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The 38th Annual Meeting of the Jean Piaget Society

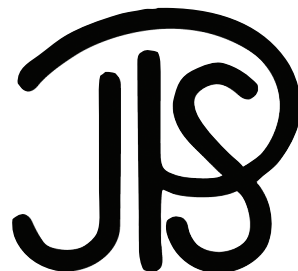
Adolescence: Challenges & Opportunities

Québec City, Canada, 6–8 June 2008

Program Organizers: Eric Amsel & Judith Smetana

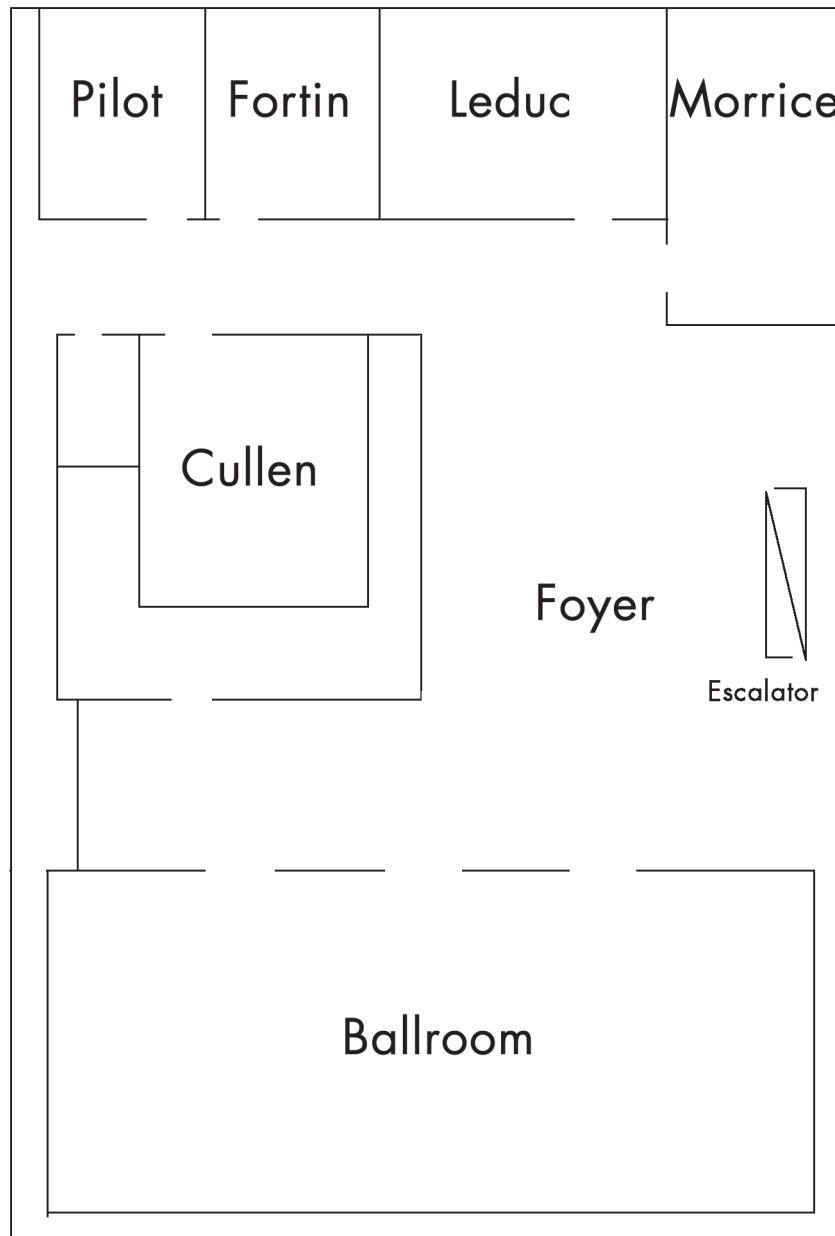
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Hotel Floor Plan

Poster Sessions and coffee breaks will take place in the Foyer



Conference Overview

FRIDAY	Ballroom	Pilot	Leduc	Morrice	Cullen
9:00-9:15	OR				
9:15-10:30	PL01				
10:30-10:45	break				
10:45-12:00	SY01	PS01	PS02	PS03	
12:00-1:30	Lunch				
1:30-3:00	IS01	SY02	SY03	PS04	
3:00-3:15	break				
3:15-4:30	PL02				
4:30-4:45	break				
4:45-6:00	SY04	SY05	SY06	PS05	PS06
6:00-7:00	PT01 (Foyer)				
6:30-7:30	Reception 1: President's Reception — sponsored by Taylor & Francis (Foyer)				

SATURDAY	Ballroom	Pilot	Leduc	Morrice	Cullen
9:00-10:30	SY07	SY08	SY09	SY10	PS07
10:30-10:45	break				
10:45-12:00	PL03				
12:00-12:30	MEM				
12:00-1:30	Lunch				
1:30-2:45	SY11	PS08	PS09	PS10	SY12
2:45-3:00	break				
3:00-4:30	IS02	PS11	SY13	DS01	
4:30-4:45	break				
4:45-6:00	PL04				
6:00-7:00	PT02 (Foyer)				
6:30-7:30	Reception 2: Publisher's Reception —sponsored by Elsevier (Foyer)				

SUNDAY	Ballroom	Pilot	Leduc	Morrice	Cullen
9:00-10:30	PS12	SY14	PS13	SY15	
10:30-10:45	break				
10:45-12:00	PL05				
12:00-1:30	Lunch				
1:30-2:45	IS03	PS14	SY16		
2:45-3:00	break				
3:00-4:30	SY17	PS15	SY18	PS16	SY19
4:30-4:45	break				
4:45-6:00	Book Discussion & Closing Reception — sponsored by Université Laval (Ballroom)				

Program Overview—Friday

Time	ID	Location	Event
8:30-5:00		Foyer	Registration (Conference Desk) / Book Display
9:00-9:15	OR	Ballroom	Opening Remarks: JPS President and Program Organizers
9:15-10:30	PL01	Ballroom	Plenary Session 1: Laurence Steinberg Adolescent brain development: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education
10:30-10:45			break
10:45-12:00	SY01	Ballroom	Symposium Session 1: Reconceptualizing respect
	PS01	Pilot	Paper Session 1: Cognitive development I — math/spatial development
	PS02	Leduc	Paper Session 2: Education
	PS03	Morrice	Paper Session 3: Atypical development
12:00-1:30			Lunch
1:30-3:00	IS01	Ballroom	Invited Symposium 1: Adolescent cognitive development — Deanna Kuhn
	SY02	Pilot	Symposium Session 2: Culture and social development
	SY03	Leduc	Symposium Session 3: Early predisposing factors of adolescent risk-taking: The importance of early childhood development
	PS04	Morrice	Paper Session 4: Moral and identity development
3:00-3:15			break
3:15-4:30	PL02	Ballroom	Plenary Session 2: Jay N Giedd The teen brain: Insights from neuroimaging
4:30-4:45			break
4:45-6:00	SY04	Ballroom	Symposium Session 4: Adolescent meaning making: Creative engagement and the expanding cultural universe
	SY05	Pilot	Symposium Session 5: On the contested legacy and continuing relevance of psychological structuralism
	SY06	Leduc	Symposium Session 6: Individual and cultural perceptions of self through time: Associations with adolescent depression and suicide
	PS05	Morrice	Paper Session 5: Early social development
	PS06	Cullen	Paper Session 6: Emotional development
6:00-7:00	PT01	Foyer	Poster Session 1
6:30-7:30	REC1	Foyer	Reception 1: President's Reception — sponsored by Taylor & Francis

Program Overview—Saturday

Time	ID	Location	Event
8:30-5:00		Foyer	Registration (Conference Desk) / Book Display
9:00-10:30	SY07	Ballroom	Symposium Session 7: Development and socialization of adolescent's moral competencies
	SY08	Pilot	Symposium Session 8: Stage performance across a number of domains using the model of hierarchical complexity
	SY09	Leduc	Symposium Session 9: Between I and Thou: Developing curriculum through a pedagogy of relation
	SY10	Morrice	Symposium Session 10: Adolescent problem behavior: Diverging pathways
	PS07	Cullen	Paper Session 7: Adolescent social interactions: Peers, parents, and partners
10:30-10:45			break
10:45-12:00	PL03	Ballroom	Plenary Session 3: Judith Smetana Constructing adolescent autonomy in family contexts
12:00-12:30	MEM	Ballroom	Member's Meeting (all members are encouraged to attend)
12:00-1:30			Lunch
1:30-2:45	SY11	Ballroom	Symposium Session 11: Moral development and emotional attributions: Examining the relations between empathy, moral identity, social-action, and moral reasoning
	PS08	Pilot	Paper Session 8: Cognitive development II — cognitive & motor
	PS09	Leduc	Paper Session 9: Language and literacy
	PS10	Morrice	Paper Session 10: Theory of mind — lying and deception
	SY12	Cullen	Symposium Session 12: Adolescent intergroup social cognition
2:45-3:00			break
3:00-4:30	IS02	Ballroom	Invited Symposium 2: Peer relations — William M Bukowski
	PS11	Pilot	Paper Session 11: Cognitive development III — Play & symbolism
	SY13	Leduc	Symposium Session 13: Creating space for self-regulation: Psychological distancing in the development of executive function, emotion regulation, and theory-of-mind
	DS01	Morrice	Discussion Session 1: Creating guidelines for undergraduate human development courses: A discussion
4:30-4:45			break
4:45-6:00	PLO4	Ballroom	Plenary Session 4: Avril Thorne Everyday Storytelling as a Context for Adolescent Identity Development
6:00-7:00	PT02	Foyer	Poster Session 2
6:30-7:30	REC2	Foyer	Reception 2: Publisher's Reception — sponsored by Elsevier

Program Overview—Sunday

Time	ID	Location	Event
9:00-12:00		Foyer	Book Display
9:00-10:30	PS12	Ballroom	Paper Session 12: Self and identity in adolescence
	SY14	Pilot	Symposium Session 14: Piaget's concept of egocentrism: Exegesis and continued relevance
	PS13	Leduc	Paper Session 13: Processes of conceptual change
	SY15	Morrice	Symposium Session 15: New perspectives on adolescent mental health
10:30-10:45			break
10:45-12:00	PL05	Ballroom	Plenary Session 5: Robert Crosnoe Understanding adolescent development: Peers, schools, and the big picture
12:00-1:30			Lunch
1:30-2:45	IS03	Ballroom	Invited Symposium 3: Risk and resilience in adolescence — Bonnie Leadbeater
	PS14	Pilot	Paper Session 14: Cognitive development in adolescence
	SY16	Leduc	Symposium Session 16: Semiotic systems, communication and development
2:45-3:00			break
3:00-4:30	SY17	Ballroom	Symposium Session 17: Mentoring adolescents: Promoting the intersection of educational, career, and psychosocial identity development
	PS15	Pilot	Paper Session 15: Adolescence and Piagetian theory
	SY18	Leduc	Symposium Session 18: Motivation and cognition
	PS16	Morrice	Paper Session 16: Sex, drugs, cigarettes and rebellion
	SY19	Cullen	Symposium Session 19: Links between attachment, emotion, and behavior
4:30-4:45			break
4:45-6:00	DS02	Ballroom	Book Discussion Session & Closing Reception — sponsored by Université Laval <i>The Growth of Logical Thinking</i> — Markovits, Desrochers, Pascual-Leone

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9:00-9:15 OR Opening Remarks: JPS President and Program Organizers..... Ballroom

Opening Remarks

Nancy Budwig (JPS President)

Eric Amsel and Judith Smetana (Program Organizers)

9:15-10:30 PL01 Plenary Session 1: Steinberg Ballroom

Adolescent brain development: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education

Laurence Steinberg (Temple University)

The past decade has witnessed enormous growth in research on brain development in adolescence, leading to significant advances in our understanding of structural change, functional maturation, and connectivity within and across brain regions. This lecture will review main findings from this literature and examine the implications of this work for our understanding of numerous aspects of adolescent behavior and psychological functioning, including many of those discussed by G. Stanley Hall in his 1904 treatise on the period. I begin by proposing a dual systems model of brain maturation: one that is involved chiefly in the processing of emotional and social stimuli and the sensation of risk and reward, and a second that is involved in the development of advanced executive functions, including planning, foresight, and logical reasoning. I argue that rather than viewing maturation as the process wherein the latter system comes to dominate the former, it is more sensible to think of maturation as involving the coordination and increased interconnectivity of these systems. To illustrate this point, I focus in particular on the ways in which this model informs our understanding of adolescent decision-making, criminal behavior, and health risk behavior, and examine the implications of this work for law, public policy, and education. I conclude with some cautions about jumping on the neuroscience bandwagon uncritically and point out the dangers of "brain overclaim."

10:45-12:00 SY01 Symposium Session 1 Ballroom

Reconceptualizing respect

Organizer: Yeh Hsueh (University of Memphis)

Although children's understanding and expression of respect has long been a topic of discussion in the fields of education and philosophy, until recently little empirical work has specifically focused on the development of respect. Recently interdisciplinary efforts have been aimed at this topic, including work in anthropology, gerontology, philosophy, sociology, and especially psychology. Respect attracts increasing attention of psychological researchers who study intimate relationships, children's peer relations, cross-cultural psychology, positive psychology, and self-conscious emotions. However, this emerging empirical literature has not witnessed corresponding efforts at conceptualizing and defining respect in a coherent manner or in relation to past theories. Commonsense concepts of respect seem to underlie most of the empirical studies in this area and a comprehensive, theoretical account is needed. We address this shortcoming in the three presentations in this symposium.

The three presentations will critically draw on the intellectual traditions of Kant, Durkheim, Bovet, and, especially, Piaget. In addition to these and other theorists, contemporary empirical research will be considered in an effort to reconceptualize respect. The authors of the first paper take a historical perspective to examine respect within the writings of Kant, Durkheim, Bovet and Piaget—the ideational evolution and the relevance to empirical research today. The authors of the second paper link Bovet-Piaget's theory of unilateral respect to a systems approach to studying families, to examine different layers of unilateral

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respect within the family that Bovet and Piaget conceptualized but did not elaborate on and to propose that respect serves as an important mediator for children's social competence both within families and, subsequently, with peers. The authors of the third paper compare Piaget's explanation of respect with the explanation by David Hawkins, a philosopher and historian who argued for the triangle relations of "I, Thou, and It" in understanding respect both conceptually and practically.

In sum, these papers provide a systematic integration of conceptual and empirical work on children's respect from psychological, philosophical, and historical perspectives. With Piaget as a centerpiece, these papers consider respect as an important interpersonal construct for the social lives of children.

The origins of psychological respect: An interdisciplinary historical perspective

Shannon Audley Piotrowski (University of Memphis)

Respect and parent-child interactions: Conceptualizing respect within the family system

Katherine Kitzmann (University of Memphis)

Robert Cohen (University of Memphis)

Yuki McNeil (University of Memphis)

A key in a respectful relationship in education

Yeh Hsueh (University of Memphis)

Robert Cohen (University of Memphis)

10:45-12:00 PS01 Paper Session 1 Pilot

Cognitive Development I — Math/spatial development

Chair: Jan Boom (University of Utrecht)

Preservice teachers' constructivist learning implicitly modeling constructivist pedagogy: The case of an elementary mathematics methods course

Mindy Kalchman (DePaul University)

Constructivist pedagogy suggests the need for authentic environments with which children can interact in order to develop. In traditional school mathematics, which are rule-based and procedure-oriented, context is often contrived and relegated to the "problem solving" unit of a text. For the present paper, a weekly assignment for an elementary mathematics methods course forced preservice teachers to reflect on and engage with the mathematics they do in their everyday lives. The use of conventional algorithms, formulas, and calculators was discouraged, though not forbidden, so that learners would concentrate on concept, context, and situation-appropriate strategies. Analyses of these assignments showed substantial growth with respect to students' confidence and competence with basic and advanced mathematics. These strides resulted from learners becoming aware of, and then earnestly engaging in, authentic environments that drew upon their intuitions, prior knowledge, and experiences. In effect, preservice teachers developed as logico-mathematical thinkers by way of constructivism in ways that their school-based mathematics never afforded. This development, which was inadvertent to learners as they problem solved in personal rather than programmed ways, modeled convincingly the power of constructivist pedagogy for elementary mathematics classrooms, and favored authentic situations rather than contrived problem contexts for classroom learning purposes.

Different profiles of fractions understanding in British children: A cluster analysis

Darcy Hallett (Memorial University)

Terezinha Nunes (University of Oxford)

Peter Bryant (University of Oxford)

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Some research regarding children's understanding of fractions has suggested that children learn conceptual knowledge before procedural knowledge. In contrast, other research has suggest that children instead learn procedural knowledge before conceptual knowledge. Still other research has suggested that they learn conceptual knowledge and procedural knowledge in tandem. Recent research with British Year 4 and 5 children, however, has demonstrated individual differences in the way that children combine conceptual and procedural knowledge. Some children rely more on conceptual knowledge, others rely more on procedural knowledge, and some equally rely on both. This study extends on these findings by examining the conceptual and procedural fraction understanding of British Year 6 and Year 8 children. A total of 122 Year 6 and 118 Year 8 students completed a measure of fractions understanding, which included subscales of conceptual and procedural knowledge. Results demonstrated that the Year 6 students evidence a 5-cluster pattern exactly paralleling the previous findings, while the Year 8 students only demonstrate a 3-cluster pattern. These data reaffirm individual differences in the ways that students combine conceptual and procedural knowledge when they learn fractions, but that these differences may diminish as children become more experienced.

Reasoning under time constraint

Hugues Lortie Forgues (Université du Québec à Montréal)

Henry Markovits (Université du Québec à Montréal)

Conditional (if-then) reasoning is important in our everyday mental life. Unfortunately, there is no agreement on which processes people use when called upon to make conditional inferences. In many cases, theories lead to similar predictions about inferential behaviour, or else they use different classes of phenomenon to make theory-specific predictions, which can be difficult to evaluate. The present study aimed at verifying how inferential behaviour is affected when processing time allotted to reasoning is limited. In order to do so, 83 participants were tested using a computer program in which they were asked to process a sequence of (if-then) syllogistic inferences in a limited amount time. Half of the participants were ask to solve syllogistic problems within 8,3 seconds, the other half within 12,5 seconds. This original methodology brings new evidence about the underlying process of reasoning. The results of this study are consistent with the semantic retrieval model proposed by Markovits and Barrouillet (2002) that considers as central the role of direct use of background knowledge about premises in the reasoning process.

The scheme of correspondence and children's understanding of fractions

Terezinha Nunes (University of Oxford)

Peter Bryant (University of Oxford)

Tânia Campos (University of Oxford)

Emá Mamede (Universidade do Minho)

Students typically have great difficulty in understanding both the equivalence and order of magnitude of fractions. This led some researchers to conclude that children's knowledge of natural numbers interferes with their understanding of fractions. In this presentation, it will be argued that two action schemes are related to fractions. The first is partitioning, which involves dividing one whole into equal parts and which is traditionally used to introduce fractions to children. Children face great difficulties in carrying out accurate partitioning and understanding the equivalence of parts that do not come from successive divisions of the same whole. The second is the scheme of correspondence, that children use to establish the equivalence and order of magnitude of sets, and which can be successfully extended to the understanding of fractions. Research that describes the development of this schema of action from its use with natural numbers to its use with fractional quantities will be reviewed and its educational implications will be explored.

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Arithmetic mental computation in everyday activities: A qualitative study of procedures

Heitor A Gonçalves (Universidade Federal de São João del Rei)

Dominique Colinvaux (Universidade Federal Fluminense)

This study, based on Vergnaud's analysis of mathematical thinking, focuses on arithmetic mental computation used by 11 years-old in everyday problems. Three pairs of 4th grade students of a Brazilian state-funded school were interviewed and the interviews videotaped. Questions were framed around taking a bus, paying for the fare and getting change, and required money-based calculations. All in all, nine problems were generated involving the four basic arithmetic operations, taken individually or in combination. Analysis of participants' verbal and non-verbal behaviour identified strategies and procedures of mental computation. Findings show three main procedures: (a) simple addition or subtraction, performed one or more times; (b) decomposition, used mainly for addition and subtraction problems, involves breaking up a given quantity into smaller quantities, of equal or different values; (c) repeated clustering, useful for multiplying and dividing, requires breaking up a bigger quantity into smaller quantities of equal value, then working on these smaller values so as to build up to the final solution. Counting on fingers is also frequent. All procedures make use of school-based arithmetic knowledge, such as the decimal system, although the strategies developed are different from the formal ones taught in school.

10:45-12:00 PS02 Paper Session 2.....Leduc

Education

Chair: Julia Shaw (SUNY - Empire State College)

Examples of general Piagetian stages at work in classroom science activities: One teacher's reflections from a multi-aged classroom

Robert Louisell (Chapman University College)

The most popular interpretation of Piaget's periods of development is that they may apply to specific domains of knowledge but not in any general sense such as Piaget had proposed. However, I have encountered personal confirmation of his stages while teaching science in a multiaged classroom to students aged 7-12 as far as their scientific reasoning about unfamiliar science tasks is concerned. For example, children were given a battery, a bulb, and a wire and asked to "try to make the bulb light." After some children in the classroom figured out how to do this, others observed them and attempted to replicate their success. Younger children, however, often requested a new bulb because "theirs wasn't working." Older children, on the other hand, would test all possibilities—bulb, battery, wire, and method of connection. It was clear to me that the older children exemplified concrete to formal operational thinking when the younger children were only using preoperational or concrete reasoning strategies for these types of tasks. In studying children's cognition, we may get very different results when we observe their behavior as they work in everyday school (and out-of-school) settings instead of studying their performance in experimental tasks.

Reading and writing: Is it a method problem?

Ana Luisa Manzini Bittencourt de Castro (Faculdade de Ciências Sociais e Tecnológicas)

As a professor from a university in Brazil, I face a problem: the high number of students that has difficulties in writing and reading. As a primary school coordinator I can face de process of learning the written language by the children and many variables that interfere in this process. Problems that appear in reading and writing, during the alphabetization process or afterwards, are they a question of method? Which are the other variables that are related to this process and can interfere direct in it? During three years I supervised two different classes of children that were learning reading and writing. One of the

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teachers had experience with phonetic method; the other one teaches according to constructivist theory. During these three years I could see that there are some differences between the methods in alphabetization process, but also that some other variables are maybe more important than the method chosen. Some conclusions are: phonetic methods seem to be more efficient in terms of working a written language with more correction; even with the efficiency in the phonetic methods, constructivist approaches can not be consider wrong; more important than the chosen method is the organization and discipline kept in classroom.

From theory to practice: Introducing neuroscience into a teacher education program

Hazel McBride (University of Toronto)

Cognitive neuroscience is making rapid strides in areas highly relevant to education. However, there is a gulf between current science and direct classroom applications. There is also the problem of educators being exposed to programs about the brain which are based on myths and overgeneralizations of research findings. So the issue then becomes "How do you make current research in neuroscience accessible to educators who may have little or no scientific training while still maintaining the integrity of the research?" In 2007, an educational psychologist and a neuroscientist at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) developed a course called, "The Adolescent Brain: Implications for Instruction," for high school teacher education students. This paper will discuss the development and implementation of the course as well as the impact that the course had on the professional practice of the teacher education students. It was hypothesized that their knowledge of the adolescent brain would provide a cohesive, conceptual framework within which they could frame the purpose and use of specific instructional strategies. This in turn would have a positive impact on their professional practice.

Practical knowledge in didactic classes

Ana Luisa Manzini Bittencourt de Castro (Faculdade de Ciências Sociais e Tecnológicas)

As a professor from Didactical Classes from a University in Brazil, I face the difficulties that students have to establish connections between theory and practical demands what brings me some questions: is the theoretical structure of learning present in University's courses enough for this kind of knowledge? What sort of knowledge students and professionals bring to help them in practical situations? What is the importance of practical knowledge in University's grades? During two years I worked with a group of 15 students in which 12 of them were starting both in Didactical knowledge and in practical experiences with kids. After the first classes and the first texts and authors reading, they started to bring some problems they were facing in their classroom of students. As soon as I noticed their anxiety, I introduced the case-study in our classes. Also, we started an exercise of making questions after the texts read. After these exercises— the case-studies and the questions after the texts – they used to say they could have the reflections and discussions very alive in their minds, what helped them a lot about the decisions they needed and also helped them to increase the confidence in which they were doing.

Effects of a dialogic argumentation curriculum on students' individual expository writing

Clarice Wirkala (Columbia University)

Amanda Holman (Columbia University)

We examined persuasive essays of two groups of African-American and Hispanic 8th-grade students. Students in the experimental group had participated in a year-long argument-skills curriculum, following Kuhn et al., in press, involving twice-weekly sessions in which students argued in pairs via a computer messenger program against opposing pairs about a series of social issues. The intervention proved effective in enhancing both meta-level understanding of the goals of argument and procedural skills

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in implementing these goals in argumentative discourse. Our interest here was in assessing whether the gains transferred to students' academic expository writing. At the end of the academic year in which the intervention occurred, as a requirement in their social studies class, all 8th graders wrote a persuasive essay on one of three human-rights topics. We analyzed these essays, comparing those of the class who had participated in the program with those from two classes who had not participated. Results indicated more attention paid to opposing arguments on the part of the intervention group, in particular indicated by the amount of supporting detail offered regarding such arguments. These findings support the view that engagement in dialogic argumentation is an effective path to enhancing argumentative expository writing skills.

10:45-12:00 PS03 Paper Session 3.....Morrice

Atypical Development

Chair: Michel Ferrari (University of Toronto)

Language development and sensory processing issues in young children with autism: The mediating role of social withdrawal

Vanessa Panetta Reinhardt (Queen's University)

Elizabeth Anne Kelley (Queen's University)

Autism is a neurodevelopmental disorder characterized by a triad of impairments in the domains of communication, social interaction and behavior (Volkmar, Chawarska & Klin, 2005). Children with autism have marked difficulties with communication and some acquire little to no language (Volkmar et al). Although the existence of atypical sensory processing in people with Autism Spectrum Disorders (ASD) is well documented, especially in individuals who are lower functioning (O'Neill & Jones, 1997), the effect of sensory processing issues on language development has not been experimentally examined. This study investigates the relationship between sensory issues and language development in young children with autism and their typically developing peers. A negative relationship between language level and sensory issues is expected such that individuals with more sensory issues have lower language levels as compared with typically developing mental-aged matched controls. It is hypothesized that sensory processing issues in some individuals with ASD lead social stimuli to be perceived as aversive, leading to social withdrawal. This social withdrawal, in turn results in lower language levels.

Observed and psychophysiological reactions to a self-conscious situation in early and late adolescence: Shame and relations to internalizing symptoms

Tom Hollenstein (Queen's University)

Jessica Flynn (Queen's University)

Allison Mackey (Queen's University)

Shame is a painful emotion that increases in prevalence and importance in adolescence. Two studies (early and late adolescence) were conducted to examine individual differences in the experience of shame before, during, and after a spontaneous speech. Physiological measures of heart rate and respiratory sinus arrhythmia (RSA), an index of parasympathetic (self-regulatory) effort, were obtained. Results from Study 1 (late adolescent girls) showed that those more prone to experience shame exhibited a greater increase in heart rate during the speech when another person was in the room (rather than when alone with the camera), consistent with the connection between social evaluation and the experience of shame. RSA was also lowest (indicating greater regulatory effort) during the speech for the shame prone individuals when another person was in the room. Study 2 (boys and girls aged 11-15) is in progress,

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and preliminary results indicate consistency with Study 1. The results from both studies will be discussed in terms of the importance of shame in the socioemotional development of early adolescence.

Jekyll & Hyde & Erikson: Differing responses to violations of 'self-sameness' among late adolescents and young adults

Travis Proulx (University of British Columbia)

According to Erikson (1962), people maintain a tacit belief in 'self-sameness'—an expectation that we remain the same person in spite of the different behaviours we may display in different social situations. While a belief in personal self-sameness is common among adults, Erikson argues that we do not become committed to this belief until the completion of identity formation at the conclusion of adolescence. To test this hypothesis, we conducted an experimental manipulation whereby we challenged participants' beliefs in personal self-sameness. Following from Piaget (1960), we expected that young adult participants (ages 20-25) would experience disequilibrium when this schema was challenged, and would compensate by affirming an unrelated schema (Proulx & Chandler, 2007). Since we did not expect late adolescent participants (ages 17-19) to be as committed to 'self-sameness', we did not expect late adolescent participants to engage in compensatory affirmation efforts when 'self-sameness' was challenged. Our findings were in keeping with our predictions, such that young adult participants demonstrated greater affirmation of a moral schema following a challenge to their 'self-sameness' when compared to participants in a control condition. Older adolescent participants, however, appeared unaffected by a challenge to their personal 'self-sameness' by demonstrating no subsequent compensatory affirmation efforts.

The relationship of self-compassion and self-esteem to empathy, shame, and social functioning in adolescents who offend sexually

Queenie Lo (University of Toronto)

Michel Ferrari (University of Toronto)

The paper explores the influence of self-compassion and self-esteem on empathy, shame, and social functioning in nonoffenders ($n=49$), and on male adolescent sexual offenders ($n=53$), aged 12 to 18, enrolled in six specialized treatment/residential programs. All participants completed a battery of psychological inventories assessing self-compassion (SCS-A; SC Cartoons), self-esteem (BSCI-Y), empathy (IRI), shame (TOSCA-A), and social functioning (MESSY). Separate mediation models were used to determine the relationship of empathy (comprised of perspective taking, empathic concern, personal distress) and shame to social functioning, with either self-compassion or self-esteem as a mediator. Results indicated that self-compassion fully mediated the relationship of both empathy and shame to social functioning in adolescent sexual offenders, but not in nonoffenders; by contrast, self-esteem was not a significant mediator for either group. Self-compassion was also a stronger predictor than self-esteem for personal distress, shame, and social functioning in offenders; however, these effects were mixed for nonoffenders. These results suggest that a self-compassionate attitude underlies feelings of empathy and shame in adolescent sexual offenders, whereas self-esteem does not; rather, self-esteem merely indicates underlying psychological problems. Therefore, self-compassion is more promising than self-esteem for fostering interpersonal connectedness, minimizing cognitive distortions, and decreasing moral disengagement in adolescent sexual offenders.

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1:30-3:00 IS01 Invited Symposium 1 Ballroom

Adolescent thinking: What develops?

Organizer: Deanna Kuhn (Columbia University)

Discussant: Daniel Keating (University of Michigan)

In contrast to the first decade of life, when cognitive achievements follow a fairly predictable course, not everything that might develop during the second decade in fact does. We examine here what we regard as the major and most important areas of potential cognitive development during adolescence. Each of them, we claim, is important in establishing the foundation of intellectual skills and values associated with positive educational outcomes. Because they do not routinely develop, better understanding of the developmental challenges they pose puts us in the best position to support young people's progress as they confront these challenges.

Scientific thinking

Beate Sodian (Ludwig-Maximilians Universität)

Merry Bullock (American Psychological Association)

Adolescence is hailed as a major developmental epoch in the development of scientific reasoning. In our longitudinal study, we considered the development of both the processes of doing science (constructing valid experiments, interpreting data, understanding experimental design) and understanding the nature of scientific inquiry (as a system of related ideas, hypotheses, processes and beliefs, embedded within a cultural framework) over a long developmental span (5th grade through young adulthood). We found evidence for early competencies in understanding of experimentation, as well as for massive developmental change in strategy production and nature of science understanding in adolescence and young adulthood. Individual differences were marked and persisted over a large age range. The findings support a view of scientific reasoning as a set of interrelated components, with a bi-directional interplay between developmental progress in doing science and in understanding science.

Inquiry and causal analysis

Clarice Wirkala (Columbia University)

Deanna Kuhn (Columbia University)

When young adolescents engage in inquiry activities involving a multivariable database, it's been widely assumed that the major challenge they confront is one of identifying individual causal (and noncausal) effects (by applying a control-of-variables strategy). We describe evidence indicating that the presence of multiple potential factors indeed creates challenges. Identifying which are the operative factors, however, is only one of these challenges. Equally if not more challenging is coordinating them so as to reason about their simultaneous effects. We examine the implications of mastering this skill, and the model of multivariable causality underlying it, and the kinds of scaffolding that have proven useful in helping adolescents to do so.

Argumentation

David Shaenfield (Columbia University)

Deanna Kuhn (Columbia University)

With its roots in everyday conversation, dialogic argumentation, we propose, offers a promising path to adolescents' development of the individual argument skills that figure prominently in educational settings. Engaging with a partner in electronic dialog with a pair of classmates holding an opposing view, our studies have shown, provides the reflective opportunities that real-time conversation does not. Moreover,

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analysis of the collaborating pair's conversation, as they deliberate regarding the dialogic move they will next make to the opposing pair, suggests a further rich opportunity for meta-level reflection that fosters developmental advance.

Epistemological understanding and evaluation of knowledge claims

Michael Weinstock (Ben-Gurion University of the Negev)

In both academic and everyday contexts people are presented with knowledge claims. The ability to evaluate such claims, and the reasons that may or may not be given to support them, develops in adolescence. But this development is imperfect. Findings indicate that when presented with support for claims most adolescents can distinguish between explanation and evidence and between relevant and irrelevant reasons. However, they seem less able to demonstrate their understanding of the importance of these distinctions in the evaluations and construction of sound arguments. Epistemological understanding that develops in adolescence appears, independent of grade level differences, as a predictor of the ability to evaluate the support for knowledge claims.

1:30-3:00 SY02 Symposium Session 2Pilot

Culture and Social Development

Organizer: Michaela Gummerum (University of Plymouth)

Many developmental psychologists would agree that patterns of human development differ across social circumstances, cultures, and historical epochs. This symposium will explore the influence of (changing) social conditions on the social development of children and adolescents from a social-constructivist perspective.

The first paper is based on a series of studies examining Mainland Chinese adolescents' conceptions of rights and personal autonomy. With age, Chinese adolescents from both modern urban and traditional rural settings increasingly endorsed rights held against authorities, including freedom of speech and religion, and appealed to notions of personal choice and autonomy in their reasoning. Rural adolescents were sometimes more likely to subordinate individual autonomy to the group or authority, or to support individual rights and autonomy at later ages than urban adolescents. Taken together, the findings point to the need to consider the role of domain specificity and environmental and developmental factors in accounting for age-related change.

The second paper presents empirical findings of a time-lagged cross-sectional and longitudinal study on reasoning about close friendship in Mainland Chinese children and adolescents. Longitudinal analyses of friendship reasoning revealed that young children mainly focus on the common activities shared by friends and value friendships for utilitarian reasons; older children and adolescents increasingly appreciate the psychological function of friendship and refer to norms that guide friendship interactions. Adolescents interviewed in the middle to late 1990s refer significantly more frequently to empathic and hedonistic aspects of friendship than adolescents interviewed in 1990. Overall, these findings demonstrate the influence of changing social conditions on individual development.

The third paper explores the widespread, but little studied, phenomenon of language brokering within Chinese immigrant families. Because children typically acquire the language of the host country more quickly than their parents, they are often called upon to provide translation and interpretation for the family. This can cause a significant shift in parent and child roles, whereby parents rely on children for guidance, while children enter into positions of authority and power and make decisions that can have important consequences for the family. The implications of such role reversals may be especially pro-

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nounced during the adolescent developmental period, which is already marked by significant changes in parent-child relationships.

The fourth paper examines the role of First Nations women leaders in promoting the health and well being of youth within their communities. Interviews with women who held positions within the elected and hereditary systems of governance revealed a set of common themes that reference the importance these leaders place on the physical, cultural, and spiritual health of youth.

Urban and rural adolescents' conceptions of personal autonomy and freedom in Mainland China: Influences of age, setting, and domain

Charles C Helwig (University of Toronto)

Social change and the development of friendship concepts in Mainland China

Michaela Gummerum (University of Plymouth)

Monika Keller (Max Planck Institute for Human Development)

Wolfgang Edelstein (Max Planck Institute for Human Development)

Fu-xi Fang (Chinese Academy of Sciences)

Ge Fang (Chinese Academy of Sciences)

Adolescent language brokering and the psychological adjustment of Chinese immigrant families in Canada

Josephine M Hua (University of Victoria)

Catherine Costigan (University of Victoria)

The role of First Nations women leaders in promoting youth health and well being

Christopher E Lalonde (University of Victoria)

Robin A Yates (University of Victoria)

1:30-3:00 SY03 Symposium Session 3Leduc

Early predisposing factors of adolescent risk-taking: The importance of early childhood development

Organizer/Discussant: Stefania Maggi (Carleton University)

Adolescence is a critical developmental period during which risk taking can be a normative, yet transitory, behaviour. While certain types of risk-taking fulfill important developmental needs, there are other types of risk-taking that can have serious, long term consequences. This symposium presents a series of studies that aim at discussing the critical predictors of adolescent risk-taking behaviours as precursors of adult unhealthy life styles, such as regular smoking, heavy drinking, and drug use.

Although health behaviours may be consolidated during adolescence, theorists have suggested that they are acquired over a long period of time, prior to the adolescent years and during the critical developmental years spanning from birth to late childhood. Much attention has been devoted to the transition from adolescence to young adulthood as a critical window of opportunity for the prevention of risk-taking behaviours however research has documented only modest effects of such programs. Two possible reasons for such limited success are that prevention programs fail to identify adolescents who are at greater risk for not extinguishing their risk-behaviours (rather than to engage in those behaviours in the first place) and that critical factors responsible for the onset of such behaviours are not properly addressed.

There are two central conceptual themes that link the presentations of this symposium to one another: 1. Adolescents are better described as a heterogeneous population made up of 'sub-populations' of youth

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who follow distinct developmental trajectories in the acquisition and maintenance of risk-behaviours; 2. The predictors of each of such trajectories can be found in the early years of child development, long before risk-behaviours become measurable.

Presenters will share results from individual studies conducted as part of a broader research program on the early determinants of adolescent risk-behaviours that is undertaken using data from the National Longitudinal Survey of Children and Youth (NLSCY). The NLSCY is a Canadian survey of approximately 22,000 children who are being followed up longitudinally since 1994, at two year intervals. Longitudinal data files are available to researchers and contain a breadth of information on critical developmental outcomes and their predictors at the individual, family, school, and community levels.

Based on strong quantitative methods and sound theoretical approaches, the symposiums' presentations are intended to generate reflections and discussion on the current status of the research on adolescent risk-taking behaviours and its future directions.

The importance of the early years in the acquisition of adolescent risk-taking: Insights from the Canadian National Longitudinal Survey of Children and Youth

Stefania Maggi (Carleton University)

Childhood health status as a predictor of smoking in adolescence

Erin Hill (Carleton University)

Danielle Quigley (Carleton University)

An investigation of the relationship between childhood social aggression, prosocial behaviours, and adolescent substance use

Danielle Quigley (Carleton University)

Erin Hill (Carleton University)

The early predictors and developmental pathways leading to alcohol use

Lyzon Babchishin (Carleton University)

Kristin Johansson (Carleton University)

The moderating effect of gender on childhood hyperactivity and inattention and its association with adolescent smoking

Kristin Johansson (Carleton University)

Lyzon Babchishin (Carleton University)

Stefania Maggi (Carleton University)

1:30-3:00 PS04 Paper Session 4.....Morrice

Moral and Identity Development

Chair: Herbert Saltzstein (CUNY, Graduate Center)

Revisiting Hoffman's theory of empathy & moral development: Resonances in neuropsychology and educational interventions with adolescents

Christopher P Adkins (The College of William & Mary)

Since the research of Lawrence Kohlberg, cognitive developmental theory has dominated the theoretical understandings of moral development, asserting the primacy of reasoning in determining of moral behavior. Yet recent findings in neuropsychology have highlighted the significance of emotion in moral decision-making. This increased attention to the role of affect requires both new theoretical understandings of moral development as well as empirical research on educational methods for fostering such

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development. Martin Hoffman's previous work on empathy development resonates with the findings in neuropsychology and offers a potential theoretical and educational framework for integrating cognition and affect. This paper discusses the link between Hoffman's theory and neuropsychology by focusing on Hoffman's modes of empathic distress and its arousal in human beings. After establishing this connection, particular attention will be given to how the cognitive modes of empathetic arousal may be developed through specific educational interventions with adolescents and adults.

Middle school children's career self-efficacy

Christine T Schuette (Regent University)

Michael K Ponton (Regent University)

The central aim of this study was to explore middle school children's (N = 147) self-efficacy beliefs about future occupational choices. A Career Choices Questionnaire was developed to assess their confidence and interest regarding twenty different occupations and included items to measure their stereotype flexibility and tolerance. Contrary to prior research in this area, males did not have an overall higher level of self-efficacy than females; rather, males were more self-efficacious about traditionally male occupations, while females were more self-efficacious about traditionally female occupations. Additionally, children's confidence and interests in occupations were unrelated to adult working status. Finally, there were no differences between males and females with respect to stereotype flexibility and tolerance, but overall, both genders were more flexible and tolerant about females in traditionally male occupations.

Parent – adolescent relationship and the construction of moral personality

Luciana Maria Caetano (University of São Paulo)

Maria Thereza Costa Coelho de Souza (University of São Paulo)

This paper is part of an ongoing doctoral dissertation whose purpose is creating and validating an instrument for psychological evaluation that allows the investigation of the key concepts and actions in parental interventions in the process of the moral personality construction of their children. This research has as its theoretical basis Piaget's moral development theory. There are different ways chosen by parents for the construction of personality, which they are successful or not: the option between authoritarianism and permissiveness; education based on emotional blackmail; or education based on mutual respect and cooperation. Due to the shortage of instruments concerned with morality, it is necessary to analyze the interpersonal relationships that lay behind parental interventions. The contribution of this research is in the elaboration of a scale that, differing from previous attempts, reinforces coherence with Piaget's theory as well as elaborating, in an original form, a study instrument for quantitative and qualitative analysis. The paper presents the process of the construction and validation of the instrument, from the logic inherent in its construction, with its constructs and assertions, to the validation process by the judges, where it is validated semantically and statistically through Confirmatory Factor Analysis (Hair et al., 2005).

A new approach to assessing the cognitive and affective character of parent-child moral encounters

Yoko Takagi (CUNY Graduate School)

Herbert D Saltzstein (CUNY Graduate School)

A pilot study is reported using a somewhat innovative methodology for studying the encounters between young children [3-5 years] and their parents [n=11] around moral transgressions. The study has a short-term [one year] longitudinal design. Each stage of data collection consists of two phases. At phase 1, each parent keeps a diary over a one-week period of encounters over moral transgressions by the child; the parent selects two encounters to describe in detail, including their and the child's emotional, cognitive and behavioral responses to the child's behavior. 'At phase 2 hypothetical' vignettes are

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constructed to match these real-life encounters, which are presented to the child in an 'as-if' mode. The child's responses, verbal and non-verbal, and cognitive, affective, and overt behavioral are noted and compared to the parents. The procedure is repeated after a year period. Among the preliminary findings are that while the young children seem unable to indicate their emotional response verbally, they readily choose the emotion non-verbally. It is believed that this method may correct the pervasive tendency to under-estimate children's reactions to moral encounters by relying on 'tailor-made' moral encounters and largely verbal responses.

Life events and self-complexity in emerging adulthood

Gabriel Bukobza (Tel Aviv University)

Forty Participants from two different age groups (17-22 & 26-32) were interviewed regarding their self-conceptualizations and significant life events. Analysis of the interviews revealed three distinct levels of self-conceptualization that differed by level of epistemological complexity. These were named, in ascending level of complexity: Monolithic-Monoformal (MM), Relativistic-Relational (RR), and Dialectical-Deconstructive (DD). The level of complexity attributed to the self-conceptualization was associated with the way major life events were experienced and interpreted. Challenging experiences that occurred in a safe and reinforcing context were related to higher levels of complexity. For example, events in which individuals were encouraged to practice novel roles or lifestyles from a secure position were associated with RR and DD self structures. In contrast, similar events which were experienced in an unstable or uncertain setting were associated with MM self structure. This research contributes to the body of knowledge which deals with the complexity of the self and the kind of life history which has the potential to encourage its development. It delineates the variety of possibilities with which young adults construct their selves, and in addition points to the types of experiences associated with sophisticated forms of self construal.

Engagement with otherness: Adolescent identity development and the prevention of racism

Marsha D Walton (Rhodes College)

Christopher G Wetzel (Rhodes College)

The development in adolescence of valued relationships with others who are different from the self supports the psychological and relational work required to make identity commitments. In this paper, we describe a process by which engagement with a valued other results in a mature identity commitment, or in one of six other identity outcomes, depending on the available psychological resources and the relational context. The model is illustrated with an example of white racial identity, with each non-optimal path leading to one of six different types of racism: hostile bigotry, ambivalent or aversive racism, color-blind racism, pity-based paternalism, fear-based racism, and apathetic disengagement.

3:15-4:30 PL02 Plenary Session 2: Giedd Ballroom

The teen brain: Insights from neuroimaging

Jay N Giedd (National Institute of Mental Health)

Few parents of a teenager are surprised to hear that the brain of a 16 year old is different than the brain of an 8 year old. Yet to pin down these differences in a rigorous scientific way has been elusive. Magnetic resonance imaging, with the capacity to provide exquisitely accurate quantifications of brain anatomy and physiology without the use of ionizing radiation, has launched a new era of adolescent neuroscience. At the Child Psychiatry Branch of the National Institute of Mental Health we have been combining MRI with genetics and psychological evaluations in a longitudinal study designed to explore brain development in health and illness. As of 2008 we have acquired approximately 6000 scans from

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2000 subjects. About half of the participants are from clinical populations such as ADHD, Autism, or Childhood-onset Schizophrenia and half are typically developing. From ages 3 to 30 years there is a general pattern of childhood peaks of gray matter followed by adolescent declines, functional and structural increases in connectivity and integrative processing, and a changing balance between limbic/subcortical and frontal lobe functions which extends well into young adulthood. Although over interpretation and premature application of neuroimaging findings for diagnostic purposes remains a risk, converging data from multiple imaging modalities is beginning to elucidate the implications of these brain changes on cognition, emotion, and behavior. Adolescence is a time of particularly dynamic anatomic and physiologic change in the brain. It is also a time of peak onset for the emergence of several classes of neuropsychiatric illnesses including anxiety, bipolar disorder, depression, psychosis, eating disorders, and substance abuse. Understanding the timing, mechanisms, and influences on adolescent brain development may help illuminate the path toward effective interventions in pathology and the optimization of healthy maturation.

4:45-6:00 SY04 Symposium Session 4: Ballroom

Adolescent meaning making: Creative engagement and the expanding cultural universe

Organizers: Anna M Kindler & Constance Milbrath (University of British Columbia)

Discussant: Constance Milbrath (University of British Columbia)

Psychologists such as Erikson, Freud and Piaget have all considered features of adolescence from their three distinct theoretical perspectives. What emerges from their combined efforts is the portrait of a period in human life when the individual discovers his/her capacity to grapple in earnest with life-path possibilities, sexual identities, and personal and social commitments. Piaget identified the emergence of hypothetico-deductive thought as critical to this process. The young adult is finally in a position to reflect on and play with grand ideas, and entertain visions of hypothetical political and social utopias. The intensity of this expansive period is expressed by various sorts of ideological infatuations, by the distinctive art forms that are consumed and created by and for adolescents, and by the unique adolescent culture that youth create through their styles of dress, body adornments, and more recently by their facility with and personification of the new digital technologies. All of these cultivate a sense of an adolescent sub culture as a "thing apart" and a hothouse for a social and aesthetic avant-garde writ large.

This symposium explores the blossoming of adolescents' abilities to engage with the arts and technology. The first presenters, Goldstein and Winner explore adolescents' emotional engagement as audience and actors in theatre settings. Adolescents' responses to an adolescent production of "West Side Story" demonstrate their ability to react with intense empathy to relevant dramatic tragedy. In a second study, the focus is on adolescent actors. Surprisingly these youth were not more empathetic than matched controls, but they were significantly more skilled in perceiving or "reading" the emotions of others. A second group of presentations focus on the visual arts. Trautner and Domanski present data from a study that compares children's and adolescents' evaluations and reasoning about paintings, examining in particular how the artist-picture and picture-referent links are considered. The study demonstrates the cognitive shift described by Piaget for adolescents that allows a youth to decenter and respond to artworks from a broader perspective; one from which the quality of the work as independent from the subject depicted and the mood conveyed as independent from the painter's or viewer's mood is appreciated. Kindler, Pariser and van den Berg build on their past research demonstrating cultural and age differences in preferences for different genres of visual representation. They present an analysis of the responses of adolescents from different countries to drawings by their peers. In particular, they examine whether or not the tendencies of adolescents to transgress established conventions observed in other domains (e.g.,

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social conventions, Smetana, 1995), is also evident in the aesthetic domain. The final presenter, Bernard Darras, takes up the contemporary issue of portable technologies that facilitate creative, social, and cultural engagement and their impact on adolescent life. Of particular interest is the manner in which adolescents have incorporated machines as corporal extensions and how youth perceive and accept (or not) these technologies as part of their lives.

Engendering empathy: Lessons from adolescent theatre performers and audience members

Thalia R. Goldstein (Boston College)

Ellen Winner (Boston College)

Adolescent drawing preferences: Transgressive or docile tastes around the globe

Anna M Kindler (University of British Columbia)

David A Pariser (Concordia University)

Axel van den Berg (McGill University)

Aesthetic properties of a painting and characteristics of the artist in children's and adolescents' reasoning about the artist-picture-link

Hanns M Trautner (University of Wuppertal)

Katharina Domanski (University of Wuppertal)

Young humans and their machines: A semiotic and constructivist approach to digital culture

Bernard Darras (Université Paris 1 Panthéon-Sorbonne)

Sarah Belkhamza (Université Paris 1 Panthéon-Sorbonne)

4:45-6:00 SY05 Symposium Session 5 Pilot

On the contested legacy and continuing relevance of psychological structuralism

Organizer: Susan Mayer (Brandeis University)

Discussant: Henri Lehalle (Université Paul Valéry, Montpellier III)

The three papers in this panel revisit Piaget's structuralist ambitions in relation to neglected dimensions of normative concern as well as current developments in a number of related fields. Each paper looks to the continuing relevance of several of Piaget's organizing commitments, in particular to Piaget's interest in placing biological realities into relation with moral claims.

In the first paper, Zachary Stein maintains that the project of formulating the comprehensive developmental structuralism Piaget sought remains as valuable as it does challenging. Stein couches the attendant difficulties in terms of three broad meta-disciplinary categories – the natural, the normal, and the normative – and argues that a comprehensive developmental structuralism must address phenomena from each category. To demonstrate the difficulties, Stein reviews several Post-Piagetian approaches to developmental structuralism that focus on each category: 1) dynamic systems approaches, which tackle the natural; 2) approaches that outline the development of skills, concepts, and other capabilities such as language, which tackle the normal; 3) forms of developmental epistemology and critical social theory, which address the normative. Stein ultimately finds the problems of a comprehensive developmental structuralism tractable, with speculative solutions not far from Piaget's original vision.

In the second paper, Michael Connell and Susan Mayer seek to reclaim a related set of structuralist commitments as a means of moving past the fragmentation and entrenchment that currently pervade the field of educational research. As examples, Connell and Mayer consider the theoretical import of two current educational constructs, executive function and Vygotsky's zone of proximal development, in relation to Stein's three analytic perspectives. Connell and Mayer propose that investing in all three areas

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of concern can encourage educators to generate more broadly grounded, and therefore more broadly relevant, analytic frames – leading, in turn, to more significant educational findings and theory.

In the third paper, Michel Ferrari explores recent efforts by authors like Evan Thompson (2007) and Marc Johnson (2007) to integrate phenomenology and neuroscience in ways that not only provide accurate knowledge of external reality, but also of personal meaning within networks of culturally generated meanings that ultimately transcend us. Ferrari proposes: 1) that we can enrich our understanding of both micro- and macro-development of consciousness as a biological phenomenon and as personal meaning by integrating neo-structuralist insights into efforts to naturalize phenomenology; and 2) that such personal conscious development constitutes what is commonly called wisdom.

Problems of a comprehensive developmental structuralism: The natural, the normal, and the normative

Zachary Stein (Harvard University)

Structuralist sensibilities in the educational domain

Michael W Connell (Independent Scholar)

Susan Mayer (Brandeis University)

The science of consciousness: In pursuit of embodied minds and personal wisdom

Michel Ferrari (OISE/University of Toronto)

4:45-6:00 SY06 Symposium Session 6Leduc

Individual and cultural perceptions of self through time: Associations with adolescent depression and suicide

Organizer: Jonathan Bruce Santo (Concordia University)

Discussant: Cynthia Lightfoot (Pennsylvania State University)

The four papers that comprise this cross-national symposium are concerned with understanding the extent and variability in adolescents' sense of personal continuity. Whereas there have been several different approaches to examining adolescents' understanding of themselves, a number of questions remain, particularly regarding the continuity of the self across time. Four papers with distinct approaches in the proposed symposium all attempt to better elucidate what forms an adolescent's sense of self-continuity and how this construct is associated to mental health at the individual and the community levels.

The first paper examines the associations between adolescent self-esteem and self-representation through time. A sample of early adolescents in grade 5 and 6 in Montreal, Canada using open-ended questions served to examine how participants saw themselves changing from past to present and from present to future. The content and consistency of adolescents' perceptions of self over time in specific areas of competence (social, athletic, and academic domains) were associated with peer-rated depression.

The second paper focuses the same sample of participants in the previous study. This study examined the role that adolescents' understanding of their personal continuity had on the relationship between depression and victimization. Using multi-level modeling, the authors explored how the association between victimization and depression changed over time and how having a strategy for personal continuity moderated this association.

The last two papers report on a community level approach to the study of First Nations youth in the Canadian province of British Columbia. The authors explore the associations between indigenous language preservation efforts, and youth health outcomes, including assembled youth injury rates, youth

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suicide and school dropout rates within a framework of adolescents' sense of personal continuity. Only a small proportion of Canadian Aboriginal youth learn an Indigenous mother tongue, seriously endangering the long-term survival of such languages beyond one or two more generations. The papers examine the role of organized attempts to support youth in acquiring competence in their "Native" language and constructing personal and cultural identity.

These studies reveal the dynamic role of personal continuity and the functional significance of studying this topic using a variety of measures, outcomes and contexts. Moreover, each of these studies supports the argument that adolescents' individual and cultural concepts of self over time are critically associated with their mental health.

The self through time: associations between perceptions of competence in self-definitive domains and pre-adolescent depression

Holly E Recchia (Concordia University)

Alexa Martin (Concordia University)

Felicia A Meyer (Concordia University)

Strategies for personal persistence moderate the association between peer victimization and depression

Jonathan Bruce Santo (Concordia University)

Alexa Martin (Concordia University)

William M Bukowski (Concordia University)

Language preservation & cultural continuity among First Nations youth: Overview and theoretical foundations

Michael J Chandler (University of British Columbia)

Language preservation & cultural continuity among First Nations youth: Measures and outcomes

Christopher E Lalonde (University of Victoria)

4:45-6:00 PS05 Paper Session 5.....Morrice

Early Social Development

Chair: Ulrich Müller (University of Victoria)

Children's perceived feelings of self-worth and self-knowledge

Sandra Bosacki (Brock University)

Kristin Lagattuta (University of California, Davis)

Larry Nucci (University of California, Berkeley)

This study explored individual differences among children's perceptions of self and their self-knowledge. Fifty-nine children (ages 3-7) participated in a puppet interview to assess three components of self-knowledge (self-control, self acceptance, and uniqueness/distinctiveness). Results revealed that, compared to boys, girls scored higher on self-acceptance, and had higher self-coherency scores. Older children also scored higher on self-coherency. Results suggest that gender and age play a role in the development of children's self-knowledge. Possible explanations and educational implications of gender and age differences in children's self-knowledge are discussed.

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The impacts of social interaction on inhibitory control in 3- to 5-year-old Singaporean children

Li Qu (Nanyang Technological University)

Kassim Khairiyah Binte (Nanyang Technological University)

Ismail Nur Izyan Binte (Nanyang Technological University)

Rachel Lim Sim Ping (Nanyang Technological University)

Wee Sim Li (Nanyang Technological University)

The current study investigated whether social interaction influences inhibitory control in 3- to 5-year-old Singaporean children. Social interaction between the child and another person was manipulated in three versions of a modified Less-is-more task. In this task, in order to obtain big rewards, the child has to point to the box with small rewards, because s/he gets the treats from the box that s/he has not pointed to. In the self version, the child plays alone. In the competition version, the child plays with a competitor, and the competitor will get the treats from the box that the child points to. In the cooperation version, the child plays with a cooperator, and they two will share the treats. A between-subject design was used. Additionally, all children were given a language task, a working memory task, two Theory of mind tasks, and an executive function task. Preliminary analysis (N = 27) showed that compared to the other versions, in the cooperation version, children's inhibitory control, inhibition span, and their ability to detect and correct errors decreased, though their performances in other tasks were similar. This was possibly due to the extra effort of monitoring the cooperator and the lack of motivation as a result of sharing the treats with the cooperator.

Development of affective decision-making for self and other: Comparison of European Canadian, Chinese Canadian, mainland Chinese, and Hong Kong Chinese preschoolers

Li Qu (Nanyang Technological University)

Philip David Zelazo (University of Minnesota)

Li Hong (Southwest University)

Angela Prencipe (University of Toronto)

Culture has an impact on the development of cool executive function and theory of mind in early childhood. The current study investigated the impact of culture on hot executive function, in particular affective decision making for self and others using two versions of the delay of gratification task, in 3- to 5-year-old European Canadian, Chinese Canadian, mainland Chinese (Study 1), 2.5-year-old mainland Chinese (Study 2), and 3- to 5-year-old Hong Kong Chinese children. Results have shown that 1) when playing for self, Chinese children more often chose to delay whereas European Canadian children more often chose to consume treats immediately; 2) mainland Chinese 3-year-olds, Chinese Canadian 4-year-olds, and Hong Kong Chinese 4-year-olds delayed more for themselves than for others; and 3) the decision-making styles of Chinese Canadian and Hong Kong Chinese children were similar to those of European Canadian children and mainland Chinese children.

Cognitive requirements for the reversal of ambiguous figures

Jay Kosegarten (Long Island University)

Gary Kose (Long Island University)

This study investigates children's ability to see reversals in meaning of ambiguous figures. Studies have shown that four-year-olds do not readily see alternative interpretations, even when pointed out to them (Gopnik & Rosati, *Developmental Science*, 2001, 4 (2), 175-183; Doherty & Wimmer, *Cognitive Dev.* 2005, 20, 407-421). It has been suggested that the ability to see reversals may emerge with children's developing theory of mind. Alternatively, it is argued that seeing reversals may be more closely tied to establishing propositional attitudes towards such images. The present study examined preschool children's

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ability to see reversals, solve false belief tasks, and to establish propositional attitudes in counterfactual reasoning tasks. The results are discussed in terms changes in performance across the tasks and the inter-relationship between the tasks.

4:45-6:00 PS06 Paper Session 6..... Cullen

Emotional Development

Chair: Kristin Neff (University of Texas at Austin)

Teachers as socializers of adolescent emotional competence: A Relational Model

Katherine Kitzmann (University of Memphis)

Gilbert Parra (University of Memphis)

Yeh Hsueh (University of Memphis)

Teachers play a critical role in socialization during adolescents' transition to adulthood. Most research to date has focused on teacher socialization in terms of the effects of classroom management on students' conduct and school-related attitudes such as motivation for academic success. Here, we focus on teachers as socializers of adolescents' emotional competence, including their ability to understand emotions, express emotions, and show emotional self-regulation. Like parents, teachers are thought to influence students' emotional competence through their own patterns of emotional expression, their reactions to students' emotions, and discussions with students about emotion. However, in contrast to research on emotion socialization by parents of adolescents, very little research has been conducted on teachers as socializers of emotion competence in this age group. In the current paper we (a) examine evidence of the importance of teachers as socializing agents in adolescence; (b) discuss the salience of adolescent emotional competence in school settings; (c) present a new conceptual model of teachers' influence as emotion socialization agents in adolescence; (d) suggest avenues for future research in this area.

Self-compassion among adolescents and young adults

Kristin D. Neff (University of Texas at Austin)

Over the past few years there has been increasing interest in the construct of self-compassion, an adaptive way of relating to oneself when considering personal inadequacies or difficult life circumstances. Most research on self-compassion has been conducted using the Self-Compassion Scale (Neff, 2003), and prior research has only examined self-compassion among adults. This paper will present results from a study of self-compassion among adolescents (N = 235; M age = 15.2), which also included a sample of young adults as a comparison group (N = 287; M age = 21.1). Our research goals were to explore whether self-compassion is as strongly related to mental health among teens as has been previously shown among adults, and to identify possible contributors to the development of self-compassion (or the lack thereof). The Self-Compassion Scale was found to reliable for adolescent participants. Results indicated that self-compassion was strongly associated with emotional well-being among teens – less depression and anxiety as well as increased feelings of social connectedness. Findings also suggest that the personal fable, maternal criticism, family relationship problems, social validation, and attachment security contribute to individual variation in self-compassion levels.

Emotion and cognition: A Piagetian synthesis

Ernest G Jackson (Unaffiliated Scholar)

I propose to treat the topic of emotion from a Piagetian point of view. I will deal with emotion as it is generally thought of, that is, with anger, fear, joy, guilt, etc. Emotions originate with innately organized schemas that undergo development through Piaget's well known stages. Emotions in the first stage, the

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Sensorimotor Stage are the basic emotions of fear, anger, joy disgust, sadness, and surprise. The emotional responses are assembled to include autonomic responses, facial expression and some instrumental responses. I then trace the development of emotions into the next stage, the Preoperational stage where some new emotions appear, the Self-conscious Emotions of pride, embarrassment, shame and guilt. I analyze how these new emotions are derived from the Sensorimotor emotions and what are their new characteristics. The Concrete and the Formal Operational stages bring new features of reversibility, reciprocity and negation to emotions as they become embedded in moral systems. Emotion regulation is seen to be a part of the equilibration process. When an emotion occurs it is an indication of disequilibrium, not a cause, and the particular emotion tells something about the psychic structure of the person.

Seeing red: Associations between neural correlates of visual processing, externalizing behavior, and emotion regulation in school-aged children

Rebecca M Todd (University of Toronto)

Marc D Lewis (University of Toronto)

Connie Lamm (University of Toronto)

Personality can filter one's vision of the world, as individual differences in emotion regulation style have been linked to differences in perceptual processing. The goal of the present study was to use event-related potentials (ERPs) to investigate links between cortical activity associated with visual processing, externalizing behavior, and the capacity for effortful control in late childhood. Participants were 45 children referred for externalizing behavior problems and 49 age-matched controls, 8 to 12 years of age. EEG was collected while children performed a challenging 3-block Go/Nogo task requiring them to inhibit a prepotent response. Temperament questionnaires were also administered. The P1, an early occipital ERP component associated with early visual processing, was measured in correct Go trials. As a group, aggressive children showed longer P1 latencies than controls, suggesting that slower visual processing was associated with externalizing behavior. Among the antisocial children, lower effortful control scores predicted lower amplitude P1s, indicating that low regulatory capacity is linked to reduced cortical activity implicated in visual processing in externalizing children. Such patterns of slower or reduced processing may render children less sensitive to environmental cues, and may perpetuate patterns of perception and response that can lead to ongoing social problems.

Assessing emotion: Current methodological issues

Tracy G Cassels (University of British Columbia)

This theoretical paper focuses on the methodological issues surrounding the assessment of affective processes and abilities, with an emphasis on work done with adolescents. Such a review is warranted given the lack of standardized measures to assess for these abilities coupled with a wide range of equivocal findings based on the use of varied measures. Of particular concern is how methodological factors may be influencing results leading to erroneous conclusions. For example, research on aggression and the role of empathy in childhood and adolescence is equivocal, but there are also a plethora of measures being utilized to assess empathy (Lovett & Scheffield, 2007). Furthermore, too many studies failed to examine the cognitive and affective components of empathy separately, potentially leading to non-significant results when, in fact, an effect is present. Future directions are outlined with a call to researchers to develop a coherent and standardized set of tools to assess these abilities. One potential solution, currently being implemented in the author's research, is briefly discussed.

Poster Session 1

Posters will be available for viewing all day, authors will be present only during this session

1. *Classification: Spanish tasks of free lexical decision*
Dora Elizabeth Granados Ramos (Universidad Veracruzana)
Gabriela Romero Esquiliano (Universidad Autónoma Metropolitana Xochimilco)
Víctor Manuel Alcaraz Romero (Universidad Veracruzana)
Regina María Martínez Aguirre (Universidad Veracruzana)
Anet Amanda Olivera Ventura (Universidad Veracruzana)
Luis Alfonso Uresti Cabrera (Universidad Veracruzana)
2. *The imaginary audience, peer influence, and encouraged risks*
James R Wallace (St. Lawrence University)
Jill M Callahan (St. Lawrence University)
3. *Does a Dutch national identity exist?: A study of Dutch children and adolescents*
Louis Oppenheimer (Universiteit van Amsterdam)
4. *Second shift dad? Adolescents' social reasoning about parental roles*
Stefanie Sinno (Muhlenberg College)
5. *Children's and adolescents' understanding of the conflicts between their own and their friends' desires*
Masha Komolova (University of Utah)
Cecilia Wainryb (University of Utah)
6. *Adolescent drinking in Tanzania*
Masalakulangwa Mabula (Hubert Kairuki Memorial University)
Gwen B Fischer (Hiram College)
7. *Adolescents' Stroop performance and concurrent event-related potentials are affected by their sleep cycles: Implications for learning and optimal functioning in school*
Bryna Prubant (Carleton University)
Amedeo D'Angiulli (Carleton University)
8. *Developmental changes in brain mechanisms underlying cooperation and competition in adolescence*
W van den Bos (Leiden University)
E van Dijk (Leiden University)
P M van Westenberg (Leiden University)
E A Crone (Leiden University)
9. *Multi-rater perspectives of academic achievement relate to perception of self-continuity in early adolescence*
Alexa Martin-Storey (Concordia University)
10. *Sex, estrogen, and developmental changes in visuo-spatial working memory*
Lena Ficco (University of Massachusetts)
Matthew C Davidson (University of Massachusetts)
Lindsay G Malony (University of Massachusetts)
Simran Sodhi (University of Massachusetts)

Friday—P.M.

11. *Exploratory study of the motivations of pregnant adolescents who choose to pursue their pregnancy and their mother-daughter attachment relationship*
Martine Desjardins (Université du Québec à Montréal)
12. *The relation between peer victimization and depression in adolescence: Does parent support matter?*
Tracy Desjardins (University of Victoria)
Bonnie J Leadbeater (University of Victoria)
13. *Socio-structural and co-construcionist perspectives on adolescent friendships*
António J Santos (UIPCDE, ISPA)
Filipe Madeira (UIPCDE, ISPA)
Orlando Santos (UIPCDE, ISPA)
14. *The development of epistemic agency in adolescents*
Sehar Mahmood (Clark University)
Rachel Joffe Falmagne (Clark University)
15. *Effects of a workshop upon adolescent's creativity*
Maria Judith Sucupira da Costa Lins (Universidade Federal do Rio de Janeiro)
Edson Seiti Miyata (Universidade Federal do Rio de Janeiro)
16. *Students' narratives of identity—but what kinds of identity are performed?*
Sehar Mahmood (Clark University)
Vera Lier (Clark University)
Lukas Parkin (Clark University)
Michael Bamberg (Clark University)
17. *Life stories of Orthodox Jews and how they balance religious commitment with identity formation during adolescence*
Israel M Gross (University of Chicago)
Henry J Roth (University of Chicago)
18. *The relationship between pragmatic language, peer relations, and socioemotional functioning in high-functioning children and adolescents with autism spectrum disorders*
Laura Goodman (Queen's University)
Kathleen B Gamble (Queen's University)
Elizabeth Kelley (Queen's University)
19. *Social cognitive correlates of prosocial behaviour in young children with and without autism*
Laura O'Connell (Queen's University)
Kristen Dunfield (Queen's University)
Vanessa Reinhardt (Queen's University)
Laura Goodman (Queen's University)
Valerie Kuhlmeier (Queen's University)
20. *Supporting self determination for persons with intellectual disabilities: Finding the link between home and school*
Shannahn McInnis (McGill University)

Friday—P.M.

21. *The pattern completion task: A new measure of abstraction and flexible thinking in preschool children*
Joanna Bennett (University of Victoria)
Ulrich Mueller (University of Victoria)
22. *Slightly Dead: Exploring death concept among children and young adults in Brazil*
Maira Monteiro Roazzi (University of Pittsburgh)
Paul Harris (Harvard University)
Antonio Roazzi (Universidade Federal de Pernambuco)
Maria da Graca B B Dias (Universidade Federal de Pernambuco)
23. *Is autonomy a universal value?*
Helena Marchand (University of Lisbon)
24. *Intentional and unintentional injuries: A narrative analysis*
Jessica P Flores (University of British Columbia)
25. *Short and long-term stability of children's self-image in the primary school setting*
Sofia Hue (Université Victor Segalen – Bordeaux 2)
26. *Towards alleviating poverty and street children syndrome in Nigeria: Challenges and opportunities*
Adeshina Abideen Olojede (University of Ibadan)
27. *Multi-Cultural Canada: Settlement of immigrant youth*
Farah Jindani (University of Toronto)
28. *Stereotypes and judgments regarding cultures in conflict: Jewish and Arab-American adolescents' intergroup attitudes*
Alaina Brenick (University of Maryland)
Aimee Mayer (University of Maryland)
29. *Navigating multiple cultural worlds: Developing bicultural competencies*
Elizabeth Pufall (Tufts University)
Jayanthi Mistry (Tufts University)
30. *Mary draws with a distinctive style yet her drawings are typical of 4 year-olds: Reflecting on a dynamic relation of individual and normative development*
Peter B Pufall (Smith College)
Allyson Einbinder (Smith College)
Michelle Steiner (Smith College)
Sandy Yu (Smith College)
31. *Examining personal drawing styles: A longitudinal study of profiling*
Peter B Pufall (Smith College)
Jennifer Chain (Smith College)
Tiffany Tseng (Smith College)
32. *Implicit leadership theory in adolescents: Can we learn from their drawings?*
Saba Ayman-Nolley (Northeastern Illinois University)
Roya Ayman (Illinois Institute of Technology)

Friday—P.M.

33. *Children's attributions of fault for sibling conflicts: Social and cognitive correlates*
Holly E Recchia (Concordia University)
Jessica Hawkins (Concordia University)
Nina Howe (Concordia University)
34. *Psychological correlates of the impostor phenomenon and social comparison mechanisms*
Marie-Hélène Chayer (Université du Québec à Montréal)
Thérèse Bouffard (Université du Québec à Montréal)
Fanny Cottin (Université du Québec à Montréal)
Émilie Sarraat-Vézina (Université du Québec à Montréal)
35. *Adolescent's attribution of intentions and fairness judgments in ambiguous interracial peer exchanges*
Megan Clark Kelly (University of Maryland)
Melanie Killen (University of Maryland)
36. *Preadolescents' understandings of mental and emotional worlds of self and other*
Sandra Bosacki (Brock University)
37. *College students' reasoning about consent and gender in cultural practices*
Clare Conry-Murray (University of Rochester)
Adam G Kay (Arizona State University)
38. *Gender differences in the construction of hope: A longitudinal study of self-perception within adolescent-parent relational contexts*
William F McMullen (Boston University)
39. *Stability and continuity of parents' and adolescents' reports of parenting at 14 and 18 years*
Marc H Bornstein (National Institute of Child Health and Human Development)
Charlene Hendricks (National Institute of Child Health and Human Development)
Erin T Barker (Beloit College)
40. *Adolescent mothers of 5-month infants: An observational study of parenting*
Yoonjung Park (National Institute of Child Health and Human Development)
Joan T D Suwalsky (National Institute of Child Health and Human Development)
Marc H Bornstein (National Institute of Child Health and Human Development)
41. *Sibling relationship quality and sibling teaching interactions: A four year longitudinal study*
Nina Howe (Concordia University)
42. *Adolescent girls learn about the importance of being "hot:" The role of dress, media and peers*
Jessica H Greenstone (Tufts University)
43. *Solitude: The benefits of preferring to be alone for shy emerging adults*
Felicia Tan (Brock University)
Linda Rose-Krasnor (Brock University)
44. *Links between maternal autonomy support and child temperament*
Célia Matte-Gagné (Université de Montréal)
Natasha Whipple (Université de Montréal)
45. *L'évolution du couple: de la symétrie à la complémentarité*
Richard Hould (Université du Québec à Trois-Rivières)

Friday—P.M.

6:30-7:30 REC1 President's ReceptionFoyer

President's Reception (all welcome) — sponsored by Taylor & Francis

Saturday—A.M.

9:00-10:30 SY07 Symposium Session 7 Ballroom

Development and socialization of adolescent's moral competencies

Organizer: Tina Malti (Harvard University)

Organizer: Michaela Gummerum (University of Plymouth)

Discussant: Larry Nucci (University of California, Berkeley)

The contributions of the symposium are investigating the single and conjoint role of development and socialization in the genesis of inter-individual differences in adolescent's moral competencies. Against this background, the first presentation investigates how adolescents' meta-cognitive understanding of moral beliefs longitudinally contributes to a coordination process between moral emotions and moral judgment. The study shows that moral emotions are longitudinally related to certainty in moral judgment, and changes in adolescent's meta-cognitive understanding of moral beliefs contribute to this coordination process. The second presentation focuses on the development and socialization of moral motivation in representative samples of adolescents and young adults. The findings reveal no overall developmental differences in moral motivation. However interactions between development and socialization in the family and peer-context contribute to level of moral motivation. The third presentation studies the development of adolescent's moral reasoning in a cross-cultural context. The findings of this longitudinal study show that culture impacts moral reasoning in middle and late adolescence, but not in early adolescence. The last presentation examines how adolescents in Iceland and China reason about close friendship and parent-child-relationship. The findings show cultural and context differences in how adolescents decide and judge in different types of moral dilemmas. Overall, the proposed symposium makes an important contribution to the question how development and socialization contribute to inter-individual differences in adolescent's moral competencies and emerging moral identity.

"It can't be right what feels wrong"—the coordination of moral emotion expectancies and moral judgment in adolescence

Tobias Krettenauer (Wilfried Laurier University)

The socialization of moral motivation

Tina Malti (Harvard University)

Marlis Buchmann (University of Zurich)

Adolescents' moral reasoning and moral self in cross-cultural perspective

Michaela Gummerum (University of Plymouth)

Monika Keller (Max Planck Institute for Human Development)

Wolfgang Edelstein (Max Planck Institute for Human Development)

Fu-Xi Fang (Chinese Academy of Science)

Ge Fang (Chinese Academy of Science)

Adolescents' self in relationship: A cross-cultural perspective

Monika Keller (Max Planck Institute for Human Development)

Fu-Xi Fang (Chinese Academy of Science)

Wolfgang Edelstein (Max Planck Institute for Human Development)

9:00-10:30 SY08 Symposium Session 8 Pilot

Stage performance across a number of domains using the model of hierarchical complexity

Organizer: Michael Lamport Commons (Harvard University)

Saturday—A.M.

The study of stage of development is applicable to all domains. In this symposium, we bring together several related efforts that demonstrate how individuals' understanding may be determined by their stage of development, as defined by the Model of Hierarchical Complexity (MHC) of tasks. The MHC is a mathematical-developmental framework explaining different stages of development based on the highest order of hierarchical complexity of a task completed with any content or cross-cultural setting. Task complexity as determined by the MHC is based on how information is organized, rather than on content. A large number of instruments presented here are used to measure development in various domains. Instruments do not require norming because the stages are absolute. The participants' choice of response-item indicates the stage of developmental reasoning complexity as shown in a Rasch Analysis. This symposium will provide a comparison of Post Piagetian models, stages, and levels. It will also answer the questions: How does having such a low nominal stage behavior as language make possible the development of higher stage thinking? Why is it necessary for higher stage thinking that excludes chimpanzees and all other animals? The answer explains why no animal other than humans achieve the abstract stage and beyond. The last two papers present data showing the effectiveness of the MHC for accounting various stages of moral and mathematical reasoning. The Rasch scores for items were regressed upon the order of hierarchical complexity of the items showing how well those orders predicted the Rasch stage scores. The r 's were as high as .998.

A comparison of post Piagetian models, stages, and levels

Michael Lampert Commons (Harvard University)

Why the abstract stage is not reached in Chimps or other primates

Patrice Marie Miller (Harvard University)

The effectiveness of the Model of Hierarchical Complexity in accounting for various moral measures

Ean Stuart Bett (Harvard Extension School)

Carrie Melissa Ost (Dare Institute)

James Meredith Day (Université Catholique de Louvain)

Terri Lee Robinett (Dare Institute)

The effectiveness of the Model of Hierarchical Complexity in accounting for performance on mathematical stage instruments

Andrew Richardson (Harvard University)

Istabraq M Ali (University of Baghdad)

9:00-10:30 SY09 Symposium Session 9Leduc

Between I and Thou: Developing curriculum through a pedagogy of relation

Organizer: Elizabeth Cavicchi (MIT)

Discussant: William Shorr (Wheelock College)

Curriculum accompanies teacher and students in classrooms. It can function in many ways. Curriculum can be a barrier to, or a conduit for, transmission; it can be treated as irrelevant and ignored; it can provoke curiosity about the subject matter. In each case, curriculum differently affects the relationship between teacher and student. Curriculum viewed as barrier or conduit puts teacher opposite student. Irrelevant curriculum leaves teacher and student alone, even isolated. Provocative curriculum brings teacher and student to interact with it and each other.

Saturday—A.M.

Observing that curriculum interlinks teacher and student, philosopher David Hawkins characterized education as a relation among three equal but distinct parts. In his 1967 essay – “I, Thou, and It” – Hawkins reflected on this pedagogical relation by adapting the relational analysis of Martin Buber’s 1923 treatise *I and Thou*. Representing teacher by “I”, student by “Thou”, and curriculum by “It”, Hawkins illustrated how a student’s curiosity about “It” (Thou-It) activates a teacher to expand the “It” (I-It) as part of responding to the student (I-Thou). Through cycles of relational response among all three, “I” and “Thou” develop in understanding and participation, while the “It” develops in extent and connectedness.

Targeting the pedagogical relation as in need of reform, theorists such as Nel Noddings typically reconstruct it by omitting the third part, curriculum. They do this out of a conviction that curriculum is inseparable from politics of dominance and cannot partake in fair relations. So, they leave curriculum aside in the pursuit of relationships with students (I-Thou).

To demonstrate how development of all three (I, Thou, It) is possible only when curriculum is a full partner in the pedagogical relation, this symposium presents perspectives from classroom observations, theoretical analysis, and teacher education. This session begins with a summary of Hawkins’ essay “I, Thou, and It”. Cavicchi and McDonnell describe their students’ explorations of magnets and sprouting seeds, illustrating development in the three-way relation. The two teachers research these classroom experiences using the methodology of critical exploration that Eleanor Duckworth adapted from the clinical interviewing of Jean Piaget and Bärbel Inhelder and the experimental teaching of the 1960s Elementary Science Study. Stillwaggon’s theoretical discussion suggests a model of relation that captures the significance Hawkins attributes to curriculum while accounting for his differences with those who advocate a dualistic pedagogical relation. Discussant Carol Rodgers responds to these presentations with reflections on teacher education and opens the discussion to audience participation.

Exploring magnets – developing relationships among teacher, student, and evolving curriculum
Elizabeth Cavicchi (MIT)

Teaching as transitioning from “I-It” to “I-Thou” relationships, learners, teachers and the world
Fiona McDonnell (Rivier College)

Reconsidering the relational triangle
James Stillwaggon (Iona College)

9:00-10:30 SY10 Symposium Session 10.....Morrice

Adolescent problem behavior: Diverging pathways

Organizer: Patrick B Johnson (Dowling College)

Organizer: Helen L Johnson (Queens College)

Discussant: Lawrence Gaines, (Vanderbilt University)

Research on adolescent development has highlighted adolescents’ involvement in various problem behaviors including substance use, early sexual activity, and associated psychological disorders such as conduct and attention deficit/hyperactivity. Much of the early research in the area highlighted the fact that often these problems co-occurred in the same adolescents. But not all adolescents who engage in single or multiple problem behaviors suffer long-term consequences. Identifying the variables that differentiate “normative” adolescent problem behavior from behaviors that predict serious long-term consequences has become a central research focus. This symposium will consider three significant areas of adolescent problem behaviors: mental health including attention deficit/hyperactivity, adolescent sexual activity, and adolescent substance use. Presentations in each of these areas will emphasize the diverging pathways

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that emerge among adolescents who initiate similar problem behaviors but experience substantially different long-term consequences, and the possible factors that underlie such divergence. The symposium will also consider the implications of these diverging pathways for prevention efforts with adolescent problem behavior, focusing on the importance of social interactions and social cognitions.

Adolescent attention deficit disorder: A developmental lag perspective

Micheline Malow-Iroff (Manhattanville College)

The impact of parent-child communication on adolescent sexual activity

Janet Heller (Bronx Community College)

Adolescent substance use: A social-cognitive perspective

Patrick B Johnson (Dowling College)

Preventing adolescent problem behaviors: A developmental perspective on diverging pathways

Helen L Johnson (Queens College)

9:00-10:30 PS07 Paper Session 7.....Cullen

Adolescent social interactions: Peers, parents, and partners

Chair: Constance Milbrath (University of British Columbia)

Dating and disclosure: Managing the boundaries of personal authority regarding middle adolescent romantic relationships

Christopher Daddis (Ohio State University)

Danielle Randolph (Ohio State University)

The investigation examined middle adolescents' management of information regarding their romantic relationships. One-hundred twenty-eight middle adolescents ($M = 14.84$) were asked to report the degree to which they disclosed information about their dating lives in three conceptually distinct domains: unsupervised activities/physical contact, personal information, and everyday activities. The first set of analyses examined differences in disclosure. As predicted, female adolescents disclosed more than male adolescents, adolescents disclosed more information to mothers than to fathers, and the extent of disclosure to each parent varied by domain of issue. Girls were most likely to disclose information about everyday activities and personal information to their mothers, and were least likely to tell their fathers about engagement in unsupervised activities. The second set of analyses explored the particular associations with disclosure in each domain of romantic relationships. While the degree of disclosure was found to be significantly associated with attachment to parents and to adolescents' social-cognitive beliefs regarding the issues, the associations varied by domain of issue. Results were discussed in terms of adolescents actively managing boundaries of legitimate authority by controlling information and knowledge as a healthy aspect of autonomy development.

Subjective and observer ratings of parent-adolescent interactions with first- and later-born children

Nicole Campione-Barr (University of Missouri)

Michael A Pasch (University of Missouri)

The present study examined observer and family member ratings of parent and adolescent support and involvement in interactions and investigated differences in these ratings for parent-first-born and parent-later-born interactions. We hypothesized that compared to first-born adolescents, later-born adolescents' interactions would be rated by the parent and observer more negatively. In addition, we

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hypothesized that later-born adolescents would rate their parents more negatively than first-borns as a sign of greater individuation from the family. To test this, we conducted a study of 118 families (mostly European-American and middle class) with early ($M = 12.77$ years, $SD = .48$) or middle ($M = 15.68$ years, $SD = .46$) adolescents and one of their parents. Half of the sample was comprised of first-born 7th and 10th graders, and half of the sample was comprised of later-born 7th and 10th graders. Subjective and observer measures consisted of 6 ratings for each interaction: parent rating self, parent rating adolescent, adolescent rating self, adolescent rating parent, observer rating parent, and observer rating self. Overall, findings suggest that observers rated the family members more positively than they rated themselves or each other. Also, parent-later-born interactions were generally less supportive and involved by all accounts than parent-first-born interactions.

Adolescent responses to parental rules: A social relational approach

C Melanie Parkin (University of Guelph)

Leon Kuczynski (University of Guelph)

The current study uses social relational theory to investigate adolescent's agency within the parent-child relationship. This qualitative study involves semi-structured interviews with 39 adolescents ranging from 13 to 18 years of age regarding their impression of parental rules and expectations in different contexts. Research questions addressed adolescents' perceptions of parental rules, responses to parental rules, and motivations for these responses. The data was analyzed using interpretive inductive methods. Adolescents described expectations as not being firm or absolute. Rather, teens described rules as flexible, and as applied on a case-by-case basis by parents who served as guides rather than authorities. In terms of responses, to rules in addition to compliance, and overt resistance, a variety of covert forms of resistance were described which were motivated by several factors, including protecting the parent-child relationship, as well as avoiding conflict. Throughout the interviews adolescent agency was apparent in terms of how adolescents reported thinking about and managing parental rules and expectations. Results will be discussed highlighting implications for current theory on parent-child relations as well as current clinical practice with adolescents and their parents.

Challenges and opportunities for adolescent girls: Relational aggression and the roles girls play

Dawn E Schrader (Cornell University)

Jess Matthews Duval (Cornell University)

Adolescent girls face many challenges in their search for identity and relationships. This paper reports results of three years of a longitudinal study of girls' relational aggression, looking at the roles girls play, especially the bystander roles, and what that means for their senses of self, morality, and relationships. We examine girls' own definitions of social and relational aggression, how they perceive the bully-victim-bystander dynamic, what influences this dynamic, what gets in the way of acting morally in the face of aggression, and how girls may develop and maintain self integrity despite the pressure of the desire for inclusion and friendship in adolescence. Through intensive interviews with girls in grades 5-11 who discuss definitions of and experiences with relational aggression, moral judgments of relationally aggressive situations in real and hypothetical scenarios, and metacognitive reflections, we examine roles girls play, emotions they report, reflective awareness of their judgments and actions, and the sense of themselves in both their relationships to others and their own sense of self. Our paper focuses specifically on the challenges that girls face in creating and maintaining their interpersonal relationships without sacrificing their integrity, and how the roles they play in relational aggression situations change and fluctuate both over time and in the moment of social conflict.

Saturday—A.M.

What happens when parents and nannies come from different cultures? Comparing the caregiving belief systems of nannies and their mother-employers

Helen M Davis (University of California, Los Angeles)

Patricia M Greenfield (University of California, Los Angeles)

Ana Flores (University of California, Los Angeles)

Goldie Salimkhan (University of California, Los Angeles)

Sandra Ascencio (University of California, Los Angeles)

In multicultural societies with working parents, large numbers of children have caregivers from more than one culture. We have investigated culturally-based differences in caregiving beliefs and practices between nannies and the mothers who employ them. For present purposes, our definition of culture is the presence of shared values. Our theoretical foundation is the concept of two developmental pathways, one more oriented toward the developmental goals of interdependence and intelligence in the service of social responsibility, the other more oriented toward the developmental goals of independence and cognitive development for its own sake. Our guiding hypothesis was that U.S.-born mother-employers and their immigrant nannies may have to negotiate and resolve conflicting childrearing strategies and developmental goals when sharing the care of the same children. Our second hypothesis was that socio-demographics would influence the cultural orientation of nannies and employers independently of ethnic background. We confirmed both hypotheses by means of a small-scale discourse-analytic study in which we interviewed a set of nannies and their mother-employers. We found six areas of tension or conflict in childrearing practices and beliefs; we also found that formal education may have as much impact as ethnicity in predicting differences in childrearing approaches.

10:45-12:00 PL03 Plenary Session 3 Ballroom

Constructing adolescent autonomy in family contexts

Judith Smetana (University of Rochester)

The development of autonomy is one of the most significant developmental tasks of adolescence. During the second decade of life, adolescents establish more mature relationships with parents, become more independent in their decision-making and actions, and construct new notions of right and wrong. Theoretical accounts of autonomy development have veered between discontinuity views stressing the importance of detachment from parents to views emphasizing continuity in relatedness to parents; most contemporary accounts focus on how autonomy is achieved through temporary perturbations and transformations in parent-adolescent relationships. In this talk, I discuss developmental transformations in adolescents' developing autonomy from a social-cognitive perspective. I will focus on adolescents' developing claims to personal jurisdiction in the family and how adolescents construct an understanding of self and personal jurisdiction as coordinated with concepts of parental authority, family rules, societal conventions, and moral concerns. I will propose that autonomy development is at least in part a "bottom-up" process, with adolescents pushing for and parents eventually granting adolescents more personal jurisdiction and control over aspects of their everyday lives. Recent research focusing on diverse samples of adolescents will be used to demonstrate how autonomy is negotiated in early and middle adolescence in the context of everyday conflicts and disagreements, as adolescents attempt to expand the boundaries of their personal jurisdiction. I will also discuss adolescents' more subversive ways of autonomy-seeking through secrecy and strategic nondisclosure of information about their activities to parents. The cultural contexts of autonomy development will be considered, and the implications of these processes for adolescents' wellbeing will be discussed.

Saturday—P.M.

12:00-12:30 MEM Member's Meeting Ballroom

Annual JPS Member's Meeting

All JPS members are encouraged to attend

1:30-2:45 SY11 Symposium Session 11 Ballroom

Moral development and emotional attributions: Examining the relations between empathy, moral identity, social-action, and moral reasoning

Organizers: Maximilian B Bibok, Sofia Meneres, Jeremy I M Carpendale (Simon Fraser University)

The aim of this symposium is to contribute toward an understanding of moral development by examining the empirical and theoretical relations between children's emotional attributions, moral identity, empathetic abilities, social-action, and moral reasoning. It has been consistently found that young children fail to integrate their moral reasoning, moral action and attributions of moral emotions, and that with development these domains become integrated. The age-related emotional attributional shift (Nunner-Winkler & Sodian, 1988) observed in children's responses to the happy victimizer task (Arsenio & Kramer, 1992), represents a paradigmatic example of such integration.

A number of developmental mechanisms have been proposed to explain this integration. Common to many of these explanations is the idea that empathy with the victim and identification with the transgressor (Keller, Lourenço, Malti, & Saalbach, 2003) encourages children to make use of their moral understanding. Moreover, empathy represents an early form of perspective-taking, an ability thought to contribute to moral development (Carpendale, 2000; Turiel, 1983). Empathy, therefore, may not only serve a central role in explanatory accounts of the happy victimizer phenomenon, but may also represent the driving force behind moral development (Hoffman, 2000).

It has been argued on methodological grounds (Lourenço, 1997), however, that children's attribution of positive emotions to victimizers may represent their factual understanding of the task scenario, rather than a failure of their deontic understanding of morality. Others have proposed that children's age-related attributional shift results from a change in motivational disposition (Nunner-Winkler & Sodian, 1988), whereby early acquired moral knowledge becomes more integrated into children's psychological functioning, if not their sense of moral identity (Blasi, 1999). Such alternate explanations are consistent with action-based theories of moral development (Piaget, 1932/1965), according to which socio-moral actions may not be the result of applying moral rules. Conceptual analysis of the happy victimizer phenomenon, therefore, necessarily raises questions regarding the roles of empathy, social-action and identity in moral understanding and development.

This symposium will investigate these issues by examining: (a) the relations between children's social-action and their moral cognitions and emotions (b) the coordination of moral judgment and emotions in adolescence, with respect to identity development; (c) the role of agency in understanding the separation between children's deontic understanding of morality and their attributions of moral emotions; and (d) the integration of children's moral understanding and emotional attributions with development.

Understanding children's social-action: A clinical-developmental perspective

Tina Malti (Harvard Medical School)

Reasons for moral emotion attributions and the development of a moral self in adolescence

Tobias Krettenauer (Wilfrid Laurier University)

Saturday—P.M.

Self versus other attributions in the happy victimizer paradigm: An agentic alternative

Snjezana Huerta (Simon Fraser University)

Stuart Hammond (Simon Fraser University)

Bryan W Sokol (Saint Louis University)

Do children's emotional attributions actually require coordination of victim and victimizer perspectives?

Sofia Meneres (Simon Fraser University)

Maximilian B Bibok (Simon Fraser University)

1:30-2:45 PS08 Paper Session 8.....Pilot

Cognitive Development II — Cognitive & Motor

Chair: Janice Johnson (University of Toronto)

Material resources and ability guides infants' manual actions

James D Morgante (University of Massachusetts, Amherst)

Infants aged 12, 15, and 18 months participated in a one-visit study designed to investigate their manipulation strategies with various objects when explored on surfaces of varying properties (e.g., Velcro, sand, and paper). Analyses compared surface exploration behaviors and object-surface interaction effects to determine if infants selectively tailor their manual actions to the material properties of the objects and/or surface and how the surface upon which objects are manipulated influences exploration choices. Initial findings suggest that infants are sensitive to the environmental resources available during exploration and that manual actions are guided by an understanding of material resources and ability.

Constructing a table to organize data: Cognitive constraints

Merce Garcia-Mila (Universitat de Barcelona)

Eduardo Marti (Universitat de Barcelona)

Fernando Gabucio (Universitat de Barcelona)

External representations (writing, numerical notation, tables, graphs, diagrams, drawings, maps, etc.) are semiotic constructions that are cognitively demanding especially for novices. Tables are semiotic tools used to organize and represent complex data. They serve to make information explicit and objective according to a set of graphic constraints (Duval, 2003; Olson, 1994). Tables are commonly assumed to be transparent ways of transmitting information and easy to learn and use. Contrary to this view, we claim that tables impose a set of semiotic and cognitive constraints that must be appropriated by our students to understand and use properly. The goal of the present study is to analyze primary and secondary school students' process of table production (154 students between 11 and 15 years old). The task involved the construction of a table from a list of data. Our findings show that the two main developmental drawbacks in table construction are: (1) The double entry structure: Process of integration the two variables (double-column list) into a double-entry table. (2) The two-way process of explicitation and implicitation (Karmiloff-Smith, 1992). The students showed a clear resistance to reduce redundancy. These results are discussed in terms of the cognitive constraints associated to the task demands.

A developmental study of motor control in visual search

Jin H Yan (California State University East Bay)

Yu Liao (China Southwestern University)

Hong Li (China Southwestern University)

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Recent data indicate that older children outperformed younger children in rare target searches (2% prevalence). However, search accuracy was inversely correlated with response times (RT) for older children rather than for their younger peers. What explains the discrepancies in addition to the “speed-accuracy trade-off” account? With signal detection theory and a developmental approach, children’s inhibitory motor control was investigated in a visual search experiment. Forty-nine children in three groups (age 7-8, 9-10, and 11-12 years) responded to rare targets (2%) displayed in a computer screen by pressing a key. If the target was absent, no action was taken. A tapping test was used to measure the speed of motor execution. Search accuracy, false alarm, and RT for target were measured. The findings show that although older children were slower in RT, they clearly tapped faster, found more targets, and made fewer false alarms than their younger counterparts. This suggests older children develop a better inhibitory control. Motor speed was closely associated with search accuracy and RT for rare target prevalence. Potential implications for developmental inhibitory motor control are discussed

Notions of violence and citizenship presented by children and adolescents and by their families in socially vulnerable situation

Eliane Cleonice Alves Precoma (Federal University of Paraná)

Orly Zucatto Montovani de Assis (Campinas State University)

This research aims to investigate: What are the notions of violence and citizenship presented by children and adolescents who suffered violence? And what are the notions of violence and citizenship presented by their families? The purpose is clarify how those concepts are built, aiming to understand what and how children, adolescents and their families think about violence and citizenship. In order to do so the methodology of this research is based on the clinical method elaborated by Jean Piaget (1931). We take into consideration the fact that the clinical method is a procedure to investigate how children and adolescents think, perceive, act, and feel. It tries to discover what is not evident in what people do or say (DELVAL, 2002). The relevance of this research is related to the possibility of identification and analysis of how the notions of violence and citizenship are built by children and adolescents who are sheltered in the “Boys from 4 Pine Trees Farm”. And also do the analysis of such notions presented by their families. The research on how these notions are built will make possible to know more profoundly the thinking process of the child, the adolescent, and the adult who suffered violence.

1:30-2:45 PS09 Paper Session 9.....Leduc

Language and Literacy

Chair: Saba Ayman-Noley (Northeastern Illinois University)

The role of gesture when instruction is given by adults versus same-age peers

R Breckinridge Church (Northeastern Illinois University)

Saba Ayman-Nolley (Northeastern Illinois University)

Researchers have found that when teachers talk about a concept, they often produce gestures along with their speech (Granott, 1995; Perry, et al, 1995; Goldin-Meadow, Singer & Kim, 1999). Recent studies have used experimental manipulation to determine whether gestured messages in teaching interactions are processed and have concluded that children do indeed process gestural information and learn from gestured instruction. The goal of this presentation is to expand the examination of gesture’s role in instruction comparing adult instructors to child instructors. Thus, this presentation will show the effect of two factors on learning: (1) the presence or absence of instructional representational gesture on learning and (2) whether the instructor is an adult or a same-age peer. One hundred and ten 3rd grade children (mean age of 9 years and 10 months) from both public and private schools were exposed video math

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instruction with and without gesture provided by adults versus same-aged peers. We found that instruction with gesture enhanced learning significantly more than instruction without any gesture. Second, we found that gesture enhanced learning whether instructors were adults or children. Our research suggests that gesture as a powerful communication medium has to be recognized in the classroom.

Is a fork a boy or a girl? French-speaking preschoolers gender classification of objects

Elena Nicoladis (University of Alberta)

Mary-Anne Craft (University of Alberta)

Cassandra Foursha-Stevenson (Mount Royal College)

In previous research, grammatical gender can affect adults' and school-aged children's conceptualization of objects. In contrast, preschool children seem to treat French grammatical gender as linguistic necessity, with no conceptual consequences (e.g., Karmiloff-Smith, 1979). Some of the tasks used in previous research require a great deal of metalinguistic awareness. In the present studies, we simply asked French-speaking preschool children if objects were boys or girls. In the first study, the children's responses about different animals corresponded almost perfectly to the grammatical gender. This result could indicate that the children treated grammatical gender conceptually. It is also possible that parents talk to their children in French about grammatical gender by using the terms for boy and girl. French is a minority language in the part of Canada where these children live. Therefore, most French speakers also speak English (which does not mark grammatical gender of objects). In the second study, we asked French-speaking children in English if different animals and inanimate objects were boys or girls. We expect the French-speaking children's answers to correspond to the French grammatical gender of the objects. These results would suggest that grammatical gender can affect even preschool children's conceptualization of objects.

The cusp: The adolescent transition from representation to abstraction in narrative

Julia Penn Shaw (SUNY - Empire State College)

The transition from upper elementary to middle school and junior high is a critical one. Students are expected to make the shift from concrete operational thought to formal operational thought (Jean Piaget), or from representations to abstractions (Kurt Fischer). This paper outlines the stages of understanding for "what a story is about" in normal development from age eight (significant individual representations such as Cinderella's dress) to age ten (plot enumeration and narrative symbols) to age thirteen (story theme). These shifts in understanding are indicators of the ability of students to progressively inter-coordinate the elements of perspective, concrete symbol, and symbol importance in more complex ways through adolescence. In this study, narrative symbols are defined to capture these elements of story building at the level of a single abstraction (Fischer): "something that, from a perspective within a story, is important from that perspective". Creating narrative symbols requires the ability to keep track of all major storylines of the characters of the story simultaneously. This ability requires that the student understands the motivations of the characters and understands the culture of the characters well enough to recognize how actions and objects in the story will be interpreted by these characters.

Do familiar verb constructions inform novel verb generalization in 2- and 3-year-olds? Evidence from everyday talk and elicited production

Melissa Smith (University of North Carolina at Asheville)

This study explores two previously unexamined areas in children's transition to abstract verb usage: (a) effects of experimental discourse context on novel verb usage and (b) the relationship between familiar verb diversity and the ability to generalize novel verbs. Twenty-three 2- and 3-year-old children and their mothers participated in two novel verb training and semi-naturalistic play sessions at their homes,

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followed by elicited production. Training consisted of 96 transitive models of novel verbs in first, second, and third person perspectives. An effect of discourse context was found; novel verbs were used in training more often than during elicitation. Only 30% of the children generalized a novel verb to an intransitive construction; these children differed from those who did not generalize in the proportion with which they used familiar intransitive verbs in diverse ways during play. Results suggest that (a) the number of verb types used in familiar constructions may scaffold a child's understanding of what a particular construction can communicate and that (b) generalization in an experimental task may be viewed as an early indicator of the transition to less item-based verb categories, and not as evidence of end-state generalization abilities.

Enhancing reading comprehension in secondary school students using educational software "Lectura Inteligente"

Rosa del Carmen Flores (Universidad Nacional Autónoma de México)

Araceli Otero (Universidad Nacional Autónoma de México)

Marguerite Lavallée (Université Laval)

Fernanda Otero (Juntos Construimos AC)

In this paper, we present the results of a reading training program using an educational software. The program focuses in reading speed, reading comprehension and efficient reading (coordination of speed and reading comprehension). The software was designed considering Constructivist proposals about knowledge construction in reading (e.g. reflective abstraction, information processing, self regulated use of strategies for selecting information or making inferences). An experimental group of 160 students attending to secondary school (13 to 16 years of age) were invited to work with the software "Lectura Inteligente" (Intelligent Reading). Quantitative Results show a significant positive effect on speed, reading comprehension and efficient reading in the experimental group, as compared to the control group. A qualitative analysis of the students' comments gathered during their training reveals an important modification in their beliefs and attitude regarding reading. The use of this educational software turns out to be a useful tool to help solve the generalized problem of low reading achievement in Mexican secondary school students, indicated in recent international evaluations.

1:30-2:45 PS10 Paper Session 10.....Morrice

Theory of Mind — Lying and deception

Chair: Leigh Shaw (Weber State University)

Does mother know best? Parents' detection of their children lies

Sarah-Jane Renaud (McGill University)

Victoria Talwar (McGill University)

Kang Lee (University of Toronto)

Are individuals able to differentiate between lying and truth-telling? After all, lies are created with the intention to deceive the listener. Research on children's lie-telling behaviour suggests that young children are not skilled lie-tellers. The current study investigated parents' abilities to predict the actual cheating behaviour of their child and subsequently detect the lies of their children. Children participated in a modified temptation resistance; a game designed to elicit lie-telling behaviors to conceal a transgression (e.g., cheating). In such cases, if a child cheats at the game, the motivation to lie is high for the child (i.e., they wish not to get caught) and the motivation to detect is high for the parent (i.e., they wish to accurately assess their child's behaviour). The child wishes to get away with their transgression and avoid any negative punishment or repercussions, and the parent wishes to accurately assess the veracity of

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their child's statements. Overall, 57% of parents accurately predicted their child's peeking behaviour, a rate that is significantly above chance rate of accuracy, $t(242) = 2.13$, $p < 0.05$. Overall, 65% of parents accurately predicted their child's lie-telling behaviour, a rate that is again significantly above chance rate of accuracy, $t(242) = 4.75$, $p < 0.001$.

Are children blunt truth-tellers? An examination of children's white lie-telling

Mina Popliger (McGill University)

Victoria Talwar (McGill University)

Fen Xu (Beijing Normal University)

Genyue Fu (Zhejiang University)

Chinese children's (3-5 years) white-lie telling in a politeness situation, motivations for lying, and evaluations of such lies were examined. Study 1: 94 children participated in a Reverse Rouge Task (RRT; Talwar & Lee, 2002). 73% of children lied to an examiner when they had a red mark on his/her nose; none lied when there was no mark. More children aged 4- and 5-years lied than 3-year-olds. Study 2: the motivations of 143 children's lies in RRT were examined by manipulating the permanency of the red mark. Fewer children (37%) lied when the red mark accidentally appeared than when it was permanent (71%), supporting the claim that children lied in order to be polite. Study 3: 240 children evaluated story character's lie/truth-telling in a RRT situation after statements were overheard by a teacher. Children aged 4- and 5-years were more likely to say the teacher would be "happy" if characters' lied rather than told the truth. Of the children who said the teacher would be "unhappy", 73% in lying condition said the teacher would be angry, whereas 54% of children in truth condition said the teacher would be embarrassed. Implications for children's development of white lie-telling and socialization are discussed.

Liar liar: The influence of relationship status on the moral judgments of children and adults ratings of antisocial and prosocial lies

Cindy M Arruda (McGill University)

Megan K Brunet (McGill University)

The current study examined the development of children's perceptions of lying by reading 8 vignettes to 111 children (aged 3-9) where the protagonist in the story told an antisocial or prosocial lie. The vignettes varied by who the lie was told to (child or adult) and the relationship between the characters (friend or stranger). Children were asked to rate if what the main character said was 'good' or 'bad' and why they rated it as such. Results show that age and contextual factors have a significant impact on children's perceptions of lies. While children of all age groups were able to identify both prosocial and antisocial lies with high accuracy, older children identified lies with more precision. Furthermore, prosocial lies were rated as more acceptable than antisocial lies. Results also revealed that children consider it to be less acceptable to tell a lie to a stranger than to a friend if it is a peer relationship. This research has shown that children in this age range are beginning to comprehend social norms surrounding both prosocial and antisocial lies, though the effects that these lies could potentially have on relationships may not yet fully be understood.

Exploring the ability to deceive in individuals with autism spectrum disorders

Annie Li (Queen's University)

Elizabeth Kelley (Queen's University)

Sarah Shallwani (Queen's University)

Leslie Haberl (Queen's University)

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Much research has shown that individuals with autism spectrum disorders (ASD) have difficulties understanding that other people know, feel, and believe things that may be different from what they themselves know, feel, and believe; this inability to understand others' mental states is termed a deficit in theory of mind. Although much research has been conducted on individuals with ASD's theory of mind difficulties using false belief tasks, no published empirical research to date has been conducted on individuals with ASD and their ability to tell lies to protect themselves or to protect other's feelings. To tell a lie, one must be aware that the person to whom one is lying to does not have the same knowledge available to them as they themselves have; that is, individuals must have at least a rudimentary theory of mind in order to attempt to deceive others. The current study uses a temptation resistance paradigm to examine whether individuals with autism will attempt to deceive the experimenter when they have done something that they were asked not to do. This study also uses an undesirable gift paradigm to examine whether individuals with autism will tell "white lies" to avoid hurting the experimenter's feelings.

Deception amongst children and socio-cognitive development

Shanna Williams (McGill University)

Kang Lee (University of Toronto)

The present study examines West African children's lie-telling behaviors while participating in a temptation resistance paradigm. The children were from one of two types of school environments; punitive (corporal punishment) or non punitive (positive reinforcement) models. The temptation resistance paradigm consisted of children being placed in a situation in which they were asked not to peek at a toy. Children were then asked if they had peeked at the toy, which resulted in the children eliciting either deceptive or truthful statements about their behavior. Children also participated in both theory of mind and executive functioning tasks. Results indicate that the younger children peeked more frequently than older children, although no differences were found between the two forms of school environments. A significant number of children from punitive schools lied, when asked, about their peeking behavior. Children who successfully completed first order and second order false belief tasks also elicited more successful lie telling. When examining executive functioning tasks, children who confessed to peeking scored lower on the whispers task. Conversely, children from non-punitive school environments demonstrated higher executive functioning scores. The implications of this research will be discussed in relation to the development of lie telling among children and the associated developmental stages.

1:30-2:45 SY12 Symposium Session 12Cullen

Adolescent intergroup social cognition

Organizer: Stefanie Sinno (Muhlenberg College)

While much research has documented young children's and adolescents' intergroup bias, much less is known about adolescent intergroup social cognition. In fact, a significant gap in the literature pertains to adolescent intergroup judgments in the form of attributions of intentions based on race, rights, gender exclusion, and awareness of stereotyping. Extensive research by social psychologists with adults has examined prejudice and biases, and a burgeoning area of research by developmental psychologists with adolescents has focused on judgments and bias. Adolescence is an important developmental period in which social groups become quite salient. On the one hand, cliques and peer groups can create ingroup identification, intensifying categorization and negative outgroup attitudes. On the other hand, adolescents articulate deeply felt concerns about the wrongfulness of discrimination and prejudice. Recent research has addressed these multifaceted areas of adolescent social cognition. The proposed symposium will address these issues from the developmental perspective of social domain theory with an interdisciplinary examination of intergroup contact theory from social psychology. In addition, this

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symposium will examine a broad range of topics related to adolescent social cognition, including gender roles, sexual orientation, racial and ethnic relations, and nationalism. Research conducted by the panel of presenters examined age-related changes in these areas and notes that adolescent social cognition is complex and requires a multifaceted assessment of their knowledge and judgments of these intergroup issues. With age, adolescents become more aware of both social norms and the importance of equality, and their balance of these cognitions in terms of intergroup relations is context-specific. The research presented highlights new and exciting work on adolescent social cognition.

Adolescents' social cognition about gender appropriate roles in the family context

Stefanie Sinno (Muhlenberg College)

An investigation of age-related changes in heterosexual students' social cognition regarding sexual orientation and the rights of gay and lesbian peers in school

Stacey S Horn (University of Illinois at Chicago)

Adolescent's intergroup bias and fairness judgments about interracial peer encounters

Melanie Killen (University of Maryland)

Megan Clark Kelly (University of Maryland)

Cameron Richardson (University of Maryland)

Noah Simon Jampol (University of Maryland)

Tolerance of Muslim practices: Age related differences and intergroup factors

Maike Gieling, (Utrecht University)

Jochem Thij (Utrecht University)

Maykel Verkuyten (Utrecht University)

3:00-4:30 IS02 Invited Symposium 2 Ballroom

Dynamics underlying the association between relationship experiences and well being in adolescence

Organizer: William M Bukowski (Concordia University)

A basic claim in the literature on adolescent development is that experiences within close relationships promote well being. In spite of the nearly universal acceptance of this claim the specifics patterns of interaction and the aspects of relationship experience that might account for this association are not well understood. Moreover empirical assessments of this association have often produced weak effects. The presentations in this symposium seek to show how this relationship experiences in adolescence are associated with well being and why this association is stronger for some adolescents than others.

The co-construction of depressed mood in adolescence: new evidence from longitudinal data

Mara Brendgen (Université de Québec à Montréal)

Véronique Lamarche (Université de Québec à Montréal)

Frank Vitaro (Université de Montréal)

Brigitte Wanner (Université de Montréal)

Attachment to parents and conflict resolution in the dynamics of adolescent relationships

Clairneige Motzoi (Concordia University)

AnnaBeth Doyle (Concordia University)

Dorothy Markiewicz (Brock University)

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Gender-based variations in the association between well being and relationship experiences in adolescence

William M Bukowski (Concordia University)

Felicia Meyer (Concordia University)

Jonathan Bruce Santo (Concordia University)

Close relationship in a sports environment: The role of parents and peers

Anne Bowker (Carleton University)

3:00-4:30 PS11 Paper Session 11Pilot

Cognitive Development III — Play & Symbolism

Chair: Marianne Wiser (Clark University)

Young children's ability to utilize stationary models and active modeling when performing actions with objects

Eugene Abravanel (The George Washington University)

Two prevalent ways of obtaining information about how to reconstruct object arrays are to observe the acts others perform with the objects, and to utilize the information inherent in an extant model to compose objects or arrays from their parts. In earlier research with 25- and 30-mos.-olds, only modest gains in performance appeared following exposure to extant, stationary models, suggesting that their roles as straightforward signifiers was not understood. Before the full implications for semiotic functioning could be evaluated, we designed the present study in which the materials were simplified and the overall demands on action considerably reduced. Employing a pretest-treatment-posttest method with 25-mos.-olds viewing either stationary models or active modeling, significant posttest gains were made under both conditions – which was considerably in advance of earlier results with only moderately more complex tasks. Consequently, our conclusion is that appreciation of the semiotic function (as in the dual representation hypothesis) is only one of several attainments children make in using object arrays as guides to reconstruction. A critical second achievement involves adequate perceptual analysis of the object array or assembly. Additionally, simplicity of composition appears necessary for young children to succeed in reproducing extant models.

Distinction between fiction and reality in children aged 7 to 12 years through extracts of different types of TV programs

Marguerite Lavallée (Université Laval)

Estelle Lebel (Université Laval)

One of the interesting problems to investigate in the child's relation to television is the way he distinguishes reality from fiction. This communication aims at presenting the results of a study conducted with 186 children aged 7 to 12 years, divided into 62 focus groups of three children of same sex and age. TV program's extracts of different modes of TV enunciation (informative, fictitious and mixed) were viewed and discussed after the following questions: "Do you believe this has arrived or is it invented? How do you know?" Two types of arguments were observed: those that rely on facts and those that rely on beliefs. On the whole, argumentation used by children of this age appears to derive more from what they know about the different modes of TV enunciation than from any other parameters. This seems to indicate that, during that period, the distinction between reality and fiction passes through what children know about TV. Their experience with TV has given them sufficient information to be able to well differentiate the informative mode of enunciation from the two other types which appear to be harder to apprehend.

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This indicates that any media education at this age should be initiated using media images favouring primarily informative sources.

Piaget, worldplay and the imaginative construction of knowledge

Michele Root-Bernstein (Michigan State University)

When Piaget had occasion to observe childhood worldplay, the somewhat uncommon invention of a make-believe place or paracosm, he dismissed it as no more than a constructive game, halfway between play and work. Cohen and MacKeith, the first to study the phenomenon comprehensively, concluded likewise, adding that the paracosm, in so far as it mimicked reality, had deleterious effect on the imagination. As a corrective, worldplay is here presented as an empowering intersection of play, imagination and knowledge construction. Recent work suggests that worldplay correlates significantly with robust creative endeavor across the arts and sciences. Worldplay may serve as a “learning laboratory” in the creative practice of analogue modeling. Meta-cognitive reflections provide insight into that practice, especially the extraordinary testimonies published by G. Stanley Hall, early pioneer in child psychology. Because worldplay involves the re-invention of real world elements within chimeric garb, it allows the child to organize and manipulate partially understood patterns and relationships. Narrative and other systematic elaborations built upon the logic of fantasy synthesize imagination and reason into new and personally effective knowledge. Despite the misgivings of Cohen and MacKeith and Piaget, worldplay appears to exercise creative potential in childhood and prepare for creative practice in adulthood.

The effect of a science program on young preschool children’s exploratory behavior

Tessa J P van Schijndel (University of Amsterdam)

Elly Singer (University of Amsterdam)

Maartje E J Raijmakers (University of Amsterdam)

A six week science program consisting of scientific sandpit games was performed with 2- and 3-year old children in a daycare setting. The effectiveness of the program was determined by performing pre- and post-observations of children’s exploratory behavior during free sandpit play in the experimental group as well as in a control group. A systematic observation scheme for exploratory play, the Exploratory Play Scale, was developed for this purpose. The Exploratory Play Scale enables quantification of children’s play behavior directed towards the exploration of the material environment. The experimental group showed an increase in level of exploratory play from pre- to post-observations. The control group on the other hand, did not show an increase in level of exploratory play over time. In addition, low exploratory children were found to profit more from the science program than high exploratory children. As exploration skills are central to science learning, these results suggest that a preschool science program can improve young preschoolers’ attitudes towards science

Learning about numbers before school entry: The contribution of maternal scaffolding

Sophie Parent (Université de Montréal)

Diane St-Laurent (Université du Québec à Trois-Rivières)

Lisbeth Caron (Université de Montréal)

Sylvie Normandeau (Université de Montréal)

Richard E Tremblay (Université de Montréal)

Jean R Séguin (Université de Montréal)

Previous research suggests that maternal scaffolding during number-related games plays a role in the development of number knowledge during the preschool period. Optimal scaffolding requires that mothers both decrease their level of support following child successes and increase their level of support

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following child failures (Wood & Middleton, 1975). In the current study, two forms of less optimal scaffolding are distinguished (an over-controlling form and a disengaged form) and observed in two different tasks in order to test their consistency and contribution to child number knowledge. Mother-child dyads (n=193) were observed when children were 48 months old. Quality of maternal scaffolding (optimal, over-controlling or disengaged) during two number tasks was used to predict 60-month child number knowledge. Socio-demographic variables, 42-month child cognitive skills, and the affective climate of mother-child collaboration were included as control variables. Our results extended the contributions of previous studies and provided support for further examination of less optimal forms of scaffolding. Failure to increase support following child difficulties appeared to be much less problematic for later mastery than failure to decrease support following child success. Our results also support the relevance of examining scaffolding across tasks in order to further our understanding of mothers' teaching role.

Parents' verbal and non-verbal support in preschoolers' symbolic understanding of notations

Diana Leyva (Mount Holyoke College)

Elaine Reese (University of Otago)

Marianne Wiser (Clark University)

Parent-child conversations support children's literacy and language development. Parents' decontextualized style and elaborative reminiscing style predict children's print skills. This relationship has been examined in school-age children but not in preschoolers. Moreover, no study has compared these two conversational styles to determine their unique contribution to children's literacy development. In this study, we examined whether parents' conversational styles (elaborative reminiscing and decontextualized) and encoding support in a grocery-list game predicted children's symbolic understanding of notations. Children's symbolic understanding of notations is an important precursor to conventional literacy development because it involves the ability to understand that a written mark is intended to stand for an idea. Sixty children played a grocery-list game, where they produced, decoded and checked a grocery list. Then, parents and children discussed a past event and played the grocery-list game again. Parents' elaborative reminiscing style predicted children's success in decoding their list, whereas their decontextualized list-making style predicted children's appreciation of the goal of notations as tools to remember and check information. Parents' encoding support predicted children's success in checking their list. Findings are discussed in terms of the importance of integrating theories of parent-child interactions in children's literacy and symbolic development.

3:00-4:30 SY13 Symposium Session 13.....Leduc

Creating space for self-regulation: Psychological distancing in the development of executive function, emotion regulation, and theory-of-mind

Organizer: Gerry Giesbrecht (University of Victoria)

Discussant: Ulrich Mueller (University of Victoria)

Psychological distancing captures the phenomenon that human beings can step back and withhold an immediate response, survey the environment, and reflect on a course of action instead of being dominated by immediate stimulation. Many events in everyday life initiate a period of reflection, planning, comparing options, and weighing possibilities. This ability is unique to humans. Whereas simpler organisms respond directly to stimuli—what Mesulam calls the default mode of stimulus-response—humans launch a series of psychological operations that allow them to respond intelligently and flexibly. Thus, the distancing construct may be viewed as a "spatial metaphor representing the mental separation of the self from the ongoing present" (Sigel et al., 1993, p. 214).

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This symposium examines the role of psychological distancing in the development of self-regulation. The first two papers take a neurodevelopmental view of psychological distancing. The first paper examines the phylogeny and ontogeny of prefrontal brain structures and their implications for the development of executive function. The second paper examines executive processes underlying emotion regulation and their activation of hierarchical networks within the prefrontal cortex. These papers describe and illustrate the neuropsychological basis of psychological distancing. The last two papers examine the psychological processes that promote psychological distancing. The third paper focuses on the effects of psychological distancing through symbol use in the development of executive function, and the fourth paper examines the relation between parental discipline practices and individual differences in executive function and visual perspective taking. These papers suggest that the manipulation of psychological distance may influence the development of self-regulation.

How the brain takes its time: The neural basis of psychological distancing

Rebecca Todd (University of Toronto)

Marc D Lewis (University of Toronto)

Psychological distancing and emotion regulation: A neurodevelopmental approach

Amanda C Kesek (University of Minnesota)

Philip David Zelazo (University of Minnesota)

Psychological distancing and the less is more task

Danielle M Beck (University of Washington)

Stephanie M Carlson (University of Minnesota)

Creating space through social interaction: psychological distancing in parental discipline strategies

Gerry Giesbrecht (University of Victoria)

Michael Miller (University of Victoria)

Sarah Hutchison (Athabasca University)

3:00-4:30 DS01 Discussion Session 1Morrice

Creating guidelines for undergraduate human development courses: A discussion

Organizer: Eric Amsel (Weber State University)

The undergraduate curriculum at most universities, colleges, and community colleges includes a variety of different courses related to human development, including Life-span Human Development, Development in Infancy, Child Development, Adolescent Development, Social Development, and Cognitive Development, among others. The courses are taught in a wide range of departments including Psychology, Child and Family Studies, Education, Teacher Education, Nursing, and Social Work by faculty members with diverse backgrounds, training, academic degrees, research experience, and goals for the courses. This diversity ensures that what is known about the process of development is widely disseminated to students. However, the range of classes, faculty background and preparation, and class goals may create courses with absolutely no overlap in content. The Society for Research in Child Development committee on Teaching (of which the organizer is a member) is exploring whether course content guidelines can and should be developed for any course addressing human development. Such guidelines are meant to be suggestions about the focus of course content which would promote consistency in how developmental courses are taught and topics covered in textbooks published on the topic. The purpose of the discussion session is to allow members of the Jean Piaget Society to offer their input on these issues. Two central questions will motivate the discussion: Whether the development of such

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guidelines is, in principle, a good thing, and if so, what should the guidelines be? The discussion session is open to everyone and the results will be brought back to the committee for further deliberation.

4:45-6:00 PLO4 Plenary Session 4 Ballroom

Everyday storytelling as a context for adolescent identity development

Avril Thorne (University of California, Santa Cruz)

In the last twenty years, the notion that people tell stories to make sense of their lives has permeated much of psychology. The basic premise of narrative psychology is that human beings are natural storytellers, and that stories are used to make meaning of life's contradictions and challenges. Adolescence is a particularly exciting era, a time of high emotion and expectation that is rife with first-time experiences and an increasingly diverse audience to tell one's troubles to. Storytelling and identity making are in high gear during adolescence, facilitated by a growing capacity to reflect upon the past and to draw lessons and insights that can inform one's future. In this presentation, I consider what has been learned, and might be learned, by moving conceptions of identity development beyond the minds of individual adolescents and into the everyday settings in which they story their worlds. The stories youth tell in daily life are in many ways different from the kinds of stories they write in a diary, or recount to an implacable life story interviewer. I first consider how individualistic conceptions of storied identity have informed understanding of adolescent development. I then turn to how parents and friends contribute, wittingly or unwittingly, to how youth story their lives, and the challenges and opportunities that such engagement affords. In advancing a view of identity as differentially storied within one's community, conceptions of self-development become much more grounded, dynamic, and participatory.

6:00-7:00 PT02 Poster Session 2 Foyer

Poster Session 2

Posters will be available for viewing all day, authors will be present only during this session

1. *Individual differences in temperament influence adolescents' (11-16 years) coping strategies*
Audrey Luce (Université de Rouen)
Hélène Tremblay (Université de Rouen)
2. *Exploring the foundations of attachment: Relations between mother-infant interaction at 4 months and attachment security at 12 months*
Nancy Mcquaid (Simon Fraser University)
3. *Temper tantrums and emotion regulation in preschoolers*
Gerry Giesbrecht (University of Victoria)
Lynn Service (University of Victoria)
4. *Changing relationships among emotion identification abilities, empathy, and socio-emotional health in children and adolescents*
Negar Amini (University of British Columbia)
Samantha Bangayan (University of British Columbia)
Sherilynn Chan (University of British Columbia)
Winnie Chung (University of British Columbia)
5. *The role of empathy in callous-unemotional traits and Machiavellianism across childhood and adolescence*
Negar Amini (University of British Columbia)

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Samantha Bangayan (University of British Columbia)
Tracy Cassels (University of British Columbia)
Sherilynn Chan (University of British Columbia)
Winnie Chung (University of British Columbia)

6. *Constructive approaches to stressful emotional situations*
Natalie Rusk (Tufts University)
7. *Intersubjectivity between peers: A comparison of two preschools*
Rebecca Garte (The Graduate Center, City University of New York)
8. *How teachers use linking gestures to establish cohesion across multiple representations*
R Breckinridge Church (Northeastern Illinois University)
Martha W Alibali (University of Wisconsin-Madison)
Mitchell J Nathan (University of Wisconsin-Madison)
Matthew Wolfgram (University of Wisconsin-Madison)
9. *Developmental levels of the cognitive structure in clinical psychology through tree construction tasks*
Hiroshi Maeda (Saitama Prefectural University)
10. *When do teacher expectations about student performance create stereotypic threat? An investigation about perceptions of classroom dynamics*
Cameron B Richardson (University of Maryland)
Noah Jampol (University of Maryland)
11. *Spelling development in early adolescence*
Caroline Bégin (Université Laval)
Lise Saint-Laurent (Université Laval)
Jocelyne Giasson (Université Laval)
12. *Analyzing of the basis for the development of reading comprehension in deaf and hearing first graders*
Pauline Sirois (Université Laval)
Mélanie Darveau (Université Laval)
Caroline Leclerc (Université Laval)
13. *Relationships among college students' self-regulated learning style, reading habits, and ethnic tolerance*
Hye-Sook Park (Honam University)
14. *Establishing comparison: Writing tasks and cognitive operations in grade 2 of primary school*
Renée Gagnon (Université du Québec à Trois-Rivières)
Hélène Ziarko (Université Laval)
15. *The role of parents in young adolescents' competence with peers: An observational study of parental style and practices*
Karine Nadeau (Université du Québec à Montréal)
François Poulin (Université du Québec à Montréal)
16. *A study of the concepts on drugs of pupils of the third grade of basic education: According to Vygotsky*
Dalton Gean Perovano (Federal University of Paraná)

Saturday—P.M.

Araci Asinelli da Luz (Federal University of Paraná)

17. *What comes next: Assessment for learning — Theoretical Framework*

Zachary Stein (Harvard Graduate School of Education)

18. *What comes next: Assessment for learning — Research*

Theo L Dawson (Developmental Testing Service)

19. *Behavioural inhibition in the preschool years as a predictor of global executive functioning at age 7 in high-risk children*

Tristan Milot (Université Laval)

Diane St-Laurent (Université du Québec à Trois-Rivieres)

Pierre Nolin (Université du Québec à Trois-Rivieres)

George Tarabulsy (Université Laval)

Sandra Dicaire (Université du Québec à Trois-Rivieres)

20. *Assessing the development of inhibitory control and cognitive flexibility in children, adolescents, and adults via a multi-level task switching paradigm*

Matthew C Davidson (University of Massachusetts)

Lena Ficco (University of Massachusetts)

Simran Sodhi (University of Massachusetts)

Lindsay G Malony (University of Massachusetts)

Jasmin S Roberts (University of Massachusetts)

21. *Effects of a punitive environment on children's executive functioning: a natural experiment*

Stephanie M Carlson (University of Minnesota)

22. *Wait for me: A process account of inhibition*

Stuart I Hammond (Simon Fraser University)

23. *The development of attention among 6 to 12 year-old children from four different cultural backgrounds*

Michel Pépin (Université Laval)

Pierre Laporte (Centre hospitalier de Périgueux)

Araceli Otero (Universidad Nacional Autónoma de México)

Michel Loranger (Université Laval)

24. *Contributions of infant temperament and maternal sensitivity to the development of child executive functioning: Testing interaction effects*

Emilie Rochette (Université de Montréal)

Annie Bernier (Université de Montréal)

25. *How do personal experiences with exclusion bear on adolescents' evaluations of exclusion?*

Alaina Brenick (University of Maryland)

Nancy Geyelin Margie (University of Maryland)

26. *Younger and older adolescents' thinking about personal and moral concerns in opposite-sex interactions*

Leigh A Shaw (Weber State University)

Cecilia Wainryb (University of Utah)

Judith Smetana (University of Rochester)

Saturday—P.M.

27. *Children's socio-moral development in context: Examining the relationships among social understanding, peer relations, and sharing*
Snjezana Huerta (Simon Fraser University)
Gabriela Ionita (Simon Fraser University)
Stephanie McKenzie (Simon Fraser University)
Angus Chan (Simon Fraser University)
Rob Julien (Simon Fraser University)
Jayne Siddall (Simon Fraser University)
28. *The developmental relation between causal explanation mode in physical phenomena and the physical knowledge*
Yoshihiro Nagamori (Waseda University)
29. *Young children's understanding of the relation between weight and material kind*
Marianne Wiser (Clark University)
Athena Drosos (Clark University)
Sarah Hosek (Clark University)
Kimberly Citrin (Clark University)
30. *Developmental study on quantification of probability in the formal operational stage*
Tomoko Itoh (Waseda University)
31. *Between the steps on "the mind's staircase": Individual pathways to the development of young children's mathematical understanding*
Susan Loewen (University of British Columbia)
32. *Discourse inference process in word arithmetic problem solving*
Émélie Morin (Université Laval)
33. *Who is affected by instructional set?: A dual process account*
Shane Bench (Weber State University)
Paul Klaczynski (University of Northern Colorado)
Adam Johnston (Weber State University)
Rick Walker (Weber State University)
34. *Children's performance on the 'give x' task: Can gesture-speech mismatches provide a clearer insight into understanding?*
Elizabeth Chetland (University of Portsmouth)
Michael Fluck (University of Portsmouth)
35. *Relationship among preschool children's developmental understanding of visual perspective taking, false belief, and lying*
Kevin Dugas (St. Francis Xavier University)
Ann E Bigelow (St. Francis Xavier University)
36. *Theory of mind: false belief understanding and sequence of questions in different discourse patterns*
Zilda Fidalgo (ISPA)
37. *Theory of mind and affective perspective taking*
Zilda Fidalgo (ISPA)

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Ana Cunha (ISPA)

Leonor Pombo (ISPA)

38. *The role of child language and maternal mind-mindedness in children's first acquisition of theory of mind*

Jessica Laranjo (Université de Montréal)

Stéphanie Bordeleau (Université de Montréal)

Annie Bernier (Université de Montréal)

39. *The relations between executive function and temperament in 2-year-old children*

Dana Liebermann (University of Victoria)

Marianne Hrabok (University of Victoria)

40. *Electrophysiological study of executive function among Chinese-Canadian and European-Canadian preschool children*

Ayelet Lahat (University of Toronto)

Karen Lau (University of Toronto)

Caitlin Mahy (University of Oregon)

41. *Preschoolers' attributions of knowledge in a trait-like way*

Patricia É Brosseau-Liard (University of British Columbia)

Susan A J Birch (University of British Columbia)

42. *The relationship between Korean adolescents' theory of mind and social behavior*

Jaisun Koo, Hei-Rhee Ghim, Kyoung-Ja Cho, Soo-Jin Park, Su-Mi Yi, Hyeon-Ok Choi, Jae-Yeon Cha, In-Hye Song, Eun-Hye Park, Areum Kim, Mi Young Han (Chungbuk National University)

43. *The relations among school readiness and children's development of cognitive flexibility and theory of mind*

Michael R Miller (University of Victoria)

44. *Counterfactual reasoning ability in preschoolers predicts false-belief training efficiency*

Joseph Gentet, Sylvain Moutier, Anne-Marie Melot (Univ. Caen & Paris Descartes – Sorbonne)

45. *Children's Developing Self-Knowledge: What is different about Hunger and Happiness?*

Anthony William Flory (University of Saskatchewan)

Jessica Reimer (University of Saskatchewan)

Ulrich Teucher (University of Saskatchewan)

46. *Joint engagement and visual perspective-taking*

Henrike Moll (University of Washington)

Michael Tomasello (MPI for Evolutionary Anthropology)

6:30-7:30 REC2 Publisher's Reception Foyer

Publisher's Reception — sponsored by Elsevier

Self and identity in adolescence

Chair: Peter Pufall (Smith College)

Antisociality and motherhood in adolescence: Transforming the self and constructing resilience

Andrea V Breen (OISE/University of Toronto)

Kate Carter McLean (Western Washington University)

Becoming a mother in the teen years poses real risks to positive developmental outcomes. However, alongside the potential threats to optimal development, pregnancy in the teen years may pose new opportunities for developing resilience. Research suggests that becoming a mother may have unique benefits for women with histories of criminal behavior, as pregnancy and motherhood have been linked to abrupt desistance from offending (Fleisher & Krienert, 2004; Rungay, 2004). However, little is known about the processes by which becoming a mother may lead to positive personal transformation. In this paper we use narrative data from interviews with two young mothers (ages 19 and 20) in order to explore the relationship between teenage motherhood and the construction of resilience in young women with histories of severe antisocial behavior. This paper focuses specifically on both desistance from antisocial behavior and psychological development in terms of the development of self-identity and suggests that, for young women with histories of severe conduct problems, both changes in behavior and the development of the self in narrative may be essential to the construction of resilience.

Self-knowledge in Cree children: Differences in Indigenous selfhood and cognition

Ulrich Teucher (University of Saskatchewan)

Recent British studies of self-knowledge contradict longstanding claims that children defer their authority on knowledge of internal states to adults, showing that children as young as five years old believe their knowledge of internal psychological and physiological states to be rather private. In contrast, the answers from children from Cree First Nations in Canada support the notion of transparency of self-knowledge at least among the younger participants while older participants appear to adopt a sense of privacy with regard to self-knowledge. In addition, Cree children provide a variety of culture-specific explanations for their knowledge of internal psychological and physiological states. While British children are raised in a cultural context that emphasizes individual independence and autonomy, Cree First Nations children are embedded in traditions that include a sense of individual responsibility, albeit one that is tempered by a knowledge of interdependence between individual, community, and place in the environment. These different cultural backgrounds appear to lead to children's different constructions of selfhood and cognition as they grapple with the concept of self-knowledge. Particular with regard to Cree children's answers, the findings are useful to address young children's social health concerns in their communities.

A validity study of motivation for reading and relationships among motivation for reading, time spent for reading, and reading achievement

Hye-Sook Park (Honam University)

This study validated previous study (authors, 2007) of children's motivation for reading and investigated the relationship between factors of motivation for reading, reading hours, and reading scores. The previous findings that upper elementary school children's motivation for reading consisted of nine factors were confirmed again. Using these nine variables as independent variables, discriminant analysis was conducted to investigate how well these nine factors (variables) categorize the two groups, "readers" vs. "nonreaders." All nine variables were statistically and practically significant predictors and the

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discriminant function predicted each group membership 79% of occasions correctly. This implies that children who are motivated tend to spend more time reading. In addition, children who are “readers” demonstrated higher reading achievement than “nonreaders.”

Self-representations in the adolescence: Considerations from Piaget’s equilibration theory

Ana Flavia Alonço Castanho (University of São Paulo)

Maria Thereza Costa Coelho de Souza (University of São Paulo)

This paper aims to discuss Piaget’s Equilibration Theory (1975) potential as a theoretical instrument to investigate the construction of self-representations during adolescence. Piaget sustains that every new cognitive construction generates the need for compensations, for the fact of being inserted into re-balancing processes (fixing incompletenesses or solving lacunae present on previous constructions, or acting in the process of differentiations and integrations) and by the fact that it embodies its own regulations; on the other hand, and in a reciprocal fashion, every upper bound re-balance generates the need for new constructions. Along this process it is possible to identify five closely related common characteristics present on dialectical processes: subject/object interaction; differentiations and integrations; relativizations; sub-system coordinations and dialectical helix. Those are characteristics that control the cognitive processes in their constructive phases (Garcia, 2002). Discussing those characteristics, reflecting on the specificity of self-representation constructions, and by establishing a dialogue with authors that study this subject such as Harter (1988 and 1999) and Grotevant (1992), and with authors that study and discuss Piaget’s theory, such as Garcia (2002) and Castorina (2007), may contribute to the discussion on the explanatory viability of the equilibration theory to think the construction of self-representations in adolescence.

9:00-10:30 SY14 Symposium Session 14.....Pilot

Piaget’s concept of egocentrism: Exegesis and continued relevance

Organizer: Ulrich Mueller (University of Victoria)

Piaget’s concept of egocentrism has not fared well in developmental psychology. As Piaget himself remarked, “people have often taken what we have said about egocentrism in the everyday and affective sense of the word which makes everything we said false” (Piaget, 1995, p. 306). Currently, the received view (as reflected, for example, in developmental psychology textbooks) is that egocentrism (a) is a characteristic that Piaget attributed to one particular stage of development (the preoperational stage), and (b) does not accurately describe preschool children’s social and cognitive abilities because these are more advanced than the concept of egocentrism would lead us to expect.

However, a richer and more interesting interpretation of the concept of egocentrism than is implied by the received view emerges upon a closer reading of Piaget’s work. In particular, such a reading reveals that egocentrism is closely linked to Piaget’s overall relational epistemological framework, to his rejection of a copy theory of knowledge, and his emphasis on the primordially of pre-reflexive, practical knowledge. Furthermore, within Piaget’s theory, egocentrism is not tied to a particular stage but is rather part and parcel of the process of equilibration. One goal of the present symposium is to explicate the epistemological context and the systematic role of the concept of egocentrism within Piaget’s theory. The second goal of this symposium is to show that, with the background of this richer understanding, Piaget’s concept of egocentrism has continued relevance for many areas of psychology.

The first paper by Müller focuses on the interpretation of egocentrism from within Piaget’s theory, outlining its epistemological context and its role in the process of equilibration. The second paper by Carpendale shows how the concept of egocentrism follows from Piaget’s relational epistemological perspective, and draws on Mead’s theory to elaborate on how children overcome egocentrism. The third

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paper by Boom examines the role of egocentrism in recent work on moral development (Gibbs, 2003). Finally, Martin and Sokol suggest that different degrees and kinds of self-other distancing have different effects on the process of overcoming adolescent egocentrism.

The concept of egocentrism in the context of Piaget's theory

Ulrich Mueller (University of Victoria)

Piaget and Mead on egocentrism and role taking

Jeremy I M Carpendale (Simon Fraser University)

Egocentrism in moral development

Jan Boom (University of Utrecht)

Generalized others and imaginary audiences: How degrees and kinds of self-other distancing might function to overcome adolescent egocentrism

Jack Martin (Simon Fraser University)

Bryan Sokol (St Louis University)

9:00-10:30 PS13 Paper Session 13Leduc

Processes of conceptual change

Chair: Eric Amsel (Weber State University)

A study of the development of professional thinking in school psychology graduate students

Rosa del Carmen Flores (Universidad Nacional Autónoma de México)

Araceli Otero (Universidad Nacional Autónoma de México)

Marguerite Lavallée (Université Laval)

Professional thinking evolves from authentic, active and pragmatic applications of theoretical and methodological knowledge to disciplinary practices in specific settings. William Perry (1970) set the basis to study the development of professional thinking. He adopted Piaget's theory and proposed a model with progressive positions, appropriate to analyze the development of students toward more complex forms of thought about one's discipline. The present study aims to analyze the development of professional thinking in a cohort of Mexican students of a graduate program of School Psychology. We looked for their way of thinking about knowledge, teaching, learning assessment and their ways of reasoning about professional problems. These topics were selected because of their relevance in the field of School Psychology. A longitudinal study was conducted with twelve master students in the area of School Psychology who participate in an in service training program. At the end of each semester individual interviews were conducted. According to Perry's theory, four different levels were identified, indicating that professional thinking becomes, as time passes by, more complex, organized, situated and intentional. Results show that all graduate students have reached one or two higher positions during their stay in the graduate program.

Girls, science and epistemology: Preliminary suggestions from research on the intersection between personal and disciplinary epistemologies

Jen Arner (Clark University)

This paper investigates the ways in which personal epistemologies are applied, modulated, and transformed in relationship with disciplinary epistemologies in the early scientific learning of adolescent girls, with an attention to girls' particular social contexts. The research posits that girls' reasoning in scientific contexts is the result of an interplay between their own personal theories about knowledge and the

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scientific disciplinary epistemology which they are being taught to apply. Over the course of a semester ninth grade girls participated in in-depth interviews about how they reason in scientific contexts. Four key research questions were explored. First, what are the characteristics of the personal epistemologies of a diverse group of ninth grade girls? Second, how are those personal epistemologies constructed in a societal context? Third, how do these different personal epistemologies influence girls' reasoning about scientific concepts, and how does participation in such reasoning simultaneously shape ongoing development of personal epistemology? And finally, in light of scientific disciplinary epistemologies, what are the implications of these personal epistemologies and their influence on girls' reasoning? This paper proposes that the exploration of these questions provides new insight into the issues facing adolescent girls learning science.

Applying dynamic systems theory to conceptual change in science education

Jason Kahn (Tufts University)

This theoretical discussion examines conceptual change in science education through the lens of dynamic systems theory. Science education researchers have long noted that students possess conceptions that are not necessarily aligned with mainstream scientific thought (i.e., 'misconceptions'). However, the exact nature of these misconceptions remains elusive, with multiple theories generating empirical support. These theories are at times mutually exclusive, relying on different theories of mind. This is an understandable problem for both researchers and those striving to apply cognitive theory in educational settings. Dynamic systems theory has potential to address the gaps in current conceptual theory. Dynamic systems are often used to explain how higher order processes emerge from lower-order, seemingly disconnected or random processes. When applied to infant cognition, the theory has been successful in explaining emergent cognition in Piagetian tasks. These tasks are less sophisticated than those demanded in science education, yet there are reasons to believe dynamic systems can still be successful. Along with the notion that all higher order thought is rooted in sensory-motor, the existing research on scientific conceptions bears the fingerprints of a dynamic system at play. This conclusion will help educators frame their understanding of student knowledge, and points to potential future empirical work.

Learning psychology: Conceptual change or identity development?

Michael Bamberg (Clark University)

This paper is a theoretical and empirical contribution to how 18-22-year-olds approach the field of psychology in a phase of their pre-baccalaureate identity formation, i.e., as college students. The presentation consists of four parts: (1) a brief presentation of the history of 'Conceptual Change Theory'; how it originally was applied to science education, and from here spread into non-scientific domains—including business consultation;; (2) how the conceptual change metaphor entered introductory psychology courses and why it will not be sufficient to serve as a productive learning metaphor for the field of psychology; (3) how the framework of 'Identity Development' will provide a better fit when it comes to the learning objectives of psychology as a pre-baccalaureate discipline; (4) presenting data from a narrative interview study that documents different developmental trajectories in the formation process of an academic student identity. Our discussion will focus on the differentiation between three often contradictory identity claims—orienting toward (i) a professional, (ii) an academic, and (iii) an uninvolved, anti-institutional, cool identity. We will argue that these different identity orientations often present conflictual stances; and we will make suggestions toward the integration of these identities in teaching psychology at the pre-baccalaureate level.

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The role of imagination in conceptual change

Eric Amsel (Weber State University)

Adam Johnston (Weber State University)

Two studies are presented which examine the role of the imagination in conceptual change. In each study students were invited to answer questions about their knowledge of a scientific discipline from their own (Self Perspective) or their Professor's perspective. In Study 1, 227 Introductory Psychology students were randomly assigned to either the Self or Professor condition and completed the Psychology as a Science (PAS) questionnaire. Students scored higher, reflecting a stronger belief in the discipline as scientific, in the Professor than the Self condition. The PAS scores of students correlated with final anticipated grade among students in the Professor but not the Self condition. In study 2, 42 Introductory Physics students completed a 5-item physics questionnaire from their own (Self) and their Professor's perspective. Students were enrolled in either a traditional on-campus (N=23) or on-line (N=19) section of the same Introductory Physics course which was taught by the same faculty member. Only students in the on-campus course had higher scores in the Professor than the Self condition and scored higher overall. The findings suggest an important role played by the imagination in promoting conceptual change.

9:00-10:30 SY15 Symposium Session 15Morrice

New perspectives on adolescent mental health

Organizer: Lauren Polvere (City University of New York)

Organizer: Colette Daiute (City University of New York)

This symposium explores new perspectives on adolescent mental health. Much research frames adolescent mental health through the lens of the medical model. Since adolescence is often constructed as a problematic and at-risk developmental period, in part because of the physical and psychosocial transitions involved, analyses of adolescent mental health often engage this focus as well. While medical perspectives are useful in the diagnosis of clinical pathology, they neglect to elucidate the dynamic interactions between adolescents and the social, cultural, and institutional contexts which embed their experiences. This symposium investigates adolescent mental health in the context of psychological agency, empowered youth participation, and youth perspectives on conflict resolution and trauma. These concepts are nested in discourses on the institutional contributions to and social construction of mental health and illness. The presentations complicate previous perspectives by suggesting alternative, dialogical perspectives on adolescent mental health, with implications for research and practice.

Youth embedded in the mental health system: The question of psychological agency

Lauren Polvere (City University of New York)

Alternatives to trauma as adolescent responses to war

Colette Daiute (City University of New York)

Dialogical engagement, adolescence, and interactive legitimacy

Joe Glick (City University of New York)

Arrested development: The restraining of young people's social and political lives by the mental health system and its long term negative ramifications

Lauren J Tenney (City University of New York)

Understanding adolescent development: Peers, schools, and the big picture

Robert Crosnoe (University of Texas at Austin)

Adolescent development is, in its essence, a personal journey, but it is one that occurs inside small groups, larger organizations and institutions, and broader cultures and historical eras. In many ways, this complex phenomenon is crystallized within a widely shared, deeply felt coming of age experience in the U.S. and many other societies: surviving the ups and downs of high school. American high schools are settings for far more than instruction and learning, and their valued commodities extend well beyond diplomas. By organizing youth culture, high school is also an arena in which adolescents figure out who they are and what their place is in the world, a short-term developmental process with long-term ramifications for educational attainment. This long-standing interplay between psychosocial development and academic progress has been amplified in the modern era by demographic change, educational reform, technological innovation, and economic restructuring. This address focuses on this issue, drawing on work I have conducted over the last several years. Moving back and forth between ethnographic research in a large high school and demographic research on national samples of adolescents, I have mapped out how identity development, identity crises, and identity work link peer culture to rates of educational attainment in ways that boost the prospects of some adolescents and hurt the prospects of others, including girls in general and adolescents who do not fit in socially in particular. What I have learned is that a seemingly timeless aspect of adolescent development—a veritable rite of passage that adults assume teenagers will eventually “get over”—interacts with institutional, cultural, and historical currents to become both risk and resource for adolescents’ futures and the social and economic functioning of the nation as a whole.

Risk and resilience in adolescence

Organizer: Bonnie J Leadbeater (University of Victoria)

Adolescence has been characterized as a period of great possibilities. On the one hand, adolescents are vulnerable to risk taking and anti-social behavior. On the other, hand, they are responsive to opportunities for healthy growth. The purpose of the present symposium is to better understand the relationship between these conflicting descriptions of adolescent vulnerability and resilience. Accounts that focus on adolescent vulnerability suggest that they are mindlessly and impulsively engaging in problem behavior (c.f., Steinberg, 2007). In contrast, accounts of their resilience suggest that as teens engage in positive behavior, they become more intellectually and emotionally regulated (Lerner et al., 2005; Gestsdottir & Lerner, 2007; Jelicica et al., 2007). The goal of the symposium is to better integrate these different perspectives in terms of underlying qualities unique to adolescence. Bonnie Leadbeater, Cynthia Lightfoot and Michael Chandler will reflect on their theoretical and empirical work on positive and negative adolescent behavior with an eye towards understanding how these different aspects of development are related.

Contexts of adversity and resilience in adolescence: Locating adolescent problems and their solutions

Bonnie J Leadbeater (University of Victoria)

Today the healthy development of adolescents is under siege in social contexts that both entertain them with and expose them to, community violence, physical and relational bullying, unprotected sexual activity, drugs and alcohol. Given this real and media constructed environment; it is not surprising that we see normal adolescent development as a balance act between antisocial behaviors and connectedness to families, peers and their communities. This paper will present our research on adult and peer influences on adolescent deviant behaviors including drinking and driving, and dating aggression. I will argue that great role for adult involvement in the lives of adolescents may be central to the development of healthy trajectories.

Cultural continuity, cultural genocide, and suicide among Aboriginal youth

Michael J Chandler (University of British Columbia)

Two putative facts of the matter—"facts" that have arisen out a decade long program of cross-cultural research into the comparative course of identity development in Aboriginal and non-Aboriginal youth—will be laid out, and their possible relations to the problem of youth suicide discussed. One of these evidentiary claims is that, whereas culturally mainstream adolescents ordinarily understand the persistent nature of their own identity as owed to the existence of one or more enduring and, therefore, "essential" features of themselves imagined to stand apart from the ravages of time, Canadian Aboriginal youth, by contrast, most commonly adopt an understanding of selfhood according to which personal continuity is seen to be owned to the presence of shared narratives that interpretively link up earlier and later ways of being. The second of these data driven claims, repeated in many (but not quite all) of the world's Indigenous populations, is that the rate of youth suicide is generally 5 to 20 times that observed in non-Aboriginal youth. The goal of this presentation will be to make a followable case that these two sets of empirical findings are not independent, but are, instead, owed to the savagery with which Aboriginal cultures have been systematically attacked and undermined. Some support for this working hypothesis will be offered in the form of evidence linking the reconstruction of Indigenous cultures to dramatic reductions in Aboriginal youth suicide rates.

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Narrating motherhood: Adolescents' stories of pregnancy and power

Cynthia Lightfoot (Pennsylvania State University)

This presentation will detail results from a study intended to map the intersection of motherhood and identity development as revealed in stories and art of pregnant and parenting adolescents. Emerging in the context of creating and presenting self-portraits, participants' identity narratives reconstruct social stereotypes of the teen mother as victim, flawed and failed, into stories of agency, independence, and power. Qualitative narrative analyses trace a common autobiographical pattern from the confusion and submission of early sexual experiences to the assertion of control over circumstances, with special attention to participants' use of hip-hop idiom in interpreting experiences of sex, pregnancy, and motherhood.

1:30-2:45 PS14 Paper Session 14.....Pilot

Cognitive development in adolescence

Chair: Yeh Hsueh (University of Memphis)

Belief revision with chained conditionals: Evidence for the formal operational relation between theory and observation

Christopher Schmeltzer (Université du Québec à Montréal)

Henry Markovits (Université du Québec à Montréal)

Cécile Saelen (Université du Québec à Montréal)

We examined Piaget's description of an important aspect of formal operational thought, which is the idea that observation should be less important than a system of relations, when the two are in contradiction. Specifically, we presented adults with two scenarios describing a strange planet. In one, a single cause-effect relationship was described as certain. In the other one, the same relation was used, but this was described as being the result of two chained relationships. In both, an observation was described that contradicted the cause-effect relationship. Participants were given the option of revising their estimate of the strength of this relationship. Results show that the tendency to do this was much stronger when a single relation was used, and that describing the relationship as being composed of two chained relationships decreased the weight given to the contradictory observation.

Psychogenesis of the combinatory reasoning and multiplicative problems of Cartesian product

Maria Lucia Faria Moro (Universidade Federal do Paraná)

Maria Tereza Carneiro Soares (Universidade Federal do Paraná)

This paper describes the levels of combinatory reasoning constructed by 3rd to 6th grade students in Elementary School when solving problems of Cartesian product. It stems from the revision of the hierarchies described in two other studies. The main theoretical references are Piaget's proposals concerning multiplicative compositions and the psychogenesis of the possibilities, and Vergnaud's proposals concerning multiplicative structures. The participants, a hundred ten students attending two State Elementary Schools (aged 7;8 to 14;1), answered a paper and pencil instrument containing four multiplicative problems of Cartesian product, making use of any type of notation they wished. The qualitative analysis was focused on the content of each solution to each problem. The results redefine the levels of the combinatory reasoning construction implied in the Cartesian product relationships. The criteria for the absence of this kind of reasoning to its partial or complete presence were necessarily reviewed. The new hierarchy better identifies the progressive increment of combinations of variables, and the passage from arithmetical to algebraic reasoning. The discussion underlines the elaboration of the schemata concern-

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ing the mathematical relationships involved and the marks of a progressive overture to the possibilities in its interplay with the necessities. Implications for mathematical education are mentioned.

Children's and adolescents' conceptions of enemy and terrorist: Is a Piagetian theoretical framework possible?

Louis Oppenheimer (Universiteit van Amsterdam)

In contemporary literature dealing with peace education and peace research increasingly more articles can be found dealing with children's and adolescents' understanding of (societal) concepts such as peace and war and more recently, enemy and terrorist. In most introductions to these papers, authors complain about the lack or absence of a coherent theoretical framework to study such concepts. Consequently, to counter the assumption that such conceptions with children and adolescents reflect collective ideas only that are present in the social environment in which children mature, a variety of explanatory variables have been introduced, such as aspects of person understanding, moral development, and the understanding of interpersonal relationships, to explain developmental changes in these conceptions. Research dealing with social cognition and in particular person perception or understanding other persons has shown that certain kinds of person understanding are more difficult to acquire than others. The purpose of the present presentation is to offer a theoretical framework that finds its origins in Piagetian theory. It is argued that whereas changes in the nature of conceptions can be explained by Piaget's structural developmental theory, the way conceptions are expressed need an additional explanatory mechanism that can be found in the sociocultural theory of Vygotsky.

Formal thought and postformal thought: A critical review

Helena Marchand (Alameda da Universidade)

Fifty years after the discovery of the formal stage, and thirty years after the emergence of the first conceptualizations of postformal stages, it still remains to be established (1) whether formal stage is explicative of adolescent and adult thinking and, if it is, in which domains, and (2) the nature of the so-called postformal stages. The main goal of this paper is to analyze these two questions. To this end it describes the Piagetian conceptualization of formal thinking and the controversy to which it gave rise, leading on to a description of postformal approaches and, finally, a critical reflection on formal and postformal thinking.

The resurrection of Inhelder & Piaget's The Growth of Logical Thinking from Childhood to Adolescence: Toward a general theory on propositional reasoning

Akira Nakagaki (Waseda University)

The purpose of this presentation is to reappraise Inhelder & Piaget's *The Growth of Logical Thinking from Childhood to Adolescence*, extracting the essential ideas from Piaget's theory on propositional reasoning. The modern major camps on propositional reasoning are the mental model theory presented by Johnson-Laird (Johnson-Laird & Byrne 1991) and the mental logic theory presented by Braine (Braine & O'Brien 1998). Although both camps are in keen opposition to each other, both severely criticize Piaget's theory on propositional reasoning. As a result, modern reasoning researchers found little to inherit from Piaget's Theory and dismissed it almost completely. Now psychologists discuss Piaget's Theory only as something of historical interest. In this presentation, the author, emphasizing the importance of the monumental book GLT, extracts operationalism, structuralism and constructivism as the core ideas of Piaget's Theory on propositional reasoning and points out the significance of these ideas that modern reasoning researchers fail to understand. From this perspective the author tries to show that Piaget's Theory is the most promising one among those that have ever been proposed and therefore it provides us with indispensable clues in order to solve the current problems modern reasoning researchers are tackling.

Semiotic systems, communication and development

Organizar: Cintia Rodríguez (Universidad Autónoma de Madrid)

Organizar: Eduard Martí (Universitat de Barcelona)

Discussant: Annick Weil-Barais (Université d'Angers)

In this Symposium we present different semiotic systems -socio-semiotic organized activities- and their links in different moments in ontogenesis, involving typically and atypically developing children. First of all, we are concerned by first symbolic productions by children. Children are part of a symbolic world long before they are able of producing them (Rodríguez, 2006). Adults are very active as symbol-makers. Children are part of it as adults involve them into these symbolic scenarios in everyday communicative contexts of object use (artifacts). Complex symbolic meanings are at work in triadic contexts -interactions babies-adults-objects- where education, culture, action, and interaction are truly linked. In these triadic contexts, by 12 months old children already produce symbolic uses of common objects. Relations between symbolic and conventional uses of objects are analyzed. Objects and communication through and with them are seen from a pragmatic perspective. Later on in development, children are able of using numerical representations. These numerical representations take their roots in early symbolic productions. Children interact with numerical representations at an early age. Differentiate written numbers from drawing and writing since 3 years-old (Martí, 1999). Children represent the quantity of a set of objects repeating several times a drawing (normally the draw of the object). The "one to one correspondence" between symbol and reality seems to be a primitive basis to represent numerical information. At which age children can interpret and use this kind of representation? Are children capable of using symbolically figurative representations of quantity earlier than 4 years-old? Following the pragmatic perspective of objects adopted in this Symposium language -the semiotic system par excellence- will be considered. The links between objects (artifacts in use) and language development in early infancy and later on in school will be at the core of one of the papers. Finally, it will be considered the links between object uses (conventional, symbolic) and language in informal situations (Medical School Unit) of children with special needs. The aim is to check indicators of development (stressing what semiotic systems children are able to use). These developmental indicators are shown (shared with) to the family and others professionals working in Educational contexts with these children.

First symbolic uses of objects by children in triadic situations

Pedro Palacios (Universidad Autónoma de Aguascalientes)

Cintia Rodríguez (Universidad Autónoma de Madrid)

The role of artifacts and socio-semiotic organized activities in the development of language

Christiane Moro (University of Lausanne)

Early use of numerical representations

Eduard Martí (Universitat de Barcelona)

Nora Scheuer (Universidad Nacional del Comahue)

Language, object and the other: A developmental perspective

Ana Luiza Smolka (Universidade Estadual de Campinas)

Adriana Lia Frizman (Universidade Estadual de Campinas)

Cecilia Guarnieri (Universidade Estadual de Campinas)

Sunday—P.M.

3:00-4:30 SY17 Symposium Session 17 Ballroom

Mentoring adolescents: Promoting the intersection of educational, career, and psychosocial identity development

Organizer: Michael J Nakkula (Harvard Graduate School of Education)

Discussant: Preston A Britner (University of Connecticut)

The four papers comprising this symposium focus on different aspects of mentoring relationships with adolescents and their impact on educational, career, and psychosocial identity development. With respect to the overall conference theme of adolescent opportunities and challenges, each of these papers addresses ways in which opportunity development for adolescents can be enhanced through different types of mentoring relationships, and each paper also presents challenges faced by youth that call for approaches such as those addressed in this collection of papers. The symposium organizer and moderator will briefly introduce the relationship between the symposium and the larger conference, and the discussant will conclude by summarizing the connections and divergences across the four papers. Time will be reserved at the end for questions and brief discussion. The discussant will attempt to help the audience recognize the unique impact mentoring can have on adolescent social cognition, given the scaffolding role mentors can play in young people's perceptions of themselves in relationship to others and to the challenges and opportunities that they encounter at this critical time in their lives.

Paper 1 focuses on the comprehensive assessment of Mentoring Relationship Quality (MRQ), and its association with different outcomes, including educational improvement, school engagement, and future orientation. The authors of paper one emphasize how different manifestations of MRQ may be most effective for bringing about different results. Paper 2 focuses on the mentoring of gifted adolescents through a summer university-based enrichment program in which youth are mentored by university faculty or graduate students. The impact of this experience on various aspects of self-concept was examined and will be described in this presentation. Paper 3 examines the impact of mentoring relationship quality on educational and relational outcomes for students involved in a school-based mentoring program. Given the proliferation of school-based mentoring approaches it is critical that we gain a better understanding of the pros and cons to such approaches; paper 3 makes an important step in that direction. The final paper in the symposium presents cross-national qualitative data on mentoring relationship quality found in a coaching approach to team mentoring. Such an approach potentially carries some of the same benefits as one-to-one mentoring, but it holds the unique advantage of reaching more youth with fewer adults. Given the possibilities in such models, studies like the in-depth, ethnographically based approach presented here are critical to moving the field forward.

Assessing the nature of relationship quality in preadolescent and adolescent mentoring matches: Implications for educational and psychosocial identity development

Michael J Nakkula (Harvard Graduate School of Education)

John Harris (Applied Research Consulting)

Students' perceptions of self-concept, educational development, and their research mentoring experience in a summer mentoring program for gifted adolescents

Catherine Little (University of Connecticut)

Kelly Kearney (University of Connecticut)

Preston A Britner (University of Connecticut)

Sunday—P.M.

Personal and relationship characteristics that moderate the impact of a school-based mentoring program on adolescent academic adjustment

Simon Larose (Université Laval)

George Tarabulsy (Université Laval)

A cross-national comparative analysis of team mentoring approaches in five countries

Andrew Schneider-Munoz (Center for Youth Development & Policy Research)

3:00-4:30 PS15 Paper Session 15.....Pilot

Adolescence and Piagetian Theory

Chair: Henry Markovits (Université du Québec à Montréal)

Foundational issues: Why should we care?

Jedediah W P Allen (Lehigh University)

All research is influenced by the broader paradigm and ideology of science from within which it operates; but, contrary to the dominant instrumentalist perspective in psychology, paradigms and ideologies are themselves subject to conceptual argumentation. In developmental psychology such arguments naturally lead to focusing on issues concerning ontology and emergence that then provide powerful and important constraints on further theorizing. The most serious problem with developmental nativism is that it begs the question against emergent constructivist alternatives. At the conceptual level it does so with its commitment to foundationalism; at the methodological level it does so with its commitment to an a-theoretical construal of habituation; and across both levels it does so with its commitment to the competence-performance distinction. If this analysis is correct, developmental nativism is circular because it derives its conceptual and empirical support from presupposing itself. However, the broader ideology of science in psychology would preclude ever discovering such circularity because doing so would require non-empirical conceptual analysis of foundational issues. To answer the question “Why should we care about foundational issues?”, I submit the following answer: “because it matters”.

The adolescent triple arrival: To the adult’s and professional’s world as a cognitive subject and to the world of epistemic subject, the researcher’s world

Luis Mauricio Rodríguez-Salazar (Instituto Politécnico Nacional – CIECAS)

Carmen Patricia Rosas-Colin (Instituto Politécnico Nacional – CIECAS)

There are at least two mistaken beliefs about Piaget’s Psychogenetic Theory. First, that Piaget neglected the role of society, and second that he neglected role of emotion in intellectual development. In Piaget’s proposal, both society and emotions play an important role in the cognitive and moral processes that underlie the rational and moral judgments of the epistemic subject, but they are considered as triggers rather than determinants as other authors in this field propose. Throughout the individual’s psychological development, cognition and emotions are parallel and strongly interacting processes. In this paper, we emphasize that in the framework of Piaget’s proposal, emotions not only mean feelings but interests and attitudes to persons, things or situations. Thus the adolescent is a cognitive and moral subject that is going to arrive to the adult’s world. Adolescence is specially known as the period in which the individual starts to define his personal identity and his social identity in the process of arrival to the adult world. In this theoretical analysis we focus in the adolescent triple arrival: to the adult’s and professional adult’s world as a cognitive subject and to the world of epistemic subject: the researcher’s world. The objective of this analysis is to take it as the base of a proposal to improve the researchers training program (PIFI) of the IPN.

Sunday—P.M.

Between knowledge structures: Opportunities for reflection in reading Harry Potter

Sybilyn Jennings (Russell Sage College)

An honors seminar on developmental trajectories in Rowling's Harry Potter novels provided an opportunity for college students to examine the development of thinking from 11 to 17 years of age in contexts that draw on paradigmatic, narrative, and mimetic knowledge structures. In his essay outlining the distinction between narrative and paradigmatic forms of thought, Bruner (1985) expanded the space Inhelder and Piaget (1958, p. 335) opened up in stating "...that there is more to thinking than logic." Donald's (2002) account of the evolution of the "hybrid mind" rooted in action structures and thoroughly social expands Piaget's (1972) question about the sufficiency of formal operational structures and the possibility of structures yet to be discovered. In this paper I describe moving back and forth between structures of knowing, emphasizing the necessity of interactional occasions through which to engage in this process. I illustrate how Rowling's seven-novel narrative embodies substance, form, and rhythm that exemplify the progression of reasoning from adolescence into adulthood. I suggest that because the Harry Potter narrative models content, structure, and the back-and-forth social rhythm of thinking and action which young adults themselves experience, studying the novels provides a laboratory for externalizing reflection and nurturing its interiorization.

*"Almost intolerably full of sh*t" (The implications for adolescence of Piaget's appeals to Gödel)*

Jeremy Trevelyan Burman (York University)

As Piaget returned, near the end of his life, to his functionalist roots – before completing the structural-functionalist works of what would become his "new theory" – he appealed to an obscure argument in mathematical philosophy: Kurt Gödel's proof of the incompleteness of formal systems. Indeed, when seen through the lens provided to Piaget by Gödel, adolescent formal operations can be understood as "the last stage of development" because it is characterized by a striving for intellectual and affective completeness; ongoing change, but given a series of collisions between the abstract worlds of others and the individual's own conceptions of them. The storm and stress of adolescent learning thus results most traumatically from the realization that what everyone knows is only just "good enough" to address the problems they face. Whereas all organisms struggle against incompleteness (the implicit Gödelian argument in Piaget's *Behavior and Evolution*), adolescence is the first time children realize that everyone they meet is "almost intolerably full of shit." This then becomes either a fundamental motivator – the impetus to use behavior as a motor for change (i.e., to overcome those aspects of the world that are deemed absolutely intolerable) – or it becomes a powerful justification for apathy and cynicism.

On the neglected socio-historical aspect of adolescence

Horst Pfeiffle (Vienna University of Economics and Business Administration)

The transition phase from childhood to adulthood might appear psychogenetic in nature, with physical development and sexual maturation common to all cultures and societies and physiological processes affecting all human beings. However, this paper examines the possible linking of socio-historical or socio-genetic aspects to such a narrow anthropological understanding of the defining context of adolescence and provide further explication of the role played by endogenous or exogenous influences. With several dimensions arguing against the assumption of anthropological constants in the transition to adulthood, sources supporting this argument are examined and statistical material used to compare the situation in different regions, environments, social classes and eras, with particular focus on class, labor and diet. To confirm the hypothesis of the obvious mutual influence of the somatic and the social, attention is drawn to the questionable attribution of thirst for adventure and wanderlust to youth. Indeed, youth mobility is better understood by examining social aspects, countering the assumption of a constant endogenous

Sunday—P.M.

structure in youth to explain youth mobility. The problem of adolescent crises is analyzed from a socio-historic perspective, whereby adolescence is by no means seen as a constant that adopts the same forms across time and cultures.

The growth of logical thinking in Piaget's model: From standard first order logic to non-classical logics

Abel Rubén Hernández-Ulloa (Universidad de Guanajuato)

The aim of this paper is to present an account of how Piaget's logical assumptions changed profoundly from 1958 to his final works in 1980. I will draw the changes in Piaget's model presenting the contrasts from two main research periods and the logical assumptions underlined in his work. In the first period of Piaget's research the influence from the logical positivism inspired by Wittgenstein's "Tractatus" will be shown. In the last period of his work Piaget changed, and used the work on relevance logics by Anderson and Belnap, when working with Garcia in order to produce "Toward a logic of meanings". This was a key shift from classical to non-classical logics that allows us to understand Piaget's model from a new perspective that brings out also new possible ways to explore several inferential processes.

3:00-4:30 SY18 Symposium Session 18.....Leduc

Motivation and Cognition

Organizer: Dana Liebermann (University of Victoria)

Discussant: Ulrich Müller (University of Victoria)

Over the past few decades a "social-cognitive" approach to the study of motivation and self-regulation has emerged. A distinctive feature of this approach is that it attributes a role to orientations that are motivational in nature with respect to the development of cognitions, emotions, and behavior. While the social-cognitive approach has implications for the understanding of cognitive processes, the developmental relation between cognition and motivation has received little attention within the field, especially within developmental psychology. This is problematic as it has been suggested that there is a developmental association between motivation and cognition, with motivation affecting cognition and cognition affecting motivation (e.g., Zelazo & Müller, 2002, Chiu & Alexander, 2000). Consequently, it is necessary to integrate motivation and cognition in order to achieve a thorough understanding of cognitive and motivational development. The three presentations in this symposium are representative of important first steps in this direction as they examine the inter-relations between cognition and motivation during the preschool period.

The symposium's first presentation is based on Self-Determination Theory, which is a theory of human motivation focused on the degree to which human behaviors are volitional or self-determined, as well as knowledge regarding how children act in response to feeling controlled versus having their autonomy supported. The study to be described is an exploration of the relationship between children's expectations about interactions with new adults and their reactions to these encounters

Using a child variant of the Iowa Gambling task (IGT), the second presentation examines the impact of frequency of loss on decision-making in preschoolers. The IGT was designed to assess how emotions guide decision making and simulate the give and take that often occurs in real-life social situations. Within the literature, it is widely accepted that the top-down control of behavior (executive functions) develops considerably during the preschool period. Research findings using the IGT, such as those to be presented, suggest bottom-up processes or links between motivation and cognition are also developing during this period.

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Language may play a key role in determining the relation between motivation and higher-order cognitive processes, as language has been shown to have a motivational function in preschoolers (Chiu & Alexander, 2000) and has also been implicated in the development of executive functioning (Hughes & Graham, 2002). The third presentation will discuss the role of private speech in relating intrinsic and extrinsic motivational orientations with EF skills within the preschool period.

The role of expectations in children's experience of novel events

Rachel W Friendly (Clark University)

Wendy S Grolnick (Clark University)

Suzanne T Gurland (Middlebury College)

The effect of loss frequency on decision-making in preschoolers

Nancy Garon (Dalhousie University)

Susan Bryson (Dalhousie University)

Isabel Smith (Dalhousie University)

Chris Moore (Dalhousie University)

The role of language in relating executive functioning and motivational orientations in preschoolers

Dana Liebermann (University of Victoria)

3:00-4:30 PS16 Paper Session 16: Sex, Drugs, Cigarettes and RebellionMorrice

Sex, Drugs, Cigarettes and Rebellion

Chair: Sandra Bosacki (Brock University)

An attachment-informed theory of adolescent sexual relationships

Alicia L Campbell (Acadia University)

Douglas K Symons (Acadia University)

There is an increasing focus on adolescence and sexual relationships within the developmental literature. During this period of development, working models, or in Piagetian terms, relationship schemas play out in romantic and sexual behaviour. In this paper, the Sexual Attachment Measure (SAM) was developed and administered to 94 18- and 19-year-olds (64 females). As expected, secure style was inversely related to ambivalent and avoidant styles, with the two insecure styles being positively related. The SAM showed good concurrent validity as secure sexual attachment style was negatively related to romantic insecurity and avoidance, and insecure sexual attachment styles were related systematically to insecurity in romantic relationships. In addition, regression analyses controlling for gender, social desirability, and romantic attachment showed that avoidance in sexual relationships predicted a game-playing sexual approach, sexual ambivalence was related to possessiveness in sexual relationships and perpetration of unwanted sexual contact on others, and a lack of security in sexual relationships predicted using verbal coercion on others. Research on attachment styles within sexual relationships promises to broaden an understanding of working models and relationship schemas in the transitionary period from adolescence to adulthood.

Psychometric validation of the How I Think about Drugs and Alcohol (HIT-D&A) Questionnaire

Alvaro Q Barriga (Seton Hill University)

Kristin T Barriga (Seton Hill University)

Sunday—P.M.

This study utilized Gibbs and Potter's (Gibbs, Potter, & Goldstein, 1995) typology of cognitive distortions (Self-Centered, Blaming Others, Assuming the Worst, and Minimizing/Mislabeling) to develop a new measure, the How I Think about Drugs and Alcohol (HIT-D&A; Barriga, Gibbs, Potter, Konopisos, & Barriga, in press) questionnaire. The 52-item HIT-D&A includes a Behavior Scale which comprises Soft Drug Use, Hard Drug Use, Drug Abuse, and Drug Dependence subscales as well as an Attitude Scale which applies the four-distortion typology to the following categories of drugs: Alcohol, Nicotine, Marijuana, and Hard Drugs. The HIT-D&A was validated and normed on 925 high school students aged 13 to 19 ($M = 16.2$, $SD = 1.16$). Confirmatory factor analyses supported the HIT-D&A's subscale structure. Test-retest and internal consistency reliability estimates for the scales and subscales were high. Regarding discriminant validity, Age, Ethnicity, and Socioeconomic effects were negligible, while Gender effects revealed higher scores for males on most subscales. Convergent validity was supported by significant correlations with mental health problems, school detentions/suspensions, and grade point average. Criterion-group validity was supported by significant differences across all subscales (except attitudes toward alcohol) between a sample of youth referred for outpatient drug treatment and the normative sample. Potential applications of the HIT-D&A are discussed.

A teen sexual revolution? Changes in and correlates of the teen sexual timetable

Cory L Pedersen (Kwantlen University College)

Veronica Shim (Kwantlen University College)

Levente Orban (Kwantlen University College)

Aman Bassi (Kwantlen University College)

Jessica Wilder (Kwantlen University College)

Michelle Behr (Trinity Western College)

Jennie Lucow (Kwantlen University College)

The purposes of this study were twofold. First, to explore the incidence and timing of oral and sexual intercourse among late adolescents to determine whether the progression or sequencing of sexual events have changed in the last decade and second, to investigate socioemotional factors that may be contributing to the practice of oral sex among teens. A resultant purpose of this study was to evaluate the relationship between adolescent sexual behaviors and the wearing of 'sex bracelets' (fashion jewelry intended to identify, by colour, a willingness to participate in various sexual acts), or participation in 'rainbow parties' (events specifically designed for engagement in oral sexual activities). It is hoped that the results of this study can be used to provide adolescents and educators with information relevant to sexual decision making, risk-taking behaviors, and the understanding of disease prevention.

Rebellion in adolescence and its relation with parental style, birth order, risk behavior, and identity

Gabriel Bukobza (Tel Aviv University)

The purpose of the research was twofold: First to identify different types of rebellion characterizing adolescents and emerging adults. Second, to examine the relations between these types and variables of parental style, birth order, risk taking behavior and identity status. In study 1 a sample of 225 adolescents responded to a rebelliousness measure, two measures of parental style, and a risk taking measure. Rebelliousness consisted of five tendencies: defiance, constructive, proactive, anarchism and fantastic. Except for constructive rebellion all types were positively associated with risk behavior. A negative relation was found between rebelliousness and parents' demandingness, and a weaker negative link between rebelliousness and parents' monitoring. Lastborns were more likely to rebel than either middleborns or firstborns. In study 2 a sample of 141 young adults responded to the EOM-EI identity

Sunday—P.M.

measure, a rebelliousness measure, and a risk taking measure. Results indicated that levels of moratorium and diffusion statuses were associated positively with several kinds of rebelliousness and that the level of endorsing an identity achieved status was related to rebellion that occurred in the past. Finally, age and moratorium were shown to be good predictors of rebelliousness, whereas age and diffusion were shown to be good predictors of risk behavior.

Parental solicitation and adolescent information management of smoking activities: Communication behaviors coded from parent/adolescent interactions

Aaron Metzger (University of Illinois at Chicago)

Lauren Wakschlag (University of Illinois at Chicago)

Recently, research on adolescent problem behavior has moved away from focusing exclusively on parents' monitoring behaviors and towards an exploration of adolescents' willing disclosure of information. The current study explored patterns of adolescent disclosure and information management regarding smoking behaviors in a structured interaction task, which involved a discussion between parents and adolescents about smoking (N = 348). We constructed a coding scheme, which captured the various methods parents utilized to investigate their teens' smoking behaviors, as well as how teens reacted to such solicitation in real-time interactions. Analyses indicated a great deal of variation in parents' solicitation of information regarding their teens' smoking (e.g. directly asked, indirectly asked, referred to previous discussions). Adolescents also varied in the types of information strategies they utilized, including avoidance of the topic, outright denial, partial disclosure ("I tried it once" or "my friends smoke"), and full disclosure of their smoking behaviors. Additional analyses explored the relationship between both patterns of parental solicitation and adolescents' information strategies and measures of parent/adolescent relationship quality and adolescents' concordant and prospective smoking behaviors. Results have implications for adolescent problem behavior, information management, and autonomy development research.

3:00-4:30 SY19 Symposium Session 19 Cullen

Links between attachment, emotion, and behavior

Organizers: Manuela Verissimo (ISPA) & Brian E Vaughn (Auburn University)

Discussant: German Posada (Purdue University)

Bowlby's attachment theory demands that sensori-motor and mental representations of attachment be meaningfully related and many studies have provided data consistent with this hypothesis. However, the specific processes and mechanisms linking sensori-motor and mental representations for children and adults are not well studied. Waters and Waters (2006) suggested that mental representations of attachment can be (at the minimum) characterized as knowledge structures (scripts) that reflect the person's understanding of secure base relationships. Presumably, these script-like structures are related to both the accessibility of attachment relevant content for the person and the means used to engage others (children) in attachment-relevant discussions. The four papers included in this symposium each address aspects of these hypotheses, in samples from multiple socio-cultural groups. The first paper is an attempt to document the transition between secure base behavior in infancy to a mental in childhood and beyond. The paper also aims to understand how the child's assembly of a cognitive representation is supported by the caregiver's own mental model of attachment. In paper 2 the authors investigate the impact of maternal conversational style on child's emotional understanding in an Italian sample of mother child dyads. Paper 3 analyses the role of the father as an attachment figure. Finally, Paper 4 addresses the question of the relation between attachment relationships and emotional regulation.

Sunday—P.M.

Early cognitive representations of attachment in children: Relations to their sensorimotor representations of attachment and to maternal secure base scriptedness

Nana Shin (Auburn University)

Brian E Vaughn (Auburn University)

Gabrielle Coppola (University "D'Annunzio" of Chieti)

Alessandro Costantini (University of Bari)

Kelly K Bost (University of Illinois at Urbana-Champaign)

Attachment and conversational style in mother-child reminiscences: Relations to the child's emotional understanding

Gabrielle Coppola, Silvia Ponzetti, Concettina Cipolletti (University "D'Annunzio" of Chieti)

Mother and father's representations of secure base knowledge, children's secure base behavior and father participation in daily activities

Ligia Monteiro (ISPA)

Manuela Veríssimo (ISPA)

António J Santos (ISPA)

Nuno Torres (ISPA)

Quality of attachment and strategies of emotional regulation

Lisa Roque, Manuela Veríssimo, Ana Rebelo, Bruno Ferreira (ISPA)

4:45-6:00 DS02 Book Discussion Session Ballroom

Book Discussion Session and closing reception — sponsored by Université Laval

The Growth of Logical Thinking

Juan Pascual-Leone (York University)

Henry Markovits (Université du Québec à Montréal)

Stéphan Desrochers (Université Laval)

It has been 50 years since the English language edition of Inhelder & Piaget's *Growth of Logical Thinking from Childhood to Adolescence* was published, coming only 3 years after its original French publication. The book provides an empirically rich and theoretically systematic account of adolescent thinking. Its central claim is that adolescence is the period of the construction of a new and final stage of cognitive operative development. There is little doubt that the book has had a significant impact as a foundation for research and as a basis for other theories of development during adolescent. However, the book has been challenged on empirical, theoretical, and metatheoretical fronts. Abilities and capacities proposed to be uniquely acquired in adolescence have been shown in some cases to be acquired earlier in childhood and in other cases to be acquired later in emerging adulthood. This research purporting to show the continuity between adolescence and other periods in the life cycle has detracted from the uniqueness which Inhelder and Piaget proposed to characterize adolescent thinking. To many, the cognitive constructivist account of adolescent development articulated in the book is more of a historical relic than a viable metatheoretical account of adolescent development. Three Piagetian scholars, Juan Pascual-Leone, Henry Markovits, and Stéphan Desrochers, will lead an audience-participation discussion of the past, present, and future of the ideas presented in the book.

Join us for a lively discussion, a glass of wine, and tearful good-byes...

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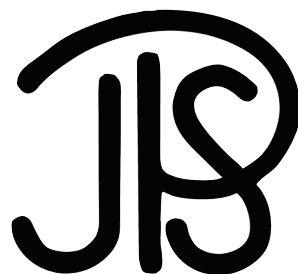
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Want to organize an annual meeting?

Submission Guidelines for Program Proposals

The following guidelines are intended to assist prospective organizers in developing program proposals for review by the JPS Board of Directors. The submission process involves two steps. The first is to bring forward a preliminary proposal that provides a rough overview of the intended theme; the second involves a more fully developed plan for the organization of the program, and more detailed information on the invited speakers.

Preliminary proposal

The purpose of the preliminary proposal is to initiate a dialog with the Meeting Planning Committee. The brief overview should include a suggested title, a description of the theme, a statement regarding the relevance and interest of the theme to the JPS membership, and a list of potential invited speakers. If the proposal is believed to merit further development, the prospective organizer(s) will be asked to submit a more fully developed plan.

Full proposal

The full proposal should include the following sections:

1. A 2-3 page statement of the theme, including a description of its relevance to developmental inquiry.
2. A description of the relevance of the theme to the JPS membership.
3. An outline of the invited program, including suggested plenary speakers and invited symposium organizers.
4. A brief biographical sketch of invited speakers.
5. A suggested venue and prospective local arrangements team, if appropriate. (NB: It is not necessary for the program proposal to include a specific venue and local arrangements plan; this component of the program may be coordinated through the Meeting Planning Committee.) For more information, contact the VP, Program Planning: Eric Amsel (eamsel@weber.edu).

Cognitive Development — Special Issues

Cognitive Development includes articles dealing with social cognition and development that are of particular interest to JPS members. Deanna Kuhn, the current editor, is also open to theoretical articles that are brief, and interesting. *Cognitive Development* is now accepting electronic submissions. For details, visit: <http://authors.elsevier.com/journal/cogdev>

To insure a JPS contribution, the board will select a special issue editor each year to produce one volume.

Guidelines for Annual Special Issue Proposals

The following guidelines are intended to assist prospective guest editors in formulating a proposal and editing an annual special issue of *Cognitive Development*.

Focus: The Special Issue should concern a topic central to the interest of the JPS membership. The issue represents the annual contribution of the Society. Theoretical and empirical scholarship will be considered.

Format: Generally we are seeking a series of related articles rather than other formats, though these would be considered if well justified. Proposals based on conference symposia can be submitted.

Process: The potential guest editor should submit a two-three page proposal to the Publications Committee Chair for review by the publications committee and subsequent approval by the JPS Board.

The proposal should include:

- suggested title
- description of the theme
- statement regarding the relevance and interest of the theme to the JPS membership and general readers of *Cognitive Development*
- list of potential invited contributors and brief description of their individual papers (please note that except under unusual circumstances, we expect that guest editors will not author or co-author a paper)
- list of three to four colleagues who could potentially act as an ad hoc review committee, as well as a brief description of their background
- timeline indicating when the guest editor plans to receive the articles, have them reviewed, received and proposed date for when the entire volume would be ready for publication.

Review: All manuscripts will be submitted to the Guest Editor. The Guest Editor will then seek two independent reviews for each manuscript. These external reviews will be returned to the Guest Editor who will then write an action letter to each author. Revisions will be returned to the Guest Editor who will make a decision as to the readiness of the paper for publication. The guest editor will forward the completed Special Issue on to the editor of *Cognitive Development*.

For more information, please contact Katherine Nelson (knelson@gc.cuny.edu)

Development At-Risk: Typical & Atypical Developmental Pathways

Program Organizers: Jacob A Burack & Louis A Schmidt

The discipline of developmental psychopathology emerged from the integration of two “parent” fields of developmental psychology and psychopathology and is based on the premise that the study of typical and atypical development are mutually informative. Accordingly, the knowledge of the typical course of development provides an essential metric for assessing the extent to which any individual pattern of development might be considered atypical or at-risk in some way. Conversely, examples of atypical development are essential to understanding fundamental developmental notions of universality and the inherent intactness and organization of the developing systems. The primary goal of the JPS 2009 conference is to provide insights into some of the essential ways that development can be at-risk within the context of the understanding of the “whole person.” A secondary, but complementary, goal is to commemorate the early essential work in the emergence of the discipline of developmental psychopathology that was formalized with the publication of a special issue of *Child Development* 25 years ago (Cicchetti, 1984) and the inauguration of the specialized journal *Development and Psychopathology* 20 years ago (Cicchetti, 1989).

The plenary talks are intended to cover a range of issues related developmental risk within the context of specific genetic, biological, social, and contextual correlates of such risk. The invited symposia are intended to complement the keynote talks by allowing other prominent researchers to provide perspectives on the essential issues.

The meeting will be held 4–6 June 2009 in Park City, Utah (see www.parkcityinfo.com). A *Call for Program Proposals* will be issued in September 2008.

