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# Table of Contents

## Welcome and description of CRDH
- Letter from Director (William Bukowski) ........................................... 5
- Letter from Associate Director (Karen Li) ......................................... 6
- Introduction: What is CRDH? ............................................................. 7
- Mission Statement ............................................................................. 9
- CRDH Theme & Axes ....................................................................... 11
- Steering Committee and Staff ......................................................... 17

## Members
- Introduction ....................................................................................... 19
- List of Members ................................................................................ 20
- Feature: Catherine des Rivières Pigeon ............................................. 21
- Feature: Paul Hastings ....................................................................... 22
- List of International Members .......................................................... 24

## Research
- Introduction ....................................................................................... 27
- List of Grants ..................................................................................... 28
- Feature: Virginia Penhune .............................................................. 33
- Feature: John Sandberg ..................................................................... 34
- List of Publications ............................................................................. 35

## Training
- Introduction ....................................................................................... 45
- List of Students ................................................................................ 47
- Training Activities ............................................................................ 53
- Feature: Elana August ....................................................................... 55
- Feature: Sara Charbonneau .............................................................. 56
- Feature: Kevin Trewarth .................................................................... 57
- Selected Theses Titles ..................................................................... 58
- Recognizing Excellence in Research Training .................................. 60

## Communication, Public Policy, and Community Outreach
- Introduction ....................................................................................... 62
- Knowledge translation activities of the CRDH .................................. 63
- Members in the news ........................................................................ 70
- Members in the community ............................................................... 71
- Presentations .................................................................................... 72
- Feature: CRDH’s 5th Annual Conference ........................................ 85
The research programs of the Centre’s members and the goals of our trainees and community partners have evolved and shown progress in their topics, questions and methods. Of course, the Centre’s membership has changed also. The CRDH has welcomed new members from a broader set of disciplines, departments and universities.
One does not need to be Bob Dylan or a developmental psychologist to know that a person or organization that is “not busy being born is busy dying” (Dylan, 1965). During its nearly thirty year history, the Centre de recherche en développement humain (CRDH) has never stayed still for long. The research programs of the Centre’s members and the goals of our trainees and community partners have evolved and shown progress in their topics, questions and methods. Of course, the Centre’s membership has changed also. The CRDH has welcomed new members from a broader set of disciplines, departments and universities. At this time the Centre has 33 researchers from five institutions, and as a group we represent 8 disciplines and 12 departments.

The past year (2008-09) has not been an exception to the CRDH record of change. Aside from the changes that result from changes in the research activities of individual members the Centre has changed in its structure and its program activities. The most pronounced change is the stronger emphasis on the Centre’s theme-based axis structure. The first four Axes – (1) Infancy and Early Childhood, (2) Adolescence, (3) Parenting (4) Successful Aging – have typically served an organizational purpose within the Centre. During the past year they have begun to serve a functional purpose as well. Beyond being a way to bring members of the Centre together to promote common research activities, the Axes have been empowered to plan and sponsor their own events to facilitate student training and the evolution of individual research programs. Each Axis has had a “leader” whose responsibility is to animate the axis’s activities. The axis leaders for 2008-09 have been Dale Stack (Infancy and Early Childhood), Anna Beth Doyle (Adolescence), Paul Hastings (Parenting), and Carsten Wrosch (Successful Aging). Each of these Axes has begun the process of establishing their own identity and program.

Two other Axis related changes have occurred, each in response to the changing interests and activities of Centre members and to the concerns of the FQRSC (the provincial agency that supports the Centre). The mandate of the fifth axis – methodology – has been expanded to include “Knowledge Transfer.” “KT” refers to the means by which researchers disseminate their findings to persons outside the “academy” including policy makers, science journalists, our community based partners (e.g., teachers and other school personnel), parents and other caregivers and ordinary citizens who pay attention to our work in the media. The CRDH held a well attended day long KT workshop in March that included journalists, KT experts from funding agencies, and researchers. More activities are expected this year. The second change is the formation of a new axis to promote the CRDH’s expanding international activities (Axis 6: Internationalization). These include opportunities, for student training, research initiatives, and KT. Within the 2008-09 fiscal year, the CRDH already has three students that have received support from the FQRSC and the Centre to pursue training opportunities abroad; Karine Bedard (supervised by Thérèse Bouffard), Christopher Steele (supervised by Virginia Penhune), and Kevin Trewartha (supervised by Karen Li). Others are expected to take part in international training opportunities during the 2009/2010 academic period. A presentation of the mandate of this Axis (and all the Axes) can be found in a separate section of this report. Currently, the CRDH director is the leader of Axes 5 & 6.

The CRDH has never stood still. Change has been especially apparent in the past five years under the previous director Lisa Serbin. Lisa gave the Centre direction and guidance during a period of rapid change and expansion. The Centre’s present goals are to build on this evolution to promote continual renewal in our efforts to study and understand human development and to explain it to others. And we do it without sounding like Bob Dylan.

The past year has been one of transition, as we bade farewell to past Director Dr. Lisa Serbin in April ’08, and welcomed Dr. William Bukowski into the position. Thanks to Lisa for her many years of dedication and leadership!

Around that time we held our first ever CRDH Retreat, brainstorming and evaluating Centre plans and programs over two days. What emerged were several exciting initiatives which will surely serve to further our goals of knowledge translation, research, and training.

In Fall ’08, Dr. William Bukowski participated in a Café Scientifique (“Do we underestimate the importance of teen friendships?”). The event was supported by a CIHR grant awarded to Concordia University, and facilitated by Concordia’s own University of the Streets Café. The forum was designed to make current research findings accessible to the general public and put them in the context of real world issues. CRDH researchers Drs. Dolores Pushkar, Patrik Marier, and Karen Li spoke at a similar Café Scientifique in March 2009 entitled, “How can we be healthy, wealthy, and wise as we age?”

CRDH member Dr. Dolores Pushkar (Concordia Psychology) and Dr. Patrik Marier, Canada Research Chair in Comparative Public Policy (Concordia Political Science) also co-hosted a “Multidisciplinary Workshop on Population Aging” on in November ’08. The aim of the workshop was to raise awareness of research activities related to population ageing and foster potential collaboration among researchers. Panels included presentations from researchers in a vast array of disciplines, including political science, psychology, accounting, philosophy. CRDH member Francesca Scala (Concordia Political Science) has subsequently led a group application to FQRSC for funding to build multi-disciplinary alliances in aging and retirement research.

I am also delighted to report the installation of our new infrastructure, funded by MDEIE (Ministère du Développement économique, de l’Innovation et de l’Exportation – Québec). The digital video recording and editing equipment, neuropsychological testing system, and electroencephalographic system (EEG) are operational and already being put to good use by our enthusiastic undergraduate and graduate trainees. Importantly, the new equipment has facilitated several cross-lab collaborations, and hopefully will inspire many more. Our new video-conferencing system is also in place, with technicians trained and ready to start the cameras “rolling” for our first CRDH Seminar in September, which will be made accessible via internet to CRDH members and trainees who cannot attend in person.

Finally, our Centre has increased its internationalization objectives by successfully applying for funding through the FQRSC Stage Internationale programme. Starting in late summer of 2009, three young CRDH trainees, Karine Bédard, Christopher Steele, and Kevin Trewartha, will visit labs in England and France for 3-4 months each, to learn new research methods and conduct collaborative research with their host supervisors. I have highlighted only a few of the Centre’s recent accomplishments here, but urge you to read on to learn more about the tremendous energy and innovation that our members have given to CRDH in the past year.

A message from the CRDH Associate Director: Karen Li
What is the Centre for Research in Human Development?

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 34 faculty researchers and over 120 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.
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 35 chercheurs-enseignants et plus de 120 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.
Finding effective and economical solutions to complex social and health issues requires a focused, multidisciplinary 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.
Créé en 1981, le 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.

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

**AXES**

**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, parenting 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., downscaling, 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.

Internationalization

“Internationalization” is the theme of CRDH’s newest axis (Axis 6). For the CRDH, “Internationalization” has at least three meanings; more specifically Training, Research, and Knowledge Translation (KT). The training component consists of two types of activities. One type promotes opportunities for CRDH student members to visit labs in other countries for a period of time, to learn innovative techniques and to train with world renowned scholars. The second type of activity involves providing international training opportunities. The CRDH will encourage students and established scholars from around the world to participate in and benefit from our programs and activities.

At CRDH “Internationalization” also means facilitating research in other countries. These efforts serve the dual purpose of promoting the study of diversity in development, and helping CRDH research develop ties with scholars in other countries. Currently CRDH members are involved in projects in nearly a dozen countries other than Canada and the US.

The third meaning of “Internationalization” is related to KT. Researchers and trainees from the CRDH take part in international workshops and conferences to disseminate the findings from their research programs and to provide instruction in state of the art methods to study development. In this way, the CRDH promotes the study of development around the globe and contributes to the high quality profiles of the Centre, the FQRSC, and Quebec.
THÈME DE RECHERCHE :

Les transitions et les défis critiques qui jalonnent la vie


Notre programme de recherche inclut des populations normatives aussi bien qu’atypiques et cliniques, car chacun de ces groupes contribue, à sa façon, à notre compréhension des problématiques liées au développement, à la santé et aux politiques, y compris les besoins des populations et les solutions possibles. Parce que les compétences de base et l’adaptation aux diverses transitions successives ont des répercussions sur le développement ultérieur, notre programme couvre tous les cycles de vie. Étant donnée la complexité des problématiques, nous avons intensifié notre approche interdisciplinaire face aux diverses transitions qui font l’objet de notre programme de recherche. Nos méthodologies intégrées recoupent diverses disciplines pour arriver à une approche qui soit la plus innovatrice et la plus globale possible. En fait, l’élaboration et l’application de méthodes novatrices constituent l’une de nos priorités. Nous intégrons les problématiques en matière de santé, d’éducation et de politiques à l’intérieur de chaque axe de recherche, afin d’inclure les besoins en matière de politiques et leurs implications dans chacun de nos programmes de recherche et de dissémination. Voici maintenant une description de chacun de nos axes de recherche.

AXES

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; et e) la compréhension et la remédiation des inégalités avec lesquelles composent les enfants des groupes socialement vulnérables (par ex., le désavantage économique, le faible poids à la naissance, les minorités culturelles).
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 influences génétiques sur l’étiologie de la psychopathologie, de l’enfance au début de l’âge adulte; b) des effets de la prédisposition comportementale, des relations familiales, de l’expérience et du contexte culturel sur l’adaptation; c) 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 utilisées pour promouvoir la santé chez les enfants. Nos travaux actuels portent sur les différents problèmes: a) les facteurs sociaux et économiques qui affectent la structure familiale, la détresse parentale et la santé post-partum; b) le transfert de style parental d’une génération à l’autre; c) l’influences de certaines structures familiales (par ex. parents lesbiennes, monoparentalité) et celles du statu d’immigrant, de groupe minoritaire sur les pratiques parentales; d) le parentage chez les populations spéciales (par ex. enfants de faible poids à la naissance, enfants autistes, enfants agressifs-renfermés, familles à faible revenu).

Vieillissement en santé
Gestion des pertes et maintien de la qualité de vie

Cet axe préoccupe d’identifier les pertes précises, les issues négatives comme positives et les processus d’adaptation qu’utilisent les personnes âgées pour gérer les dernières transitions de la vie. Notre point de mire ici est: a) de voir comment les séniorls utilisent des stratégies actives (structures externes de soutien) par opposition à des adaptations internes (par ex. diminution, redéfinition des priorités) pour gérer les pertes; b) de cerner comment les nouveaux facteurs sociaux (par ex. les réseaux sociaux, les institutions de soins de santé) facilitent le vécu; c) d’identifier le style de vie et les facteurs individuels 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, sensorimoteurs 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,
Thème et axes de recherche CRDH

habiletés motrices) que sur celui de l’analyse (p. ex. modélisation linéaire hiérarchique [HLM], analyse des courbes de croissance). Le CRDH est particulièrement versé en ce qui touche aux analyses de banques de données longitudinales, à celles des caractéristiques du voisinage et celles des données épidémiologiques. La composition multidisciplinaire du Centre facilite l’émergence de nouvelles applications à ces méthodes de pointe dans le contexte des phénomènes liés au développement.

Internationalisation

L’internationalisation, le thème du plus récent axe du CRDH, l’axe 6, touche trois volets importants, soit la formation, la recherche et le transfert des connaissances.

La formation revêt deux formes. L’une favorise les occasions pour les membres étudiants du CRDH de visiter, pour un certain temps, des laboratoires dans d’autres pays, d’y apprendre des techniques de pointe et de recevoir une formation auprès de chercheurs de renommée mondiale. L’autre forme a trait aux occasions de formation internationale que fournit à son tour le CRDH où des étudiants et des chercheurs chevronnés viennent chez nous pour participer à nos programmes et à nos activités et en bénéficier.

Pour le CRDH, l’internationalisation signifie aussi offrir des moyens de faciliter la recherche dans d’autres pays. Ce volet sert un double objectif en ce qu’il permet, d’une part, de promouvoir l’étude de la diversité dans le développement et, d’autre part, d’aider nos membres à nouer des liens avec des chercheurs d’autres pays. En ce moment, nos membres sont impliqués dans près d’une douzaine de projets en dehors de l’Amérique du Nord.

Enfin, l’internationalisation se rattache au transfert des connaissances, car chercheurs et stagiaires du CRDH participent à des ateliers et à des congrès internationaux pour y disséminer les résultats de leurs programmes de recherche et fournir de l’enseignement concernant des méthodologies d’avant-garde en matière de recherche sur le développement. Ce faisant, le CRDH fait la promotion de l’étude sur le développement partout sur le globe et contribue à l’image de prestige que dégage le CRDH, le FQRSC et le Québec.
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<thead>
<tr>
<th>Axis / Axe</th>
<th>Members / Membres</th>
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<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>
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<td>Conway, DeMont, Etezadi, Fuhrer, Li, Penhune, Phillips, Pushkar, Ross, Schwartzman, Wrosch</td>
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<tr>
<td>Healthy Aging</td>
<td>All Members</td>
</tr>
<tr>
<td>Internationalization</td>
<td>Aboud, Bouffard, Bukowski, Li, Penhune, Poulin-Dubois, Serbin, Tessier</td>
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Steering Committees and staff

CRDH Steering Committee; 2008-09

William Bukowski, Director
(Psychology; Concordia University)

Giovani Burgos, CRDH Researcher
(Sociology; McGill University)

Anna Beth Doyle, Axis 2 Leader
(Psychology, Concordia University)

Paul Hastings, Axis 3 Leader
(Psychology; Concordia University)

Karen Li, Associate Director
(Psychology; Concordia University)

Alexa Martin-Storey, CRDH Graduate Student
(Psychology; Concordia University)

Dale Stack, Axis 1 Leader
(Psychology; Concordia University)

Carsten Wrosch, Axis 4 Leader
(Psychology; Concordia University)

CRDH Staff

Donna Craven, Administrator

Michelle Cormier, Document Assistant

Sarah Fraser, Knowledge Translation Officer
(Editor Annual Report)

Pierre-Etienne Mercier, Systems Manager

Pippa Ross, Secretary

Jonathan Santo, Statistical Consultant

Nassim Tabri, Statistical Consultant
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.
Within CRDH, there are 34 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.

Researchers

Les 34 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 publiques.

Chercheurs
List of Members

ABOUD, Frances; Professor, Department of Psychology, McGill University
BOUFFARD, Thérèse; Professeure titulaire, Département de psychologie,
Université du Québec à Montréal
BUKOWSKI, 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-PIGEON, 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
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,
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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
La maternité est une réalité qui traverse les disciplines. Donner naissance, prendre soin et partager le quotidien d’un ou de plusieurs enfants s’inscrit autant dans le corps et les pensées des femmes que dans leurs relations aux autres. La maternité participe aussi à la structure sociale, à l’économie et à l’ensemble des modes de fonctionnement de la société. Les trois recherches que je conduis présentement à titre de chercheure principale ont toutes comme point commun d’analyser des thématiques en lien avec la maternité avec une volonté d’intégrer des approches théoriques et méthodologiques propres aux sciences sociales et aux sciences de la santé.

Dans la première de ces recherches, nous avons analysé le discours sur la dépression postnatale, tel qu’il est véhiculé dans les revues adressées au grand public. Notre analyse, effectuée dans une perspective socio-linguistique, met en lumière un ensemble de contradictions qui révèlent le caractère difficilement compatible des discours sur la maternité et sur la dépression. Ainsi, l’analyse des écrits adressés aux mères démontre la prédominance d’une image idéalisée de la maternité même si celle-ci va à l’encontre des caractéristiques, par ailleurs bien documentées, des personnes déprimées.

La deuxième recherche porte sur la conciliation travail-famille chez les employées de deux secteurs où les horaires se caractérisent par leur irrégularité et leur imprévisibilité : les restaurants et les supermarchés. Dans le cadre de cette étude qualitative, développée en partenariat avec la Fédération des travailleuses du Québec (FTQ), nous souhaitons analyser les situations, familiales et de travail, associées aux difficultés de conciliation, étudier les stratégies de conciliation mises en œuvre par les employées-es et les milieux de travail, et enfin, mesurer les impacts de ces stratégies sur le travail, la vie familiale et la santé. Les résultats préliminaires révèlent l’ampleur des difficultés de conciliation dans ces milieux jusqu’à présent rarement étudiées. Chez les personnes de statut socio-économique faible, les difficultés de conciliation travail-famille prennent une tout autre dimension car les ressources pour faire face aux situations imprévues sont souvent limitées. Ces résultats indiquent également que les stratégies privilégiées se font fréquemment sur une base individuelle ce qui peut mener à des sentiments de frustration et d’injustice dans les milieux de travail. Le deuxième volet de cette recherche, qui sera amorcé l’an prochain, vise à proposer des solutions concrètes pour faciliter la conciliation chez les employés de ces secteurs particuliers.

Enfin, la troisième recherche, amorcée depuis le printemps dernier, analyse la santé des mères et des pères de jeunes enfants présentant un trouble du spectre autistique. Cinq ans après la publication de la politique qui prévoit des services d’Intervention Comportementale Intensive (ICI) pour tous enfants autistes âgés de 2 à 5 ans, nous voulons étudier la réalité des familles de ces enfants, afin de connaître les effets réels de cette politique dans la population et de proposer des solutions concrètes pour que soient mises en place des pratiques d’intervention qui favorisent leur bien-être et correspondent à leurs besoins. De manière plus précise, cette recherche quantitative effectuée par questionnaires vise les trois objectifs suivants : analyser la situation des familles de jeunes enfants autistes au Québec, mesurer les effets de l’ICI sur ces familles et déterminer les « meilleures pratiques » d’intervention pour le bien-être des familles.
Most of my research interests center around understanding the ways in which biological and environmental factors shape the trajectories of children’s emotional and social development. I am particularly interested in how children’s physiological regulation and experiences of effective parenting support children’s positive development, such as being helpful, compassionate and comfortable during social interactions with others. Somewhat paradoxically, insight into positive development often comes from working with children and families who are experiencing challenges, such as the difficulties experienced by anxious children when they are in social groups at daycare, preschool or school. Understanding the sources of such difficulties can highlight the factors that steer children toward positive versus maladaptive developmental trajectories, and thus point out the possible processes that promote competence.

Together with my students and colleagues in the Centre for Research in Human Development, these interests have led to a variety of projects. In the ABCD (Affective and Behavioural Competence Development) Lab, the majority of our time and effort has been devoted to two ongoing, longitudinal studies of the development of young children. The first has involved following a group of children from preschool-age to pre- adolescence, examining how physiological stress responses and parental socialization guide children toward effective emotional regulation and social integration, versus anxiety problems and social withdrawal. In this study we are learning that the relations between parenting styles, young children’s capacity to regulate their levels of physiological arousal, and children’s behavioural adjustment are fascinating but complex. For example (and not surprisingly!), positive parenting styles reflecting warmth, sensitivity, flexibility, and use of reasoning and discussion is associated with children’s social competence and engagement with peers. However, negative parenting styles reflecting criticism, punishment, and angry emotions is associated with less competence and more problems when children have relatively weak self-regulation capacities. In other words, adverse or maladaptive developmental outcomes are likely for children who lack both the internal ability to soothe their arousal under stressful conditions, and the external, parental source of support for coping with stress. In fact, these negative parenting styles might even diminish children’s capacities for physiological self-regulation, as we have found that more critical and punitive mothers have children who manifest lower cardiac vagal tone, an index of self-regulation, during social interactions with other children several months later.

The second longitudinal study is focused on how positive parenting practices support the development of empathy in children, and whether fostering empathic development diminishes children’s aggressive and disruptive behaviours. We have seen 180 four- or six-year-old children and their mothers in the ABCD Lab, and they are now returning for follow-up visits two years later, when children are six or eight years old. Although it is too early to examine how children are developing over time, my students and I have begun to look at how parenting, empathy and aggression are related when children are four and six years old. We are seeing that, as expected, various
aspects of positive child-rearing practices by mothers – such as comforting, praising good behaviours, and modeling helpfulness – are associated with higher empathy and lower aggression. However, some of these links are different for daughters versus sons, and for preschoolers versus school-aged children. Increasing our understanding of how the relations between socialization and adjustment differ depending on children's characteristics will be important for finding new ways to promote positive development.

In addition to these two longitudinal studies, we have conducted numerous projects in seven other broad areas of research. These include examinations of (a) the inter-generational transmission of behavior problems, health, and parenting; (b) the well-being of sexual minority youths and adults from varying ethnic, cultural and socioeconomic communities; (c) the development of emotional physiology and its implications for children's behavioral adjustment; (d) the relations between early affective and cognitive development that contribute to empathy and interpersonal understanding; (e) the links between stress reactivity and adjustment in children with attention-deficit/hyperactivity disorder; (f) the determinants of parenting, including how parents change their child-rearing beliefs and behaviours depending on their children's characteristics; and (g) the links between physiology, social relationships, and adjustment in adolescents with serious internalizing and externalizing problems, including depression, anxiety and conduct disorder.

The unifying theme connecting this diverse array of topics is that they all involve examining the interfaces and mechanisms of physiological and environmental factors in developmental processes across the lifespan. Development does not occur at only the individual level, or in discrete stages or periods of time. Physical, emotional, cognitive and social changes occur simultaneously and interdependently, such that studying elements of one aspect of development necessarily informs our understanding of others. Social relationships and networks also grow and change, as do contexts and cultures; this ongoing development provides varying opportunities for individuals to pursue their goals. In continuing to study the factors contributing to children's positive social and emotional development, my hope is that the ABCD Lab and CRDH will unveil new insights that can be used to advance the health, happiness and well-being of all children and families.
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)

LEMMEL, 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)
A Selection of the Activities of Our Members

Editorial positions:

Frances Aboud: Senior Editor of *Social Science & Medicine* (health psychology section)
Thérèse Bouffard: Comité éditorial de la *European Review of Applied Psychology* & Comité éditorial de *Psychologie canadienne*
Line Chamberland: Membre du Comité international de la revue *Nouvelles questions féministes*
Richard DeMont: Associate Editor, *Athletic Training and Sport Health Care* & Editorial Board, *Journal of Sport Rehabilitation*
Paul Hastings: On the Editorial Board of the journals *Parenting: Science and Practice* & *Social Development*
Ellen Jacobs: Board member, Learning Associates of Montreal
Karen Li: Editorial Board, *Journal of Gerontology: Psychological Sciences*
Natalie Phillips: Associate Editor, *Psychophysiology*
Diane Poulin-Dubois: Member, Editorial Board, *Psychologie Francaise & Enfance*
Carsten Wrosch: Consulting Editor, the *International Journal of Behavioral Development*

Positions held in professional organizations:

Thérèse Bouffard: Présidente des comités d’évaluation NP3 et NP4 du programme Établissement de nouveaux professeurs-chercheurs, FQRSC
Richard DeMont: President, Canadian Athletic Therapists Association
Anna-Beth Doyle: AMI Quebec (Action on Mental Illness) Board of Directors
Mark Ellenbogen: FQRNT, member of the evaluation committee for the program “Projet de Recherche en Équipe- Psychologie expérimentale (Comité 516)”
Paul Hastings: Grant Review Committee Member for CIHR: Children’s Health
Nina Howe: Lower Canada College, Board of Governors: Center of Excellence for Early Childhood Development
Diane Poulin-Dubois: Member-at-large, Executive Committee, International Association for Infant Studies
Dolores Pushkar: Alzheimer Society of Canada, Quality of Life Review Panel Member
Réjean Tessier: Membre de la Fondation Mère Kangourou, Bogota, Colombie; Co-directeur (dr Francine Lefebvre) du Consortium québécois de recherche sur les grands prématurés; Directeur scientifique du projet « Environnement pour la promotion de la santé du bien-être (EPSEBE) »
Philip Zelazo: Director, Montreal Autism Centre, Queen Elizabeth Health Complex, Montreal, QC, Canada

Member Awards:

William Bukowski had his Concordia University Research Chair renewed in 2008.
Anna-Beth Doyle received the Dean’s Award for Distinguished Scholarship, Faculty of Arts and Sciences, Concordia (2007-08).
Mark Ellenbogen had his Research Chair Tier 2 renewal accepted.
Nina Howe received the Concordia University Research Chair in Early Childhood Development and Education.
Lisa Serbin had her Concordia University Research Chair renewed in 2008 for 7 years.
In 2008-09, CRDH Researchers held 75 grants, corresponding to $6,696,237 of research funds.
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. In 2008-09, CRDH Researchers held 75 grants, corresponding to $6,696,237 of research funds. 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; 2008-2009

(Note: CRDH researchers in bold type)

Abela, J., Hankin, B.L., Turecki, G., Bureau, A., Van Horn, M.L., & Rudolph, K. Genetic, cognitive, and interpersonal vulnerabilities to depression in youth (2006-11; NIMH)


Abela, J.R.Z., Hankin, B.L., & Ho, Moon-Ho R. Cognitive and interpersonal vulnerability to depression during the transition from middle to late adolescence (2006-11; CIHR)

Aboud, F. & Tredoux, C. Evaluation research of programs to reduce prejudice in the early childhood years (2008-10; Queens University-Belfast)

Aboud, F.E. Impact of Succeed Program (2005-09; Save the children)

Aboud, F.E. Friends and foes in mixed ethnic schools (2006-09; SSHRC)

Abramahamowicz, M. & Tamblyn, R. Development, validation, and applications of new methods for analyzing observational studies of medications (2006-11; CIHR)

Bouchard, Mergler, Bouffard, Bellinger, Limoges, Barbeau, Larrigue, Legrand, & Weissenberger. L'exposition au manganèse dans l'eau potable affecte-t-elle le comportement et les facultés intellectuelles des enfants? (2007-10; IRSC)

Bouffard, T. & Vezeau, C. Causes et effets du biais négatif dans l'évaluation de soi (2007-10; CRSH)

Bukowski, W. & Brendgen, R.M. Peer contagion effects: Variations as a function of self, social cognition and culture (2006-09; SSHRC)

Burgos, G. National Arts and Youth Demonstration Project: Phase II (2007-10; SSHRC)


Chamberland, L., Emond, G., Julien, D., & Otis, J. Vulnérabilité et résilience face à l’homophobie scolaire chez les jeunes de minorités sexuelles dans différents contextes environnementaux et culturels (2007-10; SSHRC)

Chouinard, R., Bouffard, T., Janocs, M., & Bowen, F. Les attitudes des enseignants et leurs pratiques pédagogiques selon le statut socioéconomique des élèves et leur impact sur la motivation, l’adaptation sociale et le rendement scolaire (2005-09; FQRSC)

Conway, M. Social status-related attentional biases in people’s information processing (2006-09; SSHRC)

Dasgupta, K., Ross, N.A. et al. Walking Behaviour and Glycemic Control in Type 2 Diabetes (2006-09; CIHR)

Des Rivières-Pigeon, C. La dépression postnatale en question: analyse de la littérature d’aide destinée aux nouvelles mères (2006-09; FQRSC)

Doyle, A.B. & Markiewicz, D. A Longitudinal Study of Parenting, Attachment, and Adolescent Coping and Adjustment (2005-09; SSHRC)


Ellenbogen, M. A longitudinal study of social information processing and interpersonal functioning (2008-11; SSHRC)

Ellenbogen, M. Canada Research Chair (2004-12; SSHRC)

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 (2005-09; CIHR)


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

Julien, D. & Greenbaum, M. Les familles homoparentales: S’ouvrir à leur réalité pour mieux répondre à leurs besoins (2008-10; MdE: Loisirs et du sport)


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

Loucks, E.B. & Fuhrer, R. Elucidating gender-specific associations between life course socioeconomic position and longitudinal trajectories of cardiovascular disease risk factors (2006-09; CIHR)


Miller, G. & Wrosch, C. The psychobiology of caregiving for spouse with cancer (2008-12; CIHR)


Moss, E., Tarabulsy, G., Tessier, R., & Bernier, A. Les relations d’attachement dans le développement de l’enfant (2004-12; FQRSC)


Nadeau, L. & Tessier, R. Adjustement social d’enfants atteints de déficience motrice cérébrale (DMC) inclus en class régulière (2006-09; SSHRC)


Penhune, V. Developmental contributions to human motor skill learning (2007-10; FRSQ)

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

Petrakos, H. A 2yr study of the psycho-social and contextual factors associated with children’s early transitions to school (2006-09; SSHRC)

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., 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. From a “theory of action” to a “theory of mind”: mental attributions to human and non-human agents in normal and autistic children. (2006-09; SSHRC)


Prinstein, M., Nock, M., & Hastings, P. Cognitive and biological responses to social stimuli as longitudinal predictors of adolescent girls’ suicidality (2007-09; AFSP)
Pushkar, D., Chaikelson, J., Conway, M., Etezadi, 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; CHRP, NSERC/CHIR)


Sabiston, C. & Wrosch, C. Physical activity among breast cancer survivors: Understanding the impact of biological risk factors and psychological health over time (2008-11; CIHR)

Schneider, B., Li, K., Phillips, N., et al. Strategic research training program in communication and social interaction in healthy aging (2003-09; CIHR)


Serbin, L. (& all other CRDH Members). Faciliter la recherche sur tout la cycle de la vie (2008-09; MDEIE)


Stack, D., Hastings, P., Poulin-Dubois, D., Serbin, L., & Schwartzman, A. The development of emotional competence, Phase II: From early to middle childhood (2008-12; FQRSC)


Tamblyn, R. Using administrative data to measure the impact of individuated performance feedback on pharmacists’ quality of care (2008-11; GFSC)

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

Tamblyn, R. Providing comparative out-of-pocket cost information for prescription drugs through an integrated physician electronic prescribing system: A proof of concept with anti-hypertensive drugs (2007-09; CIHR)


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

Wrosch, C. & Radomsky, A. Functions and management of life regrets in young adulthood and old age (20007-10; 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-New Investigator)
Figure 1: Amount of financial support for the 2008-09 fiscal year awarded to CRDH Researchers from Federal and Provincial agencies, as well as the Institutions (McGill, UQAM, Concordia) and various non-governmental societies or foreign funding sources (Other).

Figure 2: Distribution of total number of grants received by CRDH Researchers according to the funding sources. Numbers reflect the 2008-09 fiscal year.
For children, learning new motor skills is a crucial part of healthy development. As young adults, we may want to develop expertise in a skill such as playing the guitar or downhill skiing. For older adults, maintaining old skills, like riding a bike, is important, but so is learning new one, like using the computer mouse. We can easily see that the ability to learn new skills and to maintain old ones is an important capacity across the lifespan. The work in my laboratory is focused on understanding the changes that occur in the human brain during motor learning and performance. In particular, I use structural and functional neuroimaging techniques to examine the role of the cerebellum, striatum and motor cortical areas in the learning and retention of motor skills. My work takes a broad developmental perspective, including studies in children and older adults, as well as individuals with musical training. In addition to my affiliation with the CRDH, I am a member of the Scientific Committee of the Quebec Bio-imaging Network, and a founding member of the Montreal inter-university Laboratory for Brain, Music and Sound (BRAMS).

My research program has three major axes. The first is uses neuroimaging techniques, such as magnetic resonance imaging (MRI) to examine the role of specialized brain networks in learning of fine motor skills like playing the piano or typing. In particular, we hope to identify which brain regions are responsible for learning particular aspects of movement, such as accuracy and timing. The second axis of research is focused on developmental studies of motor skill learning in children and older adults. This includes studies of both fine-motor skills, such as learning movement sequences on a piano keyboard, and gross-motor skills, such as walking. A very important part of this work is conducted in collaboration with fellow CRDH member, Dr. Karen Li, whose expertise lies in cognitive aging. Finally, we have conducted a number of studies looking at motor abilities in trained musicians, examining the brain networks involved in synchronizing with musical rhythms, and their abilities to imitate complex hand movements.

Some very exciting recent work in my lab focuses on how early motor experience interacts with brain development. For some time, it has been known that there are “sensitive” periods during development, where training or experience has significant long-term impacts on behavior and the brain. For example, children who learn a second language early in life are typically more fluent than those who begin learning later. Work from my students Donald Watanabe and Anne Bailey has shown that musicians who begin training before age seven have more accurately timed movements than those who begin after age seven. In order to test whether early musical training causes specific changes in brain development, we are currently gathering brain scans of early- and late-trained musicians. We predict that early training will be associated with greater changes in the brains of early-trained musicians, and that these changes are related to their performance on musical tasks. This would provide concrete evidence that there is be a period in development where the brain is more sensitive to musical training. We believe that the results of this work will contribute to our understanding of the interaction between experience and brain development, and perhaps to future practical applications for musical training.
My main research interests at the present time include ego-centric social network methodology and using an individualist population perspective to refine theories and develop methodologies for quantitative modeling of reflexive social construction. Toward this end I have recently conducted preliminary data collection in conjunction with the Niakhar demographic surveillance system in Senegal, and my colleagues and I are currently preparing a number of manuscripts related to this project. These include a theoretical paper and two substantive pieces concerning the association between network members’ characteristics and individuals’ child birthing practices and perceptions of mortality change.

Figure 3: Total number of publications, and number of publications by CRDH Trainees and Researchers as either first or co-author. (Note: one publication might have more than one CRDH member as author or co-authors.)
List of Publications

(Please note that CRDH Researcher names are bolded, and Trainee names are underlined.)


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

CRDH provides an enriched training milieu in terms of quality and variety of research training experiences, support services, state of the art facilities, and many other resources available to trainees. 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. Students receive direct exposure to trans-disciplinary conceptual and methodological approaches and policy applications are being integrated into our training program. There are currently over 120 graduate students and post-doctoral fellows supervised by CRDH members, plus numerous undergraduate students completing advanced research projects (e.g., honours theses) or summer projects (e.g., NSERC Undergraduate awards). In addition, CRDH annually trains and employs a large number of BA and MA level research assistants who work closely with faculty, senior research coordinators, graduate students and laboratory technicians. These individuals typically enroll in graduate programs following this “hands-on” training experience, or become advanced research technicians at the Centre or at other research facilities across Quebec.

During their training at CRDH, students are expected to engage in multiple research projects in addition to their thesis research, are strongly encouraged to publish their research findings (please see the list of publications in this report). In addition, they are offered financial support from the CRDH when they present their research at national and international conferences. All CRDH students participate in a regular series of research seminars, methodological workshops, and colloquia focusing on specific topics, including basic, applied, and policy implications of the topic under discussion. The CRDH Developmental Seminar Series provides a forum for the presentation and discussion of important issues in developmental science by faculty and students. Graduate students participating in the CRDH Seminar Series, called “Seminar in Developmental Research” are able to receive course credit. Designed to give students an opportunity to participate actively in planning, presenting, and moderating the seminar series, the course allows students to receive credit and an acknowledgement of their participation in the Developmental Research Seminar on their official university transcripts. This course is open to students from all participating departments and institutions in CRDH, with the consent of their research advisor. Our CRDH Colloquium Series is held in partnership with our various participating academic departments, through which distinguished speakers are invited to present their research and hold informal round table discussions with CRDH faculty and student members. Monthly workshops are given by the CRDH Statistical and Technical Consultants on design issues, advanced methods of data analyses, and the use of equipment and software.

Another important aspect of training at CRDH involves introducing students to evolving state-of-the-art methodologies (see Axis 5). Laboratories are well-equipped with specialized equipment, a significant percentage of which has been purchased with awards from the Canadian Foundation for Innovation (CFI) program. Technical and methodological support for training is provided by research professionals, as well as post-doctoral fellows, consultants and faculty who provide training and workshops in their areas of expertise.
**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 restions notre 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 120 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). Par ailleurs, 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 habituellement aux cycles supérieurs en recherche ou aux postes de techniciens d’expérience en recherche, que ce soit au CRDH ou dans d’autres organismes à travers le Québec.

Nous nous attendons à ce que les étudiants, pendant leur formation au CRDH, participant à plusieurs projets de recherche, en plus du leur, et nous les encourageons fortement à publier les résultats de leurs travaux (voir la liste des publications ci-jointe). De plus, le CRDH leur offre un soutien financier lorsqu’ils présentent leurs travaux à des 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 retombées 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 développementale reçoivent 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 émérites 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 modèles, des méthodes avancées 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.
**Figure 4:** Number of graduate students and post-doctoral fellows at the CRDH during the 2008-09 fiscal year. Total number of CRDH Trainees in blue columns, and total number of CRDH Trainees funded in red columns.

**List of CRDH Trainees, 2008-09 (including name of supervisor)**

**2ième Cycle (MA/MSc):**

- **Abbud, Gabriela** (supervised by R. DeMont); Exercise Science, Concordia
- **Abdul-Hamza, Suzanne** (supervised by E. Jacobs); Education, Concordia
- **Adou, Marina** (supervised by E. Jacobs); Education, Concordia
- **Aviram, Tal** (supervised by C. Wrosch); Psychology, Concordia
- **Baranyaiova Frtusova, Jana** (supervised by N. Phillips); Psychology, Concordia
- **Barrieau, Lindsey** (supervised by D. Stack); Psychology, Concordia
- **Bergmame, Lana** (supervised by H. Petrakos); Education, 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
- **Chiarella, Sabrina** (supervised by D. Poulin-Dubois); Psychology, Concordia
- **Clouston, Sean** (supervised by G. Burgos); Sociology, McGill
- **Couturier, Marie-Eve** (supervised by C. des Rivières-Pigeon); Sociologie, UQAM
- **De Iacco, Assunta** (supervised by H. Petrakos); Education, Concordia
- **Della Porta, Sandra** (supervised by N. Howe); Education, Concordia
Devlin, Christine (supervised by E. Jacobs); Education, Concordia

Doramajian, Caroline (supervised by W. Bukowski); 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

Duncan, Hilary (supervised by N. Phillips); Psychology, Concordia

Etezadi, Sarah (supervised by D. Pushkar); Psychology, Concordia

Fontil, Laura (supervised by H. Petrakos); Education, Concordia

Goldstein, Cathy (supervised by H. Petrakos); Education, Concordia

Hubert, Michèle (supervised by L. Serbin); Psychology, Concordia

Jobin, Joëlle (supervised by D. Pushkar); Psychology, Concordia

Joly, Marie-Pierre (supervised by G. Burgos); Sociology, McGill

Khatchadourian, Mariam (supervised by H. Petrakos); Education, Concordia

Laperrière, Jean-Philippe (supervised by C. des Rivières-Pigeon); Sociology, UQAM

Laurin, Stephanie (supervised by N. Howe); Education, Concordia

Laxer, Emily (supervised by J. Sandberg); Sociology, McGill

Lebreton, Christelle (supervised by L. Chamberland); Sociology, UQAM

Lehrer, Joanne (supervised by H. Petrakos); Education, Concordia

Naidu, Adonia (supervised by R. Tamblyn); Epidemiology, McGill

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

Poisson, Alexandre (supervised by N. Ross); Geography, McGill

Quance, Amanda (supervised by H. Petrakos); Education, Concordia

Randoll, Nadine (supervised by H. Petrakos); Education, Concordia

Reidel, Kristen (supervised by R. Tamblyn); Epidemiology, McGill

Richard, Gabrielle (supervised by L. Chamberland); Sociology, UQAM

Rostad, Kristin (supervised by D. Poulin-Dubois); Psychology, Concordia

Sadaghiamizadeh, Amir (supervised by J. Etezadi); Decision Science & MIS, Concordia

Sandrin, Ann (supervised by E. Jacobs); Education, Concordia

Saucier, Mylène (supervised by R. DeMont); Exercise Science

Simard, Melissa (supervised by P. Hastings); Psychology, Concordia

Thayer, Kendra (supervised by F. Scala); Political Science, Concordia

Théroux-Séguin, Julie (supervised by L. Chamberland); Sociology, UQAM

Zhou, Biru (supervised by D. Forman); Psychology, Concordia

3ième Cycle (PhD):

Adams, Philippe (supervised by J. Abela); Psychology, McGill

Alfonsi, Pino (supervised by M. Conway); Psychology, Concordia

Allsop, Rebecca (supervised by E. Jacobs); Education, Concordia

Amir, Ella (supervised by C. Wrosch); Psychology, Concordia

Anderson, Kelly (supervised by R. Fuhrer); Epidemiology, McGill
Auchterlonie, Sarah (supervised by N. Phillips); Psychology, Concordia

Auerbach, Randy (supervised by J. Abela); Psychology, McGill

Baer, Larry (supervised by K. Li & V. Penhune); Psychology, Concordia

Bauer, Isabelle (supervised by C. Wrosch); Psychology, Concordia

Beaman, Amanda (supervised by D. Pushkar); Psychology, Concordia

Bédard, Karine (supervised by T. Bouffard); Psychologie, UQAM

Benigbui, Michael (supervised by P. Hastings); Psychology, Concordia

Bernier, Michael (supervised by L. Chamberland); Sociology, UQAM

Blair, Mervin (supervised by K. Li); Psychology, Concordia

Boisclair, Annick (supervised by R. Tessier); Psychologie, U. Laval

Boivin, Ariane (supervised by R. Tessier); Psychologie, U. Laval

Brun de Pontet, Stephanie (supervised by C. Wrosch); Psychology, Concordia

Buchsbaum Lowinger, Roxana (supervised by M. Conway); Psychology, Concordia

Burr, Andrew (supervised by D. Pushkar); Psychology, Concordia

Bye, Dorothea (supervised by D. Pushkar); Psychology, Concordia

Cadet, Islande-Georges (supervised by R. Tessier); Psychologie, U. Laval

Cadieux, Genevieve (supervised by R. Tamblyn); Epidemiology, McGill

Campisi, Lisa (supervised by L. Serbin); Psychology, Concordia

Carré, Amelie (supervised by R. Tessier); Psychologie, U. Laval

Chambers, Jessica (supervised by E. Jacobs); Education, Concordia

Chayer, Marie-Hélène (supervised by T. Bouffard); Psychologie, UQAM

Chow, Virginia (supervised by D. Poulin-Dubois); Psychology, Concordia

Cottin, Fanny (supervised by T. Bouffard); Psychologie, UQAM

Courcy, Isabelle (supervised by C. des Rivières-Pigeon); Sociologie, UQAM

Crouse, Daniel (supervised by N. Ross); Geography, McGill

D’Amico, Emilie (supervised by D. Julien); Psychologie, UQAM

Demke, Tamara-Pettigrew (supervised by D. Poulin-Dubois); Psychology, Concordia

Drolet, Pierre (supervised by C. des Rivières-Pigeon); Sociologie, UQAM

Dunne, Erin (supervised by C. Wrosch); Psychology, Concordia

Dupras, Genevieve (supervised by T. Bouffard); Psychologie, UQAM

Eguale, Tewodros (supervised by R. Tamblyn); Epidemiology, McGill

Enns, Leah (supervised by D. Stack); Psychology, Concordia

Farquhar, Jamie (supervised by C. Wrosch); Psychology, Concordia

Feldstein, Julia (supervised by D. Stack); Psychology, Concordia

Fleury-Roy, Marie-Hélène (supervised by T. Bouffard); Psychologie, UQAM

Fortin, Mélissa (supervised by D. Julien); Psychologie, UQAM

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 P. Hastings); Psychology, Concordia

Granger, Stéphanie (supervised by C. des Rivières-Pigeon); Sociologie, UQAM

Grunzeweig, Naomi (supervised by D. Stack); Psychology, Concordia

Jean, Amelia (supervised by D. Stack); Psychology, Concordia
Jodoin, Émilie (supervised by D. Julien); Psychologie, UQAM

Johns, Erin (supervised by N. Phillips); Psychology, Concordia

Johnson, Philip (supervised by F. Aboud); Psychology, McGill

Jomphée, Mélanie (supervised by R. Tessier); Psychologie, U. Laval

Kawasumi, Yuko (supervised by R. Tamblyn); Epidemiology, McGill

Kousaie, Shanna (supervised by N. Phillips); Psychology, Concordia

L'Archeveque, Alex (supervised by D. Julien); Psychologie, UQAM

Larouche, Marie-Noelle (supervised by T. Bouffard); Psychologie, UQAM

Lawford, Heather (supervised by A.B. Doyle); Psychology, Concordia

Lebreton, Christelle (supervised by L. Chamberland); Sociology, UQAM

Lee-Genest, Kevyn (supervised by A. Schwartzman); Psychology, Concordia

Leiba, Elka (supervised by D. Stack); Psychology, Concordia

Lengelé, 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); Psychology, Concordia

Martin, Valérie (supervised by J. Sandberg); Sociology, McGill

Matsuda, Tomoko (supervised by E. Jacobs); Education, Concordia

McDonald, Sheila (supervised by R. Fuhrer); Epidemiology, McGill

McWhinnie, Chad (supervised by J. Abela); Psychology, McGill

Meyer, Felicia (supervised by W. Bukowski); Psychology, Concordia

Moskowski, Robin (supervised by D. Stack); Psychology, Concordia

Motzo, Clairneige (supervised by A.B. Doyle); Psychology, Concordia

Nuselovici, 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

Pilgrim, Kamala (supervised by M. Ellenbogen); Psychology, Concordia

Pranesh, Anand (supervised by R. DeMont); Exercise Science

Ratto, Nicolina (co-supervised by A.B. Doyle); Psychology, Concordia

Recchia, Holly (supervised by N. Howe); Psychology, Concordia

Richard, Priscilla (supervised by T. Bouffard); Psychologie, UQAM

Roussy-Bonneville, Arielle (supervised by T. Bouffard); Psychologie, UQAM

Roy, Caroline (supervised by R. Tessier); Psychologie, U. Laval

Roy, Mathieu (supervised by T. Bouffard); Psychologie, UQAM

Rueggeberg, Rebecca (supervised by C. Wrosch); Psychology, Concordia

Ruttle, Paula (supervised by L. Serbin); Psychology, 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
Savion-Lemieux, Tal (supervised by V. Penhune); Psychology, Concordia
Sinai, Marco (supervised by N. Phillips); Psychology, Concordia
Skitch, Steven (supervised by J. Abela); Psychology, McGill
Steele, Christopher (supervised by V. Penhune); Psychology, Concordia
Synnot, Lindie (supervised by R. Tessier); Psychologie, U. Laval
Tabri, Nassim (supervised by M. Conway); Psychology, Concordia
Trewartha, Kevin (supervised by K. Li & V. Penhune); Psychology, Concordia
Trussler, Tanya (supervised by J. Sandberg); Sociology, 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
Vyncke, Johanna (supervised by D. Julien); Psychologie, UQAM
Wasfy, Rania (supervised by N. Ross); Geography, McGill
Winneke, Axel (supervised by N. Phillips); Psychology, Concordia
Yoshida, Yoko (supervised by J. Sandberg); Sociology, McGill

4ème Cycle (Post-Doctoral):
Basu, Madhavi (supervised by N. Phillips); Psychology, Concordia
Neumark, Erwin (supervised by P. Zelazo); Psychology, McGill
Patel, Vaishali (supervised by R. Tamblyn); Epidemiology, McGill
Rochefort, Christian (supervised by R. Tamblyn); Epidemiology, McGill
Winslade, Nancy (supervised by R. Tamblyn); Epidemiology, McGill
Figure 5: 63% of CRDH Trainees received fellowships during their current program of study. The sources of funding for these fellowships are reflected in the figure below.

Figure 6: Fellowships (incl. honorary fellowships) held during 2008-09.

Note: Institutional = Concordia, UQAM, McGill, U. Laval; Other = CRDH fellowships and International fellowships.
## CRDH Training Activities 2008-2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Speaker, Topic/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 29/08</td>
<td>Seminar</td>
<td><strong>Lina Saldarriaga Mesa, Christopher Steele, &amp; Axel Winneke</strong> (CRDH Graduate Students). Hot topics across the lifespan</td>
</tr>
<tr>
<td>Oct. 2/08</td>
<td>Colloquium</td>
<td><strong>Benjamin L. Hankin</strong> (Dept. of Psychology; University of Denver). Development of depression among youth</td>
</tr>
<tr>
<td>Oct. 6/08</td>
<td>Workshop</td>
<td>CRDH Computer System Orientation; presented by <strong>Pierre-Etienne Mercier</strong> (CRDH IT Manager)</td>
</tr>
<tr>
<td>Oct. 27/08</td>
<td>Seminar</td>
<td><strong>Lisa Serbin</strong> (CRDH Researcher – Psychology, Concordia). A retrospect on prospective inter-generational research</td>
</tr>
<tr>
<td>Oct. 30/08</td>
<td>Colloquium</td>
<td><strong>Robert O. Pihl</strong> (Dept. of Psychology; McGill University). Internalizing and externalizing disorders, is that it? The differentiation of pathways to pathology with a focus on addiction</td>
</tr>
<tr>
<td>Nov. 3/08</td>
<td>Workshop</td>
<td>Basics: SPSS for Windows; presented by <strong>Jonathan Santo</strong> (CRDH Statistical Consultant)</td>
</tr>
<tr>
<td>Nov. 6/08</td>
<td>Colloquium</td>
<td><strong>Ulman Lindenberger</strong> (Max Planck Institute for Human Development, Germany). Cognitive plasticity in adulthood</td>
</tr>
<tr>
<td>Nov. 7/08</td>
<td>Workshop</td>
<td>Multidisciplinary Workshop on Population Ageing (Chaired by <strong>Dolores Pushkar</strong> and <strong>Patrik Marier</strong>)</td>
</tr>
<tr>
<td>Nov. 10/08</td>
<td>Seminar</td>
<td><strong>Axis 1: Infancy &amp; Early Childhood / Enfance Paul Hastings</strong> (CRDH Researcher – Psychology, Concordia). Socialization, emotion regulation and early positive development</td>
</tr>
<tr>
<td>Nov. 24/08</td>
<td>Workshop</td>
<td>Teleform: Everything you need to know; presented by <strong>Jonathan Santo</strong> (CRDH Statistical Consultant)</td>
</tr>
<tr>
<td>Nov. 28/08</td>
<td>Workshop</td>
<td>M-Plus; presented by <strong>Jonathan Santo</strong> (CRDH Statistical Consultant)</td>
</tr>
<tr>
<td>Dec. 1/08</td>
<td>Seminar</td>
<td><strong>John Sandberg</strong> (CRDH Researcher – Sociology, McGill). Family size, children’s cognitive test scores, and familial interaction</td>
</tr>
<tr>
<td>Dec. 4/08</td>
<td>Colloquium</td>
<td><strong>Robin Panneton</strong> (Department of Psychology, Virginia Polytechnic Institute and State University). “Facing” some issues in infants’ speech processing</td>
</tr>
<tr>
<td>Jan. 22/09</td>
<td>Colloquium</td>
<td><strong>Jennifer Jenkins</strong> (Human Development &amp; Applied Psychology, University of Toronto). Experiencing and creating environmental risk: Understanding sibling differences</td>
</tr>
</tbody>
</table>
CRDH Training Activities 2008-2009 (Cont’d)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Speaker, Topic/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 26/09</td>
<td>Seminar</td>
<td>Axis #2: Adolescence / Adolescence Mark Ellenbogen (CRDH Researcher – Psychology, Concordia). When good hormones go bad: Stress and mental health</td>
</tr>
<tr>
<td>Jan. 29/09</td>
<td>Colloquium</td>
<td>Virginia Douglas (Dept. of Psychology, McGill University). The search for a “core” deficit in Attention Deficit Hyperactivity Disorder: Where has it got us?</td>
</tr>
<tr>
<td>Feb. 12/09</td>
<td>Colloquium</td>
<td>CRDH Conference: Positive Health Outcomes; Keynote Speaker: Richard Schulz (Director, University Center for Social &amp; Urban Research; University of Pittsburgh). Health effects of chronic stress exposure: Transitions and treatments</td>
</tr>
<tr>
<td>Mar. 6/09</td>
<td>Workshop</td>
<td>Knowledge Translation Workshop Jacqueline Tetroe (Canadian Institutes of Health Research). Knowledge translation (KT): Theory &amp; Research David M. Secko (Assistant Professor, Department of Journalism, Concordia University). From science to journalism: Personal reflections Paul Hastings (CRDH Member &amp; Associate Professor, Dept. of Psychology, Concordia University). Science makers, media makers, and policy makers: Trying to talk to each other Janet Bagnall (Editorial Writer &amp; Columnist for the Lifestyle section of The Gazette). Talk to me: What editors/journalists look for in papers about research on social issues</td>
</tr>
<tr>
<td>Mar. 9/09</td>
<td>Seminar</td>
<td>Axis #4: Healthy Aging / Vieillissement en santé Carsten Wrosch (CRDH Researcher – Psychology, Concordia). Goal adjustment and quality of life</td>
</tr>
<tr>
<td>Mar. 12/09</td>
<td>Colloquium</td>
<td>Kathy Hirsh-Pasek (Dept. of Psychology, Temple University). Word learning: The view from the radical middle</td>
</tr>
<tr>
<td>Mar. 30/09</td>
<td>Seminar</td>
<td>Andrew Burr, Dorothea Bye, &amp; Jamie Farquhar (CRDH Graduate Students). Concordia’s Longitudinal Retirement Study: An overview and update on student research into older adulthood</td>
</tr>
</tbody>
</table>
As a psychology undergraduate student, I gained experience working in a few different labs in both the Psychology and the Education Departments. The different labs exposed me to a variety of testing techniques. For example, the position in the Education Department exposed me to testing elementary school students’ mathematical skills and provided me with the opportunity to write my first manuscript.

The research that I completed for my honours thesis encompassed two CRDH Axes: Axis II, adolescence and Axis III, parenthood. Based on interactions between mothers and their school-aged children, I predicted adolescent outcomes of risk behaviours such as smoking, drinking, and drug use. The findings demonstrated that problem behaviours in middle childhood increased the frequency of several serious risk behaviours in adolescence. This research study taught me the value of working with an intergenerational longitudinal sample. Additionally, I learned how to create a coding scheme for mother-child interactions. I have expanded this work to include additional risk outcomes, and have submitted an abstract to the upcoming biannual conference of the Society for Research in Adolescence.

This past academic year also marked my application to graduate school. I applied to various clinical psychology programs at Canadian universities, aiming to pursue research related to child and adolescent risk. From the get go, my first choice was to work with CRDH Researcher, Dr. Dale Stack, in the Master’s program at Concordia. I also applied for and received funding from both SSHRC and FQRSC. In writing my applications, I proposed a project that extended my undergraduate thesis work. This work will look at problem behaviours at an earlier stage of child development in order to examine precursors to middle childhood and adolescent risk behaviour. A possible focus for this research is preschoolers’ socio-emotional development in relation to risk and resilience.

I am really looking forward to the many opportunities that are available to graduate trainees in the CRDH. Last year I also had the opportunity to present a poster with another graduate student at the CRDH Annual Conference. I look forward to collaborating with other CRDH trainees and participating in CRDH activities. My experience working in the CRDH as an undergraduate student has been extremely positive, and will surely continue to be as I pursue my graduate career at Concordia.
Throughout my studies at Concordia University as an undergraduate student in psychology, and, more recently, as a Master’s student in the Education department, I have had the opportunity to explore the development of the child from an interdisciplinary perspective. Both of these experiences have provided me with a diverse and broad outlook of the child from a physiological, socio-emotional, and behavioural viewpoint.

As a psychology student, I was privileged to work under the supervision of Dr. Jennifer McGrath for my undergraduate thesis. While working as a research assistant for Dr. McGrath’s Pediatric Public Health Psychology Lab, I was interested in the Healthy Heart Project and investigated the topic of children’s nutrition knowledge and its impact on dietary behavior. I continued to be engaged in the project in the 2006-2007 year, and presented a poster at the Canadian Psychological Association in Ottawa, June 2007 which was entitled: *Nutrition knowledge, Dietary Behaviour and Socioeconomic Status: How are they related among parents and their children.*

In the fall of 2007, I started a M.A. in Child Study under the supervision of CRDH Member Harriet Petrakos in the Department of Education at Concordia University. In collaboration with two of my colleagues (Sandra Della Porta and Lana Bergname), we developed a research project which merged our previous experiences in health psychology with education. Specifically, we explored the health promotion efforts of teachers and administrators in three English Montreal schools. Findings revealed that schools varied, particularly regarding school personnel’s beliefs about youth health, as well as their knowledge and implementation of health promotion programs.

Upon entering the M.A. program, I also became involved in an ongoing project in Dr. Petrakos’ lab, evaluating the impact of intensified services for youth with social, emotional and behavioural difficulties. An ecological perspective was obtained through interviews with students, their parents, and their teachers. I had the opportunity to co-present my experiences of working with these students in a knowledge translation event. I shared the results of the research to the Lester B. Pearson School Board – an enlightening and rewarding experience. Further, I co-presented a paper on this project with Dr. Harriet Petrakos and Lana Bergname entitled *Family-school support services for students with behavior difficulties and links to parent-teacher collaboration,* at the American Educational Research Association in San Diego, California. Working alongside Dr. Petrakos initiated a keen interest in working with children with difficulty. As such, I decided to incorporate this interest in my M.A. internship project. Specifically, I implemented a language arts program to five fourth grade students at risk for emotional and behavioral difficulties over a 10 week period. Collaboration with school personnel and informal interviews with the students enabled me to cater the intervention to each student’s strengths and needs. The results of the project were revealed through the exploration and description of general themes across the students, as well as through the investigation of one student’s progress in a narrative case study. Overall, the results demonstrate that intervention seems to benefit the students on both an emotional and academic level.

My experiences as a psychology and Child Study student have bestowed upon me a myriad of research experiences and a broad perspective of children and youth. I hope to be able to apply these experiences to positively impact children’s lives as I pursue my future endeavors.
“To err is human”... or is it “to be human is to err?” It is natural for us to make errors in our actions, from the trivial like spilling the contents of our glass when trying to take a drink, to the more serious like missing a step and tripping on the stairs. Lucky for us we have evolved sophisticated mechanisms that allow us not only to detect our own errors but also learn from them. We can also adapt to situations that conflict with our expectations, even when we haven’t made an error. For example, if I was highly familiar with driving a car with an automatic transmission, but a friend asked me to drive her manual car, I could adapt the series of actions necessary to operate the vehicle successfully even though I might not be as proficient. A variety of tasks used in the laboratory have shown that as we progress into later adulthood our ability to detect cognitive conflicts, or errors decreases. My research has focused on understanding how this age-related change in cognitive processing affects our ability to flexibly adapt our movements.

In my Master’s research I asked younger and older adult participants to perform a highly repeated pair of key presses on a keyboard, followed by an unexpected key press that conflicted with the well-learned pair. In order to measure age differences in different phases of their movements on both well-learned and conflicting pairs, I used 3-D motion capture technology that allowed me to track the changes in finger movement in three-dimensional space. I found that both younger and older adults spent more time planning their movements in the conflicting situations. However, only younger adults were able to shorten the amount of time spent executing those movements. In fact, this diminished execution time represented a flexible compensatory change in the movement that allowed young adults to minimize the overall amount of time taken to respond in a situation of conflict. This finding revealed that a less efficient conflict detection mechanism in older adults led to a decreased flexibility in adapting their movements. For my PhD work I am conducting studies to further clarify the nature of the relationship between conflict detection and movement adaptation. I hope to identify conditions in which older adults might be as able as young adults to deal with conflict.

This past year I applied for, and received, an International Internship award provided by the Fonds de recherche sur la société et la culture du Québec (FQRSC), and the CRDH to collaborate on a project with Dr. Alan Wing (University of Birmingham, UK) a world-renowned researcher in sensory-motor neuroscience. This 3-month residency in Dr. Wing’s lab will commence in March of 2010. In keeping with my interest in the effects of age-related cognitive decline on motor performance I will be conducting an experiment to determine the effects of concurrently performing a cognitive task (e.g., mental arithmetic) on younger and older adults’ ability to synchronize finger taps to a metronome beat. Dr. Wing has previously argued that our ability to synchronize involves a central timekeeper in the brain that requires attentional control. My project will explore the effect of taxing the attentional system by having people perform two things at the same time. Our prediction is that a secondary cognitive task should disrupt the central timekeeper, and hence, movement synchronization. Testing different age groups (younger and older adults) will allow me to also examine whether or not this effect is exacerbated in later adulthood due to changes in attentional control with age.

Thanks to the FQRSC, CRDH, FQRNT and my supervisors Dr. Karen Li and Dr. Virginia Penhune, I will be continuing my research aimed at expanding our knowledge of how declines in cognitive processes in later adulthood contribute to changes in motor performance. My training in different areas, with different tools, will help to establish me as an interdisciplinary researcher with the skills to pursue many interesting questions in the future.
Selected Theses Titles; 2008-09

Cycle 2 (M.A.):

Baer, Larry (August, 2008). Combined PET and 3D motion capture: Neural correlates of changes in movement kinematics associated with motor skill learning. (Supervised by K. Li/V. Penhune)

Barrieau, Lindsey (August, 2009). Circumventing adversity: The importance of mother-child relationships in promoting healthy development in high-risk children. (Supervised by D. Stack)

Blair, Mervin (August, 2008). An investigation of chunking and inhibitory processes in young and older adults using a sequential action paradigm. (Supervised by K. Li)

Brooker, Ivy (May, 2009). Infant’s rational imitation: Does the model’s reliability matter? (Supervised by D. Poulin Dubois)

Bruno, Andrea (Sept. 2008). Associations between maternal involvement and sibling dramatic play, narrative, and creativity. (Supervised by N. Howe)

Burns, Cathy (June, 2008). (Supervised by E. Jacobs)

De Iacco, Assunta (April, 2008). (Supervised by H. Petrakos)

Doucet, Amelie (August, 2008). Screening for generalized anxiety disorder using a self-report questionnaire: validity of the worry and anxiety questionnaire II in clinical and non-clinical samples. (Supervised by M. Dugas)

Dubois, Marie-Eve (May, 2009). The effects of SES and maternal depression on toddlers’ motivation to learn: Parental teaching as a mechanism of influence. (Supervised by D. Forman)

Enns, Leah (July, 2008). Emotion behaviours in mothers and childhood histories of aggression and/or social withdrawal and their children: An inter-generational, high-risk study. (Supervised by D. Stack)

Farquhar, Jamie (Sept., 2008). From the workplace to the golf course? The adaptive value of life regret on activity and emotional well-being in recent retirees. (Supervised by C. Wrosch)

Hickey, Amelia (March, 2008). (Supervised by E. Jacobs)

Johns, Erin (August, 2008). Executive functioning in mild cognitive impairment, frontotemporal dementia, and Lewy Body Dementia. (Supervised by N. Phillips)

Laperrière, Jean-Philippe (Sept., 2008). La forme des messages publicitaires d’aliments non-diététique : analyse comparative entre les chaînes de télévision generalistes et spécialisées pour enfants. (Supervised by C. des Rivières-Pigeon)

Lebreton, Christelle (Sept. 2008). (Supervised by L. Chamberland)

Lehrer, Joanne (April, 2009). Out-of-school play and creativity, cognitive, social, emotional development in grade one students. (Supervised by H. Petrakos)


Quance, Amanda (August, 2008). Revisiting and international development project in early childhood education and care. (Supervised by H. Petrakos)

Randoll, Nadine (August, 2008). Teacher’s attitudes towards inclusion as linked to teachers’ sense of efficacy. (Supervised by H. Petrakos)

Rostad, Kristin (Sept. 2008). Domain-general categorization in 14- to 24-month old infants. (Supervised by D. Poulin-Dubois)

Simard, Melissa (August, 2009). Home is where the heart is: A study of the links between physiological emotion regulation, maternal emotion socialization and aggression. (Supervised by P. Hastings)

Skea, Donna (April, 2008). Teacher-child interaction and the inclusive classroom. (Supervised by H. Petrakos)

Tabri, Nassim (August, 2009). Intergroup conflict in Lebanon: Social identification and involvement in collective action predict more hopelessness for Lebanese young adults. (Supervised by M. Conway)
Selected Theses Titles; 2008-09

Cycle 3 (Ph.D.):

Bauer, Isabelle (June, 2008). Management of life regrets in young adulthood & old age: The roles of social comparisons & disengagement through disclosure. (Supervised by C. Wrosch)

Beaman, Amanda (August, 2008). The role of emotional awareness in predicting positive and negative social support and well-being in recent retirees. (Supervised by D. Pushkar)

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)

Boisclair, Annick (June, 2008). Effet du programme Co-Naître sur les pères et leur enfant très premature. (Supervised by R. Tessier)

Brun de Pontet, Stephanie (April, 2008). Using theories of control and self-regulation to examine the leadership transition between a parent and child in family-owned businesses. (Supervised by C. Wrosch)

Demke, Tamara-Pettigrew (July, 2008). Infants’ understanding of the epistemic nature of eye gaze during the second year of life. (Supervised by D. Poulin-Dubois)

Lawford, Heather (June, 2008). The role of the attachment and caregiving in the emergence of generativity from early to middle adolescence. (Supervised by A.B. Doyle)

McDonald, Sheila (February, 2009). The effect of family structure during childhood on problem behaviour in pre-adolescence: A life course epidemiological study. (Supervised by R. Fuhrer)

Moszkowski, Robin (Sept. 2008). Infant touching behaviours during mother-infant face-to-face interactions: Effects of changes in maternal emotional and physical availability in normative and at-risk populations. (Supervised by D. Stack)

Olineck, Kara (July, 2008). Infants’ concept of intention: Investigating inter-task relations and developmental continuities. (Supervised by D. Poulin-Dubois)

Recchia, Holly (Dec. 2008). Explaining variability in sibling conflict resolution strategies during middle childhood. (Supervised by N. Howe)

Salerno, Frank (April, 2009). Risk processes implicated in the development of depression and anxiety-spectrum disorders. (Supervised by A. Schwartzman)

Shipley, Beverly (June, 2008). Retirement and cognitive change in a sample of civil servants: Whitehall II study. (Supervised by R. Fuhrer)

Sinaï, Marco (June, 2009). Task switching ability in mild cognitive impairment. (Supervised by N. Phillips)


Wilson, Dana (May, 2008). Urban environmental influences on youth gambling. (Supervised by N. Ross)
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.

Selected Trainee Awards: (Students bolded and Supervisor in brackets)

**Caroline Doramajian** (supervised by William Bukowski) received the best student poster prize at the First Scientific Day of the Chair on Sex, Gender, and Mental Health from the CIHR Institute of Gender and Health. The conference was held on March 27th, 2009 in Montreal at the Centre de Recherche Fernand-Seguin.

**Poster Title:** Friendship and group acceptance protect victimized boys and girls differently

**Abstract:** Victimization by peers during childhood and adolescence is a stressful and abusive experience that is associated with a multitude of negative psychosocial and behavioural outcomes. Despite the well-established risks related to peer abuse, researchers are only recently elaborating on the processes underlying the link between victimization and maladjustment. The present study examined whether mutual friendship and group acceptance moderate the relationship between victimization and depression differently for early adolescent boys versus girls. Same-sex peer nominations of depressive symptoms, victimization, and friendship were obtained for 430 early adolescents attending fifth or sixth grade (222 boys and 208 girls; mean age of 10 years 11 months). Group acceptance was defined as the number of unlimited friendship nominations received, while mutual friendship, a more intimate peer experience, was based on reciprocated first or second best friend choices. Analyses performed with structural equation modeling revealed that boys and girls differed in the associations among mutual friendship, group acceptance, victimization, and depression. In line with the theoretical postulation that males and females ascribe distinctive meaning to intimacy in their peer relationships, mutual friendship served as a buffer against depression for victimized girls but not boys, and group acceptance served as a buffer against depression for victimized boys but not girls. Discerning such gender-specific interpersonal factors that protect at-risk early adolescents from depression is especially important during a developmental period when gender differences in the prevalence of depression become increasingly apparent.

**Virginia Chow** (supervised by Diane Poulin-Dubois), **Nikki Ratto** (supervised by Anna-Beth Doyle), and **Mathieu Roy** (supervised by Thérèse Bouffard) received awards from the CRDH for most outstanding poster presentation during the Centre's Annual conference.

**Robin Moszkowski** (supervised by Dale Stack) was the winner of an International Conference on Infant Studies graduate student award for her March 2008 presentation.

**Holly Reccia** (supervised by Nina Howe) received the SGS Dissertation Completion Award and was valedictorian.
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.
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 multi-disciplinary 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 Center 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.

Une des fonctions importantes des membres du Centre est d’agir à titre d’experts auprès des responsables ministériels, des groupes communautaires, des agences de services et du grand public. Grâce au développement qu’a connu les CRDH au cours des dernières années, avec l’ajout de membres et une réputation grandissante comme centre multidisciplinaire et multi-institutionnel, il n’est pas surprenant que les organisations communautaires nous demandent de présenter des conférences et des ateliers ouverts au public. De même, notre réseau sans cesse croissant a facilité la création de partenariats de recherche avec divers organismes communautaires qui jouent un rôle important quant à l’échange d’information et de commentaires à l’égard des objectifs de recherche des membres du Centre. De plus, les membres du CRDH ont participé très activement à des conseils consultatifs, servi d’experts pour ceux qui élaborent les politiques, et fourni de l’information aux médias. Aussi, la dissémination de nos résultats auprès d’autres experts et d’étudiants en recherche a conduit les membres du CRDH un peu partout sur le globe pour prendre part à nombre de congrès internationaux ainsi qu’à des rencontres et des séminaires dans la communauté scientifique québécoise.
Why do we do research? Asking this question elicits a variety of responses, which almost invariably include something about ultimately improving people’s lives. After all, a single study can take years to plan and execute, and as researchers, we certainly don’t do it just to have our publications sit and collect dust on library shelves. As such, knowledge transfer (KT) is an essential part of the CRDH research picture. KT is the way in which research becomes relevant – it’s about turning knowing into doing. Over the past few years, CRDH has increasingly emphasized KT and in the spring of 2009 CRDH held a day-long KT Workshop during which researchers, trainees, and special guests had the opportunity to discuss how to turn knowledge into action.

After opening comments by CRDH Director Bill Bukowski, the full house at the KT Workshop turned its attention to the first speaker of the day. Jacqueline Tetroe, of the Canadian Institutes for Health Research (CIHR), got the ball rolling by providing a theoretical framework within which to understand the role of KT in research. Known by many names (e.g., knowledge translation/mobilization/implementation/utilization), KT is defined as “a dynamic and iterative process that includes the synthesis, dissemination, exchange, and ethically sound application of knowledge”. According to Ms. Tetroe, KT traditionally consists of “end of project knowledge dissemination”, which includes familiar activities such as conference presentations and journal publications. However, researchers’ growing need to reach more than just their immediate peers has extended common KT activities to include popular media coverage as well as interdisciplinary and community workshops – activities designed to encourage wider application of research findings. But perhaps the most innovative form of KT is the “integrated” form in which the end user of the knowledge (e.g., service providers and policy makers) is involved with the research process from the start. Ms. Tetroe also noted that KT-related activities have become quite important to funding agencies, many of whom now have grants directed specifically towards that goal.

Drawing from personal history, David Secko (Journalism Department, Concordia University) moved the discussion from theory into experience. Having made the dramatic career move from being a scientist to being a journalist, Dr. Secko found himself having to think and work in a field where approaches to information, communication, and action were quite different. For example, he noted that science is fond of caveats, while journalism is fond of breakthroughs; that scientists write for their colleagues, while journalists write for their grandmothers; and that the scientific process is slow, while journalistic writing is fast-paced. In sharing his own insights into these differences and the mental shift he experienced in surpassing them, Dr. Secko shed light on the skills required to engage in effective KT. Dr. Secko also highlighted aspects of the interesting and sometimes difficult position of the science journalist, who is often placed in a translational role between scientists and the general public. His theoretical work focusing on what exactly science journalism entails, and what kinds of questions science journalists can and should be answering illuminated many interesting aspects of the KT process and sparked discussion of the challenges and rewards of getting the message out.

The afternoon session began with CRDH researcher, Paul Hastings. Dr. Hastings described his experience with KT. In 2003, the federal government commissioned...
Dr. Hastings to investigate the effect of family type on childhood development. The final report, submitted by Dr. Hastings and his colleagues in early 2005, supported gay parents by providing evidence for the fact that parenting by same-sex couples is just as good as that of heterosexual couples. During a year-and-a-half the researchers waited for the government to post the document. Finally, the researchers requested the government to release the report under the Access to Information Act. At the end of 2006 the request was approved and the report was made available online - by the researchers themselves. Notably, each page is stamped with “Document Released under the Access to Information Act”. The results of the investigation were then picked up by the media and received a lot of attention in the popular press, spreading right across the country in a matter of weeks. So in the end, the knowledge was translated – perhaps even more extensively – but certainly not without a good deal of commitment on the part of the researchers involved.

Janet Bagnall, editorial writer and columnist for the Montreal Gazette, was probably not surprised by the fact that the popular media was, in the end, the primary vehicle for the widespread dissemination of Dr. Hastings’ report. As the final speaker of the day, Ms. Bagnall provided insight into what the media looks for in terms of large-scale research findings that appeal to general audiences. She noted that newspaper readers are generally interested in articles on health and well-being, and that having a catchy title to your journal article, which is understandable to the general public, goes a long way towards getting noticed by the press. In response to questions about maintaining the integrity of one’s findings in the face of news reports that threaten to chop up studies beyond recognition, Ms. Bagnall remarked that, as a rule, reporters will not let you proof an article before publication (as this biases the impartiality of the press) and that, ultimately, it is the newspaper editors who decide what to keep and what to leave out from each piece. She did point out that anyone who feels misrepresented is welcome to write an op-ed piece to address the issue, and that these are more often than not well-received. The take-home message from this speaker was that, as researchers, we need to be proactive promoters of our research, and that this involves being able to speak engagingly about our work using non-technical terms; indeed, this is a specific KT skill that we should all have under our belts. Having a lay abstract ready (with a catchy title of course) helps too!

At the end of the day many workshop attendees lingered in small groups, excitedly talking about the ideas and knowledge they had acquired. As audience members, we were the recipients of KT, and it had clearly been inspiring.

- Sarah Etezadi
The CRDH Seminar Series is monthly seminars in which our researchers present their current developmental research. This year graduate students were encouraged to take the knowledge they had learned in the seminar and translate it for a general audience in their own Knowledge Translation (KT) Summary.

**Seminar:** A Retrospect on Prospective Inter-Generational Research (presented by Lisa Serbin; October 27, 2008)

**Summary** by Julie Martin and Kamala Pilgrim

For several years now, Dr. Lisa Serbin and her collaborators have been committed to the study of health and psychosocial outcomes of individuals from high-risk populations as well as understanding how risk is transferred from parent to child. To examine these issues, Dr. Serbin uses data from the Concordia Longitudinal Risk Project, a prospective longitudinal study of individuals from disadvantaged Montreal neighbourhoods recruited in 1976 and followed to the present day. Originally, 1774 children from grades 1, 4, and 7 were identified as being high or low on dimensions of aggression and social withdrawal. Today, many have become parents, providing the unique opportunity to study the intergenerational transfer of risk.

Her most recent presentation for the Centre for Research in Human Development colloquium series highlighted several compelling findings. Specifically, early patterns of aggression and social withdrawal were predictive of poor subsequent outcomes in a wide number of areas. For instance, mothers who were aggressive and socially withdrawn in childhood were more likely to use poor parenting strategies and were more generally distressed in their daily life. This in turn predicted more behaviour problems in their children. Maternal behavioural histories also predicted important health outcomes. In particular, children of aggressive and socially withdrawn mothers, who were also frequently exposed to stress, were found to have low cortisol levels, a major stress hormone in humans. This is an indication of blunted and dysregulated stress responses, which is significant given that children’s stress systems develop early on and remain relatively stable into adulthood. Markers of socio-economic status were also found to be critical predictors. For instance, mothers who were more highly educated provided enriched and cognitively stimulating homes, laying the foundation for their children’s intellectual development. On the other hand, poverty and parental absence were associated with problems in parenting and more frequent medical visits.

Taken together, findings from Dr. Serbin’s research show that childhood behavioural difficulties have long-term effects and negatively impact parenting, psychological well-being, and the home environment. Sadly, a cycle of risk is revealed whereby children, the second generation, face a multitude of psychosocial and health problems. At the same time however, the findings clearly demonstrate the need to intervene. They underscore which areas to focus on in the development of intervention programs and provide valuable information to guide policy makers. A major focus of Dr. Serbin’s work has been to disseminate her findings in order to bring prevention to the forefront of policy-making.

**Seminar:** Socialization, Emotion Regulation and Early Positive (or less so) Development (presented by Paul Hastings; November 10, 2008)

**Summary** by Christopher J. Steele & Erin K. Johns

Playing well with others: How can mothers and fathers help their boys and girls develop positive social behaviour?

Girls play nicer than boys and mothers influence their children’s development more than father’s right? Well, according to recent research conducted by Dr. Paul Hastings
and the ABCD (Affective and Behavioural Competence Development) Lab, there is actually very little difference in prosocial behaviour in preschool-aged boys and girls, and fathers just have a different kind of influence on children. What’s more, it turns out that children also have a socializing effect on their parents. Dr. Hastings presented recent work examining mothers and fathers and their preschool children - looking at parenting style, parent and teacher assessments of the child, and the child’s social adjustment. Dr. Hastings has shown that boys interact using both “masculine” and “feminine” prosocial behaviour as often as girls do. His lab has also done some pioneering work to establish that fathers, not just mothers, can affect their child’s social development, and that what children take out of their interactions with parents can be different depending on whether the child is a girl or a boy. For example, an overprotective parenting style in fathers was related to internalizing problems in girls only. Also, fathers who engaged actively in play with their children had children who demonstrated higher social competence, whereas mothers who played with their children in the same way had children who participated more in groups. A new direction in Dr. Hastings’ research examines how children’s vagal tone (a measure of heart rate changes associated with inhalations and exhalations), relates to positive adjustment. Vagal tone is viewed as a physiological measure of the ability to regulate emotions, and Dr. Hastings found that children with low vagal tone were more susceptible to influence (either positive or negative) from their parents. In addition, Dr. Hastings’ research indicates that children’s emotional tendencies shape parenting styles over time. For example, an angry child is likely to cause her mother to become more permissive and her father more unconcerned. This can lead to a vicious cycle in which a permissive mother and unconcerned father are then more likely to continue with parenting styles that contribute to their daughter’s anger.

Taken together, Dr. Hasting’s research has shown that parents have the ability to shape their children’s social interactions with others (and not just in the home!), that fathers and mothers contribute to different aspects of a child’s social development, and that a child’s emotions and ability to regulate emotions have an effect on the type of parenting that child receives and also how that child interprets parenting. Thus, there are no easy answers for parents as to how to promote prosocial behaviour in children – the most beneficial parenting style depends on many factors, such as whether you are a mother or a father, the gender of your child, and your child’s emotionality. Perhaps future research in Dr. Hastings’ lab will continue to clarify these issues, and eventually lead to guidelines to help parents promote positive development in their children.

**Seminar:** Family Size, Children’s Cognitive Test Scores and Familial Interaction: US, 1997-2002 (presented by John Sandberg; December 1, 2008)

**Summary** by Jamie C. Farquhar

**Does family size influence a child’s cognitive abilities?**

In Canada, the average family size is three people. Perhaps this average family might contain two parents and a child. But is this size of family different than one with two children? Or two, three, four, or more children? Some of us may be surprised to hear that children from families with a higher number of siblings do less well academically than children who come from smaller families. Dr. John Sandberg from the Department of Sociology at McGill University is intrigued by this phenomenon, and his research sets out to better understand the cognitive abilities of children from various family sizes. He suggests that there may be three reasons why children from smaller families do better than children of larger families. First, the addition
of another child may dilute the ‘family resources’. Family resources can include tangible items, such as books or money, but it can also include other forms of resources such as parental attention paid to individual children. Second, the addition of another child may lower the intellectual environment of the household. For example, when a younger sibling is present, the other siblings may engage in age-immature activities that are only age appropriate for the youngest sibling. And third, it is possible that smaller families have better cognitive abilities than larger families, but for reasons unrelated to the family size. For example, maybe parents with high levels of cognitive function tend to have smaller-sized families. In order to test if there was any evidence to support these proposed reasons, Dr. Sandberg examined the cognitive abilities of children in over 2000 families of various sizes living in the US. He found no support for the notion that the dilution of family resources plays a role in children’s cognitive abilities, but he did find support for that idea that younger siblings lower the intellectual environment of the household. Specifically, the more time siblings spent with each other, the lower their cognitive abilities. However, Dr. Sandberg examined these finding further by examining not just the family size alone, but the change in family size across time. When he examined his data in this fashion, he unmasked some interesting results. He found that adding another child to a family increased the other siblings’ cognitive abilities. This finding goes against previous research in this field, and highlights the importance of examining change within a family as opposed to treating families as static and stable. Dr. Sandberg’s future research will continue to examine the issues of family size and cognitive ability, but with a special focus on change in family size.

Seminar: When Good Hormones Go Bad: Stress and Mental Health (Mark Ellenbogen; January 26, 2009)

Summary by Julia Feldstein

Dr. Mark Ellenbogen conducts research primarily targeting factors associated with the development of psychopathology. He has previously examined relations between internalizing disorders (anxiety and depression), stress, and cognitive processing. Of particular interest to Dr. Ellenbogen, is the relationship between internalizing disorders and individual differences in response to stress. Specifically, he has explored physiological and cognitive features of internalizing disorders such as hormone release and information processing. Through prior research, Dr. Ellenbogen has demonstrated that depression is likely related to maladaptive stress responses by the hypothalamic-pituitary-adrenal axis (HPA) and attentional systems. His findings further suggest that these maladaptive stress responses may be associated with an impaired ability to process emotional information and subsequently regulate mood states. Based on the robust coupling of attentional systems and mood regulation, Dr. Ellenbogen is currently exploring the relationship between stressful life events, affective disorders, and indices of functioning in the natural environment. To examine individual differences in factors such as cortisol release and interpersonal functioning, he has recruited a sample of young adults at high risk for the development of an affective disorder (by virtue of having a parent with bipolar disorder) as well as a community sample of young adults with depression. An important long-term goal of this research is to establish whether attention biases in emotional information processing are implicated in mood disturbances and impaired mood regulation. In sum, Dr. Ellenbogen hopes to determine whether such biases can be conceptualized as a putative risk factor for affective disorders through effects on indices of physiological and interpersonal functioning.

Seminar: Transition to School and Family-School Collaboration (Harriet Petrakos; February 9, 2009)

Summary by Leah Enns and Nassim Tabri

The transition to school for young children is an important milestone in their psychological and educational development. While a smooth transition to school has been shown to be linked to many positive academic and social
outcomes, the reverse is also very apparent. One important factor related to school readiness for young children is the relationship between their family and their school, especially parent-teacher communication and collaboration.

Dr. Harriet Petrakos has been very aware of the importance of family-school collaboration. In her research, she has examined this relationship within a variety of different populations, such as children that come from disadvantaged neighborhoods, those with immigrant and refugee status, as well as those with behavior problems and/or special education needs. In addition, she has explored this relationship using various research methodologies (e.g., experimental, longitudinal, and cross-sectional research), and measures (e.g., questionnaires, interviews, and focus groups).

Of particular interest, Dr. Petrakos’ research has identified a number of themes that affect parent-teacher collaboration. Results of this research indicate that although there were some similarities between parents and teachers expectations of their children’s social and academic development, important differences emerged with respect to how these expectations are communicated. For example, parents and teachers varied in their views on homework completion; while teachers believed parents should establish homework routines, parents desired to establish more independence for their child by making them responsible for their own school activities.

Dr. Petrakos’ research has important practical implications for bridging parent and teacher communication and expectations concerning children’s school readiness and social development. Currently, Dr. Petrakos is venturing on some exciting new research which examines school transition for young children with immigrant and refugee status in Canada. For instance, she is examining school expectations and the role of parent-teacher collaboration in light of cultural differences and refugee children’s school readiness. All in all, Dr. Petrakos’ research is beginning to identifying strengths in family-school practices, thus promoting competence in children and fostering understanding across contexts.

**Seminar:** Unattainable Goals and Quality of Life (presented by Carsten Wrosch; March 9, 2009)

**Summary** by Rebecca Rueggeberg and Mervin Blair

Carsten Wrosch’s research examines the health benefits of giving up unattainable goals. In particular, he looks at the positive effects of disengaging from unattainable and reengaging in attainable goals on individuals’ well-being and physical health.

Pursuing an unattainable goal leads people to invest their time and energy in endeavors that result in accumulated failure, and prevents them from pursuing other important and attainable goals. Such a maladaptive behavioral pattern may have adverse long-term implications for individuals’ quality of life. In contrast, goal disengagement may prevent accumulated failure experience and provide resources for other activities. Moreover, goal reengagement creates purpose in life and reduces thoughts and feelings about failure. In order to investigate the impact of goal disengagement and goal reengagement capacities, 115 undergraduates from Pittsburgh and 150 young and older adults from Montreal were investigated.

The results revealed that participants reported on average 4.7 important unattainable goals on major life domains (e.g., health, partnership, finances) over the past five years. Goal disengagement and goal reengagement capacities predicted high levels of subjective well-being (e.g., increased purpose in life, increased self-mastery, reduced levels of perceived stress). Importantly, goal disengagement was shown to be a stronger predictor of negative aspects of subjective well-being and predicted biological (e.g., c-reactive protein)
and physical health. Furthermore, goal reengagement contributed to positive aspects of well-being, but was unrelated to biological or physical measures.

Dr. Wrosch examined in another research study if depressive symptoms can serve adaptive functions in adolescence, by predicting an increase in goal disengagement over time. Although depressive symptomatology often compromises quality of life, it may at the same time facilitate abandonment of futile goals and guide the selection of adaptive behavior (Klinger, 1975). Along these lines, it has been shown that depressive mood can be associated with a more realistic perception of the environment, which is important for the selection of appropriate goals (cf. Dykman et al., 1989; Taylor & Gollwitzer, 1995).

Based on these considerations, Dr. Wrosch investigated if depressive symptoms make it easier to adjust to unattainable goals over time. Furthermore, he examined if increased goal disengagement capacities would forecast a reduction of subsequent depressive symptoms. This hypothesis was tested longitudinally over 19 months with a sample of 122 adolescent girls at high risk for experiencing a depressive episode.

The results indicated that depressive symptoms can indeed serve adaptive functions in adolescence. In particular, high levels of depressive symptoms predicted an increase in goal disengagement capacities over the first year of study. Increased goal disengagement capacities, in turn, forecasted a reduction of subsequent depressive symptoms six months later. There was no association between depressive symptoms and adolescents’ goal reengagement capacities.

**Seminar:** Concordia’s Longitudinal Retirement Study: An Overview and Update on Student Research Into Older Adulthood (presented by CRDH trainees: Dorothea Bye, Jamie Farquhar, & Andrew Burr; March 30, 2009)

**Summary** by Larry Baer

The focus of the closing event of the 2008-2009 CRDH seminar series was the Concordia Longitudinal Retirement Project, an ambitious project that has tracked retirees across multiple time points, assessing changes along cognitive, social, emotional, and physical dimensions with the goal of discovering the elements of a healthy and happy retirement.

Dorothea Bye described the theoretical basis for the project: Retirees will seek to maintain the continuity of the psychosocial framework of their lives. In particular, the study is exploring the mechanisms of continuity in the realm of general activity level. Ms. Bye also described some of the findings so far: Actual income is less important as a predictor of satisfaction in retirement than is the perception of financial security and, except for the very poor, finances are less important than one’s health, personality factors, and social support networks in predicting a happy retirement.

Jamie Farquhar spoke of the role that regret plays in well-being in later life, describing its association with physical and psychological problems. He has found that if the nature of a regrettable event is such that it is undoable and if someone is motivated to undo the regret, they are more likely to engage in more optional activities, such as volunteering. Such behaviour is, in turn, associated with greater satisfaction in later life.

Finally, Andrew Burr discussed his work in studying the values of retirees. His research marks the first time that the Portrait Value Questionnaire (PVQ) is being used on a population of retirees. The PVQ, based on Schwartz Value Theory, allows us to infer the values of each subject. Mr. Burr has found that retirees who care less about status are less affected by their perception of their financial situation, while those retirees who care less about status are less affected by their perception of their financial situation, while those retirees who do care about status are more likely to experience a reduction in positive emotions if they perceive themselves to have less money.

These researchers offered us a taste of further exciting findings soon to come out of the Concordia Longitudinal Retirement Project, which is helping us to break down the myths and stereotypes of retirement and old age.
Café Scientifique

These meetings take place in the community, and the audience is broad. The idea behind these open talks is to discuss research with the public.

Rejean Tessier participated in a café scientifique entitled: “In Praise of Older Mother” at O Patro Vys, Montréal (May 2008).

Karen Li, Patrik Marier & Dolores Pushkar participated in a café scientifique about aging entitled: How Can We Be Healthy, Wealthy and Wise as We Age? (March, 2009).

Members in the news

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:

- Paul Hastings was Interviewed about fear in childhood for a series called “De quoi t’as peur?” (episode: Peur de la Violence) on TV5, by Jean-Guy Montpetit (http://www.tv5.ca/emissions/de-quoi-t-as-peur-100148346.html)
- Nina Howe was interviewed about sleepovers for Parents’ Magazine (article entitled Family Together, Volume 4, issue 4, 2008) and was published in the “Ask the Experts” column.
- Dale Stack and collaborators had their intergenerational research featured in “Découvrir”, (la revue de la recherche; Association Francophone pour le savoir (Acfas)), Article on Intergenerational Transfer of Psychosocial Risk (Science Clips section), March 2009
- Carsten Wrosch has repeatedly shown-up in the news, to name a few of his exploits: MSNBC (August 26, 2008: Why Overcoming a Tragedy Really Matters); New York Times (August 15, 2008: Winners Never Quit? Well, Yes They Do); The Oprah Magazine (January, 2008: Know When To Fold ‘Em), etc.
- Philip Zelazo has also been in the news repeatedly for his work with aide-en-ligne (MAC featured on Canal Argent (TVA) Interview with AEL Founder, François Lefort (Jan 18, 2008). http://argent.canoe.com)
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:


CRDH members have also presented numerous workshops to the community. For example:


Other members gave workshops abroad:

- Frances Aboud ran a workshop on Early childhood given to management-level staff of Plan Bangladesh in Dhaka, November 2008.


Finally, our members have formed new partnerships with community organizations such as:

- Thérèse Bouffard has formed numerous links with school and college associations (i.e., The Fédération des commissions scolaires du Québec (FCSQ), The Fédération autonome du collégial (FAC), etc.) to form : La Table nationale de lutte contre l’homophobie du réseau scolaire et du réseau collégial

- Catherine des Rivières-Pigeon à développer un partenariat de recherche avec la Fédération des travailleurs et travailleuses du Québec (FTQ) pour la subvention sur la conciliation travail-famille

- Nina Howe and collaborators commenced a large longitudinal study for Lester B, Pearson School Board on the influence of 4-year-old Kindergarten program on children’s developmental outcomes (Literacy and Numeracy). Report #1 (2009 - ).
All of our researchers and trainees 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; 2008-09** (partial list; N = 163):


Bauer, I. & Wrosch, C. (2008, August). From thinking you’re good to better than the rest: Increased reliance on downward social comparisons after the threat of regret among older adults. Poster presented at the 116th Annual Meeting of the American Psychological Association, Boston, Massachusetts.


Chamberland, L. (2008, June). Le harcèlement homophobe en milieu de travail. 6e Conférence internationale sur le harcèlement psychologique/moral au travail - Partage de nos savoirs, UQAM, Montréal, Quebec.


Doramajian, C., Santo, J.S., & Bukowski, W.M. (2009, March). Friendship and group acceptance protect victimized boys and girls differently. Presented at the First Scientific Day of the Chair on Sex, Gender and Mental Health - Canadian Institutes of Health Research, Montreal, Quebec.


Hastings, P.D. (2009, March). Science makers, media makers, and policy makers: Trying to talk to each other. Invited speaker at the Centre for Research in Human Development Knowledge Translation Workshop, Concordia University, Montreal, Quebec.


Motzoi, C., Doyle, A.B., & Markiewicz, D. (2008, June). Attachment to parents and conflict resolution in adolescence. In W. Bukowski (Chair), Dynamics underlying the association between relationship experiences and well being in adolescence. Presented at the 38th Annual meeting of the Jean Piaget Society, University of Laval, Quebec, Quebec.


Saldarriaga, L.M. & Bukowski, W.M. (2008, September). Birds of a feather flock together... Or do they flock to those with the finest feathers? Paper presented at the seminar series for the Centre for Research in Human Development, Concordia University, Montreal, Quebec.


Each year, the CRDH chooses a developmental theme and holds a conference with student and research members presenting their latest research. In 2008-2009, the conference was held on February 12th and 13th/2009 and the theme was “Positive Health Outcomes”. Details of selected paper and poster presentations follow.

**Thursday, February 12th, 2009 / Jeudi, 12 février 2009**

*Richard Schulz* (Director, University Center for Social & Urban Research; University of Pittsburgh). Health effects of chronic stress exposure: Transitions and treatments

**Friday, February 13th, 2009 / Vendredi, 13 février 2009**

*Frances Aboud* (CRDH Researcher, Dept. of Psychology, McGill University). Promoting responsive feeding in young children to reduce malnutrition in Bangladesh.

*Ellen Jacobs* (CRDH Researcher, Dept. of Education, Concordia University). Are government policies associated with child care practices?
Goal adjustment, purpose, and quality of life in older adulthood
Tal Aviram & Carsten Wrosch (presented by Tal Aviram)

Self-regulation theories assert that goals are important predictors of health because they motivate adaptive behaviors (Carver & Scheier, 1998). A behavior is considered adaptive and motivating, according to the expectancy-value model of personality (Vroom, 1964), by the likelihood of success people perceive for attaining a goal, and the value people place on a specific goal. Thus, people prefer pursuing goals that are both reachable and valued, which can constitute high levels of purpose in life. With increasing age, however, people are confronted with increasing levels of developmental constraints and unattainable goals (Wrosch et al., 2003). Further, the experience of unattainable goals may create a threat to the persons’ feeling of purpose (Scheier et al., 2006). In addition, research has shown that purpose is an individual characteristic that exhibits a sharp decline with advancing age (Ryff & Keyes, 1996). Yet, older adults may be able to maintain their sense of purpose if they are able to adjust their unattainable goals (Wrosch et al., 2003). Furthermore, high purpose in life can be expected to promote adaptive behaviors and thereby benefit subjective well-being and physical health (Ryff, 1989; Scheier et al., 2006). Thus, it would appear that goal adjustment capacities, namely goal disengagement (i.e., reduction of effort and commitment from an unattainable goal) and goal reengagement (i.e. identifying and pursuing alternative goals), could preserve purpose in life and thereby buffer declines in subjective well-being and physical health among older adults (Wrosch et al., 2003, in press). To understand the effects of goal adjustment and purpose on health and well-being, 184 older adults were examined as part of the Montreal Aging and Health Study (MAHS). This study assessed measures of purpose in life, using the Life Engagement Test, subjective well-being (e.g. positive affect, perceived stress), self-regulation (i.e. goal adjustment capacities), and physical health (e.g. health symptoms). This study’s results have indicated that purpose can mediate the relation between self-regulation capacities and outcomes of subjective well-being and physical health. This implies that adaptive goal adjustment may increase older adults’ purpose in life and thereby may buffer decrements in subjective well-being and health.
Emotion behaviours in high-risk mother-child dyads: Relation to children’s prosocial skills
Leah Enns, Dale M. Stack, Lisa A. Serbin, Jane Ledingham, & Alex E. Schwartzman (presented by Leah Enns)

Aspects of emotional competence, defined as “emotion behaviours,” have a profound impact on children’s social functioning, particularly on the development of prosocial behaviours. The mother-child relationship provides a significant context in which to understand how emotion behaviours are expressed and regulated. The present study examined the contribution of maternal childhood histories of aggression and/or social withdrawal to the prediction of child emotion behaviours, maternal expressions of emotion, and the development of children’s prosocial skills. Mothers with childhood histories of aggression and/or social withdrawal from the Concordia Longitudinal Risk Project, a longitudinal, intergenerational study, participated with their 9- to 13-year old children. Dyads (N = 49) discussed conflicts rated as problematic in their relationship. Emotion behaviours, measured as cues to emotion, and dimensions of emotion regulation, were coded using the Emotion Behaviour Coding Scheme. Results partially supported the hypotheses that maternal childhood histories of aggression and/or withdrawal contribute to the prediction of children’s emotion behaviours, specifically dimensions of emotion regulation (self-soothing and inhibitory control failure). Furthermore, results suggest that mothers may socialize children’s dimensions of emotion regulation (self-soothing, inhibitory control failure, and activity levels) via their own emotion behaviours, particularly their emotional expressions. Finally, children’s cues to emotion and dimensions of emotion regulation predicted specific prosocial skills (empathy, assertiveness, and self-control). Taken together, findings contribute to the current literature, highlighting the importance of examining emotion behaviours and their impact on children’s prosocial skills. The influence of maternal risk status and socialization (via emotional expressions) on children’s emotion behaviours is also underscored.

Multi-rater social withdrawal and health outcomes: A 30-year longitudinal study
Alexa Martin-Storey, Lisa A. Serbin, Dale M. Stack, & Alex E. Schwartzman (presented by Alexa Martin-Storey)

Social withdrawal in childhood represents a pattern of behaviour typified by solitary activity. The frequency of this behaviour varies across context, and may have different meanings when reported by different raters. When examined longitudinally, increased rates of socially withdrawn behaviour have been associated with both positive and negative health behaviours and outcomes. Thus, socially withdrawn behaviour may act as both a risk and protective factor for health outcomes including alcohol use and smoking. The current study sought to examine the role of social withdrawal as a risk and protective factor according to rater of this behaviour pattern. It was hypothesized that peer ratings of social withdrawal would be associated with positive health behaviours such as abstention from smoking and lower rates of alcohol use, while self-reported social withdrawal was anticipated to be associated with higher rates of alcohol use. It was also anticipated that teacher-rated social withdrawal would not be associated with health outcomes. These hypotheses were examined within a subset of 1770 individuals who had been initially recruited in 1976 from schools in working class neighbourhoods of Montreal. Level of social withdrawal was rated using peer, teacher and self-reports on the Pupil Evaluation Inventory. These initial ratings of social withdrawal were then examined as predictors of later self-reports of smoking and Structured Clinical Interview results regarding substance abuse. The findings relating social withdrawal to health outcomes in the present study have implications for the meaning of social withdrawal according to the rater of this pattern of behaviour.
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