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Special Section: Qualitative Research Methods Introduction to Advances in Studying Cognition in Early Childhood

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Early childhood research has seen a remarkable shift in the way developmental psychologists describe the earliest stages of cognitive development. For example, moving beyond the view that infants possess simple sensorimotor schemes, they are now seen to have sophisticated cognitive skills and concepts that guide knowledge acquisition. The vital role played by cognitive and socioemotional parenting along with the cultural context in promoting cognitive development during the early childhood years and fostering the course of child development is also being increasingly recognized.

This issue of the Bulletin focuses on 'Advances in studying cognition in early childhood' wherein the authors present fresh perspectives on research in this area. The first contribution (Sodian and Kristen) examines longitudinal work on Theory of Mind and affirms the need to study it in order to understand developmental sequences, conceptual change, and continuity. The second paper (Kärtner and Schumacher) presents folk models of human behavior and sociocognitive development and identifies how behavior develops across the life span, especially during early childhood. The third paper in this special section (Legare and Wen) looks at a topic which has limited psychological research findings, namely, effects of ritual on the development of social group cognition

and how rituals facilitate in-group cohesion during early childhood. In the 'Lab report' section we have a contribution from Brazil (Calvente) on non-formal educational practices for disadvantaged children displaying behavioral problems to enhance their cognitive capacities and bonds with the community.

In the 'society news' section, Prof. Xinyin Chen addresses his first note to the members after taking over as the president and puts forward the future directions and areas that the various core committees are working on. We thank Prof. Wolfgang Schneider, former president, for his constant encouragement and guidance and welcome the new president. We look forward to working closely with Prof. Chen and taking his inputs and suggestions in making the Bulletin an even more enriching platform for members to contribute. In the same news section we also present a report on the minutes of the ISSBD 2014 executive committee meeting held recently in Shanghai, China.

We have a special section that pays tribute to Prof. Jacqueline J. Goodnow by her colleagues. Prof. Goodnow, a pioneering developmental psychologist, has left behind a lasting and enriching influence in the field of developmental psychology. In addition to the numerous awards she received over the course of an outstanding career, she was also honored by ISSBD for her achievements.

We thank all the authors for their contributions and efforts. Please feel free to post your suggestions/remarks about the Bulletin and how we can continue to make the Bulletin a truly international platform with diverse representations. We would also like to express our appreciation to Sage Publications for their close collaboration and for always keeping up with the deadlines. Members are most welcome to send their thoughts on areas of focus for future issues of the Bulletin. We value your feedback and inputs.

Longitudinal Studies of Theory of Mind Development

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Theory of Mind has been a burgeoning area of conceptual development since the 1980s (e.g., Perner, 1991; Wellman, 2011), and has recently attracted great interest in infant cognition (Baillargeon, Scott, & He, 2010; Sodian, 2011). Whilst TOM research has largely been experimental, there is a growing demand for longitudinal studies and for within-child multi-measure assessments. In the present review, we point out three reasons why longitudinal work on TOM development is needed: testing for developmental sequences, studying conceptual change and to investigate conceptual continuity.

Developmental Sequence

Based on a large body of experimental work in preschool children, developmental progression in a two-step-sequence was postulated (Bartsch & Wellman, 1995). Children reason about their own and other people's desires about 2 years before they acquire an understanding of belief. To test for the sequence of acquisition of desire, knowledge, belief, and emotion concepts, Wellman & Liu (2004) developed a TOM scale for preschoolers. Guttman, as well as Rasch analyses confirmed a developmental sequence where progress to any later scale step was contingent on mastery of all earlier steps. The scale has been validated in several languages other than English (Kristen, Thoermer, Hofer, Aschersleben, & Sodian, 2006; Peterson & Wellman, 2009; Peterson, Wellman, & Liu, 2005) and has been used to study child development across cultures (Shahaeian, Peterson, Slaughter, & Wellman, 2011; Wellman, Fang, Liu, Zhu, & Liu, 2006). In Western cultures such as the United States, Australia and Germany children were found to first master diverse desires (different people have different desires), followed by diverse beliefs (different people have different ideas and opinions about the same thing), then knowledge access (people who witness an event know about it), then false beliefs (people can be mistaken about the state of reality), and finally hidden emotion (people can feel something

inside, but display a different emotion for the outside world). Recent research (Peterson, Wellman, & Slaughter, 2012) in typically-developed children, as well as in deaf children and children with autism or Asperger syndrome added a statistically reliable 6th step (children's comprehension of sarcasm) to the developmental scale. Even typically developing 9-year-olds showed considerable variability in their comprehension of dark humor. In regard to differences in the developmental progression on the scale, cross-sectional studies showed that preschoolers from China and Iran reversed the diverse beliefs and knowledge access steps, while in autistic children hidden emotion preceded false belief. However, the desire-belief sequence seems to follow a universal pattern and is present across different languages, cultures and diagnostic groups.

Consecutive longitudinal testing in a sample ($n = 184$) of American and Chinese preschoolers and deaf children (Wellman, Fang, & Peterson, 2011) showed that the distinct developmental sequence found in cross-sectional samples is also reflected in individual children's developmental pathways. Thereby, individual American and Chinese children showed the typical progression found in the respective cultural group, while deaf children's individual profiles reflected the typical developmental lag. Finally, the greater the scale differences were, the greater the corresponding longitudinal age differences were. Importantly, earlier concepts (desires, knowledge access) not only preceded later concepts (false belief), but predicted them longitudinally. More longitudinal research is needed to investigate such predictive relations in depth.

Conceptual Change

The transition from desire-based to belief-based psychological reasoning occurs in a narrow age range, between about 3 and 4 years. Yet, we know little about the developmental course and the mechanisms of acquisition of the belief concept. A microgenetic longitudinal study, assessing children's belief reasoning weekly over the course of 2 months (Amsterlaw & Wellman, 2006) provided first insight into the processes of transition to a representational TOM. Children were tested on different tasks measuring children's understanding of others' false belief. While tasks varied in settings and characters, children always received two task types. One task was always a location false belief task (e.g., Max believes that the chocolate is in the blue drawer, but in reality, contrary to his belief, the chocolate is in the green drawer), while the other task was always a contents false belief task (e.g., on the outside the container looks like a Smarties® box and thus Max thinks there are Smarties inside, but in reality, contrary to his belief, instead of Smarties it contains a pencil). Sessions occurred twice a week; sessions within one week were always separated by at least 1 day. To show consistent success within one



session children had to pass each task type three times in a row. Interestingly, the microgenetic study showed that even when children had passed a task for the first time, consistent and repeated success came only gradually. There were large time lags between a child passing for the first time and him or her passing consistently. Further, even when children showed improvements over the course of the microgenetic study all of them also showed regressions, some occurring even after a child had consistently mastered a task. Thus, initial false belief understanding may be fluctuating and fragile. With regard to mechanisms, the study revealed that the kinds of explanatory conversations focusing on others' mental states that children engaged in during the test sessions significantly accounted for their improvements, with children with a more "mentalistic orientation" (i.e., showing an awareness of others' thoughts and mistakes) showing greater improvement. Evidently, there is a need for further microgenetic research to gain insight into individual constructive processes in the context of social interaction.

Conceptual Continuity

The last 15 years have seen major discoveries in the field of infant social understanding. Even in the first year of life, infants perceive others' actions as directed towards goals, rather than as physical movements through space (Woodward, 1998; Csibra & Gergely, 1998). This was demonstrated in visual habituation experiments as well as imitation paradigms (Hamlin, Hallinan, & Woodward, 2008). Furthermore, there is ample evidence for the view that infants read agents' intentions, rather than focusing on concrete action goals (Woodward, 2009). Even more impressively, infants not only in the second, but also the first (Kovács, Téglás, & Endress, 2010) year of life have been shown to be sensitive to others' epistemic states, taking an agent's false belief into account when observing his goal-directed action (see Baillargeon et al., 2010, for a review). For example, Onishi and Baillargeon (2005) used a violation-of-expectation paradigm similar to a change-of-location false belief task. In the familiarization phase, infants first saw an agent place an object in box A, and then reach for the object in box A on two subsequent trials. In the belief induction trial, the object was moved from box A to box B. In the false belief condition, the agent was unable to observe this transfer, while in the true belief condition, the transfer was done in the agent's presence. In the test phase, the agent reached either into box A or box B without retrieving the object. An agent who had been unable to watch the transfer would be expected to reach for the object at box A, while an agent who saw the transfer would be expected to search at box B. 15-month-olds' looking times indicated that they shared these expectations. They looked reliably longer (indicating a violation of expectation) at the belief-incongruent outcome events, a knowledgeable agent searching at box A, and an ignorant agent searching at box B, than at the corresponding belief-congruent outcome events. Converging evidence comes from anticipatory looking tasks (Southgate, Senju, & Csibra, 2007), and from prompted action paradigms (Buttelmann, Carpenter, & Tomasello, 2009). Thus, infants appear to (implicitly) possess core elements of the conceptual knowledge that constitutes a Theory of Mind.

How is infant social understanding related to later Theory of Mind? If infants' understanding of goals and epistemic states is continuous with later Theory of Mind, then we would expect individual differences in social understanding to be stable across an age range of several years. Thus, we would expect individual differences in the performance on looking-time or anticipatory looking tasks in the first and second years of life to be predictive of verbal, explicit TOM reasoning at the age of 4-6 years. Importantly, however, this predictive relation needs to be domain-specific (i.e., independent of more general aspects of cognitive functioning, like working memory, language or IQ). Such domain-specific predictive relations have recently been demonstrated independently in several longitudinal studies, spanning an age range of 3 to 5 years. Wellman, Lopez-Duran, LaBounty, and Hamilton (2008) assessed understanding of goal-directed action in 10-12 month-old infants ($N=45$) in a habituation task, and tested these children again at the age of 4 years with a Theory of Mind battery. Decrement of attention in the habituation task predicted later false belief understanding, when IQ, executive function and verbal competence were controlled. This study corroborated earlier findings by Wellman, Phillips, Dunphy-Lelii, and LaLonde (2004) in a smaller sample. Aschersleben, Hofer, and Jovanovic (2008) found specific predictive relations between goal-encoding in infants as young as 6 months and 4-year-olds' performance on a false belief task, when language abilities were controlled for. Yamaguchi, Kuhlmeier, Wynn, and vanMarle (2009) were able to demonstrate that infants' performance on a social information processing task was predictive of later false belief understanding, while performance on a non-social task was not, thereby providing direct evidence for the domain-specificity of the relationship.

While these studies have established a link between infants' understanding of agents' goals and preschoolers' false belief understanding, to date one longitudinal study of children ($N=70$) found that belief-based anticipatory looking in an implicit false belief task at 18 months significantly predicted verbal false belief reasoning at 48 months, controlling for verbal IQ (Thoermer, Sodian, Vuori, Perst, & Kristen, 2012). While this relation was task-specific, that is, performance on a change-of-location task in infancy predicted false belief about location (but not about contents) in preschool age, there is more recent evidence, from the same, ongoing, longitudinal study for broader predictive relations from goal-encoding and implicit false belief in infancy to TOM reasoning at the age of 5 years (Sodian et al., 2014). Thus, both goal-encoding and false belief representation in infancy appear to be continuous with explicit Theory of Mind reasoning in preschool age. These findings strongly support domain-specific theories of cognitive development which trace the origins of human conceptual knowledge to early infancy (Carey, 2009).

The status of infant social understanding is currently debated controversially, especially with regard to false belief understanding. Heyes (2014) argues that the findings of more than 25 studies of infant false belief understanding, using different methods and paradigms, can be explained by the operation of domain-general processes and in terms of "low-level novelty", infants' looking behavior being a function of the degree to which the observed and remembered or expected colors, shapes and movements of the test

stimuli are novel with respect to the events encoded by the infants earlier in the experiment. Within-subject consistency of performance on perceptually different, but conceptually related tasks is highly relevant to evaluating such low-level interpretations. For instance, Thoermer et al. (2012) found a significant correlation, independent of working memory, between a visual-habituation Level-1 perspective taking task at 15 months, and an anticipatory looking false belief task at 18 months, which cannot be attributed to the colors, shapes or movements of the stimuli used in the task, but is consistent with a conceptual link between visual perspective taking and false-belief understanding. Similarly, Olineck and Poulin-Dubois (2009) found a specific relationship between decrement of attention in looking-time tasks, tapping action parsing and goal-encoding at 10 months and performance in an imitation paradigm addressing intention understanding at the age of 14 months. In a cross-sectional study, Thoermer, Woodward, Sodian, Perst, and Kristen (2013) found inter-task convergence, in 7-month-old infants, independent of working memory, between a visual habituation and a selective imitation task, both addressing goal representation. Taken together, these findings support the view that a conceptual understanding of intentional action underlies infant task performance. However, to date, the evidence on within-participant relations among conceptually related, but superficially quite different tasks, is sparse.

In sum, longitudinal research on Theory of Mind development has contributed importantly to evaluating domain-specific theories of conceptual development, and to confirming a developmental sequence of interrelated concepts. More evidence is needed to distinguish between low-level and higher-level, conceptual interpretations of early emerging competencies, and to promote a better understanding of conceptual change.

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Folk Models of Human Behavior and Sociocognitive Development

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How do we interpret and predict human behavior and how does this faculty develop across life, especially during early childhood? In recent decades, this fascinating question has intrigued many researchers in both developmental psychology and other disciplines such as cognitive science, philosophy of mind, and cultural psychology, and this has generated a great deal of empirical research and major conceptual advances in the field. Generally, sociocognitive development can be defined as those developments that lead to an increasingly differentiated understanding of one's own and others' behavior in social context. In this essay, we want to highlight recent developments and call for cross-cultural approaches that consider caregivers' folk models of human behavior and the role these play in constituting sociocognitive development. We shall focus on the relative emphasis on duties and desires as motives for human behavior in different cultures and how these relate to sociocognitive development.

Belief–Desire Psychology

Most prominently, sociocognitive development is conceptualized along ideas of individual intentionality or the so-called intentional stance. This describes how we attribute individual and subjective mental states to explain and predict our own and others' behavior. Today, there is broad consensus on the following major developmental advances in early childhood: Whereas in the first year of life, children understand that others act intentionally in that they follow goals, by the middle of the second year, they come to understand that others also have their own, different subjective desires that drive their behavior (Tomasello, Carpenter, Call, Behne, & Moll, 2005). Finally, at around 4 years, children come to understand that others' behavior is motivated by others' desires and is based on others' subjective beliefs concerning the current state of affairs—even if these beliefs are wrong.

Bartsch and Wellman (1995) have coined the term “belief–desire psychology” for this epistemic framework that children use to understand human behavior. One of the basic assumptions of this line of research is that this framework contains most elements of adults' advanced folk psychological models of human behavior.

What Other Cultures' Folk Models of Human Behavior Might Tell Us

This belief–desire theoretical framework has been criticized for claiming universality even though it is in stark contrast to other cultures' folk models of human behavior. For instance, Lillard (1998), drawing mainly on anthropological studies with adults in different cultures, makes a strong case that by limiting oneself to belief–desire explanations, one runs the risk of missing other important frames of reference that might serve as equally valid alternatives to account for human behavior. In her analysis, Lillard has shown that whereas some folk models of human behavior, especially in Western urban middle-class samples, rely excessively on individual mental states (i.e., beliefs, desires, intentions, emotions, etc.), other cultural milieus have a very limited vocabulary for such phenomena and tend to adhere more to extrapsychic (e.g., situational, social, normative) facts when it comes to explaining human behavior. Conceptually, Wellman and Miller (2008) were thinking along similar lines when they called for an obligation–permission perspective to complement the dominant belief–desire psychology in the theory-of-mind literature. In her in-depth analyses of US-American and Indian Hindu folk models, Miller identified how the concept of the person and the self (independent vs. interdependent) influences several aspects of sociocognitive development. Whereas 8-year-old children's person descriptions and behavior explanations were rather similar, marked cultural differences emerged until young adulthood, with Indian Hindu participants emphasizing social roles and situational factors and US-Americans providing decontextualized and trait-based descriptions and explanations (Miller, 1984, 1987).

Based on these findings, Wellman and Miller (2008) concluded that there is constrained cross-cultural variability during early and middle childhood, and that further conceptual development becomes more culturally variable as community members teach and socialize their children into the group's practices and beliefs. Most importantly, a key argument is that development is directed toward culture-specific endpoints informed by the respective folk models of human behavior.

The Emergence of the “Normative Stance”

More recently, and independent from the critique voiced by cultural psychological approaches, we have witnessed the emergence of the “normative stance” in sociocognitive development (Rakoczy & Schmidt, 2013). The main argument is that individual intentionality does not suffice to account for the human institutional reality in which human beings commit themselves to and enforce adherence to social norms (Searle, 1995). Thus, social norms—which have to be distinguished from moral norms—are constructed socially



by shared assignment and acceptance, and they constitute a part of human reality that exists merely because we take it to exist. Early forms of this collective intentionality or “we” intentionality can be observed during collaborative engagements when, for instance, 18-month-olds re-engage adult experimenters who have stopped cooperating (Tomasello et al., 2005). More advanced forms of collective intentionality emerge during the third year when children assign normative status to observed behavior and protest against violations of conventional rules that have become established during pretense or conventional games (Rakoczy & Schmidt, 2013).

These two lines of research, namely, individual and collective intentionality, lead us to conclude that, even during toddlerhood, human behavior is already guided not only by subjective mental states but also by normative facts that are constructed and maintained in social interaction.

The Role of Culture in Linking Duties to Desires

Various authors have suggested that already at 3 to 4 years of age, the intentional and the normative stance are linked intimately (e.g., Leslie, Knobe, & Cohen, 2006; Núñez & Harris, 1998). One perspective that is particularly interesting for a culture-sensitive approach to sociocognitive development has been advanced by Kalish (2006). He starts from the basic assumption that both psychological states and normative facts are causes of behavior. Whereas both translate into motives for behavior, desires (“I want”) are conceptualized as internally originating motivators, whereas feelings of duty (“I should, ought, must”) stem from an external, socially constituted frame of reference. Kalish (2006) claims that during the preschool years, duties and desires are conceptually undifferentiated and children use information about one to infer the other. As a consequence, children augment desires, given that there is a norm calling for the same behavior: A person wants something more if that is what he is supposed to do (Kalish & Shiverick, 2004).

As development progresses, duties and desires become differentiated, and, in this process, cultures probably support different ideas about the relation between the two, which has important implications for behavior prediction and explanation. Whereas both the internal and the external frame of reference motivate behavior, Euro-American adults privilege internal sources and discount their judgment that someone wants to do something because there is a rule mandating the action (Kalish & Shiverick, 2004). Several studies support the assumption that Euro-American adults see duties and desires as exclusive alternatives and, as a consequence, discount intrinsic motivation. For instance, Anglo-American 7- to 9-year-olds liked tasks less when they did what they had to do or what their mothers or peers expected them to do, whereas this pattern was reversed in Asian-American children (Iyengar & Lepper, 1999). Another example of this specific relation is prosocial and moral behavior: According to US-American folk morality, prosocial behavior is truly prosocial only if it is shown deliberately, that is, based on the fact that the actor wants to help (personal choice issue) or feels obliged because of a value that has personal significance (personal moral issue, see Miller & Bersoff, 1992, 1994). In most other

cases, prosocial behavior is discounted as obedience or conformity. Intuitions are very different for Indian Hindu children and adults. Eight-year-olds already prioritize others’ expectations over impersonal justice considerations, and they ascribe a strong motivating force to duties derived from interpersonal relationships that in some cases might augment, but certainly does not discount desire.

In our opinion, what differs between cultures is less likely to be found on the level of competence (e.g., whether children across cultures understand and are able to attribute subjective mental states at a certain age; see, e.g. Callaghan et al., 2005; Liu, Wellman, Tardiff, & Sabbagh, 2008, for different positions) but rather on the level of relevance. How important is it in daily life that one conceives others as intentional agents whose behavior is driven by subjective mental states? And how important is it that one conceives others as following social roles and cultural (pre-)scripts? And, equally important, cultures may differ in how they evaluate both systems of reference: Is it “good” or “bad” when people (always) follow their desires or (always) do what is expected?

Following other researchers (e.g., Lillard, 1998), we hypothesize that the less social interaction is regulated by norms of conduct and social roles in a given culture, the more important internal mental states are for organizing own behavior and both understanding and predicting others’ behavior. This idea corresponds to a large body of research in cross-cultural and cultural psychology that explores the relative emphases on different types of motives that coherently organize attentional processes, emotional experience, and behavioral inclinations (e.g., see Gelfand et al.’s, 2011, tight and loose cultures; Markus & Kitayama’s, 1991, interdependent and independent self; see also Shweder & Sullivan, 1993).

To conclude, it seems that both the relative emphasis on duties and desires as well as the conceptual relation between the two differs across cultures. Therefore, it is crucial to identify these two critical aspects of folk models of human behavior in order to learn more about the cultural meanings systems surrounding the relation between desires and duties that inform sociocognitive development.

Sociocognitive Development as the Gradual Convergence with Folk Models of Human Behavior

But when does all this start? A number of studies support the conclusion that culture-specific beliefs and practices already lay the foundation for an increased sensitivity to internal mental states and/or social responsiveness during the first and second year of life. For instance, in cultural contexts prioritizing subjective mental states, mothers show more visual contingency and emotional-intentional scaffolding that accentuates infants’ awareness of own intentional states (Kärtner, 2014). The author proposes that this leads to an increased sensitivity to subjective mental states throughout ontogeny, and that these then become the dominant point of reference for human behavior and experience. In the second year, this heightened sensitivity to own mental states manifests in an earlier onset of a specific type of self-awareness indexed by mirror self-recognition (Kärtner, 2014).

In the domain of prosocial behavior, parents from different cultures show different scaffolding styles when assigning responsibilities to their 2-year-olds. These relate to spontaneous prosocial behavior in culture-specific ways (Köster, Kärtner, Cavalcante, Carvalho, & Resende 2014): Whereas responsibility-supportive scaffolding (i.e., mothers' assertiveness and insistence in assigning responsibilities) predicted spontaneous helping in a rural Brazilian context, autonomy-supporting scaffolding (i.e., mothers conveying helping as a matter of personal choice while simultaneously providing reasons that make helping the better choice) was associated with spontaneous helping in a Western urban middle-class sample. Thus, depending on the culture, there might be different, culture-specific motivations underlying prosocial behavior in the toddler age (deliberate considerations and personal choice vs. sense of duty).

Conclusion and Perspectives for Future Research

Based on these findings, we propose that desires and duties are important internal and external systems of reference that are (a) biologically predisposed and emerge early in development, (b) thoroughly intertwined, and (c) differentially emphasized across cultures. From an ontogenetic perspective, these differential emphases lead to (d) different sensitivities for internal and external cues and result in different motives already during the first years of life; and, later in development, they lead to (e) different folk theories that become increasingly powerful in explaining and predicting others' behavior. We reached this conclusion by integrating sociocognitive theories on the intentional and the normative stance with cross-cultural and cultural theories on the constitutive force of folk models of human behavior for sociocognitive development.

This synthesis opens promising avenues for future research combining both disciplines: If pitted against each other, what is the relative emphasis on duties and desires in predicting others' behavior across different age groups in different cultures? How does the conceptual relation between duties and desires (e.g., augmenting or discounting) change across ontogeny and how does this relate to adults' folk models? In addressing these questions, it would be promising to explore new methods—informed by more implicit measures used in recent sociocognitive approaches—to address these questions. From a theoretical perspective, paying more systematic attention to the role of folk models for sociocognitive development provides insight into the adaptiveness and context sensitivity of developmental processes, and it opens a window to learn more about the way in which culture constitutes psychological processes and is transmitted to the next generation.

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The Effects of Ritual on the Development of Social Group Cognition

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Recent convergent developments in cognitive science (Legare & Souza, 2012; 2014; Rossano, 2012), social psychology (Norton & Gino, 2013; Swann, Jetten, Gómez, Whitehouse, & Bastain, 2012; Vohs, Wang, Gino, & Norton, 2013) and evolutionary anthropology (Boyer and Liénard, 2006; Ruffle & Sosis, 2007) have opened up new avenues for research on ritual, a psychologically understudied yet pervasive feature of human social group cognition and behavior. The dearth of psychological research on this topic is striking given that ritual is a universal cultural phenomenon and has been the focus of extensive anthropological inquiry. Anthropologists have long proposed that rituals demonstrate commitment to in-group members by signaling group member identity, promoting interpersonal bonding, and creating shared beliefs (Humphrey & Laidlaw, 1994; Rappaport, 1999).

The role of ritual in enhancing group cohesion has received little empirical attention to date, in part because the complexity and historical diversity of the world's ritual traditions has impeded the identification of common key features of ritualistic behavior. This has made it difficult to establish robust generalizations about the causes and effects of these features in isolation or interaction. Rituals have also been studied almost exclusively with qualitative designs (but see Legare & Souza, 2012; Norton & Gino, 2013; Vohs et al., 2013 for exceptions), limiting strong causal inferences about rituals' impact on human cognition and behavior (Rossano, 2012).

There is substantial evidence that humans have evolved a variety of psychological adaptations for group living (Caporael, 1997; Kurzban & Neuberg, 2005; Richerson, Boyd, & Henrich, 2003; Tooby, Cosmides, & Price, 2006). Even young children are well prepared to become members of social groups (Diesendruck, Goldfein-Elbaz, Rhodes, Gelman, & Neumark, in press; Diesendruck & Markson, 2011). Infants expect members of social groups to act similarly (Powell & Spelke, 2013), are more likely to imitate members of an in-group than an out-group (Buttelman, Zymj, Daum, & Carpenter, 2013), and children as young as 4 years old display distinct preferences for members of their in-group (Dunham, Baron, & Banaji, 2008; Dunham, Baron, & Carey, 2011; Nesdale & Flessner, 2001; Rhodes, 2012). Children are also acutely sensitive to relations among

individuals (Chudek, Heller, Birch, & Henrich, 2012; Kalish, 2013; Nielsen & Blank, 2011) and particularly to whether two or more individuals act or make judgments in the same way (Corriveau, Fusaro, & Harris, 2009). Children conform to a group consensus in situations where no instrumental knowledge can be gained and disguise their correct opinions to conform to a group consensus (Haun & Tomasello, 2011).

Recent research on the cognitive developmental foundations of ritual has explored imitative behaviour as a means of affiliation with social groups (Herrmann, Legare, Harris, & Whitehouse, 2013; Watson-Jones, Legare, Whitehouse, & Clegg, 2014). High fidelity imitation in children has been linked to social concerns (Nielsen, 2006; Over & Carpenter, 2012), such as encoding normative behavior (Kenward, Karlsson, & Persson, 2011) and fear of ostracism (Over & Carpenter, 2009; Watson-Jones, et al., 2014). There is evidence that motor mimicry functions as an affiliative response in reaction to social exclusion among adults (Lakin, Chartrand, & Arkin, 2008), perhaps because individuals cope with ostracism by engaging in behaviors aimed at reinclusion (see Williams & Nida, 2011 for a review). Adults also engage in more motor mimicry of in-group members than out-group members (Bourgeois & Hess, 2008).

We propose that (a) the performance of social shared rituals amplifies the early developing and empirically documented preference for in-group members over out-group members and (b) rituals function as a mechanism for increasing social group cohesion. Rituals, which we define as conventional, causally opaque procedures, are uninterrupted from the perspective of physical causality because they lack an intuitive or observable causal connection between the specific action performed (e.g., rubbing a ceramic pot) and the desired outcome or effect (e.g., making it rain) (Legare & Souza, 2012; Sørensen, 2007). Rituals are also the result of "a positive act of acquiescence in a socially stipulated order", and are not the product of individual innovation. The peculiar fascination of ritual lies in the fact that here, as in few other human activities, "the actors both are, and are not, the author of their acts" (Humphrey & Laidlaw, 1994, p. 5). We propose that rituals facilitate high fidelity cultural transmission and serve as ideal social identity markers because they are both causally opaque and social conventions, making them resistant to individual innovation and change.

There are several frequently co-occurring features of rituals that we hypothesize make ritual an ideal candidate for amplifying social group affiliation and cohesion. Rituals are socially scripted, are frequently accompanied by normative or conventional language, and involve behavioral coordination or synchrony within groups (Hove & Risen,

2009; Kirschner & Tomasello, 2010; Marsh, Richardson, & Schmidt, 2009; Wiltermuth & Heath, 2009). New developmental research has documented that frequently co-occurring features of ritual have independent effects on imitative fidelity, a measure of affiliation. Children engage in higher imitative fidelity after (a) hearing conventional language (e.g., “everyone does it this way”) rather than instrumental language (e.g., “she makes a necklace”), (b) observing multiple actors engage in the same behavior rather than observing one actor engage in the same behavior multiple times, and (c) observing behavior done in synchrony rather than in observing behavior done in succession (Herrmann et al., 2013).

We propose that examining the psychological effects of ritual in the context of children’s social groups informs our understanding of the empirically documented and early developing human tendency to prefer in-group members to out-group members. To what extent does participating in a socially shared, conventional, and synchronous ritual increase in-group affiliation in early childhood?

Despite the large literature on children’s reasoning about social groups, this is the first research to our knowledge examining the role of ritual participation on children’s affiliation with in- and out-group members. In new work, a novel social group paradigm (Tajfel, 1970) was used to examine the hypothesis that the experience of participating in a ritual may increase preference for in-group members, an effect we predicted to be greater than experiencing social group membership alone. Across conditions, children were first assigned to a novel social group in a daycare setting (i.e., yellow group or a green group). In the ritual condition, children in each group participated in a scripted, synchronous necklace-making task that was demonstrated by a group leader. In the control condition, children in each group participated in a non-scripted necklace-making task that was supervised by a group leader. We predicted that children in the ritual condition would demonstrate stronger effects on multiple measures of in-group affiliation including: selectively fusing with their in-group, making more choices to affiliate with their in-group, and attributing greater expectations for inclusion by new in-group members than did children in the control condition.

The results of this study provide evidence that participation in ritual increased children’s feelings of in-group affiliation. They are consistent with the hypothesis that ritual functions as a mechanism for group cohesion. Data from multiple converging measures support the hypothesis that the experience of participating in a ritual increases feelings of in-group affiliation to a greater degree than group membership alone (control condition). Children in the ritual condition had higher in-group fusion scores than children in the control condition. This effect was found only for in-group measures; participation in a ritual had no effect on measures of out-group fusion. Children in the ritual condition (a) made more choices consistent with a desire to affiliate with their in-group than children in the control group, including retaining in-group membership, retaining in-group identity markers, and expressing in-group preferences and (b) had greater expectations for being included by their in-group than children in the control condition. As in the group fusion measure, no reliable difference was found between the ritual and control conditions on children’s expectations for out-group inclusion.



Figure 1.

Our results provide evidence from converging measures for effects of ritual participation on children’s in-group affiliation, yet more research is needed to further examine the relationship between ritual and out-group effects. Although our data did not show conditional effects on out-group measures, there are multiple potential explanations for this. One possibility is that the effects of ritual are unique to reasoning about in-group members. If so, the effects of ritual on out-group measures may not be different from the experience of social group membership alone. Another possibility is that in-group bias does not necessarily contribute to out-group prejudice (Brewer, 2007). There is research consistent with the current findings indicating that in-group bias and out-group animosity are separable mental constructs and that increasing in-group bias does not necessarily increase out-group prejudice (Yamagishi & Mifune, 2009). Future research with additional measures could examine the conditions under which out-group bias can be detected.

Another direction for future research is to experimentally manipulate different features of ritual to examine the effects of conventional language and participation in socially scripted, synchronous action on psychological outcomes. There are several frequently co-occurring features of rituals that we hypothesize make ritual an ideal candidate for amplifying social group affiliation and cohesion. Rituals are socially scripted, frequently accompanied by conventional language, and involve social group coordination and behavioral synchrony. In our study, rather than attempt to examine the effects of each of these features on in-group affiliation independently, our objective was to examine them cumulatively. Thus, our study cannot determine the extent to which separate features of ritual individually contribute to the documented effects on in-group affiliation, a topic we are actively examining in ongoing research.

One of the greatest challenges of social group living is the problem of coordinated and cooperative group action (Tooby et al., 2006). We propose that one of the functions of ritual is to address this problem. Our data support the hypothesis that the experience of participating in a ritual increases in-group affiliation to a greater degree than group membership alone and provide evidence consistent with our proposal that rituals facilitate in-group cohesion in early childhood.



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Reports from the Lab

The Cacao Project: Non-formal Educational Practices for Children in Public Schools

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Many children (aged 8–14) have low school achievement, with complex socio-emotional functioning; they cannot concentrate in the classroom and live in persistent poverty. In their families, often both parents are unemployed. In the school, some teachers do not feel well-prepared to change traditional educational practices. Principals and teachers understand that they have to follow and cover formal curriculum; students, on the other hand, have to try for the highest grades possible in formal examinations. Children are not asked much to think creatively nor to contemplate local phenomena of nature and environment. They merely repeat in formal exams what was taught orally and/or copied from boards, books and computers. The Cacao Project is a set of non-formal educational practices to activate cognition, contribute to a better understanding and learning of basic philosophical values and ethics, motivate abstract, critical and creative thinking, and multiply environmental education, human nutrition and urban agriculture in ten public schools located in urban and rural communities of Petrópolis, nearly fifty miles from Rio de Janeiro. This is a brief report on The Cacao Project, as a set of non-formal educational practices in urban and agricultural communities of Petrópolis. The author had proposed to two public schools some key ideas that could be discussed and developed in volunteer work in a place called Albertos, Brejal, an agricultural community, and in the urban E.M. Joao Pires Fernandes School, Pedro do Rio. The discussions presented would be on moral values, silence and concentration in the classroom, environmental/ecological education and vegetable gardening for at least for two years, once a week, for two hours a day. The teachers and the principals showed great interest in the project since they understood some of the family problems of the children and young teenagers (8–14). They knew it was not easy to manage everyday conflicts with parents, school violence and lack of respect for teachers during classes. To work on those key variables, we showed photos depicting the biodiversity of the amazon tropical rainforest, the life and work of peasant families and the rate of deforestation and ecological destruction. This gave practical form to discussion and writing on local environmental/ecological problems and at the same time served to amplify the importance of non-formal educational practices on abstract thinking and human development.

Many children in public elementary schools (aged 8–14) have low school achievement and socio-emotional functioning, and difficulties concentrating in the classroom. Many teachers do not feel well prepared to break out of formal educational practices. Principals and teachers understand that they have to obey, follow and cover curriculum, and the students feel pressure to achieve the highest grades possible in formal examinations. The basic challenge of the Cacao Project is to develop and apply creative tactics to potential vectors and forces to put forward abstract, critical and creative thinking, thereby to improve the local environment and human development.

Theoretical Framework

In this methodological approach mental development is considered to be a continuous and multidimensional construction, even though very poor children don't always have good nutrition and equilibrium in their early lives, from birth to seven years of age. We can understand that mental life is "um organismo plástico, modificado pela aprendizagem, pelas influências exteriores, pelo exercício" (a plastic organism modified by learning processes, external influences, by exercise. Piaget, 1989, p. 135). Qualitative research, narratives (Belle, 1982; Daiute, 2013; Ryen, 2013) and post-normal science as explained by many authors can give us a very powerful tool to a pluralistic approach not only to understand social interaction and local scenarios but also to act on them. Qualitative research offers many possibilities and methodological approaches to improve education and deal with social movements and school projects (Barret, Duggan, Lowe, Nikel and Ukpo, 2006). Others studies of participatory communities planning environmental projects are anchored in post-normal science, pluralistic in its nature, and fundamentally directed by social-interactionist and constructivist views. These endeavours promote social interaction and take practical action towards environmental sustainability using post-positivist participatory methods (Söderbaum, 2000; Tacconi, 2014). We focused on the relations between cumulative knowledge, non-formal educational practices, formal education, human development, biodiversity loss and intergenerational ethical environmental conflicts that if integrated in schools might certainly open new windows to children's education and development (Jonas, 2011; Piaget, 1989; Tomasello, 2003).

Persistent poverty and chaotic family structures leave children unbalanced, by themselves, almost like balloons in the air, in schools that are often unprepared to teach disciplines (Scivoletto, S., Boarati, M., Turkiewicz G., 2010). New holistic approaches in dynamic physical and social environments, where method can be built from within local realities must be practiced and cultivated in schools to prevent dropping out and use of drugs and alcohol. We must also open up opportunities for talented poor children who



Figure 1.

want to learn. But what should be done? The answer must be sought by teachers and students together; more consistent and locally-applied public policies to help families would maximise the benefits to children. Education is a social process which can promote intercultural/local/global diversity. According to Benincá (2008) “the human being is carrying capabilities, such as consciousness, which develop in relation to social contexts (...). People, through experience, build a sense of things (...) is always a relationship of consciousness to another, ie, with the world (...) constructed in relation to the cultural everyday (...) built through the process of reflection.” (in Dalbosco Casagrande and Muhl, p. 183, 186).

The practice of non-formal education in the Cacao Project entails a commitment to ethics and simplicity, with the goal to build empowerment and autonomy (Candau e Leite, 2007). The development of ethical living among children and parents requires a broader concern with social cohesion, social inequalities, human rights and social exclusion but that should not lead to stasis or the attitude that you should remain poor because you are poor now; non-formal educational practices provide tools for designing a new life plan and creative thinking, promoting better learning and human development itself (Epstein & Sheldon, 2006; Ghon, 2011; Goergen, 2010; Goulet, 1999; Hoppers, 2006; Saviani, 1996, 2009; Souza & Cabral, 2009).

Many authors define non-formal education as practical education for autonomy, acceptance of diversity, and

an openness to knowledge, popular mobilization, social movements, negotiations, dialogues and confrontations; the non-formal approach promotes innovation and knowledge-generating for interactive and collective actions, such as resistance to social exclusion processes and a struggle for social inclusion (Belle, 1982; Calvente and Faver, 2010; Colardyn & Bjornavold, 2004; Ghon, 2011; Goergen, 2010; Loureiro, 2010; Ngaka, Openjuru and Nazur, 2012).

The Cacao Project

Here are some priorities in the Cacao Project:

Module 1: The project has been structured and presented to children and teachers in modules. The first one comprises the analysis and quantification of some local environmental problems, such as floods that kill children every year, the imprisonment of thousands of native birds in cages, deforestation, destruction of biodiversity, fire in the local forests, industrial pollution, violence in schools, and the practice by the local population of throwing all kinds of plastics, tires, organic matter, in rivers and streets. This means one hundred and fifty tons of garbage are produced by the local population much of it going onto the streets and into local rivers. When we started the project we asked a basic question: With what distinctive methods and approaches could we deal with those problems at school? Why and how? Intervention processes are complex and involve the



Figure 2.

transformation of traditional habits. We had to take time to build trust and work with schools. In the ensuing years, students in some schools decided to go to the streets to tell people they could not and should not continue to use the rivers and streets to receive thousands of tons of plastics, cigarettes, condoms, plastic boxes and organic matter.

Module 2: In the year 2000 it was possible to test a second module, in classroom discussions and in the vegetable garden, of one of the most important problems the author saw in schools. That is too much time spent by youth in conversations and conflicts, confusion, very low productivity and no concentration on important learning exercises and group discussion in the classroom (20–30% of the time lost). Besides this, there is little respect between students and this sometimes extends to parents and teachers as well. These two first modules are developed over a span of two months and the students are asked to write essays taking whatever viewpoint they like about silence and concentration. The next step is the creation of a play with five acts to be presented to the entire school focusing on student conflicts, human development and local environmental problems.

Module 3: The third module is the conception, planning and execution of a diversified organic vegetable garden, including using organic matter as fertilizer, in some schools, and a discussion of soil structure, the food chain, nutritional elements, water shortages, and CO₂ in the atmosphere. This module is always done with teachers of

science, geography and math. People in the school and parents are free to participate. Children are asked to write about vegetable gardens and nutrition and talk about eating adequate food. From February to November we work in the garden. The principal must take responsibility for watering on the weekends.

Module 4: We are repeating moments of one minute of silence during classes because it can improve calmness, attention, concentration and equilibrium in students. It seems to work very well. After many one-minute sessions of standing still over the past fifteen years, I myself have observed a tremendous difference, difficult to measure, in more tranquility and abstract thought development; this insight will be addressed in the next classroom study.

While developing these modules and educational strategies it is normal to deal with conflicts brought to class from the family chaotic structure. A moment of silence is always a way to make people think more rationally about what they see as their problems, both at school and at home.

The practices described above were conducted with two hundred children and young teenagers who might develop a conflict with the law. They came from public schools of the “Serra da Estrela” in Petrópolis. The principals and psychologists of the Court of Justice labeled them as children and teenagers who were very “problematic” or “hyperactive”; some officials thought some of them “needed” and “should” take pills to be calm, and saw them as likely to have conflict with the law. The author



Figure 3.

himself, taking a dynamic approach, did not agree with those diagnostics and the Cacao Project was improved later to create possibilities and space for children to spend their energy in different social activities; based on the analysis of psychologists and in the opinion of many local school teachers interviewed, “the pills” should at least be questioned as a means to keep children passive in the classroom. Students joined the project in the Educandário Princess Isabel Foundation of Court of Childhood and Youth of the District of Petrópolis (Educandário), in 2003–2007, after school. As executive director with responsibility for the vegetable garden and environmental education, I was able to reproduce some environmental educational practices done in public schools and structure other non-formal educational activities such as: sports, math, chess, dance, karate, judo, computer use, Portuguese, geography, crafts and capoeira. The students who were interviewed very much liked the non-formal educational activities and despite family problems they showed resilience and were anxious to participate in non-formal-educational practices as already described.

The teachers, principals, the local judge, the local press, parents, children and teenagers when interviewed by the author always seemed to like very much the methods used in the Educandário. A very different approach, they would

say, was bringing perspectives on life for youth from local public schools. The proof of this is simple. Principals, teachers and children of many schools have asked that the Cacao Project to be structured in their schools.

Results

A) In all the ten schools where it was possible to develop The Cacao Project, the children, young teenagers, teachers, principals and the local judge agreed upon the need to multiply those non-formal and practical educational practices as a way to have students more motivated in school and interested in learning. The local catholic university decided to sign a contract with the City Hall to a one-year course on environmental education directed to public school principals and teachers, where the author could multiply ideas of the Cacao Project, discussing beliefs on educational practices directly with forty school principals and teachers. After the course, most of them structured, participated and organized non-formal environmental education activities on their own in the following years and are still doing this, every year, up to and including the present moment. This social movement can easily be spread now if we have support from local government, the local universities and the



Figure 4.

press. The schools are now better prepared. Although the exact number is not known, we now find more seminars being organized on basic education and environmental problems. Organic agriculture is developing in Brejal; produce is now also sold in Leblon, Rio de Janeiro. Brejal is a place one thousand meters above sea level, where we have worked with three local public schools for five years and the farmers' children are now grown up. The next step is to plant different fruits with students and the local farmers to raise their income. The author and public institutions have already tested many species suited to the local climate; the production of fruits will be a good possibility/alternative to be developed in the region. We must prove that the best channel of technological development is the school, which can host non-formal educational practices in a dynamic way.

B) The vegetable gardens were planted in small plots inside and outside public schools, on plots of no more than two hundred square meters. It is a complement to the conventional standards of teaching practical works in science. We found that most of the children who said they would never eat vegetables changed their view after harvesting. Many children who never had the opportunity to work productively even wanted to produce more to sell to local markets. The next step of this module should be the production of sculptures of farmers and urban workers, placed in the middle of the vegetable gardens to "speak" artistically about ethical values and abstract, creative thought. Although we have to find better ways to compete with

marketing and institutional propaganda of fast food ideology, we found that the circle of values students participated in made them better interpreters of TV propaganda. Nowadays the Department of Education buys vegetable products from local farmers, whereas before they were buying from São Paulo and Minas Gerais, two hundred miles from Petrópolis. The food students eat every day in the one hundred and forty public schools in the program include vegetables such as lettuce, spinach, carrots and broccoli.

C) Abstract, critical and creative thinking, as well as initiative, teamwork, solidarity, autonomy, and courage can be developed among children at social risk when they are stimulated within the Cacao Garden of Education. It was not possible to verify what happened to the lives of some youths who came into conflict with the law and got involved in crime. Fewer than half of them today are married, have children, work seriously and have contact with the author. That means the interventions must be started at the age of seven.

D) In the past fifteen years about three thousand children from more than ten schools, with their teachers and principals, have planted over five thousand native trees in Petrópolis directly with the Cacao Project. The local judge, the local city hall, the bus companies and the local public institutions helped transport people to plant the trees. Every day and every month we can see many private and public institutions taking initiative in planting many more trees with school children everywhere.



Figure 5.

Conclusion

Over the past fifteen years, non-formal educational practices have promoted a local multidimensional focus on justice, ethics and holistic human development in more than ten local public schools in Petrópolis. The Cacao Project needs to be evaluated and improved so that it can be multiplied at low cost in more public schools. This would enlarge the horizons and dignity of low income families that cannot pay for private schools. It should involve groups of university students to share their knowledge and experiences with children in more public schools. An important next step is to define groups of children in each school to be followed in the next two years to strengthen the hypothesis that better learning, writing, interpretation of environmental problems and human nutrition, abstract and creative thinking, and human development stem from non-formal community projects. The new phase can further test the power of informal educational activities to complement and enforce conventional ones, in non-formal educational practices: silence, attention and concentration in the classroom; ethics and values; environmental education; vegetable gardens and human nutrition; plays portraying issues chosen by youth. The Cacao Project, like similar undertakings around the world, can help more children find schools a good place to study and learn. Planting trees helps to protect and manage biodiversity and water resources; additional ideas

that build group cohesion can be multiplied. Children in the Cacao Project focus on beliefs, ethical values, critical thinking, global environment protection, obesity, human diet, and nutrition. Children will face a different world within the next ten to twenty years and should be prepared in our public basic schools and communities to confront new obstacles with verve.

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Notes from The President

This is my first President's note for ISSBD Bulletin. I would like to take the opportunity to thank our former president, Wolfgang Schneider, and his team, particularly Katariina Salmela-Aro (Secretary General), and Ingrid Schoon (Treasurer), for their leadership in carrying out a variety of activities including the biennial meetings and workshops and in creating and maintaining several highly successful programs such as the ISSBD Developing Country Fellowships and the ISSBD/Jacobs Foundation Fellowships. These activities and programs have significantly helped make ISSBD a truly influential international society in the field of developmental science. Of course, Wolfgang is still on the Steering/Executive Committee as the Past-President, Ingrid remains as the Chair of the Finance Committee, and most others including the chairs and members of the committees will continue to help our group.

I would also like to extend a warm welcome to the new members of the Executive Committee, including Karina Weichold (Secretary General), Nancy Galambos (Treasurer), Tina Malti (Membership Secretary), Josafá M. Cunha (Early Career Scholar Representative), Toni Antonucci, Charissa Cheah, Biao Sang, Marcel van Aken, Sabine Walper, and Rita Zukauskienė. The new team has started their work and, obviously, will do their best to serve the Society.

In addition, as you may have noticed, we now have a new editorial board for the International Journal of Behavioral Development. I would like to express my sincere gratitude to Marcel and his Board members for the superb job they have done over the past 6 years to improve the quality and the impact of the journal. I am confident that, under the editorship of Brett Laursen, our flagship journal will be one of the best publications of ideas and research findings about human development from international and life-span developmental perspectives.

ISSBD just held a biennial meeting and a preconference workshop in Shanghai, China. Over 130 early career scholars from all over the world attended the workshop; thanks to the Jacobs Foundation for providing awards and other financial support. Marc Bornstein, Rob Coplan, Robert Kail, Debra Pepler, Peter Smith, and Hiro Yoshikawa each ran a session in which they gave a lecture and led discussions about issues in a particular area. I sat at a table to have lunch with about 10 scholars from Brazil, Argentina, China, and Germany, and had very interesting conversations with them about their research, aspirations, and life stories. I was also told that it was an extraordinary experience for them to interact with, and learn from, the experts and peers.

The main conference was equally successful, with approximately 700 delegates from 50 countries and regions. A number of prominent scholars in the field of human development gave invited presentations on important topics such as aging, adaptation in a competitive world, social policies and children's well-being, numerical development, parenting intervention, interaction between neuroscience and culture, and stimulating psychological development in the context of HIV. The symposia and posters also generated great interest and intensive discussion. I was particularly impressed that almost every session was fully attended with a high proportion of energetic young scholars in the audience. The social programs such as the dance and music performed by children and youth at the opening ceremony and the banquet were fabulous. I would like to thank Biao Sang, the organizer of the meeting, and Dan Li and Junsheng Liu, the co-organizers of the preconference workshop, and their colleagues and students for successfully organizing these important events.

The new Executive Committee and other committees are currently working on a number of plans such as promotion of membership, regional workshops, and joint activities with other institutions and organizations. For example, Bill Bukowski, the new Chair of the Publication Committee, and his colleagues are organizing an international video conference on peer relations (the address of the conference Facebook page is <https://www.facebook.com/pages/crdhissbd-International-Video-Conference-On-Peer-Relations/436502103055595?fref=nf>). Anyone who has online access should be able to participate in this conference. The Membership Committee has recently recruited several new regional coordinators, with the help of Kerry Barner from SAGE, so we are expecting to see a growth of membership in regions that are currently under-represented in ISSBD. Rita Zukauskienė is working hard to prepare for our next biennial meeting in Lithuania in 2018. Based on her presentation in Shanghai, the city and the meeting venue look really wonderful. The International Program Committee will make a great effort to put together a strong program for the meeting.

Finally, I encourage all of you to actively participate in the various activities of ISSBD. If you have any ideas or suggestions about what we should do or if you would like to do anything for the Society (e.g., organizing a regional workshop on a particular topic), please do not hesitate to contact us.

Xinyin Chen
President of ISSBD
September 22, 2014



SOCIETY: Minutes of the ISSBD 2014 Executive Committee Meeting in Shanghai, China

July 8th, 2014, 9.00 am-5.00 pm.

Site: The Marriott Hotel Changfeng Park, Shanghai, China

Present in the meeting from Executive Committee

Toni Antonucci, Early Career Development Committee, Chair
Kerry Barner, Commissioning Editor
Xinyin Chen, Membership Secretary and President Elect
Josafa da Cunha, Social Media Editor and Early Career Scholar Representative Elect
Nancy Galambos
Silvia Koller
Ulman Lindenberger
Anne Petersen
Katariina Salmela-Aro, Secretary General
Biao Sang
Ann Sanson
Wolfgang Schneider, President
Ingrid Schoon
Robert Serpell
Marcel van Aken
Suman Verma
Sabine Walper
Karina Weichold, ISSBD Bulletin and Secretary General-Elect

Guests: Rita Žukauskienė
Peter Smith
Simon Sommer
Julie Robinson

1. Opening by the President Wolfgang Schneider

2. Approval of the Minutes ISSBD 2013

→ Action: Minutes from the ISSBD 2013 Seattle EC meetings were approved.

3. Report of the President Wolfgang Schneider

The President was grateful for the help from the EC and in particular President-elect Xinyin Chen, the treasurer Ingrid Schoon, the financial manager Rick Burdick, the Secretary General Katariina-Salmela-Aro, all persons involved in the

publication of ISSBD-related outlets, and the Jacobs Foundation for their continuous support. Wolfgang Schneider summarized his major actions during the past year. He reported that the number of countries involved in ISSBD increased, but not the number of members in total. He was grateful for the activities of the Membership Committee (Chair Ann Sanson), Xinyin Chen, and Kerry Barner and her team from SAGE. Wolfgang Schneider thanked Biao Sang for his great achievements in organizing the Biennial Meeting in Shanghai, and reported on the successful preparations for the upcoming meeting in Vilnius, Lithuania, in 2016 (July 10-14, Mykolas Romeris University). He also thanked Rita Žukauskienė for her enduring and successful efforts to prepare this conference. Wolfgang Schneider reported on three ISSBD workshops that took place in 2013. Two of them (Moscow, Russia and Budapest, Hungary) he attended personally, and he shared his impressions on the success of these meetings with the EC members. The third workshop took place in Pretoria, South Africa (10th ISSBD Regional International Workshop), where about 60 African early career scholars participated. Wolfgang Schneider thanked the local organizing teams, and the Jacobs Foundation for their continuous support of such meetings. Interestingly, the numbers of members within the regions where the workshops took place increased during the past year. In addition, Wolfgang Schneider mentioned that a workshop in Switzerland in 2015 is in preparation, with the aim to increase interest in ISSBD in Switzerland and France, where membership rates have remained relatively low during the past years.

Then Wolfgang Schneider reported on the Jacobs-ISSBD Fellowship Program. Starting at the beginning of 2012, the first cohort of 10 early career scholars from all over the world were supported over a time span of three years. This year, the report on the success of these scholars will be due, and a new cohort will be selected, ensuring that in total 20 young scholars will be supported. Wolfgang Schneider expressed his deep gratitude for the representatives of the Jacobs Foundation (Gelgia Fetz and Simon Sommer), the members of the EC, and the Committee on Research and Training of Young Scientists (first chaired by Ulman Lindenberger, and then by Toni Antonucci). Other activities that support the scientific careers of young scholars from all over the world are coordinated by the Early Career Travel Grant Committee (led by Suman Verma). More than 100 proposals were evaluated for travel grants to attend the ISSBD Meeting in Shanghai. The president expressed his deep gratitude to Suman Verma and the members of the committee for their hard work.

In addition, fellows of the ISSBD Developing Country Fellowship (DCF) were positively evaluated, and thus the program continues in 2014. The 7 fellows of the first two cohorts (and the additional 3 of the third cohort) receive continuous advice by their academic mentors. Wolfgang Schneider thanked Peter Smith and his dedicated committee for their active engagement.

The President of the Society also reported on the publication/social media activities. First, the *IJBD* is a very noteworthy publication outlet in the field of life-span and cross-cultural developmental science, with an increasing reputation during the past years. Special thanks for the outstanding work was expressed to Marcel van Aken and his team. Starting this year, Brett Laursen took over the editorship of the journal. Similarly, the development of the *ISSBD Bulletin* and the E-newsletter was perceived as very positive. Wolfgang Schneider thanked the editors of the *Bulletin* Karina Weichold and Deepali Sharma, the social media editor Josafá da Cunha, and Kerry Barner from SAGE.

Also, the status of archiving ISSBD documents was discussed. The archives are located in the North Holland Archief at Haarlem, The Netherlands. Marcel van Aken, who is in charge of this issue, did a great job in recruiting a librarian to go through the files and archive the materials. An interim report was submitted by the librarian immediately before the EC meeting. Although the progress report is generally encouraging, it also contains the message that the librarian involved in the archiving process needs further financial support to finish her work, and to proceed with electronic archiving of the materials.

Furthermore, the issue of archiving EC actions was raised. A document summarizing all EC actions and their status will be archived by the Secretary General of ISSBD.

Wolfgang Schneider also reported on the status of the plan to establish an International Consortium of Developmental Science Societies (ICDSS). This initiative was stimulated by the SRCD's Governing Council and pursues several goals, including the facilitation of multidisciplinary research and the expansion of collaborative training, with the aim of pushing for "big science". Anne Petersen served as representative of ISSBD to discuss this issue on several occasions (including the SRCD meeting 2013 in Seattle, USA). There is a consensus that ISSBD should take a leading role in the Consortium, in particular because the Society brings an international perspective. Finally, President Wolfgang Schneider reported on the status of the new ISSBD website, on which he worked together with Xinyin Chen and Josafá da Cunha, in conjunction with SAGE. The final version of the new website, which is more interactive, with a higher share of social media links and quick and easy login for members, was launched February 2014. The President thanked Ed Mottram from SAGE for his role in developing the Society's new website.

4. Report from the Secretary General Katariina Salmela-Aro

The Secretary-General's office has been involved in many aspects of running the society. Katariina Salmela-Aro wrote the Minutes of the EC Meeting in 2013 and circulated it to

the EC. In addition, she prepared the Executive Committee Meeting 2014, collected all reports, and circulated it among the EC members, and prepared the agenda for the 2014 meeting. Also, Katariina Salmela-Aro, together with Kerry Barner from SAGE, organized the online voting procedure (three EC Members from 2014 to 2020, Secretary General 2014 to 2020, Treasurer 2014 to 2020, Membership Secretary 2014 to 2020, and Early Career Scholar Representative 2014 to 2018). Results of these elections were as follows: Karina Weichold was elected as Secretary General, Nancy Galambos as Treasurer, and Tina Malti as Membership Secretary. For the three positions on the EC Marcel van Aken, Charissa Cheah, and Sabine Walper were elected. Josafá da Cunha was elected as Early Career Scholar Representative. The next nominations for upcoming elections will start in autumn 2014. In addition, the Secretary-General's office has been answering various questions from the members, most of them concerning the Biennial Meeting in Shanghai. The Secretary General also disseminated information about the Society, and she also provided information to the organizers of the Biennial Meetings. Katariina Salmela-Aro thanked Wolfgang Schneider, Xinyin Chen, Kerry Barner, and Hely Innanen in her report for giving their support over the past years.

5. Report of the ISSBD Membership Secretary, Xinyin Chen

First of all Xinyin Chen thanked Kerry Barner, Wolfgang Schneider, and other EC members for their support related to membership issues. The regional coordinators have been very active and working hard to maintain and recruit members; as a consequence, membership has increased in countries like Cameroon, India, China, Israel, and South Africa. Altogether the number of members of ISSBD has been stable in the recent past. The committee has successfully recruited new regional coordinators recently; they will be involved in recruiting new members in their regions to increase the number of ISSBD members. One strategy to increase the number of members is the planning of workshops and meetings in countries where ISSBD has few members. In addition, we now formally offer the option of paying membership dues across multiple years.

6. Report of the ISSBD Treasurer, Ingrid Schoon

First of all, Ingrid Schoon expressed her thankfulness to the Institute of Education at the University of London for providing space, infrastructure, and support for her work as Acting Treasurer. In addition, she thanked Rick Burdick, the President of the Society, and the EC members for their support. In particular Rick Burdick is an important help to the ISSBD Treasurer, as he is managing the ISSBD Financial Office. He collects monthly statements of all accounts, provides quarterly and annual updates of the accounts, and initiates payments following approval by the Treasurer and the President. Rick was also supporting the preparation of the report. At the time of this report (May 2014), ISSBD had the following accounts:



Current US Accounts	
Keybank, Ann Arbor, MI (Account: 229681004029)	Checking
Keybank, Ann Arbor, MI (Account: 229681004037)	Savings
T.Rowe-Price Mutual Fund Account (118289732) Investor Number 520471050	Mutual Fund Portfolio

During the 2013 EC Meeting in Seattle, following a discussion about an annual audit for ISSBD, the EC decided that we should have an annual financial review as well as a full audit every five years. The current expenditure for professional services including the financial review, which is conducted by John Park, is \$1,412.50. The cost for the full audit would be around \$7,000. At the ISSBD EC Meeting in 1997, the EC approved an investment strategy that required the Treasurer to keep one year's operating budget in cash. The Treasurer reported on the monitoring of ISSBD's investment strategies to make sure that the society continues to have good returns. The priority in investing of ISSBD funds should be to provide support for the key activities of the society (especially to promote developmental science and to support young scholars in the field), and to maintain a secure financial base for the future. Ingrid Schoon pointed to the fact that the society must maintain flexibility in maintaining and receiving payments on the global market, and avoid costly transaction charges. This will be achieved by the support of the finance committee and by Rick Burdick in the central Financial Office. Altogether, as Ingrid Schoon outlined, the society's finances are in very good shape. The EC was very pleased with the Treasurer's report and congratulated Ingrid and her team for their excellent work.

7. Publications

7.1. SAGE, Kerry Barner

Kerry Barner was very pleased to be working with Wolfgang Schneider, Xinyin Chen and all the other hardworking EC members, regional coordinators and committee members to develop ISSBD as a great Society. She summarized that the new ISSBD website went live in February 2014 featuring interactive tools such as the information carousel and links to social media pages. She thanked in particular Ed Mottram at SAGE, Xinyin Chen, Wolfgang Schneider and Josafá da Cunha for their support in this endeavor. Kerry Barner reported that ISSBD membership has gone up from a total of 815 in 2013 to 826 in 2014. SAGE was involved in the appointment of regional coordinators and initiatives of the ISSBD membership consortium, in order to increase the number of members. The strategy of "one member recruiting one member" may not be as effective as was planned. Members discussed the idea that a more interesting strategy for ISSBD may be to have actively involved members, instead of just trying to increase the number of members per se.

Kerry Barner also reported on the status of publications (IJBD, Bulletin, and Social Media) which all look very positive. For the IJBD, she expressed gratitude for Marcel van Aken's successful work as editor during the past six years and welcomed the new editor, Brett Laursen. The IJBD's

editorial office received 244 submissions in 2013 (a 4% increase compared to 2012); the acceptance rate is 18%. Regarding usage, 134,456 articles were downloaded in 2013 (an increase of 12%), and 6,596 people have access to the journal. The most cited article in WoS in 2013 focused on "Counteracting Bullying in Finland: the KiVa Program and its Effects on Different Forms of Being Bullied" (14 cites). There were 428 referrals to the IJBD homepage from Facebook, and 68 from Twitter (increases over 2012). Finally, the renewal rate for total institutional subscriptions was 99%. Kerry Barner expressed not only her full satisfaction with the Journal's development, but also with the Bulletin and social media.

7.2. Editors of Bulletin: Karina Weichold and Deepali Sharma

Karina Weichold reported that since the last EC meeting the ISSBD Bulletin released two new issues, focusing on "Qualitative Research Methods", and "Emotion Regulation across the Life Span," which were very positively received by the readers. As in earlier issues, high internationality of authors was ensured. Plans for the upcoming Bulletins, including new sections (e.g., "Country Focus") to introduce unusual research sites across the world, were presented. Because Karina Weichold was elected as Secretary General, she plans to step down as Bulletin Editor, as soon as a new co-editor is found (Deepali Sharma will continue to work for the ISSBD Bulletin). Karina Weichold thanked her colleagues, the President of ISSBD, and Kerry Barner and her team from SAGE for the excellent collaboration during the past years. The EC has to further discuss recruitment strategies, including timelines, to select and appoint a new Bulletin Editor during the next meeting. Finally, Xinyin Chen raised the issue of turning the Bulletin into a proper journal, based on fact that in the special section of the Bulletin, high-quality papers are published. Some pros and cons related to this idea were discussed. The EC may also discuss this issue further at the upcoming EC meetings.

7.4. Social Media Editor: Josafá da Cunha

Josafá da Cunha has sent a total of 20 E-Newsletters to ISSBD members since July 2012 (currently 2,565 verified email addresses). In addition he reported that the society has an active profile on two social network platforms (Facebook and Twitter) to provide direct updates to the members. He pointed out that the feedback he received was very positive in the past, especially regarding information relating to conferences or recent publications of members. He thanked the President of ISSBD, SAGE, and the EC members for their excellent collaboration.

8. Early Career Scholar Representative: Julie Bowker

The Early Career Scholar Representative Julie Bowker sent out four E-newsletters specifically tailored for early career scholars. Such e-mail letters are unique to ISSBD and have received very positive feedback. There will be a personnel change: Josafá da Cunha was elected to be the next Early Career Representative to the EC; Julie Bowker will continue

to be involved in forthcoming activities. Julie was also involved in several activities for the ISSBD 2014 Biennial Meeting. For early career scholars she organized four workshops (on grant writing around the world, publishing, multi-level modeling, and conducting cross-cultural research). The EC was thanked for their willingness to help in preparing these workshops. The Early Career Scholar Representative stimulated thinking about a dissertation award for early career scholars. This issue was discussed at the EC Meeting. Several problems were considered, such as difficulties in finding appropriate candidates, reviewers for proposals, and the allocation of additional tasks for the young scholar committee. The EC requires more detailed information and concrete plans for establishing an ISSBD dissertation award. Decisions on this issue will be made at the next EC Meeting in 2015.

9. Biennial Meetings

9.1. 2014 Shanghai: Biao Sang

Biao Sang reported on the status of the ISSBD 2014 Meeting in Shanghai. He reported that preparations for the conference were going smoothly and he thanked the President of ISSBD and the EC for their support. Biao Sang was able to organize a program with the help of the International Program Committee, featuring five keynote speakers and eight invited addresses. Furthermore, seven invited symposia were organized, and a total of 67 symposia, seven poster workshops, and 475 poster presentations were accepted for presentation in Shanghai 2014. However, the number of delegates participating in the conference was not as high as initially expected. This may be due in part to the fact that some delegates did not receive replies from the committee as some emails were blocked by the Chinese email server. However, altogether Biao Sang was very positive about the program of the conference and was very much looking forward to the days we will spend together at the Shanghai conference.

9.2. 2016 Vilnius: Rita Žukauskienė

Rita Žukauskienė reported on the status of organization of the upcoming Biennial Meeting of ISSBD in Vilnius, Lithuania in 2016. She reported on the progress of her preparations, which look very promising and successful. The conference will be hosted by the Mykolas Romeris University (MRU). The organizational team has been able to find an appropriate venue for the conference (Radisson Blu Hotel and Conference Center). This conference location also provides accommodation options, and is near other hotels located in the city center of Vilnius. Rita Žukauskienė distributed advertisement materials for the upcoming conference and presented views of the booth at the Shanghai conference site along with advertisement material under the motto "Feel – Touch – Taste". The International Program Committee, to be recruited to organize the scientific program of the Vilnius conference, will be led by Rita together with Xinyin Chen. The conference in Vilnius is seen by the EC as a great opportunity to involve new members in Eastern and Western Europe, and they approved the great status of the conference preparations.

9.2. 2018 Options: Wolfgang Schneider and Xinyin Chen

Wolfgang Schneider and Xinyin Chen reported on various options for conference locations for ISSBD 2018. One option was to hold the ISSBD Biennial Meeting in Sydney, Australia. However, only a company applied to organize the conference, but no scientific institution was involved so far. The second option considered was to hold ISSBD 2018 in the US, in alliance with the SRCDC management. However, it was still not clear who the scientific organizer in the US would be, and which place would be appropriate for the meeting.

→ Action: The EC decided that in particular the option to have ISSBD 2018 in the US should be explored more in detail in the near future.

10. Committees

10.1. Awards: Toni Antonucci

Toni Antonucci summarized the activities of the Awards Committee including several announcements in the Bulletin and a personal appeal to the Executive Committee. She presented a summary of the submissions and decisions taken by the Awards Committee, as follows: the Awardee of the ISSBD Distinguished Scientific Contribution Award is Dr. Christopher Herzog (USA), nominated by Ulman Lindenberger; and the Awardee of the ISSBD Distinguished Scientific Award for the Applications of Behavioral Development Theory and Research is Professor Heidi Keller (Germany), nominated by Marta Fülöp. Finally, there are two Awardees of the ISSBD Young Scientist Award: Dr. Loes Keijsers, as nominated by Susan Branje; and Dr. Jelle Sijtsema, as nominated by Jaap Dennisen and Professor René Wenstra. In 2014, the ISSBD award for Distinguished Contributions to the International Advancements of Theory and Research in Behavioral Development was not conferred; only one nomination was received by the Committee. Toni Antonucci raised two issues for the EC to consider: First, whether there should be a requirement in future award announcements that the nominee be a member or a contributor to ISSBD. This issue was discussed in the EC.

The EC suggested that it should be included as a requirement in future calls/award announcements that some prior or current membership/contribution is wished. At a minimum, there should be a less rigid rule (e.g., "The nominee is expected to be a member of ISSBD") to be included in the call for all kinds of awards.

Second, Toni Antonucci discussed with the EC whether there is a Western bias in the evaluation and criteria for ISSBD Awards, which could hinder the comparability among scholars from different parts of the world. This issue will be discussed in the upcoming term.

10.2. Finances: Ingrid Schoon

The head of the Finance Committee reported on her ongoing activities. Since 2013 Ingrid Schoon has been leading this Committee with great success. Liz Suzman was the earlier chair of the Finance Committee, playing a central



role in guiding the consolidation of ISSBD finances and investments. ISSBD has decided on an investment strategy that builds on consolidation of finances, but also on long-term planning. Based on this, the ISSBD EC does an annual review of the budget, and long-term budget planning should be conducted at least on a five year basis. It was also recommended by Ingrid Schoon that the EC might want to consult financial advisors. One issue was discussed with the EC members concerning the investment of ISSBD finances in young scholars, which is a major interest of ISSBD. However, in the past there was a lack in defining benchmarks for evaluating the success of young scholar activities (e.g. successful completion of a PhD program). The benchmarks for assessing achievements of early career scholars who receive financial support should be discussed in the near future.

Finally, Ingrid Schoon mentioned that a meeting of the old and new Treasurers of ISSBD may be necessary in the near future. The EC supports such a meeting, which may also include making decisions about what materials should be kept for the ISSBD archive.

10.3. Membership: Ann Sanson

Ann Sanson reported on several recruitment strategies, as conducted by the Membership Committee of ISSBD. These activities include: email campaigns for ISSBD members, a flyer on the benefits of ISSBD membership, recognition of long-standing members, and good practice guidelines for regional and national coordinators. The committee has been very busy with these issues. They also gave input into the design of the new website. Ann Sanson also discussed the recognition of long-term members with the EC. She suggested several criteria for this, as listed below.

Nature of Recognition

- Award of Lifetime Membership in recognition of services to ISSBD and the field of lifespan developmental science.
- Framed embossed certificate.
- Provision of all the regular benefits of membership for life (i.e., copies of *IJBD* and *Bulletin*, reduced rates at the Biennial Meetings, 25% discount for SAGE books and journals).

Criteria (all three will be considered)

1. The recipient has been an ISSBD member for a long period of time, normally at least 30 years, and will normally be retired.
2. Evidence of substantive contributions to ISSBD over time—e.g. membership on committees; presentation of keynote addresses at biennial meetings; attendance at biennial meetings; publication of papers in *IJBD*.
3. Evidence of significant contributions to developmental science—recognition within the field through prestigious appointments and/or honors; publication record and citations.

Process

1. The Steering Committee of the Executive Committee will identify potential recipients using ISSBD archival data, and recommend recipients for awards to the Executive Committee on a biennial basis.
2. Awards of Lifetime Membership to be given at biennial meetings.

→ Action: The criteria were approved by the EC. The Steering Committee of the EC will identify potential recipients and recommend them to the EC on a biennial basis.

10.4. ISSBD Developing Country Fellowships: Peter Smith

Peter Smith reported that in 2013/14 he and his committee received 22 valid applications from various countries. These applications were sent to the five panel members, who were asked to rate all candidates. The clearly selected candidate was Yuri Arsenio Sanchez-Martinez (Cuba) who will be mentored by Silvia Koller. There were six other strong candidates, two of whom were selected: Irina Krumpai (Romania), who will be mentored by Sylvia Koller and Suman Verma, and Lazarous Ndhlovu (Zambia), mentored by Anne Petersen and Robert Serpell. These three successful candidates for the ISSBD Developing Country Fellowships were each invited to present a poster on their research plans at the Shanghai 2014 conference. Each of these fellows received free registration at the conference, free pre-conference or workshop registration, travel, and a subsistence allowance. The EC suggested that young scholars receiving the Developing Country Fellowship Award publish their successful accomplishments on the ISSBD webpage or in the e-newsletter (presenting “showcase investment”). In addition, the high costs of traveling were discussed.

→ Action: In the future it should be stipulated that young scholars in this program use money for research rather than for traveling.

10.5. Early Career Development Fellowship: Toni Antonucci

Toni Antonucci reported on the Early Career Development Fellowship. Nine fellows are currently involved in that program, funded by the Jacobs Foundation. All fellows were invited to participate in the LIFE Academy at Marbach, Germany, last year. Gelgia Fetz was very impressed by the presentation of the fellows at the LIFE Academy. A progress report was prepared by Toni for the Jacobs Foundation towards the end of the second year. The Jacobs Foundation was impressed by this report and by the progress of the fellows, and granted the fellows a third year of support. All of the nine fellows attended the ISSBD meeting in Shanghai. In anticipation of the request for a second cohort of early career development fellows, a proposal for the second phase of the program has to be presented to the Jacobs Foundation Board of Trustees this Fall. Gelgia Fetz reported that Jacobs Foundation is very interested in supporting a second cohort of fellows, but that this will depend on the proposal presented to the Advisory Board.

10.6. Pre-conference Workshop Committee (Marcel van Aken)

Marcel van Aken reported that ISSBD has planned five pre-conference workshops for early career scholars to be held at

the Shanghai conference in 2014. The topics of these pre-conferences were as follows:

- Peer relations from a cross-cultural perspective
- Family relations from a cross-cultural perspective
- Methods in research on public policy and child development
- Writing and publishing
- Maximizing the social impact of research

Out of the 113 scholars (including developing country fellowship and Jacobs Foundation fellowship) 96 were allotted their first preference workshops, 10 their second and seven their third preference workshop. Marcel van Aken reported a great success of the pre-conference workshops of ISSBD in Shanghai 2014.

10.7. Early Career Scholar Travel Grant: Suman Verma

Suman Verma reported on the travel grant applications for the preconference workshop of ISSBD 2014 in Shanghai. The committee received a total of 107 applications for review. By applying review criteria and considering geographical issues, and low-cost accommodations and airfares, the funding resources of \$100,000 from the Jacobs Foundation were able to support several early career scholars to attend the pre-conference workshops. It was discussed within the EC meeting, whether it is possible to still have early career scholar travel grants after ISSBD 2016 (funded by the JF). Additionally it was discussed whether it would be possible to supply financial support (travel costs) to the leaders of the pre-conference workshops; otherwise it will be difficult in the future to recruit them. The issue of financial support of the workshop leaders should be discussed in preparation for the next ISSBD meeting in Vilnius in 2016.

11. Workshops

11.1. Budapest, Hungary, September 12-14, 2013: Márta Fülöp

The regional workshop conducted in Hungary in 2013 focused on "Social Development and Interpersonal Dynamics in Childhood and Adolescence." The aim of this ISSBD regional workshop was to provide a forum for talented young researchers of central Europe to present their research in developmental science and to give them the opportunity to interact with world-famous scholars. The workshop also served as an annual meeting for young researchers of the Swiss Jacobs Foundation Fellowship Program. Altogether 90 registered participants from 18 countries attended the workshop, and in total 52 papers were presented within 18 thematic sessions from the frontiers of developmental and social psychology. The feedback on this workshop was extremely positive and not only the participants but also the invited speakers and the ISSBD EC congratulated the organizers for their organization and hospitality.

11.2 Moscow, Russia: Tatiana Yermolova, Natalya Ulanova, Sergey Kornilov

This workshop focused on individual differences and executive functioning, genetic foundations of executive functioning, the role of early institutionalizing in the development of executive functioning and meta-cognition, and the use of new imaging techniques to study them. Talks by renowned and distinguished researchers in the field were delivered over the course of three days. In addition, 14 posters were presented and the authors of the two best posters were awarded a prize that was chosen by the invited speakers. About 60 early, middle, and senior scholars from Russia and other countries from the former Soviet Union attended the workshop in Moscow. The workshop was fully supported financially by ISSBD and administratively and organizationally by the Moscow City University for Psychology and Education. The feedback on this workshop was also very positive and stimulated further collaboration among the participants and the invited speakers. In addition, the organizers of this workshop plan to publish an edited volume on this topic.

11.3. 10th African Regional Workshop, Pretoria, September 25-27, 2013: Nareadi Phasha

The overall theme of the workshop was sustaining research excellence among early career scholars in Africa. More specifically it aimed at sustaining unique areas of strength and opportunities in research for the African early careers scholars of human development. The workshop took place over three days, and attracted 65 participants from Zambia, Ghana, Cameroon, Ethiopia, South Africa, Uganda, Kenya, Nigeria, Swaziland and Zimbabwe. The topics of the workshop session concerned: indigenous research, African women and research, post-graduate supervision, developmental research in Africa, and writing for a publication. In addition, there were presentations focusing on the assistance of early career scholars in abstract writing, and there was also a symposium on preparing young scholars to complete their PhD. The feedback for this workshop was extraordinarily positive. It was even discussed that it can serve as an example of best practice in the series of ISSBD workshops devoted to the promotion of African developmental scientists.

11.4 ISSBD Regional Workshop on "Behavioral Development: A Life-Span Perspective", September 4-6, 2015: Matthias Kliegel and Anik de Ribaupierre

Matthias Kliegel reported on the proposal for a regional workshop funded by ISSBD to be conducted in Switzerland (at the University of Geneva) in 2015. The aims of this planned workshop will be twofold. First, it will focus on life-span perspectives, a topic which is shared by many developmental scientists. However, such research is still largely fractioned into child development and aging research. Both fields rarely interact and do not profit from each other. We hope this planned Regional Workshop will



help to stimulate interaction and discussion. In addition, from a scientific policy perspective, this workshop is planned by Matthias Kliegel and Anik de Ribaupierre and his group in order to target primarily francophone countries, as they represent strong but relatively scattered groups in each domain of research. Matthias Kliegel presented his plans for the workshop including a three-day program. The EC responded very positively to this proposal. However, there was a discussion on whether the presentations and discussions should be held in the French language only. It seems to be a good compromise to have French and English discussion groups or presentations, so that both languages are represented. The EC also shared the impression that this kind of workshop can attract many new members in these specific regions. The EC congratulated Matthias Kliegel for his draft plan, and encouraged further organization of this event.

12. Other Issues: International Consortium of Developmental Science Societies (ICDSS): Anne Petersen, Simon Sommer

Anne Petersen reported on the ongoing discussion on ISSBD taking part in the ICDSS, e.g., in March 2014 in Austin, TX, USA. All nine potential founding organizations of ICDSS were represented; four already endorsed their participation, and the remaining five are scheduled to take action in their Biennial Meetings in 2014 (among them ISSBD). As

mentioned before, ICDSS is a world umbrella organization composed of organizations that are more or less international and vary tremendously in size and outlook, but share the same interest in human development. All the organizations share the vision of promoting global developmental science to optimize human development. The expected benefits to member organizations include: access to global life course developmental science knowledge, contact with colleagues and programs including capacity building, and impact in global policy that is based on developmental science evidence. The next step for the initial member organizations in ICDSS is to endorse the establishment of the consortium in 2014. Anne Petersen was sent to an ICDSS meeting in March 2013 to represent ISSBD at the request of Wolfgang Schneider and Xinyin Chen. It is seen that ISSBD can have a tremendous impact in the consortium, in particular because of the Society's international character, thus making it possible for outstanding developmental scientists around the world and especially from the majority world to become part of the field of developmental science and to share their learning with colleagues of other regions. Also Simon Sommer from the Jacobs Foundation stressed the importance of ISSBD being part of the ICDSS. There were several issues that were discussed relating to ICDSS participation, but in general, EC members shared positive reactions to it, with the majority of EC members voting for the membership of ISSBD within the consortium.

→ Action: The EC decided to join ICDSS.

Secretary General, Karina Weichold

Minutes of the ISSBD 2014 Executive Committee Meeting II in Shanghai, China

July 10th, 2014, 8:15 am-9:45 am

Site: The Marriott Hotel Changfeng Park, Shanghai, China

Executive Committee members present

Toni Antonucci, Early Career Development Committee, Chair
 Kerry Barner, Commissioning Editor
 Xinyin Chen, President
 Josafá da Cunha, Social Media Editor and Early Career Scholar Representative Elect
 Nancy Galambos
 Silvia Koller
 Tina Malti
 Biao Sang
 Wolfgang Schneider, Past President
 Ingrid Schoon
 Robert Serpell
 Marcel van Aken
 Suman Verma
 Sabine Walper
 Karina Weichold, ISSBD Bulletin and Secretary General
 Rita Žukauskienė

1. Opening by the President: Xinyin Chen

Xinyin Chen as the new president of ISSBD welcomed the EC, and in particular the new members.

2. Report of Outcomes of the 1st EC Meeting: Karina Weichold

Karina Weichold as the new Secretary General of ISSBD summarized the main outcomes of the first EC meeting held at the Shanghai conference, and highlighted the issues that need further discussion within the second EC meeting.

3. ISSBD being part of ICDSS

The EC discussed again the issue of ISSBD being part of the International Consortium of Developmental Science Societies (ICDSS). Many positive aspects of this proposal were raised, for instance, coordinated training options, such as summer schools or workshops. In addition, the advantage of ISSBD being an international society was stressed, and there was an agreement that this theme will be added to the

description of the consortium. The EC and the president of the society again agreed that ISSBD will join ICDSS with the emphasis on potential advantages associated with it.

4. ISSBD Bulletin: Recruitment of New Editor

The issue of the need to search for a new Bulletin Editor was also discussed in the second EC meeting. There was an agreement that the publication committee will discuss internally guidelines regarding where and how to search for a new Bulletin Editor. The decision as to whether the Bulletin will become a proper peer-reviewed journal will influence the criteria used in the choice of editors.

5. Archiving of ISSBD Materials: Marcel van Aken

Based on the presentation of the Archive Progress Report, Marcel van Aken raised the issue of continuing with the archiving of ISSBD materials, and asked for the EC's approval to do so. Up till now 35 meters of material have been archived. However, feedback is still needed on the categorization of this archive, and here members of the EC may be asked to collaborate. Marcel van Aken and Wolfgang Schneider stressed the need to finish the archiving process of the ISSBD materials. To that end, additional financial support will be needed. In addition, in the near future the issue of electronic archiving has to be discussed.

→ **Action:** The EC decided that the archiving of ISSBD materials should be continued, and financial support of \$10,000 was approved.

6. Membership-related Issues

The Membership Committee of the ISSBD EC discussed whether ISSBD should still pay the registration fee for regional coordinators, regardless of whether or not they are able to recruit new members in their region. There were some arguments for and against this, and finally the EC decided that the membership committee should decide on this internally. Thus, further decisions were postponed until the next EC meeting.



7. Next African Regional Workshop

Several sites in Africa have been proposed for the next African Regional Workshop. There is a proposal from young scholars from Nigeria; another from Ghana (with no senior scholar involved as yet); and a final one from Kenya with a good university backup. However, these are just preliminary proposals with no final versions. It was asked, whether the decision on the site for the next regional workshop can be postponed until the next meeting and the EC decided to do so. Also, the amount of financial support for the next African Regional Workshop will be determined during the next meeting. If proper proposals come in, discussion and decision on this issue will continue via email.

8. ISSBD Meeting in 2018

The EC finally also took up the issue of the organization of the ISSBD meeting in 2018. No formal proposal has yet

reached the society and no local scientific committee has been identified so far. It is very likely that the ISSBD 2018 Biennial Meeting will be held in the USA or, alternatively, in Australia. In particular, the latter option was favored by the EC, and potential organizers will be encouraged to submit a proposal. However, the EC stipulates that such a proposal should always be done in coordination with a scientific institution. The EC will decide on this issue at the next meeting in Philadelphia after receiving full proposals for the organization of the ISSBD 2018 meeting.

13. Date of the next EC Meeting: March 18, 2015, from 9 am to 5 pm at SRCD in Philadelphia, USA

Secretary General, Karina Weichold

News

In Memoriam

Jacqueline J. Goodnow, AC

Jacqueline (often known as Jackie) Goodnow's research was marked by a deep interest in the effect of relationships and contexts on people's thoughts and actions. This interest also guided her approach to life. It was expressed in her genuine interest in the professional and personal development of her colleagues and students. Colleagues were deeply impressed by Jacqueline's willingness to explore their ideas, to work through their proposals, and to give generously of her time and insights.

Jacqueline's work is among the most cited in psychology. In her long and productive life, she produced original and integrative contributions to our understanding of developmental and cognitive psychology. Her ability to get to the core of an issue, to shake up that idea, and to reorganize it from a novel perspective became a signature motif that led to her ideas being incorporated into a variety of mainstream frameworks and analyses. For example, her work on children's drawings, parents' views of their children's development, and cross-cultural developmental timetables linked anthropology, sociology, and law to developmental psychology.

A fifth generation Australian, Jacqueline Mary Jarrett was born in Toowoomba, Queensland, and moved with her parents and siblings to Sydney where she won the University of Sydney Medal and a NSW Woolley Travelling Scholarship that allowed her to take up Ph.D studies and post-doctoral research at Harvard University (Radcliffe). She held university appointments at George Washington University in the USA and Macquarie University in Sydney where she was the first woman professor. As mandated in Australia, Jacqueline officially retired in 1991, but she never retired from her own thought and action. In later years, she continued to bring research to bear on policy-making. She served in advisory roles to university research centers, government and non-government agencies and national and state research projects.

Jacqueline was a truly international scholar who was invited to write, speak and mentor at universities and research institutions around the world. She held visiting professorships at the Minnesota Institute of Child Development; the Stanford Center for Advanced Studies in Social Sciences; the Max Planck Institute in Berlin; and New York University.

Her visits, advice and mentoring were universally appreciated for the genuine interest and generosity with which she read drafts, commented on proposals and made her typically gentle suggestions as to how a theory or practice could be improved and taken further to promote the ideas and careers of colleagues.



An early and keen member of ISSBD, Jacqueline promoted the study of development across the globe. She has been honored by ISSBD, the Society for Research in Child Development, the American Psychological Association, the Australian Psychological Society, and the Australian Academy of the Social Sciences, among others. She was awarded an Honorary Doctorate from Macquarie University in 1995. In 1992, Jacqueline was made a Companion of the Order of Australia (AC) for her pioneering and lasting contribution to psychology and education. This is the highest recognition the country gives for outstanding achievement and service.

In an oral history interview for the Society for Research in Child Development (SRCD) in 2010¹, Jacqueline explained how her early research in Hong Kong, and in the USA with African American children, highlighted the importance of context for understanding development. This focus, particularly on cultural contexts, can be traced through all her analyses and writings, as shown in an influential volume on *Cultural practices as contexts for development* (Goodnow, Miller & Kessel, Eds., 1995). It threaded its way through several collaborative Carmichael handbook chapters and other analyses of the relation of cultural contexts to development in 2010 and 2011. Most recently, Jacqueline applied these insights to the experiences of refugees and asylum-seekers (2014). This line of analysis has come full circle in the recent chapter 'Children and Cultural Contexts' in the *Handbook of Child Psychology* (in press).

In her analyses of inter-generational relations, she noted that children and adults adapted their ways of thinking and acting by responding to people and places and also by taking the initiative. She analyzed changes in family members' views of household work (Goodnow & Bowes, 1994), of development (Goodnow & Collins,



1990), of caregiving responsibilities, and of inheritance arrangements (Goodnow & Lawrence, 2013).

Jacqueline constantly emphasized the need to integrate the cognitive and the social in studies of development. Rather than considering only one aspect of development, Jacqueline emphasized integrated analyses that dealt with the full range of how children and adults participate in each others' thought and actions.

Jacqueline was the master of the "however." All of her thinking and her commentaries on other people's thinking were geared toward new ways of organizing information, new ways of asking questions, and new directions for

research. In her gentle way, she always saw the gaps, a possible set of proposals, and a new configuration. The research world has suffered a great loss at Jacqueline's death, but the legacy of her thought and action will continue to provoke us to new depths, to continue to consider the "however."

Jeanette Lawrence, Judy Cashmore, and Agnes Dodds

¹Jacqueline J. Goodnow. SRCD Oral history interview, by Agnes E. Dodds, Sydney, 2008. Retrieved from http://www.srcd.org/sites/default/files/documents/goodnow_jacqueline_interview.pdf



MAJOR CONFERENCES OF INTEREST

November 10–14, 2014

7th International Conference on Health Psychology

Location: Havana, Cuba

Website: <http://www.psicosaludcuba.com/>

November 14–16, 2014

7th International and 12th National Conference of Clinical Psychology

Location: Seville, Spain

Website: www.ugr.es/~aepc/WEBCLINICA/ENGLISH/Inscripcion.html

February 2–6, 2015

41st National Annual Conference of Indian Association of Clinical Psychology

Location: Gujarat, India

Website: <http://www.rakshashaktiuniversity.edu.in/images/news/41st-national-annual-conference-final-25-june.pdf>

March 12–14, 2015

International Convention on Psychological Science

Location: Amsterdam, The Netherlands

Website: <http://www.psychologicalscience.org/index.php/convention/icps>

March 19–21, 2015

Biennial Meeting of the Society for Research in Child Development (SRCD)

Location: Philadelphia, Pennsylvania, USA

Website: www.srcd.org

March 26–29, 2015

Fifth Asian Conference on Psychology and the Behavioral Sciences 2015

Location: Osaka, Japan

Website: <http://iafor.org/iafor/conferences/acp2015/>

April 1–3, 2015

2015 International Symposium on Education and Psychology (ISEP 2015)

Location: Kuala Lumpur, Malaysia

Website: <http://tw-knowledge.org/isep2015/important-dates/>

May 20–22, 2015

17th Congress of the European Association of Work and Organizational Psychology (EAWOP)

Location: Oslo, Norway

Website: www.eawop2015.org