

# CRDH

Centre de Recherche en Développement Humain  
Centre for Research in Human Development



2009 2010

NAVIGUER À TRAVERS LES TRANSITIONS  
ET LES DÉFIS DE LA VIE

NAVIGATING CRITICAL TRANSITIONS & CHALLENGES  
ACROSS THE LIFE-COURSE

Fonds de recherche  
sur la société  
et la culture

Québec 



UQÀM



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# **PART ONE: WELCOME**

## A word from the CRDH Director: Bill Bukowski



Throughout its nearly 30 year history, CRDH has been more than a simple collection of researchers. It has always been more than a sum of its individual members and their active labs. Even during its earliest days the essential feature of CRDH has been the collaboration individual researchers. This basic intersection between CRDH labs has been a source of the Centre's vitality

and productivity. An important challenge for CRDH during the 2009/2010 year has been to extend this collaboration between CRDH members. This task is especially challenging and important now as the Centre has become increasingly more multidisciplinary.

During this past year much progress has been made. At this time there are more shared grants and more shared publications than in any time in our history. Many of these collaborations involve students from different labs and disciplines. Genuine collaboration evolves over time. A main goal for CRDH is to promote real collaboration between CRDH from different disciplines and across university contexts.

Bill Bukowski  
CRDH Director

## A message from the CRDH Associate Director, Karen Li



The past year has been full of outstanding accomplishments from individual members and research teams. Several memorable events deserve mention. First, we were delighted to receive an additional Stage Internationale award for graduate training abroad which was given to Paula Ruttle, who spent two months at the University of New Orleans to learn new methods of analyzing stress hormones in adolescent

populations. Paula joins three other CRDH trainees in receiving funds from this FQRSC-funded program to go abroad for 2-4 months of research training. The other three trainees have returned from their respective international stages and given excellent presentations to the CRDH membership about their experiences and new skills. Several of the award recipients have already written or published scientific papers stemming from their stages. This has significantly strengthened new or previously existing collaborations between CRDH research labs and others abroad. We hope to continue with this very beneficial program in the coming year.

Another notable accomplishment in the past year was the launching of our Centre's Charter: a set of guidelines to formalize the conditions of Centre membership, roles for trainees and researchers, and details about the governance and Centre structure. The Charter was created by CRDH member, Anna-Beth Doyle, whose efforts will be appreciated by current and future Centre members for years to come.

Lastly, planning for our 2010 CRDH retreat deserves mention. This year, as in past years, we look forward to hearing from the trainees about their ideas for new workshop topics, Centre activities, and organizational strategies. The main focus for both researchers and trainees this year is to think towards the next five years. We are preparing to write a new grant proposal for the Regroupement, and so the intensive brainstorming of our retreat is sure to be productive and push our grant preparations forward. As always, the retreat will be an excellent chance for old and new members to meet and exchange research ideas.

I have highlighted only a few of the Centre's recent activities here, and 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.

Karen Li  
Associate Director

## 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 100 graduate and post-doctoral trainees, from 7 disciplines at 5 universities and colleges across Quebec. The Centre includes a growing number of community partners and international research associates who help to guide our research program, and participate in our ongoing research and training projects. The Centre and its members are committed to advancing our understanding and support of human growth and development from birth through old age. Using a model that focuses on key transitions in the human life cycle, CRDH serves as a centre for advanced research training, collaboration, and cross-disciplinary work.

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

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

## Qu'est-ce que le Centre de recherche en développement humain ?

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 34 chercheurs-enseignants et plus de 100 étudiants des programmes de maîtrise, de doctorat et de post-doctorat. Le CRDH recoupe sept disciplines dans cinq universités et collèges du Québec. De plus, il comprend de nombreux partenaires de la collectivité et d'associés de recherche internationaux qui aident à orienter son programme de recherche et qui participent à ses projets de recherche et de formation. L'objectif du Centre et de ses chercheurs consiste à comprendre, à soutenir et à faire progresser la croissance et le développement humain, de la naissance à la vieillesse. Axé sur les transitions clés du cycle de la vie, le CRDH favorise la collaboration, la formation avancée en recherche et les travaux multidisciplinaires.

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

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

## CRDH Mission Statement

The Centre de Recherche en Développement Humain (CRDH) mission is: (a) to support interdisciplinary research on human development across the lifespan; (b) to promote the development and maintenance of a critical mass of researchers in the area of human development; (c) to support and to help to increase overall research capacity in the area of human development, including the training of new researchers; and (d) to stimulate and facilitate the creation of partnerships between groups of researchers who belong to the CRDH as well as with public and private institutions. The CRDH's ultimate goal is to increase knowledge about the biological, psychological, environmental, and social factors affecting human development and to transfer this knowledge to people who use it, including clinicians, government decision-makers, and the general public in Québec and internationally. By fulfilling its mission, the CRDH will help to promote successful development across the human lifespan and to prevent the expression of difficulties in human development.

## Mission du CRDH

La mission du Centre de Recherche en Développement Humain est: (a) de soutenir la recherche interdisciplinaire sur le développement humain tout au long de la vie; (b) de promouvoir l'expansion et le maintien d'une masse critique de chercheurs dans ce domaine; (c) de soutenir et favoriser l'accroissement du potentiel de recherche dans le domaine du développement humain, y compris la formation de nouveaux chercheurs; et (d) de stimuler et faciliter la création de partenariats entre des groupes de chercheurs membres du CRDH, de même qu'avec des institutions publiques et privées. Son but ultime est d'accroître les connaissances par rapport aux facteurs biologiques, psychologiques, environnementaux et sociaux qui affectent le développement humain, et de transmettre ces connaissances aux gens qui s'en servent, comme les cliniciens, les décideurs politiques et le grand public, au Québec comme ailleurs dans le monde. En remplissant sa mission, le CRDH favorisera la promotion du développement humain la vie durant et la prévention des difficultés qui peuvent l'entraver.

## CRDH Theme & Axes

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

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

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

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

Les membres du CRDH étudient le développement, de la petite enfance à la vieillesse. Notre principal objectif est d'examiner l'adaptation de l'individu et de sa famille lors des principales transitions développementales. Notre programme de recherche se consacre, d'une part, à l'acquisition et au maintien des compétences humaines tout au long de la vie et, d'autre part, aux facteurs environnementaux et sociaux qui permettent à l'individu de bien utiliser ces compétences pour faire face aux défis successifs qui accompagnent les transitions développementales. Les assises théoriques et méthodologiques de notre approche relèvent des sciences sociales et des sciences de la vie. Cette perspective intègre les modèles et les méthodes puisées dans des disciplines connexes en santé et en sciences sociales et neurologiques. Afin d'avoir l'approche la plus innovatrice et la plus globale possible, CRDH intègre les forces uniques et complémentaires de chercheurs en psychologie, sociologie, sciences de l'éducation, géographie, sciences politiques, sciences de la décision et sciences de l'exercice.

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 recourent 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

## 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).

## 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).

## 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.

## 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 autistiques, enfants agressifs-renfermés, familles à faible revenu).

## Vieillesse 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 séniors 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 sociétaux (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 déclin cognitifs, sensorimoteurs et neuronaux chez les personnes âgées en santé.

## 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.

## Méthodologie

### *L'apport d'innovations en recherche sur le développement humain*

Nos chercheurs ont recours à une panoplie de méthodologies novatrices, tant sur le plan de la mesure (p. ex. mouvements oculaires, activité cérébrale, hormones liées au stress, habiletés motrices) que sur celui de l'analyse (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.

**Table 1: Research Axes and Team Members**

**Tableau 1: Axes de recherche et composition des équipes**

<b>Axis / Axe</b>	<b>Members / Membres</b>
Infancy and Early Childhood Acquiring basic skills and entering the social world <i>Enfance</i> <i>Acquisition des habiletés de base pour s'intégrer au monde social</i>	Abela, Aboud, Bouffard, DesRivieres-Pigeon, Hastings, Howe, Jacobs, Petrakos, Poulin-Dubois, Ross, Sandberg, Serbin, Stack, Tessier, Weinfeld, Zelazo
Adolescence A period of multiple transitions and challenges <i>Adolescence</i> <i>Période où se multiplient transitions et défis</i>	Bukowski, Burgos, Doyle, Dugas, Ellenbogen, Etezadi, Hastings, Penhune, Phillips, Serbin, Stack, Schwartzman
Parenthood New roles and responsibilities <i>Parentage</i> <i>Nouveaux rôles, nouvelles responsabilités</i>	Chamberland, DesRivieres-Pigeon, Doyle, Hastings, Howe, Julien, Paterson, Petrakos, Sandberg, Scala, Schwartzman, Serbin, Stack, Weinfeld
Healthy Aging Managing loss and maintaining quality of life <i>Vieillesse en santé</i> <i>Gestion des pertes et maintien de la qualité de vie</i>	Conway, DeMont, Etezadi, Fuhrer, Li, Marier, Penhune, Phillips, Pushkar, Ross, Schwartzman, Wrosch
Methodology Bringing innovation to research in human development <i>Méthodologie</i> <i>Innovation en recherche sur le développement humain</i>	All Members

## CRDH Steering Committee; 2009-10

Bill Bukowski; Director  
*Psychology, Concordia University*

Karen Li; Associate Director  
*Psychology, Concordia University*

Dale Stack, Axis 1 Leader; Researcher  
*Psychology, Concordia University*

Mark Ellenbogen, Axis 2 Leader; Researcher  
*Psychology, Concordia University*

Nina Howe, Axis 3 Leader; Researcher  
*Education, Concordia University*

Carsten Wrosch, Axis 4 Leader; Researcher  
*Psychology, Concordia University*

Giovani Burgos; Researcher  
*Sociology; McGill University*

Jamshid Etezadi, Researcher  
*Decision Science & MIS, Concordia University*

Karine Bedard; Graduate Student  
*Université du Québec à Montréal*

Alexa Martin-Storey; Graduate Student  
*Concordia University*

Arielle Roussy-Bonneville; Graduate Student  
*Université du Québec à Montréal*

## CRDH Staff

Michelle Cormier  
*Document Assistant*

Donna Craven  
*Administrator*

Sarah Fraser  
*Knowledge Translation Officer*

Pierre-Etienne Mercier  
*IT Manager*

Pippa Ross  
*Secretary*

Jonathan Santo  
*Statistical Consultant*

Nassim Tabri  
*Statistical Consultant*

# **PART TWO: MEMBERS**

## Part Two: Members

CRDH has 34 Researchers within Québec. 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.

Nos 34 chercheurs du Québec 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

### CRDH's INTERNATIONAL RESEARCHERS:

CRDH has also developed and maintained many National and International collaborations over the years. Collaborations on developmental topics across the lifespan include researchers within Canada (Ontario, New Brunswick, and Manitoba to mention a few) and outside our Canadian borders (i.e., USA, United Kingdom, Germany). The richness of these collaborations is demonstrated in the exchange of research theory, methodology and by strengthening exiting developmental findings by asking similar research questions in different environments.

## List of CRDH Researchers:

- ABELA, John; Assistant Professor,  
*Department of Psychology, McGill University*
- ABOUD, Frances; Professor,  
*Department of Psychology, McGill University*
- BOUFFARD, Thérèse; Professeure titulaire,  
*Département de psychologie,  
Université du Québec à Montréal*
- BUKOWSKI, William; Director of CRDH & Professor,  
*Department of Psychology, Concordia University*
- BURGOS, Giovanni; Assistant Professor,  
*Department of Sociology, McGill University*
- CHAMBERLAND, Line; Enseignement,  
*Département de sciences sociales, Collège 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*
- 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*
- HOWE, Nina; Professor,  
*Department of Education, Concordia University*
- JACOBS, Ellen; Professor & Chair,  
*Department of Education, Concordia University*
- JULIEN, Danielle; Professeure titulaire,  
*Département de psychologie, Université du Québec à Montréal*
- LI, Karen; Associate Director of CRDH & Associate Professor,  
*Department of Psychology, Concordia University*
- MARIER, Patrik; Associate Professor,  
*Department of Political Science, Concordia University*
- PATERSON, Stephanie; Assistant Professor,  
*Department of Political Science, 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; 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; Professor,  
*Department of Psychology, Concordia University*
- STACK, Dale; Associate Professor,  
*Department of Psychology, Concordia University*
- TESSIER, Réjean; Professeur titulaire,  
*École de psychologie, Université Laval*
- WEINFELD, Morton; Professor & Chair,  
*Department of Sociology, McGill University*
- WROSCH, Carsten; Assistant Professor,  
*Department of Psychology, Concordia University*
- ZELAZO, Philip; Professor,  
*Department of Psychology, McGill University*

## Feature: Patrik Marier, PhD

### Politics, Pensions, and Seniors

The upcoming challenges related to an aging population have been the source of multiple debates in both academic and popular circles. The proportion of individuals above the age of 65 is expected to double in Canada by 2030 and this will have a disproportionate effect across the ten Canadian provinces as a result of divergent population pyramids. The consequences of this demographic change are stirring up passions and they result in wide ranging prognostics ranging from the "gloom and doom" to the status quo. It is within this context that Dr. Marier analyses the development and implementation of social policies and the policy challenges created by an aging population in industrialized countries. He is involved in three main research projects and in other projects surrounding the role of the public bureaucracy in the policy making process such as facilitating the diffusion of policies.

The first main project is a comparative book on how provincial authorities are preparing themselves in a society with a growing number of older citizens. Based primarily on interviews with policy makers, data from statistical agencies across the country, and official governmental documentation, this contribution seeks to analyze the formulation and implementation of policies and strategies to face the challenges and opportunities associated with an aging population. This is the primary research agenda associated with the Canada Research Chair in Comparative Public Policy and it tackles multiple policy challenges such as health care, changing labour markets, the sustainability of pensions and the future of rural areas. As part of this investigation, strong collaboration has been established with CRDH resulting in the creation of an Ageing Research Network at Concordia. Following from this beneficial relationship, we are also analyzing the relationship between the type of pension benefit received by seniors and its effect on well being.



Second, Dr. Marier is involved in an international research team that studies the impact of recent pension reforms on its governance. Following from his 2008 book, he is analyzing how social partners are involved in the governance of both public

and private pension schemes in Europe. In addition, his contribution seeks to draw parallels between European and Canadian experiences. The stability of the Canadian pension system and its fragmented regulation provides valuable lessons for European policy makers while recent European reforms provide a wealth of solutions to improve our own pension system as we seek to expand coverage to the increasing number of private sector workers without an occupational pension plan.

Third, in conjunction with Dr. Mayer (Political Science, Concordia), Dr. Marier is conducting research on labour movements in Latin America and their impact on the implementation of welfare state reforms. This Social Sciences and Humanities Research Council of Canada funded research investigates the new ways in which labour movements influence the policy making process.



## Feature: Stephanie Paterson, PhD

### Public Policy and Everyday Life

How do public policies shape our everyday life? How do they constitute (and reflect) social relations? How do they open or close space for the transformation of the contemporary socio-political order (transformative politics)? These overarching questions guide my research. I am an assistant professor in the Department of Political Science and a Fellow at the Simone de Beauvoir Institute at Concordia University. I earned my PhD in Public Policy from the School of Public Policy and Administration at Carleton University in 2007, where I specialized in feminist and Canadian policy studies and political economy. My research interests include policy theory, gender and public policy, and the politics of reproduction and motherhood.

While it is often accepted that the political environment is socially constructed, the role of public policy in constructing that environment is often obscured. Often it is assumed that policies are simply instrumental, merely responding to problems and people. My work, however, starts with the assumption that policies are also productive, creating not only 'problems', but also subjectivities. My work is organized around two broad and often overlapping themes: state feminism and the 'lived effects' of public policy. Regarding the former, my work critically examines 'feminist' or 'woman friendly' policy, examining the ways in which policy and policy machinery (e.g., bureaucracies) open or close opportunities for transformative politics. Within this theme, I have published in the areas of gender mainstreaming and conjugal violence against women. Regarding the latter, my work examines the potential effects of public policies as they are experienced in everyday life, exposing the ways in which subjects are stratified through gendered, racialized, heteronormative, and ablist discourses. Within this theme, I have published works on the National Child Benefits System in Canada (co-authored with Karine Levasseur and Tatyana Teplova), conjugal violence against women, and midwifery in Ontario.

My recent work on the politics of midwifery in Ontario and Quebec, for which I have received an FQRSC Programme Établissement de nouveaux professeurs-



chercheurs award and a Concordia University General Research Fund award, also addresses these two themes. Focusing on the discursive politics of midwifery, my

work examines shifting relations between women, midwives, and the state, tracing the issue as it emerged in civil society and shifted to the state, illuminating 'transformative moments' in midwifery dialogue that opened (or closed) space for change. Within this body of research, I explore the diverse meanings of midwifery through the Alternative Birth Movement to regulated midwifery and unassisted childbirth. Of particular interest are shifting conceptualizations of reproductive empowerment and how the state is implicated in its achievement. I also examine the implications of regulated midwifery for how midwifery (and childbirth more generally) is experienced by midwives, pregnant women and women capable of childbirth. I explore the degree to which regulated midwifery disrupts the discursive power of bio-medical science and fosters reproductive empowerment of birthing women. Some of this work will be showcased in September 2010, at a SSHRC-funded workshop on the Politics of Reproduction and Motherhood in Canada, which I am co-organizing with Dr. Marlene Sokolon and Dr. Francesca Scala, a fellow CRDH member.

In addition to this work, I am a member of the Concordia Ageing Research Network, with fellow CRDH members Drs. Dolores Pushkar, Patrik Marier, Karen Li, Carsten Wrosch, and Francesca Scala. I was also recently named a recipient of the Dean of Arts and Science New Scholar award.

## Selected Member Activities

<i>Type d'activité de transfert</i>	<i>Description</i>	<i>De</i>	<i>Organisations visées</i>	<i>Chercheur(s)</i>
Colloques/Conférences midis/Ateliers thématiques	Colloque - Commission professionnelle des services éducatifs	2009-11	Association des cadres scolaires du Québec (ACSQ)	Bouffard, Thérèse
Colloques/Conférences midis/Ateliers thématiques	Présentation - Les effets réciproques du sentiment d'efficacité collective des membres de l'équipe-école	2009-11	Commission scolaire des Découvreurs (CSDD)	Bouffard, Thérèse
Colloques/Conférences midis/Ateliers thématiques	Présentation - La centralité du sentiment d'efficacité personnelle dans le fonctionnement des élèves et de leurs enseignants	2009-10	Commission scolaire de la Seigneurie-des-Mille-Îles (CSSMI)	Bouffard, Thérèse
Colloques/Conférences midis/Ateliers thématiques	Présentation - Du sentiment d'efficacité personnelle de l'élève à celui de l'enseignant: Le rôle de l'école	2009-09	Commission scolaire des Grandes-Seigneuries (CSDGS)	Bouffard, Thérèse
Colloques/Conférences midis/Ateliers thématiques	Présentation - Le sentiment d'efficacité personnelle des élèves et des enseignants: Une caractéristique de l'école efficace	2009-09	Commission scolaire des Affluents (CSA)	Bouffard, Thérèse
Colloques/Conférences midis/Ateliers thématiques	Présentation - Le changement dans le profil motivationnel des étudiants lors de la transition du secondaire au collégial et facteurs prédictifs du rendement en première session	2009-05	Association pour la recherche au collégial	Bouffard, Thérèse
Colloques/Conférences midis/Ateliers thématiques	Conférencière invitée - Sentiment d'efficacité personnelle de l'élève et de l'enseignant	2009-04	Rencontre nationale des gestionnaires de l'éducation, Québec	Bouffard, Thérèse
Informations via un site web	Revue en ligne	2009-07	Genre, sexualité & société	Chamberland, Line
Colloques/Conférences midis/Ateliers thématiques	Conférence-midi - Institut de recherche et d'études féministes	2010-03	Université du Québec à Montréal (UQAM)	Chamberland, Line
Séminaires interactifs	Cours Formation - Éthique et enseignement	2010-03	Université Laval	Chamberland, Line
Colloques/Conférences midis/Ateliers thématiques	Table-ronde - Homophobie en milieu scolaire: de la réalité à l'action	2009-10	Forum Social Québécois	Chamberland, Line
Colloques/Conférences midis/Ateliers thématiques	L'homophobie à l'école secondaire au Québec	2010-03	Radical Semaine Queer	Chamberland, Line
Colloques/Conférences midis/Ateliers thématiques	Conférencière invitée - Les enjeux actuels dans le monde du travail et de l'éducation	2010-03	Alliance de la fonction publique du Canada	Chamberland, Line
Colloques/Conférences midis/Ateliers thématiques	L'homophobie et la diversité sexuelle dans les écoles secondaires	2010-03	Groupe de Recherche et d'Intervention Sociale (GRIS-Montréal)	Chamberland, Line

<i>Type d'activité de transfert</i>	<i>Description</i>	<i>De</i>	<i>Organisations visées</i>	<i>Chercheur(s)</i>
Colloques/Conférences midis/Ateliers	L'histoire du féminisme au Québec	2009-09	Jeunesse Lambda	Chamberland, Line
Colloques/Conférences midis/Ateliers thématiques	Presentation - Friendship and group acceptance project victimized boys and girls differently	2009-06	Instituts de recherche en santé du Canada (IRSC)	Bukowski, William
Colloques/Conférences midis/Ateliers thématiques	Invited speaker - Vagal regulation, parental socialization and children's psychosocial adjustment	2009-05	Hôpital de Montréal pour Enfants	Hastings, Paul
Colloques/Conférences midis/Ateliers thématiques	Invited seminar - The transfer of health and developmental risk from women to their children: Exploring intergenerational pathways in a high risk sample	2009-06	Kobe University	Serbin, Lisa A.
Colloques/Conférences midis/Ateliers thématiques	Conférencière invitée/Invited speaker	2009-10	Royal Holloway - Université de Londres	Penhune, Virginia
Documents de vulgarisation scientifique	The evolutionary origin of depression	2009-06	The Economist Newspaper	Wrosch, Carsten
Informations via un site web	CRDH Dialogue, Vol. 3(1) CRDH Dialogue, Vol. 3(1)	2009-10	Université Concordia	
Informations via un site web	CRDH Dialogue, Vol. 2(2) CRDH Dialogue, Vol. 2(2)	2009-05	Université Concordia	

# **PART THREE: RESEARCH**

# Introduction

Since the funding of CRDH under the new Regroupements Stratégiques program in 2004, a large number of recent research collaborations have resulted in an enormous growth at CRDH. During the 2009-10 fiscal year, CRDH Researchers held approximately 130 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; 2009-10

Note: CRDH Researchers in bold

**Abela, J.** Vulnerability to depression in Canadian and Chinese Youth (2005-09; McGill)

**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.,** Hammen, C., Ho, Moon-Ho R., Mineka, S., Yao, S., & Zhu, X. Culture, cognition, interpersonal relations, stress and depressive symptoms: A study of vulnerability to depression in Chinese youth (2006-09; SSHRC)

**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; Queen's U, Belfast)

**Aboud, F.** Friends and foes in mixed ethnic schools (2007-10; SSHRC)

Barr, R., **Zelazo, P.R.,** Young, S., et al. Food for thought: Care-giving determinants of infant memory (2005-10; CIHR)

Bherer, L., **Li, K.Z.H.,** et al. Entraînement physique et stimulation cognitive pour améliorer la mobilité des personnes âgées fragiles (2009-12; CIHR)

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

**Bouffard, T. & Vezeau, C.,** et al. Déterminants de l'adaptation et de la persévérance de l'étudiant de première génération (2009-12; FQRSC)

**Bukowski, W. & Brendgen, M.** Peer contagion effects: Variations as a function of self, social cognition, and culture (2007-10; SSHRC)

**Bukowski, W.M., Aboud, F., Bouffard, T., Burgos, G., Chamberland, L., Conway, M., DeMont, R., Des Rivières-Pigeon, C., Doyle, A-B., Ellenbogen, M., Etazadi-Amoli, J., Forman, D., Fuhrer, R., Hastings, P., Howe, N., Julien, D., Li, K., Penhune, V., Petrakos, H., Phillips, N., Poulin, D., Pushkar, D., Ross, N., Sandberg, J., Scala, F., Schwartzman, A., Serbin, L.A., Stack, D., Tessier, R., Vineberg-Jacobs, E., Weinfeld, M., Wrosch, C., & Zelazo, P.** Centre de Recherche en Développement Humain (2004-11; FQRSC)

**Bukowski, W.,** Brendgen, M., et al. Gene/environment correlations and interactions and the prediction of internalizing and externalizing problems in childhood and adulthood (2003-11; CIHR)

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

**Chamberland, L.** The impact of policies and programs to reduce homophobia and insure a LGBTQ-friendly school - Climate in Canada: What do we know? What research needs to be done? (2010; SSHRC)

**Chamberland, L., Julien, D.,** et al. L'impact de l'homophobie et de la violence homophobe sur la persévérance et la réussite scolaires (2007-10; FQRSC)

**Chamberland, L., Julien, D.,** et al. Vulnérabilité et résilience face à l'homophobie scolaire chez les jeunes de minorités sexuelles dans différents contextes environnementaux et culturels (2007-10; SSHRC)

**Conway, M.** Social status-related attentional biases in people's information processing (2006-10; SSHRC)

Dasgupta, K. & **Ross, N.,** et al. Walking behaviour and glycemic control in type 2 diabetes: seasonal and sex differences (2006-10; CIHR)

**Des Rivières-Pigeon, C.,** Sénéchal, C., & Forget, J. Familles de jeunes enfants autistes: Étude du bien-être des mères et des pères dont l'enfant reçoit une intervention comportementale intensive (2009-12; SSHRC)

**Des Rivières-Pigeon, C.** Conciliation travail-famille et horaires atypiques: Etude multidisciplinaire de la conciliation travail-famille chez des travailleuses et travailleurs des secteurs de l'alimentation et de l'hôtellerie (2007-10; SSHRC)

- Des Rivières-Pigeon, C.** La dépression postnatale en question: Analyse de la littérature d'aide destinée aux nouvelles mères (2006-09; FQRSC)
- Dugas, M., **Phillips, N.A.** & Radomsky, A. Experimental manipulation of cognitive variables in generalized anxiety disorder: Impact on uncertainty processing and worry (2007-10; CIHR)
- Ellenbogen, M.** A longitudinal study of social information processing and interpersonal functioning (2008-11; SSHRC)
- Ellenbogen, M.A.** Canada Research Chair in Developmental Psychopathology Tier 2 Renewal (2009-14; SSHRC)
- Etezadi, J.** A longitudinal study of social information processing and interpersonal functioning (2008-11; SSHRC)
- Forest, J.C., **Tessier, R., Nadeau, L.**, et al. Pregnancy disorders and impact on child development and wellbeing: maternal, placental and fetal considerations (2005-10; CIHR)
- Giannopoulos, C. & **Conway, M.** Gambling prevention/sensitization program for young adults in a university setting (2008-09; Fondation Mise sur toi)
- Gyorkos, T. & **Aboud, F.** Consensus-seeking workshop on responsive complementary feeding (2009; CIHR)
- Hall, J., **Sandberg, J.**, et al. The economic consequences of the size of nations (2008-12; SSHRC)
- Hastings, P.D.** A psychophysiological study of mother's compassionate love and children's prosocial development (2009-11; Fetzer Institute, USA)
- Hastings, P.D.** Parents' prevention of aggressive development in children through the socialization of empathic responsiveness (2004-09; CIHR)
- Hastings, P.D.** Supporting the systematic study of emotional methodologies and focused applications (CFI; 2004-10)
- Howe, N.** Siblings' construction of social cognitive knowledge in the home context (2007-10; SSHRC)
- Howe, N.** Co-constructing shared meanings in children's play with siblings and friends: Links with social understanding (2009-12; SSHRC)
- Julien, D.** & Greenbaum, M. Les familles homoparentales: S'ouvrir à leur réalité pour mieux répondre à leurs besoins (2008-10; MELS)
- Julien, D., Chamberland, L., Hastings, P.D.** & Lévy, J.-J. Vulnerability and resilience among sexual minorities in Canada (2006-11; CIHR)
- Julien, D., Chamberland, L., & Hastings, P.D.** Vulnérabilité et résilience chez les minorités sexuelles au Québec (2006-10; FQRSC)
- Klein, D., **Phillips, N.A.**, et al. Language processing in young and old bilingual and monolingual adults: An investigation of word form and meaning in bilinguals (2008-10; McGill University)
- Klein, D., **Phillips, N.A.**, et al. An investigation of word form and meaning in bilinguals (2009-10; McGill University)
- Lévy, J.-J., **Chamberland, L.**, et al. Internet et santé des minorités sexuelles au Canada (2009-11; CIHR)
- Li, K.Z.H.** Attentional control of sequential action in adulthood and aging (2005-10; NSERC)
- Li, K.Z.H.** Age differences in fine motor reprogramming and conflict detection using simultaneous 3D motion capture and ERP (Concordia University; 2009-11)
- Li, K.Z.H.** Effects of age and cognitive load on finger sequencing performance (2009-10; Concordia University)
- Lynch, J., **Ross, N.A.**, et al. Health disparities: Intergenerational dynamics and evidence-based assessment strategies (acronym is HD: IDEAS) (2006-11; CIHR)
- Marier, P.** & Mayer, J. Unions and pension privatization in Latin America (2008-11; SSHRC)
- Marier, P., Paterson, S., Pushkar, D., Scala, F., & Hebblethwaite, S.** The multiple facets of ageing (2009-10; Concordia University)
- Marier, P.** Canada Research Chair in Comparative Public Policy (2005-10; Concordia University)
- Mergler, D., **Bouffard, T.**, et al. L'exposition au manganèse dans l'eau potable affecte-t-elle le comportement et les facultés intellectuelles des enfants? (2007-10; CIHR)
- Miller, G., Wrosch, C.**, et al. The psychobiology of caregiving for a spouse with cancer (2008-13; CIHR)
- Mills, R., Abela, J., Coplan, R., Etezadi, J., Hastings, P.D., Schwartzman, A.E., Serbin, L.A., Stack, D.M.** Harnessing and extending Canadian developmental trajectories research on early-emerging internalizing problems (2005-10; CIHR)
- Morse, J. & **Wrosch, C.**, et al. A new measure of adaptive strategies and its relation to late-life depression (2007-10; NIMH)
- Moss, E., **Bernier, A., Tessier, R., & Tarabulsy, G.** Les relations d'attachement au cours du développement humain (2008-12; FQRSC)
- Nadeau, L., Tessier, R., Hastings, P., & Schneider, C.** Réponse physiologique à une situation de stress social chez des jeunes adultes new tres prematurement (CIHR; 2008-10)
- Nuyt, A.-M., **Tessier, R., & Nadeau, L.** Pavillon Félix-Antoine Savard #1648 (2009-11; CIHR)

- Paradis, G., **Ross**, N.A., **Fuhrer**, R. et al. Programme de formation transdisciplinaire en recherche en sante publique et en santé des populations : accroître la capacité de recherche et d'action dans le systeme de santé publique au Canada (2003-09; CIHR)
- Paterson**, S. Reproducing gender: The politics of the "new midwifery" in Canada (2008-09; Concordia University)
- Paterson**, S. The Discursive Politics of the "New Midwifery": A Comparative Analysis of Ontario and Quebec (2009-12; FQRSC)
- Penhune**, V. Neural basis of human motor learning and memory (2009-10; Concordia University)
- Penhune**, V. Neural and developmental bases of human motor skill learning (2007-10; FRSQ)
- Penhune**, V. Human motor skill learning: The interaction between individual differences in brain function, experience and development (NSERC, 2010-15)
- Penhune**, V.B. & Li, K.Z.H. Walking and talking: Cognitive motor interactions in healthy aging (2009-10; Concordia University)
- Phillips**, N.A. Executive control of language in young and older bilinguals (2009-10; NSERC)
- Phillips**, N.A. Electrical brain mechanisms of executive control in task switching (2003-09; NSERC)
- Phillips**, N.A., Baum, S., & Taler, V. Comprehension of phonetic and prosodic information with audio-visual and linguistic cues in Alzheimer's disease and mild cognitive impairment (2007-09; Alzheimers Society)
- Phillips**, N.A. & **Gagné**, J.-P. Perceptual and cognitive mechanisms of audio-visual speech perception in younger and older adults (2009-13; CIHR)
- Phillips**, N.A. & Baum, S. An electrophysiological investigation of processing quantifiers in discourse (2006-09; SSHRC)
- Phillips**, N.A. Comprehension of phonetic and prosodic information with audio-visual and linguistic cues in Alzheimer's disease and mild cognitive impairment (2007-09; Alzheimer Society of Canada)
- Poulin-Dubois**, D. Developmental origins of naïve psychology: Scope and depth of infants' understanding of human behavior (2009-12; SSHRC)
- Poulin-Dubois**, D. Infants' object categories: Principles of developmental changes (2007-12; NSERC)
- Poulin-Dubois**, D. Precursors of a theory of mind: Integration, continuity, and domain-specificity in infants' psychological understanding in human behavior (2006-09; SSHRC)
- Prinstein, M., **Hastings**, P.D., et al. Cognitive and biological responses to social stimuli as longitudinal predictors of adolescent girls' suicidality (2007-09; AFSP)
- Pushkar**, D. Information Sessions on research Results / follow-up (2009-10; Concordia University)
- Pushkar**, D., Chaikelson, J., **Etezadi-Amoli**, J., Giannopoulos, C., Li, K.Z.H., Wrosch, C., & Conway, M. Reconstructing life after employment: Transition to retirement (2005-10; CIHR)
- Pushkar**, D., **Marier**, P., Li, K.Z.H., & **Wrosch**, C. The multiple facets of ageing (2009-10; Concordia University)
- Raina, P., **Pushkar**, D., Wolfson, C., et al. Canadian Longitudinal Study of Aging: Implementation (2009-14; CIHR)
- Rakheja, S. & **DeMont**, R. Musculoskeletal loading of seated occupational drivers exposed to whole body vibration; vibration control (2006-10; CIHR)
- Rinaldi, C. & **Howe**, N. Mutuality in parent-child interactions: The emergence of emotion regulation strategies and social competence in early childhood (2006-09; SSHRC)
- Ross**, N. Income distribution and population health in Canada and the United States during a period of rising inequality, 1991-2001 (2009-13; FRSQ)
- Ross**, N. Predictors of weight and quality of life: A 12-year national longitudinal study (2008-10; NIH)
- Ross**, N. & Dasgupta, K. Exploring hypotheses linking neighbourhoods and type 2 diabetes (2009-10; CIHR)
- Rousseau, C., **Petrakos**, H., Ghosh, R., Lashley, M., Guzder, J., Montgomery, C., & Measham, T. Écoles et santé mentale: Une articulation à repenser dans une société en transformation (2006-12; FRSQ)
- Sabiston, C., **Wrosch**, C., et al. Physical activity among breast cancer survivors: Understanding the impact of biological risk factors and psychological health over time (2008-11; CIHR)
- Sandberg**, J. The development of objective tools to measure the impact of social networks on individual behavior in a unique setting in Senegal with a view to broader application to public health policy issues (2006-10; SSHRC)
- Scala**, F., **Marier**, P., & **Pushkar**, D. Concordia Ageing Research Network (2009-10; Concordia University)
- Schneider, B., Li, K., **Phillips**, N., & **Gagné**, J.-P., et al. Communication and social interaction in healthy aging (2003-10; CIHR)
- Schwartzman**, A.E. Abrahamowicz, M.S., **Hastings**, P.D., **Serbin**, L.A., **Stack**, D.M., & Tamblin, R. The bioecological dimensions of mental and physical health across three generations (2007-11; CIHR)

Serbin, L. Aboud, F., Bouffard, T., Bukowski, W., Burgos, G., Chamberland, L., Conway, M., DeMont, R., Des Rivières-Pigeon, C., Doyle, A-B., Ellenbogen, M., Etazadi-Amoli, J., Forman, D., Fuhrer, R., Hastings, P., Howe, N., Julien, D., Li, K., Penhune, V., Petrakos, H., Phillips, N., Poulin, D., Pushkar, D., Ross, N., Sandberg, J., Scala, F., Schwartzman, A., Stack, D., Tessier, R., Vineberg-Jacobs, E., Weinfeld, M., Wrosch, C., & Zelazo, P. CRDH: Faciliter la recherche multidisciplinaire sur tout le cycle de vie (2008-10; MDEIE)

Serbin, L.A. Concordia University Research Chair in Human Development (2008-15; Concordia University)

Shizgal, P., Penhune, V.B., & Plourde, G. Neural correlates of thermal comfort and discomfort (2008-13; CIHR)

Stack, D.M., Hastings, P.D., Poulin-Dubois, D., Schwartzman, A.E., & Serbin, L.A. Le développement de la compétence émotionnelle, Phase II: From early to middle childhood (2008-12; FQRSC)

Stack, D.M. & Serbin, L.A. Do childhood patterns of aggression and social withdrawal impact offspring's experiences of violence, bullying and victimization? A multi-generational longitudinal investigation (2007-10; SSHRC)

Tessier, R., Nadeau, L., & Schneider, C. Conférence internationale sur les soins maternels kangourous (2010; CIHR)

Tessier, R., Forest, J-C., et al. Plateforme d'appariement de banques de données intersectorielles à des fins de recherche (2006-09; CFI)

Tessier, R., Hastings, P.D., Nadeau, L., et al. La gestion du stress chez les jeunes adultes nés très prématurément (2008-11; SSHRC)

Van den Berg, A. & Marier, P. L'évolution des régimes sociales et d'emploi au Québec et au Canada dans une perspective comparative (2009-11; MDEIE)

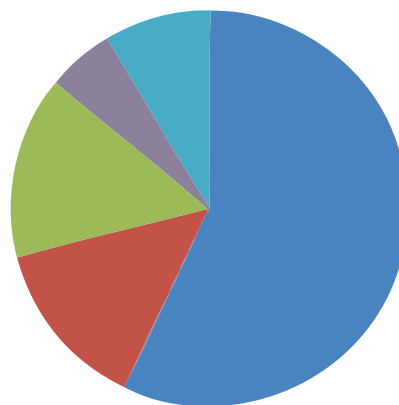
Wrosch, C. Functions and management of life regrets in young adulthood and old age (2007-10; SSHRC)

Wrosch, C. Self-regulation of health threats and life regrets in old age: Effects on diurnal cortisol rhythms and physical health (2006-11; CIHR)

Wrosch, C., Miller, G., & Lupien, S. Self-regulation of common age-related challenges: Benefits for older adults' psychological and physical health (2007-12; CIHR)

Zelazo, P.R. Parent-implemented developmental behavioral program (2010; Unity for Autism)

## SUMMARY:



■ Federal ■ Provincial ■ University ■ International ■ Other

Figure 1: Distribution of total number of grants received by CRDH faculty members according to the funding sources. Federal (i.e., CIHR, SSHRC, NSERC); Provincial (i.e., FQRSC, FRSQ); University (i.e., Concordia, UQAM, McGill); International (i.e., NIH, NIMH); Other (i.e., Alzheimer's Society, Phonak).





Feature:

## Giovani Burgos, PhD

### **The influence of race and ethnicity on life opportunities**

My research centers on how the life opportunities of individuals are structured along the lines of race and ethnicity. One of the most persistent problems in the social sciences is understanding why some racial and ethnic minorities tend to fare worse in the labor market, have lower academic achievement, and lower levels of physical and mental health than members of the dominant group. Drawing on work in the areas of criminology, race relations, stratification, and medical sociology, my primary research and teaching interests focus on exploring the impact that income inequality, segregation/racism, and discrimination have on the health of youth of color in the U.S., Canada, and Latin America. Currently, I'm exploring the pathways that link these structural conditions to the physical/mental health of Latino youth and their families in a multi-level context. I'm also examining how these structural conditions affect the health of recent immigrants in the U.S. and Canada.



## Feature: Line Chamberland, PhD

### Quel est l'impact de la violence homophobe sur la persévérance et la réussite scolaires?

La recherche Homophobie en milieu scolaire a émergé en réponse à des inquiétudes sociales quant à la présence de violence homophobe à l'école et à ses conséquences sur les élèves qui en sont victimes. Amorcée en 2007 dans le cadre du programme d'Action concertée sur la persévérance et la réussite scolaire (MELS et FQRSC), elle poursuit deux objectifs: 1) tracer un portrait des manifestations de violence verbale, physique et sexuelle à caractère homophobe dans les établissements offrant un enseignement secondaire (2e cycle) ou collégial au Québec; 2) examiner les effets de l'homophobie sur les expériences scolaires des jeunes de minorités sexuelles qui en sont des victimes directes ou potentielles. Nous nous intéressons également à la place de la diversité sexuelle dans l'environnement scolaire et nous procédons à une recension évaluative des guides d'intervention disponibles pour les enseignant-es.

Dirigé par Line Chamberland (sexologie, UQAM), ce projet réunit une équipe multidisciplinaire de chercheurs de trois universités: Gilbert Émond (Concordia), Danielle Julien et Joanne Otis (UQAM) ainsi que Bill Ryan (McGill). Il est mené en collaboration avec deux tables nationales de concertation, aux niveaux scolaire et collégial, regroupant des acteurs du monde de l'éducation: enseignants et autres personnels, directions d'établissement, commissions scolaires, MELS, associations de parents et d'élèves. Cette coopération a grandement facilité la collecte de données qui s'est déroulée dans 26 cégeps au printemps 2008 (n=1844)

et dans 30 écoles secondaires au printemps 2009 (n=2747).

Quelques constats ressortent des résultats préliminaires présentés aux partenaires de la recherche au printemps 2010. Tout d'abord, 8 % des élèves du secondaire et 5.7 % des collégiens-nes se définissent comme gais, lesbiennes, bisexuel-les, queer (du côté anglophone) ou en questionnement sur leur orientation sexuelle. C'est là une minorité substantielle, l'équivalent de deux élèves par classe dans une école ou un cégep. Au secondaire, près de quatre élèves sur dix (38,6 %) rapportent avoir été victimes d'au moins un incident de bullying homophobe, principalement des insultes, des moqueries, des rumeurs visant à nuire à leur réputation et du rejet. Un très grand nombre d'élèves hétérosexuels sont donc touchés par ce phénomène, que ce soit sous prétexte de leur non-conformité de genre, parce qu'ils sont issus d'une famille homoparentale, qu'ils côtoient un-e ami-e homosexuel-le ou pour toute autre raison. Cela dit, la victimisation est plus fréquente, sous une forme ou sous une autre, dans le cas des jeunes de minorités sexuelles.

L'exploration des résultats quantitatifs et qualitatifs (73 entrevues, dont 8 avec de jeunes transsexuel-les) se poursuivra durant l'année 2010, mobilisant une équipe d'adjoint-es composée de Michaël Bernier, Marilyne Chevrier, Christelle Lebreton et Gabrielle Richard, qui poursuivent des études en sociologie, et de Marie-Pier Petit, qui vient de s'inscrire au doctorat en psychologie. Deux d'entre eux ont choisi de faire porter leur mémoire de maîtrise sur un thème relié à la recherche, en abordant la question du point de vue des enseignants: l'éducation à la diversité des orientations sexuelles dans les curricula formel et informel de l'école secondaire québécoise (G. Richard) et les défis posés aux futurs enseignants par l'éducation à la diversité sexuelle et la lutte contre l'homophobie (M. Bernier).

L'engagement de tous et toutes dans cette recherche est d'autant plus élevé que les collaborations établies avec des partenaires institutionnels, syndicaux et associatifs lui assureront une diffusion importante auprès des publics cibles directement concernés par le problème de l'homophobie en milieu scolaire.

## Selected Publications, 2009-10

(Note: CRDH Researchers are bolded, and Trainees are underlined; both past and present.)

**Aboud**, F. (2010). Internationalizing the health psychology curriculum. *Internationalizing the psychology curriculum in the United States: Meeting the challenges of globalization*. New York, Springer.

**Aboud**, F., Huq, N., Larson, C., & Ottisova, L. (2010). An assessment of community readiness for HIV/AIDS preventive interventions in rural Bangladesh. *Social Science and Medicine*, 70, 360-367.

Adams, R., Bartlett, N., & **Bukowski**, W. (2010). Peer victimization and social dominance as intervening variables of the link between peer liking and relational aggression. *Journal of Early Adolescence*, 30, 102-121.

Alfonsi, G., **Conway**, M., & **Pushkar**, D. (in press). The lower subjective social status of neurotic individuals: Multiple pathways through occupational prestige, income, and illness. *Journal of Personality*.

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Bayer, J.K., **Hastings**, P., & Sanson, A.V. (2010). Predicting mid-childhood internalising symptoms: A longitudinal community sample. *International Journal of Mental Health Promotion*, 12, 5-17.

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Burr, A., Santo, J., & **Pushkar**, D. (2009-ePub). Affective well-being in retirement: The influence of values, money, and health across three years. *Journal of Happiness Studies*

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Chayer, M.H. & **Bouffard**, T. (2010). Relations between impostor feelings and upward and downward identification and contrast among 10-12 years old students. *European Journal of Psychology of Education*, 25, 125-140.

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Dunn, J.R. & **Ross**, N.A. (2009). 'Public goods', metropolitan inequality and population health in comparative perspective: Policy & theory. In S. Babones (Ed.), *Social Inequality and Public Health*. Bristol, UK: Policy Press.

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# **PART FOUR: TRAINING**

## 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 150 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.

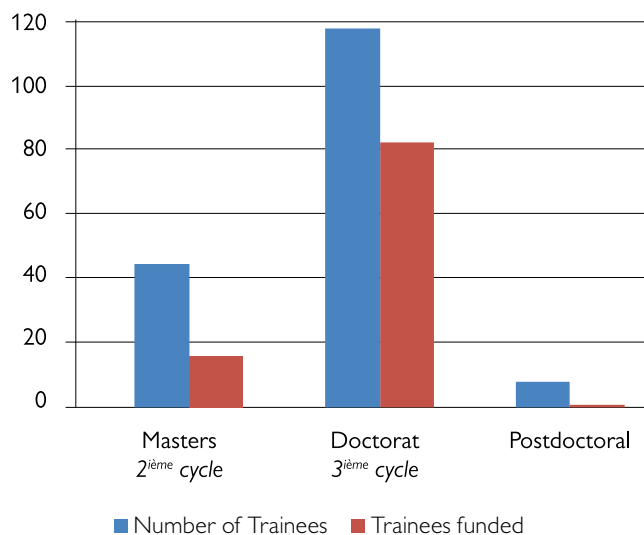


Figure 2: Number of graduate trainees and post-doctoral fellows at the CRDH during the academic year 2009-10. Total number of trainees in blue columns and total number of trainees funded in red columns.



# 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 remanions 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 150 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 à des 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, participent à plusieurs projets de recherche, en plus de 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.

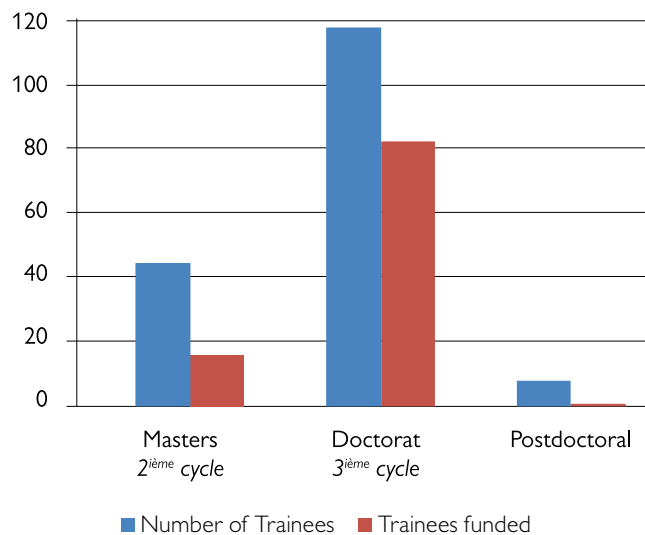


Figure 2: Number of graduate trainees and post-doctoral fellows at the CRDH during the academic year 2009-10. Total number of trainees in blue columns and total number of trainees funded in red columns.

## List of CRDH Trainees; 2009-10:

Nom de l'étudiant	Directeur et co-directeur(s)	Aux études ou en stage de
<b>2e Cycle / Masters:</b>		
Abdul-Hamza, Suzanne	Vineberg, Ellen	2003-09
Abu-Hatoum, Shireen	Howe, Nina	2009-09
August, Elana	Stack, Dale Margery	2009-09
Barbieri, Filomena	Vineberg, Ellen	2008-01
Beaupre, Vicki-Odorico	Sandberg, John	2007-08
Connor, Philip	Burgos, Giovanni; Sandberg, John	2004-09
Couturier, Marie-Eve	Des Rivières-Pigeon, Catherine	2008-09
D'Amico, Emilie	Julien, Danielle	2003-09
Dubord, Audrey	Gagné, Jean-Pierre	2009-09
Duchesne, Natalie	Chamberland, Line	2007-09
Farid, Cristina	Vineberg, Ellen	2006-09
Fontil, Laura	Petrakos, Hariclia	2008-09
Geoffrey, Dominique	Burgos, Giovanni	2008-09
Gervais, Nicole	Dugas, Michel	2007-09
Goldstein, Cathy	Petrakos, Hariclia	2005-09
Hubert, Michèle	Serbin, Lisa A.	2008-09
Ing, Wendy	Osana, Helena	2005-09
Joly, Marie-Pier	Burgos, Giovanni	2007-09
Khatchadourian, Mariam	Petrakos, Hariclia	2008-09
Korotkevich, Yana	Li, Karen Zown-Hua; Penhune, Virginia	2009-09
Laurin, Stephanie	Howe, Nina	2008-09
Laxer, Emily	Sandberg, John	2006-09
Lehrer, Joanne	Petrakos, Hariclia	2006-09
Martinez, Brynheld	Howe, Nina	2009-09
Marshall, Cherry	Paterson, Stephanie; Scala, Francesca	2007-09
Naidu, Adonia	Tamblyn, Robyn	2007-09
Nicole, Gabrielle	Des Rivières-Pigeon, Catherine	2006-09
Noor, Michael	Vineberg, Ellen	2005-09
Parsons, Amy	Howe, Nina	2003-09
Pietraroia, Caroline	Petrakos, Hariclia	2003-09
Poisson, Alexandre	Ross, Nancy	2008-09

Nom de l'étudiant	Directeur et co-directeur(s)	Aux études ou en stage de
Reidel, Kristen	Tamblyn, Robyn	2008-09
Richard, Gabrielle	Chamberland, Line	2008-01
Robidoux Leonard, Lysiane	Chamberland, Line	2009-09
Sadaghianzadeh, Amir	Etazadi-Amoli, Jamshid	2006-09
Sandrin, Ann	Vineberg, Ellen	2003-09
Saucier, Mylène	DeMont, Richard	2008-09
Scott, Brittany	Howe, Nina	2009-09
Siriapaipant, Nathida	Conway, Michael	2009-09
Skrivanos, Alexia	Vineberg, Ellen	2006-09
Suarez Benton, Luis	Chamberland, Line	2007-09
Thompson, Shelly	Vineberg, Ellen	2001-09
Wright, Kristyn	Poulin, Diane	2009-09
Yott, Jessica	Poulin, Diane	2009-09
Zhou, Biru	Forman, David	2007-09

### 3e cycle / Doctorate (PhD):

Adams, Philippe	Abela, John	2002-09
Alfonsi, Giuseppe	Conway, Michael	2007-09
Amir, Ella	Wrosch, Carsten	2007-09
Anderson, Kelly	Fuhrer, Rebecca	2007-09
Auchterlonie, Sarah	Phillips, Natalie	2001-09
Auerbach, Randy	Abela, John	2004-09
Aviram, Tal	Wrosch, Carsten	2009-09
Azevedo, Vivian	Tessier, Réjean	2009-09
Baer, Larry	Penhune, Virginia; Li, Karen Zown-Hua	2008-09
Bailey, Anne	Penhune, Virginia	2009-09
Barrieau, Lindsey	Stack, Dale Margery	2009-08
Bye, Dorothea	Pushkar, Dolores	2007-09
Cadet, Islande-Georges	Tessier, Réjean	2008-09
Cadieux, Genevieve	Tamblyn, Robyn	2004-09
Campisi, Lisa	Serbin, Lisa A.	2005-09
Carré, Amélie	Tessier, Réjean	2004-09
Chayer, Marie-Hélène	Bouffard, Thérèse	2008-09
Chow, Virginia	Poulin, Diane	2005-09

Nom de l'étudiant	Directeur et co-directeur(s)	Aux études ou en stage de
Côté, Sébastien	Bouffard, Thérèse	2005-09
Cottin, Fanny	Bouffard, Thérèse	2006-09
Coulhard, Julie	Burgos, Giovanni	2008-09
Courcy, Isabelle	Des Rivières-Pigeon, Catherine	2008-09
Crouse, Daniel	Ross, Nancy	2005-09
Della Porta, Sandra	Howe, Nina	2009-09
Dunne, Erin	Wrosch, Carsten	2006-09
Dupras, Genevieve	Bouffard, Thérèse	2005-09
Eguale, Tewodros	Tamblyn, Robyn	2005-09
Enns, Leah	Stack, Dale Margery	2008-09
Etezadi-Amoli, Sarah	Pushkar, Dolores	2009-09
Farquhar, Jamie	Wrosch, Carsten	2008-09
Feldstein, Julia	Stack, Dale Margery	2008-09
Fleury-Roy, Marie-Hélène	Bouffard, Thérèse	2004-09
Fortin, Mélissa	Julien, Danielle	2002-09
Francis, Kylie	Dugas, Michel	2004-09
Fenkiel-Fishman, Sarah	Poulin, Diane	2002-09
Fraser, Sarah	Li, Karen Zown-Hua; Penhune, Virginia	2004-09
Goldberg Pougnet, Erin	Serbin, Lisa A.	2007-09
Goron, Stéphanie	Des Rivières-Pigeon, Catherine	2005-06
Gosselin, Marie-Pierre	Hastings, Paul; Stack, Dale Margery	2007-09
Granger, Stéphanie	Des Rivières-Pigeon, Catherine	2008-01
Grunzeweig, Naomi	Stack, Dale Margery	2003-09
Guler-Edwards, Ayca	Wrosch, Carsten	2005-09
Hollinger, Avrum	Penhune, Virginia	2008-07
Jean, Amelie	Stack, Dale Margery	2006-09
Jodoin, Emilie	Julien, Danielle	2004-09
Johns, Erin	Phillips, Natalie	2008-09
Johnson, Philip	About, Frances	2008-07
Jomphe, Mélanie	Tessier, Réjean	2004-09
Jouvin, Emilie	Julien, Danielle	2000-09
Kawasumi, Yuko	Tamblyn, Robyn	2001-09
Kousaie, Shanna	Phillips, Natalie	2005-09
L'Archeveque, Alex	Julien, Danielle	2002-09

Nom de l'étudiant	Directeur et co-directeur(s)	Aux études ou en stage de
Larouche, Marie-Noelle	Bouffard, Thérèse	2003-09
Lebreton, Christelle	Chamberland, Line	2008-09
Lee-Genest, Kevyn	Schwartzman, Alex-E.	2001-09
Leiba, Elka	Stack, Dale Margery	2000-09
Lengelé, Aurélie	Bouffard, Thérèse	2007-09
Linnen, Anne-Marie	Ellenbogen, Mark Alexander	2006-09
Longo Dos Santos, Clarisse	Penhune, Virginia	2003-09
Marcil-Denault, Florence	Chamberland, Line	2008-09
Martin, Julie	Stack, Dale Margery	2007-09
Martin, Valérie	Sandberg, John	2004-09
Martin-Storey, Alexa	Serbin, Lisa A.	2006-09
Matsuda, Tamoko	Vineberg, Ellen	2005-09
Maximova, Katerina	Fuhrer, Rebecca	2004-09
McIntyre, Mélina	Bouffard, Thérèse	2007-01
McWhinnie, Chad	Abela, John	2004-09
Meyer, Felicia	Bukowski, William	2007-09
Motzoi, Clairneige	Doyle, Anna-Beth	2004-09
Nijjar, Ramandeep	Ellenbogen, Mark Alexander	2009-09
Nuselovici, Jacob	Hastings, Paul	2007-09
Ostiguy, Caroline	Ellenbogen, Mark Alexander	2007-09
Paul, David	Abela, John	2001-09
Payne, Andrew	Abela, John	2000-09
Pilgrim, Kamala	Ellenbogen, Mark Alexander	2008-09
Pranesh, Anand	DeMont, Richard	2004-09
Ratto, Nicolina	Doyle, Anna-Beth	2007-09
Richard, Priscilla	Bouffard, Thérèse	2007-09
Roy, Caroline	Tessier, Réjean	2005-09
Roy, Mathieu	Bouffard, Thérèse	2004-09
Ruttle, Paula	Serbin, Lisa A.	2007-09
Sabourin, Gabrielle	Des Rivières-Pigeon, Catherine	2006-09
Saldarriaga, Lina Maria	Bukowski, William	2006-09
Salerno, Frank	Schwartzman, Alex-E.	2001-01
Santo, Jonathan	Bukowski, William	2006-09
Sarafian, Isabelle	Aboud, Frances	2003-09

Nom de l'étudiant	Directeur et co-directeur(s)	Aux études ou en stage de
Sarrat-Vezina, Emilie	Bouffard, Thérèse	2006-09
Savion-Lemieux, Tal	Penhune, Virginia	2003-09
Sexton, Kathryn	Dugas, Michel	2005-09
Simard, Melissa	Bukowski, William	2009-09
Sinai, Marco	Phillips, Natalie	2002-09
Skitch, Steven	Abela, John	2004-09
Stathopoulos, Helen	Petrakos, Hariclia	2008-09
Steele, Christopher	Penhune, Virginia	2008-01
Tabri, Nassim	Conway, Michael	2008-09
Trewartha, Kevin	Li, Karen Zown-Hua; Penhune, Virginia	2007-09
Trussler, Tanya	Sandberg, John	2003-09
Utendale, William	Hastings, Paul	2005-09
Vaillancourt, Marie-Eve	Bouffard, Thérèse	2004-01
Valiante, Grace	Zelazo, Philip R.	2002-09
Velasquez, Ana	Bukowski, William	2006-09
Voyer, Anne-Pierre	Tessier, Réjean; Nadeau, Line	2009-09
Vukelich, Goranka	Vineberg, Ellen	2003-09
Vyncke, Johanna	Julien, Daniëlle	2002-09
Wasfi, Rania	Ross, Nancy	2008-09
Winneke, Axel	Phillips, Natalie	2005-09
Yoshida, Yoko	Sandberg, John	2001-09

#### 4e Cycle / Postdoctoral:

Basu, Madhavi	Phillips, Natalie	2008-03
Neumark, Erwin	Zelazo, Philip R.	2006-10
Dancause, Kelsey	King, Suzanne	2010-03
Patel, Vaishali	Tamblyn, Robyn	2007-01
Rocheftort, Christian	Tamblyn, Robyn	2008-09
Tremblay, Tania	Phillips, Natalie	2008-10
Vedenina, Maria	Zelazo, Philip R.	2004-09
Winslade, Nancy	Tamblyn, Robyn	2004-09

#### TOTAL:

45 MA trainees 16 held Fellowships 119 PhD trainees  
83 held Fellowships 8 Post-Doc trainees 1 held Fellowships

# CRDH Training Activities

## CRDH Activities 2009 - 2010

Date	Activity	Speaker, Topic/Title
Sept. 18/09	Colloquium	<b>Anne Fausto-Sterling</b> (Department of Molecular and Cell Biology and Biochemistry; Brown University). Transcending the nature/nurture dispute: Using dynamic systems to study gender and sexuality (NOTE: co-sponsored with UQAM's Department of Psychology)
Sept. 21/09	Seminar	<b>Larry Baer, Shanna Kousaie, &amp; Biru Zhou</b> (CRDH Graduate Students). Hot topics across the lifespan
Oct. 22/09	Colloquium	<b>Daniela O'Neill</b> (Department of Psychology, University of Waterloo). The Language Use Inventory (LUI): A new standardized parent-report measure to assess young children's pragmatic language development
Oct. 26/09	Seminar	Axis #4: Healthy Aging / Vieillissement en santé  <b>Carsten Wrosch</b> (CRDH Researcher – Psychology, Concordia). Goal adjustment and quality of life
Nov. 2/09	Workshop	<b>Ana Velasquez</b> (CRDH Statistical Consultant); Getting started with HLM
Nov. 9/09	Seminar	<b>Tal Aviram, Ivy Brooker, Rami Nijjar, &amp; Melissa Simard</b> (CRDH Graduate Students). Current research findings
Nov. 19/09	Workshop	<b>Todd Little</b> (Director, Research Methods & Data Analysis Center, University of Kansas); Studying contextual effects on individual growth trajectories (and other level 1 processes)
Nov. 20/09	Symposium	Friendship & Fairness: A symposium on the interface between moral issues and individual functioning;  The evolution of morality; Patricia Hawley (Dept. of Psychology, University of Kansas).  Fairness considerations: Increasing understanding of intentionality in adolescence; <b>Berna Güroğlu</b> (Dept. of Developmental Psychology, University of Columbia)  Care, justice, and experiences with peers in all-girl and mixed-sex schools; <b>Lina Saldarriaga &amp; Ana Velasquez</b> (CRDH Graduate Students)  Care, justice, and acceptance among peers: Age and sex differences in early adolescence; <b>William Bukowski, Felicia Meyer, &amp; Jonathan Santo</b> (CRDH Researcher and Graduate Students)
Nov. 20/09	Workshop	<b>Todd Little</b> (Director, Research Methods & Data Analysis Center, University of Kansas); Missing Data: Why it's a problem and how these problems can be solved
Nov. 26/09	Colloquium	<b>Howard Bergman</b> (Director, Div. of Geriatric Medicine, Jewish General Hospital). Chronic disease and aging: The challenge of medicine for the 21st century
Nov. 27/09	Workshop	<b>Ana Velasquez &amp; Lina Saldarriaga</b> (CRDH Statistical Consultant & Graduate Student); Practical issues in dealing with missing data: Getting to know NORM and Amelia
Dec. 7/09	Seminar	<b>Bukowski Lab</b> ; Single Sex Education
Jan. 18/10	Seminar	Axis #2: Adolescence / Adolescence  <b>Mark Ellenbogen</b> (CRDH Researcher – Psychology, Concordia). When good hormones go bad: Stress and mental health

Date	Activity	Speaker, Topic/Title
Feb. 4/10	Colloquium	<b>Mary Ann Evans</b> (Department of Psychology, University of Guelph). Developing attention to print during shared book reading with emergent and beginning readers
Feb. 8/10	Seminar	<b>Daniel Cohen</b> (CRDH Visiting Researcher). Secular change in muscular fitness for children
Feb.18/10	CRDH Conference	<b>Biopsychosocial Determinants of Health</b> – Keynote Speaker: <b>Megan Gunnar</b> (Institute of Child Development, University of Minnesota). Early deprivation and stress, and emotional functioning in children *
Mar. 1/10	Seminar	Axis #1: Infancy & Early Childhood / Enfance  <b>Philip Zelazo</b> (CRDH Researcher – Psychology, McGill). How typical development forms in Autism
Mar. 4/10	Colloquium	<b>Pamela Cole</b> (Department of Psychology, The Pennsylvania State University). Early childhood development of emotional regulation
Mar. 11/10	Colloquium	<b>Helen Penn</b> (Department of Education, University of East London). Early education and care in the European Union: An overview
Mar. 12 & 13	Conference	Early Childhood Education Conference *
Mar. 29/10	Seminar	<b>Arielle Bonneville-Roussy, Marie-Eve Dubois, &amp; Mariam Khatchadourian</b> (CRDH Graduate Students). Hot topics across the lifespan

\*Please note that detailed information on the CRDH Conference listed in this table is provided in section 5.



Feature :

## Caroline Doramajian, PhD Trainee



### **Bullying is not OK**

Caroline Doramajian, one of the CRDH PhD trainees received the Vanier Scholarship for her PhD research proposal entitled: "Promoting youth-led interventions against peer victimization and its negative effects: Individual, interpersonal, and group-level factors". For a description of the purpose Vanier Scholarship and the 2010 scholars please go to:

[www.vanier.gc.ca/nr-co/nr-co-20100513-eng.shtml](http://www.vanier.gc.ca/nr-co/nr-co-20100513-eng.shtml).

Caroline's research focuses on peer victimization or bullying, which is a prevalent problem in Canadian schools and is associated with multiple negative outcomes. Peers are natural observers of the bullying context and promoting youth-led interventions is a promising way to curb school violence. The first objective of my project is to move the spotlight beyond bullies and their victims in order to take a look at the role that other peers play in aggravating, or in stopping victimization (what encourages them to defend victims?). Both individual factors such as self-efficacy (e.g., knowing how to defend victims) and the social environment (e.g., classroom attitude toward bullying, school anti-bullying policies), are expected to account for a greater willingness to defend victims. Considering that bullying is an on-going problem and that the victims need help to cope, a second objective of her project is to examine the protective effects of friendship in reducing victimized early adolescents' risk for negative outcomes such as depression.

Her long-term goals involve forging partnerships with Canadian researchers, school staff, families, and policy makers and to promote youth-led interventions against bullying and its negative psychosocial effects. Together, we can contribute to existing national intervention programs and facilitate an open dialogue on bullying.

## Feature: Paula Ruttle, PhD Trainee

### When hormones interact, how does this influence development?

Last October I boarded a plane and took off to New Orleans for what I soon realized would be one of the most fantastic experiences of my life. I had applied for, and received, funding from the FQRSC in order to work alongside Dr. Elizabeth "Birdie" Shirtcliff at the University of New Orleans.



With this fellowship, I could broaden my own research on how stress hormones relate to mental and physical health problems in youth to include other hormones and to really understand the role of development in this context. Given that Birdie is a world renowned researcher in developmental psychophysiology and a whiz at advanced statistical analyses, my choice of her as supervisor was clear.

When asked about my experience in New Orleans, the first thing that comes to mind are the people. The people of New Orleans are some of the most good-hearted people in the world. Birdie was, and continues to be, a friend, a mentor, and a source of endless knowledge. She cleared her schedule on a daily basis to help me solve numerous "crises" and since I left we have maintained regular contact and continue to work on several projects together. But the kindness didn't stop at Birdie: the graduate students welcomed me with open arms to join their classes, sports teams, and social outings (including a sky diving expedition!). Even the secretaries and other staff went out of their way to help me in any way they could...they actually cooked me traditional dishes so I could taste the best New Orleans had to offer!!

Although the people and the food were amazing, equally incredible was the knowledge I gained. The main purpose for my stage was to increase my understanding of the most advanced and reputable techniques and protocols for collecting, storing, assaying and analyzing saliva samples. Given that salivary hormones and enzymes are very easily influenced by a number of variables (e.g. sleep, food, mood, etc.) learning how to obtain the most valid samples is imperative when researching with hormones. Furthermore, because salivary biomarkers are measures of interrelated systems it is important to examine how these biomarkers may interact with each other to influence developmental trajectories and possibly

contribute to the development of various psychopathologies. Birdie worked with me one-on-one for several hours each day to help me learn the theory and perfect the methodological techniques I needed to assay and analyze the data for my dissertation as well as develop skills that will be critical for my future success as a researcher. Furthermore, as a result of my time in New Orleans, I

have co-authored a chapter in a book and have submitted two first-author manuscripts for publication.

Other invaluable resources I received from participating in this stage are the connections I have made. I am currently spear-heading a multi-site, collaborative project which examines how various hormones co-vary from childhood to adulthood. Using connections I established while in New Orleans, I have already developed relationships with and received data from twelve different researchers to examine this phenomenon, a feat not typically accomplished at my level of professional development. Lastly, but possibly most importantly, as an indirect result of my stage, I have received an offer for a post-doctoral position in Madison, Wisconsin beginning in 2011.

My international stage experience is the most remarkable research experience I have ever had. I learned so much and grew both personally and professionally. My future success in the field of psychology is largely due to the information I learned, the skills I acquired, the connections I made, and the sense of competence I developed while on my stage.

## Feature: Karine Bédard, PhD Trainee

### La problématique

De nombreuses études ont montré qu'à l'instar des adultes, les enfants et les adolescents ont généralement tendance à surévaluer leurs capacités sociales; on parle de biais positif d'évaluation de sa compétence sociale. Cependant, certains enfants sont moins optimistes et tendent au contraire à se sous-évaluer; on parle alors de biais négatif d'évaluation de sa compétence sociale. Des perceptions négatives de sa capacité à établir des relations positives avec les autres les conduisent à une motivation faible dans l'apprentissage d'habiletés sociales et sont associées à des attitudes et problèmes de comportement nuisibles à de bonnes relations; timidité et retrait social, sentiment d'être mal accepté par les pairs et faible sentiment de valeur personnelle. D'autres études ont aussi montré que comparés aux jeunes présentant un biais positif ou ne présentant aucun biais de leur compétence sociale, ceux affectés par un biais négatif rapportent peu d'affects positifs. Sauf rares exceptions, ces études ont porté sur de jeunes enfants de sorte que les informations sur les jeunes à l'adolescence manquent toujours.

Comme l'arrivée à l'adolescence correspond à un besoin plus grand de s'identifier et de se conformer aux pairs, il s'agit d'une période particulièrement cruciale pour un jeune souffrant d'un biais négatif d'évaluation de sa compétence sociale. À l'adolescence, l'adaptation psychosociale du jeune passe souvent par l'établissement de rapports sociaux positifs avec ses pairs. L'intégration à un nouveau groupe d'amis, la redéfinition de son statut parmi eux et l'adoption de nouvelles valeurs véhiculées par le groupe de pairs deviennent alors des enjeux développementaux importants. Parmi les indices importants de difficultés de l'adaptation psychosociale des jeunes à l'adolescence, notons les symptômes dépressifs, l'anxiété sociale, les comportements d'évitement dans les situations sociales et les problèmes extériorisés. Le but de la présente étude était double : premièrement examiner les liens entre le biais négatif d'évaluation de sa compétence sociale et l'adaptation psychosociale des jeunes à l'adolescence; deuxièmement observer le rôle du soutien des parents et de celui des pairs dans ces relations.

L'étude s'est déroulée à Grenoble à l'automne 2009 dans le cadre d'un stage de recherche offert par le Centre de Recherche sur le Développement Humain, le Fonds de Recherche sur la Société et la Culture et l'Unité de Recherche sur l'Affectivité, la Motivation et l'Apprentissage Scolaires. La collaboration entre notre équipe de recherche, celle du Laboratoire des Sciences de L'Éducation, la direction et le corps enseignant des collèges et des lycées rencontrés, les parents et les élèves nous a permis de rencontrer



544 élèves de secondaire 3 et 4. Afin de déterminer si un jeune présentait un biais négatif, sa perception de sa compétence sociale a été mesurée, puis mise en lien avec le score découlant des réponses de ses camarades de classe quant à leur souhait de partager une activité avec lui ou elle. Comme l'indiquent les résultats, les informations recueillies sont particulièrement intéressantes et prometteuses, et plaident sans équivoque en faveur de la poursuite de l'étude afin de mieux comprendre le phénomène

### Résultats de l'étude

Nous constatons, dans un premier temps, qu'environ 15% des adolescents rencontrés sous-évaluent leurs compétences sociales. Dans un deuxième temps, les résultats indiquent que, conformément aux études antérieures, le biais négatif d'évaluation de sa compétence sociale est lié à des problèmes dans l'adaptation psychosociale des adolescents.

(1) Comparés à leurs pairs présentant un biais positif de leur compétence sociale ou ne présentant aucun biais, ceux ayant un biais négatif rapportent plus de symptômes dépressifs et d'anxiété sociale. Ils rapportent aussi avoir plus de comportements d'évitement dans les situations sociales.

(2) Cependant, ils ne rapportent pas plus de troubles extériorisés que les autres. C'est même le contraire chez les filles où celles présentant un biais positif rapportent plus de troubles extériorisés que les autres.

Nos résultats indiquent aussi des liens entre le biais négatif d'évaluation de sa compétence sociale et la perception du soutien des parents et de celui des pairs.

(3) Comparés à leurs pairs présentant un biais positif ou ne

présentant aucun biais, les garçons affectés par un biais négatif perçoivent recevoir moins de soutien de leurs parents et de leurs pairs, alors que chez les filles ayant un tel biais, seule la perception du soutien des pairs est inférieure à celle des autres filles.

(4) Des analyses plus poussées indiquent que, chez les garçons ayant un biais négatif, plus ils rapportent de symptômes dépressifs, moins ils perçoivent recevoir de soutien de leurs parents. De la même façon, plus ils rapportent des comportements d'évitement dans les situations sociales, moins ils perçoivent recevoir de soutien de leurs pairs.

(5) Chez les filles ayant un biais négatif, plus elles rapportent des symptômes dépressifs, de l'anxiété sociale et des comportements d'évitement dans les situations sociales, moins elles perçoivent recevoir de soutien de leurs pairs.

### En résumé

À ce jour, peu d'études ont cherché à documenter l'effet du biais négatif de sa compétence sociale à l'adolescence. Les résultats obtenus dans cette étude soulignent la pertinence de s'y intéresser. Ils confirment que le biais négatif affecte foncièrement le bien-être psychologique et ils suggèrent que les parents et les pairs sont des acteurs centraux dans l'adaptation sociale de ce jeune. En effet, si la perception de compétence sociale représente un facteur puissant d'adaptation, il apparaît que l'impact de ce facteur pourrait varier selon la qualité du soutien que perçoit le jeune.

Feature:

## Chris Steele, PhD Trainee

### How does the brain change as we learn new motor skills?

In 2009, I competed and won the opportunity to complete a CRDH International Internship at Oxford University's Centre for Functional MRI of the Brain. While many labs, including ours, have used functional magnetic resonance imaging (fMRI) to help understand how our brains react while learning



new motor skills, few have tried to track down exactly how the structures in our brain change as we learn. My internship gave me the chance to work with the people who have developed the techniques to tackle these questions. My main goal was to learn these techniques and apply them to a data set that I brought with me, with the ultimate goal of finding interesting results that complement our knowledge of motor learning. Working with the experts in this field has been incredibly rewarding! And seeing how a different laboratory/centre is organised to conduct research and train its students gives me a broader view of successful research centers.

Beyond my research training, knowledge translation was one of the understated goals of this exchange. I learned new techniques that I will share with my laboratory, CRDH, and the Montreal Neurological Institute. This was a wonderful opportunity for our laboratory to extend our technical expertise while, I hope, contributing to other research that goes on within the CRDH. I am hoping that others within the centre will be stimulated to investigate the possibility of adding structural imaging data to their studies as well.

## Feature: Alexa Martin-Storey, PhD Trainee

### What factors in childhood and adolescence affect outcomes later in life?

I initially came to the Center for Research in Human Development in 2004 to complete graduate studies under the supervision of Dr. Lisa Serbin. During my stay, I was successful in securing research funding from the CRDH, SSHRC and FQRSC. Within the CRDH, I worked on many different aspects of the Concordia Longitudinal Risk Project, focusing particularly on factors in childhood that can influence life as an adult. In particular, for my doctoral dissertation I explored the relation between self and other perceptions of childhood aggression and social withdrawal. I benefited immensely from pursuing doctoral training at the CRDH, both in terms of the interdisciplinary environment and the support of the faculty members and staff. This has been of great practical help in my academic development as I have had the opportunity to work with a number of other CRDH faculty members outside of my lab including Drs. Bill Bukowski, Anna-Beth Doyle, Dale Stack, Alex Schwartzman and Nina Howe.

This spring I received FQRSC funding to complete a postdoctoral fellowship at the University of Texas in Austin, under the supervision of Dr. Robert Crosnoe. In a continuation of the interdisciplinary training I have received at CRDH, my fellowship will be held at the Population Research Center, whose mandate is to examine child and family processes in nationally representative samples using multidisciplinary methodologies. I will be working on several projects during my fellowship. Dr. Crosnoe will mentor me on work involving the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development. I continue to examine the antecedents and outcomes of childhood aggression and social withdrawal.

Additionally, I will have the opportunity to collect data examining the relation between personal persistence and mental health in late adolescence in sexual minority youth. While many adolescents identifying as gay, lesbian, bisexual, transgendered or queer are well adjusted and academically successful, this population is still at an increased risk for suicidality, and more generally depression. By examining personal persistence, or the ability to perceive oneself as similar in the past, present and future, I hope to address some of the factors associated with elevated suicidality within this group.



This project expands on research that is currently in preparation for publication, which I conducted with two other CRDH trainees (Drs. Holly Recchia and Jonathon Santo) during my graduate studies. This study will be partially supervised by Dr. Becky Bigler, head of the Gender and Racial Attitudes laboratory in the psychology department of the University of Texas. I am very excited to start my fellowship in Austin, but will miss the warm, supportive environment provided by the CRDH.

## Selected Thesis Titles; 2009-10

### Cycle 2 (M.A.):

**Barrieau, Lindsey** (August, 2009).

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

**Boucher, Patricia** (May, 2009). Efficacité du programme d'intervention sur l'intimidation en milieu scolaire (Supervised by L. Nadeau)

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

**Buckland-Dalton, Robyn** (May, 2009). Partnering for success: Inter-organizational coordination and the older workers-pilot project initiative (Supervised by P. Marier)

**Cloutier, Richard** (Sept, 2009). Vers une mesure d'évaluation des conduites addictives (Supervised by S. Kairouz)

**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)

**Heidkamp, David** (Aug, 2009). Childhood trauma, emotional dysregulation, and psychosis (Supervised by S. King)

**Joly, Marie-Pier** (Aug, 2009). Immigrant and refugee mental health (Supervised by G. Burgos)

**Laurin, Stephanie** (March, 2010). Effects of story drama on children's writing skills (Supervised by N. Howe)

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

**Nijjar, Rami** (August, 2009). Automatic information processing and stress in the natural environment: An emotion-modulated startle response study (Supervised by M. Ellenbogen)

**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)

**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)

**Zhou, Biru** (Aug, 2009). The roles of child temperament and parenting in predicting child compliance during toddlerhood (Supervised by D. Forman)

### Cycle 3 (Ph.D.):

**Anderson, Kelly** (August, 2008). The pathways to mental health care of first-episode psychosis patients: A systematic review (Supervised by R. Fuhrer)

**Benibgui, Michael** (March, 2010). Mental health challenges and resilience in lesbian, gay, and bisexual young adults: Biological and psychological internalization of minority stress and victimization (Supervised by P. Hastings)

**Burr, Andrew** (Oct, 2009). The values of retired adults: Measurement issues, links to well-being, and the correlates of value change (Supervised by D. Pushkar)

**Chow, Virginia** (Oct, 2009). A matter of trust: The influence of a looker's past reliability on infants' gaze following and reasoning about beliefs. (Supervised by D. Poulin-Dubois)

**Dubois, Valerie** (Feb, 2010). Attitudes, croyances et pratiques parentales d'élèves selon leur biais dans l'évaluation de leurs compétences (Supervised by T. Bouffard)

**Fraser, Sarah** (March, 2010). What do fine motor control, cognition, and aging share? (Supervised by K. Li & V. Penhune)

**Fortin, Mélissa** (March, 2010). Bisexualité, facteurs de risque, adaptation (Supervised by D. Julien)

**L'Archeveque, Alex** (Oct, 2009). Paternité gaie- coming out et adaptation (Supervised by D. Julien)

**Leiba, Elka** (Sept, 2009). Maternal nonverbal and verbal scaffolding of infant attention during toy-centered play: Influences of toy-type, age and birth status (Supervised by D. Stack)

**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)

**McIntyre, Mélina** (Feb, 2010). Le développement du système motivationnel de l'enfant et les stratégies des enseignants associées (Supervised by T. Bouffard)

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

**Santo, Jonathan** (Sept, 2009). Adolescent self-concept, peer relations and context: An ecological systems theory approach (Supervised by W. Bukowski)

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

**Vyncke, Johanna** (June, 2009). Arrimage famille-école chez les familles homoparentales (Supervised by D. Julien)

**Winneke, Axel** (Dec, 2010). When eye meets ear: Investigation of audiovisual speech and non-speech perception and age-related differences (Supervised by N. Phillips)

## CRDH Fellowship Winners 2009-2010:

DOVAN, Mai-Linh; Exercise Science, M.Sc.  
(supervised by Richard DeMont)

DUNCAN, Hilary; Psychology, M.A. (supervised by Natalie Phillips)

FONTIL, Laura; Education, M.A. (supervised by Harriet Petrakos)

HUBERT, Michele; Psychology, M.A. (supervised by Lisa Serbin)

KOROTKEVITCH, Yana; Psychology, M.A.  
(supervised by Karen Li & Viringina Penhune)

JEAN, Amélié; Psychology, Ph.D. (supervised by Dale Stack)

LEE, Kevyn; Psychology, Ph.D. (supervised by Alex Schwartzman)

LINNEN, Anne-Marie; Psychology, Ph.D.  
(supervised by Mark Ellenbogen)

MARSHALL, Cherry; Political Science, M.A.  
(supervised by Francesca Scala)

SALDARRIAGA, Lina; Psychology, Ph.D. (supervised by Bill Bukowski)

SIRIAPAIPANT, Nathida; Psychology, M.A.  
(supervised by Michael Conway)

RUEGGERBERG, Rebecca; Psychology, Ph.D.  
(supervised by Carsten Wrosch)

TABRI, Nassim, Psychology; Ph.D. (supervised by Michael Conway)

WRIGHT, Kristyn; Psychology, M.A.  
(supervised by Diane Poulin-Dubois)

## 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:

**Elena August** [Dale Stack] Project: Interactions and self-regulatory behaviour in high-risk infants and preschoolers: Precursors to bullying. Funded by the Conseil de recherche en sciences humaines de Canada (CRSH) and FQRSC.

**Lindsey Barrieau** [Dale Stack] Project: The Importance of Social Dominance during Play in the Development of Healthy Relationships: A longitudinal High-Risk Study of Mother-Child Dyads. Funded by the Conseil de recherche en sciences humaines de Canada (CRSH) and FQRSC.

**Michael Bernier** [Line Chamberland] Project: L'éducation des jeunes quant à la question de l'homophobie: Défis posés à l'école et aux futurs enseignants dans un contexte de pluralisme et de reconnaissance de la diversité sociale. Funded by the Conseil de recherches en sciences humaines du Canada (CRSH).

**Arielle Bonneville-Roussy** [Thérèse Bouffard] Project: Modèle prédictif des déterminants du rendement musical d'étudiants en musique au CEGEP. Funded by FQRSC.

**Sandra Della Porta** [Nina Howe] Project: Longitudinal and cross-sectional evaluation of power in children's close relationships. Funded by the Center for Research in Human Development.

**Mai Linh Dovan** [Richard DeMont] Project: Dual-task functional training: Outcomes on physical performance and executive function. Funded by the Center for Research in Human Development.

**Kate-Mills Drury** [William Bukowski] Project: Gender identity, body image, and the peer culture during the development of sexuality: Implications for healthy adjustment. Funded by Concordia University and FQRSC.

**Marie-Eve Dubois** [William Bukowski] Project: Interaction of parental depression, peer relationships, and socioeconomic status as predictors of children's socioemotional competence and well being: A cross-cultural study. Funded by Concordia University and FQRSC.

**Valerie Dubois** [Therese Bouffard] Project: Attitudes, croyances et pratiques parentales d'élèves selon leur biais dans l'évaluation de leurs compétences. Funded by Conseil de recherches en sciences humaines du Canada (CRSH) and Université du Québec à Montréal (UQAM).

**PART FIVE:  
COMMUNICATION,  
PUBLIC POLICY,  
AND COMMUNITY  
OUTREACH**



# Part Five: Communication, Public Policy, and Community Outreach

## Introduction

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.

## OUR RESEARCHERS' ACTIVITIES IN THE COMMUNITY

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. Here are a few examples:

Type d'activité de transfert	Description	De	Organisations visées	Chercheur(s)
Bulletin d'information	Final report - Action concertée portent sur la Persévérance et la réussite scolaire	2009	Fonds québécois de la recherche sur la société et la culture (FQRSC)	Bukowski, William
Informations via un site web	Revue en ligne	2009-07	Genre, sexualité & société	Chamberland, Line
Colloques/Conférences-midis/Ateliers	L'histoire du féminisme au Québec	2009-09	Jeunesse Lambda	Chamberland, Line
Colloques/Conférences-midis/Ateliers	Invited speaker - Vagal regulation, parental socialization and children's psychosocial adjustment	2009-05	Hôpital de Montréal pour Enfants	Hastings, Paul
Colloques/Conférences-midis/Ateliers thématiques	Invited seminar - The transfer of health and developmental risk from women to their children: Exploring intergenerational pathways in a high risk sample	2009-06	Kobe University	Serbin, Lisa A.
Colloques/Conférences-midis/Ateliers thématiques	Conférencière invitée - Functional Brain Imaging Unit	2009-10	Oxford University, UK	Penhune, Virginia
Documents de vulgarisation scientifique	The evolutionary origin of depression	2009-06	The Economist Newspaper	Wrosch, Carsten

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:

Type d'activité de transfert	Description	De	Organisations visées	Chercheur(s)
Colloques/Conférences midis/Ateliers thématiques	Présentation - Changement dans le profil motivationnel des étudiants lors de la transition du secondaire au collégial et facteurs prédictifs du rendement en première session	2009-05	Association pour la recherche au collégial	Bouffard, Thérèse
Colloques/Conférences midis/Ateliers thématiques	Presentation - Friendship and group acceptance project victimized boys and girls differently	2009-03	Instituts de recherche en santé du Canada (IRSC)	Bukowski, William
Colloques/Conférences midis/Ateliers thématiques	Table-ronde, Homophobie en milieu scolaire: de la réalité à l'action	2009-10	Forum Social Québécois	Chamberland, Line
Colloques/Conférences midis/Ateliers thématiques	"L'homophobie à l'école secondaire au Québec"	2010-03	Radical Semaine Queer	Chamberland, Line
Colloques/Conférences-midis/Ateliers thématiques	"Programme Mère-Kangourou: Un grand bond pour les petits prématurés", Centre Cardinal-Villeneuve	2009	Institut de réadaptation en déficience physique de Québec (IRDPO)	Tessier, Réjean

## Conference Presentations

In 2009-10, all of our Members 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 CRDH Trainees\* at all levels are underlined. (\* = both past and present)

### Selected Presentations; 2009-10

- Aboud, F.** & Akhter, S. (2009). Responsive feeding and play in Khansama. Plan International, Dhaka, Bangladesh.
- Aboud, F.** & Akhter, S. (2009). Responsive feeding and play in Khansama. Plan International, Lima, Peru.
- Adams, R., Santo, J., & Bukowski, W. (2009). How do best friendships buffer the effects of negative experiences? Society for Research in Child Development (SRCD), Denver, United States.
- Aboud, F., Shafique, S., & Akhter, S.** (2009). Responsive feeding interventions in Bangladesh. BRAC Research and Evaluation Division, Dhaka, Bangladesh.
- Alfonsi, G. & Conway, M. (2010). Neuroticism determines subjective social status through multiple mechanism. Society for Personality and Social Psychology (SPSP), Las Vegas, United States.
- Alfonsi, G. & Conway, M. (2009). The role of personality and health in determining subjective social status. Canadian Psychological Association (CPA), Montreal, Canada.
- August, E., Stack, D., Serbin, L.A., Ledingham, J., & Schwartzman, A. (2010). Predicting adolescent risk behaviour in high-risk mother-child interactions in middle childhood: An intergenerational study. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Aviram, T. & Wrosch, C. (2009). Having goals or having purpose? Implications for physical health in older age. Association for Psychological Science, San Francisco, United States.
- Aviram, T. & Wrosch, C. (2009). Longitudinal effects of self-regulation processes and goal purpose on physical health in older adulthood. American Psychological Association (APA), Toronto, Canada.
- Baer, L., Blair, M., Raccio, V., Li, K., & Pushkar, D. (2010). Psychosocial determinants of cognitive function in a longitudinal study of retirees. McGill University, Annual Geriatric Medicine Research Day, Montreal, Canada.
- Baer, L., Tang, W.Y., Sheppard, E., Endo, A., Boma, R., Li, K., & Penhune, V. (2009). A comparison of musicians and non-musicians in a sensorimotor synchronization task. BRAMS Scientific Day, Montreal, Canada.
- Baer, L. (2009). Tapping into differences between musicians and non-musicians. CRDH Seminar Series, Montreal, Canada.
- Bailey, A., Daly, A., & Penhune, V. (2010). Sensorimotor and sensory discrimination abilities among early and late-trained musicians. Society for Cognitive Neuroscience, Montreal, Canada.
- Barrieau, L., Stack, D., Enns, L., Ledingham, J., & Schwartzman, A. (2010). The influence of mother-child communication and relationship quality in promoting healthy development in high-risk children. Conference on Human Development, Fordham University.
- Barrieau, L., Burns, J., Stack, D., Feldstein, J., & Serbin, L. (2009). Mother-child communication during a conflict task in high-risk dyads: Implications for adaptive development. Canadian Psychological Association (CPA), Montreal, Canada.
- Bayer, J., Hastings, P., Sanson, A., & Rubin, K. (2009). Predicting mid-childhood internalizing difficulties in the community: A longitudinal study. In symposium: The role of parents in the development of socially inhibited and withdrawn behavior: Evidence from three developmental periods, Society for Research in Child Development (SRCD), Denver, United States.
- Baranyaiova Frtusova, J., Winneke, A., & Phillips, N. (2010). The effect of audio-visual speech information on working memory in younger and older adults. Cognitive Aging Conference (CAC), Atlanta, United States.
- Baril, A. & Chamberland, L. (2009). Transidentités et milieux de travail, table ronde Le travail: nouvelles réalités, nouveaux défis philosophiques/Labour: new realities, new philosophical challenge. Société canadienne de philosophie et Société canadienne des femmes en philosophie, Congrès des sciences humaines, Carleton University, Ottawa, Canada.
- Bauer, I. & Wrosch, C. (2009). Disengagement through disclosure: Assessing the validity of an experimental intervention. American Psychological Association, New Orleans, United States.
- Bédard, K., Lengelé, A., Chayer, M.H., & Bouffard, T. (2009). Le sentiment d'imposteur chez les élèves ayant un biais d'évaluation négatif dans un ou plusieurs domaines. Société Québécoise pour la Recherche en Psychologie (SQRP), Ottawa, Canada.
- Bédard, K., Bouffard, T., & Lengelé, A. (2009). Impact à long terme de la concomitance de la sous-évaluation de compétence scolaire et sociale. Société Canadienne de Psychologie (CPA), Montreal, Canada.

- Bernier, M., Chamberland, L., Richard, G., Emond, G., & Julien, D. (2009). Lesbian, gay, bisexual and questioning students: Their perception of school climate in CEGEP. *Queer Issues in the Study of Education*, Ottawa, Canada.
- Bernier, M., Chamberland, L., Richard, G., Emond, G., Julien, D., Otis, J., & Ryan, B. (2009). Passive or Proactive: An analysis of students' reactions as witnesses or victims of homophobic incidents in Quebec schools. *World Outgames International Conference on LGBT Human Rights*, Copenhagen, Denmark.
- Boissicat, N., Cottin, F., & Bouffard, T. (2009). L'évolution de la propension à la comparaison sociale chez les élèves de fin primaire au début secondaire. *Société Québécoise pour la Recherche en Psychologie (SQRP)*, Ottawa, Canada.
- Blair, M., Vadaga, K., Shuchat, J., & Li, K. (2010). Inhibitory functioning with age and the relation to working memory decline, Inhibitory functioning with age and the relation to working memory decline. *Cognitive Aging Conference (CAC)*, Atlanta, United States.
- Blair, M., Vadaga, K., Shuchat, J., & Li, K. (2010). The role of age and inhibitory efficiency in working memory processing and storage components: Moderating effects of interference. *McGill University, Annual Geriatric Medicine Research Day*, Montreal, Canada.
- Bonneville-Roussy, A., Lavigne, G.L., & Vallerand, R.J. (2010). Effects of need for autonomy satisfaction and autonomy-orientations on psychological adjustment. *Society for Personality and Social Psychology (SPSP)*, Las Vegas, United States.
- Bonneville-Roussy, A. & Bouffard, T. (2009). L'influence de la conception dynamique de l'intelligence sur les biais d'évaluation de sa compétence chez les élèves de 9 à 13 ans. *Congrès annuel*, Ottawa, Canada.
- Bonneville-Roussy, A., Chayer, M.H., & Bouffard, T. (2009). Le rôle de la conception de l'intelligence et des biais d'évaluation de la compétence sur la motivation et le rendement scolaire des élèves. *Société Québécoise pour la Recherche en Psychologie (SQRP)*, Ottawa, Canada.
- Bonneville-Roussy, A., Chayer, M.H., & Bouffard, T. (2010). Déterminants d'un sentiment d'imposteur général et spécifique chez des étudiants en musique. *Société Québécoise pour la Recherche en Psychologie (SQRP)*, Montreal, Canada.
- Bouffard, T., Nohant, C., & Pansu, P. (2009). Impact of parents' praise on children's motivational system. *European Conference on Learning and Instruction*, Amsterdam, Hollande, Netherlands.
- Bouffard, T. (2009). L'interdépendance des acteurs de l'école dans le sentiment d'efficacité personnelle de l'élève, son fonctionnement et son rendement scolaires. *Commission professionnelle des services éducatifs, Association des cadres scolaires du Québec*, Quebec City, Canada.
- Bouffard, T. (2009). Les effets réciproques du sentiment d'efficacité personnelle de l'élève, de celui de l'enseignant et du sentiment d'efficacité collective des membres de l'équipe-école. *Commission scolaire des Découvreurs*, Quebec City, Canada.
- Bouffard, T. (2009). La centralité du sentiment d'efficacité personnelle dans le fonctionnement des élèves et de leurs enseignants. *Commission scolaire des Milles-Iles*, Milles-Iles, Canada.
- Bouffard, T. (2009). Du sentiment d'efficacité personnelle de l'élève à celui de l'enseignant; Le rôle de l'école *Commission scolaire des Grandes-Seigneuries*, Lac Brome, Canada.
- Bouffard, T. (2009). Le sentiment d'efficacité personnelle des élèves et des enseignants: Une caractéristique de l'école efficace. *Commission scolaire des Affluents*, Repentigny, Canada.
- Bouffard, T. (2009). Changement dans le profil motivationnel des étudiants lors de la transition du secondaire au collégial et facteurs prédictifs du rendement en première session. *Association de recherche collégiale*, Ottawa, Canada.
- Bouffard, T. (2010). La perception de compétence comme déterminant de l'estime de soi à l'adolescence. *Rendez-vous annuel des intervenants et des intervenantes jeunesse de la Table de concertation jeunesse de la région de Chateauguay. Centre de santé et de services sociaux Jardins-Roussillon - CLSC Châteauguay*, Chateauguay, Canada.
- Brooker, I., Poulin-Dubois, D., & Polonia, A. (2009). Infants' rational imitation: Does the model reliability matter? *Society for Research in Child Development (SRCD)*, Denver, United-States.
- Burgos, G. & Recours, R. (2009). Color blindness' et interactions sociales: l'effet Obama sur les représentations raciales chez les jeunes en France. *Centre International De Criminologie Comparée*, France.
- Bukowski, W. & Meyer, F. (2009). A digital world for friendship: Considerations inside and out, ancient and very modern. *President's Conference: Understanding Desire*, Concordia University, Montreal, Canada.
- Bukowski, W. (2010). Cultural dimensions moderate the protective effects of friendship and acceptance on the association between victimization and depressed affect during early adolescence. *Keynote address, 14th Congreso Colombiano de Psicología*, Ibague, Colombia.
- Bukowski, W., Lopez, L.E, Saldarriaga, L., & Camargo, G. (2010). How early adolescents define popularity: Variations across culture and SES. *Society for Research on Adolescence (SRA)*, Philadelphia, United States.
- Burgos, G. & Rivera, F. (2009). The health status of Puerto Ricans in Florida: A national comparison. *American Sociological Association Annual Meeting (ASA)*, San Francisco, United States.

- Burgos, G.** (2009). Residential segregation and the physical health of Latinos: Does race matter? Global Health Conference, New Haven, United States.
- Cardoso, C., Linnen, A.M., Joobar, R., & Ellenbogen, M.A.** (2009). Oxytocin attenuates the anxiety response to interpersonal stress in females high in emotion-oriented coping. International Society of Psychoneuroendocrinology, San Francisco, United States.
- Chamberland, L., Bernier, M., & Lebreton, C.** (2009). Creating a safe and homophobia-free work environment: A shared responsibility. International Conference of Association of Employment Practices and Principles (AEPP), Montreal, Canada.
- Chamberland, L.** (2009). Joint action strategies for fighting homophobia in schools in Quebec World Outgames. International Conference on LGBT Human Rights, Copenhagen, Denmark.
- Chamberland, L., Bernier, M., Richard, G., Emond, G., Julien, D., Otis, J., & Ryan, B.** (2009). Lesbian, gay, bisexual and questioning students: Their perception of school climate in CEGEP. Queer Issues in the Study of Education and Culture, Canadian Society for the Study of Education Pre-Conference, Carleton University, Ottawa, Canada.
- Chamberland, L.** (2009). Lesbienne et âgée : Quels risques pour la santé. ACFAS - Annual Congress, Ottawa, Canada.
- Chamberland, L. & Richard, G.** (2009). La violence lesbophobe. La tuerie de Polytechnique 20 ans plus tard: les violences masculines contre les femmes et les féministes. UQAM, Colloque international, Montreal, Canada.
- Chayer, M.H., Bonneville-Roussy, A., & Bouffard, T.** (2009). Sentiment d'imposteur et soutien social à l'adolescence. Société Québécoise pour la Recherche en Psychologie (SQRP), Ottawa, Canada.
- Chayer, M.H., Bonneville-Roussy, A., Sarrat-Vezina, E., & Bouffard, T.** (2010). Sentiment d'imposteur et contemplation du décrochage scolaire. Société Québécoise pour la Recherche en Psychologie (SQRP), Montreal, Canada.
- Chiarella, S., Geangu, E., Poulin-Dubois, D., Hastings, P., Hauf, P., & Johnson, A.** (2010). Facial processing of distress and Theory of Mind understanding in toddlers. Société Québécoise pour la Recherche en Psychologie (SQRP), Montreal, Canada.
- Chiarella, S., Geangu, E., Poulin-Dubois, D., Hastings, P., Hauf, P., & Johnson, A.** (2010). Toddlers' processing of other's distress is related to mind understanding. International Conference on Infant Studies (ICIS), Baltimore, United States.
- D'Amico, E. & Julien, D.** (2009). GLB youths' outcomes as a function of family quality during. American Psychological Association (APA), Toronto, Canada.
- D'Amico, E. & Julien, D.** (2010). Bien-être des jeunes gais, lesbiennes et bisexuels: le rôle des relations parent-enfant à l'enfance et au post coming out. ACFAS - Annual Congress, Montreal, Canada.
- DeRose, L., Klimes-Dougan, B., Shirtcliff, E., Hastings, P., & Zahn-Waxler, C.** (2010). Stress reactivity across the adolescent transition. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Deschamps, I., Tremblay, P., Phillips, N., Baum, S., & Gracco, V.** (2010). Neural correlates of phonological and semantic priming. Society for Cognitive Neuroscience, Montreal, Canada.
- Doramajian, C., Santo, J., & Bukowski, W.** (2009). Friendship and group acceptance protect victimized boys and girls differently. CIHR, Scientific Day of the Chair on Sex, Gender and Mental Health, Montreal, Canada.
- Doramajian, C., Santo, J., Meyer, F., & Bukowski, W.** (2010). Sex-linked peer relationship factors moderate the association between victimization and depression during early adolescence. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Doyle, A.B. & Markiewicz, D.** (2009). Anxious attachment to mother and father as predictors of longitudinal trajectories of adolescent adjustment. Anxiety Disorders Association of America, Albuquerque, United States.
- Drury, K.M., Bukowski, W., Saldarriaga, L.M., & Velasquez, A.** (2009). Gender identity across social contexts. Society for Research in Child Development (SRCD), Denver, United States.
- Drury, K.M., Saldarriaga, L.M., Velasquez, A., Lopez, L.S., & Doramajian, C.** (2010). The body and the self: Variations as a function of gender typicality and same-sex and mixed-sex schools. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Dubois, L., Tessier, R., & Luong, K.C.** (2009). Les massages thérapeutiques chez les prématurés: Une étude pilote. Société Québécoise pour la Recherche en Psychologie (SQRP), Ottawa, Canada.
- Dubois, L., Luong, K.C., & Tessier, R.** (2009). Massage therapy during the NICU period. Congrès annuel du CIRRS, Quebec, Canada.
- Dubois, M.E., Lopez, L.S., Meyer, F., & Bukowski, W.** (2010). Impact of SES and peer and maternal support on the link between anxiety and depression in early teenagers from Canada and Colombia. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Dubois, M.E. & Forman, D.** (2009). Désir d'apprendre chez les jeunes enfants: L'impact du statut socio-économique, de la dépression maternelle et des stratégies d'enseignement des mères. Symposium du Conseil de Développement de la Recherche sur la Famille du Québec, Trois-Rivières, Canada.

- Dubois, M.E., Chandok, P., & **Forman**, D. (2009). Cross-sectional and longitudinal mediation between SES, maternal depression, parental teaching and toddlers' motivation to learn. Canadian Psychological Association (CPA), Montreal, Canada.
- Dubois, M.E., Chandok, P., & **Forman**, D. (2009). Effects of maternal depressive symptoms and socio-economic status on parents' teaching strategies and children's eagerness to learn. Society for Research in Child Development (SRCD), Denver, United States.
- Duchesne, N. & **Chamberland**, L. (2009). La transphobie en milieu scolaire. Congrès annuel - ACFAS, Ottawa, Canada.
- Dupras, G. & **Bouffard**, T. (2010). Élaboration et validation de l'échelle de mesure des contingences de l'estime de soi à l'adolescence (ÉMCESA). Société québécoise pour la recherche en psychologie (SQRP), Montreal, Canada.
- Dwivedi, V., **Phillips**, N., & Baum, S. (2010). A late P600: Evidence of NP interpretation beyond feature checking. Society for Cognitive Neuroscience, Montreal, Canada.
- Ellenbogen**, M.A., Ostiguy, C., Linnen, A.M., & **Hodgins**, S. (2010). Elevated cortisol levels, interpersonal stress, and the development of an affective disorder among the offspring of parents with bipolar disorder. International Society for Affective Disorders (ISAD), Vancouver, Canada.
- Ellenbogen**, M.A. & Harkness, K. (2009). Stress, HPA axis functioning, and depression. Society for Research in Psychopathology (SRP), Minneapolis, United States.
- Ellenbogen**, M., Linnen, A.M., Cardoso, C., & Jooper, R. (2009). Does oxytocin modulate the mood and cortisol response to interpersonal stress? Implications for depression. Society of Biological Psychiatry, Vancouver, Canada.
- Enns, L., **Stack**, D., Martin, J., **Serbin**, L., Ledingham, J., & **Schwartzman**, A. (2009). The expression of positive and negative emotions in high-risk mother-child dyads: Relation to child empathy. Canadian Psychological Association (CPA), Montreal, Canada.
- Etezadi-Amoli**, J. (2009). Parametric modeling of preferences; The Group Decision and Negotiation (GDN). International Conference, Toronto, Canada.
- Etezadi-Amoli, S. & **Pushkar**, D. (2009). Health and happiness in retirement: The protective role of wisdom in older adults. Canadian Psychological Association (CPA), Montreal, Canada.
- Etezadi-Amoli, S. & **Pushkar**, D. (2009). Maintaining happiness in the face of stress: The protective function of gratitude in older adults. World Congress on Positive Psychology, Philadelphia, United States.
- Farquhar, J. & **Wrosch**, C. (2010). Overcoming regret: The short-term effects of regulatory strategies. Society for Personality and Social Psychology (SPSP), Las Vegas, United States.
- Farquhar, J., **Wrosch**, C., & **Pushkar**, D. (2009). How life regrets can influence adaptive outcomes in retirement: A longitudinal study of activity engagement. International Association of Geriatrics and Gerontology, Paris, France.
- Farquhar, J. & **Wrosch**, C. (2010). Overcoming regret: The short-term effects of regulatory strategies. Society for Personality and Social Psychology (SPSP), Las Vegas, United States.
- Farquhar, J., **Wrosch**, C., & **Pushkar**, D. (2009). How life regrets can influence adaptive outcomes in retirement: A longitudinal study of activity engagement. International Association of Geriatrics and Gerontology, Paris, France.
- Fraser, S., **Gagné**, J.P., Alepins, M., & Dubois, P. (2009). L'effort associé à la perception auditive et auditivo-visuelle de la parole dans le bruit: Une étude utilisant le paradigme de la double-tâche. La Société de Neuropsychologie de Langue Française (SNLF) conference, Montreal, Canada.
- Fraser, S., **Li**, K., & **Penhune**, V. (2010). Age differences in sequential tapping with cognitive load. Cognitive Aging Conference (CAC), Atlanta, United States.
- Girouard, N., Jean, A., & **Stack**, D. (2009). Influence of maternal and infant factors on the quality of mother-infant interactions. Société Québécoise pour la Recherche en Psychologie (SQRP), Ottawa, Canada.
- Habersaat, S., **Tessier**, R., Larose, S., **Nadeau**, L., Tarabulsy, G., Moss, E., & Pierrehumbert, B. (2009). Adoption, adolescence and behavior problems: Which risk factors? European Conference on Developmental Psychology (ECDP), Lithuania, Russia.
- Hastings**, P. (2009). Vagal regulation, parental socialization and children's psychosocial adjustment. Annual Child Development Program Professional Development Day, Montreal, Canada.
- Hastings**, P. (2009). Contexts of regulation: Putting specificity and time-course of affective physiology into place. Society for Research in Child Development (SRCD), Denver, United States.
- Howe**, N. & **Jacobs-Vineberg**, E. (2010). Elements of mentoring: A case study of in-service professional development. New Directions in Early Childhood Education Symposium, Concordia University, Montreal, Canada.
- Hubert, M., Martin-Storey, A., **Stack**, D., **Schwartzman**, A., **Hodgins**, S., Ledingham, J., & **Serbin**, L. (2009). Mood disorders and health care utilization for respiratory illness: Results from a prospective, longitudinal study. Canadian Psychological Association (CPA), Montreal, Canada.
- Hubert, M., **Hastings**, P., **Serbin**, L., **Stack**, D., & **Schwartzman**, A. (2009). The impact of family and neighborhood-level disadvantage on asthma severity in children with maternal history of asthma.

Society for Research in Child Development (SRCD), Denver, United States.

Isenberg-Grzeda, C., Pushkar, D., Chaikelson, J., Conway, M., & Mason, S. (2009). Giving voice to regret in older adults: Implications for music therapy. American Music Therapy Association, San Diego, United States.

Jobin, J. & Wrosch, C. (2009). Psychological profiles predicting changes in diurnal cortisol secretion in older adults. Society of Behavioral Medicine, Montreal, Canada.

Jobin, J. & Pushkar, D. (2009). Predictors and outcomes of social comparisons in retirement. Canadian Psychological Association (CPA), Montreal, Canada.

Jobin, J. & Pushkar, D. (2009). Temporal comparisons, health limitations and illness in recent retirees. American Psychological Association (APA), Toronto, Canada.

Jodoin, E., Julien, D., Vyncke, J., & Jouvin, E. (2009). Influence of flexibility in parents' gender roles and children's sexual stereotypes. American Psychological Association (APA), Toronto, Canada.

Jouvin, E., Julien, D., Jodoin, E., & Vyncke, J. (2009). Stepparents and children in lesbian- and heterosexual-parent families. American Psychological Association (APA), Toronto, Canada.

Johannsen, L., Li, K.Z.H., Bibi, A., Kourtzi, Z., & Wing, A. (2009). The resource sharing between working memory processes and the control of periodic ankle movements: Pilot studies to establish a behavioural paradigm. ISPGR Satellite Pre-conference meeting, Basic mechanisms underlying balance control under static and dynamic conditions, Pavia, Italy.

Johannsen, L., Li, K.Z.H., Checklacz, M., Bibi, A., Kourtzi, Z., & Wing, A. (2010). Functional neuroimaging of the interference between working memory and the control of periodic ankle movement timing. International Congress on Gait & Mental Function: The interplay between walking, behavior and cognition, Washington, DC, United States.

Khatchadourian, M. & Petrakos, H. (2010). The Influence of a social skills program on children's social behaviour, affective perspective-taking and empathy skills. Canadian Society for the Study of Education (CSSE) Congress, Montreal, Canada.

Kousaie, S. & Phillips, N. (2009). Lexical ambiguity resolution: Is there an advantage to being bilingual? International Symposium on Bilingualism, Utrecht, Hollande, Netherlands.

Kung, S.J., Chen, J.L., Zatorre, R., & Penhune, V. (2009). Musical beat-finding and tapping involves the prefrontal cortex in working memory. Organization for Human Brain Mapping, San Francisco, United States.

Lengelé, A., Bédard, K., & Bouffard, T. (2009). Fonctionnement scolaire d'élèves ayant une illusion de compétence. Société Québécoise pour la Recherche en Psychologie (SQRP), Ottawa, Canada.

Lengelé, A., Bouffard, T., & Bédard, K. (2009). Y a-t-il un coût à long terme de la surévaluation de sa compétence scolaire. Société Canadienne de Psychologie (CPA), Montreal, Canada.

Lengelé, A. & Bouffard, T. (2010). Conséquences de l'illusion de compétence sur certains aspects du fonctionnement scolaire des élèves de secondaire 2 et 3. Société Québécoise de Recherche en Psychologie (SQRP), Montreal, Canada.

Leshinskaya, A., Chen, J.K., Phillips, N., & Klein, D. (2009). An fMRI and ERP investigation of word form and meaning representation in bilinguals. Neuropsychology Day, Montreal Neurological Institute, Montreal, Canada.

Li, K.Z.H., Abbud, G., Penhune, V., & DeMont, R. (2009). Effects of varying cognitive load on young and older healthy adults during fast treadmill walking. International Society of Posture and Gait Research, Bologna, Italy.

Li, K.Z.H., Abbud, G., Penhune, V., & DeMont, R. (2009). Event-based analysis of muscle activity during fast treadmill walking in healthy young and older adults: Basic mechanisms underlying balance control under static and dynamic conditions. International Society of Posture and Gait Research, Bologna, Italy.

Li, K.Z.H., Roudaia, E., Lussier, M., Bherer, L., Leroux, A., & McKinley, P. (2009). Benefits of cognitive dual-task training on standing balance in healthy older adults. Rotman Research Institute Conference, Toronto, Canada.

Li, K.Z.H., Roudaia, E., Lussier, M., Bherer, L., Leroux, A., & McKinley, P. (2009). Improvements in mediolateral COP during single-support standing balance after cognitive dual-task training in healthy older adults. International Society for Gait and Posture Research, Bologna, Italy.

Marceau, K., Zahn-Waxler, C., Shirtcliff, E., Hastings, P., & Klimes-Dougan, B. (2009). Emotions as mediators of social relations and psychopathology in adolescence. Society for Research in Child Development (SRCD), Denver, United States.

Marier, P. & Buckland-Dalton, R. (2009). Governance for an ageing society: Policy responses and the impact of new actors. International Political Association Meeting, Santiago, Chili.

Marier, P. & Mayer, J. (2009). Similar cases? Pension reforms in France and Mexico. Canadian Political Science Association, Ottawa, Canada.

Marier, P. (2009). Creating strategies for an ageing population: Administrative hurdles in Canada and the US. ECPR General Conference, ECPR General Conference, Lisbon, Portugal.

- Marier, P.** (2009). Defining the policy problem with population aging. ECPR General Conference, Potsdam, Denmark.
- Marier, P.** (2010). Why did the CCF fail? A Swedish answer. Council of European Studies Conference, Montreal, Canada.
- Marier, P.** (2010). Almost Sweden? The Evolution of the Saskatchewan Bureaucracy and its incidence on the welfare state. Council of European Studies Conference, Montreal, Canada.
- Markiewicz, D., **Doyle, A.B.**, & Ratto, N. (2010). Attachment style with mothers and fathers as predictors of depressive symptoms and self-esteem following a romantic break up. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Martin, J., Stack, D., Serbin, L.A., & Schwartzman, A.** (2009). Maternal risk, home environment, and child socio-emotional functioning predict problem-solving in high-risk mother-child dyads. Society for Research in Child Development (SRCD), Denver, United States.
- Martin, J., Stack, D.M., Serbin, L., Ledingham, J., & Schwartzman, A.-E.** (2010). Mother-child social problem-solving in emerging adolescence: A high-risk intergenerational study. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Martin-Storey, A., Goldberg Pougnet, E., Stack, D., Schwartzman, A., & Serbin, L.** (2009). Trajectories and predictors of internalizing behavior problems from early childhood to pre-adolescence in a high-risk sample. Society for Research in Child Development (SRCD), Denver, United States.
- Martin-Storey, A., Serbin, L., Stack, D., & Schwartzman, A.** (2009). Parental social withdrawal in childhood predicts offspring cognitive functioning as assessed by the WISC-III. Society for Research in Child Development (SRCD), Denver, United States.
- Martin-Storey, A., Santo, J., Recchia, H., & Bukowski, W.** (2010). The relation between different measures of personal persistence and self-reported depressive symptoms in early adolescence. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Meyer, F. & Bukowski, W.** (2010). Early adolescents' explanations of different forms of psychopathology: Implications for the liking of disordered peers. Society for Research in Adolescence (SRA), Philadelphia, United States.
- Millman, T., Jean, A., & Stack, D.** (2009). Infants' self-regulating abilities and maternal touch: Examining the impact of birth status and reaction to the Sill-Face period. Society for Research in Child Development (SRCD), Denver, United States.
- Niens, U. & **Aboud, F.** (2009). Systematic Review of interventions and programs to increase respect for ethnic diversity and social inclusion. World Forum on Early Care and Education, Belfast, Ireland.
- Nijjar, R., Pilgrim, K., Pishva, R., Carson, R., & Ellenbogen, M.** (2009). Automatic emotional information processing regulates the cortisol response to psychosocial stress. International Society of Psychoneuroendocrinology, San Francisco, United States.
- Nuselovici, J., Hastings, P., Saker, A., & Coutya, J.** (2009). Three can play at that game: Examining peers' positive and negative contributions to children's play. Society for Research in Child Development (SRCD), Denver, United States.
- Ostiguy, C., Nijjar, R., Hodgins, S., & Ellenbogen, M.A.** (2009). Maternal and paternal bipolar disorder have similar effects on child outcomes. Society for Research in Psychopathology (SRP), Minneapolis, United States.
- Paterson, S.** (2009). Between legitimacy and quackery: (De) constructing midwives in Ontario, Canada. American Political Science Association (APSA), Toronto, Canada.
- Paterson, S.** (2009). Feminizing obstetrics or medicalizing midwifery? The discursive constitution of midwifery in Ontario. Canadian Political Science Association (CPSA), Ottawa, Canada.
- Perron-Gelinas, A., Stanmore, J., & Hastings, P.** (2009). Are externalizing problems less stable in children who are more prosocial? Society for Research in Child Development (SRCD), Denver, United States.
- Petrakos, H., Finn, C., Bergmame, L., & Charbonneau, S.** (2009). Family-school support services for students with behavior difficulties and links to parent-teacher collaboration. American Educational Research Association, San Diego, United States.
- Phillips, N, Baum, S., & Taler, V.** (2009). Audio-visual speech perception in mild cognitive impairment and healthy elderly controls. International Conference on Auditory Visual Speech Processing (AVSP), Norwich, United Kingdom.
- Phillips, N., Gagné, J-P., Basu, M., Copeland, L., Gosselin, M-P., Saint-Pierre, A., & Winneke, A.** (2009). Audio-visual speech perception in younger and older adults: Effects on word identification and memory. International Multisensory Research Forum (IMRF), New York City, United States.
- Phillips, N., Gagné, J-P., Basu, M., Copeland, L., Anderson-Gosselin, P., Winneke, A., & Bishundayal, S.** (2010). The role of sensory and cognitive factors in audio-visual speech perception in younger and older adults. Cognitive Aging Conference (CAC), Atlanta, Georgia, United States.
- Poulin-Dubois, D., Guay, A., & Sorokin, A.** (2009). A question of trust: Infants attribute true beliefs only to reliable lookers. International Conference on Infant Studies (ICIS), Vancouver, Canada.



- Poulin-Dubois, D., Bialystok, E., Blaye, A., Coutya, J., & Yott, J.** (2009). Vocabulary development and lexical access in 24-month-old bilingual children. Society for Research in Child Development (SRCD), Denver, United States.
- Poulin-Dubois, D. & Aldercotte, A.** (2010). Infants' understanding of the relation between desires and emotions. International Conference on Infant Studies (ICIS), Baltimore, United States.
- Pranesh, A., Rakheja, S.R., **DeMont, R., & Saucier, S.** (2009). Influence of support conditions on vertical whole-body vibration transmission properties of the seated human body. International Conference on Whole Body Vibration Injuries, Montreal, Canada.
- Randoll, N. & Petrakos, H.** (2009). Teachers' attitudes toward inclusion: Links to teachers' sense of efficacy and student-teacher relationship. American Educational Research Association, San Diego, United States.
- Ratto, N., Markiewicz, D., & Doyle, A.B.** (2009). Stress as a potential mediator between parental attachment and mid-adolescents' ways of coping with a romantic break up. Society for Research in Child Development (SRCD), Denver, United States.
- Rennick, J.E., Ghosh, S., Stack, D.M., Rashotte, J., Chambers, C., Stevens, B., Wood-Dauphinée, S., & Johnston, C.C.** (2009). Assessing psychological distress in children following the PICU hospitalization: Development of the Young Children's Critical Illness Impact Scale. Canadian Association of Pediatric Health Centres (CAPHC), Halifax, Canada.
- Richard, P., Bouffard, T., & Vezeau, C.** (2010). Développement d'un questionnaire sur le choc culturel aux études postsecondaires. Société Québécoise pour la Recherche en Psychologie (SQRP), Montreal, Canada.
- Richard, G., Bernier, M., Chamberland, L., Julien, D., Otis, J., & Ryan, B.** (2009). Étudiants gais, étudiantes lesbiennes, étudiant(e)s bisexuel(le)s et en questionnement: Leur perception du climat scolaire au collégial. Congrès annuel - ACFAS, Ottawa, Canada.
- Richard, G., Chamberland, L., Bernier, M., Emond, G., Julien, D., Otis, J., & Ryan, B.** (2009). Turning the tide on teachers and homophobia: Catering to LGBQ students' needs. World Outgames International Conference on LGBT Human Rights, Copenhagen, Denmark.
- Richard, P., Vezeau, C., Bouffard, T., & Roy, M.** (2009). Les étudiants de première génération sont-ils différents des autres étudiants? Société Québécoise pour la Recherche en Psychologie (SQRP), Ottawa, Canada.
- Roy, M., Chayer, M-H., Vezeau, C., & Bouffard, T.** (2009). Se sentir comme un imposteur lors du passage au collégial. Société Québécoise pour la Recherche en Psychologie (SQRP), Ottawa, Canada.
- Rueggeberg, R., Wrosch, C., & Amari, F.** (2009). Dysfunctional alcohol consumption in the context of depressive symptoms, leisure activity, and 4-yr changes in physical health symptoms among elderly men. International Association of Gerontology and Geriatrics, Paris, France.
- Rueggeberg, R., Wrosch, C., & Amari, F.** (2009). Pathways to healthy aging: Investigating the links between psychological factors, leisure activities and physical health outcomes. Behavioral Medicine Society, Montreal, Canada.
- Rueggeberg, R., Wrosch, C., & Amari, F.** (2009). Pathways to healthy aging: Investigating the association between depressive symptoms and physical activities on 4-yr changes in physical symptoms. Association for Psychological Science, San Francisco, United States.
- Ruttle, P., Shirlcliff, E., Serbin, L.A., Stack, D.M., & Schwartzman, A.-E.** (2010). Disentangling psychobiological mechanisms underlying children's mental health symptoms: Longitudinal and concurrent associations with diurnal cortisol. Wisconsin Symposium on Emotion, Madison, United States.
- Ruttle, P., Shirlcliff, E., Serbin, L.A., Stack, D.M., & Schwartzman, A.-E.** (2010). Disentangling psychobiological mechanisms underlying children's mental health symptoms: Longitudinal and concurrent associations with diurnal cortisol. Institute of Mental Health Young Researchers' Conference, Ottawa, Canada.
- Ruttle, P., Serbin, L.A., Stack, D., & Schwartzman, A.-E.** (2009). Longitudinal environmental and behavioral predictors of children's diurnal cortisol trajectories. Society for Research in Child Development (SRCD), Denver, United States.
- Saldarriaga, L.M., Velasquez, A., Lopez, L.E., & Bukowski, W.** (2010). Care, justice and peers experiences in all-girl and mixed-sex schools. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Saldarriaga, L.M., Santo, J., Doramajian, C., Velasquez, A., & Bukowski, W.** (2010). Moderating effect of prosociality and friendship in the relationship between aggression and victimization in early adolescence. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Sandberg, J.** (2009). Population thinking and theories of reflexive social construction. Maryland Population Research Center's Fall Seminar Series, College Park, United States.
- Santo, J., Recchia, H., Martin-Storey, A., & Bukowski, W.** (2009). Essentialist and narrativist strategies of self-continuity: Patterns of association for child and adult samples. Society for Research in Child Development (SRCD), Denver, United States.
- Santo, J., Saldarriaga, L.M., & Bukowski, W.** (2009). Peer victimization in early adolescence: How families can help. Brazilian Symposium on Families and Human Development, Universidade Federal do Paraná, Curitiba, Brazil.

- Santo, J., Recchia, H., Martin-Storey, A., & Bukowski, W. (2010). Adolescent self-continuity moderates the association between peer victimization and depressed affect, Adolescent self-continuity moderates the association between peer victimization and depressed affect. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Sarrat-Vezina, E., Chayer, M-H., & Bouffard, T. (2010). Sentiment d'European Conference on Developmental Psychology of Music (ECDPM). European Conference on Developmental Psychology of Music (ECDPM), London, United Kingdom.
- Serbin, L.A.** (2009). "Unpacking" the effects of poverty on children's health and development. Canadian Psychological Association (CPA), Montreal, Canada.
- Simard, M., Lopez, L.S, Meyer, F., & Bukowski, W. (2010). Socioeconomic status and friendship: Quality friendships may be a luxury reserved for the rich. Society for Research on Adolescence (SRA), Philadelphia, United States.
- Simard, M., Hastings, P., & Klinkhoff, C. (2009). Links between vagal regulation, maternal socialization and aggressive behaviour in childhood. Canadian Psychological Association (CPA), Montreal, Canada.
- Simard, M., Hastings, P., & St-Pierre, A. (2009). Emotion regulation, emotion socialization and aggression: Gender differences in the links between cardiac vagal tone and behaviour. Society for Research in Child Development (SRCD), Denver, United States.
- Spilka, M., Steele, C., & Penhune, V. (2009). Imitation of complex bi-manual gestures: The impact of musical experience. BRAMS Scientific Day, Montreal, Canada.
- Spilka, M., Steele, C., & Penhune, V. (2010). Musician see, musician do: Musical experience influences gesture imitation. Society for Cognitive Neuroscience, Montreal, Canada.
- Stack, D.M. & Martin, J.** (2009). Fostering healthy interaction patterns and navigating the challenging social world: Lessons from research on early development. PREVNet Annual Conference, Toronto, Canada.
- Stack, D.M., Serbin, L.A., Girouard, N., Bentley, V., Ledingham, J., & Schwartzman, A-E.** (2009). The quality of the mother-child relationship in high-risk dyads: An intergenerational longitudinal study. Society for Research in Child Development (SRCD), Denver, United States.
- Steele, C., Sholz, J., Johansen-Berg, H., & Penhune, V. (2010). Structural correlates of sensorimotor synchronisation on a sequence learning task. Cognitive Neuroscience Society, Montreal, Canada.
- Tabri, N. & Conway, M. (2009). Lower Working and working class students' social class identification has both positive and negative consequences for academic hopelessness Canadian Psychological Association (CPA), Montreal, Canada.
- Tang, W.Y., Scott, B., Nuselovici, J., & Hastings, P. (2009). Mother support for prosocial behaviour predicts less gender-typed aggression in boys and girls. Canadian Psychological Association (CPA), Montreal, Canada.
- Tessier, R.** (2009). The prenatal programming of neonates. Colloque annuel sur les soins maternels kangourous, Da Nang, Vietnam.
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- Torok, S. & Pushkar, D. (2009). Role of health influencing positive and negative affect and life domain satisfaction in retirement. Society of Behavioral Medicine, Montreal, Canada.
- Trépanier, L., Ostiguy, C., & Ellenbogen, M.A. (2009). Criminality and high risk sexual behaviour among the offspring of parents with Bipolar Disorder. American Psychological Association (APA), Toronto, Canada.
- Velasquez, A., Saldarriaga, L.M., & Bukowski, W. (2010). Bidirectional relationships between social competence and academic achievement: Do classrooms matter? Society for Research on Adolescence (SRA), Philadelphia, United States.
- Vezeau, C. & Bouffard, T. (2010). Adaptation des étudiants de première génération. Université Pierre-Mendès-France, Master Enseignement, Apprentissage et Formation de l'UPMF, Grenoble, France.
- Vineberg-Jacobs, E.** (2009). From the outside in: A unique form of program delivery. A Laboratory School Conference, Ryerson University, Toronto, Canada.
- Vineberg-Jacobs, E., Howe, N., Recchia, H., & Vukelich, G.** (2009). Constructivist curriculum and professional development. Early Childhood Education Conference of the Manitoba Child Care Association, Winnipeg, Canada.
- Vineberg-Jacobs, E. & Adrien, E.** (2010). Canadian child care regulations: Training and curriculum. New Directions in Early Childhood Education Symposium, Concordia University, Montreal, Canada.
- Vyncke, J., Julien, D., Jodoin, E., & Jouvain, E. (2009). Systemic heterosexism and the wellbeing of adolescents with lesbian mothers: Heterosexism in the school setting. Society for Research in Child Development (SRCD), Denver, United States.

Winneke, A. & **Phillips**, N. (2009). Older and young adults use fewer neural resources during audiovisual than during auditory speech perception. International Conference on Auditory-Visual Speech Processing (AVSP), Norwich, United Kingdom.

Winneke, A. & **Phillips**, N. (2009). Electrophysiology of audio visual speech perception in young and older adults. International Multisensory Research Forum (IMRF), New York, United States.

Wright, K. & **Poulin-Dubois**, D. (2009). Do parental reports of infants' social cognitive abilities predict understanding of others' desires. Annual Canadian Developmental Meeting, Carleton University, Ottawa, Canada.

Wright, K. & **Poulin-Dubois**, D. (2009). How do scores on an ASD screening measure relate to infants' theory of mind skills. Société Québécoise pour la Recherche en Psychologie (SQRP), Montreal, Canada.

**Wrosch**, C. (2010). Cortisol secretion and physical health in older adulthood. The importance of personality and behavioral factors. Center for the Studies Behavioral Neurobiology (CSBN), Montreal, Canada.

**Wrosch**, C. (2009). Coping with unattainable goals. Susan Folkman's Festschrift retirement conference, San Francisco, United States

**Wrosch**, C. (2009). Self-regulation of bitterness across the lifespan. International Scientific Conference "Emberment and Mental Disorders", Berlin, Germany.

Yott, J., Rostad, K., & **Poulin-Dubois**, D. (2010). Domain-general categorization in 14- and 18-month-old infants. Société Québécoise pour la Recherche en Psychologie (SQRP), Montreal, Canada.

Feature:

## CRDH Annual Conference: Biopsychosocial Determinants of Health (February 18, 2010)

Each year, the CRDH chooses a developmental theme and holds a conference with student and faculty members presenting their latest research. In 2009-2010, the theme was: Biopsychosocial Determinants of Health. Details of selected paper presentations and poster presentations follow. In addition, the CRDH also held a conference on Early Childhood Education (March, 2010), details from this conference follow those of the CRDH Annual Conference.

### Paper Presentations (3)

#### The influence of mother-child communication and relationship factors in promoting healthy development in high-risk children

*Lindsey E. Barrieau, Dale M. Stack, Jesse Burns, Lisa A. Serbin, Jane Ledingham, & Alex E. Schwartzman (Concordia University)*

Parent-child communication is essential in middle childhood as changes in self-disclosure, shared experiences, and autonomy take place. Investigating communication is crucial in understanding adaptive development, particularly in high-risk families where the likelihood of negative outcomes is high. The present study examined the contribution of maternal childhood histories of aggression and/or social withdrawal to the prediction of mother-child communication and to children's relationships (quality of parent-child relationship, likeability and social competence). Mothers with childhood histories of aggression and/or social withdrawal from the Concordia Longitudinal Risk Project, an intergenerational study, participated with their 9-13 year-old children. Dyads (n=63) discussed conflicts rated as problematic in their relationship. Communication quality was observationally coded using the Communication Coding Scheme (CCS). The CCS was designed to rate mother-child communication on scales measuring engagement, responsiveness, climate (positive and negative), and orientation (conversation and conformity). Additionally, the quality of the mother-child relationship was assessed using the Emotional Availability (EA) Scales (Biringen, et al., 1988; 1993), which describe the quality of emotional exchanges between parent and child. Results partially supported the hypotheses that maternal childhood histories of risk contribute

to the prediction of mother-child communication quality. Furthermore, results suggest that mother-child communication was related to relationship factors, including emotional availability (sensitivity, structuring), likeability, and social skills (total skills, self-control), associated with the development of adaptive relationships in middle childhood. The present findings contribute to the current literature by highlighting the importance of examining parent-child communication and relationship factors in high-risk families and their impact on children's relationships and development.

### **Disentangling psychobiological mechanism underlying children's mental health symptoms: Longitudinal and concurrent associations with diurnal cortisol**

*Paula L. Ruttle, Elizabeth A. Shirtcliff, Lisa A. Serbin, Dahlia Ben-Dat Fisher, & Alex E. Schwartzman (Concordia University)*

Dysregulated cortisol is associated with mental health symptoms; however, research on this topic is seemingly contradictory with studies showing that both internalizing and externalizing symptoms are related to both atypically high and low cortisol levels. One extant theory to explain divergent findings in the stress literature is that both hypo- and hyper-arousal may be present depending on time since onset of the stressor. The present study aims to extend this theory to help clarify the divergent mental health and cortisol literature. To examine this possibility, diurnal salivary cortisol samples were repeatedly collected in 96 adolescents in an intergenerational, longitudinal project. Composite measures of internalizing and externalizing symptoms were formed using mother and teacher reports of youth's behaviour during childhood and in adolescence. Youth with more internalizing symptoms in childhood had low basal cortisol levels as adolescents; however, there was a positive association between basal cortisol levels and internalizing symptoms were examined concurrently in adolescence. Youth with more externalizing symptoms in childhood had flattened diurnal cortisol rhythms as adolescents, and this association persisted when concurrent externalizing symptoms were examined. Findings suggest that support the theoretical model of blunting of the HPA axis over time. Although the findings may initially only seem to apply to internalizing behaviors, the same process may be occurring at an earlier time point in youth demonstrating externalizing behaviors. While initially, the HPA axis may show hyper-arousal when youth first display symptoms, long-term exposure may lead to hypo-arousal of the HPA axis which culminates in a dysregulated diurnal rhythm.

### **Axons and actions: Diffusion tensor imaging of motor sequence learning**

*Christopher J. Steele (Concordia University)*

The advent of a noninvasive white matter imaging technique known as diffusion tensor imaging (DTI) allows us to investigate cross-sectional, learning-induced, and lifespan-related white matter change and variation. While functional (fMRI) and standard structural (T1-weighted) imaging are well-established tools for determining functional contributions and grey matter structure respectively, our knowledge of the other main tissue type in the human brain, white matter, has largely been limited to gross structural measures or post-mortem examination. DTI is a magnetic resonance imaging technique that exploits the properties of water diffusion to infer tissue microstructure in vivo. This method is most commonly used to calculate fractional anisotropy (FA), an index of white-matter integrity that can be used to assess both longitudinal and cross-sectional variation in populations. DTI can also be used to determine the direction of axonal fibre tracts – thus allowing for inferences about how brain areas are connected. This talk presents an overview of how diffusion images are collected and analysed: FA and probabilistic fibre tractography measures and analyses will be introduced and applied to a sample motor sequence learning data set.

### **List of Poster Presentations**

- (1) Predicting adolescent risk behaviour from high-risk mother-child interactions in middle childhood: An intergenerational study (Elana G. August, Dale M. Stack, Lisa A. Serbin, Ana Baljak, Claire Barnes, Alex E. Schwartzman, & Jane E. Ledingham; Concordia University)
- (2) Smoking risk among never-smoking youth: Do situations of smoke exposure matter? (Simon Racicot & Jennifer J. McGrath; Concordia University)
- (3) Untangling the moderating effect of gender and temperament in the association between parental control and children empathy-related responses (Mélanie Joly, Marie-Pierre M. Gosselin, David. R. Forman, & Paul D. Hastings; Concordia University)
- (4) Inhibitory functioning with age and the relation to working memory decline (Mervin Blair, Kiran Vadaga, Joni Shuchat, & Karen Li; Concordia University)
- (5) Prediction of the early emergence of behavioral and academic problems in a high-risk sample: A longitudinal study (Julia Feldstein, Dale M. Stack, Lisa A. Serbin, Jane Ledingham, & Alex E. Schwartzman; Concordia University)
- (6) Impact à long terme de la concomitance de la sous-évaluation de compétence scolaire et sociale (Karine Bédard, Thérèse Bouffard, & Aurélie Lengelé; Université du Québec à Montréal)

- (7) Language-specific attention control in aging (Hilary D. Duncan, Natalie A. Phillips, & Norman Segalowitz; Concordia University)
- (8) The influence of structured and unstructured physical activity settings on elementary school children's adaptive and problem behaviour (Lana Bergmame & Hariclia Petrakos; Concordia University)
- (9) Les étudiants de première génération au cégep sont-ils différents des autres étudiants? (Priscilla Richard, Carole Vezeau, Thérèse Bouffard, & Mathieu Roy; Université du Québec à Montréal)
- (10) Emotion behaviours in mothers with childhood histories of aggression and social withdrawal and their children: A high-risk, intergenerational study (Leah N. Enns, Dale M. Stack, Ariela Cohen, Irene Mantis, Lisa A. Serbin, Jane Ledingham, & Alex E. Schwartzman; Concordia University)
- (11) Health congruence in recent retirees (Joelle Jobin, Dolores Pushkar, & Stephanie Torok; Concordia University)
- (12) Level of education and performance on the Montreal Cognitive Assessment (MoCA): New recommendations for education corrections (Erin K. Johns, Natalie A. Phillips, Ziad Nasreddine, Lesley Bergman, Shelley Solomon, Julie Desormeau, Daniele Ostiguy, & Howard Chertkow; Concordia University)
- (13) Identifying mothers' and children's use of power in their relationship (Sandra Della Porta & Nina Howe; Concordia University)
- (14) Biopsychosocial determinants of cognitive function in a longitudinal study of retirees (Lawrence H. Baer, Mervin Blair, Vanessa Raccio, Stephanie Torok, Karen Z.H. Li, & Dolores Pushkar; Concordia University)
- (15) Fathers and the prospective cognitive and behavioural development in offspring (Erin Pougnet, Lisa A. Serbin, & Dale M. Stack; Concordia University)
- (16) Maternal and paternal bipolar disorder have similar effects on child outcomes  
(Caroline S. Ostiguy, Ramandeep Nijjar, Sheilagh Hodgins, & Mark A. Ellenbogen; Concordia University)
- (17) The effect of audio-visual speech information on working memory in younger and older adults (Jana Baranyaiova Frtusova, Axel Winneke, & Natalie A. Phillips; Concordia University)
- (18) An analysis of immigrant parents' perceptions of parent involvement in elementary school (Mariam Khatchadourian & Hariclia Petrakos; Concordia University)
- (19) Toddlers' facial processing of distress: Relations to theory of mind understanding (Sabrina S. Chiarella, E. Geangu, Diane Poulin-Dubois, Paul Hastings, P. Hauf, & A.P. Johnson; Concordia University)
- (20) Le rôle de la conception de l'intelligence et des biais d'évaluation de la compétence sur la motivation et le rendement scolaire des élèves (Arielle Boneville-Roussy, Marie-Hélène Chayer, & Thérèse Bouffard; Université du Québec à Montréal)
- (21) The influence of cultural capital and parental involvement on school success (Laura Fontil & Hariclia Petrakos; Concordia University)
- (22) Automatic emotional information processing regulates the cortisol response to psychosocial stress (Ramandeep Nijjar, Kamala Pilgrim, Robin Carson, Rana Pishva, & Mark A. Ellenbogen; Concordia University)
- (23) Sentiment d'imposteur et soutien social à l'adolescence (Marie-Hélène Chayer, Arielle Bonneville-Roussy, & Thérèse Bouffard; Université du Québec à Montréal)
- (24) Oxytocin attenuates the anxiety response to interpersonal stress in females high in emotion-oriented coping (Christopher Cardoso, Anne-Marie Linnen, Mark A. Ellenbogen, & Ridha Joobar; Concordia University)
- (25) Are infants' scores on an ASD screening questionnaire linked to their understanding of desire? (Kristyn Wright & Diane Poulin-Dubois; Concordia University)
- (26) Development of categorization in infancy: Advancing forward to the domain level (Jessica Yott, Kristin Rostad, & Diane Poulin-Dubois; Concordia University)
- (27) Inside and out: Links between vagal suppression, maternal socialization and aggressive behaviour in childhood (Melissa R. Simard, Paul D. Hastings, & Christine Klinkhoff; Concordia University)
- (28) Individualism and collectivism moderate the association between peer victimization and self-esteem among Brazilian adolescents (Josafá Moreira da Cunha, Jonathan Bruce Santo, & Lidia Natalia Dobrianskyj Weber; Federal University of Parana, Brazil)
- (29) Gender identity across social contexts (Kate-Mills Drury, William M. Bukowski, Lina María Saldarriaga, & Jonathan Bruce Santo; Concordia University)
- (30) Neuroticism determines subjective social status through multiple mechanisms (Giuseppe Alfonsi & Micheael Conway; Concordia University)

## Early Childhood Education Conference - March 12 & 13th, 2010

Co-sponsored by CRDH

### Historical and Contemporary Perspectives

(Session chair: Nina Howe)

- Review of Recent History – Larry Prochner & Lynne Robertson
- Social Policy Since 2000 – Martha Friendly & Susan Prentice
- Québec's Early Childhood Education Policy – Christa Japel
- Economics of Child Care – Gordon Cleveland
- Commentary on Part I: Historical and Contemporary Perspectives on Early Childhood Education in Canada – Hillel Goelman

### Children Curriculum and Teachers

(Session chair: Larry Prochner)

- Diversity Issues – Judith Bernhardt & Veronica Pacini-Katchabaw
- Curriculum: Investigating Quality & Early Learning – Alan Pence & Veronica Pacini-Katchabaw
- Curriculum: Provincial Early Learning Curricula – Rachel Langford
- Curriculum: Intergenerational Programming – Rachel Heydon
- Inservice Professional Development: Elements of Mentoring – Nina Howe & Ellen Jacobs
- Commentary on Part II: New Directions in Early Childhood Education in Canada: Children, Curriculum, and Teachers – Alan Pence

## March 13, 2010

### Government Involvement (Session chair: Nina Howe)

- Provincial Regulations & Policies – Ellen Jacobs & Emmanuelle Adrien
- Community-Based Intervention Programs – Kelly Petrunka & Ray Peters
- Aboriginal Head Start/ Child Care – Jessica Ball
- School-Based Hub Programs – Janette Pelletier
- Commentary on Part III: New Directions in ECE in Canada: Government Involvement – Carl Corter
- Round Table Discussion of Critical Issues (Session chair: Larry Prochner)

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