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# Introduction to the Special Section: The Role of Sports and Human Development

*Karina Weichold and Deepali Sharma*

Sport is generally understood to include activities that go beyond competitive sports. The term "sports" subsumes all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction. These include play, recreation, organized, casual or competitive sports, and indigenous sports or games. Sport in general is seen to have a variety of benefits to human development. More specifically, sport stimulates individual development, plays a major role in health promotion and disease prevention, promotes gender equality and social integration, and fosters the development of social capital. In addition, sport-based intervention may help in violent or crisis situations, promote local development in the social dialogue, and inspire social responsibility.

During the past decades, not only was there a tremendous increase in publications related to the topic of sports and human development, but also the United Nations affirmed that sport is an effective tool to promote a better world. In line with this, recently it was demonstrated that sport can make an effective contribution towards achieving the United Nations Millennium Development Goals. It was found that well-designed sport-based initiatives are relatively cost-effective and also practical tools to achieve objectives in human development.

Based on this background we became interested in inviting authors for a Special Section on the topic. The focus of this set of papers, written by well-known researchers in the field, is relatively broad, addressing The Role of Sport in the Development of Parent-Child Relationships (Rouquette) and Parents' Role in Fostering Positive Youth Development in

Sport (Dorsch & Vierimaa). Both articles relate to sports activities of young people embedded within influences of the family. Additionally, a third paper investigates the Psychological Factors in Athletic Performance (Kaur). With this set of papers we try to stimulate thinking about factors and mechanisms influencing the engagement in sport activities of children and adolescents, paying attention to the positive effects of sports in promoting human development.

This issue of the ISSBD Bulletin also includes a Country Focus Report from Australia (Soni) referring to The Impact of Domestic Violence in Women from Culturally and Linguistically Diverse Backgrounds. With the Country Focus Report, as usual, we try to give selected researchers from various parts of the world a voice to introduce their specific research agendas.

This Bulletin issue also includes various news from the Society, among them the notes from our President Xinyin Chen, the Minutes of the 2017 ISSBD EC Meeting on the occasion of the SRCD Biennial Meeting in Austin, Texas, USA, and a report from our Early Career Scholars Committee. Furthermore, Brett Laursen has written an obituary for Jari-Erik Nurmi (1956–2017), who recently passed away. Jari was a well-known Finnish scientist, who was very actively involved in ISSBD during the past decades, for instance, in his function as Secretary General of the Society. For us, it was very sad to hear that we lost this person who over the years devoted a part of his life to the development of ISSBD.

We hope that this issue of the ISSBD Bulletin is informative and stimulating to all of our readers. Since we are continuously trying to improve the quality of this outlet of the Society, please do not hesitate to get in touch with further suggestions and ideas.



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# The Role of Sport in the Development of Parent-Child Relationships

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Sport plays an important role in the lives of children and adolescents, and can have a profound effect on family life (Côté, 1999). For instance, parents and children often spend large amounts of time together traveling to and from training, attending competitions, and discussing performances (Clarke & Harwood, 2014; Knight, Little, Harwood, & Goodger, 2016). As a result of spending such time together and sharing these activities, it is likely that sport impacts on the parent-child relationship (cf. Fredricks & Eccles, 2004). The aim of this paper is to examine how sport may influence the development of parent-child relationships, considering both the positive and negative consequences.

## The Parent-child Relationship

In a parent-child relationship, the parent and the child can be considered not only at an individual level but also as a dyadic interaction (Kenny, 1996). Within this dyad, the parent influence, the child influence, and the unique parent-child interaction produce the parent-child relationship (Cook & Kenny, 2005). The development of the parent-child relationship can be understood through attachment theory (e.g., Bowlby, 1982, 1973, 1984). Attachment theory assumes that newborns are biologically predisposed to enter into social interaction and form selective bonds with their proximal caring figures (e.g., parents). This process of interaction gradually develops in response to children's attachment behaviors to build an attachment relationship (Bowlby, 1982). Children's attachment behaviors (such as seeking proximity or attracting the caregiver's attention with smiles or cries) are especially triggered when the child is tired, hungry, separated from the attachment figure, or confronted with an environmental novelty/strangeness (Bowlby, 1982). Such attachment behaviors are more pronounced and easily triggered during infancy, however; and they can be present whenever adolescents and adults are anxious or under stress (Bowlby, 1988).

When the attachment figure displays functions such as proximity-maintenance (a desire to be close to the attachment

figure), safe-haven (the attachment figure is seen as protective from threats), and secure base (the attachment figure is considered as a base from where exploration can start) in response to a child's attachment behaviors, a secure attachment is gradually developed (Bowlby, 1988). Specifically, a secure attachment is provided when the attachment figure provides sensitivity, availability, and responsiveness to the child. This secure attachment allows the child to judge their self-worth and assess the attachment figure as a source of comfort that is available in situations of distress (Bowlby, 1988). Children with a secure attachment are more prone to develop a positive model of the self and others, to explore and investigate new environments, experiment with new opportunities without fear of failure, and develop mastery-oriented goals (Bowlby, 1988; Carr, 2009, 2011; Duchesne & Larose, 2007). Conversely, when the attachment figure is unresponsive or inconsistent in meeting the child's needs, a child is more prone to develop a negative representation of the self and others, withdraw from or avoid exploring new environments, and have a fear of failing (Bowlby, 1973; Duchesne & Larose, 2007).

## The Parent-child Relationship in Sport

Sport participation provides children with numerous opportunities to develop themselves, in addition to discovering new places and environments. It allows youth athletes to experience tiredness and fatigue, to be hungry or thirsty, and to experiment with a large array of emotions and affects. As such, sport participation provides multiple opportunities to trigger attachment behaviors from youth athletes (Carr, 2009, 2011) and influence the relationship that develops between parents and children.

Throughout involvement in sport, particularly until around the ages of 14-15 years, parents have the largest influence on youth athletes' lives (Wylleman & Lavalée, 2004). However, the ways in which parents are involved, and the influence they have, will change over time (Côté, 1999; Côté & Hay, 2002). For instance, when children first start playing sport, parents' main role is providing transportation and opportunities for engagement (Côté, 1999; Fredricks & Eccles, 2004). The interactions between parents and children are generally positive, with fun being the main focus (Côté, Baker, & Abernethy, 2007; Fredricks & Eccles, 2004). As children progress, parents usually increase their interest, time, and financial commitment to their child's sport participation (e.g., Knight & Holt, 2014; Lauer, Gould, Roman, & Pierce, 2010) and the importance of sport increases for both parents and athletes (Wylleman & Lavalée, 2004). As the importance of sport increases, conflict or turbulence can arise in the parent-child relationship (Lauer

et al., 2010), particularly as both parents and children encounter more stressors (Harwood & Knight, 2009a, 2009b; Tamminen & Holt, 2012). Finally, as children invest in a chosen sport and progress to more elite levels, the coach often takes over much of the parental role. This shift in roles can be challenging for parents, particularly as they often remain their child's main source of emotional and financial support (Côté, 1999; Côté & Hay, 2002).

The changing roles, demands, and responsibilities parents experience as their children progress in sport, can have varying impacts on the relationship they develop with their child (Lauer et al., 2010). For instance, some parents and children can successfully navigate the demands associated with elite sport development and benefit from a smooth and healthy relationship. These smooth parent-child relationships are developed in well-adjusted and supportive mastery-oriented environments in which sport is kept in perspective, athletes are provided unconditional love, and parents and children engage in open and bi-directional communication (Lauer et al., 2010). For others, involvement in sport can result in a more turbulent relationship. For example, children may experience parental pressure when parents only intend to show love and support, or when sport becomes more important than other aspects of family life. Such pressure can subsequently lead to a challenging relationship between parents and children (Lauer et al., 2010).

There are likely many explanations for why some parent-child relationships develop smoothly through sport and others are more challenging. One explanation is the stress that parents can experience when supporting their children in sport (Knight, Berrow, & Harwood, 2017; Knight, Holt, & Tamminen, 2009). Parents recalled a range of stressors associated with children's sporting involvement, such as organizational issues (e.g., finance, time, coaching, and the organizing body), competitive demands (e.g., behaviors, performance, and morality), and developmental considerations (e.g., educational issues, transitions, and future decisions) (Harwood & Knight, 2009a). If parents are unable to effectively manage such stressors it may result in parents' engaging in pressuring or punitive behaviors creating conflict between the parents and child, which could subsequently damage the relationship between parent and child (Dorsch, Smith, & McDonough, 2009; Knight et al., 2009).

However, as Lauer and colleagues (2010) noted, sport participation does not always result in negative parent-child relationships. In fact, sport participation can be advantageous for the parent-child relationship by helping to bring the family together, and can contribute towards increasing the closeness of the relationship (Clarke & Harwood, 2014; Clarke, Harwood, & Cushion, 2016). For fathers, sport provides the opportunity to be involved with the family and nurture the relationship with their child without challenging their dominant gender identity (Coakley, 2006). Sport can also help mothers to feel closer to their children (Clarke et al., 2016). Sport participation can provide parents and youth athletes the opportunity to engage in bi-directional and open communication (Holt, Tamminen, Black, Mandigo, & Fox, 2009; Knight & Holt, 2014).

For instance, parents in a study of youth gymnastics reported benefits from sport such as pride, enjoyment, and feeling good about their child's achievement. In addition, they perceived that parenting was made easier because

sport contributed to children being more self-regulated and goal oriented (Weiss & Hayashi, 1995). Similarly, children have indicated that involvement in sport improves their relationship with their parents (Dorsch et al., 2009; Knight & Holt, 2014; Weiss & Hayashi, 1995). Youth gymnasts have averred that they value their parents' interest in their sport and the encouragement the parents provide (Weiss & Hayashi, 1995). In comparison, youth swimmers have explained that swimming provides an opportunity to develop and strengthen a "special" relationship with their parents (Fraser-Thomas & Côté, 2009). The strengthening of relationships likely arises because parents and children spend time together on the road traveling to competitions and consistently share the emotional highs and lows associated with competition (Clarke & Harwood, 2014; Clarke et al., 2016; Fraser-Thomas & Côté, 2009).

Considering the aforementioned studies, it appears that sport can positively impact on the parent-child relationship when parents provide a secure attachment such as demonstrating sensitivity, availability, and responsiveness. This suggestion is, to some degree, supported by data from a recent study of 1,348 adolescents, which showed that those who participated in competitive sport scored significantly higher on parent attachment than non-athletes. Higher scores were recorded in trust and communication, but also alienation from their parents (Sukys, Lisinkiene, & Tilidiene, 2015). Despite a low explained variance ( $\Delta r^2 = 0.5-0.13$ ), this study confirms that sport involvement could be a factor relating to the quality of the parent-athlete relationship. Furthermore, a longitudinal study among US adolescents showed that when youth athletes perceive their parents to care about them, are satisfied with the communication, and have a strong relationship it positively impacts on their sport participation in young adulthood (Lee, Park, & Yoo, 2016). Together these studies suggest that sport participation can influence the parent-child attachment, communication, and relationship.

## Conclusion

In sum, numerous studies from a variety of theoretical backgrounds have illustrated that sport participation can have an impact on the parent-child relationship. The parent-child relationship is part of a developmental process, with multiple changes and transitions that occur over time and require continuous adaptations (Côté, 1999; Fraser-Thomas & Côté, 2009; Wylleman & Lavallee, 2004). Sport participation can negatively impact the parent-athlete relationship, (Harwood & Knight, 2009a; Knight et al., 2009; Lauer et al., 2010), but sport participation can also offer an opportunity to develop and strengthen the parent-athlete relationship. For example, when parents are sensitive, available, and responsive, and strive to communicate, understand, care and value their child there is great potential for sport to enhance the relationship children have with parents (e.g., Clarke & Harwood, 2014; Clarke et al., 2016; Coakley, 2006; Fraser-Thomas & Côté, 2009; Lee et al., 2016; Sukys et al., 2015; Weiss & Hayashi, 1995). Attachment theory appears to be a useful lens through which these studies can be interpreted and integrated, and future research in this area may help to develop a better understanding of how sport participation influences the parent-child relationship.



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# Parents' role in fostering positive youth development in sport: Theoretical and conceptual considerations

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## Introduction

Nearly nine in ten North American youth participate in organized sport during childhood and/or adolescence (Clark, 2010; USDHHS, 2010). This participation has been associated with positive physical, psychological, and emotional benefits during childhood and across the lifespan (Bailey, 2006; Weiss, 2016). To foster these positive outcomes, parents seek out opportunities for growth, development, and socialization for their children. In doing so, they become active participants in their children's youth sport experiences, exhibiting a broad range of involvement behaviors over the course of a child's development. In turn, parents' involvement behaviors reciprocally influence the child's sport participation, performance, and enjoyment (Fraser-Thomas, Strachan, & Jeffery-Tosoni, 2013).

According to the American Academy of Pediatrics' Council on Sports Medicine and Fitness (Brenner, 2016), youth sport is becoming increasingly driven by adults and less centered on the young athletes who participate. As parents continue to invest a growing percentage of resources (e.g., time and money) into the athletic achievement of their children, what should be defined as an "appropriate" amount of parental involvement in youth sport has become an important topic of debate. This debate is meaningful because parent involvement in extracurricular activities has been linked to child outcomes including physical and mental health (e.g., Bailey, 2006; Eime, Young, Harvey, Charity, & Payne, 2013), motivation (e.g., Pelletier, Fortier, Vallerand, & Brière, 2001; Steinberg, Lamborn, Dornbusch, & Darling, 1992), and the broader parent-child relationship (e.g., Dorsch, Smith, & McDonough, 2009; Knight & Holt, 2014). Indeed, there is considerable evidence to suggest that positive parental involvement can help facilitate the development of key developmental outcomes for young athletes.

This desire to promote personal development among young athletes is at the core of positive youth development

(PYD). This strength-based perspective of adolescence views youth as resources to be developed, rather than problems to be fixed (Damon, 2004). A growing body of literature has examined the role of sport as a catalyst for PYD (see Holt, 2016 for a review). While sport participation does not automatically lead to positive developmental outcomes, youth's involvement in intentionally structured, enriching sport environments can help facilitate lifelong benefits (Fraser-Thomas, Côté, & Deakin, 2005). Sport research in this area has conceptualized PYD in various ways, including the acquisition of life skills (e.g., goal setting and leadership) which are developed through sport and applied in other life domains (Hodge & Danish, 1999). Other popular approaches include the expansion of external (e.g., family support) and internal developmental assets (e.g., responsibility; Benson, 1997), and the demonstration of the 4 Cs (i.e., competence, confidence, connection, and character; Côté, Bruner, Erickson, Strachan, & Fraser-Thomas, 2010). Despite the lack of a singular conceptual definition, the commonality among these frameworks is the view that youth sport can be used intentionally to create better athletes and better people who develop skills and competencies that enable them to become thriving, contributing members of society.

Sport researchers have addressed the developmental and involvement outcomes of youth's participation in organized sport (e.g., Holt & Neely, 2011), and have begun to understand the processes through which PYD outcomes are attained (Holt et al., 2017). Nevertheless, there remains a gap in knowledge of the specific ways parents may foster these outcomes. We propose that intentionally designed youth sport can be utilized as a positive developmental context for youth, and that parents can play a major role in that development over time. The present paper is therefore designed to highlight parents' role in fostering PYD in organized youth sport contexts.

## Theoretical and Conceptual Considerations

Multiple factors affect the role parents play in fostering positive developmental outcomes among their youth in organized sport settings. In borrowing from Bronfenbrenner's process-person-context-time (PPCT) model of human development (Bronfenbrenner, 2005; Bronfenbrenner & Morris, 2005), we argue that multiple factors existing within these four categories impact the ways parents are able to foster positive developmental outcomes in their youth.

Process. Processes are the recurring social interactions that individuals encounter in their proximal social settings



(Bronfenbrenner & Morris, 1998). They are the building blocks of human development, which by definition is a process facilitated by ongoing interactions with meaningful others in various social contexts. According to Bronfenbrenner (2005), interactions between individuals that occur in the settings in which they constantly live and grow result in progressive socialization (i.e., development) throughout the lifespan.

A salient process-related factor that impacts parents' role in fostering PYD is parent-child communication. Of the many processes in which parents and children engage, communication is the most common – as well as perhaps the most impactful. Parent-child communication can take many forms, from parent verbal sideline behavior to more informal sport-related communication that takes place during the commute to and from practices and competitions or at home around the family dinner table. Parents' verbal sideline behaviors have been studied in many contexts (e.g., Dorsch, Smith, Wilson, & McDonough, 2015; Holt, Tamminen, Black, Sehn, & Wall, 2008). For example, Dorsch and colleagues classified parent verbal sideline behavior using a multiple goals perspective (Caughlin, 2010; O'Keefe & Shepherd, 1987), suggesting that parent communication is guided by instrumental, relational, and identity related goals. Holt and colleagues classified parent verbal sideline behavior along a continuum from more supportive to more controlling. Overall, it is evident that parent-child communication is a multi-faceted process that is associated with child outcomes such as physical and mental health (e.g., Eime et al., 2013), motivation (e.g., Pelletier et al., 2001), and the broader parent-child relationship (Dorsch, Smith, & McDonough, 2009), and as such plays a key role in youth's positive development in sport.

**Person.** Person traits are the biopsychosocial characteristics of an individual that influence her or his development (Bronfenbrenner, 1999). Tudge, Makrova, Hatfield, & Karnik (2009) describe three sub-domains of person traits. *Demand* traits are the observable characteristics of an individual that prompt responses from others in a social setting (e.g., ethnicity, socioeconomic status, sex, height, and weight). *Resource* traits are the characteristics of an individual that are not directly evident to outsiders, but that allow for a range of responses to social stimuli (e.g., cognitive maturity and emotional control). Finally, *force* traits are characteristics relating to an individual's motivation (e.g., persistence) in various social domains. According to ecological theory, different individuals will interact with their environments in characteristic ways based on these ascribed and achieved biopsychosocial faculties. This leads individuals to develop along varied trajectories even when presented with similar contextual stimuli.

A person-related demand trait that may impact parents' role in fostering PYD is ethnicity. The way that PYD is conceptualized varies across cultural contexts, thereby shaping the ways parents can help facilitate developmental outcomes. For example, Aboriginal populations ascribe unique benefits to youth's sport participation, including a focus on empowerment and traditional cultural values (Bruner et al., 2016). Additionally, parents from ethnic minority or low-income families often face barriers in financially supporting their children's sport involvement (Holt, Kingsley, Tink, & Scherer, 2011). A key resource trait is youth's cognitive

maturity, as it impacts how and whether life skills are learned through sport and transferred to other contexts (Pierce, Gould, & Camiré, 2017). As an example, parents may wish to take advantage of "teachable moments" on the car ride home following competition. However, life skills transfer may not occur if the child lacks the necessary knowledge regarding the transfer process. Finally, a force trait which may influence youth's development through sport is persistence. Parent-child relationship quality has been shown to be a key predictor of continued sport participation (e.g., Ullrich-French & Smith, 2006). Further, research suggests a dose-response relationship whereby a greater breadth and intensity of sport involvement is associated with heightened developmental outcomes (Busseri, Rose-Krasnor, Willoughby, & Chalmers, 2006). Thus, parents should remain supportive of their children's sport participation and encourage them to sample a variety of activities.

**Context.** Context includes four increasingly broader systems of an individual's environment that influence the trajectory and magnitude of development. The microsystem is the most proximal of these systems and consists of the relationships and interactions in the individual's immediate social setting. The mesosystem consists of interactions between or among microsystems, of which the individual is a member of both. The exosystem consists of interactions between or among microsystems, of which the individual is not a member of at least one, but that influence the individual's development. Finally, the macrosystem comprises the most distal layer of social environment and has been described as the implicit and explicit societal imperatives that guide development (Bronfenbrenner, 1999).

A key microsystem that may impact parents' role in fostering positive youth development is the parent-child relationship. Organized sport and the high levels of time investment that are sometimes required present valuable opportunities to cultivate parent-child relationships (Fraser-Thomas, Côté, & Deakin, 2005). Highly involved parents who adopt an autonomy-supportive parenting style are able to foster stronger parent-child relationships and positive youth sport experiences (Holt, Tamminen, Black, Mandigo, & Fox, 2009). At the mesosystem level, a complex interplay exists between the parent-coach and parent-child relationships. While well-intentioned, parental feedback during competitions can sometimes confuse the child-athlete, as it may conflict with instruction from coaches (Knight, Neely, & Holt, 2011). Additionally, in youth sport, parents often serve as volunteer coaches. In such cases, the line between parent and coach becomes blurred, presenting both unique challenges and opportunities (Weiss & Fretwell, 2005). One exosystem that exists for parents in sport is the interaction between a child's peer relationships and the parent-child relationship, which have been shown to exert both individual and interactive effects on youth's sport motivation (Ullrich-French & Smith, 2006). As an example, the behavior of over-involved parents during competition can embarrass youth in front of their teammates (Keegan, Spray, Harwood, & Lavallee, 2010). Finally, at the macrosystem level it is evident that the sport environment changes within and across geographic regions and cultures. For example, by choosing to live in a rural region, parents may be limiting the breadth of sport activities that



are accessible to their children (Hardy, Kelly, Chapman, King, & Farrell, 2009), but also affording them a greater opportunity to participate at higher levels (Côté, MacDonald, Baker, & Abernethy, 2006).

**Time.** Time is considered a crucial aspect of any conceptualization of development (Elder, 1998) and we therefore believe it should be compulsory in any discussion of developmental outcomes. In light of this, we urge scholars to consider when sport participation occurs within the context of history. Specifically, empirical and anecdotal reports highlight the recent professionalization of youth sport (Dunn, Dorsch, King, & Rothlisberger, 2016; Gregory, 2017). It is plausible that this both drives and is driven by parental involvement in the context. Therefore, parenting in youth sport in 2017 is likely a very different experience (with very different accompanying expectations) than it was a generation ago, in 1987. We also encourage scholars to consider at what stage of an individual's life sport participation occurs when assessing its developmental ramifications (see MacMillan & Copher, 2005). As noted by Côté (1999), the expectations of parent involvement vary based on the age, physical development, and stage of sport participation of the child. In short, parenting a six-year-old recreational athlete is likely very different than parenting an 18-year-old Olympic hopeful.

Two time-related factors that may impact parents' role in fostering positive youth development are youth's age and stage of athletic development. The Developmental Model of Sport Participation (DMSP; Côté, 1999; Côté, Baker, & Abernethy, 2007) outlines three prototypical trajectories of youth's sport involvement across childhood and adolescence. The early specialization trajectory is characterized by specialization in a single sport during childhood, and a focus on high amounts of practice. Early specialists may reach high levels of performance, but are at a greater risk of injury and burnout. In contrast, the early diversification pathway is characterized by sampling of a wide range of sports during childhood, followed by progressive specialization in a single sport throughout adolescence. This trajectory is also more likely to be associated with the attainment of elite status in sport, without many of the negative side-effects of early specialization. Finally, the third pathway involves a period of sampling during childhood and participation in sport at a recreational level during adolescence. Regardless of an athlete's specific trajectory, the DMSP suggests that parenting roles and involvement fluctuate over time as a result of changing demands across a young athlete's development. For example, during childhood, parents are encouraged to introduce their children to an array of play activities, and provide age-appropriate feedback and support (Fraser-Thomas et al., 2013). Youth's specialization in a single sport (in either childhood or adolescence) should be met with an increased level of tangible support from parents, along with the careful management of the family's resources and investments. Across development, parents should strive to create a task-oriented climate and generally focus their feedback on their child's effort and attitude, rather than performance (Fraser-Thomas et al., 2013; Knight et al., 2011). In doing so, parents can help to facilitate positive development across the lifespan.

## Conclusion

The overwhelming majority of North American youth participate in organized sport at some point over the course of development (Clark, 2010; USDHHS, 2010). As a result, parents become active designers, facilitators, and interpreters of this participation. Largely, parents adopt these roles in an effort to enhance the developmental outcomes experienced by their children. Indeed, given our hypothesis that sport can be purposefully utilized as a positive developmental context for youth, and that parents can play a major role in that development over time, parent involvement is an important construct to understand.

One theoretical lens through which researchers can design, enact, and assess parents' roles in the development of their children in sport is Bronfenbrenner's PPCT model (Bronfenbrenner, 2005; Bronfenbrenner & Morris, 1998). Adopting such an ecological perspective affords researchers the opportunity to investigate the many integrated factors that impact children's outcomes in sport. Specifically, understanding the primary processes (e.g., parent-child communication) that drive children's development is an important first step. Moreover, understanding person characteristics (of the parent *and* child) offers potential moderators and/or grouping variables for further exploration. Similarly, examining the contexts in which youth sport participation takes place allows for an appreciation that no two cultures, communities, or families experience sport in the same way. Finally, it is important to recognize and acknowledge that time plays a necessary role in the development of all young people.

Despite researchers' systematic understanding of parenting in organized youth sport (e.g., Dorsch, Smith, & McDonough, 2009, 2015; Holt, Tamminen et al., 2008; Leff & Hoyle, 1995), and despite a broad literature highlighting sport's role as a positive developmental context (Holt, 2016; Holt et al., 2017), the two areas have yet to be effectively merged. In short, we know little about the role parents play in fostering PYD outcomes in their sport-participating youth. However, it is important to keep in mind that the literature on PYD in sport has only taken root in the last 15 years, whereas research on sport parents can be traced back to foundational work in the 1960s, 70s, and 80s (e.g. Felker, 1968; Greendorfer & Lewko, 1978; Lewko & Ewing, 1980). Indeed, it has been argued that PYD research is simply "old wine in a new bottle" (Weiss, 2016) because it builds upon a more mature line of sport psychology research that has examined similar underlying constructs.

In light of this critique, researchers interested in PYD should be sure to draw upon the wealth of knowledge from the sport parent literature to develop integrative directions for future study, which marry both the sport parent and PYD areas. Specifically, future research could extend our understanding of the relationship between coaching behaviors (e.g., role modeling, intellectual stimulation) and PYD (Vella, Oades, & Crowe, 2013), and explore whether similar parenting behaviors are associated with positive developmental outcomes. Moreover, despite the fact that researchers have explored the strategies enacted by model youth sport coaches to teach life skills (e.g., Camiré, Trudel, & Forneris, 2012), less is known about how sport parents can model and teach important life skills to their children across the stages of development (see Fraser-Thomas et al., 2013).



A study addressing this issue would bolster both the family and sport literatures, and could potentially provide a basis for evidence-based parent education programs in youth sport. Following these and other related pathways would inform the utilization of sport as a positive developmental context for youth, as well as the roles of parents in that development over time.

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# Influence of Psychological Factors on Athletic Performance

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The current research paper attempts to ascertain the psychological and emotional traits of sport persons at different levels of performance which can help in devising various coaching strategies to improve toughness and hardiness. Effective ways of coping at both the individual and team level can promote positive human functioning in sports. The paper focuses on the culmination of sports with positive strengths such as hardiness, grit, mental toughness and resilience. It is crucial that coaches and mentors identify and harness these strengths that are not only associated with physical aspects of performance, but with mental performance as well.

## Introduction

The psychological factors involved in athletic performance have long been of interest to athletes, coaches, and sport psychologists (Gucciardi, Gordon, & Dimmock, 2009). There are certain moments during competition that appear to carry great psychological significance, when the momentum starts to shift in one direction or another. These situations require sport persons to remain completely focused and calm in the face of difficult circumstances. Determining the personality profile of sport persons is one of the most important topics of research in psychological studies in the field of sports. There is now good evidence that athletic success and participation in physical activity can be predicted by personality traits. In the context of sport performance, new studies have demonstrated that personality traits relate to long-term athletic success, interpersonal relationships, and athletes' psychological states before, during, and after competitions.

Because of the increased push towards efficiency, success and value for money, it has become of greater interest to players, coaches, administrators, spectators and owners to identify psychological attributes and mental skills associated with superior sport performance, as a primary stage of facilitating athletes' development (Golby & Sheard, 2004). Personality is an important factor in one's psychological state and affects the way a person or athlete perceives a difficult situation.

## Review of Psychological Factors in Athletic Performance

### Psychological hardiness

Hardiness is a combination of attitudes that provides the necessary courage, motivation and capability to turn

developmental and environmental stressors into opportunities for growth, and many positive outcomes have been found to relate to measures of hardiness, such as improved psychological and physical health in the face of work and life stress, and improved sporting performance (Thomson & Morris, 2009). Hardiness was first described by Kobasa (1979), and is characterized by three main components: *Control* of various life situations; *Commitment*, being when one tends to involve him / herself in the action they are doing; and *Challenge*, the extent to which individuals see challenges as opportunities (Kaiseler, Polman, & Nicholls, 2009). Hardiness researchers suggest that athletes with high levels of this construct display higher levels of sport performance (e.g., Golby & Sheard, 2004).

### Mental toughness

Sports can be stressful due to time demands, emphasis on winning, and high expectations. Being able to positively reinterpret events, remain calm and relaxed under pressure, and maintain emotional control may be essential to the ability to cope with the various demands of sports. These elements are characteristics of *mental toughness*. It is suggested that mental toughness is a multi-dimensional construct; one facet of mental toughness is dispositional, while another is environmental, suggesting that both may exist and coincide in their effects on the person. Research supports the notion that mental toughness is dependent upon situational factors such as stress, pressure, and adversity (Guillén & Laborde, 2014). Nevertheless, the literature also supports mental toughness as a dispositional trait that functions the same as other aspects of personality (Hardy, Imose, & Day, 2014). In regard to the five factor model, mentally tough people are generally high in conscientiousness, extraversion, and agreeableness and show low levels of neuroticism (Delaney, Goldman, King & Nelson-Gray, 2015).

### Grit

Grittiness can also be used to describe someone who is diligent and determined over an extended period of time (Duckworth, Peterson, Matthews & Kelly, 2007). According to Duckworth's extensive research, passion and perseverance are the essence of success and she even proposed that "Character is at least as important as IQ." The factor that makes a bigger impact than intelligence is being gritty. Studies of grit focus on those who pursued goals and tasks for months, or even years (Kelly, Matthews, & Bartone, 2014). Grit is about perseverance over an extended period of time, where mental toughness appears to be perseverance through a short-term stressor so as not to disrupt performance on one particular task. Being mentally tough, as well as being gritty, may explain why some individuals

succeed while taking on a task when most cannot. Thus, a psychologically healthy individual will have a balance of grit and mental toughness through a range of experiences in life.

## Resilience

Another construct parallel to grit is *resilience*, often stated as a “dynamic process encompassing positive adaptation within the context of significant adversity” (Luthar, Cicchetti, & Becker, 2000). Four key components in the development of resilience are confidence, purposefulness, adaptability and social support. *Confidence* is developed through self-esteem, self-belief and success. Communicating well with fellow sportsmen, celebrating and recognizing success and the value one gives to improvement rather than winning is the vital feature. Secondly, *purposefulness* means having a strong sense of purpose that helps develop resilience; understanding one’s role can help a sportsperson to gain a sense of purpose. Thirdly, *adaptability* in a challenging environment readies individuals for change. Finally, *social support* plays the most important role in developing an individual’s resilience. Knowing that they have the coaches’ support and that of their teammates is crucial.

## Optimism

Optimism has also been shown to correlate positively with measures of mental toughness among athletes. Similar to findings in other domains, athletes high in optimism report greater use of approach-oriented coping strategies (e.g., logical analysis, increased effort) and less use of avoidance-oriented coping strategies (e.g., disengagement) when facing difficulties. They have also been shown to exhibit greater persistence following unsuccessful performances and to experience higher levels of positive affect following successful performances. In addition, optimistic athletes appear to have lower levels of perceived stress as well as lower burnout risk scores. Although hope and optimism may be perceived as just a frame of mind, it can help coaches and sport psychologists to predict and understand an athlete’s sporting performance (Feldman & Sills, 2013). In sport, having the ability to continue to strive towards an end goal even when things get hard is crucial because within most sports the margin between winning and losing is a matter of points or goals which can be quickly scored or conceded. With the correct mindset of positivity those crucial points/goals that you require can be achieved, as long as you remain hopeful and optimistic. The main advantages of having an optimistic style is that athletes are more likely to be persistent and committed during the action phase of working towards a goal and are more likely to be able to tolerate uncontrollable suffering (Kavussanu & McAuley, 1995).

## Mindfulness

The application of mindfulness to sport performance has recently become a popular research endeavor. Research has suggested that by enhancing current moment awareness, a critical component of peak sport performance, mindfulness

exercises can help to generate “flow”, or a state of complete focus on the task or event at hand. (Aherne, Moran, & Lonsdale, 2011; Kee & Wang, 2008). Gardner and Moore (2012) stated that mindfulness-based interventions for sports are effective because they help athletes direct their attention to the current athletic task, while minimizing external distractions. Mindfulness training involves exercises such as the body scan exercise, which involves paying attention to specific areas of the body such as the feet, knees, stomach, shoulders, neck, and arms one by one. When coaches and mentors start helping sport persons to practice mindful awareness every day, eventually they are able to use mindfulness to become fully engaged in the moment during play and thus are able to give full attention to the task at hand despite sensations that might otherwise cause distraction.

## Possible Explanations and Causes

Jones, Hanton, and Connaughton (2002) developed *Mental Toughness Theory* comprising twelve characteristics. According to this theory, someone who possesses these characteristics is considered to be mentally tough.

- Unshakable self-belief in one’s ability to achieve goals in competition
- Unshakable self belief that one has qualities and abilities that are unique in a way to make one better than everyone else
- The ability to come back from setbacks due to the motivation to succeed
- An insatiable desire and internalized motives (internal locus of control)
- Thriving on pressure
- Knowing that anxiety in competition is inevitable and that one has the skills to cope with it
- Not being negatively affected by another’s good or poor performance
- Not letting personal/life issues distract one from the task at hand
- The ability to turn on focus for a sport, and also turn it off
- Not being distracted by task/competitive specific distractions
- Ability to push aside physical or emotional pain when present, and maintain proper technique and high performance
- Psychological control during unexpected and uncontrollable events that occur in competition.

As per Clough, Earle, & Sewell, (2002) confidence was an addition to the three C’s, to create a new theory of *mental toughness*. The three C’s of hardiness, which describe this personality construct, are commitment, control, and challenge. Confidence was seen as an important factor in performance and therefore beneficial to an athlete. The addition of confidence helped create the theory used most commonly in the research on mental toughness.

*Growth Mindset Theory* by Dweck (2006) posited that growth mindset individuals don’t mind failure much because they realize their performance can be improved, in contrast to those individuals who believe their success



is based on innate ability and so are said to have a fixed mindset. According to Dweck (2006), sportsmen having growth mindset are aware of where achievement comes from and are more likely to perceive a challenge as an opportunity rather than an obstacle to overcome, and respond with constructive thoughts in the belief that they can enhance their achievement.

Recently, Pidgeon, (2016) suggested the *Performance Pyramid Model* which portrays the lower order skills placed at the bottom, with the higher order skills to the top. The *General skills* placed at the very bottom of the pyramid comprise attitude and motivation that are traditional sports skills. *Middle order skills* are above general skills in the performance pyramid. These skills include effective use of strengths that can help to provide a sense of direction, build resilience, increase positive emotions, and help to achieve goals. Finally, at the top of the traditional sports skills of the pyramid are *Peak performance skills* that are associated with the management of emotions. Thus, in sport, developing emotional intelligence can enhance a sportsperson's ability to create emotions that lead to good performances.

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# The Impact of Domestic Violence on Women from Culturally and Linguistically Diverse Backgrounds (CALD) in Australia

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Violence against women or domestic violence is a global problem and is a violation of human rights. It is prevalent in all societies and impacts all cultures. Limited research is available to determine the rate and prevalence of family violence. However, research has pointed out that women from Culturally and Linguistically Diverse Backgrounds in Australia face significant barriers in accessing the support available to them. The following theoretical paper highlights the factors and impact of family violence on women from Culturally and Linguistically Diverse Backgrounds in Australia.

Domestic violence refers to acts of violence that occur in domestic settings between two people who are, or were in an intimate relationship. Violence against women is not always physical. It can include psychological or emotional violence such as isolation from friends and family, humiliation, economic/financial factors such as controlling their access to money; diminishing their self-esteem; sexual violence and abuse such as forcing them to have sex; technology abuse such as stalking, hacking emails, and a wide range of controlling, coercive and intimidating behaviours.

Family violence is a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members. This includes, for example, elder abuse and adolescent violence against parents, and violence perpetrated by in-laws and extended family. In Australia, violence against women is called many different things, including domestic violence, family violence, intimate partner violence, sexual harassment and sexual assault.

The Australian Bureau of Statistics Personal Safety Survey in 2006 defined violence as “any incident involving the occurrence, attempt or threat of either physical or sexual assault; the report identified a range of disturbing and alarming statistics.” Women are at least three times more likely than men to experience violence from an intimate partner (Australian Bureau of Statistics [2013], Australian Bureau of Statistics [2013], Cox’s report (2015) on Personal Safety, Australia [2012], Australian Bureau of Statistics [ABS], Canberra). On average, at least one woman a week is killed by a partner or former partner in Australia (Australian Institute of Criminology [AIC], 2015). The “*Violence Against Women in Australia*” report (Anrows 2015) highlights that one in four women have experienced at least one

incident of violence by an intimate partner. One in three Australian women over the age of 15 years has experienced violence in partner relationships.

One in six Australian women has experienced physical abuse at the hands of a current or former partner. One in four Australian women has experienced emotional abuse at the hands of a current or former partner.

## What Energizes Violence Against Women by Men?

In certain cultures, men are the dominating ones and feel the pressure to be in control of women in their lives. This could also include specified gender norms. For example: Only women are meant to cook, do the cleaning and look after the children in certain cultures. This imbalance is known as gender inequality. Violence against women is an easily accepted norm in societies where there is more gender disparity.

Some of the other causes are decision-making power by men, considering women as property which they are meant to take charge of, limits to women’s independence in public and private life, exposure to violence as a child, and lack of awareness and understanding of Australian laws.

## Violence Against Women from Culturally and Linguistically Diverse Backgrounds (CALD)

Women from Culturally and Linguistically Diverse Backgrounds (CALD) may often find that their needs and issues are neither recognized nor addressed, or are misinterpreted completely. CALD women are particularly helpless as their issues are complex; they have many other basic needs such as housing, immigration, overcoming language barriers, and navigating the family law court system. Many migrant women may hold cultural views about gender roles that are inconsistent with speaking out. Moreover, the assistance that they receive is also limited since they may not be eligible for government services or assistance or have very limited access to what is available. Women in this situation include recently arrived or temporary immigrants, especially those on 309 partner visas, the families of skilled migrants, and international students. Refugees from war-torn countries experience renewed unrest in their lives when family violence occurs; some of these women may have been living in Australia for only a short period of time. The factors are numerous and interlinked. Overall, women



from CALD backgrounds report more or less similar forms of family violence. Some of the challenges they face are:

**Language barriers.** Often women from migrant backgrounds face a language barrier in accessing support. Although support is available, still many migrant women are unaware of these support services. Weerasinghe and Williams (2003) pointed out that even among CALD families who are proficient in English, the use of professional jargon by service providers and practitioners, without accompanying explanations, can be a deterrent to their uptake of services. This may lead to several other problems such as feelings of helplessness and hopelessness leading to depression, anxiety and stress. Sometimes, there is external pressure from families back home to reconcile and reunite which leave women with more confusion.

**Immigration.** Sometimes migrant women come as a dependent of their husband on spousal visas. They may have little or no understanding of their visa. Often, women choose to be in the violent relationship since they fear being deported. Commonly, the perpetrators of violence use the visa as an excuse to threaten the women to stay in the violent relationship. Since the woman is on a temporary visa, she may have very limited access to the health care system and government benefits. These vulnerabilities are aggravated if the woman also experiences discrimination, disability, physical or mental illness, lack of education and other barriers to her wellbeing.

**Housing.** When a relationship breaks down, the woman may be rendered homeless. The lack of family support and friends adds to their isolation. The approach to housing in their home country may be very different from that in a western country.

**Lack of knowledge or understanding about the system.** Migrant women may have no access to services available or may not understand the system. Even though interpreters may be used, there may be issues related to interpreters. For example: A woman may not be willing to disclose sexual assault to an interpreter of opposite gender.

**Stigma attached to divorce.** For many migrant women, there is a stigma attached to divorce and a relationship breakdown can bring shame to their family which makes them likely to stay in an abusive relationship.

**Social isolation and shame to community.** Certain migrant communities are very small in number and a relationship breakdown is considered as a shame to the community. The women feel more isolated and start believing that they have brought disgrace to the community.

**Cultural reasons.** A migrant woman may not be aware of child protection workers who look after the welfare of children and insure that children are safe in their homes. Women may have a desire to keep the family intact for the sake of the children and may not be willing to separate so that children don't suffer and may love their partner in spite of the violence with the hope that things will improve.

It is important that practitioners, doctors, and lawyers are given adequate training in cultural sensitivity. Cultural behaviours may lead to stereotyping and prejudice which can lead to further breakdowns in communication.

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## Notes from The President

It has been a year since I reported the activities of the Executive Committee (EC) in the 2016 fall issues of the ISSBD Bulletin. Over the past year, the Steering Committee, the Executive Committee, and other committees have been working on several major tasks, including the renewal of the contract with SAGE, biennial meetings, regional workshops, and some other specific issues.

Before I provide details, I would like to thank all the committee chairs and members, the journal editors and associate editors, workshop organizers, and many others who have helped ISSBD in various ways. In particular, I would like to thank Livia Melandri from SAGE who, in the absence of Kerry Barner, helped with the publications, membership, and other regular activities. Everyone who worked with Livia was highly impressed by her excellent professional skills and enthusiasm about strengthening the connections between SAGE and ISSBD. Now, we are working with Kerry again, and we are looking forward to collaborating with her on a series of tasks ahead of us.

Since the Executive Committee meeting in July 2016, we have carried out many activities. I focus below on some major ones which many of you participated in and which have implications for our future plans.

First, about the conferences, we now have more information on the biennial meeting last year in Vilnius, Lithuania. The conference chair, Rita Zukauskienė, and her team organized a very exciting meeting. A total of 852 delegates from 69 countries attended the meeting, with over 300 of them being early career scholars. The invited program included 5 keynote and 5 invited talks, and 7 invited symposia, with presenters from many different countries with diverse geographic and disciplinary backgrounds. The scientific program also included 90 (360 papers) symposia, 6 poster workshops (37 posters), and 711 individual posters. In addition to regular symposium and poster sessions, the scientific program included several special sessions for early career scholars and symposia jointly organized by ISSBD and other societies (the European Association for Developmental Psychology, the Association for Psychological Science). The social programs included the opening ceremony, receptions, a banquet, and other activities. The feedback from delegates indicated that the meeting was a great success. Rita has paid back the loan we gave to her earlier, and there was no financial loss for the meeting. Congratulations to Rita and her team for the wonderful work!

Multiple preconference workshops were organized in Vilnius by the preconference workshop committee. The workshop topics included longitudinal methods (Elisabetta Crocetti), adapting tests for use in other cultures (Fons van de Vijver), publishing (Robert Kail), policy, translating science for the public (Ariel Kalil), and new and needed directions for the study of emotion regulation & its development (Pamela Cole). Marcel van Aken served as the chair of the preconference workshop committee. The Jacobs foundation has provided funds to support early career scholars from different countries to attend the workshops. Julie Bowker and the travel grant committee handled the applications for financial support. About 80 early career scholars from many different countries received support. Many thanks to Marcel and Julie and their committees for the work they put into workshops! Also, thanks to the Jacobs Foundation for its generous support for the workshops.

Melanie Zimmer-Gembeck and her colleagues at Griffith University have been working hard on the 2018 meeting in Gold Coast, Australia. They have been quite successful in securing grants from local organizations and in promoting the meeting. They have put together a strong invited program. The

information about the programs, events, submission, and registration has been put on the conference website ([www.issbd2018.org](http://www.issbd2018.org)). As in the previous meetings, ISSBD will organize a series of preconference workshops for early career scholars. We will also provide funding support for scholars to attend the workshops. The information on applications for travel grants is on the conference website. Marcel van Aken and Julie Bowker and their committees are working on the organization of the preconference workshops and grant applications. Marcel and Julie, thank you for agreeing to do this again.

At the Vilnius EC meeting, we discussed ideas about future biennial meetings. One idea was to have a meeting in the United States because the last meeting in the United States was held in Minneapolis in 1991, over 25 years ago. After the meeting, we explored the possibilities but found it difficult to do this in the near future (e.g., finding a location with relatively low-cost conference centers and hotels). At the EC meeting this year in Austin, Texas, the EC approved a proposal submitted by Frosso Motti-Stefanidi and her colleagues at National and Kapodistrian University of Athens to organize the 2020 meeting in Greece (Crete or Rhodes). Frosso will provide more information about the meeting at the Gold Coast meeting in July.

The EC approved four workshops for 2017 on topics about 1) school safety and school climate, in Thailand, hosted by Prince of Songkla University; 2) values and the development of Southeast Asian youth, in Bandung, Indonesia, hosted by Padjadjaran University; 3) positive youth development in times of social change, on the Island of Syros, Greece, hosted by National and Kapodistrian University of Athens; and 4) researching into adaptive behaviors in contexts of change with a focus on interdisciplinary and multicultural approaches for early career scholars in Africa, in Ghana, hosted by University of Education, Winneba. The EC also approved a proposal hosted by Catholic University of the Sacred Heart in Milan, Italy, in 2018. These workshops cover a variety of social, cultural, and contextual issues in the study of human development. In each workshop, prominent scholars present their work and provide training in conducting research to groups of early career scholars. Early career scholars also actively participate in discussion and communication with colleagues. We have received reports from the organizers about some of the workshops, which indicate that they generally achieved their goals and indeed were very successful.

One of the main goals of regional workshops is to maintain and promote membership. The data about the previous workshops has shown that they attracted many early career scholars and helped them build connections with other members and get involved in other activities in ISSBD. If you are interested in organizing a regional workshop, please take a look at the guideline on the ISSBD website or contact us. We currently have about 1,000 members from 55 countries, one of the highest totals in recent years. I would like to thank Tina Malti, the Membership Committee, the regional coordinators, and the SAGE membership staff, who have been continuously working on membership and developed many strategies to strengthen membership maintenance and recruitment.

Relatedly, ISSBD established a Fellow status, proposed by Tina Malti and her Membership Committee in 2015. We announced our first cohort of Fellows at the Vilnius meeting. The Fellows Committee has elected the second cohort of Fellows, which will be recognized at the Australia meeting next year. The program appears to be in good shape and will help maintain the stability of membership, encourage the engagement and commitment of outstanding members, and promote the reputation of our society.





A major task for the EC in the past year was to renew our contract with SAGE. Our previous contract with SAGE expired at the end of 2016. Bill Bukowski, the chair of the publication committee, initiated a discussion with Livia Melandri from SAGE about the renewal of the contract. The initial proposal submitted by SAGE was reviewed by the EC, Brett Laursen (IJBD editor), and Bill. We negotiated with SAGE about the royalties and extra contributions to IJBD stipends and other editorial activities. For example, in previous contracts, ISSBD received 45% royalties on total net sales revenues. In the new contract, the royalties are increased to 55% on total net sales revenues. SAGE provides additional funds to ISSBD in support of editorial stipends and activities such as webinars or videoconferences. The other items remain the same. The EC approved the final proposal for the new contract.

We think the new contract is a significant improvement over the previous one. The 55% royalty rate and the guaranteed minimum amount (75% of the estimated royalties) from SAGE are impressive. Actual revenues for ISSBD from royalties directly depend on how the publisher performs. SAGE has been doing very well over the past 10 years. In addition, SAGE has been heavily involved in many of our activities including membership,

website development, communication with members and regional coordinators, overseeing elections, providing free journals to all members in low- and middle-income countries, etc. Virtually all of us working with the SAGE staff, particularly Kerry Barner and Livia Melandri, think that they are quite helpful with the activities. The renewal of the contract enhances the functioning of the organization.

We collaborated with the Association for Psychological Science (APS) and the European Association for Developmental Psychology (EADP) in organizing joint symposia at the Vilnius meeting, which were attractive to the audience. The incoming president of the Society for Research in Child Development (SRCD), Marc Bornstein and Charissa Cheah are working on a joint session at the biennial meeting in Australia in 2018. We will continue to collaborate with these and other societies on activities that are interesting to us.

Finally, as always, I encourage you to actively participate in ISSBD activities. We would also like to hear if you have any ideas or suggestions. Please do not hesitate to contact us.

*Xinyin Chen*  
September, 2017

# Minutes ISSBD EC Meeting

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## 1. Opening by the President Xinyin Chen

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## 2. Approval of the Minutes of EC Meeting I and II of the ISSBD 2016 Executive Meeting in Vilnius, Lithuania

→ Action: the minutes from the ISSBD EC Meetings in 2016, in Vilnius, Lithuania were approved by all members of the Executive Committee.

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## 3. Report of the President Xinyin Chen

First of all, the President thanked all members of the EC Meeting, and our colleagues at SAGE, and additionally the chairs of the various committees for their great work and support during the past year.

### **Biennial Meetings and Preconference Workshops**

Xinyin Chen summarized the accomplishments of the past ISSBD Meeting in Lithuania. He congratulated Rita Zukauskienė and her organizing team for their extraordinary efforts and the good success of the conference. In all, there was a good financial balance; there were about 900 participants at the conference and it was truly a great meeting, especially enhanced by the preconference workshops surrounding the regular scientific program of the conference. It was suggested to ask Rita Zukauskienė to provide a report of the meeting and a financial statement on the conference. In addition, because there were very few Russians participating in the Lithuanian conference, Xinyin Chen asked Tina Malti to directly contact the regional coordinator for Russia in order to discuss this issue further with her.

Preparations for the 2018 ISSBD Meeting at Gold Coast, Australia, are in good shape. Xinyin Chen congratulated Melanie Zimmer-Gembeck and her colleagues at Griffith University for their continuous effort. The President discussed with the EC whether the Jacobs Foundation will still provide travel grants for young scholars to attend the ISSBD 2018 Meeting. It was suggested to investigate this issue in depth with the Jacobs Foundation to be able to plan further long-term support for young scholars.

Xinyin Chen reported that although the EC approved during the last Meeting in 2016 that the upcoming ISSBD conference in 2020 will be held in Portland, Oregon, USA, this plan had to be revised. As a result, he was very engaged

in finding replacement applicants. Based on that, two proposals were submitted for organizing the conference. Both were invited to present their proposals at the EC 2017 Meeting.

With regard to the planned regional workshops, the President reported that workshops were approved for 2017 in Thailand, Indonesia, Greece, and Ghana. In addition, it is planned to decide on a new proposal by Antonella Marchetti from Milan, Italy. Members of the EC provided positive feedback on the workshops that already took place (Thailand); the President and the EC agreed that the society will further support workshops worldwide because of their great success and outreach. It was also discussed whether specific regions in the world (e.g. Ivory Coast) will be specifically invited to organize a workshop or to collaborate within the networks of the ISSBD. The president asked Toni Antonucci to discuss this further in depth with the representatives of the Jacobs Foundation.

### **Renewal of Contract with SAGE**

The President announced that the contract with our publisher SAGE has to be renewed. He mentioned that the new contract is a major improvement over the prior one, and stated that the collaboration with SAGE during the past years was excellent – so that the society should continue with it. In general, all members of the EC were very positive, and there was the common assumption that with the renewal of the contract there will be an increase of benefits for ISSBD.

### **Financial Office Transition**

The President reported that there is a new contract with Rick Burdick as the controller of the financial management service who will be in charge of financial issues of the Society. He thanked Nancy Galambos and Toni Antonucci for her work in pushing this issue forward.

### **Collaboration with other societies**

Finally, the president Xinyin Chen reported on the several collaborations with various European and American associations (in particular SRCD). There were a couple of joint events in the past (for instance together with the European Association for Developmental Psychology, EADP), and similar events are planned (for instance, together with representatives of SRCD at the ISSBD Meeting in Australia in 2018). There was a discussion in the EC together with the President whether it may be a good idea to organize a regional workshop in the US to attract more scientists to ISSBD there. It was suggested to organize such a regional workshop as preconference workshop of the next SRCD Meeting in 2019 in Baltimore.



#### 4. Report of the Secretary General, Karina Weichold

Karina Weichold has been involved in many aspects of running the society and filing and organizing materials. She compiled the Book of Reports, summarized the content and discussions of the past EC Meetings, and circulated Minutes among the EC which were published in the November 2016 issue of the ISSBD Bulletin. In addition the Secretary General commenced work together with the President and Livia Melandri from SAGE on the clarification of different roles of the several committees with the final goal to update the committee list at the ISSBD homepage. Karina Weichold was also busy with negotiating and helping potential organizers for future ISSBD Biennial Meetings and workshops, and finally, in conjunction with the Nomination Committee, the President, and Livia Melandri from Sage, the Secretary General was involved in the nomination process and the selection of potential candidates for the ISSBD 2017 Elections. The Secretary General pointed out that it is a pleasure for her to serve the society in an ongoing process while collecting and documenting all discussions and decisions that have been made with the Steering Committee and the EC of the ISSBD. She thanked colleagues for the fruitful and close cooperation with the President, the Steering and Executive Committees, and our representatives from SAGE.

#### 5. Report of the ISSBD Membership Secretary and Membership Committee, Tina Malti

First of all, Tina Malti reported in her role as Membership Secretary. She thanked the president and all regional and national coordinators for the close collaboration, and summarized her activities with regard to membership. She updated the renewal letter for 2017; these letters were sent out over the course of the year. In 2016, ISSBD Membership consisted of 935 members which is an increase of 21% from 2015. There was a particular growth in members from Zimbabwe, Kenya, and Italy. Activities of the regional coordinators that resulted in the increase of members were highlighted.

In her role as head of the Membership Committee, Tina Malti also summarized its activities. Tina Malti collected the reports of the regional coordinators and discussed various options of regional workshops. In addition, the Membership Committee continued disseminating information among the members about the ISSBD Mentoring Program, noting that more strategies need to be developed to recruit mentors and mentees. At the end of her presentation, Tina Malti discussed, with the President and the EC, new workshops and the consideration of follow-up strategies after regional workshops. Lastly, the regional coordinator from Zimbabwe requested a small budget to recruit students as members for ISSBD in his region. The EC discussed this issue in depth given the fact that all regional coordinators may ask for such extra budgets in the future.

→ Action: A positive decision has been made to give the regional coordinator in Zimbabwe the requested amount to advertise for ISSBD.

However, it was noted by the President that we do not approve such increases in budget in general. It will be rather a case-by-case decision when other regional coordinators apply for it.

#### 6. Report of the ISSBD Treasurer, Nancy Galambos

First of all, Nancy Galambos thanked all collaborators including Rick Burdick who manages the finances of ISSBD in Ann Arbor, Michigan. She also thanked Ingrid Schoon as the chair of the Finance Committee and reported the transitions that had been made during the past year. The contract with SRCD for Rick's position ended in December 2016 and from January 2017 onwards ISSBD entered into a private contract with Rick Burdick so that he can continue his important role.

Regarding the financial review and audit, Nancy Galambos reported that Rick Burdick arranged for a review in 2016 for the 2015 accounts. In accordance with a five-year deadline, a full audit is currently being conducted for the 2016 tax year. In all, Nancy reported that the Society's finances are good in shape with more than 2.7 Million dollars in assets. Seventy-seven per cent of the ISSBD expenditures in 2016 benefited junior researchers through Jacobs and DCF Fellowships, travel grants for ECS to attend pre-conference workshops at ISSB 2016 and advances to local organizers for regional workshops (Thailand and Ghana, 2017). After her presentation, the President and the EC discussed together with our treasurer how to wisely spend ISSBD's assets in the future. It was planned that the application or the proposal for the Jacobs Foundation (JF) travel grants will be prepared; however, it is not yet clear if they will be renewed. There was a consensus on the strategy to invest even more money in regional workshops in the future as compared to the past, to support and attract young scholars and future members of the society. Eventually, it will be wise to organize workshops or a workshop series in close collaboration with the Jacobs Foundation.

#### 7. Publications

##### 7.1 SAGE, Livia Melandri

Livia Melandri sent best regards from her colleague Kerry Barner. Both worked in close collaboration with the President and the EC of ISSBD. Livia Melandri summarized SAGE's activities and journal highlights from the past year. She was especially positive about the prolongation of the partnership with ISSBD and the renewal of the contract. As a result, the Society enjoys improved financial conditions. There are also more benefits for members (e.g. online access to new journals). Livia Melandri summarized that the journal is in excellent shape. To decrease the backlog of the IJBD an additional page budget was introduced. There were slightly fewer submissions to the journal, but extraordinarily short return timelines for submissions to the IJBD were recorded. Furthermore, there was an increase in the usage of the journal (downloads of articles). More



institutions subscribed to the journal in the recent past; thus, *IJBD* is more widely disseminated than before. Livia also reported on the latest SAGE projects, for instance the newly designed webpage. The President of the Society and the entire EC reacted very positively to all these accomplishments.

### **7.2 Editor of the *IJBD*, Brett Laursen**

Brett Laursen also reported on his activities with a focus on the *IJBD* editorship. He also commented on the renewal of the contract with SAGE and on his activities to reduce the backlog of the journal. The impact factor of the journal has also risen, reflecting his tremendous efforts to push the journal forward. Brett Laursen also invited ISSBD Award winners to publish papers in the *IJBD*, for instance, Hakan Stattin and Richard Lerner. He thanked SAGE for the excellent collaboration – the President and the entire EC thanked him for his great success with editing the journal.

### **7.3 Editor of the *Bulletin*, Karina Weichold**

Karina Weichold reported on the activities of the ISSBD Bulletin Editorship during the past year. Special Sections in the past year focused on “Successful aging” and “The prevention of depression from childhood to adolescence.” Furthermore, in conjunction with Marcel van Aken the May 2017 issue included three contributions on research strategies that were written by members of the ISSBD on behalf of the Society, to be discussed with the International Consortium of Developmental Science Societies (ICDSS → see “Other Issues”). These articles are meant to be useful frameworks for future research to open promising research directions. This extraordinary issue of the Bulletin was a highlight of this outlet of the Society. Karina Weichold thanked SAGE for the highly effective and collegial support. The editorial team is still preparing a transition process, and Karina Weichold discussed with the EC strategies to find a successor in the editorial team. In the upcoming year, a list of tasks and duties of the Bulletin Editors will be prepared to inform and to motivate potential successors.

## **8. ISSBD Biennial Meetings**

### **8.1 2018, Gold Coast, Australia**

Melanie Zimmer-Gembeck reported on the planning of the ISSBD 2018 conference at Gold Coast, Australia, which will be held from July 15th to 19th in 2018. The planning is progressing well. A group of 17 developmental scientists was established to form the national committee. In addition, key conference dates were announced for registration and abstract submission; also, the first version of a program structure was presented. Melanie Zimmer-Gembeck introduced a list of keynote speakers including Richard Lerner, Jacquelynne Eccles, Wayne Osgood, Silvia Koller, and Hakan Stattin. She also named scientists for invited addresses and announced that the organization of the invited symposia is on its way. She also introduced marketing, sponsorship and funding plans, and the

budget planning to the EC. Additionally, it was discussed that pre-conference workshops will be most likely for a smaller group as compared to the past meeting because Jacobs Foundation may not support young scholars’ travel activities anymore. However, the organizing team is trying to recruit additional sponsorship. With regard to the organization of the pre-conference workshops for ISSBD 2018, Julie Robinson volunteered to join and lead the appropriate committee. The President of the Society, Xinyin Chen, and the members of the EC congratulated Melanie Zimmer-Gembeck, Bonnie Barber, and the entire team for their tremendous efforts to organize this conference. We are all looking forward to meet again in Australia next year.

### **8.2 Proposal ISSBD 2020, Frosso Motti**

Frosso Motti presented her proposal on organizing the 20th Biennial Meeting of ISSBD at the Island of Rhodes in Greece. She argued that the Island of Rhodes would be an excellent spot for the meeting location, and also from a touristic point of view. She presented a local organizing committee and various supporters who support the idea of having ISSBD 2020 in Greece. She introduced the potential conference venue and highlights for the social part of the conference program. Frosso Motti already has concrete plans for the meeting program and presented a provisional budget for the conference. The EC positively evaluated her proposal, and discussed flight prices to Rhodes, and the option to offer accommodation for participants from low income countries. Frosso Motti was asked to check for competing conferences and dates. Due to weather conditions and tourism, the conference date may be a bit earlier as compared to other Biennial Meetings. With regard to the young scholar fellowships, the EC agreed that ISSBD will also provide funding to support traveling.

### **8.3 Proposal for ISSBD 2020/2022, Manuela Verissimo**

Even with a very short preparation time, Manuela Verissimo presented a competing proposal to have the ISSBD Biennial Meeting 2020 in Lisbon, Portugal. She highlighted that Portugal will be an excellent spot to host the Biennial Meeting and also provided an interesting overview on a potential local organizing committee. She presented detailed financial plans and introduced the conference venue to the EC. There was agreement that the impact of developmental psychology within Portugal and other regions may be increased by hosting the Biennial Meeting in Lisbon.

In the absence of the two presenters (Frosso Motti and Manuela Verissimo) the President of the Society Xinyin Chen and the EC discussed on both proposals. At the end there was an agreement that the option of having ISSBD 2020 in Rhodes, Greece would be a better solution.

→ Action: the EC approved the proposal for ISSBD 2020 in Rhodes, Greece. It was suggested that Manuela Verissimo and her team may be invited to organize an ISSBD workshop in the near future and should be encouraged to prepare a full proposal for the ISSBD 2022 Meeting. There was no doubt that Manuela would be able to be an excellent



host and Lisbon an attractive spot for the workshop and the Biennial Meeting in 2022. These decisions have been communicated to both applicants.

## 9. Committees

### 9.1. Membership, Tina Malti

Tina Malti announced that the Society has a new regional coordinator for Kenya and she also reported on the various strategies to increase membership in various regions around the world. One of these strategies is, for instance, to have regional workshops. In line with this, the EC discussed a new proposal of Antonella Marchetti, to host a Workshop in Milan, Italy. Prior to the EC Meeting, Marchetti revised the budget planning of the workshop, and speakers agreed to participate in the workshop. The EC discussed whether workshop proposals specifically have to focus on a particular topic which is specific to that region and also discussed the issue whether regional workshops always have to have the aim to recruit members. After that the proposal was positively evaluated.

→ Action: The proposal by Marchetti to host a regional workshop in Milan, Italy, was approved by the EC. The regional workshop will be held from February 5 to February 7, or February 19 to 21, 2018.

### 9.2 ISSBD Developing Country Fellowships (DCF), Peter Smith (in absence)

Prior to the meeting, Peter Smith handed in a short notice on the work of the DCF committee during the past year. He summarized that our three new DCF's are on the way and they will be asked for a progress report around June 2017. In autumn, there will be advertising for the next (fifth) tranche of DCFs. Peter Smith asked about an approval of the EC for continuing with the scheme for 2017/2018 with successful applicants coming to the meeting in Australia. The President of the Society and the entire EC evaluated the DCF program positively and believe it is a great success.

→ Action: The EC approved the continuation of the DCF program for 2017/2018. Peter Smith will be encouraged to advertise for the next tranche of DCFs.

### 9.3 Early Career Development, Jacobs Foundation Mentorship Program, Toni Antonucci

Toni Antonucci reported on the activities within the ISSBD/Jacobs Foundation mentored fellowship program. She mentioned that ten developed and ten underdeveloped countries are represented in the program. In addition, she gave a detailed list on the expenditures within the program, demonstrating that all money was spent from year one. There are some funds left over from year two, and now she is in the process of applying for funding in year three. She discussed with the President and the entire committee that it is still unclear if the program will continue in the future.

Although the Jacobs Foundation is still interested in promoting research stays and additional training for young scholars, because of changes in their funding interest, there were some worries that the program cannot be continued in the same format. Toni Antonucci is now progressing with preparing the new proposal and will discuss this issue further with the representatives of the Jacobs Foundation.

### 9.4 ISSBD Fellows, Tina Malti

Tina Malti summarized the activities within her committee focusing on ISSBD fellows. It is planned that in June 2017 new names for fellows will be released by the committee. In addition, the awards will be given to the awardees at the Biennial Meeting of ISSBD in 2018 in Gold Coast, Australia.

### 9.5 Publication Committee, Bill Bukowski (absent)

Prior to the meeting, Bill Bukowski reported on the activities of the Publications Committee during the past year. He highlights that a major event was the negotiation of the contract with the publisher of IJBD, SAGE. He stimulated thinking about the search for a new editor of the IJBD, because in about two years' time Brett Laursen's term will end. Finally, Bill Bukowski had informed the President of the Society that he would like to end his term as chair of the Publications Committee. Xinyin Chen invited all participants of the meeting to send suggestions for potential successors serving as editor of the IJBD and/or chair of the Publication Committee via email.

## 10. Other issues

Other issues were discussed at the end of the EC Meeting. With regard to the issue of archiving ISSBD materials it was discussed whether photos and other memorable items should be archived too. The President and the EC decided that this is neither necessary nor manageable. In addition, the archiving procedure of financial documents was discussed. As a result, these documents have to be filed by the Treasurer of the Society. In contrast to that, the minutes and book of reports that are compiled by the Secretary General of the Society will all be filed. Karina Weichold together with the team from SAGE will plan to establish an electronic landing page for reports that contribute to the book of reports and are important to prepare for each EC Meeting. Such a landing page would ease the electronic archiving process for reports and minutes.

Another issue concerned the collaboration of the ICDSS and ISSBD. In preparation of that topic, Anne Petersen handed in a written report where she summarized a meeting in Utrecht, The Netherlands in February 2017 with the goal to identify developmental science contributions to understand important global challenges and ways to improve lives of humans. More precisely, on this occasion, representatives from the eleven member societies of the International Consortium of Developmental Science Societies (ICDSS) worked within groups to discuss three topics for policy and practice implication (migration, trauma resulting from disasters, and climate change effects). As



mentioned before, representatives of ISSBD prepared written statements prior to the meeting; these were published in one of the past ISSBD Bulletins. There was an agreement that joint efforts under the umbrella of the Consortium will continue through follow-up activities in partnership with the member societies.

Next ISSBD EC Meetings are planned for the Biennial Meeting of ISSBD in 2018 in Gold Coast, Australia. EC Meeting I will be on July 15<sup>th</sup> (9 am to 5 pm), EC Meeting II will be on July, 18th (8:30 to 10 am).

Secretary General, Karina Weichold



# News

## Early Career Scholars Committee

*Josafá da Cunha*  
Federal University of Parana, Brazil  
josafas@ufpr.br

Dear Early Career Scholars:

In its 45 years of existence, ISSBD has stood as the main hub for interactions among developmental scholars around the world, and for many years now the society has put a high priority on early career scholars' development. This has been done in many ways, including fellowships, travel awards, a mentorship program and the possibility to take leadership roles in planning and implementing strategies that can have an impact both within and outside of ISSBD.

And as the 2018 ISSBD Biennial Meeting approaches, I write to invite fellow early career scholars to consider the opportunity of serving as a member of the Early Career Scholars committee. If you are interested in contributing to ISSBD on behalf of students and new professionals while also developing professional experiences, this would be a perfect opportunity for you! To be eligible, you must be an early career scholar, which ISSBD understands as developmental scholars pursuing their PhD or within 7 years past completion. The deadline for applications is January 15, 2018, and you can find more



details at the Early Career Scholars Page on ISSBD's website ([www.issbd.org](http://www.issbd.org)).

Please, do not hesitate to contact me with questions and suggestions ([josafas@ufpr.br](mailto:josafas@ufpr.br)), and I look forward to meeting many of you in Australia in 2018.

With very best wishes,  
Josafá da Cunha

### Early Career Scholars

ISSBD defines Early Career Scholars are members who are either working towards a PhD or whose PhD has been awarded less than 7 years ago. Most early career scholars are graduate/PhD students, postdocs, or junior faculty members. They are thus in the early stage of their careers.

# Obituary



**Jari-Erik Nurmi** (1956-2017). *Professor and Chair of the Department of Psychology, University of Jyväskylä.* Born in a small village in Western Finland and reared in a union household, Jari was not one to let being a professor go to his head. His tastes were simple, his speech was plain, and his capacity for work was endless. Jari left his home in Harjunpää to attend the University of Turku, where he received his M.A. degree in 1980 and his licentiate degree in 1984. Along the way he grew his hair, learned to play the guitar, and got married (not necessarily in that order). As a newly minted psychologist, Jari worked in a remote psychiatric ward in Turku in lieu of mandatory military service; this both illustrated his principles and provided a great many interesting stories. Reluctantly, Jari cut his hair, opting for the mustache that accompanied him through much of his career. After a stint in the United States (and an M.A. degree from the University of Oregon), Jari moved to the University of Helsinki, where he earned his Ph.D. in Psychology in 1990. He remained for several more years, courtesy of a prestigious early career research appointment from the Academy of Finland. Jari was now the father of three children, who evinced varying degrees of enthusiasm for the next move, to Jyväskylä.

Jari flourished at the University of Jyväskylä. In between two stints as Department Chair, he was the Director of the Finnish Academy Center of Excellence in Learning and Motivation Research. Awards accumulated, including an honorary doctorate (Örebro University, Sweden), appointment to the Finnish Academy of Sciences, and a designation (by the President of Finland) as a First Class Knight of the White Rose. Life continued, as it does. His children grew, left home, graduated from university, and started impressive careers. Jari became a grandfather. He fished, took

singing lessons, read detective novels, and tended his tomatoes (with mixed success). In the end, he asked to be returned to Harjunpää.

Jari was a prodigious scientist. A quick search of Google Scholar reveals hundreds of papers, more than 50 with at least 100 citations. Outside of Finland, Jari was best known for his work on adolescence, particularly his scholarship on identity formation, personal goals, and future orientation. A new millennium brought new interests and Jari shifted his attention to school achievement, increasingly among preadolescent children. Within Finland (and beyond), he soon emerged as a leading expert on the role of motivation in learning and was increasingly sought after as a methodologist. Jari's work mattered to policy-makers, none more than his research on teacher-student relationships. Children in Finland continue to benefit from changes to schools that were the direct result of his research. Given Finland's position as a leader in education policy, it is safe to say that Jari's research will impact children the world over for years to come. He did not arrive at this level of prominence on his own. Jari supervised dozens of Ph.D. students, who serve with distinction at universities around Finland and abroad.

Jari was an indefatigable champion of developmental psychology in Finland and a well-travelled, well-recognized ambassador beyond the borders. He was elected to the Executive Committee of many professional societies, including the International Society for the Study of Behavioural Development (ISSBD), where he later served as Secretary General. He organized training workshops for junior scholars on behalf of ISSBD, in Finland and in Estonia. These were the stuff of legend. Don't take my word for it; many past and current leaders of the society were in attendance. There they learned to row boats, properly sauna, roast bread dough over a fire on a stick, eat and drink the unfamiliar, dance the tango, and sing. Along the way there was interesting science.

Jari was a man of wry wit. He was good at having a good time. He had a beautiful voice, a magnificent laugh, and a mischievous smile. He listened, really listened, when you talked. It was not his practice to judge others. When he offered counsel, it was wise. Jari was proud to be a Professor. He was good at it. The job gave him purpose. Jari's door was always open to those who were thinking about something interesting and to those who wanted to talk about interesting thoughts. Jari was a unique individual, an unconventional force, a distinctive personality. We who enjoyed his presence are diminished by his absence.

Brett Laursen  
Florida Atlantic University

# Book Announcement



Dear ISSBD Colleagues,

We just published "Grandparents in Cultural Context" ([www.routledge.com/9781138188501](http://www.routledge.com/9781138188501)) and encourage you to read this unique anthology. The 11 main chapters are by experts on the Americas (Mexico, Central America, USA, Brazil), Europe (Germany & UK), Russia, Asia (Japan, Korea, China, India, Bangladesh, Pakistan, etc.), Africa (Northern, Sub-Saharan, & Southern), and the Middle East, mostly from psychology but also representing family

studies, sociology, and gerontology. Grandparents have been neglected until recently by researchers on families and behavioral development, which is ironic because we discovered as editors that outside the West grandparents (where, to no surprise, most of the research/theorizing has been done) maintain their traditional extremely important roles. And because of our focus on "context," we learned as editors how variable and profound contextual influences are on grandparents. We dedicated this book to our own grandparents, whom we came to appreciate better in the course of editing this book. Every chapter has the same framework, which includes sections on theories, social policies, and social-historical background), which is similar to that in the award-winning "Fathers in Cultural Context" (Shwalb, Shwalb, & Lamb; Routledge, 2013). This book will be especially enjoyable for ISSBD members who are grandparents and expectant grandparents!

Would you please recommend our book to your librarian for acquisition? Thank you for your important work.

Respectfully,

David W. Shwalb, Ph.D.

Ziarat Hossain, Ph.D. (inquiries, including possible text-book use, to [zhossain@unm.edu](mailto:zhossain@unm.edu))





## Forthcoming Book (2018)

Childhoods in India: Traditions, Trends and Transformations

Edited by T. S. Saraswathi, Shailaja Menon and Ankur Madan

ISBN: 978-1-138-22171-0 (hbk)

This book highlights the significance of an interdisciplinary approach to understanding children and childhoods in the Indian context. While it is recognized that multiple kinds of childhoods exist in India, policy and practice approaches to working with children are still based on a singular model of the ideal child rooted in certain Western traditions. The book challenges readers to go beyond the acknowledgement of differences to evolving alternate models to this conception of children and childhoods.

Bringing together well-known scholars from history, politics, sociology, child development, pediatrics and education, the volume represents four major themes: the history and politics of childhoods;

deconstructing childhoods by analyzing their representations in art, mythology and culture in India; selected facets of childhoods as constructed through education and schooling; and understanding issues related to law, policy and practice, as they pertain to children and childhoods. This important book will be useful to scholars and researchers of education, especially those working in the domains of child development, sociology of education, educational psychology, public policy and South Asian studies.

**T. S. Saraswathi** is former Professor of Human Development and Family Studies, Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, India.

**Shailaja Menon** is Professor, School of Education, Tata Institute of Social Sciences, Hyderabad, Telangana, India.

**Ankur Madan** is Associate Professor, School of Education, Azim Premji University, Bengaluru, Karnataka, India.



## MAJOR CONFERENCES OF INTEREST

### **December 14–15, 2017**

*3rd Mauritius International Conference on Social Science & Humanities (ICSSH)*

Location: Port Luis, Mauritius

Web: <https://gahssr.org/3rd-mauritius-international-conference-on-social-science-and-humanities-icssh-14-15-december-2017-about-51>

### **January 10–12, 2018**

*The Annual International Conference on Cognitive - Social, and Behavioural Sciences*

Location: Brno, Czech Republic

Web: <http://www.futureacademy.org.uk/conference/icCSBs/>

### **January 23–25, 2018**

*2018 International Symposium on Teaching, Education, and Learning - Winter Session*

Location: Okinawa, Japan

Web: <http://ibac-conference.org/istel-winter/>

### **January 25–27, 2018**

*International Conference on Childhood and Adolescence*

Location: Lisbon, Portugal

Web: <http://icca2018.eventqualia.net/>

### **February 14–15, 2018**

*3rd International Conference on Recent and Contemporary Advances in Academic Research Conference*

Location: Hong Kong

Web: <http://eaerc.com/en/conferences/hongkong-conferences/icar-feb-2018/>

### **March 13–15, 2018**

*3rd Annual International Conference on Spirituality and Psychology*

Location: Bangkok, Thailand

Web: <http://www.spirituality-conference.org>

### **March 22–24, 2018**

*The Asian Conference on Psychology and the Behavioral Sciences 2018 (ACP2018)*

Location: Kobe, Japan

Web: <https://acp.iafor.org>

### **May 10–13, 2018**

*The Challenge of Social Traumata – Inner Worlds of Outer Realities*

Location: Belgrade, Serbia

Web: <http://www.efpp-belgrade2018.com/>

