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SPECIAL ISSUE

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Introduction to the Special Section: Refugees' Lives: Basic and Applied Research on Displaced Persons

Refugees, who had to escape from dramatic situations in their country of origin, such as war, who have to fear persecution, violent experiences or disadvantages because of race, religion, nationality, membership of a particular social group, or political opinion present a vulnerable group in our society. Today, more than 21 million people around the world have left their homes, crossed international borders, and are unable or unwilling to return. Their numbers more than doubled during the past 10 years, challenging political systems and civil societies, to promote an adequate adaptation of refugees during and after the transition from one to another context. Refugees, in most cases, leave everything behind: their homes, jobs, loved ones. Many of them are traumatized by prior experiences, and have little knowledge about their new cultural environment. Not surprisingly, increasing numbers of developmental scientists focus in their work on the investigation of mechanisms to psychosocial adaptation of refugees, the development of resilient outcomes, or on developing and evaluating strategies to promote personal wellbeing and a successful integration in the host country.

Based on this background, this special section focuses on introducing new research on the basic and applied field of developmental psychology dealing with the vulnerable group of refugees, children, adolescents, and adults at many places around the globe. First, we present findings on Syrian refugee children based on the BIOPATH Study by Michael Pluess; second, Nieuwboer and colleagues introduce a participatory approach to adult civic education; third, Kaptan reflects on new treatment options for displaced families; and fourth, we have a protocol from Pakistan for an intervention for refugee mothers with a history of self-harm (Chaudhry & Kiran et al.).

We are excited that the authors for this special section while tackling the topic of refugees are diverse with regard to their research contexts, methods, and studied age groups. Also, we hope that the readers gain useful information, that may help to stimulate more research in the field during the next days – since with a view on the current political situation worldwide, there seems to be no hope that the stream of refugees will decrease soon. Thus, evidence-based interventions for this group may be even more needed during the next decades within this century.

Along with the special section, we publish in this ISSBD Bulletin the notes from our president, the welcome address by Tina Malti. We welcome her warmly as the new head of the society and wish her all the best for this new position! In line with that, we thank the past president, Toni Antonucci, for the excellent collaboration! As you can see in the recent Minutes of the past meetings of the executive Committee of ISSBD, the new president is already highly active. Finally, this Bulletin also comprises two statements from members of ISSBD who met at the last Biennial Meeting and worked there together. One is on the topic of open science (Iorfa et al.), the other on the globalization of behavioral statistical tools (Da Cunha & Santos). Both papers indicate recent thoughts and activities of our membership.

We hope that the readers find the special section stimulating and the news regarding the society informative. We are open to any feedback if you want to comment on the Bulletin or if you would like to discuss options to publish your scientific work with us – please get in touch.

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Risk and Resilience among Syrian Refugee Children: Findings from the BIOPATH Study

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The world is currently experiencing the highest number of forcibly displaced people since the Second World War. Earlier this year, UNHCR reported a staggering 100 million forcibly displaced people worldwide (UNHCR, 2022b). About half of refugees are children, and more than 80% are hosted in low and middle income countries (LMIC). One of the main factors contributing to the significant rise in refugee numbers in recent years, besides the current war in the Ukraine, has been the protracted political conflict in Syria which began in 2011. Over the last decade, millions of Syrians were forced to flee their home country with the majority resettling in Turkey, Lebanon, and Jordan. Most recent numbers suggest that there are 6.6 million Syrian refugees on top of 6.7 million internally displaced people in Syria (UNHCR, 2022a). Lebanon is currently hosting more than 800,000 Syrian refugees, although unofficial numbers are likely substantially higher. At the height of the Syrian refugee crisis, Lebanon was hosting more than 1.1 million registered Syrian refugees. Given the small Lebanese population of about 4.5 million before the war in Syria, this means that roughly every fifth person in Lebanon was a Syrian refugee.

It is well known that refugees are at increased risk for the development of mental health problems due to their exposure to potentially traumatising war events but also the ongoing challenges of the often very stressful living conditions during displacement. According to a recent meta-analysis, 22.1% of adults in conflict settings suffer from mental health problems (Charlson et al., 2019), compared to 11% of the general population in Europe (OECD & European Union, 2018). However, much less is known regarding the mental health burden of refugee children, who represent one of the most vulnerable groups among displaced people. Hence, in 2015 we set out to conduct a large study on risk and resilience among Syrian refugee children living in Lebanon. In what follows,

I will introduce the BIOPATH study before summarising some of our key findings regarding risk and resilience, and finally suggesting some practical implications.

The BIOPATH Study

The main objective of the study titled “*Biological Pathways of Risk and Resilience in Syrian Refugee Children (BIOPATH)*” was to investigate psychological resilience among refugee children in order to inform future programmes aimed at promoting resilience in similar settings (McEwen, Popham, et al., 2022). BIOPATH is a large longitudinal cohort study featuring 1,600 Syrian refugee children and their primary caregivers, recruited from 77 informal tented settlements in the Bekaa Valley in Lebanon between 2017-2018. About 1,000 families were followed up one year after the baseline assessment. Data collection was carried out in families’ homes per interview by Arabic-speaking local field workers. Besides information on mental health and well-being, we also collected detailed information on a wide range of risk and protective factors at the individual and environmental level, informed by an ecological systems approach (Bronfenbrenner, 1979). In addition, we collected saliva and hair samples in order to consider the role of genetic, epigenetic, and neuroendocrine factors in risk and resilience.

In the remainder of this essay, I will summarise our current key findings on risk and resilience in the BIOPATH study, starting with the mental health burden (McEwen, Biazoli, et al., 2022).

Prevalence of Mental Health Problems

Given the limited knowledge on the prevalence of mental health problems in refugee children, we carefully conducted a range of different mental health assessments in the BIOPATH study (McEwen, Biazoli, et al., 2022). This included established symptom scales for post-traumatic stress disorder (PTSD), depression, anxiety, and externalizing behaviour problems in the whole sample, as well as clinical interviews in a representative subsample of 134 children (for more details, see McEwen, Popham, et al., 2022). Importantly, rather than just applying scales and existing cut-offs from other populations in our sample, we piloted all scales in Syrian refugee samples, made adjustments to account for cultural differences, and shortened the scales to reduce the burden of study participation. We then created sample-specific clinical cut-offs based on the MINI-Kid (Sheehan et al., 2010), a structured clinical interview administered in a subsample of our study. These cut-offs were then applied to the whole sample.



In the subsample with clinical interviews, the point prevalence estimates for mental health problems were high with 39.6% for PTSD, 20.1% for major depression, 47.8% for any anxiety disorder, and 26.9% for any externalizing disorder. Importantly, more than half of the children (57.5%) met clinical criteria for any mental disorder. When applying cut-offs to symptom scales in the whole sample (adjusted for the rate of false positives and false negatives), prevalence estimates were very similar with 36.1% for PTSD, 19.0% for depression, 54.3% for anxiety, and 27.6% for externalising problems with 58.7% of the sample being above the cut-off of any disorder. However, whilst cut-offs were performing well for PTSD, depression and externalising problems, the cut-off for anxiety did not differentiate well between cases and non-cases due to the fact that anxiety symptoms were normally distributed in this sample. This might be a reflection of the ongoing stressors and challenges experienced during displacement. Hence, anxiety appeared not to be a helpful marker in order to diagnose the presence of a clinical disorder in this sample.

Not surprisingly, comorbidity was the norm rather than the exception. In the subsample with clinical interviews, 79.2% of the children that had a diagnosis met criteria for more than one disorder. The most common comorbidity pattern was PTSD in combination with any of the other disorders.

In summary, we found high prevalence rates for mental health disorders in our sample of Syrian refugee children, whether based on clinical interviews or derived from cut-offs applied to established mental health screening tools. These findings are consistent with other research studies (Khamis, 2019) and further confirm the high mental health burden of refugee children. However, not all children develop mental health problems in response to war and displacement as reported in the next study (Popham et al., 2022b).

Resilience Among Syrian Refugee Children

Adhering to the most basic definition of resilience as “*not developing problems when faced with adversity*” (Popham, McEwen, & Pluess, 2021), we considered refugee children without any mental health problems as those manifesting resilience (Masten, 2016). Consequently, we identified resilient children as those that were below our sample-specific cut-offs for three disorders: PTSD, depression, and externalising behaviour problems (Popham et al., 2022b). Applying this multi-dimensional conceptualisation of manifested resilience, 19.3% of the children in the BIOPATH sample could be considered resilient. The remaining 80.7% were considered “at risk” given that they were at least above one of the clinical cut-offs. The reason that the at-risk category is larger with 80.7% than the 58.7% identified as having any disorder in the previous section (McEwen, Biazoli, et al., 2022), is that we were not able to adjust for false positives in this type of analysis. Hence, the true proportion of resilient children may lie somewhere between 20-40% with 19.3% showing more clear-cut evidence of resilience.

Having identified a subset of resilient children, we then aimed to identify individual, social, and environmental fac-

tors that differentiate resilient children from those at risk. In order to do so, we carefully matched each of the resilient children with one from the risk group based on their specific pattern of experienced war events. In other words, we compared children that had the same war exposure but differed regarding their mental health outcome. We then ran logistic regressions in this matched sample in order to identify predictors of risk and resilience, including a wide variety of individual and social predictors that have been associated with mental health outcomes in the literature. This included self-efficacy and coping strategies of the child but also negative and positive aspects of the child-caregiver relationship, caregiver mental health, and aspects of the wider social environment such as bullying and community support (for more details, see McEwen, Popham, et al., 2022). According to logistic regression models, self-esteem, optimism, and social support increased the odds of belonging to the resilient group. Low general health, environmental sensitivity (Pluess et al., 2018), coping strategies, child maltreatment, bullying, social isolation, caregiver mental and general health, on the other hand, predicted membership of the risk group (not all predictors survived correction for multiple testing).

In summary, we found that a relatively small proportion of children met our criteria for resilience. This is largely explained by the fact that we considered multiple dimensions of mental health rather than focusing only on one outcome such as PTSD. In addition, we found that both individual characteristics of the children as well as aspects of their family and wider social environment predicted whether children were in the risk or resilience group. In a next step we then investigated the development of manifested resilience over time (Popham et al., 2022a).

The Dynamic Nature of Risk and Resilience

The design of the BIOPATH study allowed us to investigate longitudinal changes in risk and resilience. This is important, because the majority of resilience studies tend to focus on resilience as an outcome at one point in time, maybe implicitly assuming that once resilience has been achieved, it is unlikely to change. However, in a volatile and unpredictable environment such as informal refugee settlements, resilience may not be a stable outcome. Hence, we considered changes in risk and resilience in those BIOPATH participants with data at both baseline and the 12-month follow-up assessment ($N = 982$) (Popham et al., 2022a). Applying the same approach as earlier (Popham et al., 2022b), we defined resilience as being below all three cut-offs. Results suggested that the proportion of resilient children increased from 19.5% at baseline to 33.4% 12 months later. However, only about half of the children that were in the resilient group at baseline remained resilient at the follow-up. The other half deteriorated over the 12-month period and showed clinically relevant increases in mental health symptoms (i.e., changes of at least 20% and being above at least one of the cut-offs). On the other hand, whilst about two thirds of high risk children remained at high risk at follow-up, about a third improved over time and met criteria for resilience at follow-up (see Figure 1).

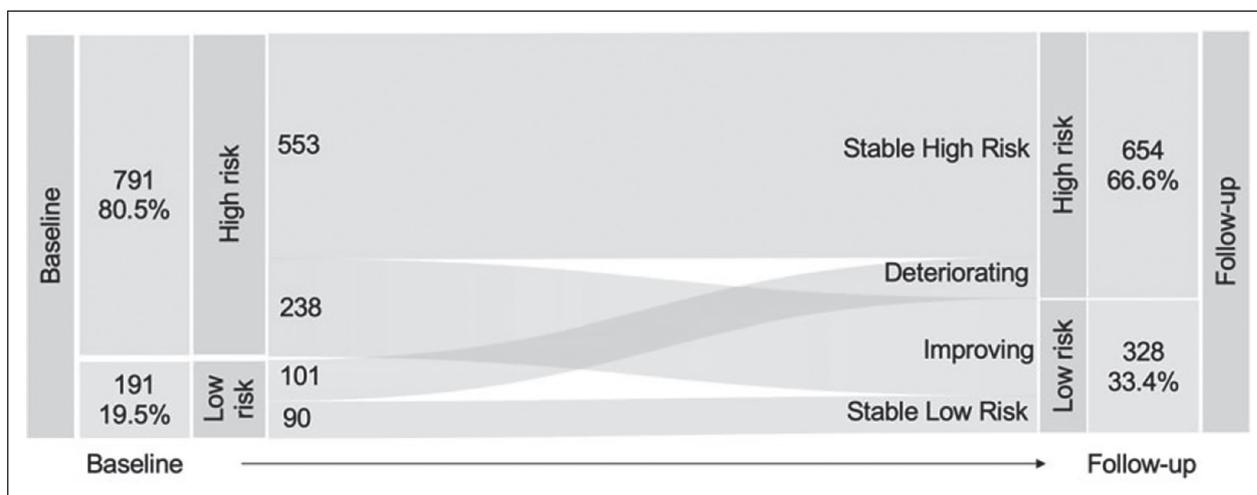


Figure 1. Changes in low (i.e., resilience) and high risk for mental health problems between baseline and follow-up assessments (based on Figure 1 from Popham et al., 2022a).

These findings show that whether a refugee child reflects risk or resilience can change over time, even after exposure to war ended. According to additional analyses, the four groups depicted in Figure 1 differed on a range of environmental variables suggesting that living conditions for the improving group got better over time whereas they decreased for the initially resilient children that then deteriorated at follow-up (for more details, see Popham et al., 2022a).

Implications

Our findings confirm previous work reporting a significant mental health burden among refugee children (Hodes & Vostanis, 2019). Importantly, prevalence rates for mental health disorders tend to be considerably higher in refugee children that resettled in LMIC settings, such as our BIOPATH sample, compared to those resettled in high income countries (Fazel, Reed, Panter-Brick, & Stein, 2012). This suggests that the current living conditions of displaced children may have a stronger impact on their mental health than their exposure to war. This is exactly what we found in our analysis of what predicts mental health problems in the BIOPATH sample (McEwen, Biazoli, et al., 2022; Popham et al., 2022a, 2022b). Hence, improvement of children's general living conditions should be a key target of humanitarian efforts. This includes provision of safe communities, good housing quality, access to school but also support for parents that are struggling with their mental health and with raising a family in these extremely challenging circumstances. Whilst some refugee children will require individual psychological treatment, the majority will likely benefit most from a multisystemic approach that does not just focus on children's mental health but also includes their families and communities as shown by the wide variety of predictors of risk and resilience that we identified (Popham et al., 2022b). Importantly, such services are best provided within communities than through clinical settings (Pluess, Moghames, Chegade, McEwen, & Pluess, 2019).

Conclusion

Although every second child in the BIOPATH sample met criteria for one or more mental health disorders, about 20% of children proved to be resilient despite significant exposure to war events. These individual differences in risk and resilience are associated with a wide range of factors, including characteristics of the child, family and community. Hence, efforts aimed at promoting well-being in refugee children should adopt a holistic approach and include the improvement of current living conditions rather than focusing exclusively on war-related trauma.

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Participatory approaches in adult civic education: new practices based on lessons learned

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The design of civic education programs in Europe has been subject to many influences, not in the least political ones. Integration policies have become more strict and conditional over the course of two decades (Goodman, 2015), despite several recommendations and resolutions made by The Council of Europe to develop inclusive practices (Council of Europe, 2022). Public and media discourses provide a problematic view on migrants and integration (Goodman & Kirkwood, 2019), leaving vulnerable groups stigmatized as unwilling and consequently underserved. However, from a pedagogical point of view, migration is a major transition in the lifespan, affecting individuals and families. Furthermore, underprivileged groups need specific attention and support in their efforts to participate in a new society. Educational courses that exist to support migrants in their efforts to participate in a host society should be properly designed with pedagogical expertise. A participatory lifespan approach has been developed and practiced for the last twenty years and is now available in a practical handbook and workbook in the Netherlands.

Limitations in civic education practices

Many civic integration courses are still solely focused on in-classroom teaching in the second language for highly diverse groups of learners. The focus is on language acquisition and cultural knowledge only, with a fixed curriculum; teachers are mainly natives of the host country, and monolingual themselves (Beacco, Hedges, & Little, 2014). Furthermore, the teachers employ an instructive didactic style, using a teacher-centered approach, a static lesson plan, and monodidactic methods. Traditional teaching didactics do not take the specific needs of migrant adult learners into account. Also, such courses ignore the complex, dynamic and fluid characteristics of culture and intercultural communication competence (Nieuwboer & Rood, 2017).

As a result, success rates of integration exams have dropped dramatically. This has forced the Dutch government to develop a new Integration Law, which has been in force

since January 2022. The new law supports different levels of learning, and thus is expected to be more inclusive and effective. However, unless a truly effective approach to teaching and learning is applied, nothing is gained, especially, but not exclusively, for first-time learners. For instance, with no experience in formal learning, no literacy as a method of memorizing, but with an extensive use of oral and visual memorization processes instead, the first-time learners have different pedagogical needs as compared to a student with a well-developed educational background. Also, learning the language is a lengthy process and, taught as a conditional competency, hinders the true goals of civic integration (Krumm & Plutzer, 2008). Recent trends in research show a focus on seemingly separate and quick-fix issues such as employment and access to healthcare (Integration Practices, 2022). However, such issues are deeply entwined with cultural backgrounds, beliefs and perceptions, for instance about gender roles. Paradoxically, by providing civic integration courses which are unilateral, limited and culturally singular, the tensions between majority and minorities are not adequately addressed (Arasaratnam, 2013).

The design of any formal learning process should start with goal-setting. Essentially, the goal of migrant education is not proficiency in language, but full participation in society. This includes political, cultural and psychological aspects of integration (Goodman, 2015). In more detail, it encompasses very practical issues like taking public transport, shopping, accessing healthcare and education, living safely together with neighbors and being able to apply for financial and legal support. At the basis of any society lies a set of ineluctable values that are the key to understanding its cultural practices (de Lange, 2017). In the Netherlands, the three basic values of freedom, equality and solidarity are now being explained to migrants in a few sessions, after which they have to sign an acceptance paper within a year of their residence. However, research confirms the intricate knowledge that such values are too abstract, too dynamic and too ambiguous to be captured and conveyed in a short course.

To summarize, the political, public and media discourses describe the negative and difficult aspects of civic education, whereas the law prescribes language-focused and quick-fix didactics to solve the issue of integration. Instead of succumbing to all these restraints, a pedagogical approach searches for ways to create a safe, inclusive environment that is conducive to learning and developing, starting at the level of the learners and moving forwards toward the true goals of learning. In the case of adults, such an approach respects the fact that people have found a way of self-organization already (Rood, 1997).

Principles of a participatory design

Participatory didactic methods worldwide have shown good progress in adult learners who have not profited from formal teaching. Two key principles of such methods are: learning about things that matter to them and learning by exposure to different perspectives (Nieuwboer & Rood, 2016). By focusing on what matters to individuals, instead of teaching a pre-defined and fixed model of culture, learners are encouraged to interact with others to explore their identity and the context of their own cultural group, which already holds different perspectives. Consequently, through encounters with locals and exposure to habits and language of the receiving country, other perspectives will enhance the learning process even more.

From 2002 onwards, the participatory program of Themis was developed in the Netherlands, and piloted in Europe between 2011 and 2013 under the acronym Integrating Disadvantaged Ethnicities through Adult Learning: IDEAL, resulting in a Handbook (Rood & Nieuwboer, 2017). The program is aimed at social integration and participation and is characterized by its use of creative sense-activating didactic tools, a semi-structured curriculum, and a mother-tongue-based dual language approach. For the last twenty years, groups of (mostly first-time) learners in the Netherlands, by practicing the method, have contributed to the method's content and facilitators have been trained in competencies to guide and support the groups. Evaluations show that participants have more confidence, understanding of the host society, participation and proficiency in the second language.

Building on lessons learned, several design principles for the most effective conditions and didactic methods were identified.

- Double context learning. Using the experiences and perspectives of the learners as a starting point and the context of participation in the host society as a goal.
- Learning things that matter to the learner. Taking daily life experiences and needs as a starting point for building a curriculum.
- Learning by exposure to different perspectives. Using diversity within the group, proposing challenging views, working with buddies, inviting 'experts' such as a general practitioner or a teacher, and facilitating excursions in order to broaden the horizon of participants.
- Mapping. At the start of a course and following each module, participants are invited to map the topics most pressing and stressful to them.
- Role model facilitator. A similar-background role model facilitator shows feasible alternatives for perception and behavior and serves as a cultural broker. A bilingual social worker who understands group dynamics is perfect for the job.
- Homogeneous groups. Forming a group of learners with similar backgrounds is advantageous. They feel safe to experiment and accept change in the safety of the zone of proximal development (Vygotsky, 1968).
- Multi-sensory, semi-structured curriculum. By using many creative and playful didactic tools, the learning process is fun and leads to many experiences of success and encouragement.

- Mother-tongue-based dual language approach. Participants are encouraged to effectively express themselves in their native language (L1). At the same time, they are constantly challenged to learn the new target language (L2) in a functional way, mainly listening and speaking.

In 2022, the method is available as a publication in Dutch, including all suggested practical lessons on topics like health, communication, parenting, equality, safety and LGBT+ (Nieuwboer & Rood, 2022).

Facilitating rich dialogues which promote cultural understanding

Any teacher or facilitator knows how difficult it is to address issues like gender equality or homosexuality in a group of people, and especially newcomers from different cultural backgrounds, beliefs and religions. Consequently, many teachers will avoid such issues, even though they are precisely the most urgent topics to talk about. To illustrate the IDEAL approach, such an issue is not raised before the group has invested in a safe pedagogical climate in which everyone's voice is heard and learners are being complimented for being authentic and truthful, but also open to new ideas and perspectives. In the spirit of diversity, from day one, the group is trained to respectfully reflect on what other people have to say, fostering the right climate to talk about sensitive topics – and explicitly finding and using topics with tension, because they are most relevant. Conversations are not discussions, but exchanges of experiences, doubts, beliefs. Gradually, the second language is added and learned by practicing the most important words and phrases of the theme at hand. Every meeting is filled with creative elements like drawing, modeling, dancing and crafting; as well as field visits, excursions and interviews with experts. After modules on attention, health, assertiveness, development, respect, safe living, equality, solidarity and religious freedom, participants are thus prepared for a module on personal freedom. This module, as others, includes meetings in a deliberate sequence of complexity.

First the issue of self-determination is addressed. At the core of this meeting, children's legal rights are explored, addressing how they are formulated in the participants' countries of origin as well as in the Netherlands, in a quiz-like manner. Next, the learners engage in an exercise in effective communication if they disagree with someone who claims a certain right, which they find difficult to accept. In role play, all kinds of situations can be simulated, which makes the exercises light and efficient. In the next meeting, the group dives deeper into the concepts of dignity, honor and indignation. The goal is to understand that every country and culture has deep-rooted beliefs about what is right and wrong. And in any country, laws are in place to effectuate such beliefs. Learners are stimulated to know and reflect about honor in the country they used to live in and the country they now live in, speaking about differences and similarities, each relating to the applied rule of the law. The learners explore the differences between tolerance, respect and fully accepting such beliefs, in contrast to resisting them or fighting against them. In the next meeting, the freedom of sexual choice is the main topic. In full respect for personal freedom



and dignity, the group is invited to talk about individual choice as opposed to arranged marriages; homosexuality and other forms of sexual expression; including their questions and (possibly) fears. The last meeting in this module introduces a world map in which countries are highlighted which are known to have discourses about non-binary genders (up to five gender types). In a theatrical playful role play, the learners are stimulated to explore the boundaries and possibilities of a multi-gendered world.

Participants in Themis-IDEAL show good progress in language proficiency: after one year their oral language skills moved up one level (CEFR-levels). This enabled them, for instance, to have basic conversations with their general practitioner and the teacher of their children. Also, participants reported improvements in their mental and physical health; in family functioning and in self-efficacy (Nieuwboer & Rood, 2017). For many students, this was the first time they enjoyed learning.

As a student, I feel taken seriously by the facilitator. I don't feel threatened or belittled

The basic philosophy of Themis-IDEAL, as seen from a methodological perspective, is fueled by Paulo Freire (Recife, Brazil: 1921 – São Paulo, Brazil: 1997), who is the architect of participatory approaches in adult education. True participation is based on “knowing”: an insight that the causes of one’s position in society are cultural, because they are determined by people and that culture is therefore changeable. This insight can lead to the transformation of one’s own environment, of the existing cultural context. The result is change for the benefit of one’s own expression, for the benefit of liberation from subordination and the apparent adjustment connected to it. The knowing (wo-)man has become aware of his / her influence (Freire, 1994). Civic integration is therefore an act of empowerment as a fundamental element of participation. Freire has inspired many practices of adult education around the globe. This ‘pedagogy of the oppressed’ fills a gap in current discourses on migrant education.

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Novel Treatment Options for Displaced Families; An Example of Online LTP + EMDR G-TEP Trial

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Introduction

The last few years have been challenging, shaped by the pandemic, disasters, and wars. As a result, rates of depression, anxiety, and behavioral problems in young generations have increased dramatically over the last five years, with rates of anxiety increasing by 29% and rates of depression increasing by 27% (Lebrun-Harris et al., 2022).

Accompanying this increase in youth mental health struggles is a decrease in parental well-being. Between 2016 and 2020, the number of parents reporting excellent or very good mental health decreased by 5% and those who reported coping very well with parenting demands decreased by 11% (Lebrun-Harris et al., 2022). It stands to reason that parents are struggling too, as they are also confronting similar stressors in addition to economic/financial pressures and the need to tend to the distress of their children.

The family unit is foundational as it provides security for family members and safety from which to explore a very complex world. Children who enjoy the love and nurture of supportive parents have more resilience when facing challenges in life (Stark et al., 2020; Yule et al., 2019). However, when trauma happens to children or caregivers, the family cohesiveness can be disrupted as each member of the family seeks to find a resolution to the trauma in their own way. Unfortunately, children often are lost in the shuffle as parents try to cope with stress, financial hardship, cultural adaptation, trauma, tragedy, and various challenges that families face (Gupta & Ford-Jones, 2014; McGinnis et al., 2021). Since family systems are interconnected, the separate struggles of parents and children interact and influence one another. Children whose parents have active mental health issues tend to experience less successful progress in therapy and worse outcomes among children and adolescents in treatment (Pilowsky et al., 2008; Rishel et al., 2006). Conversely, when parents' mental health is successfully addressed, the child's symptoms and functioning improve (Coiro, Riley, Broitman, & Miranda, 2012; Gordon, Antshel, & Lewandowski, 2012).

In this environment, displacement has intensified even more and has reached a peak of over 89 million people worldwide being classed as forcibly displaced, around 27 million of whom are children, with one million of these children being born as refugees in the last two years (UNHCR, 2021). However, despite the growing need for mental health care among refugees and asylum seekers, their ability to access care is decreasing, worsening the stress on parents and the symptomatology of children (Satinsky et al., 2019). Thus, clinicians and researchers need to broaden the traditional use of individual therapy to include more group work for displaced groups.

While many clinicians working in school or hospital settings are likely familiar with group models, many practitioners are working almost exclusively with individuals. Even for a family with the means to pay for services, having multiple children treated may mean multiple trips to the counseling office or long appointments with children seen consecutively by an individual practitioner. For a family struggling with financial difficulties, transportation issues, or availability limited by work schedules, such an expenditure of time and travel may not be feasible. Exploring options for more accessible parenting services to be able to scale up service delivery is a logical step.

Parenting Interventions and Displacement

Treating the family together is an optimal approach for several reasons. Firstly, the family can act as a sounding board for one another in identifying resources and positive experiences. Family members also tend to be attuned to one another and recognize the positive and/or negative. This attunement could be helpful in pointing out areas of dysfunction such as withdrawal or avoidance. Engaging an adaptive parent-child relationship in therapeutic work can bring a quicker resolution to the presenting issues. Additionally, parents can model adaptive affective expression and regulation, normalizing tears of sadness or healthy anger for their children. Communicating about their experiences after processing can also strengthen family bonds. Finally, family-based group work offers a model for the treatment of both parents and children that is cost and time efficient. This approach can meet the needs of families struggling to afford, access, schedule, or arrange transportation to services without forcing parents to prioritize one child's needs over the rest of the family.

Parenting interventions, defined as interventions intended to improve caregivers' knowledge or practices to enhance the well-being of children (Mejia et al., 2012), are one way of mitigating the effects of displacement on families and children. The positive impact of parenting interventions for displaced groups has already been reported across different settings (Ballard et al., 2018; Lakkis et al., 2020; Puffer et al.,



2015). Specifically, many parenting interventions report improvements in parenting behaviors, knowledge, and communication skills. Interventions have also seemed to be effective in decreasing mental health difficulties and increasing many well-being-related outcomes such as mental health literacy and the use of mental health services.

Online Interventions and Displacement

Despite mental health problems and other challenges, refugees and asylum seekers use mental health treatments in host countries at a low rate due to a variety of reasons (Satinsky et al., 2019). A high level of stigma (Kiselev et al., 2020), a lack of culturally appropriate services (de Anstiss et al., 2009) or personal perceptions are among the barriers to be overcome (Salami et al., 2019).

There is no "one size fits all" strategy for displaced persons; thus alternative strategies should be tested (Sanders et al., 2021). Online services are one way of increasing the capacity to deliver more timely care to those in need. Previous studies on technology use among refugees and asylum seekers were promising (Burchert et al., 2019; Liem et al., 2021), and support WHO's objective to improve service accessibility for underserved groups using digital methods (WHO, 2017). This is particularly important at a time when the need for mental health care is increasing in children and families while the ability to access care is decreasing, worsening the stress on parents and the symptomatology of children. There has been a growing amount of work on the use of online treatments in mental health (Cuijpers et al., 2017), which suggests that online interventions in the mental health area are acceptable and yield similar effects to those achieved in face-to-face interventions (Bashshur et al., 2016; Poletti et al., 2020). The recent COVID-19 epidemic has rekindled interest in online therapies.

An Online Parenting Intervention for Refugees and Asylum-seekers (LTP + EMDR G-TEP)

Learning Through Play (LTP) plus Eye Movement Desensitization and Reprocessing Group Treatment Protocol (EMDR G-TEP), an 8-session remote and multi-component group intervention, has been intended to address caregiver mental health and improve parenting abilities to promote healthy child development (Kaptan et al., 2021; Kaptan et al., 2022).

The multicomponent intervention has two components. Component 1 consists of LTP, which is a group parenting intervention that aims to improve the attachment between parents and their children. The LTP manual focuses on child development under different categories including physical development, cognitive development, and psychological development. The LTP program has been evaluated in several trials and found to be effective (Husain et al., 2017; Khan et al., 2019; M. I. Husain et al., 2021). In the current example, LTP intervention was integrated with a second component, EMDR G-TEP which is a group intervention that aims to reduce traumatic experiences (E. Shapiro, 2013). Several studies have already tested G-TEP in various groups (Lehnung et al., 2016). LTP+ EMDR G-TEP intervention is an activity-based interventions as both components use language-friendly pictorial tools that include culturally adapted illustrations of play activities that enhance learning and resilience.

Remote LTP+ EMDR G-TEP, the second component, was born out of need. Due to the COVID-19 pandemic, there were many refugees and asylum seekers in need of services and no remote parenting interventions were available. This modality was developed to create an accessible option for an effective treatment to meet the needs of at least some of the displaced families even under lockdown conditions.

The preliminary results suggested that participants found the LTP+ EMDR G-TEP intervention acceptable (Kaptan et al., 2022). Moreover, many of the participants reported that remote delivery further motivated them:

"It was quite comfortable in my own space. There were other people, it was a group session, but I was not with them."

"Some people always judge others. This is why I don't want anyone to know about my stress. Online training helped me in this way, it gave me privacy and distance from others."

Conclusion

The majority of parenting interventions focus simply on improving parenting knowledge or abilities and do not contain any plan to treat parental mental health difficulties. This notion has received considerable attention in the last years regarding whether parenting interventions should focus on mental health or daily stressors (Miller, Arnous et al., 2020). One approach to addressing this limitation is to use multicomponent interventions, which not only focus on parenting skills but also address parental mental health issues. This is particularly important at times when global burdens require not only immediate action but also cost- and time-effective implementation. These online interventions may be one promising and accessible toolkit to offer effective care to people in need.

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Learning through Play (LTP) Plus Culturally Adapted Manual Assisted Brief Psychological Intervention (CMAP) for Refugee Mothers with History of Self-harm: A Protocol of a Feasibility Randomized Controlled Trial from Pakistan

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Introduction

Maternal mental illnesses are common, particularly maternal depression (Brummelte & Galea, 2016). Global prevalence of postnatal depression is reported to be 17.2% by an overview of 80 studies (Wang et al., 2021). Experiencing depression by women is not limited to the postnatal year only, as existing evidence shows that maternal depression is more common when the child passes toddler age (Woolhouse, Gartland, Mensah, & Brown, 2015). Moreover, maternal depression during postnatal years increases the risk of suicide (Drury,

Scaramella, & Zeanah, 2016) and is the most common psychiatric risk factor for self-harm (Hoertel et al., 2015).

Several studies provided evidence that in addition to affecting maternal health, depression is also associated with long-term emotional, cognitive, and behavioral problems in children (Jacques, de Mola, Joseph, Mesenburg, & da Silveira, 2019; Wall-Wieler, Roos, & Gotlib, 2020), and negatively affects the social well-being of children (Bennett, Schott, Krutikova, & Behrman, 2016) and mother-child attachment (Śliwerski, Kossakowska, Jarecka, Świtalska, & Bielawska-Batorowicz, 2020). Evidence from Low and Middle Income Countries (LMICs) also show that the risk of adverse consequences for child health outcomes such as non-exclusive breastfeeding, malnutrition and common infant illnesses was 31% higher among depressed mothers compared to non-depressed counterparts, and these negative outcomes were associated with poor quality of maternal caregiving (Dadi, Miller, & Mwanri, 2020). Moreover, children of depressed parents have an increased risk of developing mental health problems such as depression, which might be due to deficits in emotion regulation, as well as cognitive vulnerability, negative parenting style, and stressful life events (Johanna et al., 2019).

Mental health difficulties when associated with fear and uncertainty can further exacerbate the negative impact on both on physical and mental health (Bulik & Colucci, 2019). Previous literature suggests that rates of mental health disorders, such as anxiety disorders, post-traumatic stress disorder (PTSD) and depression are higher among refugee populations compared to the general population (Charlson et al., 2019; Hameed, Sadiq, & Din, 2018). The outbreak of the COVID-19 pandemic further deteriorated the mental health of women in refugee camps (Kizilhan & Noll-Hussong, 2020) particularly because of the poor health-care system (Malik et al., 2019). A recent study from Pakistan highlighted that the rate of mental health problems was 0.22/1000 individuals and the burden of health problems was higher in women compared to men (Malik et al., 2019).

Evidence exists to support role of psychosocial interventions in improving the mental health of refugee women in low resource settings such as Uganda (Tol et al., 2020), Syrian refugees in Netherlands (de Graaff et al., 2020), Tanzania (Tol et al., 2017) and in other humanitarian crisis settings (Weissbecker, Hanna, Shazly, Gao, & Ventevogel, 2019). There is very limited literature on mental health in general and intervention-based studies in particular for the refugee population in Pakistan, a low resource setting hosting 1.3 million displaced people (Afghan refugees and others from Yemen, Syria, Somalia and Myanmar) with protection needs (UNHCR, 2020).

Existing evidence on maternal mental health in Pakistan show the feasibility, acceptability and effectiveness of an integrated parenting intervention called the Learning through Play Plus Cognitive Behavior Therapy (LTP Plus) program (N. Husain et al., 2021; Husain et al., 2020; Husain et al., 2017). These studies reported improvement in maternal mental health including depression and anxiety. However, these studies did not address the problem of self-harm. An existing culturally adapted Manual Assisted Brief Psychological intervention (CMAP) has been shown to be effective in reducing suicidal ideation, hopelessness and depression in adult self-harm survivors in Pakistan (Husain et al., 2014). Therefore, the current study aims to integrate two interventions (LTP Plus CMAP) and to assess its feasibility and acceptability for refugee mothers of young children (birth to 3 years) presenting with a history of self-harm in refugee camps in two conflict settings (Peshawar and Quetta) in Pakistan.

Objectives

To assess the feasibility and acceptability of LTP Plus CMAP for refugee mothers with a history of self-harm having children 0-33 months. To assess if LTP Plus CMAP can improve maternal mental health.

- To determine if the intervention improves child outcomes.
- To explore participants' experiences with the intervention.

Methodology

Design: This will be a feasibility cluster randomized control trial (cRCT) of LTP Plus CMAP for refugee mothers. The trial is registered on clinicaltrials.gov (NCT05171192).

Settings: Through stakeholder consultations, two Union Councils (UCs) were identified from each of the two cities hosting a refugee population in Pakistan. Within these UCs, different refugee camps were approached and shortlisted for the study.

Randomization: Unit of cluster will be the Union Councils (UCs) and a total of two UCs from each city will be randomly assigned to either of the two study arms: 1) LTP Plus CMAP added to treatment as usual and 2) Treatment as usual (TAU) alone. An off-site statistician will do the randomization through www.randomization.com.

Sample size: We aim to recruit a sample of 80 refugee mothers, half in intervention clusters and half in a TAU cluster.

Inclusion Criteria:

- Participants will be included if:
 - Age 18 years and above.

- Refugee mothers with a child aged between 0-33 months.
- Presented with a history of self-harm.
- Resident in the study catchment area.
- Able to understand and complete a consent form, and participate in assessments and intervention sessions.

Exclusion criteria:

- Participants will be excluded from the study if they are:
 - Experiencing severe physical or mental illness that would prevent them from participating in assessments and/or intervention.
 - Unlikely to be available for follow-up.

Interventions

Learning Through Play (LTP): Parenting Intervention

The community-based parenting intervention LTP, is designed to deal with early child development (N. Husain et al., 2021; Husain et al., 2020; Husain et al., 2017). The central feature of the LTP intervention is a pictorial calendar devised for parents with eight successive stages of child development from birth to 3 years along with illustrations of parent-child play and other activities that promote parental involvement, learning, and attachment. The theoretical underpinnings of LTP are to be found in Piaget's theory of cognitive development (Piaget & Cook, 1952), and Bowlby's theory of attachment (Bowlby, 1982).

Culturally adapted Manual Assisted Brief Psychological intervention (CMAP)

CMAP (Husain et al., 2014) is a brief, manual assisted, problem focused therapy, comprising six sessions delivered over three months. The intervention is based on the principles of CBT which has been adapted with permission from a self-help guide called "Life after self-harm" (Schmidt & Davidson, 2004). The intervention is focused on evaluation of the self-harm attempt, crisis skills, problem-solving and basic cognitive techniques to manage emotions, negative thinking, and relapse prevention strategies.

The integrated intervention will comprise of 10 sessions of LTP Plus CMAP delivered in a group setting. The sessions will be delivered by master level psychologists with previous experience of working with vulnerable populations such as self-harm survivors. Each session will last for an hour. The first half of the session will be focused on an LTP component and the last half will be focused on a CMAP component of intervention.

Treatment as usual (TAU):

TAU includes routine follow-up by Community Health Workers (CHWs) in Pakistan. Each CHW works with a population of more than 1,000 people in the refugee camps. Their work includes assisting with all aspects of maternal, new-born and child care. Participants in treatment as usual arm will receive routine care.



Outcome measures

Feasibility indicators

Intervention feasibility: the feasibility will be determined by collating data on recruitment and retention rates. The success criterion of feasibility will be to recruit $\geq 50\%$ of eligible participants.

Intervention accessibility: intervention acceptability will be assessed using data on attendance. Criterion for acceptability is a mean attendance rate of at least 7 sessions.

Suicide Attempt Self-Injury Interview (SASII) (Linehan, Comtois, Brown, Heard, & Wagner, 2006) – To collect detailed description of episodes of self-harm. The questionnaire also records self-harm events by severity and chronological order.

Beck Scale for Suicide Ideation (BSI) (A. T. Beck & Steer, 1991): This is a 19-item instrument to assess presence and intensity of suicidal ideation.

Beck Depression Inventory (BDI) (A. T. Beck, Ward, Mendelson, Mock, & Erbaugh, 1961): This is a 21-items scale measuring symptoms of depression. Higher scores on the scale indicate greater severity of depression.

Beck Hopelessness Scale (BHS) (A. Beck & Steer, 1988): This instrument is designed to measure three aspects of hopelessness: feelings about the future, loss of motivation, and expectations.

Generalized Anxiety Disorder (GAD) 7 (Spitzer, Kroenke, Williams, & Löwe, 2006): The GAD-7 is a 7-item scale used to screen for and measure severity of Generalized Anxiety Disorder. Scores of 5, 10 & 15 are taken as cut-off points for mild, moderate, and high.

Assessment of the growth and development of children: Anthropometric measures of child growth will be collected through measuring children's height, weight and head circumference.

Ages and Stages Questionnaire and ASQ Socio-emotional Scales (Squires, Bricker, & Twombly, 2009) will be used to measure child development. Parents will report on their child's communication, gross motor, fine motor, problem solving and personal-social development at different time points.

Coping resource inventory (CRI) (Marting & Hammer, 1987): To assess the coping resources available to an individual to manage their level of stress.

Infant Development Questionnaire (IDQ) (Caldwell, 1967): A 20-item questionnaire of paternal knowledge and expectations for child development in the first three years.

Parenting Stress Index – Short Form (Abidin, 1995): Parents rate 36 items on a five-point scale (1-5) on three scales: (1) Parenting Distress, (2) Difficult Child Characteristics, and (3) Dysfunctional Parent-Child Interaction.

Multidimensional Scale of Perceived Social Support (MSPSS) (Wilcox, 2010): This brief scale will be used to measure social support. The MSPSS has been translated into Urdu and this has been used in earlier studies in Pakistan (Husain et al., 2006).

Euro-Qol-5 Dimensions (EQ-5D) (Brooks & Group, 1996): Health-related quality of life will be measured using the EQ-5D. This is a standardized instrument that measures five health dimensions (mobility, self-care, usual activities, pain/discomfort, and anxiety/depression), each scored from 1 to 3 indicating “no problem” to “severe problems”. In both the visual analogue scale, and the standardized evaluation score, lower scores indicate poorer QOL.

Client Service Receipt Inventory (CSRI) (Beecham & Knapp, 1995): We will collect information about the use of other health services (including the informal sector faith healers/Imams) using CSRI based on our previous work in Pakistan (Husain et al., 2014).

Client Satisfaction Questionnaire (CSQ) (Attkisson & Greenfield, 1995): The participants will rate their satisfaction with treatment at three months using the CSQ (M. I. Husain et al., 2021)

All of the scales have been translated in Urdu and used in previous studies in Pakistan (Chaudhry et al., 2022; Husain et al., 2014; N. Husain et al., 2021; Husain et al., 2020; Husain et al., 2017)

Training and supervision: There will be regular training and supervision sessions of LTP Plus CMAP facilitators with master trainers.

Procedure

Participants will be approached by trained community health workers at refugee camps. CHWs will assess women against a study eligibility checklist, and those meeting eligibility criteria will be further evaluated by trained researchers. Researchers will provide a participant information leaflet written in their native language. Participants eligible for study participation from both intervention and TAU clusters willing to provide informed consent will complete the consent process and baseline assessments. The participant will be contacted by a LTP Plus CMAP facilitator within one week of completion of baseline assessments to schedule time for a group session. All participants in the intervention arm will receive 10 sessions of LTP plus CMAP intervention for a period of 12 weeks, including 8 weekly sessions and 2 sessions fortnightly. All sessions will be delivered by trained female facilitators. Assessments will be carried out at baseline, and completion of the intervention (at the 12th week after intervention). All assessments will be rater-blind (done by independent RAs (female), not involved in delivering the intervention sessions).

Statistical Analysis

Demographics and descriptive statistics will be presented for all study variables. Data will be summarised by the mean and standard deviation for continuous variables and for categorical variable frequency, and a percentage will be presented. Continuous variables will be compared using the independent sample t-test if normally distributed, and the Mann-Whitney test otherwise. The Chi-square test will be used for categorical variables, except for variables with rare categories, where Fisher's exact test will be preferred. Pearson correlation will be used to examine the strength of association between study variables. Analysis of variances will be used to compare group differences and to compare outcomes before and after the intervention.

Qualitative component

A purposefully selected subset (stratified by age and geographical location) of participants will be invited for qualitative interviews to explore their experiences with the intervention including perceived barriers and facilitators. The required sample size for qualitative data analysis will

be based on the numbers expected to reach category saturation, the point at which categories or themes are developed to the point that further information would add little (Saunders et al., 2018). On average, interviews will last for 60-90 minutes. The place for the interview will be chosen by mutual consensus between interviewer and interviewee. However, interviewer will make sure that the location of the interview should be safe as well as appropriate to avoid any distraction during the interview. With participants' consent, we will do recordings of qualitative interviews and transcribe them verbatim. Framework analysis will be done to analyze the qualitative data set (Ritchie, Lewis, Nicholls, & Ormston, 2013).

Ethical Considerations

Full ethics approval will be sought from the National Bioethics Committee (NBC) of Pakistan. All members of the research team will comply with the International Conference on Harmonization Good Clinical Practice (ICH-GCP) guidelines. Research staff will be trained on Good Clinical Practices (GCP) and will not begin data collection until the GCP certification is successfully completed. The project has given careful consideration primarily regarding individuals and their rights within refugee settings. Members of the local community will be invited to become part of the research that will allow those with local languages to inform potential participants about the project, while at the same time ensuring that information is understood by participants and avoiding coercion. Participation in the trial will be voluntary and participants will have the right to withdraw from the study at any time, without giving any reason. Withdrawal from the trial will have no effect in their routine care. Informed consent forms will be in the local language for those participants who can read. Participants who are unable to read and write, will be provided with verbal information (in the local language) that will encompass all aspects of the participant written informed consent form. The consent form will then be signed by the participants, however, if they cannot write, the participant's caregiver will sign alongside the participant's thumb print. The PIS and the participant-informed consent form will include details of the purpose of the study; the opportunity to ask questions; voluntary participation in the study and the right to withdraw from the study at any time, for any reason; and privacy and confidentiality. Adverse events would be recorded throughout the trial and any adverse event that occurs will be immediately reported to PI, not later than 24 hours after the incident. If any participant recruited to this study experiences active suicidal ideation or is subsequently identified as needing more intensive treatment, the participant will be appropriately referred for psychiatric evaluation and treatment. TAU group participants will be referred for appropriate treatment to their local health services after trial completion. Safety and risk management protocols describing actions, reporting and follow-up that are required if distress arises in any circumstance during the research are in place to manage safety or urgent treatment issues. Because we recognise that conducting data collection and analysis might also cause emotional stress for the researchers themselves, regular opportunities for discussion and debriefing will be provided to the research team so that support can be offered. Data collection will involve episodes of lone working; the PILL policy

for lone working will be followed to minimise the risk to researchers. As an obligatory practice, National guidelines of social distancing (including wearing a mask and maintaining a social distance of 2 metres) will be followed while dealing with research participants.

Data management

Each participant will be assigned a unique identification (ID) number and identifying information will be placed in locked cupboards which will only be accessible to the authorized researchers. Paper copies of assessment tools will all be stored in locked filing cabinets in PILL premises. All anonymized data will be stored in encrypted, and password-protected devices. Interviews will be recorded with participant's consent. The interviews will then be transcribed. Recordings will be stored in a secure location and will be destroyed once transcribed and checked for accuracy.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Notes from the President

October 27, 2022

Dear ISSBD Member,

Welcome to new and old members! I write to you as the new ISSBD President for the period of 2022–2026. It is with deep gratitude and appreciation that I assume this position, and I wish to thank you wholeheartedly for your trust in me and your dedication to the ISSBD.

In this letter, it is my intention to share my vision and priorities as ISSBD President for the next four years. I welcome your feedback on anything that matters to you. I am planning to write regular presidential newsletters that will be posted on *our new website*, and I invite you to comment on them. To do so, please sign up for my global office hours, join one of our global townhalls, or email me at tina.malti@utoronto.ca. I will make sure to answer.

Historically, the ISSBD has been committed to supporting research that facilitates a deepened understanding and improvement of positive human development across the lifespan in diverse contexts around the world. Although we currently live in a world that is vulnerable to factors that threaten positive developmental outcomes (e.g., war, famine, social injustice, climate change), a shared sense of humanity, emotional bonding, and deep interpersonal respect remains possible. It is this push-and-pull between positive and negative intrapersonal, interpersonal, intra-cultural, and inter-cultural factors that makes the study of lifespan development both a challenge and a worthwhile joy. It is my belief that a global developmental science can make substantive contributions to reinventing the meaning of the human journey in a new, shared world. We are well equipped as a science and as a scientific society to generate new answers to the timeless and universally relevant question of how we become human. To be clear, this question is fundamental, enduring, and non-trivial. It involves a deep, multifaceted analysis of how we can become the best versions of ourselves, and how to nurture this process in optimal and sustainable ways. This is foundational for a multidisciplinary, global developmental science to contribute to the preservation and enhancement of humankind.

Uniting Developmental Scientists in a Science that Cares

As developmental scientists and practitioners, we can make substantial contributions to humankind through a science that cares. A science that cares genuinely reflects the African philosophy of “Ubuntu”, or the notion that one cannot exist as a human without others. The construct speaks to the significance of human interconnectedness, of living in harmony with others, and of a universal, global citizenship. For ISSBD, this construct unites our membership and urges developmental scientists to work collaboratively through research reflecting multiple disciplines, perspectives, and regions.

Inclusivity matters in a science that cares: Our organization is rich in diversity of disciplines, perspectives, and members. This diversity creates a unique opportunity to provide an inclusive framework for the study and enhancement of human development. Inclusivity is also a personal matter for me. My father, an immigrant from Palestine to Germany, taught me acceptance of others despite their differences. This genuinely empathic outlook has helped me become more aware of similarities between myself and others, and to find a common good. Similarly, we as an organization can contribute to a global agenda of peacefulness and collaboration through a developmental science that reflects reverence for *all* others.

It is my hope that our multidisciplinary, collaborative, diverse, and global network of developmentalists can contribute to a caring science. The ISSBD committees and I will work closely together to implement this vision through our strategic planning process, and I invite you to join one of our town halls to provide feedback on this process. I am passionate to implement this vision through three substantive priorities: People, places, and practices.

Nurturing People

The first priority for ISSBD is to nurture people. I would like to ensure that all of our members receive the support they need to flourish. This includes the provision of funding, training, and networking opportunities. It is especially important for our society to listen carefully to voices that have not been heard, to observe perspectives that have remained invisible, and to allow ourselves to be touched by realities that have appeared distant. For example, we will focus closely on nurturing the careers of young developmental scientists and majority world researchers. Consequently, the ISSBD will continue to offer the *ISSBD Early Career Fellow Program* and the *ISSBD Developing Country Fellowship Program*. It is also my intention to help create new opportunities for our members to encourage a global developmental science. For example, there will be new opportunities for early career scholars to conduct collaborative research, as well as opportunities for all members to translate research-based information into practice and policy recommendations. I intend for these new initiatives and incentives to bring members from different countries and disciplines together through exciting collaborative research projects. I invite you to visit our new ISSBD website for more information on such initiatives.

Nurturing Places

The second priority for ISSBD is to nurture places. I aim for this to be accomplished through the implementation of developmental research, training, and networking opportunities across diverse regions of the world. Since 1969, we have hosted biennial meetings around the world, and we will

continue this tradition. Our Regional Representatives (now in over 30 countries) will promote active local engagement by hosting interdisciplinary workshops with the aim of making real impacts in regional communities. ISSBD will extend these activities by creating synergies between regional activities and our global organization through networking events and social media connections. For example, we will regularly host webinars and virtual meetings to build, grow, and maintain a thriving global community of developmental scientists. I invite you to approach me with ideas for local, regional, and virtual meeting activities.

Nurturing Practices

The third priority for ISSBD is to nurture practices. We are committed to advancing developmental science and its caring application and translation into global policy. Our research has generated rich knowledge on cognitive, emotional, biological, and behavioural human capacities, age-related change, and mechanisms of growth. We increasingly understand commonality and specificity in human developmental processes. It is now our responsibility to apply this knowledge through practices and to use it to inform global policy. The ISSBD will facilitate these processes. We will encourage connections with local researchers and communities through our regional representatives, and we will help build and optimize capacity through training opportunities, mentorship, and the creation of research–practice partnerships. We will also engage in the translation of developmental science into global policy so that the leading developmental research of our members is equally accessible to leaders and families in need around the world. To facilitate these goals, I intend to create two new committees. The first will build on our tradition of enhancing human capacity, both globally and particularly in the majority world. The second committee will develop an agenda to facilitate our connections to international policy organizations with shared mandates (e.g., UNESCO, UNICEF). It is my hope that we can find new ways for our developmental scientists to make real-world

impacts through connections to practice and global policy. Again, I invite you to share any ideas you may have.

How to Make It Happen

How can we, as a research society, make a sustainable impact? The three substantive priorities of people, places, and practices reflects a collective commitment to a global developmental science that cares about humankind and that translates this care into action.

I will work with all my capacity to find and offer resources to support you, your wonderful research, and its translation into practice and policy. I hope many of you choose to join me in reinventing us as we move forward. As individuals and as an organization, I think that we can remain strong, hopeful, and able to care for others and the natural world through our developmental science if we remember that there are always people, places, and practices that care for and nurture us throughout life. It is my goal that being part of the ISSBD brings you closer to this realization.

Johann Wolfgang von Goethe once said, “Seize this very moment! What you can do or think you can do, begin it.” Why not begin in-place together through working collaboratively with the members and committees of the ISSBD?

Warmest wishes,



Tina Malti, President of the ISSBD
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Minutes of the ISSBD Executive Committee Meeting

October 20th, 2021 Zoom, 4 to 6 p.m.
(CEST; i.e., Brussels, Belgium time)

Present at the Zoom meeting of the EC:

| | |
|---------------------|---------------------------------------|
| Toni C. Antonucci | (President) |
| Tina Malti | (President-Elect) |
| Luc Goossens | (Secretary General) |
| Julie Bowker | (Membership Secretary) |
| Julie Robinson | (EC Member) |
| Rita Zukauskienė | (EC Member) |
| Kristine Ajrouch | (EC Member) |
| Marc Bornstein | (EC Member) |
| Frosso Motti | (EC Member) |
| Antonella Marchetti | (EC Member) |
| Liqi Zhu | (EC Member) |
| Cinzia Di Dio | (Early Career Scholar Representative) |

1. Opening by the president, Toni Antonucci

Toni Antonucci welcomed the members of the Executive Committee of the ISSBD and the members briefly introduce themselves.

2. Approval of the Minutes of the EC meeting (online Zoom meeting) held on April 15th 2021

The minutes are unanimously approved by the EC.

3. Update on Rhodes ISSBD conference

Frosso Motti, organizer of the Rhodes conference, gives an extensive update on the preparations for the biennial ISSBD conference on the island of Rhodes, Greece, postponed by two years to 19 to 23 June 2022, due to the ongoing COVID-19 pandemic. The President and all EC members thank conference organizer Motti for all her hard work for the conference in a very difficult and challenging period.

4. ISSBD Membership Survey and other membership issues

Julie Bowker, Membership Secretary, gives a brief overview of the results of the membership survey. These results should be

interpreted with caution in view of the small number of members who completed the survey (mostly Early Career Scholars (ECS) and senior scholars). Most of these members reported being satisfied with their membership. Primary reasons for participation in ISSBD are opportunities for networking and regional workshops (particularly for scholars from Africa). The most important professional needs are the biennial meeting, networking, and access to the journal. The membership fees are deemed affordable but the conference fees are not. There were also many complaints about the Society's website.

The members discuss various ways to increase membership and membership engagement in various regions of the world, such as holding a biennial meeting in the United States, exploring reasons for non-renewal of membership in the network of African Scholars, organizing a regional workshop in the Middle East for participants from Arabic-speaking countries and sending out future membership surveys to the regional coordinators of our Society.

5. Financial situation of the Society

A brief report by the Treasurer indicates that the Society is in excellent shape financially. The EC decides to set aside money for three regional workshops and to allocate \$40,000 extra for the Early Career Scholars Grants Committee. At the same time, we have to think creatively about spreading the mission of ISSBD, keeping the middle career scholars in the Society, and extending our mentoring programs, and possibly to rethink the financial model of our biennial meeting.

6. ISSBD Fellows and Awards Committee

Marcel van Aken and Silvia Koller will continue to chair the ISSBD Fellows and Awards Committees, respectively, for the upcoming biennial meeting in 2022 on the island of Rhodes in 2022. All of the EC members are encouraged to nominate strong candidates as the number of nominations typically is very low.

7. Elections

A brief report of the Secretary General indicates that we will still have 9 regular EC members (as stipulated in our Constitution and Bylaws) for the 2022-2024 period and all



officers elected in 2020 will continue to serve their 6-year term of office. The President, President-Elect, and Secretary General therefore decided not to hold elections in 2021 (with offices starting in 2022). The next elections will therefore be held in 2023 (with offices starting in 2024). Incoming President Tina Malti intends to appoint at least one additional EC member (to increase the balance in terms of geographical representation) in line with our Constitution and Bylaws.

8. Early Career Scholars Grants Committee

Julie Bowker, Chair of the Early Career Scholars Grants Committee, announces that the deadline for applications has been extended to November 30th 2021. She also encourages all EC members to encourage young people to apply for the grants program.

9. ISSBD Website and related issues

There are multiple problems with the website and with SAGE more generally. It is difficult to renew membership and getting journals to people is a problem. There seems to be a communication problem with our publisher SAGE and there has also been a personal change. Sophie Donnelly is currently replacing Livia Melandri who is on maternity leave.

The EC decides that the Chair of the new Communications Committee, Josafa da Cunha, will be invited to the EC meeting in Rhodes where he can suggest solutions for the website problem (e.g., we could have a shadow website and control it). Membership would have to be separate. The President, President-Elect, and Secretary General will check the current contract with SAGE and Membership Secretary Julie Bowker will compile a list of problems in our collaboration with our publisher SAGE.

10. Committee Reports

Early Career Scholars (ECS). Cinzia di Dio, Early Career Scholars (ECS) representative on the EC, gives a brief overview

of the online activities organized for the young scholars which include a well-attended website on methodology. She also organized a survey among the young scholars, which indicated that there is a communication problem and a need for a mentoring program. The EC discusses potential ways to address these problems, for instance by creating a pipeline for publications for early career scholars with an adapted type of review process in IJBD.

Publications Committee. The EC approves the brief report submitted by Denis Gerstorff and Noah Webster, Chair and Chair-Elect of this Committee.

11. President's Report

President Toni Antonucci gives a brief update on the Jacobs - ISSBD capacity building partnership and the Foundations of Human Flourishing Project (funded by the World Templeton Charity Foundation). The latter project has enormous potential and can lead, in a next step, to a major grant from Templeton. She also re-introduces her idea for a new senior scholars' initiative that could be referred to as the Academic Corps. We have many senior scholars who could provide advice and support to young scholars in writing a paper to be published, which would act as a specific form of capacity building. We could, for instance, create a website that could act as a help desk where senior researchers can answer questions from junior researchers and hold online office hours for consultation.

Finally, the President also announces that Rick Burdick is retiring from SRCD but will continue to work with ISSBD. This change implies that we are now more or less separate from SRCD.

12. Next EC meeting

The next EC meeting will be a day-long meeting on Sunday June 19th 2022 on the island of Rhodes (Greece). A second, half-day EC meeting will also be held in Rhodes on Thursday June 23rd 2022.

Luc Goossens, ISSBD Secretary General

Minutes of the ISSBD Executive Committee (EC) First Rhodes Meeting

Sunday June 19, 2022 9:00 AM – 5:00 PM
Epsilon Room, Rodos Palace Hotel, Rhodes, Greece

Present at the meeting:

| | |
|------------------------|------------------------------------|
| Toni Antonucci | President |
| Tina Malti | President-elect |
| Luc Goossens | Secretary general |
| Melanie Zimmer-Gembeck | Treasurer (online) |
| Julie Robinson | EC member |
| Antonella Marchetti | EC member |
| Rita Zukauskienė | EC member |
| Frosso Motti | EC member and conference organizer |
| Paul Oburu | EC member |
| Liqui Zhu | EC member (online) |
| Cinzia di Dio | EC member |
| Given Hapunda | EC member (online) |

First of all, the society is doing great financially and continues to attract external funding for its activities. A key example of such external funding is the Jacobs Foundation-ISSBD Capacity Building Program that supports six Ph.D. scholars from Côte d'Ivoire (who all attend this year's conference) and 10 Professional Development Fellows from various countries in Africa (from assistant to full professors) who present their projects at a poster symposium at the conference. The Society thanks conference organizer Frosso Motti who took charge and solved the visa problems for these attendees. She will also prepare an overview of the visa application procedure for future conferences. Recently, the Professional Development Fellows have focused on human flourishing as a result of a Templeton Worldwide Charity Foundation (TWCF) award. They decided to organize a regional workshop on that topic which was held virtually. Within this particular context, we should keep in mind that proposals for such workshops should be sent by the Regional Workshop Committee to the EC and approved by the EC. A report on each regional workshop is also mandatory.

1. Opening by the President Toni Antonucci

Toni Antonucci opens the meeting and welcomes all members of the Executive Committee to the first offline or 'in person' meeting in years.

The Publications Committee did a great job and selected Jennifer Lansford as new editor for our journal, the International Journal of Behavioral Development (IJBD). She will take over from Brett Laursen who served our Society so well in that capacity for many years. We also have a new Communications Committee with Josafa da Cunha as its Chair and we are past our 50th anniversary.

2. Approval of the Minutes of the EC meeting (online) of October 20, 2021

The minutes are approved unanimously.

A final initiative is the creation of a Global Issues Committee that will focus on the importance of science for people's ability to cope with everyday problems, such as immigration, climate change, war, and recovery from the pandemic. Tina Malti and Rita Zukauskienė want to join this Global Issues Committee which, as a first step, will decide on the activities that the committee will engage in in the future.

3. Report of the President Toni Antonucci

The President states that the society went through a difficult period because of the ongoing health pandemic, but that everyone stepped up to the task. She thanks all EC members and especially the Secretary General, Luc Goossens, who worked hard in preparation for the EC meeting. She then moves on to discuss the main accomplishments during the last two years, most of which are also described in the reports submitted by the key officers of our Society and the chairs of its various committees.

4. Report of the Secretary General Luc Goossens

Luc Goossens was involved in the various aspects of the daily running of the Society. He compiled the Book of Reports for the EC meeting in Rhodes, summarized the contents and discussions of the three EC meetings held online in 2020-2021, circulated them among the EC members, and sent them out for publication in the ISSBD Bulletin.



In close consultation with Toni Antonucci, President of ISSBD, and our publisher SAGE, it was decided not to hold the elections scheduled for 2021 (with new EC members starting their term of office in 2022). Most of the Officers on the Steering Committee (i.e., the President-Elect, the Secretary General, the Treasurer, and the Membership Secretary) were newly elected in the 2019 elections (with terms of office starting in 2020) and there was still a sufficient number of regular members on the EC (as mentioned in our constitution and bylaws). The next elections, therefore, will be held in 2023 (with terms of office starting in 2024). In these elections, the ISSBD membership will elect a new President-Elect (for a 2-year term), three EC members (for a 6-year term), and one Early Career Representative (for a 4-year term).

The Secretary General expresses his gratitude to President Toni Antonucci for her great leadership during an unprecedented and challenging pandemic. He also welcomes Tina Malti as the new President of our Society and looks forward to supporting her in her new role. As he will be granted the status of ‘professor emeritus’ at his home university (starting on October 1st, 2022), he expects to have more time to spend on the daily running of our Society in the near future.

5. Report of the Treasurer Melanie Zimmer-Gembeck

The Treasurer, who attends the meeting online, gives a brief overview of the financial situation of the Society based on the latest report available (for the fiscal year 2021).

At the time of that report (Feb 2022), ISSBD had the following accounts:

1. Key Bank, Ann Arbor, MI (Account: 229681004029):
Business Reward
Checking
2. Key Bank, Ann Arbor, MI (New Account:
222233025634): Business Gold
Money Market Savings
3. Key Bank, Ann Arbor, MI (New Account:
222233026012): Business Gold
Money Market Savings
4. T. Rowe Price Mutual Fund (Investor Number
520471050)
5. Vanguard Life Strategy (Account: 0914-88185108098)

The EC decided in 2013 (Seattle) that ISSBD should have a full review every 5 years and a financial review every year. A full review was completed in 2017 for the 2016 tax year. The next full review is scheduled for this year, 2022, and the auditor has been contracted and will begin work soon. The Accounting firm WSR Certified Public Accountants (Ann Arbor, Michigan, USA) will conduct the financial review.

Despite ongoing market volatility due to COVID and other worldwide instability in 2021, we still had a good return on investments in 2021. However, the Treasurer and Finance Committee should continue to closely monitor our investment accounts.

All members agree that the financial situation of the Society is solid. President Toni Antonucci thanks the Treasurer for all her work on behalf of the entire EC.

6. Report of the Membership Secretary Julie Bowker and membership issues

The Membership Secretary cannot attend the meeting because of COVID-related reasons. The EC members discuss a brief report sent in by the Membership Secretary and membership issues more broadly. As there are many complaints by the members regarding membership and membership renewal through the website hosted by our publisher SAGE, the EC members agree that the Society should take back control over all membership processes and no long outsource them to third parties. The timing of this move is appropriate, because we will be renegotiating our contract with our editor SAGE in the near future. A small committee can be assembled to ask for quotes from professional companies which can provide this type of services. The Society can also hire qualified people for two positions: one person who will oversee the daily operations of the website and link up with social media and another person who will work in the knowledge translation domain.

7. Publications and Communication

Report of the Publications Committee

Federico Manzi, member of the Publications Committee, presents a brief report of the activities of that committee. There are some problems with the website, but our flagship journal, the International Journal of Behavioral Development (IJBD) works well. The budget requested by the Committee is approved unanimously by the EC. President Toni Antonucci congratulates the Publications Committee on their work on behalf of the entire EC.

Report of IJBD Editor Brett Laursen

The editor reports that all of the trends for the journal are in the right direction. He is happy with the journal’s current impact factor, has maintained the acceptance level throughout, and has managed to reduce the publication backlog as there are fewer submissions due to the health pandemic. He emphasizes that Todd Little is doing excellent work as Associate Editor of the Methods section of the journal. He publishes two or three special sections per year to ensure a constant stream of good papers that are bound to generate considerable impact. Finally, the editor asks all EC members to encourage people who have strong presentations at the Rhodes conference to submit their work for publication in IJBD and he points out that he receives few submissions from fellows and Early Career Scholars (ECS).

Following this last remark by the editor, the EC members engage in an extensive discussion regarding potential support for ECS who need training in scientific research in a respectful way at all possible levels, including assistance with writing in English, study design, and methodology. Potential avenues are mentoring by senior members of the Society (as in the Academic Corps suggested by the President) or special sections in IJBD for ECS (not labeled as such). The overall objective should be to facilitate links with senior members of

the Society in a structured way in order to motivate ECS to become involved with the Society and to ensure capacity building in regions of the world where it is most needed. There is a general feeling in the EC that a committee has to be set up on this topic.

On behalf of the entire EC, President Toni Antonucci thanks Brett for his many years of hard work for our journal. Prompted by recent developments in other learned societies, she also assures him that the EC will respect the long-standing tradition of editorial autonomy in our Society and will not interfere in editorial decisions.

Introduction by Jennifer Lansford, New Editor of IJBD

Jennifer Lansford is thrilled to be taking on the role of IJBD editor. She has already assembled an editorial team of six associate editors that represent a good mix in terms of geographical diversity, age periods, and research themes covered (e.g., cognitive and social development). As the previous editor, Brett Laursen, did a great job, Jen does not plan any major changes. She will work with the associate editors to come up with special sections in the journal that are bound to be highly cited. She has already contacted Ann Sanson for a special section on climate change and Frosso Motti for another one on the development of immigrants and refugees. Finally, Jen sees the Academic Corps (i.e., writing mentors for young scholars) as a good idea.

Report of the publisher SAGE by Livia Melandri

Livia Melandri briefly summarizes the extensive publisher's report she sent in prior to the EC meeting. She worked very well with editor Brett Laursen and his team (including Donna Marion). In line with the editor's report, she points out that the journal's impact factor is great (though it will need to stabilize following recent changes in its calculation), that the manuscript flow is good, that the turnaround time for manuscripts is excellent, that the publication backlog has been reduced, and that the number of downloads of IJBD articles has increased. Livia also gives an overview of the huge changes in the production process that have recently been implemented at SAGE (which has been outsourced) and she describes the drastic changes in the publication world at a broader level that have led to a complete change in the business model adopted. The latter changes include (a) adjustments and refinements of the publication process (including increased use of digital tools) and (b) efforts to support sustainable Open Access (OA). She also states that membership of the Society has decreased somewhat (due to the pandemic and the fact that the biennial meeting of 2020 had to be postponed), that the revenue has slightly decreased for IJBD (due, in part, to the ongoing changes in the overarching business model), and that collecting membership fees in kind at the Biennial Meeting will no longer be possible. Finally, Livia thanks ISSBD for their support and she emphasizes that editorial independence is very important to her and our publisher as well and that it is a pleasure to make use of the close and engaged community within ISSBD in her work.

Report of the Communications Committee by Josafa da Cunha

Josafa da Cunha, Chair of the new Communications Committee, reiterates the need to enhance the Society's website, which is currently being maintained by SAGE and is still based on the original format dating back to 2012-2013 (with periodic updates). There is a need for a more modern website on which content can be consolidated and that is based on an underlying map (developed in collaboration with an internet company). Josafa presents a preview of how the new website could look like designwise. All EC members agree that the membership section should be a secure part of the new website. However, critical decisions will have to be made regarding the actual management of the website (e.g., where it will be hosted and where a news page (like a blog) can be included).

8. ISSBD Biennial Meetings

Report on the 2022 Rhodes Conference by Frosso Motti

Frosso Motti, organizer of the Biennial Meeting in Rhodes (Greece), who organized two conferences (i.e., both the cancelled 2020 meeting and the 2022 meeting) summarizes her experience in two words: 'Change and flexibility'. The 2022 meeting is well-attended with 984 participants from 61 countries. The total number of submissions is somewhat lower than for the 2020 meeting (possibly due to COVID fears) and 305 posters were canceled due to the ongoing conflict in Ukraine and associated traveling complications. As a large number of attendants (e.g., all ECS regardless of their country of origin) enjoy a reduced registration fee, overall revenue is somewhat lower than expected. We will have to be more targeted with whom we support and no longer offer reduced registration to ECS from high-income countries such as the Netherlands and the UK. Such issues could be discussed in a new committee (i.e., the successor of the current ECS Committee) and we have to think about the choice of our conference venue (which does not have to be a resort). The entire EC is most grateful to Frosso Motti for her tireless efforts in organizing not one but two conferences for the Society in very difficult circumstances.

Report on the 2024 Lisbon Conference by Manuela Verissimo

Manuela Verissimo, organizer of the next Biennial Meeting in Lisbon (Portugal) (postponed from 2022 to 2024) reports on the preparations of the conference, which is organized in collaboration with the conference bureau Abreu. The proposed dates for the conference are June 19 to 22, 2024 and the conference venue is the Centro Cultural de Belem (CCB) Conference Center. Frosso Motti will provide information on the Rhodes conference as an example for the Lisbon team. A liaison committee that will start working online in September 2022 will be put in place with incoming President Tina Malti, Secretary General Luc Goossens, and experienced conference organizers Frosso Motti and Rita Zukauskienė as members. The Lisbon team will have to think about big (and preferably



new) names for the keynote speakers and all EC members are invited to come up with recommendations for the invited program. A tentative timeline is proposed with the budget proposal planned for September 2022, the Invited Program by Spring 2023, the Save the Date mail by New Year and deadlines for submission.

9. Committees

Developing Country Fellowships (DCF) Committee

Peter Smith, Chair of the DCF Committee, gives a brief summary of the report he sent in. In 2021, 15 applications were received and four new candidates were selected by the committee (from Nigeria, Kenya, Côte d'Ivoire, and Turkey). They will all attend the DFC poster workshop during the biennial meeting. This year, exceptionally, a total of 10 DFCs will attend that poster workshop (including four finishing fellows and two DFCs who missed out on the 2020 meeting due the health pandemic). The EC Committee thanks Peter Smith for his work on the DFC Fellows.

Regional Workshops Committee

Suman Verma, Co-Chair of the Regional Workshops Committee, gives a brief summary of the report she sent in. The core function of the committee is to develop ideas about how regional workshops should be proposed, funded, and implemented. These workshops are a very successful activity of our Society that reaches many young people. Due to the ongoing health epidemic, a regional workshop was held virtually. The committee developed a standardized template for regional workshop applications that has to be submitted six months before the actual date of the workshop, but still awaits feedback from the members on this proposal. Suman suggests that some of the funds allotted to regional workshops can be retained in the country where the workshop is held to meet regional demands, and be invested in regional capacity building. On behalf of the entire EC, President Toni Antonucci thanks Suman for all her interesting suggestions and all her hard work with her committee on regional workshops.

Awards Committee

The EC members briefly discuss the list of awardees, selected by the Awards Committee chaired by Silvia Koller, who cannot attend the EC meeting. They agree that all awards are well-deserved and extend their congratulations to all awardees.

Finance Committee

A brief report was sent in by Nancy Galambos, Chair of the Finance Committee, who cannot attend the meeting. From this report it is clear that the Society is in great shape financially, as reported by the Treasurer earlier on during the EC meeting.

Early Career Scholars (ECS) Committee

Cinzia di Dio, ECS representative, reiterates the need for a more structured approach for ECS. She feels unsure because of the complex dynamics at play with unclear overlap between the different initiatives directed at (different sub-groups of) young scholars within the Society. Cinzia is pleased that a reception for ECS is being organized at the conference where young people can meet in person again.

Nominations Committee

In our 2023 elections (with terms of office starting in 2024), a President-Elect will have to be elected along with three regular EC members and one ECS representative. Nominations for these positions can be sent to the incoming President Tina Malti.

ISSBD Fellows

A list of ISSBD Fellows was compiled by Marcel van Aken, who cannot attend the EC meeting, due to his co-temporaneous involvement with the preconference workshops. A new ISSBD Fellows Committee will have to be created. As some Fellows ask what they are expected to do, they could be encouraged to contribute to the Society in various ways. They can be invited for the Academic Corps as mentors for young people within the Society. In addition, a special stand-up reception could be organized at future conferences where the Fellows can meet the ECS or a Meet the Leaders session (over lunch, for instance).

Early Career Scholars (ECS) Grants Committee

The EC members all agree that Julie Bowker, Chair of the ECS Grants Committee, who cannot attend the EC meeting due to COVID-related reasons, is doing a great job. It is quite understandable that she extended the deadline for applications beyond the end of December. However, this created some problems, as some students from particular countries need six months to complete the visa application process in order to attend the conference in June.

Membership Committee

Astrid Poorthuis, Chair of the Membership Committee, gives a brief summary of the report she sent in. She has been reforming the committee that now includes both junior and senior members. Different recruitment strategies will have to be developed for different groups of potential members. The committee will meet with the regional coordinators during the biennial meeting to discuss ways to recruit and retain members. Conference attendees should be given the opportunity to become an ISSBD member when they register for the conference. The classification of low- and middle-income countries currently in use will have to be updated in line with the World Bank classification. The membership renewal process should be as easy as possible. The SAGE system currently in place is not working well in this regard.

10. Information on the Templeton World Charity Foundation (TWCF)

Ellen Morgan, Principal Adviser of the Global Innovations for Character Development Initiative of the Templeton World Charity Foundation (TWCF), offers some information on the foundation, its founder Sir John Templeton and his overall philosophy. The foundation supports interdisciplinary research into what it means to be human. The Global Innovations initiative plans to develop a new funding program on human flourishing that intends to build research capacity in low- and middle-income countries

(e.g., in Latin America and Sub-Saharan Africa). The idea is to explore what human flourishing means in different cultures through consultations with academics, local leaders, and institutions. A virtual scientific conference on human flourishing will be held in November 2022. All EC members agree that the Global Innovations initiative can be very helpful for the Professional Development Fellows, as pointed out by President Toni Antonucci, and they thank Ellen Morgan for her interesting presentation about the foundation and its objectives.

Luc Goossens, ISSBD Secretary General



Minutes of the ISSBD Executive Committee (EC) Second Rhodes Meeting

Thursday June 23 2022, 10:30 AM - 12 PM
Epsilon Room, Rodos Palace Hotel, Rhodes, Greece

Present at the meeting:

| | |
|---------------------|------------------------------------|
| Tina Malti | President |
| Luc Goossens | Secretary general |
| Antonella Marchetti | EC member |
| Rita Zukauskienė | EC member |
| Paul Oburu | EC member |
| Cinzia di Dio | EC member |
| Kristin Ajrouch | EC member |
| Liqui Zuh | (EC member) (online) |
| Amina Abubakar | newly appointed EC member (online) |
| Manuela Verissimo | newly appointed EC member |

1. Welcome and opening of the meeting

President Tina Malti opens the meeting and welcomes all EC members especially the newly appointed members Manuela Verissimo and Amina Abubakar who briefly introduce themselves in person and online, respectively. Amina is very excited to be an EC member.

2. Vision, mission, and priorities

President Tina Malti aims for a developmental science that cares. She wants our Society to be diverse and inclusive and to keep an interdisciplinary focus. She wants to create communities, for instance, a community of young scholars or a fellows community. A community of young scholars can bring us into the virtual world so that we can use social media more and with greater impact. Finally, we have to explore how we want to connect with other organizations, for instance the United Nations (UN), the World Health Organization (WHO), and non-profit organizations.

3. Working Together as an Executive Committee (EC) and Strategic Initiatives

What the EC can expect from Tina Malti is transparency and open-mindedness. She wants to act as a moderator who coordinates or synthesizes different perspectives. She will post a Presidential Newsletter on our social media on a biannual

basis and invite comments from the membership. She will also organize a presidential office hour (i.e., a Zoom call for *all* members) every other month.

President Tina Malti plans to meet with the EC in person twice a year to strengthen our communication and to address two pressing issues, that is (a) renegotiating our contract with SAGE, and (b) hiring a staff member for our website or staff members who are on the EC. Guests with specific types of expertise can also be invited to attend the EC meetings.

The EC meetings can be held at a fixed time, for instance, the last Friday of the month. A vote on the organization and timing of the EC meetings will be held at the first EC meeting within two months following the conference, that is, in September. A doodle will be sent out to plan this meeting.

Dedicated time slots for Early Career Scholars (ECS) will be organized both at our Biennial Meetings and during EC meetings to nurture future leaders. The two ECS lunch workshops at the Rhodes conference were very successful.

Our Fellows could act as ambassadors for ISSBD and recruit new members into the Society. We also need more information on membership (i.e., who is a member and who is not).

There were two options for the 2023 'in person' EC meeting: the biennial meeting of the Society for Research in Child Development in Salt Lake City (UT) in March or the biennial meeting of the Society for Research on Adolescence (SRA) in San Diego (CA) in April. A vote taken at the EC reveals that the majority (i.e., 6 members) voted for the SRA conference. So the in-person EC meeting for 2023 will be held in San Diego (CA) from 13 to 15 April 2023. A virtual link will also be provided.

4. 2023 Elections (including nominations)

A brainstorm on the 2023 elections will be held at the EC meeting in September. Information on membership (i.e., who is a member and who is not) will also be needed when preparing for the elections. Astrid Poorthuis, chair of the Membership Committee, will share the membership list with the EC members.

5. 2024 Biennial Meeting

The tentative dates for our next Biennial Meeting in 2024 in Lisbon (Portugal) are June 19 to 22, 2024 (i.e., Wednesday to

Saturday). However, these dates may have to be adjusted slightly into the 23rd to 27th of June 2024 because our Biennial Meetings always start on a Sunday and continue into Thursday.

6. 2026 Biennial Meeting

The EC members engage in a lively discussion about potential countries where the 2026 Biennial Meeting could be held, taking into account that we typically hold our conferences on different continents and that we currently have two European locations or countries in a row, that is, Rhodes (Greece) and Lisbon (Portugal) in violation of this general rule. They come up with the following list of countries (in alphabetical order): Canada, Chile, Lebanon, Singapore, South Korea, and New Zealand. We will become more specific during our next virtual EC meeting in September. In the meantime, ISSBD members from the six countries proposed can be approached during the Biennial Meeting.

7. ISSBD Bulletin

Karina Weichold, Editor of the ISSBD Bulletin, congratulates incoming President Tina Malti on her being elected to the office and presents her report on the Bulletin. Two special sections have been published during the pandemic on the hot topics of COVID-19 and digital interventions. The Editor has met with the Publications Committee who are highly appreciative of the contributions that she published on those hot topics. The next Bulletin, which will come out in November, will contain contributions about LGBTQ youth and refugees. The Editor raises a number of practical issues and challenges associated with the Bulletin. SAGE takes longer to get the proofs back, which causes some delay. A stipend increase has been requested for some time now by the Editors and the copy editor Lucy Hahn. We could ask the Treasurer what the stipend currently is and then increase it. The Editor also asks when the next membership survey will be organized as she wants to include two or three questions about the Bulletin in that survey. Finally, she deplores that the Bulletin was not mentioned at the Business Meeting during the Biennial Meeting.

The President thanks Karina Weichold and Deepali Sharma for the nice cooperation and is keenly aware that they worked very hard on the Bulletin during the difficult times of the pandemic. She realizes that putting a special section together under these circumstances took a long time and she emphasizes that the Bulletin is also a publication outlet for researchers. The refugee topic is greatly appreciated. The lifespan focus of our Society as reflected in the contributions to the Bulletin is our strength and represents a challenge at the same time. Regional coordinators can also be featured in the Bulletin. The membership survey will follow when the current membership issues are addressed. Finally, the President apologizes to the Editor because the Bulletin was not mentioned at the Business Meeting.

The EC members regret that there was no display of the journal or the Bulletin at the Biennial Meeting and state that we need a SAGE booth. One of the questions in the membership could deal with the choice between a printed copy or the online copy of the journal. (Currently, the printed copy is still being sent to all members.)

8. Varia

In line with our overall objective of being more inclusive in terms of geographical representation, we may want to reach out to developmental scholars in countries in the Middle East and North Africa. By doing so, we would become more visible in and recruit more members from those regions. The first natural step to move in that direction is to organize a regional workshop in one of those countries. Kristin Ajrouch would love to work with the EC to organize such a workshop. One could think we might run into a language problem there, because we are talking about French-speaking countries in those regions. However, in countries such as Tunisia many researchers also pick up English easily. A Conference Committee will be created with President Tina Malti, Secretary General Luc Goossens, EC members Frosso Motti and Rita Zukauskiene and ECS representative Cinzia di Dio as members.

Luc Goossens
ISSBD Secretary General

Communique Issued At The End Of A 1-Day Workshop Organised By The International Society For The Study Of Behavioural Development On Open Science And Developmental Psychology (Group 3), Held On June 19, 2022, At Rodos Palace Hotel, Ixia, Rhodes, Greece

Written and signed by:

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Introduction

The International Society for the Study of Behavioural Development (ISSBD) which represents a broad range of transdisciplinary researchers across the globe held an early career researchers' workshop on the 19th of June, 2022 at Rodos Palace Hotel, Ixia, Rhodes. The workshop consisted of five groups, one of which was Group 3 who discussed on open science and developmental psychology. It was aimed at deepening understanding of open science among psychologists and by extension, scientists in general.

Participants at the workshop included Prof Marcel van Aken (Facilitator) and a total of 15 early career scholars from

across the globe. In the course of the workshop, participants noted that;

- a. During the COVID pandemic, a public mistrust of science and researchers became evident. Even though this mistrust was most evident during the pandemic, it is clear that it had been developing gradually over the years.
- b. In addition, and related to that, many issues were raised and became apparent surrounding research integrity, phishing, data falsification and results manipulation (cf. the replication crisis).
- c. One way to gain back public trust in science and research, and to diminish issues surrounding the replication crisis, would be to make the whole scientific process, and the communication about it, as open and accessible as possible. Hence, the introduction of "open science".
- d. Open science however has not been given the requisite attention within the research community and surprisingly has received rather stiff opposition among more senior researchers.
- e. There have been commendable attempts by bodies such as the LERU to institutionalise open science practices in European Universities, but very little is being done in other parts of the world.
- f. For early career scholars, it is imperative to regain public trust in science not only to protect our futures, but also to redeem the professions once revered, holding an honourable position among professions in the world.

In the light of these observations made by the participants, the following recommendations were therefore submitted:



- a. Believers in open science must begin to collaborate to produce sound, excellent and true research outputs which are targeted to addressing current societal problems. With excellent and open research outputs, it is easier to become a voice that cannot easily be silenced. Open science must become a force and a movement.
- b. The transition into open science will not be spontaneous. Therefore, believers in open science who hold top positions in their departments, faculties and universities must begin to implement open science at these levels.
- c. Open science should be incorporated into university curricula for Masters and PhD students. This will not only create awareness of open science, but help recruit more adherents into this movement and offer the tools and knowledge necessary to implement open science principles in our work.
- d. Open science networks should be created at University and regional levels to facilitate strategic

development for the promotion of open science. These networks will meet as often as they deem fit, give reports about their progress and strategize on the way forward.

- e. At their respective institutions, believers in open science must engage in a membership drive and recruit people into the networks. These networks' operations will be guided by a framework to be agreed upon.

Conclusions

Participants at the workshop expressed their passion and support for open science and showed interest in pursuing its course as a way for regaining public trust in science and making scientific literature available to everyone at little or no cost at all. They agreed to establish lasting relations that would be leveraged toward implementing policies which will boost the development of open science at their respective institutions.



Globalizing Behavioral Statistical Tools

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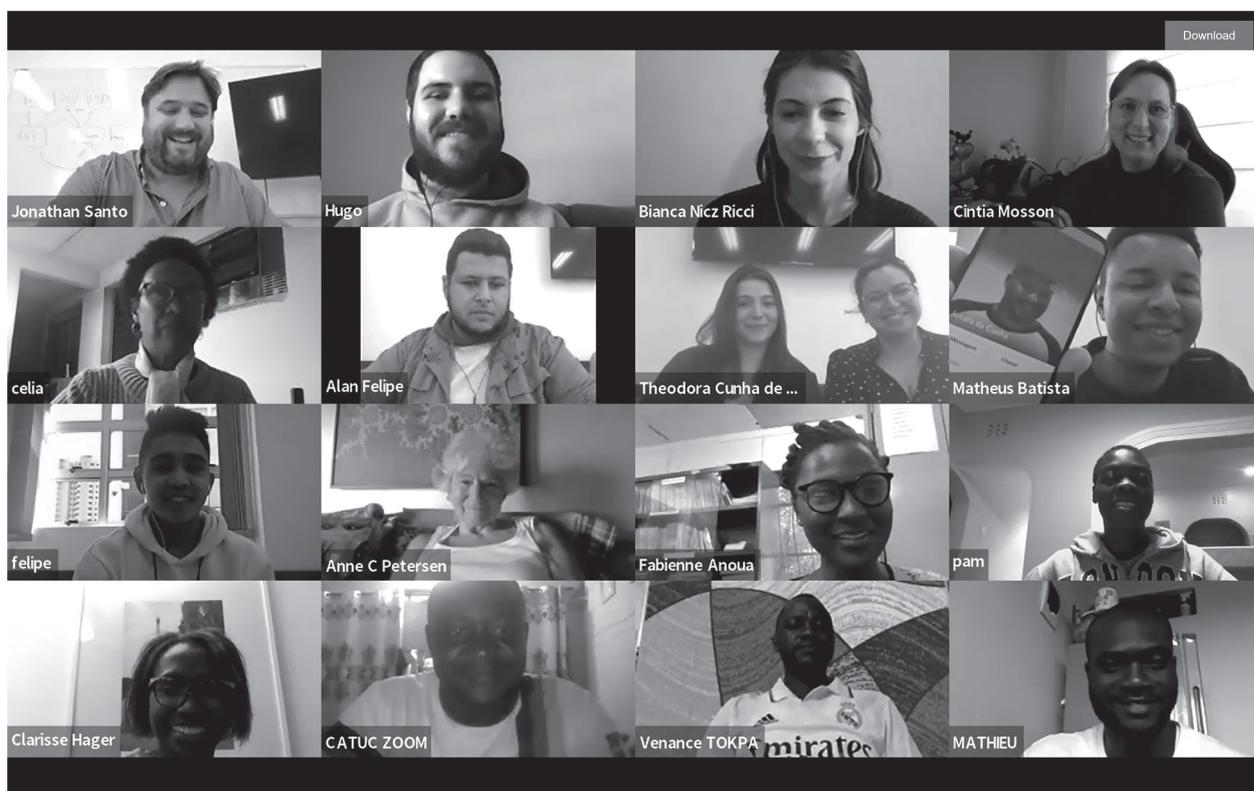
Advancing the field of developmental psychology to be more open while simultaneously capitalizing on the latest focus on metascience is a laudable goal. However, we have a responsibility to do so in a truly equitable fashion. Case in point, psychology as a whole has emphasized the use of samples from Western, Industrialized, Educated, Rich, and Democratic (WEIRD) countries, that are primarily from North America and Europe (Henrich, Heine & Norenzayan, 2010). These represent only a minority of the world's population, not acknowledging the experiences and perspectives of Majority World scholars and populations (Kağıtçıbaşı, 1996). This pattern continues to persist despite calls for a more representative approach to psychological research (Thalmayer et al., 2021). Likewise, developmental science and the pursuit of making our science more open have the same inherent weakness. For example, several open science practices assume that researchers have access to resources and the infrastructure routinely taken for granted by academics based in minority world contexts, such as facilitated access to statistical training and tools. These contextual resources enable a talent pipeline for early career scholars in minority world institutions. But how to promote sustainable and equitable capacity-building activities in majority world settings? Part of the answer to this question may be related to the co-construction of these initiatives acknowledging the resources and perspectives of the involved participants and places.

For decades ISSBD has invested in capacity-building efforts around the world, often prioritizing events in low- and middle-income countries, as exemplified by the series of regional workshops in Africa initiated in 1992 (Serpell et al., 2017), and in several other regions including Eastern Europe, Latin America, and Southeast Asia. One such workshop was organized by Brett Laursen, Silvia Koller, and William Bukowski in 2007, bringing together participants who are still active members of the society, ourselves included (Josafá da Cunha & Jonathan Santo).

More recently, ISSBD partnered with the Jacobs Foundation in 2019 to launch a doctoral fellowship program, including six students based in Côte d'Ivoire. And as this initial cohort of students nears the completion of their studies in 2022, there was an urgent need to support the students in the final stages of their research projects. The coordinators of the ISSBD/Jacobs Doctoral Fellowships, Anne Petersen and Toni Antonucci, were exploring alternatives to address this need, and connected with me (JC) to explore possibilities. This was a serendipitous connection since we (JC & JS) were both working together to offer a workshop on regression to students at the Federal University of Paraná, in Brazil.

This initiative shared the goal of supporting the development of research skills among students in a majority world setting and was planned as an introductory course to behavioral statistical tools through the use of open data. Despite the short timeframe available, they embraced this opportunity to explore a hybrid approach to engaging students in a capacity-building effort, while also expanding the coverage of the workshop, which was then renamed from "Regression Workshop" to "Data-Driven Solutions to Behavioral Science Challenges (Regression+)", held between July 18 and 29, 2022.

To enable the best possible experience for all attendees, some adaptations were made. These included the adoption of a source of open data that would be meaningful to participants in African and Latin American settings, the Global School-based Student Health Survey (WHO, 2013), using the Benin sample specifically. In addition, the first week of the workshop introduced the foundations of regression through the use of a free and open-source statistical tool that enables standard analytic procedures through an intuitive interface, JASP (<https://jasp-stats.org>). Whereas in the second week, more complex analyses were structured using a trial version of a flexible and powerful tool for multivariate analysis, MPlus (<https://www.statmodel.com/>). The lectures were broadcasted live through a video conference platform, and translation of the presentations was provided in English, French, and Portuguese, with breakout sessions where participants would work on exercises and explore the data organized according to their language of choice. The proposed activities went beyond requesting the replication of analyses but encouraged students to explore their perspectives through the available data and begin to apply it to their own. To further support the participants' learning process, the instructors provided mentoring through daily consultation hours and e-mail exchanges throughout the two weeks of the workshop.



With that, fourteen early career scholars from Brazil, Côte d'Ivoire, and Zambia participated in the training program. Beyond providing access to statistical tools, the event also sought to promote positive connections between participants. This innovative model was perceived as highly accessible and beneficial by the participants, including those who had not had prior training in behavioral statistical tools.

The innovative approach developed by Dr. Cunha and Dr. Santo during this workshop also demonstrates another level of impact from ISSBD's long-term commitment to capacity building; they had initially met at the 2007 ISSBD Regional workshop in Brazil. Though sharing the knowledge on statistical approaches is beneficial, it is also important to deviate from a banking approach to capacity building, where early career professionals from the minority world "deposit" their knowledge in low- and middle-income countries. Instead, it is necessary to move towards participatory models co-constructed with professionals who understand and engage directly with the challenges and opportunities on the ground of the majority world. Moving forward, the challenge is related to refining this approach to capacity building, encouraging early career scholars to take up the responsibility for engaging in the co-construction of the field around the world. By leveraging human and technological assets from around the world ISSBD can continue to advance the field and "leapfrog" the development of highly skilled researchers in the majority world.

Testimonials

"Before the course started, I was worried that I would not get much out of it because my skills in statistical analysis are very basic and the course included people from different countries and backgrounds which even necessitated that the lecturer teach across three languages (English, French and Portuguese). But, I enjoyed the class tremendously and learnt statistical skills that I am putting to use in my research with the follow-up support from the course organizers through online office hours before class and later data analysis support by email. I hope the organizer will come up with more courses on statistical analysis, analysis software use and include more mixed ability group work where participants can support each other working on their real data. Another important skill would be how to access and use open source data sets for secondary analysis. I look forward to attending more courses organized in future."



(Pamela Wadende, Kenya)

“The workshop helped me a lot in terms of providing access to basic and more advanced data analysis tools. I enjoyed the lectures and the opportunity to create new connections with other students. I am continuing to work on one of the analyses we initiated during the course, and look forward to more opportunities to continue learning.”



(Matheus do Nascimento Batista, Brazil)

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MAJOR CONFERENCES OF INTEREST

December 06 - December 07, 2022

International Conference on Clinical Psychology ICCP

Location: Kuala Lumpur, Malaysia

Web: <https://waset.org/clinical-psychology-conference-in-december-2022-in-kuala-lumpur>

December 20 - December 21, 2022

International Conference on Criminal Psychology and Criminal Investigation ICCPCI

Location: Istanbul, Turkey

Web: <https://waset.org/criminal-psychology-and-criminal-investigation-conference-in-december-2022-in-istanbul>

January 14 - January 15, 2023

International Conference on Experimental Research in Psychology ICERP

Location: Zurich, Switzerland

Web: <https://waset.org/experimental-research-in-psychology-conference-in-january-2023-in-zurich>

January 21 - January 23, 2023

International Conference on Abnormal and Developmental Psychology ICADP

Location: London, United Kingdom

Web: <https://waset.org/abnormal-and-developmental-psychology-conference-in-january-2023-in-london>

February 16 - February 17, 2023

International Conference on Positive Psychology and Wellbeing ICPPW

Location: Bogota, Columbia

Web: <https://waset.org/positive-psychology-and-wellbeing-conference-in-february-2023-in-bogota>

March 05 - March 05, 2023

International Conference on Learning and Cognitive Psychology ICLCP

Location: Rome, Italy

Web: <https://waset.org/learning-and-cognitive-psychology-conference-in-march-2023-in-rome>

April 03 - April 04, 2023

International Conference on Positive Psychology and Wellbeing ICPPW

Location: Beijing, China

Web: <https://waset.org/positive-psychology-and-wellbeing-conference-in-april-2023-in-beijing>

May 11 - May 12, 2023

International Conference on Big Data, Machine Learning and Psychology ICBDMMLP

Location: Honolulu, United States

Web: <https://waset.org/big-data-machine-learning-and-psychology-conference-in-may-2023-in-honolulu>