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The past two years have been both challenging and rewarding at CRDH. Highlights have included the awarding of a major equipment grant from MDEIE (Ministre du Développement économique, de l’Innovation et de l’Exportation) to upgrade and expand laboratory resources, a successful “site visit” from our funding agency, FQRSC (Fonds de recherche sur la société et la culture), with a panel of expert reviewers, many exciting conferences, workshops, and other special events (including a two-day “retreat” for planning new research directions in May 2008), which are outlined in this report. Our funding as a Regroupement Stratégique has been renewed by FQRSC until 2011, when we will have an impressive record of growth, accomplishment, and innovation to present.

We are especially proud of the achievements of our students: who have outdone themselves in terms of publications, conference presentations, and awards over the past two years. Many of these represent new directions for CRDH in terms of multi-disciplinary approaches and new conceptual and methodological advances.

Finally, on a personal note, as of May 31, 2008, I am completing a 10 year term as Director of CRDH. It has been a very eventful term, as the Centre went through a major transformation under the Regroupements Stratégiques program. Our activities, structure, goals, and orientation as a research and training centre have all been transformed over this period. Again, I am very proud of the collaborative activities of our members, students, and staff in bringing this about so successfully.

It is also very gratifying to “hand over” the direction of the Centre to an outstanding, long time member of the Centre: William Bukowski. Bill has shown creativity and leadership in anticipation of his new role, and it has been a total pleasure to work with him on planning and “transition” issues. At this time, I want to thank the researchers, trainees, and incredible staff of the Centre for their long time and ongoing support. Obviously, the growth and success of the Centre is the result of all their collaborative efforts! Also, the research administration of Concordia and our partner institutions must be given a great deal of credit for their enthusiastic support for CRDH.

This has made my job as Director a real pleasure: it’s been a real sense of partnership in the development of our programs and facilities during the transformation of our Centre over the past decade! Also, I want to thank the CRDH Associate Directors, Drs. Danielle Julien and Karen Li, who have provided energy, ideas, support, and unsparring efforts for the development of the Centre since its re-organization. Donna Craven, our Centre Administrator, obviously deserves special mention: she has kept everything “on track” across this challenging period of transformation and her unfailingly good humor provides the support and energy that makes the Centre run every day! Finally, our funding agency, the FQRSC, and their amazing personnel have provided both inspiration and support throughout the past decade. The success of the Centre is the outcome of this remarkable collaboration of researchers, students, staff, our participating universities, and a visionary program designed and enacted by the directors and staff of the FQRSC. I am very eager to continue working with you all within the amazing research environment we have created together. Thanks to everyone for being such wonderful partners in this enterprise.

Yours very sincerely, Lisa Serbin
Le CRDH termine sa troisième et quatrième année de soutien en provenance du programme de Regroupement stratégique du FQRSC. Je suis fière d’être associée aux efforts d’ouverture à la pluralité du CRDH. En tant que directrice adjointe du Centre et en tant que chercheur en périphérie du campus Concordia, j’ai une position particulière pour observer les liens multiples créés par le CRDH entre les chercheurs ayant des bagages sociolinguistiques distincts, en provenance de traditions disciplinaires diversifiées, et travaillant dans le cadre de différentes universités québécoises. Tous ces acteurs sont à leur tour, et de diverses manières, connectés aux communautés avec lesquelles ils produisent du savoir. L’établissement de ces liens constitue un défi sans cesse présent pour le CRDH, et c’est avec créativité que le CRDH s’engage quotidiennement à les maintenir. Ce faisant, le CRDH expose les jeunes chercheurs et les étudiants à la diversité des théories et des méthodes sur ces objets, et il s’applique à former cette nouvelle génération de chercheurs et de praticiens qui auront à fournir des réponses adaptées à la complexité des problèmes sociaux de notre société. C’est donc avec enthousiasme que je me joins aux efforts du CRDH dans sa poursuite des conditions optimales favorisant la circulation des idées et des savoirs entre institutions et disciplines diverses.

Un message de la directrice adjointe, Danielle Julien, UQAM

The past two years have been full of exciting new challenges as well as satisfying rewards. In 2006-7, my second year of serving as Associate Director, things went into fast forward as I became Acting Director for half a year while Lisa Serbin was on sabbatical. Highlights for me include preparing for our mid-term review and site visit, for which many CRDH members and staff worked extremely hard to coordinate information, researchers, and labs. It was extremely rewarding to receive such positive feedback about the Centre’s activities and new directions following the site visit. I was particularly pleased to see that even during such a formal event, CRDH members found themselves generating innovative and collaborative research ideas. A case in point is the working group on income inequality, which emerged from discussions during our site visit, and includes CRDH members Dolores Pushkar, Jamshid Etezadi, Paul Hastings, and Giovani Burgos. Shortly thereafter we invited Dr. Patrik Marier, a Canada Research Chair in Comparative Public Policy in Concordia’s Department of Political Science, to give a talk in our regular CRDH Seminar series.

A second notable highlight is the establishment of a special CRDH graduate scholarship for Knowledge Translation, to build an electronic magazine to facilitate knowledge translation to Centre members, community partners, and the general public. The e-magazine, Dialogue CRDH, has since been launched and new student co-editors and contributors have been appointed to continue the magazine into next year.

A message from the CRDH Associate Director, Karen Li, Concordia University

A final highlight involves working on a grant that was submitted to the Ministère de Développement économique, Innovation, et Exportation (MDEIE) in the Spring of 2007. A team of CRDH researchers worked hard to write a proposal for new equipment to facilitate multidisciplinary research at CRDH. Our objectives are threefold: one portion of the request is devoted to upgrading our shared child studies observation equipment to digital technology: A second portion will be spent on sensory and neuropsychological testing equipment suitable for children and adults into late life. The third portion will focus on establishing a videoconferencing system that will allow off-campus CRDH members and collaborators to have internet access to Centre-wide activities such as seminars and workshops. Together, this infrastructure request will greatly enhance the multi-disciplinary collaborative research and training activities that are the raison d’être of our Centre.
CRDH is an internationally recognized research and training centre, with central facilities housed at Concordia University, in Montreal, Quebec. The Centre is a multi-disciplinary and multi-institutional organization with a membership of 36 faculty researchers and over 100 graduate and post-doctoral trainees, from 7 disciplines at 5 universities and colleges across Quebec. The Centre includes a growing number of community partners and international research associates who help to guide our research program, and participate in our ongoing research and training projects. The Centre and its members are committed to advancing our understanding and support of human growth and development from birth through old age. Using a model that focuses on key transitions in the human life cycle, CRDH serves as a centre for advanced research training, collaboration, and cross-disciplinary work.

Life transitions present opportunities for growth. But they can also present serious challenges across the life-course. A baby learning to talk, an adolescent beginning to take on more adult responsibilities, and an adult becoming a parent for the first time, all face critical tests of the skills they have learned up to that point. When a life transition does not go well, for whatever reason, that individual is likely to be ill-prepared for the next inevitable challenge. A negative cascade begins, and it can affect the individual, the family, and the community. On the other hand, when developmental challenges are successfully met, positive outcomes and enhanced contributions to society are likely to follow.

The CRDH is committed not only to state-of-the-art science and training, but also to bringing the best research to the community. CRDH and its members reach out to service organizations and policymakers whose goals are to translate understanding of human development into effective public policy.

What is the Centre for Research in Human Development?

Le Centre de recherche en développement humain (CRDH) est un centre de recherche et de formation de réputation internationale basé à l’Université Concordia, Montréal, Québec. Organisation multidisciplinaire et multi-institutionnelle, le Centre regroupe 36 chercheurs-enseignants et plus de 100 étudiants des programmes de maîtrise, de doctorat et de post-doctorat. Le CRDH recoupe sept disciplines dans cinq universités et collèges du Québec. De plus, il comprend de nombreux partenaires de la collectivité et d’associés de recherche internationaux qui aident à orienter son programme de recherche et qui participent à ses projets de recherche et de formation. L’objectif du Centre et de ses chercheurs consiste à comprendre, à soutenir et à faire progresser la croissance et le développement humain, de la naissance à la vieillesse. Axé sur les transitions clés du cycle de la vie, le CRDH favorise la collaboration, la formation avancée en recherche et les travaux multidisciplinaires.

Les transitions qui jalonnent la vie sont certes des occasions de croissance, mais elles posent également de sérieux défis. Qu’il s’agisse d’un bébé qui apprend à parler, d’un adolescent qui commence à prendre de plus en plus de responsabilités ou d’un adulte qui devient parent pour la première fois, tous sont confrontés à des situations qui mettent à l’épreuve les habiletés acquises jusque là. Une transition mal franchie, peu importe la raison, rendra la personne vraisemblablement mal préparée pour négocier les inévitables défis qui vont suivre. S’ensuit une cascade d’événements négatifs qui l’affecteront ainsi que sa famille et sa communauté. Par contre, il y a de fortes chances qu’un défi développemental surmonté avec succès s’accompagne de retombées positives pour un individu, incluant une plus grande contribution à la société.

Le CRDH est engagé non seulement à promouvoir la science et la formation de pointe, mais aussi à produire la meilleure recherche possible pour la communauté. Ainsi, le CRDH et ses membres bénéficient du partenariat des organismes de service et de ceux et celles qui établissent les politiques et qui ont pour mandat de traduire notre compréhension du développement humain en des politiques sociales publiques et communautaires efficaces.

Qu’est-ce que le Centre de recherche en développement humain ?
Finding effective and economical solutions to complex social and health issues requires a focused, multi-disciplinary research approach. The Centre for Research in Human Development (CRDH) was established in 1981, with the mission of promoting excellent research and training highly qualified personnel in the field of human development. Our mission also includes research dissemination, communication, and consultation with government policy and community service agencies. With a renewed mandate in 2004 from the Regroupements Stratégiques program of the Fonds de recherche sur la société et la culture (FQRSC), the Centre for Research in Human Development provides researchers and trainees with exceptional opportunities to collaborate with fellow investigators working on basic and applied developmental issues, from across related disciplines and institutions.

CRDH Mission Statement

Finding effective and economical solutions to complex social and health issues requires a focused, multi-disciplinary research approach. The Centre for Research in Human Development (CRDH) was established in 1981, with the mission of promoting excellent research and training highly qualified personnel in the field of human development. Our mission also includes research dissemination, communication, and consultation with government policy and community service agencies. With a renewed mandate in 2004 from the Regroupements Stratégiques program of the Fonds de recherche sur la société et la culture (FQRSC), the Centre for Research in Human Development provides researchers and trainees with exceptional opportunities to collaborate with fellow investigators working on basic and applied developmental issues, from across related disciplines and institutions.

Mission du CRDH

La complexité des questions sociales et des problèmes de santé requiert une approche de recherche multidisciplinaire afin de trouver des solutions à la fois efficaces et économiques. Créé en 1981, le Centre de recherche en développement humain (CRDH) s’est donné comme mission de promouvoir l’excellence en recherche et la formation d’un personnel hautement qualifié dans le domaine du développement humain. Notre mission inclut également la dissemination des résultats scientifiques, la communication et la consultation auprès des agences gouvernementales chargées des politiques et des agences des services communautaires. Avec le renouvellement de sa subvention en 2004 (FQRSC), le Centre de recherche en développement humain offre aux chercheurs, aux étudiants et aux stagiaires des occasions uniques de réaliser des projets de recherche de nature fondamentale ou appliquée, avec des collègues en provenance de disciplines connexes.

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The CRDH was established in 1981, with the mission of promoting excellent research and training highly qualified personnel in the field of human development.
CRDH Theme & Axes

Research theme: Critical transitions and challenges across the life-course

The members of the Centre for Research in Human Development study human development from infancy to old age. The main objective of our research program is to examine individual and family adaptation across critical developmental transitions. Our research program focuses on the acquisition and maintenance of human competencies across the life course, and the social and environmental factors that allow individuals to successfully use these competencies to face the challenges of successive developmental transitions. The theoretical and methodological underpinnings of our approach are drawn from the social and life sciences. This approach integrates models and methods drawn from related social, health, and neuroscience disciplines. To have the most innovative and comprehensive approach possible, CRDH integrates the unique and complementary strengths of researchers from psychology, sociology, education, geography, political science, decision science, and exercise science.

We include normative, atypical, and clinical populations within our research program. Each distinct group can contribute to our understanding of specific developmental, health, and policy issues, including population needs and potential solutions. Because basic competencies and adaptations to successive transitions affect future developmental outcomes, we take a life-course approach to understanding and studying development. Due to the complexity of the issues, we have intensified our cross-disciplinary approach to the specific areas of transition within our research program. Our methods are integrated from across disciplines, in order to have the most innovative and comprehensive approach possible. Accordingly, the development and application of innovative methods is one of the basic research priorities of our program. Health, education, and social policy in relation to developmental transitions are integrated within each axis, enabling us to integrate policy needs and implications within each of our research and dissemination programs. The specific axes of our research program are described below:

Infancy and Early Childhood
Acquiring basic skills and entering the social world

Our general goal is to identify the risk and protective factors that influence children’s development of essential skills and abilities in the years leading up to the critical transition into school. Our current research projects focus on, (a) learning basic skills and interpersonal competencies, (b) temperament, disposition, and individual vulnerability, (c) environmental and socioeconomic factors, community and neighborhood effects on early development and health, (d) school (e.g., classroom composition and environment) and neighborhood effects on school adjustment and achievement, (e) understanding and overcoming the inequities faced by children within socially vulnerable groups (e.g., economically disadvantaged, low birthweight, cultural minorities).

Adolescence
A period of multiple transitions and challenges

Our main objective is to examine how the key transitions of adolescence (e.g., puberty, rapid cognitive and physical changes, school transitions, increasing autonomy and individualization; entering the workforce and accepting new social and family roles) are affected by the interactions between individual characteristics and the environment, using an interdisciplinary approach. Ongoing research projects concern (a) genetic influences on the development of psychopathology in childhood through early adulthood, (b) the effects of behavioural predisposition, family relationships, experience, and cultural context on healthy adaptation, (c) the effects of neighborhood poverty, racial inequality, school characteristics and social networks on health outcomes, (d) parental, peer, and romantic relationships and their subsequent influence on adjustment (e.g., school achievement, drug use, delinquency).

Parenthood
New roles and responsibilities

Our general goal is to identify differences in family structure and child-rearing approaches, and to understand the diversity of parenting strategies used to promote healthy outcomes in children. We presently focus on the following problems: (a) social and economic factors that impact family structure, parent-child distress, and post-partum health, (b) the transfer of parenting style from one generation to the next, (c) diverse family structures (e.g., lesbian, single parent) and influence of immigrant and minority status on parenting practices, (d) parenting in the context of special populations (e.g., very low birthweight infants, low income families, autistic toddlers, aggressive or withdrawn children).

Healthy Aging
Managing loss and maintaining quality of life

This axis focuses on identifying specific losses, potentially positive or negative outcomes, and adaptive processes that seniors use to manage late-life transitions. Our current projects focus on (a) how seniors use active strategies (e.g., use of external support structures) versus internal adjustments (e.g., downsizing, re-prioritizing) to handle losses, (b) how societal factors (e.g., social networks, health care institutions) facilitate successful outcomes, (c) lifestyle and individual factors that lead to smooth retirement transition, (d) the epidemiological examination of risk factors for Alzheimer’s disease, vascular-related dementias, and depression, (e) the identification of normative patterns of cognitive, sensorimotor, and neuronal decline in healthy seniors.

Methodology
Bringing innovation to research in human development

Our researchers employ a diverse range of innovative methodologies, both in terms of measurement (e.g., eye movements, brain activity, stress hormones, motor skills) and data analyses (e.g., Hierarchical Linear Modeling, Growth Curve Analysis). CRDH has significant strengths in the analysis of longitudinal data sets, neighborhood effects, and epidemiological data. The Centre’s multidisciplinary composition facilitates the emergence of new applications of these cutting-edge research methods in the context of developmental phenomena.
Thème et axes de recherche CRDH

Thème de recherche: les transitions et les défis critiques qui jalonnent la vie


Enfance
Acquisition des habiletés de base pour s’intégrer au monde social

Notre objectif général est d’identifier les facteurs de risque et de protection qui contribuent au développement des aptitudes et des habiletés essentielles pendant les années qui mènent à l’importante transition vers l’école. Nos projets actuels portent sur: a) l’acquisition des habiletés et des compétences interpersonnelles de base; b) les variations de tempérament, la disposition et les vulnérabilités personnelles; c) les effets des facteurs environnementaux et socio-économiques, et ceux de la communauté où habite l’enfant, sur son développement et sa santé pendant ses premières années; d) l’école (par ex. composition de la classe et environnement scolaire) et le quartier comme facteurs d’adaptation et de rendement scolaire; e) la compréhension et la remédiation des inégalités auxquelles les familles voient leurs enfants des groupes socialement vulnérables (par ex., le désavantage économique, le faible poids et santé et les défis qui jalonnent la vie.

Adolescence
Période où se multiplient transitions et défis

Notre objectif principal, ici, est d’identifier comment les transitions clés de l’adolescence (par ex. puberté, changements cognitifs et physiques rapides, transition scolaire, autonomie et individualisation accrues, entrée sur le marché du travail, acceptation de nouveaux rôles sociaux et familiaux) sont affectées par les interactions entre les caractéristiques individuelles et l’environnement, en utilisant une approche multidisciplinaire. Les projets en cours traitent a) des effets de la prédisposition comportementale, des relations familiales, de l’expérience et du contexte culturel sur l’adaptation; b) des effets de la pauvreté du voisinage, des inégalités raciales, des caractéristiques du milieu scolaire sur la santé; et d) des relations avec les parents et les pairs, des relations amoureuses, et de leur influence sur l’adaptation (par ex. rendement scolaire, usage de drogues, délinquance).

Parentage
Nouveaux rôles, nouvelles responsabilités

Notre objectif général est d’identifier les différences dans la structure familiale et les approches pour élever les enfants pour mieux comprendre la diversité des stratégies de parentage. Nous avons porté sur b) de cerner comment les transitions clés de l’adolescence qui mènent à une transition harmonieuse vers la retraite; l’examen épidémiologique des facteurs de risque de la maladie d’Alzheimer, des démences reliées au système vasculaire et la dépression, et e) l’identification des modes normatifs de déclins cognitifs, sensoriomoteurs et neuronaux chez les personnes âgées en santé.

Méthodologie
L’apport d’innovations en recherche sur le développement humain

Nos chercheurs ont recours à une panoplie de méthodologies novatrices, tant sur le plan de la mesure (p. ex. mouvements oculaires, activité cérébrale, hormones liées au stress, habiletés motrices) que sur celui de l’analyse. Par exemple, de cerner comment les transitions clés de l’adolescence qui mènent à une transition harmonieuse vers la retraite; l’examen épidémiologique des facteurs de risque de la maladie d’Alzheimer, des démences reliées au système vasculaire et la dépression, et e) l’identification des modes normatifs de déclins cognitifs, sensoriomoteurs et neuronaux chez les personnes âgées en santé.

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Table 1: Research Axes and Team Members
Tableau 1: Axes de recherche et composition des équipes

<table>
<thead>
<tr>
<th>Axis / Axe</th>
<th>Members / Membres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy and Early Childhood</td>
<td>Aboud, Bouffard, DesRivieres-Pigeon, Forman, Hastings, Howe, Jacobs, Petrakos, Poulin-Dubois, Ross, Sandberg, Serbin, Stack, Tessier, Weinfeld, Zelazo</td>
</tr>
<tr>
<td>Enfance</td>
<td>Acquisition des habiletés de base pour s’intégrer au monde social</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Abela, Bukowski, Burgos, Doyle, Dugas, Ellenbogen, Etezadi, Hastings, Penhune, Phillips, Serbin, Stack, Schwartzman</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Période où se multiplient les transitions et défis</td>
</tr>
<tr>
<td>Parenthood</td>
<td>Abela, Chamberland, DesRivieres-Pigeon, Doyle, Forman, Hastings, Howe, Julien, Petrakos, Sandberg, Scala, Schwartzman, Serbin, Stack, Weinfeld</td>
</tr>
<tr>
<td>Parentage</td>
<td>Nouveaux rôles, nouvelles responsabilités</td>
</tr>
<tr>
<td>Healthy Aging</td>
<td>Conway, DeMont, Etezadi, Fuhrer, Li, Penhune, Phillips, Pushkar, Ross, Schwartzman, Wrosch</td>
</tr>
<tr>
<td>Vieillissement en santé</td>
<td>Gestion des pertes et maintien de la qualité de vie</td>
</tr>
<tr>
<td>Methodology</td>
<td>All Members</td>
</tr>
<tr>
<td>Méthodologie</td>
<td>L’apport d’innovations en recherche sur le développement humain</td>
</tr>
</tbody>
</table>

Steering Committees and staff

**CRDH Steering Committee; 2006-2007**
- Lisa Serbin, Director (Psychology; Concordia University)
- Danielle Julien, Associate Director (Psychologie; Université du Québec à Montréal)
- Karen Li, Associate Director (Psychology; Concordia University)
- Jamshid Etezadi, Researcher (Decision Science & MIS; Concordia University)
- David Forman, Researcher (Psychology; Concordia University)
- Dolores Pushkar, Researcher (Psychology; Concordia University)
- Giovanni Burgos, Researcher (Sociology; McGill University)
- Mathieu Roy, Graduate Student (Psychologie; Université du Québec à Montréal)
- Holly Recchia, Graduate Student (Psychology; Concordia University)
- Jennifer Nachshen, CRDH Post-Doctoral Fellow (Concordia University)

**CRDH Steering Committee; 2007-2008**
- Lisa Serbin, Director (Psychology; Concordia University)
- Danielle Julien, Associate Director (Psychologie; Université du Québec à Montréal)
- Karen Li, Associate Director (Psychology; Concordia University)
- Jamshid Etezadi, Researcher (Decision Science & MIS; Concordia University)
- Carsten Wrosch, Researcher (Psychology; Concordia University)
- Giovanni Burgos, Researcher (Sociology; McGill University)
- Genevieve Dupras, Graduate Student (Psychologie; Université du Québec à Montréal)
- Alexa Martin-Storey, Graduate Student (Psychology; Concordia University)

**CRDH Staff**
- Michelle Cormier, Document Assistant
- Donna Craven, Administrator
- Pippa Ross, Secretary
- Jonathan Santo, Statistical Consultant
- Nassim Tabri, Statistical Consultant
- Serge Wright, Systems Manager

**Editors**
- Sarah Fraser, Knowledge Translation Officer (Editor, Annual Report)
- Axel Winneke, Knowledge Translation Officer (Editor, Annual Report)
Each of our members holds research grants, and reviews regularly for scientific journals and funding agencies. Several serve in senior editorial positions or as members of standing review committees for provincial, federal, or US funding agencies.

Researchers

Within CRDH, there are 36 members and the extent of their experience and expertise ranges from talented, young faculty with promising research programs to senior scientists who have achieved world recognition for their accomplishments and unique expertise. Each of our members holds research grants, and reviews regularly for scientific journals and funding agencies. Several serve in senior editorial positions or as members of standing review committees for provincial, federal, or US funding agencies. Many of our current members play leadership roles in the direction of research networks in the areas of health, education, and social services and also hold research advisory roles to public policy makers and service agencies.

Chercheurs

Les 36 membres du CRDH forment un groupe exceptionnel de chercheurs, allant de jeunes professeurs de haut calibre, dont les programmes de recherche sont prometteurs, à des scientifiques chevronnés qui se sont taillés une réputation mondiale par leurs réalisations et leur expertise unique. Chaque membre détient une ou plusieurs subventions de recherche et siège régulièrement sur des comités d’évaluation de revues scientifiques (dont plusieurs à titre d’éditeurs principaux) et d’agences subventionnaires québécoises, fédérales ou américaines. Un grand nombre de nos membres jouent des rôles clés à la tête de réseaux de recherche dans les domaines de la santé, de l’éducation et des services sociaux, en plus d’agir à titre de consultants auprès d’organismes de politiques et de services publics.
List of Members

ABELA, John; Assistant Professor, Department of Psychology, McGill University
ABOUT, Frances; Professor, Department of Psychology, McGill University
BOUFFARD, Thérèse; Professeure titulaire, Département de psychologie, Université du Québec à Montréal
BUROWSKI, William; Professor, Department of Psychology, Concordia University
BURGOS, Giovani; Assistant Professor, Department of Sociology, McGill University
CHAMBERLAND, Line; Enseignement, Département de sciences sociales, College de Maisonneuve
CONWAY, Michael; Associate Professor, Department of Psychology, Concordia University
DEMONT, Richard; Assistant Professor, Department of Exercise Science, Concordia University
DES RIVIERES-PIGON, Catherine; Professeure, Département de sociologie, Université du Québec à Montréal
DOYLE, Anna-Beth; Professor, Department of Psychology, Concordia University
DUGAS, Michel; Associate Professor, Department of Psychology, Concordia University
ELLENBOGEN, Mark; Assistant Professor, Department of Psychology, Concordia University
ETEZADI, Jamshid; Associate Professor, Department of Dec. Science & MIS, Concordia University
FORMAN, David; Assistant Professor, Department of Psychology, Concordia University
FUHRER, Rebecca; Professor & Chair, Department of Epidemiology, Biostatistics & Occupational Health, McGill University
HASTINGS, Paul; Associate Professor, Department of Psychology, Concordia University
HOWE, Nina; Professor, Department of Education, Concordia University
JACOBS, Ellen; Professor & Chair, Department of Education, Concordia University
JULIEN, Danielle; Professeure titulaire, Département de psychologie, Université du Québec à Montréal
LI, Karen; Associate Professor, Department of Psychology, Concordia University
PENHUNE, Virginia; Associate Professor, Department of Psychology, Concordia University
PETRAKOS, Hariclia; Assistant Professor, Department of Education, Concordia University
PHILLIPS, Natalie; Associate Professor, Department of Psychology, Concordia University
POULIN-DUBOIS, Diane; Associate Director of CRDH & Professor, Department of Psychology, Concordia University
PUSHKAR, Dolores; Professor, Department of Psychology, Concordia University
ROSS, Nancy; Assistant Professor, Department of Geography, McGill University
SANDBERG, John; Assistant Professor, Department of Sociology, McGill University
SCALA, Francesca; Assistant Professor, Department of Political Science, Concordia University
SCHWARTZMAN, Alex; Distinguished Professor Emeritus, Department of Psychology, Concordia University
SERBIN, Lisa; Director of CRDH & Professor, Department of Psychology, Concordia University
STACK, Dale; Associate Professor, Department of Psychology, Concordia University
TAMBLYN, Robyn; Professor, Department of Epidemiology, Biostatistics and Occupational Health, McGill University
TESSIER, Réjean; Professeur titulaire, École de psychologie, Université Laval
WEINFELD, Morton; Professor & Chair, Department of Sociology, McGill University
WROSCH, Carsten; Assistant Professor, Department of Psychology, Concordia University
ZELAZO, Philip; Professor, Department of Psychology, McGill University

Feature: Nancy Ross, PhD

How environment can impact our health

Dr. Nancy Ross is an Associate Professor in the Department of Geography and an Associate member of the Department of Epidemiology and Biostatistics at McGill University. Her research focuses on the social determinants of health with a particular emphasis on the influence of social and physical environments on the distribution of health and disease in urban populations. Her research contributions involve what is now becoming a body of literature linking features of urban environments with population health outcomes in industrialized countries. The first of these (Ross et al., 2000) was published in the British Medical Journal and demonstrated that while income inequality is a significant marker for urban mortality in the United States, the same cannot be said for Canada. A second body of work being built up in collaboration with graduate students and colleagues is adding Canadian evidence on the relationship between social contexts and health outcomes in children and adults using multi-level analysis. There have been several studies of this nature published by Ross and her colleagues but the most recent of these demonstrates an incremental effect of urban sprawl on the body mass of Canadian men (Ross et al., 2007). The effect of sprawl on obesity had previously been demonstrated in studies of weaker design (too few individual-level control variables) in the United States but this is the first study of urban Canadians and suggests a pathway linking environments and obesity in the Canadian population. Ross and her students are currently working on a diverse set of topics under the umbrella of the social determinants of health including work that examines social support as a determinant of aboriginal health (Richmond and Ross), socio-environmental influences on youth gambling behaviours (Wilson and Ross), and excess air pollution exposure associated with poverty neighbourhoods in Montreal (Crouse and Ross). Dr. Ross teaches large undergraduate courses in Environment and Health at McGill, acts as the Scientific Editor of Health Reports and is a member of The Canadian Institutes of Health Research’s Population and Community Health review committee.
La motivation d’une personne, ses états émotifs, ses actions et ses accomplissements reposent davantage sur sa représentation de soi et de ses capacités que sur ce dont elle est réellement capable.

Cette affirmation inspirée des travaux de Bandura (1977; 1986) résume assez bien la base des travaux que je conduis depuis le début des années 1980. La conjonction de la théorie métacognitive mettant l’accent sur la capacité de l’être humain de prendre en charge son propre fonctionnement et développement intellectuel et celle du sentiment d’efficacité personnelle mettant l’accent sur l’interférence des processus émotifs et motivationnels dans ce même fonctionnement s’est révélée un générateur important de questions de recherche qui alimentent le débat depuis près de 30 ans les activités de mon groupe identifié comme l’Unité de Recherche sur l’Affectivité, la Motivation et l’Apprentissage Scolaires (URAMAS). Ce groupe comprend Carole Vezou, chercheur de niveau collégial activement impliquée depuis 1995, bien qu’il n’y ait une douzaine de doctorants et de doctorantes, ainsi que plusieurs assistants et assistantes de premier cycle se joignant au groupe en soutien aux activités techniques de recueil et de saisie des données. Nos travaux actuels sont organisés autour de trois axes. Le premier, aussi le plus important, porte sur les biais dans l’évaluation de soi et se décline en divers sous-thèmes comme les mécanismes et facteurs personnels (traitement de l’information, distorsions cognitives, etc) ou sociaux (influence des parents et enseignants, mécanismes de comparaison sociale, etc) impliqués dans le développement de ces biais, positif autant que négatif, les corrélats psychologiques de chacun de ces biais, leurs trajectoires développementales, leurs conséquences aux plans de l’adaptation scolaire et psychosociale, etc. On comprend que la perspective longitudinale à durée limitée (5-6 ans) est privilégiée dans les travaux de cet axe. Ces travaux suscitent un intérêt marqué de sorte qu’ils se poursuivent aussi en collaboration avec des collègues d’autres universités, en particulier de l’Université catholique de Louvain en Belgique et de l’Université Pierre-Mendès France de Grenoble. Cette ouverture est aussi propice à l’échange d’étudiants et à l’établissement de co-tutelle.

Le deuxième axe de nos travaux découle du premier et porte spécifiquement sur le syndrome de l’introjection. Tout en représentant un contrat différent, ce sentiment est apparu comme un corrélat se retrouvant chez environ 20% des jeunes de 11-12 ans ayant un biais négatif d’évaluation de leur compétence. Les travaux que nous élaborons actuellement sur ce phénomène seront les premiers à être conduits chez une population aussi jeune et permettront d’accéder aux premières étapes de son développement.

Le troisième axe porte sur les expériences de transitions scolaires et sont aussi conduits dans un perspective longitudinale. Que ce soit la transition du primaire au secondaire ou celle du secondaire au collégial, l’objectif principal est de cerner les facteurs (personnels et sociaux) permettant aux jeunes un passage réussi d’une étape à l’autre. Dans cette même lignée, un projet actuellement en développement s’intéressera spécifiquement aux étudiants dits de première génération ainsi appelés car ils sont les premiers de leur famille à fréquenter une institution post secondaire. Les défis adaptatifs normalement associés aux transitions se doublent ici de défis spécifiques liés à ce statut, de sorte que l’adaptation de ces jeunes et leur persévérance deviennent un objet d’études en soi.

Sans s’inscrire directement dans les trois axes précédents, d’autres travaux explorent des questions plus particulières comme le rôle du lien de contingence entre les perceptions de soi dans divers domaines et l’estime de soi dans cette adaptation à l’adolescence ou encore les facteurs prédictifs de la persévérance dans l’étude et la pratique musicale.

Il va sans dire que le soutien financier constant du CRDH, du FQRSC et du CRDHE compte parmi les conditions indispensables à la réalisation de ces nombreux projets.
CRDH International Members

BOURQUE, Paul; Director, School of Psychology, University of Moncton (New Brunswick, Canada)
COPLAN, Robert; Department of Psychology, Carleton University (Ontario, Canada)
FELDMAN, Maurice; Director, Department of Child and Youth Studies, Brock University (Ontario, Canada)
FOGEL, Alan; Professor, Department of Psychology, University of Utah (Utah, USA)
FORBES, James; Assistant Professor of Psychology, Department of Psychology and Sociology, Angelo State University (Texas, USA)
FRANK, Ilana; Faculty of Education, Haifa University (Haifa, Israel)
GEE, Gilbert; Assistant Professor, Department of Health Behavior and Health Education, The University of Michigan School of Public Health (Michigan, USA)
HODGINS, Sheilagh; University College of London (England, UK)
KABANI, Noor Jehan; University of Toronto (Ontario, Canada)
KOTZ, Sonja A.; Max-Planck-Institute of Cognitive Neuroscience (Germany)
LEMME, David; Harvard Graduate School of Education, Post-Doctoral Fellow - Race, Culture & Education, Harvard University (Massachusetts, USA)
MILLS, Rosemary; Associate Professor, Department of Family Studies, University of Manitoba (Manitoba, Canada)
MUIR, Darwin; Emeritus Professor, Department of Psychology, Queen’s University (Ontario, Canada)
RUBIN, Kenneth; Professor & Director, Center for Children, Relationship and Culture, Department of Human Development, University of Maryland (Maryland, USA)
ULLSPERGER, Markus; Max Planck-Institute of Cognitive Neuroscience (Germany)
VON HECKER, Ulrich; School of Psychology, Cardiff University (Wales, UK)
ZAHN-WAXLER, Carolyn; Senior Scientist, Developmental Psychopathology, NIMH (Maryland, USA) & Department of Psychology University of Wisconsin (Wisconsin, USA)

CRDH

Selected Member Awards

Diane Poulin-Dubois received the Deans Award for Distinguished Scholarship in 2007. This award recognizes a body of published scholarly work of a standard sufficient to have brought greater national or international recognition to the Faculty of Arts and Science. The committee noted that the innovative research paradigms that Dr. Poulin-Dubois has developed have allowed an understanding of the origins of children’s thought, comprehension, and expression of the physical and social world.

Danielle Julien a reçu le Lauréate Prix d’excellence 2007 en recherche et création (volet carrière) de l’Université du Québec (réseau de 9 institutions universitaires et de recherche), pour contribution exceptionnelle dans le secteur des sciences humaines et de l’education.
Across 2006-08, CRDH Researchers held 109 grants, corresponding to research funds of $ 7,727,506 for 2006-07 and $ 7,529,078 for 2007-08.

Introduction

Since the funding of CRDH under the new Regroupements Stratégiques program in 2004, a large number of recent research collaborations have resulted in an enormous growth at CRDH. Across 2006-08, CRDH Researchers held 109 grants, corresponding to research funds of $7,727,506 for 2006-07 and $7,529,078 for 2007-08. Many of these projects were new initiatives from teams composed of faculty affiliated to psychology, sociology, exercise science, public health, neurosciences, gerontology, psychiatry, education, and political science departments from across Québec and Canada.

### List of Selected Grants; 2006-2008

**Note:** CRDH researchers in bold type

<table>
<thead>
<tr>
<th>Researcher(s)</th>
<th>Title</th>
<th>Institution</th>
<th>Date Range</th>
<th>Grant Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abela, J.</td>
<td>Vulnerability to depression in Canadian and Chinese Youth</td>
<td>McGill</td>
<td>2005-09</td>
<td>CRDH</td>
</tr>
<tr>
<td>Bukowski, W., &amp; Brendgen, R.M.</td>
<td>Peer contagion effects: Variations as a function of self, social cognition and culture</td>
<td>SSHRC</td>
<td>2006-09</td>
<td>HSRD</td>
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<td>Phillips, M.A., &amp; Taler, V.</td>
<td>Audio-visual and contextual enhancement in the comprehension of phonetic and prosodic in Alzheimer’s disease and mild cognitive impairment</td>
<td>CIHR</td>
<td>2007-12</td>
<td>HSRD</td>
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<tr>
<td>Ellenbogen, M.</td>
<td>Laboratory for the study of stress, emotional information processing, and the behavioral adaptation</td>
<td>CIHR</td>
<td>2004-08</td>
<td>HSRD</td>
</tr>
<tr>
<td>Ellenbogen, M.</td>
<td>Une étude longitudinale du fonctionnement social chez des adolescents à risque</td>
<td>FQRSC</td>
<td>2005-08</td>
<td>HSRD</td>
</tr>
<tr>
<td>Ellenbogen, M.</td>
<td>Social status-related attentional biases in people’s information processing</td>
<td>FQRSC</td>
<td>2006-09</td>
<td>HSRD</td>
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<tr>
<td>Abela, J., Hankin, B.L., &amp; Vezeau, C.</td>
<td>Les biais dans l’évaluation de ses compétences</td>
<td>SSHRC</td>
<td>2007-10</td>
<td>HSRD</td>
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<tr>
<td>Abela, J., Hankin, B.L., &amp; Vezeau, C.</td>
<td>Causes et effets du biais négatif dans l’évaluation de soi</td>
<td>SSHRC</td>
<td>2007-10</td>
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<td>Chamberland, L.</td>
<td>L’impact de l’homophobie et de la violence homophobe sur la persévérance et la réussite scolaires</td>
<td>SSHRC</td>
<td>2007-10</td>
<td>HSRD</td>
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<tr>
<td>Chamberland, L.</td>
<td>L’impact de l’homophobie et de la violence homophobe scolaire chez les jeunes de minorités sexuelles dans différents contextes environnementaux et culturels</td>
<td>SSHRC</td>
<td>2007-10</td>
<td>HSRD</td>
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<tr>
<td>Chamberland, L., Emond, G., &amp; Otis, J.</td>
<td>Vulnérabilité et résilience face à l’homophobie scolaire chez les jeunes de minorités sexuelles dans différents contextes environnementaux et culturels</td>
<td>SSHRC</td>
<td>2007-10</td>
<td>HSRD</td>
</tr>
<tr>
<td>Chouinard, C.</td>
<td>Conciliation travail-famille et horaires atypiques: Étude multidisciplinaire de la conciliation travail-famille chez des travailleuses et travailleurs des secteurs de l’alimentation et de l’hôtellerie.</td>
<td>CRSH</td>
<td>2007-10</td>
<td>HSRD</td>
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<td>Chamorro-Premuzic, T., Janocs, M., &amp; Bowen, F.</td>
<td>The life course approach to the aetiology of squamous cell carcinoma in the upper aerodigestive tract</td>
<td>CIHR</td>
<td>2004-07</td>
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<tr>
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<tr>
<td>Ellenbogen, M.</td>
<td>Canada Research Chair</td>
<td>SSHRC</td>
<td>2004-09</td>
<td>HSRD</td>
</tr>
</tbody>
</table>
Ellenbogen, M., Hodgins, S., Walker, C.D., & Walker, E. A prospective study of stress and basal cortisol levels in the offspring of parents with bipolar disorder (2005-08; CIHR)

Finn, C.A. & Petrakos, H. The intensification of inclusive services for students with behavior difficulties: A project evaluation (2007; MDe)


Forman, D. Social Determinants of Children's Imitation (2005-08; SSHRC)

Fuhrer, R. International Centre for the Comparative Study of Social Environments and Health (2004-07; Max Bell Foundation)

Goldberg, M., Ross, N. et al. Traffic-related Air Pollution and Socioeconomic Gradients in the Incidence of Cancer (2004-09; CIHR)

Goldner, E., & Fuhrer, R. Building capacity in mental health and addictions services and policy research (2003-08; CIHR)

Hastings, P. Parents prevention of aggressive development in children through the socialization of empathic responsiveness (2004-09; CIHR)

Howe, N. Siblings’ construction of social cognitive knowledge in the home context (2007-10; SSHRC)

Howe, N. Intersubjectivity: the case of sibling teaching (2004-07; SSHRC)

Julien, D. Identité sexuelle et adaptation chez les enfants de familles homoparentales et hétéroparentales (2005-08; SSHRC)


Li, K. Attentional control of sequential action in adulthood and aging (2005-10; NSERC)

Li, K., Leroux, A., DeMont, R., Penhune, V., Bherer, L., & McKinley, P. Training attentional control in healthy older adults: Impact on balance and gait under divided attention (2007-08; Concordia)

Li, K. & Penhune, V. Age differences in the role of attention in motor learning, sequencing, and locomotion using dual-task and cognitive neuroimaging methods (2004-07; CIHR)


Meaney, M. & Fuhrer, R. Genes, Environment and Health Training Program (2003-08; CIHR)


Moss, E., Tarabulsy, G., Tessier, R. & Bernier, A. Les relations d’attachement dans le développement de l’enfant (2004-08; FQRSC)

Nadeau, L. & Tessier, R. Adjustment social d’enfants atteints de déficience motrice cérébrale (DMC) inclus en classe régulière (2005-08; SSHRC)

Paradis, G., Ross, N.A., Fuhrer, R. et al. Programme de formation transdisciplinaire en recherche en santé publique et en santé des populations : accroître la capacité de recherche et d’action dans le système de santé publique au Canada (2003-09; CIHR)

Penhune, V. Neural basis of human motor learning and memory (2007-08; Concordia)

Penhune, V. Developmental contributions to human motor learning (2005-07; FRQS)

Penhune, V. Neural and developmental bases of human motor learning (2007-10; FRQS)

Penhune, V. Developmental contributions to human motor skill learning (2005-10; NSERC)

Penhune, V., & Li, K. Laboratory for motor and cognitive performance across the lifespan (2004-07; CFI Operating)

Penhune, V., & Li, K. Laboratory for motor and cognitive performance across the lifespan (2002-07; CFI Infrastructure)

Petrakos, H. A 2yr study of the psycho-social and contextual factors associated with children’s early transitions to school (2005-08; SSHRC)

Petrakos, H. The impact of family and school collaborative efforts on children’s academic, social and behavioural functioning (2004-06; FQRSC)

Phillips, N.A. Electrical brain mechanisms of executive control in task switching (2003-07; NSERC)

Phillips, N.A., Baum, S., & Taler, V. Comprehension of phonetic and prosodic information with audio-visual and linguistic cues in Alzheimer’s disease and mild cognitive impairment (2007-09; Alzheimer’s Society)

Phillips, N.A. & Gagné, J.-P. Perceptual and cognitive mechanisms of audio-visual speech perception in younger and older adults (2007-08; CIHR)
Phillips, N.A., Baum, V., & Dwivedi, V. An electrophysiological investigation of processing quantifiers in discourse (2006-09; SSHRC)

Poulin-Dubois, D. Precursors of a theory of mind (2006-09, SSHRC)

Poulin-Dubois, D. Infants’ object categories: Principles of developmental changes (2007-12; NSERC)

Poulin-Dubois, D. Infant conceptual categorization: the roles of featural and dynamic cues (2005-07; NSERC)


Prinstein, M., Neck, M., & Hastings, P. Cognitive and biological responses to social stimuli as longitudinal predictors of adolescent girls’ suicidality (2007-09; AFSP)

Pushkar, D., Chaiakelson, J., Conway, M., Etzadi, J., Giannopoulos, C., Li, K., & Wrosch, C. Reconstructing life after employment: transition to retirement (2004-09; CIHR)

Rakheja, S. & DeMont, R. Musculoskeletal loading of seated occupational drivers exposed to whole body vibration: vibration control (2006-09; CIHR/NSERC)

Rennick, J.E., Stack, D. et al. The critical illness impact scale for young children (2006-08; Sick Kids Foundation)


Ross, N. Multilevel Patterns and Processes of Health in Canada (2002-07; CIHR)


Sandberg, I. The development of objective tools to measure the impact of social networks on individual behaviour in a unique setting in Senegal with a view to broader application to public policy issues (2006-07; SSHRC)

Sandberg, I. Children’s Time Use and the Construction of Self (2004-06; SSHRC)


Serbin, L. et al. CRDH Regroupement strategique (2004-10; FQRSC)

Serbin, L.A. & Stack, D. Navigating the transition to adolescence: predicting continuity versus discontinuity of risk within a disadvantaged, longitudinal sample of children (2009-08; SSHRC)


Stack, D. & Serbin, L. Intergenerational trajectories of childhood aggression: A longitudinal study of two high risk samples (2004-07; SSHRC)

Tamblyn, R. Automated syndromic surveillance: Validation of physician billing claims accuracy (2007-09; CIHR)

Tamblyn, R. Reducing injuries from medication-related falls by generating targeted computerized alerts for high risk patients within an electronic prescribing system (2007-08; CPSI)


Tessier, R., Forest, J.C., & Reinbarz, D. Plateforme d’appariement de banques de données intersectorielles à fins de recherche (2006-09; CFI)


Weinfeld, M. The Jewish polity and Israel: Canada and the United Kingdom compared (2006-09; SSHRC)

Willms, D., Ross, N., et al. Raising and leveling the bar: A collaborative research initiative on children’s learning, behaviour and health outcomes (2003-07; SSHRC)

Wrosch, C. & Radomsky, A. Functions and management of life regrets in young adulthood and old age (2007-10; SSHRC)


Wrosch, C. Self-regulation of health threats and life regrets in old age: effects of diurnal cortisol rhythms and physical health (2006-11; CIHR-NewInvestigator)
The title for the study "Reconstructing Life After Employment: Transition to Retirement" (funded by CIHR) was chosen to emphasize how retirement, with the removal of major work-related demands on time, allows people to reconstruct their lives, when probably for the first time in their adult lives, people have so much free time. How they use this time varies widely and a significant proportion of retirees experience difficulties adjusting to retirement. The research generally shows that optional complex activities decrease, and passive activity, such as watching television, increases. Compared to same-aged peers who are still employed, studies have frequently found declines in physical and psychological functioning.

Since most functional aspects of aging are interrelated, the study of aging requires a multidimensional approach to develop a comprehensive understanding of the older adult years. The retirement study is collaborative research with June Chaikelson, Michael Conway, Jamshid Etezadi, Constantina Gianopoulos, Karen Li, and Carsten Wrosch. By mid-life, adults have established patterns of preferred voluntary activity engagement and reconstructing appropriate types and levels of activities to maintain continuity in central aspects of their lives is important in adapting to retirement. But for many people it is difficult to find meaningful activities that replace the structuring of time provided by work. The effects of five classes of variables are being studied longitudinally to examine their effects on health and subjective well-being in a large sample of retired people; activity levels, health, personality traits, cognitive function, and adult demographics and resources, e.g. social support, socioeconomic data. A variety of methods are used in the research including health data obtained from the Régie de l’assurance maladie du Québec.

With our graduate students, we are preparing to collect data for the fourth and final year of the study (2008-2009). In line with year two (2006-2007) and year three (2007-2008) we expect interesting results in several of our retirement measures: activity change and continuity on positive and negative affect changes, socioeconomic and gender effects on health and well-being, the role of values in the adjustment to retirement, the impact of positive and negative interactions with others on psychological well-being and the influence of regret (to name a few). Presently I am working in collaboration with Giovanni Burgos combining Statistics Canada neighbourhood data with our retirement data for individual participants to predict quality of life.

Some interesting developments have arisen as a result of our research. Karen Li, Dorothea Bye and I are discussing collaborating with a university-linked corporation to test their cognitive training computerized program on our sample of participants. The prospect of studying cognitive training effects in relation to four years of data on health, motivation for effortful cognitive activity, and levels of cognitive function is an exciting opportunity. Finally, we are involved with knowledge translation of our aging results to the Department of National Defense. They have asked us to develop a workshop on aging and Dorothea Bye (PhD trainee) and I look forward to doing so.
La gestion du stress chez les jeunes adultes nés très prématurément

Cette étude vise à évaluer, chez des jeunes adultes nés extrêmement prématurément, d’ajustement social et de relations de façon à pouvoir faire face au stress généré par la perception des difficultés (distorsion cognitive) que ces derniers en tant que système de protection contre le stress. Ce mécanisme peut entraîner des problèmes de développement, d’apprentissage et d’ajustement social au cours de la vie. Les résultats varient énormément selon que les données sont collectées auprès des enfants prématurés eux-mêmes ou de leurs pairs ou parents. En effet, les grands prématurés (<29 semaines d’âge gestationnel) semblent avoir une perception de soi plus positive que n’importe quelles dues observateurs externes. Cet écart de perception biaise donc les conclusions des études sur le devenir à long terme de ces enfants. Pour concilier ces points de vue entre problèmes descriptives au niveau psychologique et physiologique et non invasives et conclusions des travaux de protection contre le stress. Ce mécanisme peut entraîner des problèmes spécifiques susceptibles d’entrainer des problèmes d’ajustement social et de relations interpersonnelles qui les rencontrent.

Cette étude vise à évaluer, chez des jeunes adultes nés très prématurément, la capacité de gérer des situations stressantes. Le faible poids de naissance et le retard de croissance intra-utérin sont contrôlés et l’étude (devis expérientiel) utilise le cadre théorique du stress biopsychosocial.

Cette étude s’adresse à une population d’enfants nés extrêmement prématurément qui ont maintenant atteint la fin de l’adolescence et le début de l’âge adulte (nés entre 1987 et 1992). Ces enfants sont tous nés à l’hôpital Ste Justine de Montréal et ont été suivis à plusieurs reprises. Ils seront comparés à des enfants nés à terme au même hôpital et durant la même période. Nous comptons utiliser pour la présente étude des moyens éprouvés (Bandeaux de données provinciales) pour rejoindre la grande majorité de ces enfants. Les sujets seront rencontrés entre 17 et 21 ans à l’hôpital Ste Justine et seront soumis à un protocole expérimental de stress psychosocial pendant lequel seront prises des mesures psychologique et physiologique non invasives (cortisol salivaire et rythme cardiaque). Les sujets répondront aussi à des questionnaires, portant sur leur adaptation sociale, leurs expériences antérieures, leur réseau de soutien social et leur qualité de vie en général.

Les objectifs de l’étude sont (1) évaluer la réponse de stress psychologique de jeunes adultes prématurés soumis au stress psychosocial et la comparer à celle de jeunes adultes non prématurés de naissance, (2) tester une hypothèse de distorsion cognitive chez les jeunes adultes nés prématurés et l’associer à la réactivité différentielle au stress psychosocial. Cette étude va répondre à une question importante : La capacité de faire face à une situation stressante est-elle altérée chez les grands prématurés ? Cette étude devrait confirmer, si les hypothèses sont vérifiées, l’existence d’une distorsion cognitive chez ces derniers en tant que système de protection contre le stress. Ce mécanisme permettrait de comprendre les comportements de désengagement et de retrait social fréquemment observés dans cette population.

Dans la plupart des travaux publiés, la prématureité est associée, à court et à long terme, à des difficultés de développement. Ces études sont généralement descriptives au niveau psychologique et physiologique et n’ont pas permis, à ce jour, d’associer directement la prématureité à des facteurs de risque spécifiques susceptibles d’entrainer des problèmes de développement, d’apprentissage et d’ajustement social.

Feature: Réjean Tessier, PhD

Intervention for disadvantaged children

The Concordia Longitudinal Research Study (CLRS) was one of the founding research programs of CRDH. The study was designed in 1976 to follow disadvantaged children who were aggressive, withdrawn, or both aggressive and withdrawn into maturity. Its primary aim was to underscore the vulnerability of such children to lives of adversity and illness, and the need for early preventive interventions. The study’s prospective design permitted a two-tiered investigative approach—one that was disease-based or epidemiological and the other process-oriented. The findings to date have affirmed the epidemiological premises of the study. Underprivileged children whose emotional and social adjustment is problematic are at elevated risk for learning difficulties that lead to grade retention and school dropout, substance abuse, delinquency, and premature parenthood in adolescence, and a range of negative health outcomes over the life course that include emotion-spectrum disorders, personality dysfunction, and stress-related physical health problems.

Presently (2007–2011), the CLRS includes a large team of researchers including Alex Schwartzman, Lisa Serbin, Dale Stack, Paul Hastings, Robin Tamlbyn, and Michal Abrahawitz; and has also received funding from: Fonds québécois de la recherche sur la société et la culture, Canadian Institutes of Health Research, Health Canada, and Social Sciences and Humanities Research Council of Canada.

Development processes became a focus of the CLRS in the mid-1980s when the at-risk children began having children of their own. In a series of pioneering studies, the question of transfer of health risk status from one generation to the next was and continues to be examined as the ‘new’ generation moves from one developmental milestone to the next. Accruing evidence attests to the negative secondary consequences of childhood aggression and withdrawal, particularly in the spheres of parenting competence, family climate, and cognitive stimulation. These studies have shown that the negative fallout of childhood aggression and withdrawal has a negative bearing on the neurobiological, psychological, cognitive, and social development of the offspring generation.
List of Publications

Note: CRDH Researcher names are bolded, and Trainee names are underlined.

CRDH Publications; 2006-07


CRDH Publications; 2007-08


Following our distinctive model of integrated research training, students at CRDH receive a broad background in both basic and applied aspects of human development, along with intensive training within their specialized research area.
Introduction

Le CRDH fournit un environnement riche, tant par la qualité que par la diversité des expériences de formation en recherche qu’il offre, ainsi que par les services de soutien, les aménagements à la fine pointe de l’art et les nombreuses autres ressources qu’il met à la disposition des étudiants. Selon notre modèle distinctif de formation intégrée, les étudiants reçoivent une base solide sur les aspects fondamentaux et appliqués du développement humain, combinée à une formation intensive dans le domaine de recherche propre à chacun. Nous restons à l’écoute de votre programme pour que les étudiants soient exposés directement aux approches conceptuelles et méthodologiques transdisciplinaires et afin que les applications politiques en fassent partie intégrante. Les membres du CRDH supervisent collectivement plus de 100 étudiants des cycles supérieurs et boursiers postdoctoraux, sans compter les nombreux étudiants de premier cycle inscrits au cours avancé de recherche (p. ex. thèse « honours ») ou à des projets d’été (p. ex. bourse de premier cycle du CRSNG). En outre, le Centre forme et embauche annuellement un grand nombre d’étudiants au baccalauréat et à la maîtrise comme assistants de recherche. Ces derniers travaillent en étroite collaboration avec les professeurs, les coordonnateurs de recherche, les étudiants de cycles supérieurs et les techniciens de laboratoire. Cette expérience de formation sur le terrain les conduit à plusieurs projets de recherche, en plus du thème de leur thèse. Ce cours offre l’occasion de participer activement, de planifier et d’agir comme présentateur et modérateur au cours de la série. Outre les crédits, ils obtiennent une attestation de leur participation sur leur relevé universitaire. Ce cours est ouvert aux étudiants de tous les départements et institutions rattachés au CRDH, avec l’assentiment de leur superviseur. De plus, la série de colloques du CRDH, tenue en partenariat avec les divers départements que nous regroupons, invite des chercheurs éminents à présenter leurs travaux et à ouvrir des discussions informelles avec les professeurs et les étudiants. Enfin, nos consultants statistiques et techniques donnent chaque mois un atelier portant sur différents modes de traitement statistique et sur l’utilisation de divers équipements et logiciels.

Un autre aspect important de la formation au CRDH consiste à familiariser les étudiants avec les méthodologies de pointe (voir l’Axe 5). Nos laboratoires bien équipés sont dotés d’appareils spécialisés achetés en grande partie grâce à des subventions de la Fondation canadienne pour l’innovation (FCI). Le soutien technique et méthodologique est assuré par les professionnels de recherche, les stagiaires postdoctoraux, les consultants et les professeurs, qui offrent des ateliers et des sessions de formation dans leurs domaines d’expertise.

CONGRÈS NATIONAUX ET INTERNATIONAUX

Tous nos étudiants prennent part aux séminaires de recherche, aux ateliers de méthodologie et aux colloques consacrés à des sujets précis, y compris les retenues en science fondamentale et appliquée et les politiques. Ainsi, la série de séminaires sur le développement fournit aux professeurs et aux étudiants un forum où ils présentent un exposé sur des questions importantes en science développementale et en discutent avec d’autres membres du Centre. Les étudiants des cycles supérieurs qui participent aux Séminaires en recherche développemente recçoivent des crédits. Ce cours offre l’occasion de participer activement, de planifier et d’agir comme présentateur et modérateur au cours de la série. Outre les crédits, ils obtiennent une attestation de leur participation sur leur relevé universitaire. Ce cours est ouvert aux étudiants de tous les départements et institutions rattachés au CRDH, avec l’assentiment de leur superviseur. De plus, la série de colloques du CRDH, tenue en partenariat avec les divers départements que nous regroupons, invite des chercheurs éminents à présenter leurs travaux et à ouvrir des discussions informelles avec les professeurs et les étudiants. Enfin, nos consultants statistiques et techniques donnent chaque mois un atelier portant sur différents modes de traitement statistique et sur l’utilisation de divers équipements et logiciels.

Un autre aspect important de la formation au CRDH consiste à familiariser les étudiants avec les méthodologies de pointe (voir l’Axe 5). Nos laboratoires bien équipés sont dotés d’appareils spécialisés achetés en grande partie grâce à des subventions de la Fondation canadienne pour l’innovation (FCI). Le soutien technique et méthodologique est assuré par les professionnels de recherche, les stagiaires postdoctoraux, les consultants et les professeurs, qui offrent des ateliers et des sessions de formation dans leurs domaines d’expertise.

CRDH Trainees, 2006-07

2nd Cycle (MA):

Abbud, Gabriela (supervised by R. DeMont); Exercise Science, Concordia
Abdul-Hamza, Suzanne (supervised by E. Jacobs); Psychology, Concordia
Akl, Paola (supervised by R. Tessier); Psychology, U. Laval
Alfonso, Pino (supervised by M. Conway); Psychology, Concordia
Baer, Larry (supervised by K. Li & V. Penhune); Psychology, Concordia
Blair, Mervin (supervised by K. Li); Psychology, Concordia
Blok-Torrico, Genevieve (supervised by W. Bukowski); Psychology, Concordia
Bruno, Andrea (supervised by N. Howe); Education, Concordia
Bucci, Lucie (supervised by F. Scala); Political Science, Concordia
Buchbaum Barker, Roxana (supervised by M. Conway); Psychology, Concordia

Burns, Carly (supervised by E. Jacobs); Education, Concordia
Bye, Dorothea (supervised by D. Pushkar); Psychology, Concordia
Celzi, Cristina (supervised by E. Jacobs); Education, Concordia
Chantzinicolaoum, Pavlina (supervised by H. Petrukos); Education, Concordia
Clouston, Sean (supervised by G. Burgos); Sociology, McGill
Cohn, Stephanie (supervised by N. Ross); Geography, McGill
Courtier, Marie-Eve (supervised by C. des Rivières-Pigeon); Sociology, UQAM
De Iacco, Assunta (supervised by E. Jacobs); Education, Concordia
Devlin, Christine (supervised by E. Jacobs); Education, Concordia
Doucet, Amélie (supervised by M. Dugas); Psychology, Concordia
Enns, Leah (supervised by D. Stack); Psychology, Concordia

Figure 5: Number of CRDH Trainees per year.

NUMBER OF CRDH TRAINEES

<table>
<thead>
<tr>
<th>Year</th>
<th>MA</th>
<th>PhD</th>
<th>PostDoc</th>
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Morvan, Valerie (supervised by H. Petrakos); Education, Concordia
Nicole, Gabrielle (supervised by C. des Rivières-Pigeon); Sociologie, UQAM
Nour, Michael (supervised by E. Jacobs); Education, Concordia
Nuselovici, Jacob (supervised by P. Hastings); Psychology, Concordia
O’Connell, Laura (supervised by D. Poulin-Dubois); Psychology, Concordia
Ostiguy, Caroline (supervised by M. Ellenbogen); Psychology, Concordia
Prazoff, Janice (supervised by H. Petrakos); Education, Concordia
Quance, Amanda (supervised by H. Petrakos); Education, Concordia
Rafail, Patrick (supervised by J. Sandberg); Sociologie, McGill
Randell, Nadine (supervised by H. Petrakos); Education, Concordia
Ratto, Nicolina (co-supervised by A.B. Doyle); Psychology, Concordia
Richard, Gabrielle (supervised by L. Chamberland); Sociologie, UQAM
Rostad, Kristin (supervised by D. Poulin-Dubois); Psychology, Concordia
Rowlands, Fiona (supervised by N. Howe); Education, Concordia
Roy, Caroline (supervised by R. Tessier); Psychologie, U. Laval
Roy, Philippe (supervised by C. des Rivières-Pigeon); Sociologie
Ruttle, Paula (supervised by L. Serbin); Psychology, Concordia
Sadaghiamazarad, Amir (supervised by J. Etezadi); Decision Science & MIS, Concordia
Sandrin, Ann (supervised by E. Jacobs); Education, Concordia
Santo, Jonathan (supervised by W. Bukowski); Psychology, Concordia
Sénéchal, Anne-Marie (supervised by R. Tessier); Experimental Medicine, U. Laval
Sharma, Ramona (supervised by H. Petrakos); Education, Concordia
Skea, Donna (supervised by H. Petrakos); Education, Concordia
Steele, Christopher (supervised by V. Fenhune); Psychology, Concordia
Tabing, Reena (supervised by G. Burgos); Sociology, McGill
Tabri, Nassim (supervised by M. Conway); Psychology, Concordia
Taillefer, Anne (supervised by C. des Rivières-Pigeon); Sociologie, UQAM
Thayer, Kendra (supervised by F. Scala); Political Science, Concordia
Théroux-Séguin, Julie (supervised by L. Chamberland); Sociologie, UQAM
Trevwartha, Kevin (supervised by J. Etezadi); Decision Science & MIS, Concordia
Xianhua, Huang (supervised by J. Etezadi); Decision Science & MIS, Concordia
Yu, Bo (supervised by J. Etezadi); Decision Science & MIS, Concordia

3ème Cycle (PhD):

Adams, Philippe (supervised by J. Abela); Psychology, McGill
Allsop, Rebecca (supervised by E. Jacobs); Education, Concordia
Anderson, Kelly (supervised by R. Fuhrer); Epidemiology, McGill
Auchterlonie, Sarah (supervised by N. Phillips); Psychology, Concordia; CIHR
Auerbach, Randy (supervised by J. Abela); Psychology, McGill
Bauer, Isabelle (supervised by C. Wrosch); Psychology, Concordia
Beaman, Amanda (supervised by D. Poulin-Dubois); Psychology, Concordia
Ben-Dat Fisher, Dahlia (supervised by L. Serbin); Psychology, Concordia
Benigbui, Michael (supervised by P. Hastings); Psychology, Concordia
Boisclair, Annick (supervised by R. Tessier); Psychologie, U. Laval
Boivin, Ariane (supervised by R. Tessier); Psychologie, U. Laval
Brozina, Karen (supervised by J. Abela); Psychology, McGill
Brun de Pontet, Stephanie (supervised by C. Wrosch); Psychology, Concordia
Buhr, Kristin (supervised by M. Dugas); Psychology, Concordia
Burr, Andrew (supervised by D. Pushkar); Psychology, Concordia
Cadieux, Genevieve (supervised by R. Tamblyn); Epidemiology, McGill
Cameli, Luisa (supervised by N. Phillips); Psychology, Concordia
Campisi, Lisa (supervised by L. Serbin); Psychology, Concordia
Carre, Amélie (supervised by R. Tessier); Psychologie, U. Laval
Chambers, Jessica (supervised by E. Jacobs); Education, Concordia
Chatterjee, Papia (supervised by N. Ross); Geography, McGill
Chow, Virginia (supervised by D. Poulin-Dubois); Psychology, Concordia
Côté, Sébastien (supervised by T. Bouffard); Psychologie, UQAM
Cottin, Fanny (supervised by T. Bouffard); Psychologie, UQAM
Courcy, Isabelle (supervised by C. des Rivières-Pigeon); Sociologie, UQAM
Cousse, Daniel (supervised by N. Ross); Geography, McGill
D’Amico, Emilie (supervised by D. Julien); Psychologie, UQAM
De Iaco, Gilda (supervised by M. Weinfield); Sociologie, McGill
Demke, Tamara-Pettigrew (supervised by D. Poulin-Dubois); Psychology, Concordia
Drolet, Pierre (supervised by C. des Rivières-Pigeon); Sociologie, UQAM
Dudeck, Marcie (co-supervised by A.B. Doyle); Psychology, Concordia
Dunne, Erin (supervised by C. Wrosch); Psychology, Concordia
Dupras, Genevieve (supervised by T. Bouffard); Psychologie, UQAM
CRDH Trainees, 2007-08

2ème Cycle (MA):

- Abdou, Gabriela (supervised by R. DeMont); Exercise Science, Concordia
- Abdul-Hamza, Suzanne (supervised by E. Jacobs); Education, Concordia
- Aviram, Tal (supervised by C. Wrosch); Psychology, Concordia
- Baer, Larry (supervised by K. Li & V. Penhune); Psychology, Concordia
- Bailey, Anne (supervised by V. Penhune); Psychology, Concordia
- Barrieau, Lindsey (supervised by D. Stack); Psychology, Concordia
- Bergmame, Lana (supervised by H. Petrakos); Education, Concordia
- Blair, Mervin (supervised by K. Li); Psychology, Concordia
- Bloch-Torrico, Genevieve (supervised by W. Bukowski); Psychology, Concordia
- Brooker, Ivy (supervised by D. Poulin-Dubois); Psychology, Concordia
- Bruno, Andrea (supervised by N. Howe); Education, Concordia
- Burns, Cathy (supervised by E. Jacobs); Education, Concordia
- Celzi, Cristina (supervised by E. Jacobs); Education, Concordia
- Clouston, Sean (supervised by G. Burgos); Sociology, McGill
- Coen, Stephanie (supervised by N. Ross); Geography, McGill
- Couturier, Marie-Eve (supervised by C. des Rivières-Pigeon); Sociology, UQAM
- De Iacco, Assunta (supervised by H. Petrakos); Education, Concordia
- Dela Porta, Sandra (supervised by N. Howe); Education, Concordia
- Devlin, Christine (supervised by E. Jacobs); Education, Concordia
- Doucet, Amelie (supervised by M. Dugas); Psychology, Concordia
- Drury, Kate-Mills (supervised by W. Bukowski); Psychology, Concordia
- Dubois, Marie-Eve (supervised by D. Forman); Psychology, Concordia
- Duchesne, Natalie (supervised by L. Chamberland); Political Science, UQAM
- Enns, Leah (supervised by D. Stack); Psychology, Concordia
- Etezadi, Sarah (supervised by D. Pushkar); Psychology, Concordia
- Farquhar, Jamie (supervised by C. Wrosch); Psychology, Concordia
- Gervais, Nicole (supervised by M. Dugas); Psychology, Concordia
- Goldstein, Cathy (supervised by H. Petrakos); Education, Concordia
- Hickey, Amelia (supervised by E. Jacobs); Education, Concordia
- Johns, Erin (supervised by N. Phillips); Psychology, Concordia
- Laperrière, Jean-Philippe (supervised by C. des Rivières-Pigeon); Sociology, UQAM
- Laxer, Emily (supervised by J. Sandberg); Sociology, McGill
- Lebreton, Christelle (supervised by L. Chamberland); Sociology, UQAM
- Lehrer, Joanne (supervised by H. Petrakos); Education, Concordia
- Nicole, Gabrielle (supervised by C. des Rivières-Pigeon); Sociology, UQAM
- Nijjar, Rami (supervised by M. Ellenbogen); Psychology, Concordia
- Noor, Michael (supervised by E. Jacobs); Education, Concordia
- O’Connell, Laura (supervised by D. Poulin-Dubois); Psychology, Concordia
- Prahoff, Janice (supervised by H. Petrakos); Education, Concordia
- Quance, Amanda (supervised by H. Petrakos); Education, Concordia
- Randoll, Nadine (supervised by H. Petrakos); Education, Concordia
- Richard, Gabrielle (supervised by L. Chamberland); Sociology, UQAM
- Rostad, Kristin (supervised by D. Poulin-Dubois); Psychology, Concordia
- Rowlands, Fiona (supervised by N. Howe); Education, Concordia
- Roy, Caroline (supervised by R. Tessier); Psychology, U. Laval
- Roy, Philippe (supervised by J. des Rivières-Pigeon); Sociology, UQAM
- Sadaghiamizadeh, Amir (supervised by J. Etezadi); Decision Science & MIS, Concordia
- Sandrin, Ann (supervised by E. Jacobs); Education, Concordia
- Simard, Melissa (supervised by P. Hastings); Psychology, Concordia
- Shea, Donna (supervised by H. Petrakos); Education, Concordia
- Tabri, Nassim (supervised by M. Conway); Psychology, Concordia
- Tailfeuer, Anne (supervised by C. des Rivières-Pigeon); Sociology, UQAM
- Thayer, Kendra (supervised by F. Scala); Political Science, Concordia
- Théroux-Séguin, Julie (supervised by L. Chamberland); Sociology, UQAM
- Zhou, Buiru (supervised by D. Forman); Psychology, McGill

3ème Cycle (PhD):

- Adams, Philippe (supervised by I. Abela); Psychology, McGill
- Alfonso, Pino (supervised by M. Conway); Psychology, Concordia
- Allison, Rebecca (supervised by E. Jacobs); Education, Concordia
- Amir, Ella (supervised by C. Wrosch); Psychology, Concordia
- Anderson, Kelly (supervised by R. Fuhrer); Epidemiology, McGill
- Aungerlonie, Sarah (supervised by N. Phillips); Psychology, Concordia
- Auerbach, Randy (supervised by J. Abela); Psychology, McGill
- Bauer, Isabelle (supervised by C. Wrosch); Psychology, Concordia
- Beaman, Amanda (supervised by D. Pushkar); Psychology, Concordia
- Bédard, Karine (supervised by T. Bouffard); Psychology, UQAM
- Ben-Det Fisher, Dahlia (supervised by L. Serbin); Psychology, Concordia
- Benignui, Michael (supervised by P. Hastings); Psychology, Concordia
- Boisclair, Annick (supervised by R. Tessier); Psychology, U. Laval
- Boivin, Ariane (supervised by R. Tessier); Psychology, U. Laval
- Brun de Pontet, Stephanie (supervised by C. Wrosch); Psychology, Concordia
- Buchsbaum Barker, Roxana (supervised by M. Conway); Psychology, Concordia
- Buhr, Kristin (supervised by M. Dugas); Psychology, Concordia
- Burr, Andrew (supervised by D. Pushkar); Psychology, Concordia
- Bye, Dorothée (supervised by D. Pushkar); Psychology, Concordia
- Cadieux, Genevieve (supervised by R. Tamblyn); Epidemiology, McGill
- Campisi, Lisa (supervised by L. Serbin); Psychology, Concordia
- Carré, Amelie (supervised by R. Tessier); Psychology, U. Laval
- Chambers, Jessica (supervised by E. Jacobs); Education, Concordia
- Chow, Virginia (supervised by D. Poulin-Dubois); Psychology, Concordia
- Côté, Sébastien (supervised by T. Bouffard); Psychology, UQAM
- Cotton, Fanny (supervised by T. Bouffard); Psychology, UQAM
- Courcy, Isabelle (supervised by C. des Rivières-Pigeon); Sociology, UQAM
- Crouse, Daniel (supervised by N. Ross); Geography, McGill
D’Amico, Émilie (supervised by D. Julien); Psychologie, UQAM
Demke, Tamara-Pettigrew (supervised by D. Poulin-Dubois); Psychology, Concordia
Doucet, Amelie (supervised by M. Dugas); Psychology, Concordia
Drolet, Pierre (supervised by C. des Rivières-Pigeon); Sociologie, UQAM
Dudek, Marcie (co-supervised by A.B. Doyle); Psychology, Concordia
Dunne, Erin (supervised by C. Wrosch); Epidemiology, McGill
Dupras, Genevieve (supervised by T. Bouffard); Psychologie, UQAM
Eguale, Tewodros (supervised by R. Tamblyn); Epidemiology, McGill
Fleury-Roy, Marie-Hélène (co-supervised by A.B. Doyle); Psychology, Concordia
Fortin, Mélissa (supervised by D. Julien); Psychologie, UQAM
Francis, Kylie (supervised by M. Dugas); Psychology, Concordia
Fraser, Sarah (supervised by K. Li & V. Penhune); Psychology, Concordia
Frenkiel-Fishman, Sarah (supervised by D. Poulin-Dubois); Psychology, Concordia
Goldberg, Erin (supervised by L. Serbin); Psychology, Concordia
Goron, Stéphanie (supervised by C. des Rivières-Pigeon); Sociologie, UQAM
Gosselin, Marie-Pierre (supervised by D. Forman); Psychologie, UQAM
Granger, Stéphanie (supervised by D. Poulin-Dubois); Psychology, Concordia
Goron, Stéphanie (supervised by C. des Rivières-Pigeon); Sociologie, UQAM
Gruneweg, Naomi (supervised by D. Stack); Psychology, Concordia
Isenberg-Grzed, Connie (supervised by D. Pushkar); Psychology, Concordia
Jean, Amelie (supervised by D. Stack); Psychologie, Concordia
Jodoïn, Émilie (supervised by D. Julien); Psychologie, UQAM
Jomphee, Melanie (supervised by R. Tessier); Psychology, U. Laval
Kakuma, Ritsuko (supervised by R. Fuhrer); Epidemiology, McGill
Kawasumi, Yoko (supervised by R. Tamblyn); Epidemiology, McGill
Koerner, Naomi-Singh (supervised by M. Dugas); Psychology, Concordia
Kousaie, Shanna (supervised by N. Philips); Psychology, Concordia
L’Archeveque, Alex (supervised by D. Julien); Psychologie, UQAM
Larouche, Marie-Noëlle (supervised by T. Bouffard); Psychologie, UQAM
Laugesen, Nina (supervised by M. Dugas); Psychology, Concordia
Lawford, Heather (supervised by A.B. Doyle); Psychology, Concordia
Lee-Genest, Kevyn (supervised by A. Schwartzman); Psychology, Concordia
Leiba, Elka (supervised by D. Stack); Psychologie, Concordia
Lengele, Aurélie (supervised by T. Bouffard); Psychologie, UQAM
Linden-Andersen, Stine (co-supervised by A.B. Doyle); Psychology, Concordia
Linnen, Anne-Marie (supervised by M. Ellenbogen); Psychology, Concordia
Longo dos Santos, Clarisse (supervised by V. Penhune); Psychology, Concordia
Martin-Storey, Alexa (supervised by L. Serbin); Psychology, Concordia
Martin, Julie (supervised by D. Stack); Psychologie, Concordia
Martin, Valérie (supervised by J. Sandberg); Sociologie, McGill
Matuda, Tomoko (supervised by E. Jacobs); Education, Concordia
Maximova, Katerina (supervised by R. Fuhrer); Epidemiology, McGill
McDonald, Sheila (supervised by R. Fuhrer); Epidemiology, McGill
McWhinnie, Chad (supervised by J. Abela); Psychology, McGill
Meyer, Felicia (supervised by W. Bukowski); Psychology, Concordia
Miners, Rick (supervised by W. Bukowski); Psychology, Concordia
Moskowski, Robin (supervised by D. Stack); Psychology, Concordia
Motzo, Clairanne (supervised by A.B. Doyle); Psychology, Concordia
Naidin, Adonia (supervised by R. Tamblyn); Epidemiology, McGill
Nuselovic, Jacob (supervised by P. Hastings); Psychology, Concordia
Olineck, Kara (supervised by D. Poulin-Dubois); Psychology, Concordia
Ostiguy, Caroline (supervised by M. Ellenbogen); Psychology, Concordia
Payne, Andrew (supervised by J. Abela); Psychology, McGill
Pranesh, Anand (supervised by R. DeMont); Exercise Science
Ratto, Nicolina (co-supervised by A.B. Doyle); Psychology, Concordia
Recchia, Holly (supervised by N. Howe); Psychologie, Concordia
Richard, Priscilla (supervised by T. Bouffard); Psychologie, UQAM
Richmond, Chantelle (supervised by N. Ross); Geographie, McGill
Roy, Mathieu (supervised by T. Bouffard); Education, UQAM
Ruttle, Paula (supervised by L. Serbin); Psychologie, Concordia
Sabourin, Gabrielle (supervised by C. des Rivières-Pigeon); Sociologie, UQAM
Saldarriaga, Lina (supervised by W. Bukowski); Psychology, Concordia
Salerno, Frank (supervised by W. Bukowski); Psychology, Concordia
Santo, Jonathan (supervised by W. Bukowski); Psychology, Concordia
Sarafian, Isabelle (supervised by F. Aboud); Psychology, McGill
Sarrat-Vézina, Émilie (supervised by T. Bouffard); Psychologie, UQAM
Savio-Lemieux, Tal (supervised by V. Penhune); Psychology, Concordia
Sexton, Kathryn (supervised by M. Dugas); Psychology, Concordia
Shipley, Beverly (supervised by R. Fuhrer); Psychologie, McGill
Sinaï, Marco (supervised by N. Philips); Psychologie, Concordia
Skitch, Steven (supervised by J. Abela); Psychologie, McGill
Spreng, Sheila (supervised by R. Fuhrer); Epidemiology, McGill
Steele, Christopher (supervised by V. Penhune); Psychology, Concordia
Sullivan, Caroline (supervised by P. Hastings); Psychology, Concordia
Sylwott, Lindie (supervised by R. Tessier); Psychologie, U. Laval
Temcheff, Caroline (supervised by L. Serbin); Psychology, Concordia
Trewarth, Kevin (supervised by K. Li & V. Penhune); Psychology, Concordia
Trussler, Tanya (supervised by J. Sandberg); Sociologie, McGill
Utendale, William (supervised by P. Hastings); Psychology, Concordia
Vaillancourt, Marie-Eve (supervised by T. Bouffard); Psychologie, UQAM
Valiante, Grace (supervised by P. Zelazo); Psychology, McGill
Velasquez, Ana (supervised by W. Bukowski); Psychology, Concordia
Vukelic, Goranka (supervised by E. Jacobs); Education, Concordia
Vyncke, Johanna (supervised by D. Julien); Psychologie, UQAM
Wilson, Dana (supervised by N. Ross); Geographie, McGill
Winneke, Axel (supervised by N. Philips); Psychology, Concordia
Yoshida, Yoko (supervised by J. Sandberg); Sociologies, McGill

4ème Cycle (Post-Doctoral):

Ahmed, Sara (supervised by R. Tamblyn); Epidemiology, McGill
Basu, Madhavi (supervised by N. Philips); Psychology, Concordia
Neumark, Erwin (supervised by P. Zelazo); Psychology, McGill
Patel, Vaishali (supervised by R. Tamblyn); Epidemiology, McGill
Taler, Vanessa (supervised by N. Philips); Psychology, Concordia
Winslade, Nancy (supervised by R. Tamblyn); Epidemiology, McGill
63% of CRDH trainees received fellowships during their current program. The sources of funding for these fellowships are indicated in the figure below.

**Figure 7:** Fellowships (incl. honorary fellowships) held during 2006-08.

Note: Institutional = Concordia, U. Laval, McGill, UQAM; Other = foreign governments, various societies and agencies (e.g., Alzheimer's Society)

**Date** | **Activity** | **Speaker, Topic/Title**
--- | --- | ---
Sept. 18/06 | Seminar | Holly Recchia, Kathryn Sexton, & Marco Sinai (CRDH Graduate Students). Hot topics across the lifespan
Sept. 21/06 | Colloquium | John W. Berry (Dept. of Psychology; Queen's University). Acculturation and adaptation of ethnocultural youth (co-sponsored by the Dept. of Psychology)
Sept. 25/06 | Workshop | CRDH Computer System Orientation - Serge Wright (CRDH System Manager)
Oct. 2/06 | Workshop | Basics: SPSS for Windows - Jonathan Santo & Hai Hong Li (CRDH Statistical Consultants)
Oct. 19/06 | Colloquium | Charlotte Patterson (Department of Psychology; University of Virginia). Living under the rainbow: Lesbian mothers and their children
Nov. 2/06 | Colloquium | Paul Quinn (Department of Psychology; University of Delaware). What do infants know about cats, dogs, and people? Perceptual process, knowledge access, and expertise in early category development
Nov. 6/06 | Workshop | Introduction to Quanz - Serge Wright (CRDH System Manager)
Nov. 7/06 | Colloquium | Michael Tomasello (Max Planck Institute for Evolutionary Anthropology, Department of Developmental & Comparative Psychology; Leipzig, Germany). The social cognition of great apes
Nov. 20/06 | Seminar | John Abela (CRDH Researcher - Psychology, McGill University). Cognitive and interpersonal vulnerability to depression in youth
Nov. 27/06 | Workshop | EQS: An Introductory Primer - Jonathan Santo & Hai Hong Li (CRDH Statistical Consultants)
Dec. 1/06 | Colloquium | Georgene Troseth (Department of Psychology & Human Development; Vanderbilt University). TV Guide: Young children’s learning from people on video
Dec. 4/06 | Seminar | Michael Conway (CRDH Researcher - Psychology, Concordia University). The social significance of remembering one’s past
### CRDH Training Activities 2006-2007

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<tr>
<th>Date</th>
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<tr>
<td>Dec. 7/06</td>
<td>Colloquium</td>
<td>Robert Coplan (Dept. of Psychology, Carleton University). What the meek shall actually inherit: Risk and protective factors in the relations between shyness and adjustment in early childhood (co-sponsored, Dept. of Psychology)</td>
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<td>Jan. 15/07</td>
<td>Workshop</td>
<td>How to win a Post-Doctoral Fellowship - CRDH Graduate Students</td>
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<td>Jan. 22/07</td>
<td>Workshop</td>
<td>Introduction to HLM - Jonathan Santo (CRDH Statistical Consultant)</td>
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<td>Jan. 25/07</td>
<td>Colloquium</td>
<td>Marion Underwood (School of Behavioral &amp; Brain Sciences; University of Texas, at Dallas). Social aggression: Gender, origins, and outcomes (co-sponsored by the Dept. of Psychology)</td>
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<tr>
<td>Feb. 1/07</td>
<td>Colloquium</td>
<td>Sonia Lupien (Director, Center for Studies on Human Stress &amp; Co-Director, McGill Center for Studies on Aging; Douglas Hospital). Stress, memory and hippocampal volumes in young and older adults</td>
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<td>Feb. 5/07</td>
<td>Seminar</td>
<td>Patrik Marier (CRC in Comparative Public Policy, Department of Political Science, Concordia University). The pension public/private mix and its redistributive impact</td>
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<tr>
<td>Feb. 8/07</td>
<td>Colloquium</td>
<td>CRDH Conference: Health, Poverty &amp; Human Development; Keynote Speaker: Patricia Brennan (Department of Psychology, Emory University). Maternal depression effects on child outcomes</td>
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<tr>
<td>Feb. 26/07</td>
<td>Seminar</td>
<td>Nina Howe (CRDH Researcher - Education, Concordia University). “You didn’t teach me, you showed me”: Recent findings on sibling teaching</td>
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<tr>
<td>Mar. 5/07</td>
<td>Workshop</td>
<td>EQS: Part II - Hai Hong Li (CRDH Statistical Consultant)</td>
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<tr>
<td>Mar. 19/07</td>
<td>Seminar</td>
<td>Dale Stack (CRDH Researcher – Psychology, Concordia University). The developing parent-child relationship: Mother-child interactions as a window into socio-emotional development in the early years</td>
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<tr>
<td>Mar. 1/07</td>
<td>Colloquium</td>
<td>Wendy Craig (Department of Psychology, Queen’s University). A relational perspective on bullying: From research to policy</td>
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<tr>
<td>Mar. 26/07</td>
<td>Seminar</td>
<td>Vanessa Taler (CRDH Post-Doctoral Fellow). Alterations in language comprehension in mild cognitive impairment and Alzheimer’s disease</td>
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### CRDH Training Activities 2007-2008

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<th>Date</th>
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<td>Sept. 24/07</td>
<td>Seminar</td>
<td>Felicia Meyer, Paula Ruttle, &amp; Kevin Trewartha (CRDH Graduate Students). Hot topics across the lifespan</td>
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<td>Sept. 27/07</td>
<td>Colloquium</td>
<td>Marc Bornstein (National Institute of Child Health &amp; Human Development). The architecture of child mind (co-sponsored by the Dept. of Psychology)</td>
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<tr>
<td>Oct. 1/07</td>
<td>Workshop</td>
<td>CRDH Computer System Orientation - Serge Wright (CRDH Systems Manager)</td>
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<tr>
<td>Oct. 11/07</td>
<td>Colloquium</td>
<td>Wendy Craig (Department of Psychology, Queen’s University). Developmental considerations in the trajectories of bullying and victimization</td>
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<tr>
<td>Oct. 15/07</td>
<td>Seminar</td>
<td>Lisa Serbin (CRDH Researcher – Psychology, Concordia). Aggressive and withdrawn children become parents: Mental health and development across 30 years and three generations in inner-city Montreal families</td>
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<tr>
<td>Oct. 18/07</td>
<td>Colloquium</td>
<td>Rand Conger (Institute for Social and Behavioral Research; University of California - Davis). Intergenerational continuity in socioeconomic status (co-sponsored by the Dept. of Psychology)</td>
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<tr>
<td>Nov. 8/07</td>
<td>Colloquium</td>
<td>Jeff Bisanz (Department of Psychology; University of Alberta). Detours in the development of mathematical thinking</td>
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<td>Nov. 12/07</td>
<td>Seminar</td>
<td>Virginia Penhune (CRDH Researcher – Psychology, Concordia) &amp; Tal Savion-Lemieux (CRDH Graduate Student). Developmental contributions to human motor sequence learning</td>
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<tr>
<td>Nov. 15/07</td>
<td>Colloquium</td>
<td>Kang Lee (Department of Psychology; University of Toronto). Little lies: Development of verbal deception in children (L-SP-110; co-sponsored by the Dept. of Psychology)</td>
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<td>Dec. 3/07</td>
<td>Seminar</td>
<td>Diane Poulin-Dubois (CRDH Researcher – Psychology, Concordia) &amp; Virginia Chow (CRDH Graduate Student). Reading the eyes: Infants’ understanding of visual perception</td>
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<tr>
<td>Jan. 21/08</td>
<td>Seminar</td>
<td>Richard DeMont (CRDH Researcher – Exercise Science, Concordia). Muscle contribution to joint stability: Distractions on preparedness</td>
</tr>
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</table>
Feature: Dorothea Bye
Zest for life in retirement

My enduring interest in quality of life issues for older adults grew from volunteer work with community-dwelling older adults. The combinations of strengths and vulnerabilities evident in this ever-growing segment of Quebec society impressed me with the need for a greater general societal awareness and sensitivity toward the topic of aging. Working with a CRDH research team (since 2004) on the longitudinal study Reconstructing Life after Employment: Transition to Retirement has allowed me to explore optimal ways of dispelling stereotypes in aging through empirical research, scholarly publications, and various vehicles of knowledge transfer.

Our largest source of participant involvement has been from a group of recently retired Hydro Quebec employees, recruited through the cooperation of the Association provinciale des retraités d’Hydro Québec. These dynamic individuals form a socio-economic mosaic of women and men with different educational and occupational backgrounds that represent well the diversity and current robustness of future seniors. As an understudied segment of Quebec society, these individuals were on average 59 years old at point of entry in early 2005 for the first wave of the study, indicating that for some, 25% to 30% of their lifespan lay ahead in a post-employment phase. Previous research on retirement has been based on older, less vibrant groups that lived shorter lives in less technologically advanced times. We are currently collecting the fourth annual wave of data collection, and are hoping to be able to follow our participants into future years, tracking their development into an uncharted future.

In keeping with this study’s larger goal of helping to explain individual differences in adjustment during the retirement years, my Master’s thesis examined how need for cognition, or the tendency to seek out and enjoy effortful cognitive activities, contributes to the well-being of recent retirees. Need for cognition is one way of measuring performance drive in a relatively unstructured context such as retirement; it essentially captures a potential “zest for life”, or an intrinsic motivation to face everyday life with creativity and open-mindedness. Through the statistical technique of structural equation modeling, I have been able to position this construct within the landscape of personality, cognitive, behavioral and health variables leading to life satisfaction in older adults, and demonstrate how frequency of cognitive activity, as well as problems-focused coping, mediate need for cognition and positive affect. Need for cognition and perceived control emerge as separate and distinct forms of motivation, contributing to positive affect in this model through differing patterns and to differing degrees. I was awarded a Certificate of Academic Excellence from the Canadian Psychological Association for this work. My future research will continue to pursue positive adult development after age sixty through the active fostering and maintenance of cognitive motivation over time.

Being an active member of the Center for Research in Human Development facilitates knowledge-sharing between other universities and disciplines than my own, and provides liaison opportunities with community organizations, clinicians, and health practitioners who also work with older adults. As the 2007 recipient of the CRDH Knowledge Translation Scholarship, I launched an on-line research bulletin about human development across the lifespan. In keeping with this spirit, I’d like to continue to promote the ideal of an inclusive society which respects the developmental capacities of all its members, from the very young to the oldest-old, a society which recognizes and values ongoing potential contributions from citizens of all ages. Unbiased perceptions, intergenerational communication, and mutual respect between age groups are critical to this vision, and these things begin with rigorous objective research, enlightened teaching, and effective knowledge transfer.
Feature: Mathieu Roy
Quels facteurs favorisent le succès scolaire

L’unité de recherche sur l’affectivité, la motivation et l’apprentissage scolaires (URAMAS), dirigée avec une passion et une énergie inépuisables par Thérèse Bouffard, s’intéresse à plusieurs facettes du développement des personnes en lien avec leur vécu scolaire. Depuis quelques années nos efforts se sont concentrés plus particulièrement sur les tenants et aboutissants des perceptions de compétence lorsqu’elles présentent un biais. Le vecteur principal de nos travaux est de mieux comprendre le phénomène de l’illusion d’incompétence, mais une attention est aussi portée sur son inverse, la perception surévaluée de ses compétences.

Aktuellement, neuf étudiants gradués travaillent sur des questions reliées aux biais dans les perceptions de compétence, soit Marie-Ève Vaillancourt (attributions et distorsions cognitives), Aurélie Lengelé (biais positif), Sébastien Côté (attachement), Marie-Noëlle Garcia (facteurs parentaux), Fanny Cottin (comportements cognitifs), Aurélie Lengelé (biais positif), Marie-Hélène Fleury-Roy (biais selon les stratégies d’adaptation et anticipations envers les situations sociales), Marie-Hélène Fleury-Roy (transition secondaire-collégial) et Priscilla Richard (étudiants de première génération). Ces projets ont aussi donné lieu à divers rapports et communications.


Tous ces travaux sont conduits dans une atmosphère de collégialité et de camaraderie qui ne cesse de se renouveler année après année.

Feature: Gabriela Abbud
How much attention does walking really demand?

Most of our everyday activities are carried out while doing other tasks. You can ride a bicycle while having a conversation, drive while chatting on your cell phone, and cook while singing your favourite song. To do all of this effortlessly your brain is required to divide attention between two tasks. I am interested in how the brain and the peripheral nervous system (specifically the muscles) deal with divided attention situations and how these coping mechanisms change with age.

As an international student from Brazil with a BA in Psychology, I was the first student to graduate (in 2006) from the newly established Masters program in Exercise Science at Concordia University. Under the joint supervision of CRDH researchers, Dr. Richard DeMont (Exercise Science) and Dr. Karen Li (Psychology), I gained interdisciplinary training as I investigated walking while performing a secondary mental task. The principle underlying this combination of tasks is that if both tasks require attention, they will compete for shared attentional resources and performance on one or both tasks may be impaired. Overloading the nervous system is a common tool used during rehabilitation of neurological impaired patients to ensure that they are prepared to face everyday situations. Normal ageing is often accompanied by motor-sensory and cognitive decline, causing difficulties for multi-tasking. Fact is, most of the falls in the elderly population occur when they are performing more than one task. This highlights the importance of understanding the strategies the nervous system employs to effectively share attentional resources between two simultaneous tasks.

In a first study, younger and older adults divided their attention between walking (motor task) and judging words as living or non-living (cognitive task). This study was unique in that the performance of the motor task was measured by surface electromyography (EMG) to infer the level of motor output. When walking and judging words simultaneously, there were no age differences in cognitive performance. However, older adults showed greater muscle activation than younger adults possibly to compensate for the high demands of the dual-task condition and to increase stability. The results lead to more questions and essentially to the inspiration for my Master’s thesis. I wanted to know during which phase of walking or gait, cognitive load influences muscle activity the strongest.

In my Master’s thesis, younger adults walked on a treadmill and performing mental arithmetic, but this time we overloaded the nervous system. People were asked to walk at a faster than normal pace and the math task had two levels of difficulty (easy and hard) in order to address whether a harder cognitive task would lead to more costs for walking (i.e., greater reductions in muscle activity). Our results showed that when the math task occurred prior to the gait phase in which only one foot was on the ground (single support), muscle activity decreased. In other words, we identified a key time period in which the interference between a motor and a cognitive task is most prominent. These results suggest that the single support phase of the gait cycle requires higher level of cognitive resources, probably because of its balance requirements. This is important to consider when developing balance and gait training for the elderly and neurological impaired patients, as focus should be placed on this moment of the gait cycle.

During the two years of my MSc. (2006-2008) the support from CRDH was crucial in many aspects. The seminars, colloquia and annual conferences provided a great environment to discuss my ideas with faculty and students as well as learn about their research. As an international student, I am not eligible for most of the federal and provincial fellowships, but a generous CRDH fellowship allowed me to dedicate my time to research, coursework and extra activities in both the Exercise Science and Psychology Department. Furthermore, I received funding from CRDH to present two posters at international conferences in Vancouver (2007) and Amsterdam (2008). These were great opportunities not only to present the work from our laboratory, but to gather useful information for a manuscript which I recently submitted to the well-known peer-reviewed journal, Gait & Posture. The type of interdisciplinary research I conducted within the CRDH is in its infancy and there are many more important avenues of research to pursue.
The consequences of stress

Feature: Erwin Neumark

The consequences of stress

Erwin Neumark

Previously a successful businessperson, he is now a licensed psychologist under the Ordre des psychologues du Québec (OPQ). Erwin first met his current mentor, Dr. Philip R. Zelazo (McGill), while volunteering at the Montreal Children’s Hospital, and is now in training as a post-doctoral fellow at the Montreal Autism Centre under Dr. Zelazo’s supervision.

His doctoral research, conducted under the supervision of Dr. Miller at Concordia’s Behavioural Medicine Laboratory (BML), focused on the physiological and psychological effects of acute and chronic stress. He examined the role of serotonin in the stress response as a possible factor in the development of human hypertension. Still collaborating with BML, Erwin and his lab mates have been investigating the influence of racial discrimination and its interaction with various types of stressors, and examining the role it may play in the etiology of hypertension. Erwin has recently co-authored an article published in The Encyclopedia of Stress on estrogen and stress.

The fellowship at the Montreal Autism Centre allows Erwin the opportunity to continue exploring the area of stress while combining it with his interest in typical and atypical development of infants and young children. He co-presented a poster session on the association of stress and the development of autism at the CRDH’s annual conference, and is a co-author on a submitted paper dealing with this topic. A large part of Erwin’s clinical work with children and adolescents with Autism and Asperger’s Syndrome is carried out in collaboration with community partners and other care providers. Along with the team at the Montreal Autism Centre, Erwin provides information sessions and workshops to parents, teachers, and professionals who work in this field.

Erwin has been a recipient of NSERC, FRQS, and FCAR scholarships, the J.P. Zweig Scholarship, and has been recognized by the Canadian Psychological Association for his research on serotonin and stress.

Selected Theses Titles, 2006-07

2nd Cycle (MA):

Akl, Paola (June, 2006). Le développement socio-cognitif chez les extrêmes-prématurés à 11 et 12 ans (supervised by R. Tessier)
Alfonsi, Pino (March, 2007). Subliminal priming of self-esteem and reports of self-relevant thoughts (supervised by M. Conway)
Bucci, Lucie (February, 2007). Citizen engagement and biotechnology policy (supervised by F. Scal)
Buchbauma Barker, Roxana (August, 2006). Objective self-awareness and self and other trait judgments (supervised by M. Conway)
Burr, Andrew (July, 2006). What’s important when: Personal values in the transition from work to retirement (supervised by D. Pushkar)
Chantzinicoloum, Pavlina (September, 2006). Understanding the family and school support and treatment program (supervised by H. Petakos)
Corn, Stephanie (October, 2006). Neighbourhoods, livelihoods and well being in Bolivia (supervised by N. Ross)
Dunne, Erin (August, 2006). The short-term association between acute physical symptoms and negative affect in older adults: The buffering effects of goal adjustment capacities (supervised by C. Wrooch)
Gillis, Jenna (September, 2006). Working and supporting children with behaviour difficulties in the school setting (supervised by H. Petakos)
Goldman, Natalie (September, 2006). Impact of written exposure on worry: Efficacy and mechanisms (supervised by M. Dugas)
Jean, Amelie (August, 2006). The functions of maternal touch during mother-infant face-to-face and still-face interactions: Relationship between function of touch and infants’ affect (supervised by D. Stack)
Kwan, Julie (September, 2006). The functions of maternal touch during mother-infant face-to-face and still-face interactions: Relationship between function of touch and infants’ affect (supervised by H. Petakos)
Kyrikiou, Christina (September, 2006). Supporting children with behavioural difficulties in the classroom (supervised by H. Petakos)
Lam, Eric (July, 2006). Predictive models in chronic pancreatitis (supervised by R. Tamblyn)
Latour, Mathieu (December, 2006). La politique du vide comme riposte à l’hétéronormativité: Regard foucaldien sur le militantisme de Queer Nation (supervised by L. Chamberland)
Linnen, Anne-Marie (August, 2006). The relationship between social subordination and elevated basal cortisol levels in adolescence: A longitudinal study (supervised by M. Ellenbogen)
Martin-Storey, Alexa (August, 2006). A longitudinal comparison of cognitive and behavioural problems in children who are normally developing and at-risk for developmental delay (supervised by M. Ellenbogen)
Morvan, Valerie (September, 2006). Observing and implementing a social skills programme for children in need of behavioural supports (supervised by H. Petakos)
Santo, Jonathan (September, 2006). Predicting peer acceptance using target, rater and group variables: An examination of care, justice and aggression in children from Colombia and Montreal (supervised by W. Bukowski)
Sharma, Ramona (September, 2006). Family and school collaboration for children with behavioural difficulties in the inclusive school (supervised by H. Petakos)
Selected Theses Titles, 2006-07

3ème Cycle (PhD):

Cameli, Luisa (April, 2006). Globalization of the service economy: Social implications of call centres in New Delhi, India (supervised by N. Philips)
Chatterjee, Papia (August, 2006). Globalization of the service economy: Social implications of call centres in New Delhi, India (supervised by N. Ross)
De Iaco, Gilda (May, 2006). Juvenile street gang members and ethnic identity in Montreal (supervised by M. Weinfield)
Goffaux, Philippe (March, 2007). Age-related changes in task switching: Effects of working memory on performance and electrical brain activity (supervised by D. Pushkar & N. Phillips)
Jouvin, Émilie (September, 2006). Comparison des relations familiales et de l’adaptation psychologique des enfants de familles recomposées lesbian parentales et hétéroparentales (supervised by D. Julien)
Karavelis, Leigh (September, 2006). An attachment framework for the study of self-conscious emotions: relations between security, parents, temperament and shame (supervised by N. Howe)
Katerelos, Marina (November, 2006). Word learning in infancy: A crosslinguistic study of fast mapping (supervised by D. Poulin-Dubois)
Leblond de Brumath, Annie (July, 2006). Étude des facteurs décisionnels associés au projet parental de couples lesbiens (supervised by D. Julien)
McIntyre, Melina (November, 2006). Le développement du système motivationnel de l’enfant et les stratégies des enseignants associées (supervised by T. Bouffard)
McShane, Kelly (September, 2006). Family health and parenting in an urban inuit community (supervised by P. Hastings)
Simard, Marie-Claude (September, 2006). Étude des liens entre le schème d’attacheement de la mère, la qualité de la relation mère-adolescente, et l’adaptation psycho-sociale de la jeune adulte (supervised by D. Julien)
St-Laurent, Danny (September, 2006). Développement du sentiment d’efficacité personnelle chez des gestionnaires (supervised by T. Bouffard)
Teltsh, Dana (June, 2006). Improving antibiotic prescribing by providing timely information on bacterial resistance within an electronic prescribing system (supervised by R. Tamblyn)

Selected Theses Titles, 2007-08

2ème Cycle (MA):

Abbud, Gabriela (March, 2008). Attentional requirements of walking according to the gait phase and onset of auditory stimuli (supervised by R. DeMont)
Bye, Dorothea (August, 2007). Paths to positive affect in older adults: Need for cognition as a motivational strength (supervised by D. Pushkar)
Fitzpatrick, Caroline (April, 2007). An investigation of status-related attentional biases (supervised by M. Conway)
Goldberg, Erin (September, 2007). Couple violence and the development of emotional difficulties in offspring over time: Results from a high-risk sample (supervised by L. Serbin)
Gosselin, Marie-Pierre (August, 2007). Qualitative differences in two-yr-olds’ attention seeking: The link between eagerness to learn and committed compliance (supervised by D. Forman)
Martin, Julie (September, 2007). Social problem-solving in mother-child dyads: An intergenerational study (supervised by D. Stack)
Meyer, Felicia (August, 2007). The protective effects of peer relationships for early adolescents with non-optimal parent-child relationships (supervised by W. Bukowski)
Nuselovici, Jacob (August, 2007). All for one and one for all: An examination of the influence of peers on the consistency of preschoolers’ play behaviours (supervised by P. Hastings)
O’Connell, Laura (July, 2007). Infants’ ability to use a nonhuman speaker’s gaze to establish word-reference (supervised by D. Poulin-Dubois)
Ostiguy, Caroline (September, 2007). Chronic stress and stressful life events in the offspring of parents with bipolar disorder (supervised by M. Ellenbogen)
Ratto, Nicolina (August, 2007). The role of attachment style with mother and father in adolescents’ ways of coping with a romantic break up (co-supervised by A.B. Doyle)
Rowlands, Fiona (September, 2007). Teacher beliefs about free play in early childhood settings (supervised by N. Howe)
Sénéchal, Anne-Marie (December, 2007). Impacts des déficits moteurs mineurs sur l’intégration sociale à l’école d’enfants âgés de 5 ans 9 mois nés prématurés (supervised by R. Tessier)
Steele, Christopher (December, 2007). Tides of change: Identifying the neural correlates of motor sequence learning (supervised by V. Penhune)
Trewartha, Kevin (July, 2007). Age-related differences in kinematic signatures of executive control of pre-potent motor responses (supervised by K. Li)
Xianhua, Huang (July, 2007). The effectiveness of complex bargaining patterns in dyadic negotiation (supervised by I. Etezadi)
Yu, Bo (July, 2007). Auction or negotiations: An empirical comparison of two market mechanisms (supervised by J. Etezadi)
Selected Theses Titles, 2007-08

3ème Cycle (PhD):

Ben-Dat Fisher, Dahlia (March, 2008). Diurnal cortisol rhythms and associated internalizing and externalizing behaviour patterns in a community sample of early adolescents (supervised by L. Serbin)

Buhler, Kristin (June, 2007). Expanding our conceptualization of excessive worry and GAD: The role of fear and avoidance of emotional experiences (supervised by M. Dugas)

Côté, Sibastien (May, 2007). Attachment parent/enfant et biais dans l’évaluation de ses compétences (supervised by T. Bouffard)

Dudeck, Marcie (September, 2007). Understanding the relation among stressful life events: Attachment and adjustment in adolescence (co-supervised by A.B. Doyle)

Isenberg-Grzeda, Connie (November, 2007). An examination of regrets as expressed in life reflections of older adults: Predictors of regret intensity and frequency, and association with well-being (supervised by D. Pushkar)

Koerner, Naomi-Singh (September, 2007). Cognitive vulnerability to excessive worry and its relationship to the processing of uncertainty (supervised by M. Dugas)

Laugesen, Nina (June, 2007). The relationship between adolescent worry, intolerance of uncertainty, and fear of anxiety (supervised by M. Dugas)

Miners, Rick (August, 2007). Collected and connected: Mindfulness and peer relations in early adolescence (supervised by W. Bukowski)

Richmond, Chantelle (November, 2007). Dimensions and determinants of Aboriginal health in Canada (supervised by N. Ross)

Tencheff, Caroline (December, 2007). Pathways from aggression in childhood to family violence and poor health in adulthood: A 30-year longitudinal study (supervised by L. Serbin)

Recognizing Excellence in Research Training

Our commitment to training is being recognized by our member institutions as well as by professional associations. Additionally, the awards our students are receiving reflect on their training and opportunities as well as on their own hard work. Many of their recent major fellowship awards are listed along with our graduate students’ names. Our students have also had their research achievements recognized at society meetings. Finally, our undergraduate students have received recognition as well. We are proud of our trainees at every level, from our undergraduate students to our postdoctoral fellows.

For Example:


Grunzeweig Abstract:

Becoming a distinct person, while maintaining close relationships with others, is central to social competence. This challenge is particularly notewor- thy during middle childhood, when parents begin to gradually relinquish control over their children. Investigating this developmental process is essential in at-risk families, where the likelihood of problems is increased. This study examined autonomy and mu- tuality in a high-risk sample of mother-child dyads, and explored links to mothers’ childhood histories of aggression and social withdrawal and children’s outcomes.

Mothers and their 9-13 year-olds originated from a longitudinal study of disadvantaged children. Mother- ers were screened during childhood using measures of aggression and social withdrawal, providing the opportunity to study the intergenerational transfer of risk. Dyads interacted during videotaped tasks from which autonomy and mutuality behaviours were coded. Mothers, children, and teachers also completed questionnaires.

Results revealed that the more mothers demonstrat- ed autonomy and mutuality behaviours, the more children did so as well, promoting an atmosphere of reciprocity. Consistency in behaviour was demon- strated; individuals who supported mutuality also supported autonomy, suggesting that autonomy and mutuality tap into different facets of social competence. Interestingly, children were more likely to support autonomy when both members of the dyad supported mutuality, signifying an environment that fosters children’s autonomous expressions.

Links between mothers’ behavioural histories, chil- dren’s conduct during the interactions, and children’s outcomes were revealed. Mothers who were low on aggression and withdrawal had children who were most likely to support autonomy. Children who inter- fered with mutuality or had mothers high on aggres- sion were more likely to have externalizing problems, whereas children who supported mutuality or had mothers low on withdrawal were more likely to have better social skills. The findings argue that mothers’ childhood behavioural styles predict children’s behav- iour at the same age, and that children demonstrate continuity of behaviour across contexts. These results elucidate the interactive processes that underlie autonomy and mutuality. Mechanisms through which risk is transferred across generations and implications for promoting children’s developing social competence are highlighted.
An important function of the Centre is to act as a source of expertise for policy makers, community groups, service agencies, and the general public. As the Centre has developed over the past few years, with additional new members and a growing reputation for being a multidisciplinary and multi-institution centre, it is no surprise that we have been contacted and recognized by numerous community organizations, to provide public lectures and workshops. As well, our growing network has facilitated new research partnerships with community organizations, which play a significant role in information exchange and feedback to Centre members’ research objectives. In addition, CRDH members have been very active serving on advisory boards, consulting with policy makers, and providing information to news media. Also, the dissemination of research findings to other experts and research trainees has taken CRDH members around the world to numerous international conferences, as well as meetings and seminars within the Québec scientific community.
During the past couple of years, CRDH members have been sought after as guest speakers for community organizations and have forged new links and strengthened existing links with community organizations. For example, Dr. Carsten Wrosch surfaced once again in the public media when groundbreaking research by one of his PhD students and director of AMI-QUEBEC (Action on Mental Illness/Agir contre la maladie mentale), Ella Amir, was covered in the Spring '08 issue of Share & Care, the quarterly publication of Ami-Québec. The project investigates the impact of caring for a relative with mental illness on the caregiver's own physical and mental health. The study seeks to understand the key factors that can contribute to adaptive coping strategies when faced with difficult circumstances and eventually translate into a happier and healthier quality of life. The collaboration between Wrosch and AMI-Québec demonstrates the links CRDH researchers make with community organizations.

The research conducted by many CRDH members has been featured in provincial, national, and international media over the past two years, increasing the visibility of the Centre and contributing to public awareness about developmental challenges and current findings. For example, one CRDH researcher, Dr. Carsten Wrosch, has been particularly highlighted in the media recently. The 2007 September/October issue of ‘Canadian Health’, a magazine published by the Canadian Medical association, included an article on Dr. Wrosch’s research on regret and its ties to healthy aging. The findings revealed that major life regrets have detrimental effects on health. The good news though is that various coping strategies and techniques seem to ease the burden felt by bad decisions in the past. As advice for young adults in the 20s and 30s, Wrosch adds that doing what you love and want to do can help to avoid feelings of regret which in turn will aid happy and healthy aging. At the end of 2007, New York Times magazine published its annual list of the best 70 ideas in research worldwide. Among the honoured ideas was CRDH’s Dr. Wrosch and Dr. Miller’s (University of British Columbia) research on realizing when to quit because of their interesting results of the negative side effects related to trying too hard to achieve difficult-to-attain goals. “It is important”, says Wrosch, “for teenagers to realize when to quit, as being overly persistent can have detrimental consequences for their health further down the road”. Wrosch and Miller received further media attention when covered in the January 2008 edition of “The Oprah Magazine”.

Additionally, in January 2008 the Canadian Institutes of Health Research (CIHR) published a brief update on how the “150 million Health Research Dollars” were spent in Quebec in 2006-07. Only four sample research projects were featured. Among them was the study by CRDH’s Dr. Alex Schwartzman, which looks at the influences of stressful family and parenting environment on the likelihood of illness in parents, their children and their offspring.

Also, in the July/August 2007 issue of ‘Montreal Family’, CRDH researcher, Dr. Dale Stack, was featured in an article on anger management in children. In this article she shares her expertise on the development of the emotional expression of anger in young children but also stresses the importance of expressing anger for development and achieving change. She provides insights that can help parents to successfully deal with conflicts and teach their children to express anger appropriately.

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Presentations

All of our researchers have been active in presenting their work, within their universities and at scientific conferences, nationally and internationally. Our participation in scientific meetings ranges from student-authored posters to delivering invited keynote addresses. These presentations often reach beyond their scientific and professional audience, welcoming students, practitioners, and the general public, and are often reported on in the local media. In the following selected list, our researchers are listed in bold, while the names of current CRDH trainees are underlined.

CRDH Presentations; 2006 - 2007 (partial list):


Bauer, I. & Wrosch, C. (2006, March). Frequency of unattainable goals and subjective well-being in early and late adulthood. Presented at the 28e Congrès Annuel de la Société Québécoise pour la Recherche en Psychologie (SQRP), Montréal, QC.


Bukowski, W.M. (2006, October). Peer relations: Processes underlying adjustment and well being during the school-age and early adolescent years. Presented at the Conference on peer relations and mental health, Department of Psychology, University College Dublin, Dublin, Ireland.


Dugas, M.J. (2006, May). Stress, salivary cortisol, and risk for major affective disorders. Invited address at Learning, Human Development and Human Environment, a speaker event with the president of Concordia University, Montreal, Québec.


Ellenbogen, M.A. (2006, May). Stress, salivary cortisol, and risk for major affective disorders. Invited address at Learning, Human Development and Human Environment, a speaker event with the president of Concordia University, Montreal, Québec.


CRDH Presentations: 2007 – 2008 (partial list):


Bukowski, W.M. (2007, June). Basic dimensions of culture moderate the association between anxiety and depression during early adolescence. Presented at the Department of Psychology, Pontifical University of Chile, Santiago, Chile.


Burgos, G. (2007, July). Suicide and harassment based on being perceived as gay: Results from the Quebec Youth Risk Behaviour Survey. Presented at the International Society for Adolescent Psychiatry and Psychology, Montreal, Quebec.
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<th>Chiarella, G. (2007, May). Workshop on Categorical data analyses. Presented at the Summer institute on social and transcultural psychiatry, Montreal, Quebec.</th>
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Dugas, M.I., Koerner, N., Radomsky, A.S., & Phillips, N.A. (2007, November). Intolerance of uncertainty and appraisals of ambiguous information in GAD. In A. Meron Ruscio (chair), Cognitive processing and the regulation of mood state and cortisol levels. In R. De Raedt (Chair), In A. Meron Ruscio (chair), Cognitive processing and the regulation of mood state and cortisol levels. In R. De Raedt (Chair), University of British Columbia, Vancouver, BC.


Valiante, A.G., Barr, R.G., Zelazo, P.R., Francoeur, E., & Young S.N. (2007, April). Healthy 2-to-3 week-old infants have better short-term memory for spoken words after a typical feeding. Presented at the Society for Research in Child Development (SRCD), Boston, Massachusetts.


Feature: CRDH Annual Conferences

Each year, the CRDH chooses a developmental theme and holds a conference with CRDH researchers and trainees presenting their latest research. In 2006-2007, the theme was “Health, poverty and human development”. In 2007-2008, the theme was “Health and self-regulation across the life-course”. Details of selected paper presentations and poster presentations follow.

2006-07: HEALTH, POVERTY, & HUMAN DEVELOPMENT

(February 8 & 9, 2007)

Thursday, February 8, 2007 / Jeudi, 8 février 2007
Patricia Brennan, Ph.D. (Department of Psychology, Emory University). Maternal depression effects on child outcomes

Friday, February 9, 2007 / Vendredi, 9 février 2007
Dolores Pushkar, Ph.D. (CRDH & Department of Psychology, Concordia University) & Jamshid Etezadi, Ph.D. (CRDH & Dept of Decision Science and MIS, Concordia University). Money, health, and happiness in retirement

Poster Session

CRDH Graduate Student Presentations; Amélie Jean, Kristin Rostad, & Jonathan Santo
Danielle Julien, Ph.D. (CRDH & Département de psychologie, UQAM). Children’s contact with grandmothers in multi-parent, lesbian-headed families. Does biological linkage matter?
The functions of maternal touch during a still-facial interaction: Investigating the influence of infant’s and mother’s distress
Amélie Jean & Dale M. Stack
(Concordia University)

Touch plays an essential role in mother-infant interchange, however investigations have focused primarily on the role of distal modalities of communication, such as affect and gaze. The present study was designed to investigate the functions of maternal touching during a Still-Face procedure between mothers and their fullterm 5½-month-old infants. The objectives were to: (1) document how the overall duration and the functions of touch employed by mothers varied across both Normal periods, (2) clarify the impact of infants’ and mothers’ distress on the function and duration of touch provided to infants, (3) examine how maternal regulatory behaviours provided in the transition period were predicted by infants’ affect, and how they influenced the amount of nurturing touch during the Reunion Normal period. Maternal touch was systematically coded using the Functions of Touch Scale. Results indicated that infants did not reliably categorize the objects into animate and inanimate categories. Infants (N = 14) were again presented with eight toy models, some of which had switched parts (i.e., legs instead of wheels or wheels instead of legs). Results showed that infants were not using part cues such as legs and wheels as the basis for categorization. Taken together, these results indicate that at 18 months of age, infants are not relying solely on perceptual features such as object parts to categorize objects. However, they are also not grouping at the domain level of inclusiveness. These findings conflict with the hypothesis that infants form domain general categories before they form global categories. Future research will investigate whether 22-month-old infants are able to make animate/inanimate category distinctions.

Can 18-month-old infants form domain-general categories?
Kristin Rosstad, Diane Poulin-Dubois, & Shanna Marcarelly (Concordia University)

Categorization of objects can range from the basic level (e.g., dogs) to the global level (e.g., animals) to the domain level (e.g., animates). This study examined whether infants can form categories as broad as the animate and inanimate domains using a sequential touching task. In Experiment 1, infants aged 18 months (N = 28) were presented with eight toy models, four from the animate domain and four from the inanimate domain. The animate category exemplars consisted of two people and two animals. The inanimate category exemplars consisted of two vehicles and two pieces of furniture. Results indicated that infants did not categorize the objects into animate and inanimate groups. Experiment 2 was conducted to determine whether 18-month-olds would use object parts to categorize animate and inanimate objects. Infants (N = 14) were again presented with eight toy models, some of which had switched parts (i.e., legs instead of wheels or wheels instead of legs). Results showed that infants were not using part cues such as legs and wheels as the basis for categorization. Taken together, these results indicate that at 18 months of age, infants are not relying solely on perceptual features such as object parts to categorize objects. However, they are also not grouping at the domain level of inclusiveness. These findings conflict with the hypothesis that infants form domain general categories before they form global categories. Future research will investigate whether 22-month-old infants are able to make animate/inanimate category distinctions.

2007-08: HEALTH & SELF-REGULATION ACROSS THE LIFE-COURSE

Predicting peer acceptance using target avoidance: The influence of classroom avoidance and individualism
Jonathan Bruce Sarte, William M. Bukowski, Luz Stella Lopez, & Shari B. Mayman (Concordia University)

Aim: To examine the predictive strength of children’s peer ranked avoidance on peer acceptance at the level of the target, at the level of the rater and at the classroom level.

Methods: Participants included 865 children (mean age = 10.34 years, SD = 1.32) in 57 classrooms. Data collection took place in Montreal, Canada (n = 286) and Barranquilla, Colombia (n = 579) from different socioeconomic (SES) backgrounds (45% low SES, 43% high SES). Participants answered an individualism scale. Moreover, they were nominated by same-sex classmates for roles of avoidance (“Someone who would rather play alone than with others” for example). Each child also rated their liking of the others in their class. Results: Using a multilevel modeling technique (HLM), peer acceptance was examined as an outcome variable. At the level of the target, reciprocal acceptance was included in the model as a control variable. In addition, target avoidance was found to be a negative predictor of acceptance in that children perceived by peers as avoidant were less liked. Together these variables accounted for 12% of the target level variance of peer acceptance. At the next step, high SES classes rated others more positively than low SES classes as did Colombian classes compared to Canadian classes. These effects explained 7% of the classroom variance in children’s peer acceptance. Finally, classroom influences on the association between target avoidance and peer acceptance were examined. Classroom level of avoidance significantly moderated this association as did classroom level of individualism. These effects explained 37% of the classroom variance in the target avoidance-peer acceptance association. Conclusions: The current study demonstrates that avoidance in the target does significantly negatively predict early adolescents’ peer acceptance. However, contextual/classroom variables such as place, SES affected baseline peer acceptance. Meanwhile, classroom individualism and classroom levels of avoidance moderated the associations in particularly interesting ways.

Thursday, February 14, 2008 / Jeudi, 14 février 2008
Mary Rothbart, Ph.D. (Department of Psychology, University of Oregon). Temperament and the development of self-regulation

Friday, February 15, 2008 / Vendredi, 15 février 2008
Paul Hastings, Ph.D. (CRDH & Department of Psychology, Concordia University). Parental socialization of children’s parasympathetic regulation: Testing biopsychosocial models of adjustment

Nancy Ross, Ph.D. (CRDH & Department of Geography, McGill University). Urban inequality and neighbourhood influences on health in Canada

Poster Session
CRDH Graduate Student Presentations; Marie-Pierre Gosselin, Erin Johns, Julie Martin, & Kathryn Sexton; Discussant: Dr. Mary Rothbart
Health & Self-regulation across the life-course
Graduate Student Presentations (February 14th & 15th, 2008)

Distinction between dependency and social mastery: Attention seeking in toddlerhood
Marie-Pierre M. Gosselin, Amanda M. Aldercoyte, & David R. Forman (Concordia University)

Attention-seeking behaviours have been the focus of dependency (need for approval and comfort) and social mastery (motivation to impact the social environment) research. This study examines the quality of toddlers’ attention seeking when the parent is rendered unavailable to distinguish between these two concepts. While caregivers were occupied with a questionnaire, toddlers (N=109, 26.4 months) were rated for the quality of their attention seeking in 1-minute intervals (alpha = .87 to .93). Child motivation was globally classified as Object-Oriented, Social Mastery, Dependent, and Passive-Disengaged. Nine behaviours were also coded at 5-second intervals to measure the quantity of attention seeking (alpha = .81 to .98). Finally, children’s eagerness to learn from parents was measured during different activities (alpha = .79 to .82). Latent Class Analysis (LCA) identified four patterns of attention seeking. Group 1 (n=64), labeled LCA-Low Social, was low in attention-seeking behaviours, but relatively positive. Group 2 (n=17), labeled LCA-Social Mastery, was high in attention-seeking behaviours, and in positive affect and confidence, but low in negative affect. Group 3 (n=23), called LCA-Dependent, displayed negative affect and a moderate number of attention-seeking behaviours. Finally, a Highly Dependent group (n=15) was characterized by high attention seeking quantity and negative affect, and low in positive affect and confidence. The face validity of these groups was confirmed via comparisons with the global classifications, and external validity was found. The group 3 was the highest in attention seeking, with a significant difference in the two groups. Group 2 was the most positive and Group 3 was the most dependent.

Evidence for continuity of risk in the interpersonal problem-solving abilities of mothers with histories of aggression and/or social withdrawal and their offspring: An intergenerational, high-risk study
Julie Martin, Dale M. Stack, Lisa A. Serbin, Jane Ledingham, & Alex E. Schwartzman (Concordia University)

A key component of socio-emotional and cognitive development is the capacity to effectively resolve day-to-day social problems. Parents play a vital role in fostering children’s problem-solving skills. The present study examined the contribution of maternal childhood histories of aggression and social withdrawal to the prediction of mother-child problem definition, solution generation and decision-making strategies. Mothers from a longitudinal study of children from disadvantaged neighbourhoods participated with their 9- to 12-year-old children. Mothers were screened during childhood along measures of aggression and withdrawal. Dyads (57) were videotaped in their homes discussing conflicts which they rated as especially problematic in their relationship. Problem defining statements, solutions, and resolution strategies were coded using the Mother-Child Social Problem-Solving Coding Scheme. Results supported the hypotheses that maternal childhood histories of aggression and social withdrawal contribute to the prediction of poorly sophisticated solutions generated by both mothers and children, as well as antisocial solutions generated by children. Results also demonstrated that maternal childhood histories of withdrawal contributed to the prediction of solitary solutions generated by children as well as less guidance and structure during the decision-making stage. Taken together, the results lend support to the continuity of risk whereby mothers who were socially withdrawn, and those who were both aggressive and withdrawn in childhood, display less sophisticated problem-solving strategies which appear to be mirrored in their children. The results broaden current understanding of mother-child problem-solving abilities in a high-risk, intergenerational sample of children in middle childhood, and highlight a potential pathway to the direct transmission of risk.

Cognitive vulnerability for worry: Defining distinct negative beliefs about uncertainty
Kathryn A. Sexton & Michel J. Dugas (Concordia University)

Intolerance of uncertainty, “a dispositional characteristic that results from a set of negative beliefs about uncertainty and its implications” (Dugas & Robichaud, 2007), has been identified as a potential cognitive vulnerability factor for worry / generalized anxiety disorder (Dugas et al., 1998). This construct is commonly assessed in both clinical and non-clinical populations using the Intolerance of Uncertainty Scale (IUS). Previous factor analyses of the IUS have identified distinct negative beliefs about uncertainty that have yielded inconsistent results. In this talk, we will review previous inconsistent findings on the IUS factor structure, discuss reasons for these inconsistent findings, and present the results of a large-scale psychometric study of the IUS that combines data from 16 previous studies carried out by our group. Two thousand four hundred and fifty-one (N = 2451) participants from studies conducted in the Anxiety Disorders Laboratory were randomly assigned to one of two datasets. An exploratory factor analysis of the IUS was conducted on the first sample (N = 1223). The second sample (N = 1222) was then used to examine the replicability of the obtained factor structure in a confirmatory factor analysis. The obtained factor structure, its goodness of fit, and the psychometric properties of the proposed subscales will be presented. Findings on the relationship between these factors (or types of negative beliefs about uncertainty) and measures of pathological worry, trait anxiety, somatic anxiety, and depressive symptomatology will also be presented.

Disproportionate deficits in inhibitory control: Profile of executive functioning in mild cognitive impairment
Erin K. Johns, Natalie A. Phillips, Sylvie Belleville, Diane Goupil, Lennine Babins, Nora Kelher, Bernadette Ska, Brigitte Gilbert, Gary Inglis, Fadi Massoud, Michel Panisset, Chloé de Boysson, & Howard Cherntkow (Concordia University)

Alzheimer’s disease (AD) has traditionally been described as beginning with episodic memory impairment and gradually progressing to a global decline in cognitive functioning. However, recent studies have revealed executive-functioning deficits in early and even preclinical AD. Mild cognitive impairment (MCI) is often a transition stage between normal aging and AD, and is therefore an important concept in the study of preclinical AD. A thorough categorization of cognitive functioning in MCI may lead to improved early diagnosis and treatment of AD, therefore the goal of the present study was to examine executive functioning in MCI across multiple domains. Together with the Consortium on Cognition and Aging of the Quebec Research Network on Aging, we tested 40 MCI patients and 32 normal elderly controls (NECs) on 6 measures of executive functioning across the following domains: working memory, inhibitory control, verbal fluency, and planning. MCI patients performed significantly worse than the NECs in all 4 domains (p < .05). 100% of MCI patients exhibited a deficit (greater than 1.0 SD below the mean of the NECs) in at least one domain of executive functioning. Inhibitory control was the domain with the greatest frequency and degree of impairment, followed by planning, fluency, and working memory. These results indicate that executive dysfunction is common in MCI, particularly in the domain of inhibitory control, and that tests of inhibitory control should be included in neuropsychological test batteries used to detect MCI.
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Navigating Critical Transitions & Challenges Across the Life-Course

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