes in parenting behavior (Teti & Cole, 2011).

Mechanisms through which a parenting program induces changes in parenting: An example

In his seminal paper on "why parents parent the way they do" Belsky (1984) proposed three general determinants of parenting: parents' origins and personal psychological resources, children's characteristics, and contextual sources of stress and support. Since the introduction of Belsky's model, many studies have confirmed that parenting is multidetermined and that, as Belsky suggested, parental characteristics are the most important determinants of parenting behavior (Belsky & Jaffee, 2006; Prinzie, Stams, Deković, Reijntjes, & Belsky, 2009; Verhoeven, Junger, Aken, Deković, & Aken, 2007). However, some of these parental characteristics, such as personality, are difficult to change through a relatively short intervention. Another

parental characteristic that is a potent determinant of parenting behavior *and* potentially changeable, is parental way of thinking, especially parental sense of competence (i.e., the beliefs parents hold about their ability to parent successfully) (Mah & Johnston, 2008). A higher sense of competence has been linked to more positive parenting, lower levels of harsh, hostile and inconsistent discipline, and higher general involvement in parenting (Jones & Prinz, 2005). Moreover, in a recent study it was found that parental sense of competence mediates the relationship between parental personality and parenting behavior (De Haan, Prinzie, & Deković, 2009). If parental low sense of competence is a risk factor for inept parenting, then it is to be expected that an important prelude to improvements in parenting might be the increase in parents' confidence that they are capable of providing effective parenting and that they can actually alter child behavior in a desirable direction.

We tested this idea in two evaluation studies involving two different interventions. In the first study (Deković, Asscher, Hermanns, Reitz, & Prinzie, 2010), we examined the effectiveness of Home-Start (HS), a preventive parental program that focuses on mothers with young children who experience difficulties with child rearing. In the second study (Deković, Asscher, Manders, Prins, & Laan, 2012), we examined the effectiveness of Multisystemic Therapy (MST), an intensive home-based treatment for adolescents who show antisocial behavior. These adolescents already have a history of police contacts and arrests and this pattern of behavior often persisted across many years. Although these two interventions thus differ in severity of child problems and in the developmental period in which the intervention is conducted, both interventions expressly aim to empower parents and to promote their sense of competence. The results are accomplished, however, through different approaches. HS works with volunteers who visit mothers once a week for half a day to offer emotional, instrumental, and informational support, but do not actually teach the mothers concrete ways of handling the child. MST works with highly trained professionals who are available 24 hrs/day and 7 days/week. In addition to being more intensive, MST is also much more structured. In consultation with parents, the therapist identifies a well-defined set of goals, assigns the tasks required to accomplish these goals, and monitors the progress in the accomplishment of the goals.

In both studies, we tested the model, proposing that the intervention-induced change would emerge in an orderly sequence, starting with the targeted increase in sense of competence, followed by changes in parental behavior, and eventually resulting in changes in child/adolescent behavior. The timeline in which the model was examined differed. Whereas in the HS study we examined the changes during a period of 12 months, including both the intervention period and a 6-month follow-up period, in the MST study we examined the changes as they unfolded *during* the intervention. By modeling of the trajectories (i.e., change over multiple time points) in parental sense of competence (mediator) and parenting (outcome), we showed in both studies that the interventions succeeded in enhancing parental sense of competence, which in turn led to improvement in parenting behaviors.

It is easy to imagine why the increases in sense of competence might lead to improvement in parenting. In

general, sense of competence is expected to influence the choice of activity, the amount of effort expended, and persistence in the performance of the behavior (Bandura, 1997). With regard to parenting, parents who feel competent experience more enjoyment when interacting with their children, which may be reflected in greater involvement and warmth, than do those who enter the interaction with a sense of helplessness or inadequacy. Increased confidence that one can handle parenting challenges probably reduces frustration, distress, and anger in parents, leading to less coercive discipline. Moreover, increased sense of competence may motivate parents to be more persistent in attaining their goals, and thus be less permissive and lax in their disciplining efforts.

The consistency in the results across these studies, despite important differences between the studies, provides strong support for the tested model and affirms the importance of targeting parents' confidence in their own ability to parent adequately when conducting parenting programs. Such focus might improve the effectiveness of traditional parenting programs that mostly emphasize only parental knowledge and skills. This is important in the light of findings showing that without improvement in parental well-being, the beneficial effects of parenting interventions may be likely to dissipate over time (Hutchings, Lane, & Kelly, 2004). Furthermore, it appears that similar mechanisms are at work in interventions for younger children and adolescents and that an increase in parental sense of competence can be seen as a mediator ("active ingredient") of both interventions. Finally, the findings supported the notion that sense of competence is indeed a powerful determinant of parenting.

Taking a closer look at what actually happens during the treatment

Although the mediational findings reviewed above provide evidence that intervention effects on parental sense of competence account for the changes in parenting, many questions are still unanswered. When and how does this change within parents occur? What components of parenting programs are especially likely to produce a change within the parents?

Analyzing the process of change during the course of a program might offer insights into which aspects of parenting are central in different phases of the program. In the HS study, by examining cross-lagged models we showed that the effects of sense of competence on parenting became stronger as time progressed. In the MST studies, monthly assessments took place allowing us to compare effect sizes for different outcomes in the course of the intervention. Findings were compatible with the idea that changes in the family started with improvements in parental cognitions, followed by improvements in parenting. After the first month of intervention, the impact of the treatment was relatively small. After the second month, the effect size for parental sense of competence started to increase, stabilizing after the third month and showing again a slight increase in the last month of intervention. The intervention effects on parenting (use of positive discipline) emerged later on: the increase in effect sizes occurred after four months of intervention and further increased in the fifth month. Although



these findings need to be replicated in future studies, they are in line with the conclusions of Mah & Johnston (2008) that the benefits of addressing parental social cognitions may be greatest in the early stages of the treatment process.

Concluding remarks

To truly understand change in *parenting*, either spontaneous or induced by an intervention, more attention should be given to still understudied processes that take place within parents. i.e.: parental emotional experiences and underlying cognitions, such as schemas that parents hold about parenting roles, attributions about the causes of child's negative behavior, implicit theories, and parental goals. The knowledge of determinants of (change in) parenting gained in fundamental (longitudinal or experimental) research provides the foundation on which effective parenting programs are built and should be incorporated in the refinement of existing parenting programs.

A few words of caution are necessary. First, it must be recognized that change in cognitions does not have a one-to-one relationship to change in parenting behavior. As we pointed out, parenting is multidetermined; simply changing parental thinking might not ensure changes in parenting, and subsequent changes in child outcomes. Second, although we suggest that we need to develop enhancements which target parental cognition, and evaluate whether such enhancements lead to better outcomes, this is not to say that more components should be added to existing parenting programs. Two meta-analyses on the effectiveness of parenting programs (Kaminski et al., 2008; Lundahl, et al., 2006) both point out that the commonly held assumption "the more, the better" does not hold and that adding more components and/or offering additional services might actually impede parental ability to focus on learning parenting skills and thus can lead to less positive outcomes. Instead of increasing the burden on both parents and practitioners by adding new components, the components of the existing programs should be carefully evaluated to determine which elements are most likely to impact desired outcomes and which can be left out. Third, in the present paper we emphasize the cognitive aspect of parenting, but we are aware that this is only one of the possible ways to proceed towards identifying which ingredients of the programs are essential for the change in parenting to occur.

To conclude, observing that a parenting program is successful in changing parenting is one thing, but explaining *why* this happens is quite another. Careful consideration of the question as to why parenting changes as a result of parents' participation in parenting programs might not only improve the effectiveness of parenting programs, but can also increase our understanding of the nature and the determinants of parenting.

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Commentary: Parenting: Comments on the Special Section

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The five contributions in this Special Section approach the common issue of parenting using diverse samples as well as varied methodological and theoretical approaches. Five different countries are represented, using both qualitative and quantitative methodologies. This variety gives an interesting perspective on some of the important issues in the study of parenting. Research in this area is vital for understanding parents' experiences and causal processes, and designing ways of helping parents who have difficulties. This issue includes papers from the Netherlands, Israel, Norway, the U.K. and Indonesia.

In the first paper, Deković, Asscher and Manders raise important issues about interventions to support parents and improve parenting. They point out that experimental studies provide the strongest evidence, but that these have mostly focused on child outcomes, and less on the actual changes in parents. Parents might undergo changes in behavior, cognitions, or affects, but the authors draw attention particularly to parental self-confidence. The proposal that self-confidence can act as a mediator in the effects of parenting programs on child outcomes is supported by two of these studies, one with young children and one with adolescents. An important implication is that if parenting programs are too intensive and 'expert-driven', they may have detrimental effects by sapping parental self-confidence. Another issue is that of parental goals and values, only briefly mentioned in their article. Enhancing parental self-confidence will be non-contentious when parents hold similar goals and values to those of the research team or the supporting agencies (such as use of non-punitive discipline). But some parents hold quite different values (and values vary by ethnic group and society), so this issue is complex. But as the authors stress, parenting is multi-determined, and greater knowledge of the processes involved in parenting intervention is a vital next step.

In the second paper, Dwairy briefly reviews the well-accepted parenting constructs of warmth/acceptance vs. rejection, and control; and points out the importance of cultural factors. The example cited is attitudes to physical punishment – perhaps another parenting construct that is different from control and not well assessed in the Baumrind categories (Darling & Steinberg, 1993). Dwairy makes a case for introducing another construct, that of inconsistency, and a measuring instrument for this; inconsistency has three components – temporal unpredictability, situational inconsistency, and father-mother inconsistency. The study reported, which measures psychological adjustment in a sample of Arab Israeli students, shows several things. First, the expected effects of authoritarian parenting (control), and of acceptance-rejection, are replicated (especially so for mothers). Second, the effect of parental inconsistency is also significant; but perhaps surprisingly, the

inconsistency is not temporal unpredictability, nor difference between mother and father, but situational inconsistency (their Table 2). This is intriguing, and the effects of different kinds of parental inconsistency deserve to be studied further and replicated (or not) in different samples. A third finding comes from the regression analyses; by taking account of the inter-relations among the different parenting variables, this shows that the total variance in adolescent adjustment explained by the parenting variables used in this study is modest, at around 18%. This reminds us of the controversy initiated by Harris (1995, 2000), that parenting effects (other than those carried by genetics, or by shared environmental circumstances such as culture) may be modest – even if not so near zero as Harris argued (Vandell, 2000). Nevertheless 18% of the variance is not an insignificant amount (even if common genetic variance is not excluded from this) and should not discourage us from pursuing the kinds of interventions discussed in the first paper (while not raising expectations too high so far as parental interventions alone are concerned).

The first two papers come from the general perspective of parenting styles and skills. The third paper, by Pluess and Belsky, comes from the perspective of attachment theory. They take parental sensitivity as a key variable, one which we know has some association with secure attachment; although they also mention positivity and positive discipline as aspects of 'high quality parenting'. One important aspect coming from this paper is the importance, now demonstrated by a number of studies, of genetic factors, illustrated in this paper by the DRD4 gene. This appears to influence some temperamental characteristics in children, such as interest and activity, which in turn can impact on parenting and how children respond to parenting. So what model of gene-environment interaction should we take? Pluess and Belsky suggest that a conventional vulnerability model (vulnerable children are particularly affected by an adverse environment) may be misleading. They first suggest a true interactional model: an adverse environment (e.g. poor quality parenting) affects vulnerable children negatively, but a supportive environment (e.g. good quality parenting) affects them positively, compared to non-vulnerable children. This leads them to prefer a label of developmental plasticity, rather than vulnerability.

At one point Pluess and Belsky write "the same parenting behavior may affect some children substantially yet not affect others at all, depending on children's genetic make-up." This again raises the question of the extent to which parenting affects child outcomes. The 'good enough parenting' view (e.g. Scarr, 1992) held that quality of parenting did not have a great impact on child outcomes, so long as the quality of parenting was not too extreme (e.g. abusive). The view proposed by Pluess and Belsky is that the quality of

parenting may not have an inordinate impact on child outcomes, so long as the child does not show high developmental plasticity; thus, the emphasis is put on child variation as much as on parent variation.

This raises some intriguing issues. One is whether the concept of developmental plasticity applies particularly to the parenting environment; or to rearing environments generally, including peers and others. Another is how readily we can label parenting as being of high or low 'quality', and outcomes as desirable or undesirable. For example Pluess and Belsky cite 'low sensation seeking behavior' as related to high quality parenting in one study; but is low sensation seeking behavior necessarily desirable? I am writing this at the time of the Olympic Games being held in London, and one interesting comment has been that a number of athletes, including medal winners, had diagnoses of ADHD when younger; however the experience of competitive sport channeled their energies in productive ways. Here the supportive environment might have been not only parents, but also peers and trainers.

In the fourth paper, Søftestad and Toverud state that "parents' efforts to provide a protective and supportive environment are critical to the child's well-being and development"; this is a traditional view of strong parental effects which may indeed be very relevant when parental abuse is concerned. Their study provides a methodological contrast, being a small-scale qualitative study of how suspicion of child sexual abuse impacts on the suspected and non-suspected parent. Qualitative data can often provide insights into experiences and hint at processes at work, which may be lacking in quantitative studies, and in my view it is a pity that we do not have more mixed-methods studies. Here, the six features identified clearly show ways in which suspected sexual abuse may impact on parenting, for example through stress, uncertainty about how to protect the child, and changes in the social support network. As with Deković et al., this study too suggests how some interventions, by removing control from parents, can reduce parental self-confidence and thus their coping skills.

The interviews with the suspected child sexual abusers show the pressures and uncertainties they are under, from their perspective. While beyond the scope of this particular study, it would be interesting to compare the perspectives of those unjustly suspected, with those who did indeed commit some abuse. The reports could be very different.

In the final paper, Hakim, Supriyadi and Yuniarti describe parenting in a non-Western culture, the Islamic-influenced culture in Java, Indonesia. Their study in fact does combine qualitative and quantitative elements, with a content analysis of two rather open-ended questions on 'what thoughts come to mind from when you were together with your mother/father?'. These questions reminded me of the opening questions in the Adult Attachment Interview (AAI), asking for three adjectives to describe the early relationship with your mother/father. As with the AAI, it would have been interesting here too, to follow up with asking for concrete examples of the categories obtained. As it is, their Tables 1 and 2 give an apparently very positive portrayal of attachment to parents, with only 2% uncomfortable and only 5% distant (for fathers only). However, their review of parenting in Java does point out some sources of ambivalence and conflict. One that they clearly present is between parental over-protection and a child's sense of

autonomy – children, just as parents, need some sense of self-efficacy and control in their lives. But is the contradiction between autonomy and relatedness over-emphasized in Western contexts (Kağıtçibasi, 2005)? Another contrast, more implicit in the article, might be between 'trust' in parents, highlighted at the beginning as being high in Javanese children, and the use of disciplinary techniques such as 'making the child ashamed in front of others;' and 'frightening the child with supernatural remarks'. In a Western culture these might not be seen as facilitating trust, but this may be different in Java (for example there might be wider acceptance of supernatural powers among adults). A final interesting construct is that of 'indebtedness'; Hakim et al. write that "The sacrifice that parents make can create a debt of gratitude which may not be repayable by the child." Does this create any resentment? Probably it would not be normally culturally acceptable to express such resentment, but is it there and if so what other effects does it have? In any event, the 'indebtedness' construct points up the importance of considering long-term outcomes of parenting, as well as the more immediate ones that are usually assessed.

Taken together, these five papers bring out many important findings and raise an impressive number of issues and suggestions. Which parenting constructs are most important? Can we label parenting as 'high quality' or 'low quality'? How critical is parenting for child outcomes (compared with other environmental factors)? Should we consider long-term as well as short-term child outcomes? How satisfactorily can we label child outcomes as positive or negative? How routinely should we now be trying to take account of genetic factors (and only in the child? How about in the parent?). What models of gene-environment interaction fit most closely with the evidence? How much has research been influenced by Western culture, and do non-Western cultures challenge any important constructs? Finally, can more use be made of mixed-methods approaches, bearing in mind that straightforward interview data will be constrained by social desirability and cultural acceptability? The papers in this special issue provide a rich and varied source for considering these issues further and helping to move forward our understanding of parenting, its nature, process and consequences.

A final note on a possible urban myth

Deković et al. preface their paper with the quote "If you want to truly understand something, try to change it" (Kurt Lewin). I greatly admire Kurt Lewin, but I had always attributed this quote to Urie Bronfenbrenner, and indeed in Bronfenbrenner (1977, p.517) he states: "If you want to truly understand something, try to change it". I found statements on the Internet saying that this quote was attributed to Kurt Lewin, but never with a citation. Did Lewin really say this first? Do Deković et al. have a citation? Or is this an 'urban myth'?

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Commentary: Messages from the Terrae Cognitae of Culture, Development, and Parenting

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This issue of the *ISSBD Bulletin* arrives as found bottles on the shore with diverse messages (and warnings) from some exotic territories of recent exploration. What do we make of these messages, and what do we do about them?

First, what do they say? The eclectic set of papers before you spans a range of topics and locales that intersect culture, development, and parenting. The subject matters encircle parenting values, the composition of parenting, a clinical issue in parenting, parenting programs, and parenting effects, and the dispatches arrive from Indonesia, Israel, the Netherlands, Norway, and the gene pool.

Hakim, Supriyadi, and Yuniarti describe cultural values and parenting practices in Javanese families and implications of these values and practices for parent-child attachment. The authors characterize Javanese parent-young adult child relationships as marked by senses of indebtedness and affectional dependency flowing from a rich description of Javanese culture. Based on interviews with Arab children in Israel, Dwairy lobbies for including inconsistency as a key concept in parenting along with the more frequently studied affection and control and emphasizes their joint effects on multiple aspects of parenting. Søftestad and Toverud paint a qualitative picture of Norwegian parents' experiences during a time when their child was undergoing an investigation into possible sexual abuse. Participants included parents who were suspected of sexually abusing their child as well as parents who were not suspected. Deković, Asscher, and Manders underscore the importance of understanding why particular parenting programs succeed in changing parenting, suggesting that parents' confidence in their own ability to parent adequately, above and beyond parents' knowledge and skills, constitutes a key mechanism of change and therefore an important cognitive schema to target in parenting interventions. Finally, Pluess and Belsky concisely summarize ways that gene-environment interactions have been conceptualized in the past (diathesis-stress models) in contrast to two more contemporary conceptualizations that have received empirical support (differential susceptibility and vantage

sensitivity). These new conceptualizations incorporate positive developmental outcomes in addition to negative ones that have been the historic focus of older models.

What positive messages can we take away with these bottles? Each post has rewarding lessons for the attentive beach comber. The vivid emic analysis, such as provided by Hakim and colleagues in "The Contents of Indonesian Child-Parent Attachment: Indigenous and Cultural Analysis," is revelatory. Javanese adults treasure children, sometimes for their instrumental value, as a guarantor that parents will be cared for in old age, or by religious dictum, as values underlying Javanese culture are influenced by the teachings of Islam, which admonishes that children are gifts from God. The Javanese adage used in Indonesia places a 3-fold onus on parents—*asih*, *asah*, and *asuh*—meaning to love, guide, and care for their children. In revisiting "A Multifactor Study of Parenting as Associated with Adolescents' Psychological Disorders," Dwairy adds (in)consistency to authoritarian control and acceptance-rejection as a third pillar in parenting. This paper valuably illustrates how relations between parenting styles and children's adjustment may differ across cultural groups. In "Suspected Child Sexual Abuse as Context for Parenting" Søftestad and Toverud soberingly recount that in the wake of investigation, several parents, irrespective of having been named a suspect or not, did not know whom to trust and felt a need to protect their child from everybody. These parents were haunted because they thought they would never be completely sure whether or not their child was abused. The authors' qualitative descriptions may be useful for clinicians working with families going through similar experiences. Parenting programs are essentially interventions designed to enhance parental role performance through training, support, or education. Interventions, as Deković and colleagues importantly point out in "Changing Parenting: Lessons (to be) Learned from Evaluations of Parenting Programs," inform practitioners and policy makers regarding effectiveness and test and



refine theories of parenting behavior and child development, as they allow much stronger causal inferences than can even longitudinal studies. Attention to why parenting changes as a function of participation in parenting interventions thus has the potential to increase the effectiveness of parenting programs and enhance knowledge about determinants of parenting. For their part, Pluess and Belsky's "Parenting Effects in the Context of Child Genetic Differences" insightfully underscores a truism that cross-cuts all these papers, *viz.* that each child is not equally affected by parenting. Rather, interactions between characteristics of children (e.g., temperament, genotype) and their environment (parenting, culture) are best interpreted in terms of differential susceptibility, in that individuals differ in their developmental plasticity. Some children are malleable and so more susceptible to positive developmental consequences of supportive environments and to adverse developmental sequelae associated with negative environments; other less malleable and susceptible children are less affected by parallel environmental conditions.

Should we rush to follow these explorers' leads? Perhaps, but cautiously so because these reports expose big and small fault lines in the lands whence they come. The ISSBD is centrally concerned with the intersection of culture and development. Together, these papers would benefit from paying more attention to the cultural contexts from which the studies originated and how culture can be better integrated with their messages. With the exception of Hakim et al.'s rich ethnographic description of Javanese Indonesian families, most papers do not convey adequate information about cultural context. One of the benefits of publishing papers that use samples from countries that have been underrepresented in the literature historically is the opportunity to clarify cultural values, attitudes, beliefs, and practices that are intrinsic to child development and parenting in underresearched contexts. Authors from different lands are uniquely situated to provide faithful emic perspectives on child development and parenting in their respective countries. Are relations between parenting styles and children's adjustment similar across cultures? Are mechanisms of change in parenting programs the same in different cultural contexts?

A given parenting behavior may have the same effect or different effects in different cultural contexts. Likewise, different parenting behaviors may have the same effect or different effects in different cultural contexts. A challenge for future research will be to delve into mechanisms that account for these similarities and differences. The effect of a parenting behavior likely depends on the meaning that it imparts for parents and children, which is shaped by cultural norms regarding factors such as expectations for parents' treatment of children, children's behavior toward adults, and goals for children's socialization.

These papers would also benefit from adopting a stronger developmental perspective. Understanding contexts of parenting should be sensitive to the development of the child. For example, although parents might (or might not) have similar emotional reactions to sexual abuse investigations regardless of the age of their child, parents' responses to the child would ideally be tailored to be developmentally appropriate for children of different ages. Aspects of

parenting that are salient and optimal at an earlier age can change as children develop.

In addition, longitudinal data from multiple respondents would be especially helpful for more rigorous tests of some hypotheses developed here. Methodologically, self-report data from a single point in time, a common design feature, cannot rule out shared method/source variance as accounting for findings or, more importantly, cannot always make claims about directions of effects. Individuals' perceptions are clearly important, but they represent only one perspective, which may or may not converge with others' perspectives even on the same relationship. Furthermore, because parents influence children's development, and children elicit particular kinds of parenting, future research that charts reciprocal relations over time between parents and children will be especially useful.

We also should read between the lines of these messages for other methodological flags. A sample of Javanese Indonesian university students was queried about their relationships with parents, and results of qualitative analysis are reported, but no rationale for the coding system is provided, no information on coding reliability is offered, and the coding system is not clearly mapped onto the indigenous "asih, asah, and asuh" scheme. Parents' perspectives are also sacrificed in favor of questionnaires administered to female and male 10th-grade Arab students in asserting that the composition of parenting needs revision. Often, but not always, qualitative reports are presumptive of quantitative study. Program evaluation is limited to child behavior problems, and reports of positive parenting—by far the norm—are eschewed. If "fixing" children is the goal, is it better to fix parents in the indirect hope that parents fix children, or is it better to fix children directly? Furthermore, do changes in the family start with improvements in parental cognitions followed by improvements in parenting practices? Historically dicey relations between beliefs and behaviors undercut proof that change in parenting beliefs has a one-to-one relation with change in parenting behaviors. Different parenting programs emphasize different contents and use different delivery settings, and few test theories behind parenting programs or identify the mechanisms through which parenting programs exert their effects. Moreover, most program evaluation relies on a 2-group design: intervention and control. Intervention study is attractive from practical and from causal inference points of view, and developmental science is sorely lacking in proper intervention studies. However, two groups are woefully inadequate to test the power of interventions. Rather, four groups need to participate in three phases:

	Pretest	Intervention	Posttest
Group 1	×	×	×
Group 2		×	×
Group 3	×		×
Group 4			×

Because pretesting itself may affect development, the four-group design specifies that one group undergoing intervention is pretested, and one group not pretested; post-intervention comparisons of pretested and not-pretested groups reveal any effect(s) of pretesting. This design also

ensures that the experimental groups are equivalent before intervention, isolates the effects of pretesting on the subsequent intervention, and evaluates the effectiveness of the intervention. Furthermore, participants should be assigned randomly to the four groups. Through a selection of findings emerging from studies of gene-environment interaction we have learned that children are differentially susceptible to the same experience. Relevant here, the same parent-provided experience may affect some children but not others. Culture may be a parent-provided experience, and so differential susceptibility shapes individual differences in socialization. However, this perspective represents only one cell of a 2X2 matrix where, on account of genes and culture, the same parent-provided experiences can affect different children differently, but the same parent-provided experience can affect different children similarly, and different parent-provided experiences may affect different children differently or similarly (Bornstein, 1995).

This is not the first time an *ISSBD Bulletin* has been devoted to culture, development, and parenting. The 2001 Number 1, Serial 38 addressed similar general issues. More than a decade on, we discover some new messages in old bottles and some old messages in new bottles. Certainly, in the last decade, we have gained a much better understanding of genetic contributions to child development and how genetic and environmental

factors interact in ways that confer risk and resilience. Although the ISSBD membership has long recognized the importance of understanding parenting and child development as situated in particular cultural contexts, only recently has the broader scientific community come to embrace this understanding and sought ways to incorporate culture into research, practice, and policy (Bornstein & Lansford, 2010).

We commend the authors of this diverse set of papers for delving into important aspects of parenting and child development in populations that have been understudied in the developmental literature and for sharpening the cutting edge of gene-environment interactions in child development. It is exciting to anticipate what messages might arrive after another decade of enquiry into culture, development, and parenting.

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Reports from the Lab

The Oregon Youth Study Three-Generational Study: Theory, Design, and Findings

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Intergenerational studies are critical to informing research, preventive intervention, and policy regarding family influences on healthy development and maladjustment. Continuities in family socialization and contextual risks across generations, as well as genetic factors, are associated with the development of psychopathology – including both externalizing (Conger, Belsky, & Capaldi, 2009; Simonoff, 2001) and internalizing (Enam, 2003; Kim, Capaldi, Pears, Kerr, & Owen, 2009; Kim, Capaldi, & Stoolmiller, 2003) problems in children – and the same factors may influence intergenerational associations in the use of alcohol, tobacco, and other drugs (Kerr, Capaldi, Pears, & Owen, 2012; Thornberry, Krohn, & Freeman-Gallant, 2006). Because a parent shares on average 50% of his or her genes with a biological child, accurate estimates of the magnitude of intergenerational associations in these problem behaviors are needed in order to identify contributing factors that could be targets of intervention. The size of the associations places an upper bound on the contribution of all continuity factors combined, including genetic contributions. If the magnitude of associations is small, then genetic and environmental continuities may not be as strong as has often been assumed or may be subject to considerable moderation. Given the importance of intergenerational studies, it is perhaps surprising to note that, until relatively recently, such studies tended to be based on the retrospective reports of one generation about both their own behavior and that of the prior generation (Thornberry, 2009).

The team of Capaldi, Pears, Kerr, Owen, & Kim (in press), along with a small number of other research groups (e.g., Neppl, Conger, Scaramella, & Ontai, 2009), have undertaken a longitudinal, prospective study to examine intergenerational associations. Our Three-Generational Study (3GS) grew out of the Oregon Youth Study (OYS), a long-term study of the development of antisocial and other risk behaviors in a group of high-risk boys (G2) and their parents (G1). The G1 and G2 participants were recruited for the OYS from neighborhoods with the highest rates of juvenile crime in the Eugene/Springfield metropolitan area in Oregon when the boys were in Grade 4. The G2 youths were assessed annually into young adulthood, with biannual assessments at later waves. Thus, as OYS is presently in year 28 of data collection, we have data on a cohort from

ages 9-10 years through ages 37-38 years. When the G2 men reached their late adolescence and began to have families of their own, we recognized the opportunity to collect information on their children (G3) in order to combine it with the rich dataset from the G2 fathers and the G1 grandparents to examine the intergenerational transmission of a number of behaviors. Additionally, we had some longitudinal information about many of the G2 mothers collected in a study of the partners of the G2 men (the Couples Study). With original funding from the National Institute on Child Health and Development and later funding from the National Institute on Drug Abuse, we embarked on what has been a 19-year study. Below, we first briefly discuss the design of the study, emphasizing several issues that must be addressed in undertaking prospective longitudinal studies of multiple generations. Second, we will outline the theoretical underpinnings of the study. Finally, we will briefly summarize some of the findings to date from the study.

Design of the Three-Generational Study

There are several challenging design issues for multigenerational studies. First, in a typical developmental study, a cohort (e.g., fourth graders) or multiple planned cohorts of children are recruited, assessed, and then re-assessed at least once. Recruiting a representative cohort and retaining them over time present non-trivial challenges to maximizing the validity of such research. Such challenges are compounded in a prospective three-generational study, if multiple individuals from multiple generations are to be recruited and retained. Perhaps the greatest design challenge for prospective three-generational studies is that the third generation is born across a wide span of years. Thus, one of the first questions to be addressed is when to assess the children. For the 3GS, we made the decision to assess the children at 21 months, 36 months, and then approximately every 2 years until the ages of 18-20 years. This has presented the pragmatic challenge that assessment waves are ongoing for potentially many years as new children are born and added to the sample. However, for several reasons, this developmental schedule is more desirable than a schedule based on the age of G2 (e.g., assessing children when G2 men were age 32 years would yield a G3 sample aged 6 months to 16 years). First, it permits prospective study of the development of G3 behaviors. Second, this approach has allowed us to assess G3 children at ages matching those at which their G2 fathers were assessed. Additionally, we have used many of the same or similar measures of key behaviors that were used with the G2 fathers (and in some cases the G2 mothers who participated with the fathers in the Couples Study). Assessing each generation at similar developmental stages with similar measures is a particularly strong design for establishing the association between behaviors exhibited in parents and



From left to right: David Kerr, Katherine Pears, Jane Wilson, Deborah Capaldi, and Lee Owen.

their offspring as genetic expression and social context differ by developmental stage.

Decisions are also needed regarding which children of each parent to include in the study (e.g., only first-born children). Including only first-born children may be limiting as first-born children may show some different characteristics than later-born children (Fergusson, Horwood, & Boden, 2006) and thus are not fully representative of the third generation. A random selection of the third generation is also problematic because it is not possible to know in time for prospective assessments how many children each parent may have. In the 3GS, we include the first two children of each biological mother with whom our focal OYS G2 man has had children. This provides stronger representation of G3 than first-born children alone and allows us to answer questions regarding differential associations across generations related to differential child and contextual characteristics.

In the 3GS, the G3 children are assessed with both their G2 father and their G2 mother, allowing for exploration of potential differential effects of mothers and fathers on the development of behaviors (incidentally, following the offspring of a cohort of boys yields a sample with greater father participation than is typical of studies of child development). Assessments include parent questionnaires on their children's behaviors as well as child temperament, health and development, and school adjustment. Parents also report on their own mental health, substance use, and antisocial behaviors, as well as their parenting behaviors. Children participate in direct assessments of temperament, attachment, cognitive abilities, social skills, and (as they get older) antisocial behavior, substance use, health-risking sexual behaviors, and depression and other mental health

issues. The children are observed in interaction tasks with each of their parents and with a peer, multiple times over the course of their development. Finally, children's behavior in school is assessed through teachers' reports and school records.

Theoretical bases of the Three-Generational Study

Given the richness of the datasets involved in this multigenerational study, the 3GS is able to address the development of a range of behaviors. Central hypotheses for the 3GS are based on theories of: (a) developmental congruence of intergenerational associations in problem behaviors and (b) dynamic developmental systems.

Developmental congruence

A main hypothesis guiding the 3GS is one of intergenerational developmental congruence, particularly in regard to the development of antisocial, substance use, and other health-risking behaviors. As used in geometry, congruence refers to figures of a similar shape and size. We have adapted this term to refer to the expectation that ages at initiation or onset of patterns of growth in key behaviors will show similarity across generations. This is based on the theory that genetic and temperamental factors increase an individual's risk when these factors are expressed at sensitive developmental periods (Witt, 2010). Thus, the timing of these manifestations (e.g., susceptibility to deviant peer influences) is expected to be similar across generations. Developmental similarity is also likely due to continuities in social risk context (Capaldi et al., in press; Gavin, Hill,



Hawkins, & Maas, 2011; Lipman, Georgiades, & Boyle, 2011; Scaramella, Neppl, Ontai, Conger, 2008; Schofield et al. 2011; Thornberry, Freeman-Gallant, & Lovegrove, 2009) and family mechanisms, such as parenting (Capaldi, Pears, Patterson, & Owen, 2003; Kerr, Capaldi, Pears, & Owen, 2009), that also are made more probable by shared genetic and temperamental factors.

The Dynamic Developmental Systems (DDS) approach

Our hypotheses, including those based on developmental congruence (Capaldi, Kim, & Owen, 2008), are examined within the predictive framework of a DDS approach (Capaldi, et al., 2008; Capaldi, Kim, & Pears, 2009; Capaldi, Shortt & Kim, 2005). This approach emphasizes the interplay among biologic systems (e.g., genetic influences), individual characteristics (e.g., temperament/personality; Ganiban, Ulbricht, Saudino, Reiss, & Neiderhiser, 2011), contextual factors (e.g., neighborhood and family resources), socialization experiences (especially within the family of origin, e.g., coercive processes), and social influence from both peers (Dishion, Andrews, & Crosby, 1995; Dishion & Owen, 2002; Poulin, Kiesner, Pedersen, & Dishion, 2011) and romantic partners (Capaldi, et al., 2008) in the development of risk behaviors. The DDS approach (Capaldi et al., in press) builds on developmental-contextual and lifespan approaches that emphasize the interaction between the individual's prior dispositions and learning and the environments which s/he selects or in which s/he is placed (Cairns & Cairns, 1995; Capaldi, Dishion, Stoolmiller, & Yoerger, 2001; Caspi & Elder, 1988; Coie et al., 1993; Dishion & Patterson, 1997; Hetherington & Baltes, 1988; Rutter, 1989). A key aspect of the approach as applied in our prior work (Capaldi, Stoolmiller, Kim, & Yoerger, 2009) is the importance of both general pathway systems and risk factors, and outcome-specific (e.g., substance use related) systems and risks (Kendler, Gardner, & Dick, 2011; Zucker, Boyd, & Howard, 1995). Additionally, building upon the tradition of lifespan theories, the approach accounts for: (1) systems (including intraindividual) and their interfaces (e.g., the convergence of a history of internalizing and the contextual factor of alcohol availability at home); (2) social interaction units of critical importance at differing developmental stages, including parent-child, child-peer, and romantic-partner dyads; (3) the importance of social influence on behavioral outcomes, including (a) the developmental risk that each member of the dyad (or group) brings to the interaction and their developmental stage and (b) social influence specific to the outcome behavior of interest (e.g., the influence of key social other's substance use on an individual's substance use); and (4) the importance of continuity and change in risk context at all developmental stages. The model also encompasses biologic systems, though assessment of these factors is indirect in the 3GS (e.g., temperament, neurocognitive testing, pubertal timing). We believe that it will be important to further adapt the theoretical models for three-generational studies to include both biologic and social influences and their interfaces.

Key Findings to Date

An initial focus of the 3GS when the children were younger has been the transmission of parenting behaviors from G1 to G2. For example, Kerr et al. (2009) examined G1 and G2 constructive parenting (monitoring, discipline, warmth, and involvement), G2 positive adolescent adjustment, and problem behavior in all three generations. Findings supported direct transmission of G1 constructive parenting of G2 in late childhood to G2 constructive parenting of G3 in middle childhood, and also indirect influences of G1 parenting on G2 parenting through G2 positive adjustment. Examining the prediction of negative parenting, Capaldi, Pears, Kerr, and Owen (2008) found that the G2 fathers' poor and harsh discipline practices were predicted by partners' problem behavior (substance use and antisocial behavior) and negative discipline practices – as well as by poor discipline experienced in the family of origin – in a model in which men's own problem behavior, ages at which they became fathers, and family socioeconomic status were controlled.

Another significant focus of the 3GS has been the effects of the parents' own risk behaviors on their parenting of G3, which may mediate the transmission of risk behaviors to G3. Pears, Capaldi, and Owen (2007) examined the role of G1 poor parenting and G2 inhibitory control in G2's substance use and subsequent poor parenting. G1's inconsistent parenting negatively affected the G2's father's inhibitory control, which contributed to both his substance use and his subsequent inconsistent parenting of G3, that in turn negatively impacted G3 inhibitory control. Finally, Kim, Pears, Capaldi, and Owen (2009) examined the role of emotion dysregulation in the intergenerational transmission of romantic relationship conflict – a key context for parenting difficulties. Individual emotion dysregulation was a key mediator in the transmission of relationship conflict, along with poor parenting skills.

As the G3 children have entered adolescence, we have been able to assess their risk behaviors and the intergenerational transmission of such behaviors. For example, Kerr et al. (2012) considered predictors of G3 alcohol use by age 13 years. Fathers' adolescent alcohol use was related to children's and the association was not better explained by concurrent indicators of fathers' and children's general problem behavior. Fathers' and mothers' adult alcohol use uniquely predicted child use, and exposure to intoxicated adults partially mediated the latter path.

A limitation of three-generational studies that are continuations of other longitudinal and relatively intensive studies is that they do not involve very large probability samples, but rather community samples based on some original selection criteria. This leads to some concerns regarding the generalizability of the study findings. One important strategy that we and other investigators conducting three-generational studies have used to address this issue is that of checking replication of findings across studies that (1) were drawn from differing geographic areas (so far limited to the U.S.); and that (2) had differing original selection criteria and ethnic representation (Conger et al., 2009; Thornberry, Hops, Conger, & Capaldi, 2003).

Ultimately, these studies, with their rich datasets and very long-term follow-ups of multiple generations, represent great potential for understanding how antisocial, substance

use, and other risk behaviors may be passed from one generation to the next. We view our etiological research as important groundwork for the development of preventive interventions aimed at strengthening families, reducing psychopathology, and improving individual adjustment. Our work also emphasizes the perspective that the effects of prevention have even broader public health implications than is typically imagined: That positive impacts on individual and family functioning may have cascading effects across the generations.

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Social Interaction and Development Lab: Parenting and Trajectories of Self Development in Brazil

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Parenting and self development

How do we develop our sense of self? What are the biological and cultural factors that form the basis of that process? Does it matter that we live in different contexts? What is the role of parenting in this process? These are some of the questions that our research team has been addressing, focusing on Brazilian contexts.

Keller (2007) discusses typical ontogenetic trajectories for the development of self that lead to different orientations in accordance with the importance attributed to the dimensions of separation and relationship as highlighted by Kağitçibaşı (2007). These orientations are defined as independent, interdependent and autonomous-relational self, and are derived from different models of parental contact/care for their children. Many studies in literature argue that we have to consider those interactional aspects that are valued more highly in a specific cultural context, tending to produce more autonomy or more relatedness. H. Keller and Ç. Kağitçibaşı, among others, have conducted important work in this area (i.e. Keller, 2007, 2012; Kağitçibaşı, 2007, 2012) and although their models present some differences, we can say they agree that autonomous values are predominant in urban Western contexts while relational values are most prevalent in rural and small villages, and in traditional societies. The literature derived from these models has indicated that parents' educational level is also an important variable positively related to emphasis on autonomy.

Studying parenting and self development in Brazil

In an effort to contribute to the literature on the dynamics of autonomy and relatedness in developmental contexts, and

trajectories of development of the self, several studies have been conducted by a national Brazilian network of researchers. In a recent paper (Seidl-de-Moura, Carvalho & Vieira, submitted), we have discussed data from studies that focused on: mothers' socialization goals, beliefs about practices, "narrative envelope" or speech to their babies and ideas about their children (17 to 22 months old), and children's development (self-recognition and self-regulation in toddlers). Different methods were used and 16 different contexts were studied. Since Brazil is the largest South American country and exemplifies the "Majority World" (Kağıtçıbaşı, 2007), the studies presented may contribute to the literature on the nature of parental belief systems. In general, we have observed that both autonomy and relatedness are valued by Brazilian mothers in their conception of their children, their narrative style, their socialization goals, and their practices. Based on empirical evidence, we can argue that the developmental trajectory of autonomous-related selves depends somewhat on social privilege. This is corroborated by our results in a study with children focused on self-recognition and self-regulation (Seidl-de-Moura et al., 2012). However, we can observe that this model cannot be considered as presenting a fixed or unique form. It shows variations based on sociodemographic and cultural variables. One important example of these variables is parental educational level.

Brazil is mostly influenced by Latin Catholic values that may favor a culture of relatedness, but it has a high urbanization trajectory, that may be promoting changes toward sharing the values of other Western urban societies, such as the importance of self-sufficiency. Brazil's 190,732,694 inhabitants live mostly in urban centers (84%) (Brazil, 2012), an increase from an index of 44.7% in the 1960s.

The country has an index of income concentration (Gini) of 53.9. Brazilian HDI (.638) has been growing equally in three dimensions: health, education and income.

Three main populations constitute the Brazilian people: the Portuguese colonizers, the native people from different ethnic groups, and Africans from various regions brought as slaves until the end of the 19th century. Several groups of immigrants from all continents were later integrated, forming a diverse society. The influences of those groups vary differentially across the country.

The five geographic regions have diverse ecological characteristics and a variety of socioeconomic and cultural profiles. Social differences can be identified between regions, urban and rural populations and social classes; but, due mainly to urbanization and television, some relative homogeneity in cultural models can be identified, tending to minimize the differences related to living conditions. The predominant form of family organization is the nuclear family. Although the mother is usually the main caretaker, there is an increasing participation of women in the work force. Alternatives to the exclusive care of children by the mother include grandmothers, nannies (in the middle and high classes), and day-care centers.

Based on the results of our previous studies, we decided to investigate, in an ongoing project, some aspects of the developmental trajectory we had identified (favoring the development of autonomous related selves) within the city of Rio de Janeiro, conducting two major studies.

Study 1 examined families composed of fathers; mothers; sons or daughters (18 to 25 years old); and one of the grandparents. We chose this age range because young people live at home with their parents until this time, and even later. Kağıtçıbaşı's (2007) scales (interdependency, autonomy and related autonomy) translated, adapted and validated to our population, are being used. As our previous studies were of mothers and small children, we expanded the age range and included fathers and grandparents. The aim of this study is to analyze family characteristics related to sociodemographic factors, and the transmission of autonomy and interdependency values across generations.

The participants so far comprise 60 families. Fathers' age range is from 37 to 74 years ($M = 52.4$) and the majority of them have completed the undergraduate educational level (38.3%) or the high school level (20%). Mothers' educational level is distributed between 33.3% for the undergraduate level, 18.3% for high school and 18.3% for the graduate level. Their age varies from 35 to 61 years ($M = 49.47$). The mean age of sons and daughters is 21.05 years, with 24 males and 36 females. Most of the mothers have an incomplete undergraduate (56.7%) or high school (18.3%) education level.

Preliminary results confirm the general tendency of previous Brazilian research: the valuing of related autonomy. Paired-sample *t* tests show that the highest score of mothers, fathers and their children is in the related autonomous self scale. Correlations between fathers' and mothers' results and the sons' and daughters' scores in the inventories indicate an ongoing correlation between their reported values, even when the children are adolescents and young adults. Father: Father interdependency \times Child interdependency ($r = -.27$); Father related autonomy \times Child related autonomy ($r = .33$). Mother: Mother autonomy \times Child autonomy ($r = .24$); Mother autonomy \times Child related autonomy ($r = .33$). These results provide some data about developmental trajectories beyond infancy and on the generational aspects of value transmission. We still have investigated few families with grandparents, so comparisons between the three generations have not been completed yet.

Study 2 aims to verify parenting values among different young children's caretakers. We considered the mothers of babies who are less than 12 months old and the second main caretaker of the child (grandmother, nanny or day-care center teacher), with 20 pairs of each combination. They were interviewed using five pictures representing Keller's (2007) parental care systems (primary care, body contact, body stimulation, object stimulation and face-to-face interaction) [See figure 1]. They were asked to put the pictures in order of importance and to talk freely about each. They also filled out Kağıtçıbaşı's scales. Infants' average age was eight months, with 58.6% girls and 41.4% boys. Mothers' mean age was 32 years, and most had a university education. They spent 11 hours/day, on average, with their babies. The other caretakers were 45 years old, on average; and had both incomplete and complete high school educational levels. They took care of the babies 10 hours/day, on average.

Mean scores of related autonomy were the highest for all the four groups. The two parental systems portrayed that were chosen most frequently were body contact and face-to-face interaction. This indicates (Keller, 2007) that they prioritize equally systems that value autonomy (face-



Examples of images from body contact and face to face interaction.

to-face interaction) and interdependence (body contact), a trajectory that may foster the development of autonomy-related selves. These results are interesting if we consider the difference between generations (mothers and grandmothers) and educational levels (mothers and nannies). We were also surprised at the congruence of values between the mothers and the daycare center workers. We expected that autonomy would be most valued in this group.

The analyses of the caretakers' discourse about each picture also showed interesting aspects. Body Contact elicited the most congruent discourses, with the participants talking about the same themes: the importance of touch, safety/security, warmth and affection. Regarding the face-to-face pictures, all types of caregivers showed appreciation of verbal communication, the recognition of the mother by the child, and the primacy of affection. Mothers and grandmothers associate these images with calm/tranquility and the maternal role. Mothers and nannies talked about play linked to face-to-face interaction; and mothers and caregivers from day-care centers mentioned shared attention.

Caretakers' answers on a questionnaire focusing on beliefs about the development of children's capacities to express emotions show that 58.6% of the mothers think that children must learn to control their emotions in the first three years of life (characteristic of societies that value relation more than autonomy), but only 36.2% of the other caretakers think the same way. All participants agree that it is important for a child to smile, from around two months, and that smiles arise from emotional expression. The other caretakers believe that emotional expression begins, in general, later than the ages reported by mothers. Joy was the emotion that was expected the earliest (by mothers and caretakers); they believed anger and disgust are expressed later (the three are considered basic emotions, innate).

Final considerations

The two studies included here report some findings on parenting and the dimensions of autonomy and interdependency in Brazilian samples of parents and other caretakers. They complement previous investigations done by colleagues in our research network. The inclusion of

parents of adolescents and young adults in study 1 contributes to understanding the developmental trajectories beyond infancy. Study 2 deals with the fact that small children in Brazil are cared for not only by mothers but also by second caretakers, mainly grandmothers, nannies or daycare center educators. If we are interested in parenting and developmental trajectories in cultural contexts, we have to consider diverse caretakers and their values and also different moments of ontogeny. Further studies (especially in Majority World countries) are needed to understand parenting in different contexts, the dynamic of autonomy and interdependency and the development of the self.

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Note

1. For more detailed information about our research group, our publications and projects, our website at www.desin.org can be visited.

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2009). Concomitantly, we have recently found that women with fear of childbirth have significantly more mental health problems (54%) for five to 12 years before and after their pregnancy, whereas 33% of the nonfearful cohort have similar issues (Rouhe, Salmela-Aro, Gissler, Halmesmaki & Saisto, 2011). Accordingly, there is a need to take intensive fear towards childbirth seriously. Based on these insights, we created an intervention program aiming to promote a successful transition to parenthood among women with intensive fear towards childbirth. The aim of our randomized controlled trial intervention was to promote preparedness for the transition to parenthood and enhance positive parenting among nulliparous pregnant women with trepidation regarding delivery (Salmela-Aro et al., 2011).

In the context of the life-span model of motivation (Salmela-Aro, 2009), life management during key life transitions such as the transition to parenthood can be improved by through the cognitive-motivational construct of preparedness, which has three main foci: specific self-efficacy, a social support component, and inoculation against possible setbacks. Consequently, preparedness is a goal-oriented state of readiness to respond to possible uncertain outcomes (Sweeny, Carroll & Shepperd, 2006).

We hypothesized that if women are well prepared in advance, they can face the possible setbacks that are frequently encountered during the transition to motherhood with confidence in their emotional and practical skills. Inoculation against setbacks was assumed to be the key underlying preventive dimension preparing women and promoting their resilience. We then assumed that increasing preparedness towards the transition to motherhood would promote the skills of positive early parenting and motherhood as the distal goal of the intervention.

Our study is called the LINNEA intervention study. Between October 2007 and August 2009, a total of 12,000 questionnaires were distributed to consecutive and unselected Finnish- and Swedish-speaking pregnant women who participated in routine ultrasound screening at the gestational age of 11-13 weeks in the maternity clinics in the

Enhancing Positive Parenting among Women with an Intense Fear of Childbirth

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About ten percent of pregnant women suffer from an intense fear of childbirth which may lead to difficulties in the mother-infant relationship and impede positive early parenting (Rouhe, Salmela-Aro, Halmesmaki & Saisto,



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Nulliparous women whose fear of childbirth score was above the 95th percentile were included. The study then comprised 371 women who were randomized to the intervention or control group. Women in the intervention group were contacted and offered group therapy focused on the fear of childbirth, the transition to parenthood, and positive parenting. Exclusion criteria were manifest psychosis and severe depression. Those randomized to the control group received a letter in which they were encouraged to discuss their fear of childbirth and the challenges they would face in the transition to parenthood with the staff in their primary health care maternity unit.

The participants completed a Preparedness questionnaire twice—once during the second trimester and once during the third trimester (Salmela-Aro et al., 2011). Three months after the childbirth they filled in a motherhood and parenting scale (see Salmela-Aro et al., 2011). In addition, during the interventions they filled in weekly questionnaires related to their emotions and child-rearing goals.

The LINNEA Group intervention included six sessions before the childbirth (at gestation weeks 28, 29, 30, 31, 33 and 35) and once after the childbirth. The group program for enhancing preparedness was based on our earlier experiences in preventive group methods aiming to increase competence for various transitions (Salmela-Aro, 2009). Sessions lasted two hours and each began with a relaxation exercise. The intervention method was psychoeducative group therapy led by a psychologist trained in group therapy skills who specialized in pregnancy-related issues. The first two sessions aimed to enhance feelings of safety and self-efficacy. The third session focused on the birth process and the fourth on the transition to parenthood. The fifth session focused on positive parenting. The final session before the childbirth focused on preparedness for delivery. After childbirth they discussed their delivery experiences, the mother-infant relationship, and positive parenthood.

The results of the longitudinal study showed that preparedness increased in both the intervention and control group. However, the increase was sharper in the intervention group. The results, using latent growth curve

modeling, revealed increased preparedness, which in turn predicted an increase in positive parenthood after childbirth, among those in the intervention group (Salmela-Aro et al., 2011).

This new LINNEA randomized intervention study increases the knowledge of the effect of group therapy and the role of training for women with fear of childbirth, who initially had twice as many mental health problems compared to nonfearful controls (Rouhe et al., 2011). This knowledge should be taken into account when women express their fear during pregnancy. Our intervention study showed that the proximal impact of intervention was a very significant increase in preparedness. A follow-up to the intervention found that the program had significantly increased positive motherhood. Enhancing women's resources can have long-term beneficial effects on parenting and early mother-child bonding. This study also revealed that psychoeducative group therapy yielded a more positive delivery experience than did conventional care. Based on clinical experience, a positive delivery experience has far-reaching influence on the women's lives.

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COUNTRY FOCUS

The Rural-to-Urban Migrant Parents and their Accompanying or Left-behind Children in China

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In keeping with world-wide trends, psychology in China has grown rapidly over the past three decades. To promote psychological science in various branches of psychology and relevant fields that explore basic mechanisms of the human mind and behavior, Chinese psychologists have pursued research in both traditional spheres, and in new scientific areas such as experimental psychology (e.g., K. Zhou et al., 2010 in Proceedings of the National Academy of Sciences), social psychology (e.g., Hong et al., 2003 in Journal of Personality and Social Psychology and Zhou et al., 2008 in Psychological Science) and neuroscience (e.g., Xue et al., 2010 in Science), as well as developmental psychology (e.g., Chang, 2003; X. Chen, Wang, & Cao, 2011 both in Child Development), and have thus gained prominence on the world academic stage.

In addition to the continuing pursuit of universal constructs for understanding mental phenomena, psychology in China also stands as an example of a discipline that especially emphasizes indigenization, that is, the psychology and behaviors should be examined and interpreted in the particular cultural contexts within China (Blowers, 2010; Hwang & Han, 2010). The cultural values and norms may provide guidance for the interpretation and evaluation of behaviors, which in turn may affect the functional meanings of the behaviors in the particular social group, including the development of individuals (B.-B. Chen & Chang, 2012; X. Chen, 2012; X. Chen & French, 2008).

In this section of *country focus*, I introduce the current Chinese research on parenting and parent-child relationships with special reference to the backgrounds of social changes in China.

In the past three decades, most Chinese cities have implemented an open-door policy, and the market-oriented economy systems have been largely limited to these urban areas. Given this unbalanced social and economic development, there are substantial differences between urban and rural areas within China. Parental behaviors present a typical example. In general, families in rural China have lived mostly agricultural lives (B.-B. Chen, in press); therefore they may tend to maintain traditional parental styles and practices in childrearing (e.g., "strict fathers, kind mothers"; see Chao & Tseng, 2002 for a review). In contrast, families in urban China have been influenced by Western individualistic values; therefore, family lives have experienced extraordinary changes (Chang, Chen, & Ji, 2011; X. Chen, Cen, Li, & He, 2005).

There is a rather extensive literature that elucidates these urban-rural differences (e.g., X. Chen, Bian, Xin, Wang, & Silbereisen, 2010; Zhang & Fuligni, 2006).

Since the early 1990s, the Chinese government has gradually relaxed the restriction on population movement and allowed cities to absorb surplus rural labor in order to benefit urban development (P. Li, 2003; Q. Li, 2000). Even though the household registration system (*hukou* in Chinese) has not been adequately reformed, making it difficult for the rural migrant people to access government social welfare and services (e.g., education and medical care) in the city, internal migration in mainland China has become predominantly a rural-to-urban population flow. As a result, two significant new groups have emerged in contemporary China: one population is migrant-worker parents who are accompanied by their children in urban areas; another is migrant-work parents who leave their children behind in rural areas. For Chinese developmental psychologists, the issues facing these two types of families are new (Q. Wang & Chang, 2010). The parenting practices of these two groups have a fundamental effect on the positive/negative psychological development of their children (B.-B. Chen, in press). In the following report, I review current work on migrant parents' parenting and their children's socialization.

The Migrant Parents and their Accompanying Children in Urban Areas

An array of comparative studies has shown that migrant parents accompanied by children tended to have poor parenting skills and provided an unfavorable family social environment. For example, migrant children perceived lower paternal warmth-affection but higher paternal punishment and harshness than urban children did, and migrant children perceived lower maternal warmth-affection but higher maternal rejection and neglect than did urban children (Zeng, 2009). This seems to show that migrant parents accompanied by children are perceived to show less positive parenting behaviors but more negative parenting behaviors than urban parents. Several factors may account for the parenting differences between migrant and urban parents. First, migrant parents have a relatively lower educational level than urban parents. Research has shown that educational level is positively related to parental warmth and acceptance and parent-child communication but negatively related to parental demanding and punishment (Deng & Xu, 2006). Second, the poor parenting skills may be partly attributed to migrant parents' stressful lifestyle and long working hours while trying to make ends meet in the urban area (X. Li et al., 2010). Most of them take the physically demanding, time-overloaded but low-paid jobs that local residents disdain. They are perceived as living a marginalized life (Wong, Li, & He, 2007). Third, the



Figure 1. A rural-to-urban migrant family.
Photo source: <http://www.mzsites.com>

primary socialization and childrearing focus in traditional Chinese societies is to educate children to learn the social behaviors and skills that are conducive to family cohesion and obedience to authority (Tamis-LeMonda et al., 2008). Therefore, strict and high-powered parental practices emphasizing punishment and discipline are often used by Chinese parents (Chang, Schwartz, Dodge, & McBride-Chang, 2003; Chao & Tseng, 2002; Nelson, Hart, Yang, Olsen, & Jin, 2006). Parents who migrate from rural to urban areas tend to maintain traditional parental practices without warmth, affection or communications between child and parents (Zeng, 2009).

However, parental practice may contribute to the social development of migrant children (B.-B. Chen, in press). Findings provided compelling evidence that family intimate function had negative effects on internalizing problems for migrant children (X. Li, Zou, Jin, & Ke, 2008; Wei, 2011). In addition, parental support might help migrant children to succeed in adaptation to urban life (Y. Liu, Fang, Cai, Wu, & Zhang, 2009), and their perceived secure attachment and intimacy with parents might lead them to have a higher level of self-identity (Hou, Zou, & Li, 2009; W. Wang, Luo, & Gao, 2011). On the other hand, poor parenting quality may have a negative effect on children's social behaviors. Research has indicated that the poor parent-child relationships had influences on migrant children's smoking behaviors (G. Chen, 2010) and general behavioral problems (Cheng, Gao, Ou, Liu, & Wang, 2007).

The Migrant Parents and their Left-behind Children in Rural Areas

Compared with their migrant (accompanying) counterparts, the left-behind children, when they are very young, are separated from their migrant-worker parents, and most of them live with substitute caregivers such as grandparents in their rural communities. According to Bowlby's (1969) attachment theory, parents' caregiving deprivation may have aversive long-term consequences on children's socio-emotional development. Research to date suggests that left-behind children may be disadvantaged in psychosocial adjustment. For example, a recent study (Z. Liu, Li, & Ge, 2009) showed that left-behind children who were separated from parents at a younger age had



Figure 2. A left-behind girl with her grandmother.
Photo source: <http://www.gmw.cn>

more symptoms of anxiety and depression than those children who were older when their parents left. This effect was especially pronounced for children who were separated from their mothers or from both parents (Z. Liu et al., 2009). In another study based on the sample in the Hunan Province of China, researchers (Wen & Lin, 2012) found that left-behind children had lower scores in health behavior and school engagement than rural children of non migrant families. These physical and psychological maladjustments among left-behind children might be partly due to a lack of family socialization (e.g., family social cohesion, support, and monitoring). A recent preliminary study comparing different types of rural children showed that left-behind children had more social adaptation problems than migrant children, especially among girls and primary school children (Fan, Fang, Liu, & Liu, 2009).

Conclusions

With the rapidly growing number of rural-to-urban parents who migrate to cities in search of employment opportunities, the resulting parenting issues have become a growing social problem in China. Children's socialization in the two newly emerging groups (children who are left behind and those who accompany their migrant parents) is largely understudied. To enhance our understanding of migrant and left-behind children's social development in China and help these children to develop in a positive way, further empirical exploration of protective and risk factors in multiple domains of social adjustment is needed.

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Notes from The President

As I write these notes, vivid memories of the 2012 Biennial Meetings in Edmonton, Canada are still on my mind. I think all of you who made it to the meeting were impressed with both the great organization and the highly interesting scientific program. There is no doubt that Nancy Galambos, Lisa Strohschein, Jeff Bisanz, and their team not only worked extremely hard to prepare an excellent meeting but also managed to achieve their ambitious goals. The 22nd Biennial Meetings were a great success. Congratulations!

In my view, one of the highlights at the conference was the Awards Ceremony. Due to the great efforts of Toni Antonucci, chair of the Awards Committee, and the committee members, we were able to distribute four awards during the Business Meeting. The following scientists were selected as awardees:

Distinguished Scientific Contribution Award: Professor Wyndol Furman from the University of Denver, USA. Dr. Furman received this award for his distinguished theoretical and empirical contributions to basic research, student training, and his scholarly endeavors in Behavioral Development.

Distinguished Scientific Award for the Applications of Behavioral Development Theory and Research: Professor Rainer K. Silbereisen, Ph.D., University of Jena, Germany. This award honors Dr. Silbereisen's distinguished theoretical and empirical advances in Behavioral Development, reflecting the fact that his work has contributed not only to the science of Behavioral Development but has also worked to the benefit of the application of science to society.

Distinguished Contributions to the International Advancement of Research and Theory in Behavioral Development: Dr. Rachel Seginer of the University of Haifa, Israel. This ISSBD award honors Dr. Seginer's distinguished and enduring lifetime contributions to international cooperation and the advancement of knowledge.

Outstanding Young Scientist: Dr. Michael Pleuss, University of California, Davis, USA. This award recognizes Dr. Pleuss' already impressive scientific accomplishment and the fact that he has made distinguished theoretical as well as empirical contributions to the study of Behavioral Development.

Congratulations to all awardees!

I was glad to welcome our new Executive Committee members Nancy Galambos, Silvia Koller, and Bame Nsamenang as well as the new Young Scientist Representative Julie Bowker at our EC meetings in Edmonton. They will certainly enrich our discussions. Also, we congratulated Xinyin Chen who is the new President-elect. Needless to say, there were also sad moments involved because a number of valuable EC members were there for the last time. I want to thank Margarita Azmitia, Joan Miller, and Serdar Degirmencioglu for their valuable contributions to our EC meetings. We will particularly miss Past President Anne Petersen who served ISSBD for many years, and whose impact as President-elect, as President, and as Past President has been truly remarkable. We definitively know that we owe her a lot!

I found it particularly impressive to see so many early career scholars at the Edmonton ISSBD meeting. If I got it right, more than 40% of the delegates belonged to this group. Obviously, our efforts to attract young scientists to the activities of ISSBD seem to pay off. I was glad to learn that most of the ISSBD-Jacobs Foundation early career scholars and those young scientists participating in the ISSBD Developmental Country Fellowship Program were able to attend the Edmonton meeting and to present their research. I am particularly grateful to the Early Career Scholar Travel Grant Committee chaired by Suman Verma for dealing with the numerous applications (more than 180) so effectively. Our budget for travel grants supporting trips to

Edmonton was not as large as originally expected given that our application at the National Science Foundation (USA) was not successful. We decided to use additional ISSBD money to compensate for this problem, which helped in supporting the travel of more than 60 young scientists. My deepest thanks go to Suman and her committee members who all did a superb job!

Our Membership Committee was particularly active at the Edmonton meeting. In a session chaired by Ann Sanson and organized by Kerry Barner, several important issues were discussed, leading to recommendations for the Executive Committee. The following recommendations of the Membership Committee were discussed and confirmed by the EC: (1) ISSBD calibrates the fees with World Bank categorization. If country ratings go up, ISSBD will review the situation; if they go down, ISSBD will act immediately. (2) It will be possible to pay the membership fee for up to 4 years, and there is a small discount if fees are paid for more than one year. (3) A new category (Early Career Scholar category) was introduced.

(4) Regional coordinators can keep the money for their issues and give an annual report to ISSBD. Moreover, the membership secretary Xinyin Chen indicated that he will intensify his efforts to recruit new regional/national coordinators.

As a consequence of the discussions in the membership meeting, it was also decided to revise the ISSBD website and to improve the content of those pages with information about committees and regional/national coordinators. Please visit the ISSBD website and let us know what you think about the changes.

Although the next ISSBD biennial meeting still seems far away, it will not be very long before our ISSBD members and other interested colleagues will have to plan for a visit to China. We learned from the Chair of the Local Organizing Committee, Prof. Biao Sang, that considerable progress has been made regarding the 2014 ISSBD Biennial Meetings in Shanghai. Xinyin Chen and I have been in steady contact with our Chinese colleagues since last year. A contract was developed and signed by ISSBD and the local organizer earlier this year. Our President-elect Xinyin Chen serves as "liaison officer" and already visited Shanghai to meet with Biao Sang and explore the situation. I accepted Biao Sang's invitation to have a site visit in late October, 2012. The report delivered by Biao Sang at the EC meeting sounded encouraging, as did the presentation given by our Chinese colleagues at the Farewell Party in Edmonton. So we look forward to an exciting Biennial Meeting in Shanghai, China, in July 2014.

We also received two proposals for the ISSBD meetings in 2016. One came from the University of Vilnius, Lithuania, and the other from Prague, Czech Republic. Both proposals were well written and sounded very interesting. The Executive Committee eventually decided to choose Vilnius as the location of the 2016 Biennial meeting. The event will be organized by Rita Zuskauskienė, our regional coordinator from Lithuania. Rita is a very experienced conference organizer, and we trust that she will prepare a memorable, outstanding scientific meeting.

I already mentioned in my last notes that we can look back to the very stimulating and productive ISSBD Regional Workshops held in 2011. The workshops in Chandigarh, India, and Lagos, Nigeria, turned out to be very successful. There are already plans for other Regional Workshops. The Executive Committee decided to provide financial support for a 10th ISSBD Africa Regional International Workshop in Pretoria, South Africa, to be held in the Fall of 2013. Prof. Nareadi Phasha from the University of South Africa in Pretoria offered to host this workshop and submitted an interesting proposal, focusing

on the following topic: "Sustaining research excellence amongst early career scholars." Our ISSBD community in Africa is very active, which is reflected in the increase of membership numbers. We hope to continue this trend.

As I already mentioned, our EC member Elena Grigorenko from Yale University supported a group of Russian scientists who are preparing an ISSBD Regional Workshop in Moscow, Russia, to be held June 18-22, 2013. The main theme of the workshop is "Executive/Metacognitive Functioning." Moscow State University of Psychology and Education has agreed to co-organize and co-sponsor the workshop. The ISSBD Executive Committee also decided to provide financial support. I am grateful to Elena for engaging in this very important task.

There will also be an ISSBD Regional Workshop in Budapest, Hungary, next year, organized by Márta Fülöp and focusing on "Interpersonal dynamics over the life span." The workshop is scheduled for the time period from September 5 to 7, 2013. It will be jointly organized by ISSBD and the Institute of Psychology, Eötvös Loránd University, Budapest, in cooperation with the Institute of Cognitive Neuroscience, Hungarian Academy of Science. The workshop will focus on recent theories of social development in children, adolescents, and young adults, with an emphasis on the dynamics of different kinds of personal relationships. Doctoral students and early career researchers from Eastern and Central European countries (Hungary, Slovakia, Poland, Czech Republic, Slovenia, Croatia, Serbia, Austria, Romania, Bulgaria, etc.) will attend this event.

Consortium of Developmental Science Organizations. Several months ago, SRCD's Governing Council came up with the idea to form an international consortium of developmental science organizations. Lonnie Sherrod, Executive Director of SRCD, subsequently contacted Anne Petersen and me, informing us of the general plan. In the following, the basic goals regarding this initiative are briefly summarized. It is assumed that such an international consortium might serve a number of functions, e.g.:

- Facilitate multinational research and collaboration in the emerging model of "big science;"
- Expand collaborative training and research opportunities for young scholars;
- Represent Developmental Science in international science policy;
- Share lessons learned and other "secrets" of operation with each other;

- Address global research issues (e.g., IRB, ethics, measurement across cultures).

Target members of such a consortium could include: Cognitive Development Society (CDS), European Association for Research on Adolescence (EARA), European Society for Developmental Psychology (ESDP), International Society for the Study of Behavioural Development (ISSBD), International Society for Infancy Studies (ISIS), Jean Piaget Society, Society for Research on Adolescence (SRA), Society for the Study of Human Development (SSHD), and the World Association of Infant Mental Health. Discussions with Simon Sommers revealed that the Jacobs Foundation is interested in such a plan. It was decided to have a first meeting at Schloss Marbach for an initial "developmental summit" in December of 2012. Anne Petersen and I will participate in this meeting.

ISSBD continues to be in good shape financially and otherwise, and certainly has promising perspectives. Through its very active program of conferences and workshops, the Society has become an important player in the field of Developmental Science. The major journal of the Society, the *International Journal of Behavioral Development* (IJBD), has developed flagship properties and can be considered a very noteworthy publication outlet in the field of life-span and cross-cultural developmental science. During the last decade, its editors Rainer Silbereisen, Bill Bukowski, and Marcel van Aken have managed to continuously increase the journal's impact factor, which deserves our deepest respect. A similarly positive development can be reported for the ISSBD Bulletin, and we are very grateful to the editor-in-chief, Karina Weichold, the former co-editor Bonnie Barber, and the current co-editor Deepali Sharma. We are confident that the Bulletin will continue to be a valuable publication instrument stimulating the exchange among ISSBD members. The transfer of IJBD to the publisher SAGE has certainly contributed to these positive developments. We are particularly grateful to Kerry Barner and the other SAGE colleagues for professionalizing our membership management and all the assistance they provided with regard to journal issues. My deepest thanks also go to Josafá Cunha who managed to implement a very creative and active ISSBD e-News instrument.

ISSBD's success is mainly due to its active members and its hard-working executive, and to them I offer my sincere gratitude. I very much hope it will stay this way.

Wolfgang Schneider
University of Würzburg, Germany
E-mail: Schneider@psychologie.uni-wuerzburg.de



Minutes of the Executive Committee Meetings in Edmonton, Canada 2012

July 8 (9 am to 5 pm) and July 12 (8.15 am to noon), 2012
Site: The Fairmont Hotel Macdonald, 10065-100 Street
Edmonton Room

Present in the meeting from Executive Committee:

Toni Antonucci, Awards Committee, Chair
 Julie Bowker, Early Career Scholar- Elect
 Rick Burdick, Office of Finance (only Sunday until 11)
 Xinyin Chen, Membership Secretary and President elect
 Jaap Denissen, Early Career Scholar Representative,
 Chair (only Sunday)
 Nancy Galambos
 Silvia Koller (late arrival)
 Brett Laursen (only Sunday)
 Anne C. Petersen, Past President
 Katariina Salmela-Aro, Secretary General
 Biao Sang
 Ann Sanson, Membership committee
 Wolfgang Schneider, President
 Robert Serpell (late arrival Thursday)
 Suman Verma, Pre-conference Workshop, Early career
 Travel Committee, Chair
 Publications:
 Kerry Barner, Senior Publishing Editor, and Ed Mottram,
 Assistant Editor, SAGE
 Josafa Cunha, E-newsletter Editor (now Social Media
 Editor)
 Marcel van Aken, Editor, IJBD

From Committees:

Peter Smith, International Fellowship Awards, Chair
 (present)

Biennial Meetings/Presentations:

Pavel Susak and Lukas Cap (Prague), Sunday
 Marek Blatny (Prague), Thursday
 Rita Zukauskiene (Vilnius), Sunday

On other issues: Julia Robinson (Thursday 8-8.30), Esther
 Akinsola (Thursday 8-8.30)

Apologizes for being absent:

Margareta Azmitia
 Serdar Degirmencioglu
 Elena Grigorenko
 Ulman Lindenberger, Early Career Development
 Committee, Chair
 Joan Miller
 Bame Nsamenang

Ingrid Schoon, Treasurer
 Deepali Sharma, Bulletin Editor
 Karina Weichold, Bulletin Main Editor

Committees:

Andy Collins, Publications, Chair
 Liz Susman Finance, Chair

Coordinators:

Esther Foluke Akinsola, Nigeria
 Márta Fülöp, Hungary
 Paul Oburu, Kenya
 Jaqueline Jere-Folotiya, Zambia
 Phasha Nareadi (Pretoria, Africa, workshop)

1. The President opened the meeting and welcomed everybody

2. The Minutes of the ISSBD EC Meeting in Montreal 2011 approval

ACTION: Minutes of the 2011 meeting were approved.

3. President Wolfgang Schneider gave his report

He pointed out that he had been occupied with many matters on behalf of the Society. The president was very grateful for all who have supported him in different situations and who have given so generously of their time to ISSBD.

The Biennial Meetings in Lusaka and Edmonton confirmed his view that ISSBD has managed to continuously increase the scientific standard of its meetings. Nancy Galambos, Lisa Strohschein, Jeff Bisanz, and their team, worked extremely hard to prepare an excellent scientific program for the meeting. Progress has also been made regarding the 2014 ISSBD Biennial Meetings in Shanghai. Xinyin Chen and the President have been in steady contact with our Chinese colleague and Chair of the Local Organizing Committee, Biao Sang.

ISSBD received two proposals for the ISSBD meetings in 2016. One came from Rita Zukauskiene, our regional

coordinator from Lithuania who offers to organize the meeting in Vilnius. The other was sent by Lukas Cap, a project development manager operating for the Union of Psychologists' Associations of the Czech Republic. Both proposals are interesting and will be discussed in the EC meeting.

The ISSBD Regional Workshop on "Risk, Protection, and Resiliency among Children-at risk: Research and Action Plans" was very well organized by Suman Verma and Deepali Sharma and held at the University of Chandigarh, India, October 13-15, 2011. The President was involved in parts of the preparation and also had the opportunity to attend the workshop. A total of 114 individuals, mostly researchers from the South and Southeast Asia region, participated in the event. The President was confident that this event helped foster the international discourse on these generally relevant topics, and that several early career scientists from South and Southeast Asia could use this valuable experience to increase their knowledge and use the new information provided in the meeting for their own scientific work.

He also noted that Esther Akinsola and her team at the University of Lagos, Nigeria, organized the well-attended 9th ISSBD Africa Regional International Workshop on "Consolidating and Extending Africa Early Career Scholars' Capacity to Do Research across the Life-Span". This event was held at the University of Lagos, Nigeria, from November 28-30, 2011. The workshop was attended by a total of 73 scientists from nine (mostly African) countries.

The President had received three proposals for workshops in 2013: There are plans to organize the 10th ISSBD African Regional International Workshop in Pretoria, South Africa, in the Fall of 2013. Prof. Nareadi Phasha from the University of South Africa in Pretoria offered to host this workshop. The EC member Elena Grigorenko from Yale University is preparing a Regional Workshop in Russia on "Executive/Meta-cognitive Functioning" in Moscow in June of 2013. The third proposal came from Mártha Fülöp, Budapest, who plans on organizing a Regional Workshop on "Interpersonal dynamics over the lifespan."

The Finances of ISSBD continue to be in good shape. Despite previous financial turbulence on the global market, the finances of the Society are solid, and ISSBD was able to make a profit in comparison to last year. Anne Petersen created an ISSBD financial office in the US during her presidency, which has been managed by Rick Burdick since January 2010. Rick collects monthly statements of all accounts, provides quarterly updates of the accounts, and initiates payments following the approval of the Treasurer and the President. Thanks are also due to Liz Susman, chair of our Finance committee, who is willing to work with Rick as an authorized individual on behalf of ISSBD, and to support Rick with regard to ISSBD investment plans. With the new financial office in place, the Society can look forward to the future – expecting to be effective and prosperous in its activities.

The President noted that a lot of progress has been made regarding efforts to establish the new Jacobs-ISSBD Fellowship program which started at the beginning of 2012. This program designed for early career scholars secures funding for several of ISSBD's young scientist activities, including travel grants for ISSBD preconference workshops and the attendance at International Regional

Workshops. Two different Early Career Scholarship Programs, one open to applicants from all countries in the world, the second focusing on early career scholars from "currency restricted" countries were conceptualized, with the aim of recruiting doctoral students in two cohorts, the first starting in January, 2012 to support a total of 20 early career scientists, with each cohort being funded for three years. The Early Career Development Committee chaired by Ulman Lindenberger took care of the difficult task to select suitable candidates. In particular, ISSBD is very grateful that the Jacobs Foundation provided the support to start this exceptional program. Deepest thanks go to Simon Sommer and Gelgia Fetz from the Jacobs Foundation who enthusiastically supported this project from the initial stages on, and who made sure that it eventually materialized. ISSBD owes them a lot!

Given that the Jacobs Foundation also promised to provide financial support for early career scholars planning to attend the preconference workshops at the upcoming ISSBD meeting in Edmonton, ISSBD established an Early Career Scholar Travel Grant Committee. The President is grateful that Suman Verma agreed to serve as the chair of this new committee. Toni Antonucci, Nancy Galambos, Anne Petersen, Ingrid Schoon, Jaap Denissen, Ulman Lindenberger, and Robert Serpell acted as further committee members. More than 220 applications from Early Career Scholars were received. In the end, 42 applicants each received a travel grant and thus will be able to attend the preconference workshops at the ISSBD meeting in Edmonton. Additional ISSBD money (USD 25,000) was used for young scientist travel support. Another 22 early career scholars could be provided financial support for their trip to Edmonton. Moreover, the ISSBD Developmental Country Fellowship program organized by Peter K. Smith is going well. All seven fellows were invited to attend the ISSBD meetings in Edmonton and to present their research in a poster workshop.

The development of international membership has been a major concern. The number of ISSBD members has stagnated for quite a while. Compared to the ISSBD membership development between the years 2006 and the end of 2010, ISSBD recently lost members in several countries, particularly in China, India, and the US. It appears that ISSBD has to further increase efforts regarding membership recruitment in those countries in order to stop this negative trend. The Membership Secretary Xinyin Chen and the President believe that the decline can be stopped by recruiting new regional coordinators in countries/areas where the loss of members is considerable. To increase multidisciplinary (now about 75% of the members identify with psychology), and to ensure that ISSBD will continue to focus on human development over the life course is crucial. Although research interests of most ISSBD members are still restricted to the first two decades of life, it is a special feature of ISSBD that it is the only international Learned Society covering the total life span.

The President also mentioned that ISSBD plans to reactivate and reorganize the ISSBD archives located in the North Holland Archief at Haarlem, The Netherlands. Many older ISSBD documents are stored there in the Royal Archives of the Netherlands, but still in boxes. Given the fact that there are new electronic archiving options, it seems advisable to have core documents illustrating the history of



ISSBD and its structural development digitalized, so that they are electronically available to ISSBD members. Marcel van Aken and the President visited the Archives in Haarlem, The Netherlands, on February 29, 2012 and met there with Dr. Godelieve Bolten, the program manager of the Archives who takes care of the ISSBD documents, and carefully explored the situation. The ISSBD materials can be classified into three categories: materials related to our journal IJBD (by far the most), president and EC member correspondence, information on EC meetings (reports, minutes), and membership issues (membership lists, reminders etc.), and information on biennial meetings and workshops. The President and Marcel van Aken agreed that a person should be hired to come up with a first description of the ISSBD materials in the Archives. The estimate is that this step requires about a month of work. Based on this information, a plan will be developed for a second step during which materials should be categorized and described in more detail, and which materials should be ignored. This proposal should also inform us about the time needed to complete this step, and the costs involved in this process.

A few months ago, SRCD's Governing Council came up with the idea to form an international consortium of developmental science organizations. Lonnie Sherrod, Executive Director of SRCD, subsequently contacted Anne Petersen and the President, informing them about the general plan. Such an international consortium might serve a number of functions e.g.:

(a) Facilitate multinational research and collaboration in the emerging model of "big science;" (b) Expand collaborative training and research opportunities for young scholars; (c) Represent Developmental Science in international science policy; (d) Share lessons learned with colleagues; and (e) Address global research issues (e.g., IRB, ethics, measurement across cultures). Research in other fields is moving toward a model of "big science" involving collaboration across multiple sites from different disciplines. Further work is needed to explore the multiple influences on development, requiring multidisciplinary collaboration, and to examine lifelong development across age and developmental periods. One problem with current research in developmental science is that 95% of our knowledge of child development is based on 5% of the world's children. Any big new study should be designed to redress this disparity. A consortium that brings together leaders of developmental science organizations could both identify opportunities and facilitate the planning of such endeavors. It was decided to have a first meeting at Marbach Castle for an initial "developmental summit" in December of 2012, organized by the Jacobs Foundation. Anne Petersen and the President will participate.

The major journal of the Society, the *International Journal of Behavioral Development* (IJBD), has developed flagship properties and can be considered a very noteworthy publication in the field of life-span and cross-cultural developmental science. A similarly positive development can be reported for the ISSBD Bulletin, for which editors Karina Weichold and Deepali Sharma are thanked. Similarly, ISSBD is very grateful to Kerry Barner and the other SAGE colleagues for professionalizing our membership management and all the assistance they provided with regard to journal issues. Deepest thanks also go to Josafa

Cunha who managed to implement a very creative and active ISSBD e-News instrument.

The President was glad to welcome our new EC members Nancy Galambos and Silvia Koller as well as the new Early Career Scholar Representative Julie Bowker at the EC meeting. The new EC member Bame Nsamenang could not attend. The President also used the opportunity to congratulate Xinyin Chen who will act as the new President-elect. ISSBD will particularly miss Past President Anne Petersen who has served ISSBD for many years, and whose impact as President-elect, as President, and as Past President has been truly remarkable. The Past President was warmly thanked for her great contribution to ISSBD.

4. Secretary General Katariina Salmela-Aro gave her report

The Secretary's office has been involved in many activities in running the Society. First, the Secretary was in charge of the Minutes of the EC 2011 and circulated them to the EC. Second, the Secretary publicized the Executive Committee Meetings 2012, collected all the reports as two Report books and circulated them to all the EC members before the 2012 Meetings. Third, the Secretary prepared the Agendas together with the President for the 2012 EC Meetings, circulated them, and also organized the 2012 EC Meetings.

Fourth, the Secretary organized the online voting procedure with Kerry Barner. This time voting concerned several EC positions, namely, the President (2014-2018), three EC members (2012-2018), and the Early Career Scholar Representative (2012-2016). The results were: President (President-Elect 2012-2014, President 2014-2018, Past-President 2018-2020) Xinyin Chen. Executive Committee (2012-2018, 3 positions): Nancy Galambos, Silvia Koller and Bame Nsamenang. Early Career Scholar Representative (2012-2014 plus 2014-2016 as Deputy Rep.): Julie C. Bowker. The Secretary General sent a letter to those who were not selected this time.

Fifth, the Secretary's office had been answering a variety of questions from the members of the Society. Most questions have been related to membership and proposals for the next Biennial Meetings. Sixth, the Secretary has been very involved in disseminating information about the Society to other societies and international volumes. Seventh, the Secretary has provided information to the organizers of the Biennial Meetings, and furnished the President and other officers with information concerning the Society's bylaws, previous decisions and other organizational matters. In addition, the Secretary provided information concerning the elections. Many thanks go to Wolfgang Schneider, Hely Innanen and Kerry Barner for giving their support. It was agreed that next time the reports and proposals will be included by each member in the drop-box at least one month before the EC meeting. The EC discussed about a possible official ISSBD office.

ACTION: It was decided that the Secretary will announce the results of the nominations and elections immediately thereafter, rather than wait until the next official EC meeting.

5. Membership Secretary Xinyin Chen gave his report

He noted that Kerry Barner, Gloria Amarteifio, Anne Petersen, Wolfgang Schneider, and other EC members have provided continuous support for various activities related to membership issues. The regional coordinators have been working hard on recruiting and maintaining members in developing countries, and coordinating other activities. Ann Sanson and her Membership Committee have continued to provide guidance.

SAGE has been taking care of the more administrative tasks for renewal and retention of members. The Membership Secretary has made frequent decisions about waiving fees for members in countries where payment to ISSBD is practically impossible. ISSBD has decided that for some regions where transferring membership fees to the ISSBD is either too difficult or financially meaningless the regional coordinators keep the fees in the regional offices. The fees may be used for regional activities or submitted to ISSBD later together for multiple years.

Xinyin Chen has been working with regional coordinators on membership retention and recruitment. The countries with the highest membership are the US, Canada, China, and India.

ISSBD has Regional Offices with a Coordinator in each office in China: Liqi Zhu; India: Shagufa Kapadia; Lithuania: Rita Zukauskienė; Russia: Tatiana Ryabova; Latin America: Silvia Koller; Africa: Paul Oburu (Kenya), Esther Akinsola (Nigeria), Peter Baguma (Uganda), Jacqueline Jere-Folotiya (Zambia), Mambwe Kasese-Hara (South Africa), Therese Tchombe (Cameroon), and Patricia Mawusi Hogrey (Ghana). In addition, recently regional coordinators were recruited in France and Switzerland, and in Hungary: Márta Fülöp.

Several issues were discussed. First, the possibility of an extension of membership fees to three or even more years was discussed. Second, possible benefits of having regional coordinators were discussed. Third, the issue of whether or not a certain number of members in a given country is needed before a coordinator can be established was discussed.

ACTION: The option of membership cycle of up to 4 years membership will be introduced.

6. The Report of the ISSBD Treasurer Ingrid Schoon (absent) was given by Rick Burdick

ISSBD has considerable financial assets in investment accounts and maintains a cash account to fund the operations and activities of the Society and its officers.

Despite banking turmoil, the Society's finances are solid. The greatest sources of income are Royalties, Donations and Membership. The greatest expenditure concerns Young Scholars and Conferences/Workshops.

At the time of this report (March 2012), ISSBD had the following accounts:

Current US Accounts

Keybank, Ann Arbor, MI
(Account: 229681004029)

Checking

Keybank, Ann Arbor, MI
(Account: 229681004037)

Saving

T.Rowe-Price Mutual Fund
Account Mutual Fund Portfolio

Portfolio

(118289732) Investor Number 520471050

Merrill Lynch Wealth Management (WCMA Account nr: 7K5-02029). Previously, until October 2009, this was our Bank of America Investment Services Account (W19-160687).

Current UK Accounts

HSBC Community Account, London
(GB43MIDL40060721609564)

Checking

Rick Burdick emphasized that the finances of the Society are solid, and that ISSBD was able to make a profit. In 2011 some changes were made in investment portfolios, increasing investments with T. Rowe Price Mutual Fund and Merrill Lynch Investment. Unfortunately, recent returns have been lower than in previous years. There was actually a loss in accounts with Merrill Lynch, due to the economic situation. Therefore monitoring of investment strategies is regularly needed to make sure the Society's money brings good returns. The priority of investments should be to provide support for key activities of the society and to maintain a secure financial base for the future.

For financial activities in 2010, an audit of our accounts was carried out by John Park & Company. The report confirmed that accounts are properly handled. The cost of the audit was \$10,020.

7. Past President Anne Petersen gave her report on ISSBD Budget Planning

She noted that a closer look at previous budgets reveals that overall income exceeded expenses in both 2010 and 2011, by factors of 2.0 and 1.3, respectively. Both income and expenses were higher in 2010 than in 2011, as would be expected for meeting year/off year budgets. The ratio comparing 2010/2011 for income was 1.4 and for expense was 1.3. The fairly similar ratio suggests that ISSBD is taking in more than it spends each year.

The biggest sources of income are (1) publications (54% and 70% for 2010 and 2011—fairly similar), and (2) Jacobs Foundation funding to young scholars (17% both years; the total for all grant funding in 2010 was 26% of the budget). The third source of income in both years (if all grants are bundled in 2010, and we ignore the 2008 biennial meeting profit share payment of \$30K) is membership at 7% in 2010 and 11% in 2011). Note that the relative contribution of membership fees increased in the calendar year of 2011, probably due to meeting registrations accompanied by new memberships.

The Past President came up with the following recommendations: Given that ISSBD appears to be taking in more than it is spending, some judicious budget planning is warranted. Good budget planning is always important but especially in this circumstance as the temptation will be to respond to current demands rather than to priorities. A review of ISSBD longer-term goals and shorter-term priorities relative to past reality is needed on at least a biennial basis, if not annually. The conventional wisdom about



savings is that organizations should keep in savings at least one budget cycle of expenditures, with two cycles considered to be even better. The ISSBD budget cycle is two years. The income for the two years 2010 and 2011 totaled nearly \$700K. ISSBD currently has about \$1.8 million in various kinds of savings accounts, meaning that the Society is fine regarding savings. ISSBD should continue to monitor these accounts and may want to make a shift into accounts that yield more interest or dividends.

Considerations for Income: (1) dues have not been increased for at least 6 years and should perhaps be reviewed. (2) Grants should always be sought for program activities, and the number of funders would be important to increase. (3) Publications contract – this is a tricky area these days when print publishers are at risk of going out of business, and e-publishers have not yet found reliable ways to draw income. However, the contract renewal process should always be viewed as an opportunity to stabilize or increase income.

Considerations for Expenses: There has not been a good review of expenses for some time. (1) The change in biennial conference hosting and funding was initiated for the first time in 2006 and we would benefit from a systematic review. It has always been the case in Anne Petersen's many-decade experience with ISSBD that the principle of rotating between North America, Europe, and the Majority World is a good one, even though it has serious implications for conference income. Given the fact that the new approach not only reduces ISSBD's risk but also its gain, there is little incentive to change much. (2) Early career scholar funding has always been an important area for ISSBD with the vision that the next generation of scholars are fundamental to the future of the field. Recently, ISSBD has decreased investment in early scholars a bit when grants were awarded. Anne Petersen believes that ISSBD should always seek to bolster funding in this area. ISSBD has also experienced problems with young scholars who were accepted to the program and then failed to win travel grant funding. Better calibration of investments and expenditures must take place between the ISSBD EC and the conference organizers. ISSBD also set up travel grants within a broader framework of research mentoring, with funding initially provided by ISSBD, and now mainly provided by the Jacobs Foundation. The underlying concept is that of actively developing the researchers of the future, not just meeting attendees. Some longer-term evaluation should be done of how this is working. Several serious questions could be posed, and concerns addressed, including: (a) is ISSBD achieving its goals? (b) are the investments in talent yielding good outcomes? (c) What are the missed opportunities? (3) Other field development opportunities should be considered. (4) Finally there is the expenditure category of organizational infrastructure. Anne Petersen believes that the money ISSBD has been investing in Rick Burdick's efforts has been essential to the organization in order to bring us out of the muddle we were in and to normalize our practice. If a budget planning process is engaged in, the additional years of data will be invaluable. For example, there are differences between the two years examined here; these differences need to be better understood and then the insights gained can be used for planning. Anne Petersen was warmly thanked for her valuable contribution.

8. Publications

8.1. Report given by SAGE, represented by Kerry Barner

SAGE was delighted to attend the ISSBD Biennial Meeting in Edmonton, Canada and SAGE was proud to be sponsoring a reception at the meeting on Wednesday 11th July. The financial performance of the journal remains solid with revenues increasing in 2010 and 2011. Overall revenue for 2011 increased by 2% over the prior year which, given the current economic situation around the world, is encouraging. Currently 13 regional coordinators are engaged by ISSBD. Membership has grown in Cameroon, Canada and the United States, though it has shown a decrease in some of the countries with regional coordinators. In 2010/11 ISSBD completed the second online nomination and election process. Josafa Cunha continues to do a wonderful job with the E-newsletter; SAGE hopes this has helped to improve communication and share information between members. The ISSBD Facebook Group has 166 members, a slight drop from the 175 members of 2010. There are only 7 followers of the ISSBD twitter account. New reporting facilities were added to the secure site of the ISSBD website to capture membership details. SAGE is offering £100 worth of SAGE books or journals to those members of the EC stepping down at the end of their term. Seven authors have now completed the global author survey; of these: 100% would choose to publish in the journal again. Eighty percent of authors report a 76-100% satisfaction level with both journal editorial and SAGE services. International Journal of Behavioral Development articles were downloaded a total of 120,679 times in 2011. This is an increase of 8% (more than 9,000 downloads) on the previous year. There were 110,647 paid downloads across 2011 (92% of total downloads). This was a 14% increase in paid downloads on 2010, and this is the third year in a row that paid downloads have increased. The most-downloaded article in 2011 was Jeong Shin An's, "Psychological well-being in mid to late life: The role of generativity development and parent-child relationships across the lifespan," with 1,462 downloads. The four most downloaded articles in 2011 all achieved more than 1,000 downloads, while three articles published in 2011 also appeared in the top downloaded table.

The second most downloaded article was Palacios' Review, "Adoption research: Trends, topics, outcomes," while 'bullying' remains a popular topic, with three articles appearing on this subject.

Last year, 215,152 individuals from 196 countries visited the International Journal of Behavioral Development pages on SAGE Journals, viewing the site a total of 256,616 times. In 2011, there were 213 traditional institutional subscriptions to the journal, compared to 216 in 2010, a 99% renewal rate. Also, 2,250 institutions were able to access the journal via consortia in 2011; this was an increase of 5% on the previous year (when there were 2,139 institutions with access). More than 4,240 developing world institutions had access to the journal via initiatives such as Research4Life and the eIFL Foundation. The 2010 Impact Factor was 1.304 with the journal ranking 42 out of 66 in the Psychology, Development JCR. The new Impact

Factor is 1.56. The top cited article, published 2009 or 2010, cited in 2011, was Seth Schwartz et al.: "The relationships of personal and ethnic identity exploration to indices of adaptive and maladaptive psychosocial functioning," with 11 cites in 2011, and 18 citations to date. Two Methods and Measures papers appear in the top five papers published 2009 or 2010, cited 2011. The most highly-cited paper published in the International Journal of Behavioral Development since 2002 is T. D. Little et al., "Disentangling the whys from the whats of aggressive behaviour," with 19 citations in 2011 and 160 citations to date. The International Journal of Behavioral Development now has its own Wikipedia page containing bibliographical information plus links to the journal homepage on SAGE Journals. See http://en.wikipedia.org/wiki/International_Journal_of_Behavioral_Development. The Bulletin continues to flourish under Karina Weichold and Deepali Sharma's editorship. All issues have published on time. Kerry Barner was thanked for her outstanding contribution to the ISSBD!

8.2. Report given by Marcel van Aken, Editor of IJBD

Marcel van Aken presented the IJBD STATISTICS for 2011. The number of original submissions was 194, methodological 17 and reviews 5. Most submissions came from the US, Germany, China and the UK. Most of the submissions arrived in February, March, June and July. In first decisions 35% of manuscripts received immediate rejection. The average number of days to First Decision was 61.61.

Special Issues/ Sections 2011: Three issues contained a special section: May 2011; 35(3) Special Section: "The role of gender in school-related transitions." Guest Editor: Alexandra M. Freund (number of papers: 6) September 2011; 35(5).

Special Section: "National strategies for violence prevention in school." Guest Editors: Christiane Spiel, Christina Salmivalli and Peter K. Smith (number of papers: 7) November 2011; 35(6).

Special section: "Longitudinal-developmental perspectives on social capital." Guest editors: Gregory S. Pettit and W. Andrew Collins (number of papers: 5).

Four issues contained a Methods and Measures section, edited by Brett Laursen, including five method papers in total. One review paper was published in January 2011 (Volume 35, Issue 1), entitled "The development of coping across childhood and adolescence: An integrative review and critique of research." Authors: Melanie J. Zimmer-Gembeck and Ellen A. Skinner.

Editorial Board: The editorial board consists of 50 members (11 countries). The focus of Associate Editors is as follows: Jaap Denissen: Social/personality development; Nathan Fox: Biological aspects of development; Denis Gerstorf: Life-span development, aging; Olivier Pascalis: Development in infancy and preschool; Susie Lamborn: Adolescence.

One change took place as Denis Gerstorf started as a new associate editor. New submissions are needed; more review articles and special sections are desirable. Marcel van Aken will act as the editor until the end of 2013, and a new editor needs to be found by the Publication

Committee. The EC agreed that Marcel van Aken has been an outstanding editor!

ACTION: New editor needs to be found.

8.3. ISSBD Bulletin: Editors Karina Weichold and Deepali Sharma (both absent)

Recent issues of the Bulletin were: First, the May 2011 Bulletin which focused in its special section on "Dealing with Stress, Adversities, and Trauma: Resilience Research across Cultures," thereby highlighting the mechanisms leading to resilient outcomes while facing tremendous negative contextual conditions. Second, the November 2011 issue of the ISSBD Bulletin tackled the important topic of intersections between research and social policy. Finally, the third recent issue (May 2012) investigated the influence of neuroscience on the study of human development. For all three issues of the Bulletin, the editors presented in the relatively new section, "Country Focus," one country and its investigators' stage of research in studying human development. In these issues, Kenya, India, and finally Canada were represented. The positive feedback to this new section encouraged them to continue such reports in the upcoming issues of the Bulletin. The November 2012 issue of the ISSBD Bulletin will focus on parenting.

During the past year, Deepali Sharma, the new co-editor, has integrated well into the editorial team. In addition, collaborations with Lucy Hahn, copy editor, and Josafa Cunha, editor of the E-newsletter, are going well. The editors are thankful for the support and timely response of our contact persons at SAGE, Kerry Barner and Helena Engstrand.

8.4. ISSBD E-newsletter editor: Josafa Cunha

The ISSBD E-newsletter went live in January 2010, and continues to provide ISSBD members with updates on activities and events, especially for time-sensitive information. Although a bi-monthly schedule had been proposed following the ISSBD Biennial Meeting in Lusaka, with six issues during the calendar year, it continued to be sent monthly after January 2011 in response to requests to provide members with timely updates. A total of 29 E-newsletters were sent since July 2010, with 30.2% of subscribers paying the open rate. When considering the messages forwarded by members to their contacts, unique issues were accessed by many as 1,970 readers. The ISSBD E-newsletter covered a wide range of topics, with special attention to the regular updates regarding the Biennial Meeting and IJBD. It is encouraging to note that many spontaneous contributions from members have been received, especially concerning related conferences and new books by members. Moreover, committee chairs and executive council members have shared relevant information through the E-newsletter (e.g., awards, elections, fellowships). With the goal of increasing the reach of the E-newsletter, an online registration form has been created. It is currently accessible through the ISSBD Biennial Meeting website and the ISSBD Facebook page. The E-newsletter is integrated into the ISSBD's Twitter account (www.twitter.com/issbd), and a summary of each new issue is posted on the ISSBD



Facebook page. Starting with the newest issue, in each E-newsletter one regional coordinator will be introduced.

The ISSBD E-newsletter is clearly a team effort. Kerry Barner from SAGE continues to be phenomenal in reviewing the look, content and other aspects of the E-newsletter. The support of ISSBD governance members has also been invaluable, providing information about news that is relevant to all members and reviewing news drafts on many occasions. Special thanks for the contributions of the IJBD Editor, Marcel Van Aken, through timely notes, and the updates about the Biennial Meeting, provided by Lisa Strohschein, who chaired the local communications committee for ISSBD 2012.

Josafa Cunha was thanked for his report. It was also decided that Josafa will act as the social media editor for the ISSBD/IJBD.

9. Early career scholar activities: Jaap Denissen

The new term “early career scholar” (ECS) has replaced the former term “young scholar” within ISSBD. By definition, such scholars have obtained their PhD within 7 years of the time of speaking (e.g., in 2012, this would include scholars who obtained their PhD in 2005 or later).

In January 2012, Julie Bowker was elected as new ECS representative. Julie will start taking over ECS representative activities within 12 months, assisted by the previous ECS representative (Jaap Denissen). Consistent with ISSBD’s rules, Jaap will remain a consulting (deputy) representative until the election of the next ECS representative (in the beginning of 2014).

In cooperation with Kerry Barner of SAGE, the membership form of ISSBD now includes a question about members’ PhD completion, so that they can automatically (using the criterion mentioned above) be registered as early career scholars. Jaap Denissen noted that it would be useful if SAGE could publish the number of ECSs in future biennial membership reports. Previously, four pillars of early career scholar activities have been delineated: a) representing early career scholars in ISSBD committees, b) organizing workshops, c) distributing information via a newsletter, and d) collecting and disseminating resources for early career scholars. This mission statement has been placed prominently on the ISSBD website, as part of a special section for ECSs.

The ECS representative served as a member of the ISSBD Career Development Committee to select ECS scholars for the newly created ISSBD-JF Fellowships. These fellowships are an excellent example of ISSBD’s commitment to foster ECS talent by providing financial assistance and mentoring opportunities. Instead of the current system, a change of ISSBD rules was proposed by Jaap Denissen, that all ISSBD committees be required to include at least one ECS. This could be the ECS representative, or someone appointed by the ECS representative. The possibility for ECS representative to receive financial support to attend to the ISSBD meeting was also discussed.

ACTION: The EC agreed that all committees except nominations committee require ECS.

10. Biennial meetings

10.1. Report on Biennial Meetings 2012 Edmonton: Nancy Galambos

ISSBD 2012 was planned by the 16 members of the Local Organizing Committee (LOC) based at the University of Alberta. The members represented 6 academic departments and all phases of the lifespan. The LOC was chaired by Nancy Galambos (Vice-Chairs: Lisa Strohschein and Jeff Bisanz), and assisted by Barb Robinson (University of Alberta Conference Services). The LOC consulted with the 20-member National Advisory Committee, from 18 Canadian universities, and the 22-member International Program Committee. There were **860** registered delegates (on the Sunday before the conference) from 50 countries on 6 continents. The largest numbers were from Canada, the United States, Japan, Australia, the Netherlands, Germany, China, and Brazil. The breadth of representation from other countries is impressive: for example there were delegates from Uganda, Saudi Arabia, Ethiopia, Grenada, Malaysia, Lithuania, Peru, and Colombia. It is of particular interest for the future of ISSBD that a large segment of delegates (54%) self-identified as Early Career Scholars (studying for, or within 7 years of having a PhD). The invited scientific program featured 5 keynote addresses, beginning with Michael Meaney on the opening night, 10 invited addresses, 9 invited symposia, and 1 invited poster workshop. The invited program was selected to highlight research representing development in all segments of the lifespan, and to capture the diversity of domains and topics of interest to the membership of ISSBD. Todd D. Little and Martin Sliwinski were recruited to give invited addresses reflecting the State of the Art in Lifespan Developmental Methods. Nineteen review panel chairs recruited about 225 reviewers. Each submission was blind-reviewed by two reviewers. Of 808 poster submissions 774 were accepted, and 711 appear on the program. Of 8 poster workshop submissions, 7 were accepted and are on the program. Eighty-nine paper symposia were submitted, 82 were accepted, and 80 appear on the program. Up to 11 simultaneous sessions (invited addresses and symposia, paper symposia, and poster workshops) ran across four full days of the conference. The formal scientific activities of the conference were interspersed with events designed to enhance networking. These events included the Opening Ceremony and Welcome Reception, the Early Career Scholars Reception, the Gala Banquet, the reception sponsored by SAGE Publications, and the Farewell Reception. Two pre-conference workshops were held on the University of Alberta campus for early career scholars who obtained travel grants either from the Jacobs Foundation or ISSBD: (1) Cross-Cultural Perspectives on Peer Victimization. This workshop was led by Shelley Hymel, Peter Smith, Christina Salmivalli, Philip Slee, and Christiane Spiel and explored peer victimization through a cross-cultural lens. The other workshop was labeled Introduction to Methodology and Analyses of Longitudinal Data. This workshop was led by Marcel van Aken, Jaap Denissen, and Todd D. Little. Five in-conference professional development workshops were: (1) Professional Development, offered by Toni Antonucci and Anne Petersen; (2) A Brief Introduction to R, offered

by Oliver Schweickart, (3) Grant Proposals: How to Write and Argue Effectively (Roger Graves), and (4) Publishing, by Marcel van Aken. (5) Simon Sommer of the Jacobs Foundation offered a special event workshop on Research and Innovation for Children and Youth. The priorities of the Jacobs Foundation were discussed, particularly the Mentored Fellowship Program for Early Career Scholars and upcoming ISSBD International Regional Workshops.

Nancy Galambos mentioned that in order to further promote early career scholar involvement in ISSBD 2012, a grant was obtained from the China Institute at the University of Alberta. It covered ISSBD 2012 registration fees, banquet tickets, and travel support for the invited address speaker, Hua Shu and two early career scholars from Beijing Normal University. All three visited the University's Department of Educational Psychology on July 8 (*Reading Research Day*). In addition, a grant from the Social Sciences and Humanities Research Council of Canada funded accommodations for 34 Canadian students traveling to and presenting their research at ISSBD 2012. The goal of ISSBD 2012 was to reinforce and foster scholarly exchange on a diversity of developmental topics, and to promote international contacts and collaborations. This goal was achieved. The EC congratulated Nancy Galambos and her team for organizing an outstanding conference!

10.2. Report on ISSBD 2014 conference, Shanghai, China: Biao Sang

The 23rd ISSBD Biennial Meeting will be held from 8th to 12th July 2014 in Shanghai. Renaissance Shanghai Zhongshan Park Hotel is now considered a recommended location. It is located in the downtown area close to a subway station. It boasts a big hall with a capacity of more than 1200 people, plus 10 smaller halls for symposia and invited addresses.

The LOC will be composed of the scholars from East China Normal University and Shanghai Normal University. The NOC will be composed of the executive committee members of the Chinese Psychological Association, Developmental Division. These scholars and members are among the most outstanding scholars in China. The goal is to keep registration fees as low as possible, while ensuring a break-even at 1000 delegates (estimated 600 foreign delegates and 400 domestic delegates). The registration fee will include attendance at the opening and closing ceremonies, morning and afternoon teas, and transportation from the airport for invited and keynote speakers.

The website is now open (www.issbd2014.org). Among others, Professor Robert S. Siegler (Carnegie Mellon University, USA), Professor Stanislas Dehaene (INSERM-CEA Cognitive Neuroimaging Unit, Neurospin Center, France), Professor Nancy Eisenberg (Arizona State University, USA), Professor James J. Gross (Stanford University, USA) are proposed keynote speakers at the conference. The organizers would like to have more recommendations from the International Program Committee.

Prof. Yongdi Zhou (Dean of School of Psychology and Cognitive Science), and Prof. Biao Sang are slated to give the welcome speeches at the Farewell Reception. The conference dates for Shanghai were settled for the time period July 8-12, 2014.

10.3. Proposals for ISSBD Meetings 2016 promoting Prague and Vilnius

The presentation from Vilnius, Lithuania, was given by Rita Zukauskienė. The presentations from Prague, the Czech Republic, were given by Lukas Cap and Pavel Susak on Sunday, and by Marek Blatný on Thursday. A long discussion concerning the ISSBD 2016 by the EC members followed, weighing the advantages and potential problems of the proposals. There was agreement that both proposals were generally impressive. One disadvantage of the Prague proposal was that a long commute was necessary to reach the Convention Center from the hotels.

ACTION: ISSBD 2016 was agreed in Vilnius. It was discussed that Rita Zukauskienė will need to decrease the registration fees. Also, the conference dinner should be casual and as inexpensive as possible.

11. Committees

11.1 Report of the Coordinators of ISSBD Regional Offices: Xinyin Chen

11.1.1. Ghana, West Africa. ISSBD became known in Ghana in the later part of 2009 by three scholars; unfortunately only one of them succeeded in presenting a poster at the biennial conference in Lusaka, Zambia.

ISSBD nominated a regional coordinator for Ghana in 2011. By then, only one scholar from Ghana was a member. To make it a vibrant region, more members were needed. As a result of that, the coordinator managed to recruit seven more members for the organization. More effort is being made to recruit more scholars from Ghana for the Society.

11.1.2. ISSBD India. Xinyin Chen next referred to the written report from India, provided by the Regional Coordinator Shagufa Kapadia, Department of Human Development and Family Studies, The M.S. University of Baroda, INDIA (absent). Given the change in the guard, ISSBD India has gone through a transition period, with the procedural aspects of transferring the account from Chandigarh to Baroda/Vadodara taking much more time than what was expected due to the stringent guidelines of the Reserve Bank of India. After navigating the bank's bureaucracy with the active support of Suman Verma and Xinyin Chen as well as some members of the ISSBD Executive Committee, Kapadia was able to transfer the account to Baroda in January 2012. This long-drawn-out procedure affected membership enrollment, as bank drafts had to be held back and members even had to be requested to hold their checks until the account transfer matter was sorted out. Now that the matter is settled, Shagufa Kapadia looks forward to embarking on a membership drive and trying different strategies to enroll as many members as possible.

Some strategies that she plans to use are delineated below. The academic activities that ISSBD India would be involved in during the current calendar year are as follows: Partnering with the Department of Human Development and Family Studies at The Maharaja Sayajirao University of Baroda in organizing a National Workshop on Human Development Research and Applications in India. The



workshop is planned with the aim to bring together scholars from departments of human/child development to share their research work. The long-term plan is to hold such workshops every two years thereby creating a space and forum for sharing human development research in India. At present such a forum is not available in India, precluding a critical academic process of peer feedback. To the extent possible and depending on the nature of the program, ISSBD India would join in collaborating with academic activities (e.g., workshops, seminars) being organized by different departments.

11.1.3. ISSBD Zambia. The Membership Secretary then described the main ideas of the report prepared by Jacqueline Jere-Folotiya (absent), Zambia's ISSBD coordinator.

About half of the ISSBD membership in Zambia is composed of individuals who are lecturers in various departments of the University of Zambia. About a quarter are from the University Teaching Hospital in the Pediatrics department, and the remaining quarter is composed of individuals who are either teachers or who work in non-governmental organizations. In the past decade, research in Humanities and Social Sciences, Education and Medicine, to mention but a few, has expanded dramatically, providing great potential for Zambia to increase ISSBD membership. Workshops or sessions on how to prepare a proposal, prepare a paper for publication or write an abstract for the next ISSBD congress can be very helpful in not only bringing ISSBD to the fore and recruiting new members but also imparting the much-needed knowledge that we sometimes assume academicians and researchers already have. These activities could be well received except that they require a certain amount of financing to conduct them. There are plans to organize sessions with various organizations regarding ISSBD and other topics that may interest them especially focused on research and publication.

11.2. Awards Committee: Toni Antonucci

The committee included Toni C. Antonucci (chair), The University of Michigan, USA; Jaap Denissen, University of Tilburg, The Netherlands; Jeanette Lawrence, University of Melbourne, Australia; and Avi Sagi, University of Haifa, Israel.

The committee members received several nominations in response to advertisements they placed in the Bulletin and distributed electronically to the list serve. However, they decided that the number of nominations was not sufficient. Thus they asked the Executive Committee members for further nominations. This initiative yielded the nominations of several more outstanding candidates.

The following scientists were selected as awardees:

Distinguished Scientific Contribution Award: Professor Wyndol Furman from the University of Denver who was nominated by William Bukowski of Concordia University, Montreal, CA.

The Distinguished Scientific Contribution Award honors a single individual who has made superior 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.

Distinguished Scientific Award for the Applications of Behavioral Development Theory and Research: Professor Rainer K. Silbereisen, Ph.D., University of Jena, Germany, who was nominated by Katariina Salmela-Aro from the University of Helsinki and Karina Weichold from the University of Jena.

The ISSBD Distinguished Scientific Award for the Applications of Behavioral Development Theory and Research honors researchers who have made outstanding 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.

Distinguished Contributions to the International Advancement of Research and Theory in Behavioral Development: Dr. Rachel Seginer of the University of Haifa. She was nominated by Margarita Azmitia and Catherine Cooper of the University of California, Santa Cruz.

The ISSBD Award for Distinguished Contributions to the International Advancement of Research and Theory in Behavioral Development honors exceptional and enduring lifetime contributions to international cooperation and the advancement of knowledge.

Outstanding Young Scientist: Dr. Michael Pleuss, University of California, Davis who was nominated by Jay Belsky, also at the University of California, Davis. The ISSBD Young Scientist Award recognizes a young scientist who has made a remarkable 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 have completed the doctoral degree less than seven years ago are eligible.

Toni Antonucci thanked the committee members for their hard work. Collaborations were conducted via email and were cordial and collegial. The committee members reached virtually unanimous decisions about the award choices. Toni produced excellent certificates for the awardees. Awards were distributed in the ISSBD Business Meeting. Toni Antonucci was thanked for her excellent work.

11.3. ISSBD Membership Committee: Ann Sanson

Committee: Ann Sanson, Chair; Margarita Azmitia; Charissa Cheah; Carolina Lisboa; Paul Oburu; Astrid Poorthuis; Olga Solomontos-Kountouri. Ex officio: Kerry Barner, Xinyin Chen, Anne Petersen, Wolfgang Schneider.

Since the face-to-face meeting of the Committee in March 2011, there has been discussion by email and action on a number of matters. The roles of regional coordinators now include not only to assist members in regions with currency restrictions to pay their dues, but also to increase

membership and retain and support members. The committee has discussed ways of supporting coordinators effectively in these roles and how to recruit more. The number of regional coordinators has increased since 2010 (particularly in Africa). Wolfgang is inviting Rachel Seginer in Israel to become a coordinator. Suggestions at the March 2011 meeting for new regional coordinators in Japan, South Korea, parts of South America, Belarus, and Germany have not yet been followed through to the appointment stage. This is in part due to concerns about cost, since currently ISSBD offers to pay registration fees for coordinators.

The 'membership' page of the website has been changed so there is now a more logical ordering of information regarding regional coordinators, with a brief description of their roles and responsibilities and an invitation to contact Xinyin Chen to discuss becoming a coordinator. Regional coordinators were invited to the meeting in Edmonton as an opportunity to meet with each other and share strategies for encouraging membership and supporting members. The guidelines for coordinators will be revised to include such strategies.

The committee discussed possible improvements in the benefits of membership. ISSBD members do get access to a free electronic Membership Directory, with full search facilities and members' fields of research in broad terms. More refined fields of research may help, and it was suggested that one should do things like posting member contributions at ISSBD meetings such as titles of symposia to give an idea of what they are working on. Kerry Barner worked with the Edmonton conference organizers to ensure that membership benefits were included in marketing leaflets and that non-member attendees were identified so as to be encouraged to join the Society. Strategically positioned workshops on current topics can help increase and retain membership. Originally, it was expected that everyone attending regional workshops would become ISSBD members. More recently, membership has been encouraged but not required. It is important for workshop organizers to know that there is an expectation that attendees will join ISSBD. The membership benefits section of the website could spell out benefits more persuasively. The renewal letters have been adapted for 2012 but need more work for 2013, spelling out benefits more clearly. The Committee's roles, as summarized on the website, include: to "work with the Membership Secretary to develop policy about membership fees for regional members; at this point there is a large variation in fee levels, no longer in alignment with the UN categories." Over its first 4 years the Committee did considerable work on this second issue, and recommended that membership fees for regional members should be aligned with reasonably current World Bank rankings. Following Ann Sanson's report, several decisions were made.

ACTIONS: (1) ISSBD calibrates the fees with World Bank categorization. If country ratings go up, ISSBD will review the situation; if they go down, ISSBD will act immediately.

(2) It will be possible to pay the membership fee for up to 4 years; there are small discounts if fees are paid for more than one year.

(3) A new category (Early Scholar category) was introduced, with a fee of \$70.

(4) If it is difficult to return membership fees to SAGE, regional coordinators can keep the money for local activities, but must provide an annual report for ISSBD.

(5) The membership benefits page will be revised.

(6) Since many coordinators work in only one country, they will now be described as Regional/National Coordinators. Xinyin Chen will try to recruit new coordinators.

11.4. International Developing Country Fellowship Awards: Peter Smith

Peter Smith reported on the second cycle of the Developing Country Fellowships scheme. A Committee of 5 persons was formed: Peter Smith (Chair), Cooper, Jaap Denissen, Silvia Koller, and Suman Verma. The scheme was advertised through the ISSBD website, the ISSBD Bulletin, and through email networks. This year 15 applications, all valid, were received, compared to 20 in 2009. The 15 applications were sent to the 5 members of the panel. All panel members graded applications as A (strong=3), B (possible=2), and C (weak/reject=1), on 5 main criteria (as in the Application Form): Academic Scope; Practical Outcomes; Use of Support Grant; Challenges to Success; Sustainability. The mean overall rankings were calculated. The maximum score would be 15; the acceptability threshold was 10 (mean score of B). Of the 15 candidates, one was clearly selected (score 14.3), and 3 followed who were closely matched (scores 12.5, 12.1, 11.6). Two more were above threshold, and another 9 were below threshold.

It had also been agreed to weight applications by one additional factor of whether candidates were from Group A countries (=3), Group B countries (=2) or Group C countries (=1) according to ISSBD membership rate criteria. This effectively would mean a maximum score per rater of 18 for candidates from Group A countries, 17 for Group B countries, 16 for Group C countries; that is, a modest weighting to the least advantaged countries. After consultation with the President and Treasurer of ISSBD, the committee agreed to select the top FOUR candidates for Developing Country Fellowships, conditional on satisfactory presentation at the Edmonton conference. These are:

Maureen Mweru, Kenyatta University, Kenya.

She is a member of ISSBD. B.Ed 1996, M.Ed 2001, PhD 2005.

Research project: "Bullying in Kenyan Schools: Causes, Impact and Possible Intervention Strategies".

Mentor: Peter Smith

Guilherme Wendt, Universidade do Vale do Rio dos Sinos, Brazil

He is a member of ISSBD. BA 2010, MA Clinical Psychology in progress.

Research project: "Do parental practices predict cyber bullying outcomes on adolescent behaviour? An analysis of mediator and moderator effects related to peer victimization in the internet."

Mentor: Peter Smith

Guangheng Wang, Shanghai Changning District Institute of Education, China

She is a member of ISSBD. B.Ed 2004, M.Ed 2007, Ph.D. 2010

Research project: "The active ingredient of effective classroom for children from kindergarten to elementary school in urban area in China."



Mentor: Suman Verma

Joseph Lo-Oh, University of Buea, Cameroon.

He is a member of ISSBD. B.Ed 2002, M.Ed 2005, PhD 2011.

Research project: "Generation X in Cameroon: "No Where to Go ... But Everywhere to Go ..." in the Twenty Somethings ... A Study of Emerging Adults in Cameroon."

Mentor: Catherine Cooper

The rules say that 'normally, all DCFs will be from different countries': this was not a problem here. Two other candidates above threshold, one from the Czech Republic and one from Brazil, were informed of the high quality of their applications, and invited to consider applying at the next opportunity. Nine other candidates below threshold were simply informed they were unsuccessful. They were from Kenya (3), Uganda (2), Cameroon (2), Philippines, and Poland (1).

The four successful candidates were invited to present a Poster of their plans, at the Edmonton conference. This Poster Workshop, chaired by Peter Smith and Suman Verma, with Anne Petersen as Discussant, included 'final' Posters from the three initial Developing Country Fellows: Malanda Noel Mandela, Bestern Kaani, and Lauren Gail Wild.

Each of these Fellows was awarded free registration for ISSBD 2012; a free Preconference or Workshop registration; travel, and a subsistence allowance.

11.5 Research Project Progress Report: Ulman Lindenberger (absent)

ISSBD-JF Mentored Fellowship Program for Early Career Scholars

In April 2011, the Jacobs Foundation approved to fund the Mentored Fellowship Program for Early Career Scholars. The ISSBD-Jacobs Mentored Fellowship Program is aimed at promoting the career of pre-doctoral students in the field of human development, broadly defined. The program plans to support a total of 20 pre-docs, and started with the selection of ten pre-docs for the 2011–2014 period. Five of the ten stipends are reserved for students from currency-restricted countries. The ads for an initial cohort of 10 fellowships were posted in July, 2011, and the final deadline for applications was October 16, 2011. The ISSBD Early Career Committee received over 100 applications from more than 30 different countries. The Early Career Development Committee selected the applicants in a phone conference on November 11, 2011. Decisions were based on two broad sets of criteria: (a) qualification of the candidate and quality of the dissertation research proposal; (b) diversity of cultural and geographic background. Special attention was given to applicants from currency-restricted countries with good and very good academic credentials who plan to carry out all or parts of their research in a currency-restricted country.

The following fellows from "currency-restricted countries" were selected:

1. Lavinia Elena DAMIAN, Babes-Bolyai University, Romania
2. Rafael Vera Cruz de CARVALHO, Universidade do Estado do Rio de Janeiro, Brazil

3. Given HAPUNDA, Tilburg University, The Netherlands/The University of Zambia, Lusaka
4. Jenny ORTIZ MUÑOZ, Federal University of Rio Grande do Sul, Brazil/National University of Colombia, Bogota
5. Yang YANG, Cornell University, Ithaca, NY, USA/China

Fellows from "developed countries":

1. Jennifer MORACK, The Pennsylvania State University, USA
2. Sara Amalie THOMMESSEN O'TOOLE, City University London, UK/Denmark
3. Rukmen SEHMI, University of London, UK
4. Marit Inger SLAGT, Utrecht University, The Netherlands
5. Jessica Elizabeth TEARNE, The University of Western Australia

In her function as ISSBD Treasurer, Ingrid Schoon, London, deals with all financial issues in relation to the program, such as the transfer of the stipends to the stipend holders. Predoctoral stipends vary between \$600-1,200 per month, depending on living costs and the presence or absence of other sources of income. In the meantime, nine of the ten fellows of the first cohort have nominated their desired ISSBD mentor. Fellows were asked to adhere to two general guidelines when nominating ISSBD mentors:

The mentor should be (a) an ISSBD member, (b) from another institution, (c) a well-known colleague working in the same or in a related field.

The following ISSBD mentors have already confirmed:

Prof. Joachim Stoeber, University of Kent, UK, for Lavinia Elena Damian

Prof. Çigdem Kagitçibasi, Koç University, Turkey, for Rafael Vera Cruz de Carvalho

Prof. Mary Shilalukey Ngoma*, School of Medicine, Zambia, for Given Hapunda

Prof. Marinus H. van Ijzendoorn, University of Leiden, NL, for Jenny Ortiz Muñoz

Prof. Xinyin Chen, University of Pennsylvania, USA, for Yang Yang

Prof. Ulman Lindenberger, MPI for Human Development, Berlin, Germany, for Jennifer Morack

Prof. Papadopoulos, University of Essex, UK, for Sara Amalie Tommesseen O'Toole (tentative)

Prof. Rainer Silbereisen, University of Jena, Germany, for Rukmen Sehmi

Prof. Bruce Ellis, University of Arizona, USA, for Meike Slagt

Prof. Elena Grigorenko, Yale School of Medicine, USA, for Jessica Tearne

*Given that Hapunda preferred to nominate a colleague from his institution. After consulting with Robert Serpell, UL decided to follow Hapunda's request.

Depending upon thematic fit and availability of space, the International Max Planck Research School on the Life Course (LIFE, <http://www.imprs-life.mpg.de/>) has agreed to invite three to four ISSBD-Jacobs pre-docs per academy to its spring and fall academies. Travel and accommodation costs for these visits need to be covered by ISSBD-Jacobs travel grants. Participation in the academy itself will be free of charge.

As of January 1, 2012, Ulman Lindenberger has become an Advisory Board member of the Jacobs Foundation. To avoid a potential conflict of interest he stepped down as the chair and member of the ISSBD Early Career Committee as of July 15, 2012. Toni Antonucci was nominated and elected as successor. The EC members agreed that more detailed information is needed about the fellows, such as information about their research topics and their main mentors. Also, the committee needs to prepare for a systematic evaluation program, and to submit annual reports to the Jacobs Foundation.

11.6. Pre-Conference Workshop Committee: Suman Verma

Members: Suman Verma (Chair), Anne C Petersen, Toni Antonucci, Marcel van Aken, Robert Serpell, Nancy Galambos, Jaap Denissen

Tasks of the committee are to identify crucial themes for pre-conference workshops that will interest young scholars from different geographic regions and organizers for these workshops from different regions. Write grant proposals for funding of young scholars, and identify other funding organizations. Finalize evaluation criteria for selecting young scholars for funding, announce deadlines for submission of abstracts of their research work by young scholars, communicate to the selected scholars, and make grant decisions.

The committee reviewed various topics and workshop themes for the pre-conference workshops. Based on the review of past pre-conference workshops it was felt that there was great demand for workshops on research methods and longitudinal data analysis. Discussion also centered on the most important topics in developmental science for the education of young scholars such as developmental methodology, statistical data analysis, an R-workshop for beginners, scientific writing/grant proposal writing, cross-cultural issues in research, cultural psychological perspectives to promoting development through intervention research, and methodological strategies for research and intervention with vulnerable children and youth. Another idea suggested was one tried out in the first Early Career Scholar initiative held in Ghent wherein early career scholars presented their own project and discussed it in small groups under the supervision of an experienced scholar. It was felt that such a format would be beneficial in meeting the demands for more networking opportunities, although it would also require securing participation from a larger number of experienced scholars. Yet another suggestion was a workshop on prevention of victimization since this topic is generating a lot of attention and scholars are examining transnational comparisons. Members suggested an emphasis on how to bridge the 'gap' between research and practice, including perspectives from the majority world. Several names of experts studying bullying were suggested.

The committee invited Marcel van Aken and Jaap Denissen to organize the methodology workshop; he agreed to do so. Because there was a great demand from scholars for this workshop, the organizers agreed to have two groups (with levels based on their familiarity with statistical tools and data analyses) to accommodate more scholars. Scholars responded to a set of questions which the

organizers used to break the group into two. Rene Veenstra and Christina Salmivalli were invited to organize the peer victimization workshop; however, due to prior commitments they refused. We then invited Shelley Hymel, an expert in the area of peer victimization, to organize the workshop who agreed to do so. Brief details of the two workshops are given below:

1. Introduction to methodology and analyses of longitudinal data: Marcel van Aken, Jaap Denissen & Todd D. Little

Longitudinal designs and analyses are the hallmark of studies on development and change. They can be used to model trajectories of mean-level change across age and are essential in studying patterns and determinants of intra-individual changes. In recent years, the conceptual and statistical tools for conducting longitudinal research have been improved enormously.

Jaap Denissen and Marcel van Aken conducted the workshop for group 1 (starters) and elaborated on the ideas of development and change on a conceptual level. The focus was on patterns of change, univariate questions (one measurement, two measurements, multiple measurements, MANOVA, RCI, linear/quadratic trends, ...), multivariate questions (one measurement, two or more measurements, cross-lagged panel designs, linear growth models, ...) and also on the challenges and possibilities of longitudinal research (sample size, attrition, testing effects, measurement invariance, timing of measurements, choice of statistical programs).

Todd Little conducted the workshop for group 2 (advanced) and presented an application of longitudinal analyses from a structural equation modeling approach. This approach works with latent variables that can be flexibly combined into complex models of developmental change. The focus included discussions of the appropriate longitudinal null model, factorial invariance, multi-level approaches to longitudinal data, and several recent developments such as the lag as moderator model, and the curve of factors model. A last part in both the workshops was reserved for individual counseling in small groups. In these small group sessions, each student had 10 minutes to present his or her research or research plans. After that, there were 20 minutes to discuss this research.

2. Cross-Cultural Perspectives on Peer Victimization: Shelley Hymel, Peter Smith, Christina Salmivalli, Philip Slee, and Christiane Spiel

Peer victimization is now recognized as a problem in countries around the world, and empirical studies of the nature, process and impact of this form of interpersonal aggression have increased exponentially over the past two decades. Research in this area has long recognized variations in peer victimization across countries and cultures in terms of prevalence, form and even the language used to describe the experience, but a cross-cultural perspective has yet to emerge. This preconference workshop brought together early career scholars and coordinated researchers from around the globe to explore this age-old problem through a cross-cultural lens.

With both interactive and didactic components, the workshop was designed as a collaborative effort to foster



a deeper understanding of both universal and culture-specific aspects of the phenomenon. The goal was to provide an opportunity for new and established scholars to work together to expand our understanding of peer victimization and identify new directions for cross-national research. Participants worked together in small groups (6-8 participants) including one established research scholar in the area who served as facilitator. The session began with small group discussions in which participants shared their own experiences and perspectives on the topic, considering what peer victimization is from their cultural perspective. Recognized scholars in the area provided summary reviews of the latest research on peer victimization, focusing on five broad areas: (1) An introductory overview (what is currently known about peer victimization in terms of prevalence rates, characteristics, risk factors, etc.); (2) best practices in assessing peer victimization (across informants, forms, etc.); (3) concurrent and long-term outcomes of peer victimization; (4) lessons from neuroscience: how victimization "gets under the skin"; (5) current prevention and intervention efforts. Small group discussions followed the presentations, encouraging participants to explore cross-cultural perspectives as well as differences across participants. A final panel presentation by established scholars/group facilitators completed the workshop, emphasizing new and emerging understandings of peer victimization and future directions for research as well as practice.

Writing of grant proposals

The Jacobs Foundation travel grant for \$100,000 was available for early career scholars to attend the pre-conference workshops. Toni Antonucci took the lead in writing the grant proposals to the National Science Foundation, and APA. We received a minimal grant of \$750 from APA and regret from the NSF. Nancy Galambos applied for additional funding from the China Institute, which works with various partners at the University of Alberta and around the world to organize academic conferences, forums and workshops regularly. Funds were granted for a separate networking/research sharing activity (Reading Research Day) in the Department of Educational Psychology, hosted by Rauno Parrila on July 8, 2012. These funds enabled Hua Shu (who gave an Invited Address at ISSBD 2012) and two early career scholars (her students) to participate in Reading Research Day, as well as to attend the main conference. Funds from the China Institute were allowed to be used to cover the registration and banquet fees for these three scholars, and to reimburse some of their travel costs. Funding from the Social Sciences and Humanities Research Council of Canada (SSHRC) was also obtained by Nancy Galambos. Under SSHRC guidelines, funds from this grant were not allowed to be used for early career scholars for the pre-conference workshop. The grant allowed travel support for Canadian students only for the main conference. Following an application process, 37 offers were made to Canadian students for up to four nights' accommodation on the University of Alberta campus during the conference.

Selection criteria for young scholars: The following process was used: The announcement for the pre-conference workshops/funding application was posted on the Pre-conference Page of the conference website in December 2011. Each early career scholar was required to fill in the

registration form and apply for financial aid, if interested. For this they needed to send (i) an abstract of their current research work (250 words), (ii) a 2-page CV, and (iii) a reference letter from a senior scientist familiar with their research work (preferably an ISSBD member). A registration fee of \$ 25 was charged to meet the contingency expenses of the workshop. In the case of the travel grant awardees this fee was waived.

Volunteers committee

Nancy Galambos formulated a graduate student volunteer committee to assist in the organization of the two workshops. They answered questions, helped set up the venue and conduct on-site registration, and assisted with other logistical details.

11.7. Early Career Travel Grant Committee: Suman Verma

Members: Suman Verma (Chair), Anne Petersen, Toni Antonucci, Nancy Galambos, Ulman Lindenberger, Robert Serpell, Ingrid Schoon, Jaap Denissen. The pre-conference workshop announcement along with the travel grant applications were advertised on the conference website in December 2011. Early career scholars (ECS) from both developed and developing countries were eligible to apply. ISSBD-JF mentored scholars were also required to apply. The last date of submissions was January 7, 2012. In all, the committee received 225 applications for review. The applications were organized into country-wise dropbox folders that facilitated easy access to each member. Each application consisted of an abstract of the research work, a two-page CV, and a reference letter from a senior scientist familiar with the research work (preferably an ISSBD member) of the early career scholar. Applicants indicated their ID numbers and titles of up to two posters/papers that had been accepted for presentation at ISSBD. This enabled reviewers to see the two independent ratings that each poster/paper received during the review process or to see an abstract that was submitted. The inter-rater correlations between reviewers ranged from .83 to .91. Given such high agreement, average scores for rank ordering the applicants was used. Given the wide geographical representation of the applicants, the ISSBD membership criteria for country grouping was adopted. The applications were sorted into those from low income (51), lower middle income (75), upper middle income (23), and high income countries (76). Within each country group, applicants were rank ordered to have the final merit list ready for consideration.

Since the number of countries and the applicants varied in each grouping, the grant was offered to 30% of the number in each group of Low Income (LI), Lower Middle Income (LMI), and Upper Middle Income (UMI) countries according to the rank order. The airfares and subsistence costs in Edmonton were considered in deciding the amount to offer to ECS in each country group. All scholars (excluding those from high-income countries) were offered a subsistence amount of \$500 with registration fee covered. Variations were there in the airfare offered (LI: \$2000; LMI: \$1,500; UMI: \$1,300) from different country groupings. ISSBD-JF Fellows from the developed countries were

offered \$1,000 along with registration fee coverage. \$100,000 from the Jacobs Foundation travel grant for Early Career Scholars to attend the preconference workshops was received to fund 42 scholars from the developing countries. The American Psychological Association sent \$750, and the National Science Foundation sent regrets. Additional funds to the tune of \$25,000 were sanctioned by ISSBD President, to enable further scholars from the developed and developing countries to attend the conference. Consequently, travel grants could be offered to 22 more scholars. Seven Developing Country Fellowship Fellows were also offered travel grant from the ISSBD funds. The payments were made to scholars on-site using debit cards. Unfortunately, seven ECS could not attend the ISSBD meeting due to visa problems, an issue that was discussed at some length.

12. Workshops

12.1. ISSBD India Workshop 2011 Report, by Suman Verma and Deepali Sharma: Risk, Protection, and Resilience among Children at risk: Research and Action Plans (South & South-East Asia Region)

Suman Verma and Deepali Sharma (Department of Human Development and Family Relations, Government Home Science College, Panjab University, Chandigarh, India) organized a regional workshop on "Risk, Protection, and Resilience among Children at-risk: Research and Action Plans," October 13-15, 2011 in Chandigarh, India. The event was sponsored by ISSBD and the United States-India Educational Foundation, New Delhi.

The workshop aimed at addressing the state-of-art in the field of risk, protection, and resilience, especially in the South and Southeast Asian region because it is in this region that the countries are facing accelerated processes of change due to economic reasons, globalization, migration and such. Given the changing economic scenario, political instability in many countries across the world, and families undergoing transitions, the children get directly impacted. The aims of the workshop were multifold. Not only did the workshop aim at increasing the visibility and discourse in a crucial area of research, but it also aimed at acting as a platform for interaction between researchers, policymakers, and practitioners. While workshops at the national level are held frequently, limited workshops have been conducted in the past keeping a specific region in mind. The present workshop aimed at broadening the scope of the current topic by getting perspectives from Southeast Asian countries that are undergoing rapid socio-cultural changes, facing similar challenging social issues related to child survival and protection, and thus share mutually beneficial findings related to successful implementation of policies, interventions, and research with relevant cultural implications. The workshop reached out to a very important target population, namely, the young scholars seeking opportunities to update their knowledge base, to interact with the senior scientists, and also to get further directions for their areas of work interest. Objectives of the Workshop were (1)

to advance comparative cross-national research on child development in the Southeast Asian region, with a special focus on at-risk children; (2) to address research and methodological issues related to risk, protection and resilience; (3) to identify gaps in research, stimulate further research, and establish an international network of policymakers, researchers, and practitioners working for the welfare of children at-risk in the Southeast Asia region; (4) to provide an interactive platform for young scholars via poster workshops and related academic sessions. These sessions provided opportunities for skill development, capacity building, and feedback on their work.

A total of 114 participants comprising researchers from the South and Southeast Asia region from academic institutions, government organizations, and NGOs working in the field of risk, protection, and resilience among children took part in the workshop. The participants also included ISSBD members, student participants, early career researchers, policymakers and practitioners from the South and Southeast Asia region. A poster workshop attended by many workshop participants was organized by ISSBD in 2012. Suman Verma was thanked for her great work.

12.2. Report by Esther Akinsola and Julia Robinson on the 9th ISSBD Africa Regional International Workshop on "Consolidating and Extending Africa Early Career Scholars' Capacity to do Research across the Life Span," held in the University of Lagos, Nigeria from 28th to 30th November 2011

During the 8th ISSBD Africa Regional Workshop held at the Maseno University, Kisumu, Kenya from 30th November to 2nd December, 2009, the University of Lagos, Nigeria, was proposed as the venue of the next workshop which would be the 9th ISSBD Africa Regional Workshop. The workshop was expected to consolidate and expand on the achievements of past ISSBD workshops in Africa and especially the achievements of Maseno, 2009. Theme of the meeting: "Consolidating and Extending Africa early career Scholars' Capacity to do Research across the Life Span." This was the first time that an ISSBD workshop was held in Nigeria. The workshop took place in the Afe Babalola Auditorium, University of Lagos, Nigeria, from the 28th to the 30th November, 2011 and was convened by Esther Akinsola. The workshop was funded by ISSBD and supported by The University of Lagos (the host University). It was attended by over 80 early career, middle career and senior scholars from nine countries out of which 73 registered. Those who registered comprised 8 facilitators, 55 participants and 10 LOC members. The countries represented were Nigeria (host), Cameroon, Ghana, Kenya, South Africa, Zambia, Zimbabwe, Germany and Australia. Out of the 8 facilitators, two came from Cameroon and one each came from Australia, Germany, Nigeria, Kenya, Zambia and South Africa. Out of 55 participants, 5 each came from Ghana and Kenya, 2 came from South Africa, one each came from Zambia and Zimbabwe, 8 came from Cameroon, and 33 came from Nigeria. The workshop was intended to: a) provide a forum for training junior and



early career scholars who are new to ISSBD in methodological approaches to conduct publishable research across the lifespan under normal and special circumstances; b) provide for early career scholars who have attended ISSBD workshop and conferences before, a forum to workshop their manuscripts and make them viable for publication and help them develop career research plans; c) consolidate the mentorship program initiated at the 8th Africa regional workshop at Maseno in 2009; d) provide a forum for training the delegates in preparing award-winning posters at international conferences; and e) initiate a research incubator program for early career scholars in Africa. The three-day workshop addressed these objectives by providing a training forum for carrying out developmental research in the laboratory as well as in applied settings with normal children and children in special circumstances; organizing and evaluating poster presentations of research proposals while promoting ongoing and completed research works, and assigning mentors to the best eight poster presenters. The workshop also provided a training forum for preparing award-winning posters, developing career research plans, and preparing research proposals for international funding. The Senior Scientists instrumental to achieving these objectives included: Professor Anne Petersen, Professor Robert Serpell, Professor Therese Tchombe, Professor Bame Nsame-nang, Professor Nareadi Phasha, Dr. Julie Robinson, Dr. Bettina Lamm, Dr. Paul Oburu, Dr. Yuwanna Mivanyi, and Prof. Kayode Oguntuashe. The participants found the workshop program, and accompanying arrangements to be excellent. The EC members agreed that Esther Akinsola and Julia Robinson gave a very good report of the meeting. Both Ester and Julia were warmly thanked.

12.3. Proposal for regional workshop in Budapest, Hungary 2013, submitted by Márta Fülöp (absent)

Márta Fülöp plans to organize a regional workshop on “Interpersonal dynamics over the lifespan.” The proposal included details about the local organizing committee and also first ideas concerning the keynote speakers. The workshop is scheduled for the time period September 5-7, 2013. It will be jointly organized by ISSBD and the Institute of Psychology, Eötvös Loránd University, Budapest, in cooperation with the Institute of Cognitive Neuroscience, Hungarian Academy of Science. The event will take place in Budapest, Hungary. The workshop will focus on recent theories of social development in children, adolescents, and young adults, with an emphasis on the dynamics of different kinds of personal relationships. Doctoral students and early career researchers from Eastern and Central European countries (Hungary, Slovakia, Poland, Czech Republic, Slovenia, Croatia, Serbia, Austria, Romania, Bulgaria, etc.) will participate.

The proposal included detailed information on the Call for Papers and the proposed program, but did not contain much information on the budget plan.

MOTION: A detailed budget plan is needed before the final agreement. Also, the timing should be revisited given that there is an overlap with the European Conference on Developmental Psychology.

12.4. Proposal for Regional Workshop in Moscow, Russia by Elena Grigorenko (absent). Moscow City University for Psychology and Education (MCUPE)

June 18-22, 2013. Theme: Executive Functioning and Meta-Cognition

The rationale behind the Moscow ISSBD workshop is fourfold. First, one goal is to stimulate internationalization of science by bringing together scientists from the West and Russia around one of the “fashionable” themes of today’s psychology—executive functioning and meta-cognition. This theme has a solid presence in current Russian psychology and will generate a lot of interest locally. Within the workshop, this topic will be explored in an interdisciplinary context, through different methodological avenues and within the context of an exchange of thoughts and ideas. A second goal is to provide a chance for junior scientists from across the Russian Federation to experience both the content and atmosphere of an intense, high-level scientific event attended by first-rate international scientists. Third, the workshop will generate a scientific product — an edited volume that will be published both in English and in Russian. Fourth, the organizers plan to use both the keynotes and other related promotional activities to increase the level of awareness about ISSBD and promote its values, mission, and vision by (1) opening the keynotes to large audiences and (2) creating web-based access to keynotes both live and through archived materials.

The workshop will take place at the MCUPE’s building which is conveniently located in downtown Moscow. The workshop will use the building and the organizational/administrative capacities of the University (to aid with hotels, visas, tickets, and so forth). Participants’ selection will be also organized through MCUPE’s offices (through a separate portal on their website). The structure of the workshop will be such that each day will include 2-3 keynotes (~60 minutes each), 1 poster session (~15-20 posters), 2 events referred to as a “consultation hour with a senior scientist,” 2 tutorials (2-3 hours each), and a round table (60 minutes at the end of the day, to summarize the day’s events and revisit the main lines of discussion).

Organizers: Tatiana Yermolova (Moscow City University for Psychology and Education), Sergey Kornilov (Moscow State University), and Natalia Rakhlin (Yale University). Consultant: Elena Grigorenko (Yale University).

ACTION: The EC agreed to provide financial support for the workshop.

12.5. Proposal for Regional Workshop in Pretoria, Africa 2013 Nareadi Phasha (absent)

Hosted by the Department of Inclusive Education, University of South Africa, Pretoria, 25-27 September, 2013. Theme: Sustaining research excellence amongst early career scholars

The needs of early career scholars in Africa are a source of dire concern. The goal of these research capacity-building workshops is to sustain unique areas of strengths and opportunities in research for African early career scholars in human development, address challenges still facing

early career scholars and actively involve seasoned willing researchers in mentoring young career scholars and monitoring their progress to sustain growth. As a way of sustaining such research excellence, the Organizing Committee will request papers and ensure their quality with the assistance of mentors and for publication in a "Special Issue of IJBD or any identified refereed journal." The regional workshop provides a platform for early career scholars to engage in critical discussion about their own work and to receive constructive feedback from peers and mentors.

A total of 60 African early career scholars will be invited to participate in this workshop. Participants will be targeted for participation from most regions of Africa as a strategy to widen ISSBD membership. Additional financial, ICT and Other forms of support will be provided by the College of Education at UNISA. Local Organizing Committee: Nareadi Phasha (Chair), Nyokangi Doris, Mokiwa Sindile, Maseko Nonhlanhla, Ntshangase Sibusiso, Mdikane Andile and Moichela Zipora. International Advisory Committee: Bame Nsamenang: ISSBD-University of Bamenda, Cameroon, Robert Serpell: ISSBD, University of Zambia, Lusaka and Esther Akinsola, University of Lagos, Nigeria.

ACTION: ISSBD agreed to provide financial support for the workshop.

12.6. A new "task force" claimed by Anne Petersen was established which focuses on future conferences

ACTION: A Conference Meeting Task Force was established: Chair: Anne Petersen; additional members: Ann Sanson, Nancy Galambos, Wolfgang Schneider, Robert Serpell

12.7. Publication committee. Andy Collins (absent) will be contacted by the President

12.8. Nomination committee

Given that there will be a Past President during the time period between 2012 and 2014, a new chair had to be elected.

ACTION: Xinyin Chen will be the chair of the nominations committee. Wolfgang Schneider and Anne Petersen will join.

12.9. Financial committee Liz Susman (absent)

Budget planning is essential. The FC recommends that the EC do an *annual* review of the budget, and long-term Budget Planning should be on at least a *five-year* basis. Budget planning would include reviewing trends in traditional sources of expenditures and income. The EC should explore the acquisition of an investment company or investment advisor to make recommendations for handling investments.

13. The next EC meeting will take place in April 17th, 2013 in the SRCDC Seattle

Secretary General: Katariina Salmela-Aro



News

News from the Early Career Representative

Julie Bowker

University at Buffalo, The State University of New York,
USA

E-mail: jcbowker@buffalo.edu

As the newly elected ISSBD early career representative (2012 – 2014), I would like to take a moment to introduce myself, to inform members about news and upcoming events, and to open a line of communication between myself and all ISSBD early career scholars whom it is my great privilege to serve.

First, a little bit about me: I am an Associate Professor in the Psychology department at the University at Buffalo, The State University of New York, USA. My research focuses on individual and relationship factors that contribute to social and emotional development and psychological well-being during late childhood and early adolescence.

I took over the early career scholar position at the ISSBD meeting in Edmonton from Jaap Denissen who did outstanding work recruiting new early career scholars to ISSBD, creating online resources for early career scholars (see www.issbd.org and click on the 'early career scholars' link), and representing them in the ISSBD executive committee meetings. Thanks to Jaap for his hard work and dedication.

I have several goals for the next two years. First, I will continue to develop the online (and free) resources available for ISSBD early career scholars. Many early career scholars at the ISSBD meeting in Edmonton expressed needs for additional resources, and I will work to expand the resources, such that links to free software are included, as well as additional information about the publication process, teaching, finding post-doctoral positions, research collaboration, and conferences. Please also look for new webinars and podcasts posted by Josafá Cunha on the ISSBD website.

Second, Kerry Barner and I are developing the first email listserv exclusively for ISSBD early career scholars. The listserv should be up and running by the end of the year, and will help ISSBD early career scholars from around the world to better connect with each other. I will be involved in the planning of early career scholar events and workshops for the next ISSBD meeting in Shanghai, and will use the listserv to solicit ideas from early career scholars and communicate up-to-date information about the planned activities as well as other important information about housing, obtaining visas, and travel.

Finally, I will continue to represent the needs and interests of early career scholars to the ISSBD executive committee, but to best serve members, it is important to hear from you and to discuss young scholars' specific needs. To that end, please contact me if you have ideas about how to make ISSBD membership more attractive to early career scholars, or about other things we can do to support early career scholars in ISSBD. My email address is jcbowker@buffalo.edu.

News from the IJBD Editor

Marcel A. G. van Aken

Utrecht University, The Netherlands

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In the *International Journal of Behavioral Development*, we try to publish articles that cover all the phases of the life span. This is not always easy, as the submissions we receive more often refer to the typically most-studied phases, namely middle childhood, particularly adolescence.

However, in the November 2012 issue, which is sent to you in the same package as this Bulletin, we present a nice collection of papers over the entire age range. In the young age range, these include articles on infant vocalization and young children's judgment of land ownership in a refugee situation; on middle childhood, we have articles on sustained attention, language development, and perceptions of popularity. But there are also several papers which address mothers of young children, either immigrant Chinese mothers in the US or mothers of infants in Israel. We also see a paper on subjective age-perceptions in younger, middle-aged, and older adults. The broad age range is also reflected in our Methods and Measures section, where we have one paper on self-regulation for young adults and late adolescents, and one on an emotion-matching task for preschool children in Spain.

This last paper addresses another important, but sometimes difficult, issue for *IJBD*: the representation of various countries or regions. It is not always possible to publish papers from many other countries, but in the present issue I think we did a fairly good job. In recent issues we already saw an increasing number of papers from China, and in this issue this focus is nicely complemented with papers from Japan, Lebanon, Israel, France, and, as mentioned above, Spain.

All-in-all, because of the broad palette of topics, age ranges, and the cultural background of the papers, it's a very interesting issue. Please enjoy reading!

Call for Papers

Parenting in the Majority World

Maria Lucia Seidl-de-Moura

University of the State of Rio de Janeiro, Brazil

This proposed book aims to publish work submitted by researchers from countries that Prof. Çiğdem Kağitçibaşı from Turkey calls “the majority world”. They were previously called “developing” or third world countries, usually South American, Asian and African countries. It is going to be published by InTech (<http://www.intechopen.com/>) as an open access electronic book.

Henrich, Heine and Norenzayan (2010) argue that studies in behavioral science are concentrated in a very specific group that they denominate WEIRD (*western, educated, industrialized, rich and democratic groups*), mostly psychology students. In a review of studies from 2003-2007, 96% of the samples of psychological studies were from countries with only 12% of the world’s population. This book will try to contribute to changing this pattern a little, presenting data from the 88% of this population, or at least part of it. It will focus on Parenting. The chapters can focus on theoretical

and methodological issues or on data from empirical research.

Chapter proposals can be submitted and will be appreciated. A chapter proposal consists of a tentative title, author name(s) and a short description of the chapter (1-4 A4 pages), clearly explaining the aims and concerns of the chapter. If you are interested in participating in this book, please send an e-mail to mlseidl@gmail.com, and I will send you a formal invitation and more information.

Some Topics: Parental practices; Parental beliefs; Parental styles; Parental values; Parenting and culture; Methodological aspects of studying parenting; Parenting and developmental trajectories; Theoretical aspects of studying parenting; Autonomy and relatedness development; Self developing and parenting; Fathers’ role in development; Family and parenting; Evolutionary aspects of parenting.

References

- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33, 61-135.
- Kağitçibaşı, Ç. (2007). *Family, self and human development across cultures*. London: Lawrence Erlbaum Associates.



MAJOR CONFERENCES OF INTEREST

December 6–7, 2012

Second Annual International Scientific Conference on Early Childhood Care and Education

Location: Moscow, Russian Federation

Website: <http://en.forum-mpado.ru/>

February 25–26, 2013

2nd Annual International Conference on Cognitive and Behavioral Psychology

Location: Singapore

Website: <http://www.cognitive-behavior.org/>

March 19–23, 2013

The 1st World Conference on Personality

Location: Stellenbosch, South Africa

Website: <http://www.perpsy.org/>

March 28–31, 2013

The Third Asian Conference on Psychology and the Behavioral Sciences

Location: Osaka, Japan

Website: <http://www.acp.iafor.org/>

April 18–20, 2013

2013 Society for Research in Child Development Biennial Meeting (SRCD)

Location: Seattle, Washington, USA

Website: <http://www.srcd.org/>

July 9–12, 2013

13th European Congress of Psychology

Location: Stockholm, Sweden

Website: www.ecp2013.se

CALL FOR SUBMISSIONS



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Editor: Manfred H. M. van Dulmen, Ph.D.
Kent State University

Emerging Adulthood (EA) is an interdisciplinary and international journal for advancements in theory, methodology, and empirical research on development and adaptation during the late teens and twenties. **EA** covers clinical, developmental and social psychology and other social sciences, including anthropology, psychiatry, public policy, social work, sociology, public health, and post-secondary education. **EA** embraces the use of both qualitative and quantitative methodology.

You are invited to submit your manuscript and articles on emerging adulthood research topics/areas, including (but not limited to):

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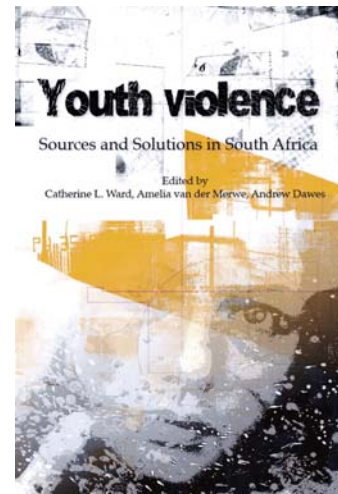
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YOUTH VIOLENCE

Sources and Solutions in South Africa

Editors: C Ward, A Dawes, A van der Merwe
ISBN: 978-1-91989-587-1
Size: 228 x 152mm
Extent: 432 pages
Format: Soft cover
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Rights: World

Recommended Retail Price: R250 (incl. VAT)



Youth violence: Sources and solutions in South Africa thoroughly and carefully reviews the evidence for risk and protective factors that influence the likelihood of young people acting aggressively. Layers of understanding are built by viewing the problem from a multitude of perspectives, including the current situation in which South African youth are growing up, perspectives from developmental psychology, the influences of race, class and gender, and of the media. The book then reviews the evidence for effective interventions in the contexts of young people's lives – their homes, their schools, their leisure activities, their interactions with gangs, in the criminal justice system, in cities and neighbourhoods, and with sexual offenders. In doing so, thoughtful suggestions are made for keeping an evidence-based perspective while (necessarily) adapting interventions for contexts other than that in which they were developed, and particularly for developing world contexts such as South Africa. *Youth violence in South Africa: Sources and solutions* is a valuable addition to the library of anyone who has ever wondered about youth violence, or wanted to do something about it.

Contents

Section 1

- Setting the scene
- The situation of youth
- Gender, class race and violence
- The development of youth violence: an ecological understanding
- Screen media violence and the socialisation of young viewers

Section 2

- Building an evidence base for interventions in the developing world: Working with what we have to intervene now
- Preventing the development of youth violence in the early years: implications for South African practice
- School-based youth violence prevention interventions
- Interventions for out-of-school contexts
- Youthful sex offending: the South African context, risks and effective management
- Interventions in the criminal justice system: what we know about "what works"
- Intervening with youth in gangs

- Addressing youth violence in cities and neighbourhoods
- The South African context: future directions in research and practice

Recommended for

Academics, policy-makers, those who develop and manage violence prevention programmes. The Departments of Justice, Social Development and Correctional Services; the National Prosecuting Authority; Youth diversion service providers (e.g. NICRO); youth-oriented NGOs (e.g., RAPCAN); professional groups of public health practitioners, criminologists, psychologists

About the editors

Catherine L. Ward is a Senior Lecturer in the Department of Psychology, and chairs the Safety and Violence Initiative (SaVI), a research initiative that seeks to understand violence and promote safety, at the University of Cape Town. Her research interests lie in youth violence prevention and promoting the healthy development of children.

Andrew Dawes is an Associate Professor Emeritus in the Psychology Department at the University of Cape Town, and an Associate Fellow in the Department of Social Policy and Intervention at the University of Oxford. He was formerly a Research Director in the Human Sciences Research Council of South Africa and is a Fellow of the Association of Psychological Science. Recent research includes the development of a model for monitoring the status of children in South Africa published as: Dawes, A Bray, R. & van der Merwe, A. (Eds.) (2007). *Monitoring child well-being. A South African Rights-based Approach*. Cape Town: HSRC Press.

Amelia van der Merwe is a research psychologist, who is currently completing her doctorate at the University of Stellenbosch. Her interests are the psychological consequences of chronic trauma; the development of self-conscious emotions, particularly shame; child abuse and neglect, and risk and resilience. She has published several articles and book chapters on these topics. Recent publications include *Zip Zip, My Brain Harts* (HSRC Press), and *Monitoring Child Well-Being: A South African Rights-Based Approach* (HSRC Press).