International Society for Interpersonal Acceptance and Rejection

THIRD INTERNATIONAL CONGRESS ON INTERPERSONAL ACCEPTANCE AND REJECTION

JULY 28~31, 2010   PADUA, ITALY

ISIPAR's 3rd ICIAR

The International Society for Interpersonal Acceptance and Rejection has the pleasure to announce that the Third International Congress on Interpersonal Acceptance and Rejection (ICIAR) will be held in Padua, Italy (approximately 30 kilometers from Venice) July 28th through the 31st, 2010. We look forward to seeing you there!

The Official language of the Congress is English.

CONTACT INFORMATION
Anna Laura Comunian, Associate Professor, and Chairperson of the local arrangements committee
http://dpg.psy.unipd.it/sch_docenti.php?id=32
E-mail: annalaura.comunian@unipd.it

SUBMISSION OF PROPOSALS
Prospective participants are encouraged to submit proposals for papers, symposia, workshops, and poster presentations on any aspect of interpersonal acceptance-rejection. Send Proposals to President-Elect, Rob Veneziano at raffven@usa.net. Relevant topics include:

- Acceptance-rejection in intimate adult relationships
  Acceptance-rejection in the context of immigration & acculturation
- Acceptance-rejection in the context of adult offspring's caregiving of aging parents
- Acceptance-rejection of children with special needs
- Affectionate Communication
- Clinical and developmental implications of interpersonal acceptance-rejection
- Educational implications of teacher, peer, and parental acceptance-rejection
- Father love
- Interpersonal acceptance-rejection
- Ostracism & social exclusion
- Parental acceptance-rejection
- Peer & sibling acceptance-rejection
- Methodological issues in the study of interpersonal acceptance-rejection
- Neurobiological concomitants of perceived rejection
- Resilience & coping with perceived rejection
- Psychological and emotional maltreatment
- Psychotherapy and psycho-educational interventions
- Rejection Sensitivity
- Relation between acceptance-rejection & attachment
- Victimization and bullying in school age children

ISIPAR MEMBERSHIP & DUES INFORMATION

Effective January 2009, membership expiration will be calculated based on the calendar year with expiration in December. Dues notification and receipt of dues payment are now available in the form of an attachment to an email message and will be forthcoming. If your email address has changed since you joined/renewed, please contact Parminder Parmar, ISIPAR Secretary/Treasurer, at prp104@psu.edu to update your address. New members are encouraged to join the Society. ISIPAR Membership is required to receive a University of Connecticut Rohner Center Award. Visit www.isipar.org for information.

INSIDE THIS ISSUE

INTERPERSONAL ACCEPTANCE:
The Foundation of Resilience

By Fatoş Erkman, Ph.D.,
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Whether we like it or not, globalization is here to stay. As stated by Friedman (1999) in *Lexus and the Olive Tree*, "Globalization is not a phenomenon. Today, it is the overarching international system, shaping the domestic politics and foreign relations of virtually every country, and we need to understand it as such" (p.7). Even in parts of the world where this reality is not obvious, at least multicultural existence is present. This is the first time in history that almost all people have had to deal with such variety and complexity. Families, teachers, and other child socializers face new challenges in raising resilient children, especially in helping them make constructive choices among both real and illusory alternatives. For applied psychology professionals, the challenge is to find the right model to help families and other socialization agents raise competent and healthy children.

What kind of people are those who form a healthy, constructive world? To answer this we cannot talk about *content* characteristics, where a person is described in terms of concrete qualifications such as education or defined behaviors. This is true because content may change quickly and radically according to time and age. We need instead to talk about *process* qualities. Process qualities are those that answer the question "how" rather than "what." The definition of resilience by Brooks & Goldstein (2001) pictures the psychologically healthy and adaptive person very simply as one who has the ability to:

> deal more effectively with stress and pressure, to cope with everyday challenges, to bounce back from disappointments, adversity, and trauma, to develop clear and realistic goals, to solve problems, to relate comfortably with others, and to treat oneself and others with respect. (p. 1)

According to Brooks and Goldstein, raising resilient children requires a particular process of parenting to help children develop a specific mindset. The mindset is described as one of high self-worth, self-competence, and a sense of hopefulness. This mindset is likely to translate into action where children are able to utilize productive coping strategies when faced with problems, to have effective interpersonal skills, and to be able to ask for help when they need it. These children can distinguish between issues over which they have power to control versus those where they would waste their energy on futile ground.

To raise emotionally healthy, resilient children, parents themselves need to have a certain mindset. That is, as described by Brooks and Goldstein, these parents must be empathic, communicate effectively, listen actively, and change "negative scripts." In addition, such parents must love their children in ways that help them feel special and appreciated, accept them for who they are, help them to set realistic expectations and goals, help them experience success by identifying and reinforcing their "islands of competence," and help them recognize that mistakes are experiences from which to learn. Additionally, these parents must help their children develop a sense of responsibility, compassion, and a social conscience. To do this, according to Brooks and Goldstein, parents must teach their children to solve problems and make decisions, and parents must discipline their children in a way that produces self-discipline and a sense of self-worth.

Beyond this, Eli Bower (1972) talked about different sets of institutions in which socialization and the humanization process take place, as well as other sets of institutions that come into play if the primary socialization process is ineffective or fails. The number one system among Bower's Key Integrative Social Systems (KISS) is the family. This is followed by the school system. Ineffective KISS institutions (i.e., poor parenting and poor schooling) are, according to him, likely to lead to the use of corrective institutions such as psychiatric help, or to lead to involvement with legal institutions. This not only reduces the person's quality of life, but also places economic, social, and psychological burdens on society as a whole.

Parenting is the subject that attracts the most interest by researchers in search of answers to the question how to raise resilient children. Masten and Powell (2003), for example, list better parenting among the important resources that can offset the unconstructive effects of risks and adversity.

Characteristics of the parenting process described above for raising resilient children parallel conclusions reached in parental acceptance-rejection theory (PARTheory; Rohner, 1986). More specifically, PARTheory focuses on the warmth dimension of parenting (i.e., on parental acceptance and rejection). The concept of parental acceptance refers to the perception of parental warmth, affection, or love, whereas parental rejection refers to the perceived absence or withdrawal of these behaviors. Based on a huge body of cross-cultural research (Rohner, 2009). PARTheory postulates that parents everywhere express their love (acceptance) or its opposite (rejection) in four main ways, namely by being

warm and affectionate, by being hostile and aggressive, by being indifferent and neglectful, and by rejecting their children in an "undifferentiated" way. It is also stated in the theory that all children require parental love and acceptance for optimal development. Thus, according to PARTheory, children's psychological adjustment is closely linked to perceived parental acceptance or rejection. Beyond this, according to PARTheory's personality subtheory, perceived parental rejection is likely to be panculturally associated with a specific cluster of personality dispositions, including anger, dependence or defensive independence, emotional unresponsiveness, impaired self-esteem, impaired self-adequacy, emotional instability, and negative worldview—among others.

Roopnarine & Carter (2002) have argued that the study of parent-child relations has been based mostly on data from industrialized Western societies—specifically white middle class families. PARTheory research, however, is a clear exception. Several hundred studies internationally (Rohner, 2009) have shown that individuals' psychological adjustment tends to be significantly affected by the amount of perceived parental warmth or lack of it—regardless of cultural, racial, gender, economic, ethnic, and other such differences (Rohner, 2004). Moreover, youth and adults who perceive themselves to be rejected appear to be more disposed than accepted persons to develop behavior problems and conduct disorders, to become depressed or have depressed affect, and to become involved in drug and alcohol abuse (Rohner & Britner, 2002). Beyond this, empirical studies internationally suggest that:

> As much as 26% of the variability of children's psychological adjustment can be accounted for by the degree to which children perceive themselves to be accepted or rejected by their parents. In addition, as much as 21% of the variability in adults' psychological adjustment can be explained by childhood experiences of caregiver acceptance-rejection. (Rohner *et al,* 2005, p. 1)

Today the importance of the acceptance phenomena as described in PARTheory and elsewhere has come to encompass all relationships across the lifespan. For example, when we look at teacher-student interaction and resiliency, Waxman, Gray, & Padron (2004) say that:

> Schools build resilience in students through creating an environment of caring and personal relationships. The foundation of this relationship begins with educators who have a resiliency building attitude. Teachers who model the resilient behaviors they desire from their students are often called "turnaround teachers":

They are those who provide and model three protective factors that buffer risk and enable positive development by meeting youth's basic needs for safety, love and belonging, respect, power and accomplishment, and learning. The three factors are: 1) Caring relationships, 2) positive and high expectations, and 3) opportunities to participate and contribute. (p. 53)

PARTheory's coping subtheory (Rohner, 1986) argues that some rejected individuals display significantly more adaptive, healthy behavior than most other rejected individuals. These people are called "copers." According to the subtheory the coping process should be viewed from a multivariate perspective. That is, rejected individuals should be viewed in the context of self, other, and situational factors—and in the context of interactions among these factors. Goldstein and Brooks (2006) presented a perspective similar to this. Specifically, they argued that interactive processes among self, family, and community factors--and their transformations--result in a different story for each individual. Specific consequences emerge only as a result of the interaction of biological and environmental factors, as well as risk and protective factors.

Another central point in PARTheory is its emphasis on the fact that mental representations are unique for each individual, thus providing differential strengths and weaknesses for people ostensibly in the same or similar contexts. More specifically, it is said in coping subtheory, that rejected persons who have a well differentiated sense of self, a sense of self-determination, and the capacity to depersonalize can generally deal more effectively with the adversity of rejection than can individuals who do not have these cognitive capabilities. This argument is exactly how the occurrence of highly resilient individuals in the midst of adversity is also explained by resiliency investigators such as Deater-Deckard, Ivy and Smith (2006). These authors talk about the environment of the mind. They claim that all so-called objective experiences are filtered in a unique way by each individual. This filtering brings about a different reality for each individual.

Finally not only parental acceptance as defined in PARTheory, but all forms of perceived acceptance in significant relationships is a major determining factor for promoting healthy psychological adjustment and resilience among children, youth, and adults, worldwide.
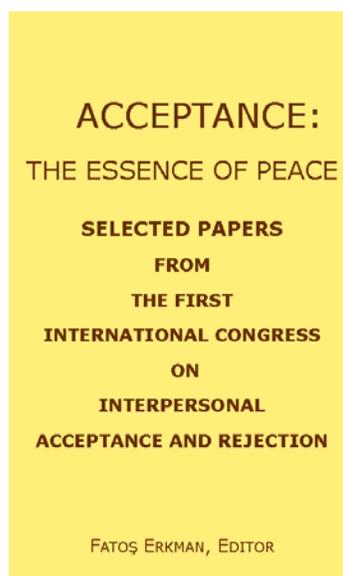
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ACCEPTANCE: THE ESSENCE OF PEACE

ACCEPTANCE:
THE ESSENCE OF PEACE

SELECTED PAPERS
FROM
THE FIRST
INTERNATIONAL CONGRESS
ON
INTERPERSONAL
ACCEPTANCE AND REJECTION

FATOŞ ERKMAN, EDITOR

Selected Papers from the 1st International Congress on Interpersonal Acceptance and Rejection

Istanbul, Turkey, 2006

Topics covered include:
- Psychological Adjustment and Clinical Issues
- Family Interaction and Styles of Parenting
- Resilience and Coping with Perceived Rejection
- Comparative Studies of Parental Acceptance-Rejection
- Methodological Issues.

Book Length: 274 Pages
Book Price: $22 (USD) + $2.23 s/h in U.S.
or €15 + s/h (email ferkman@gmail.com for amount).

Forms of payment accepted: Check, Money Order, Western Union, or Credit Card using PayPal.

Copies are available for sale in the United States (rohner.isipar@gmail.com) as well as outside the United States (ferkman@gmail.com). Please visit the ISIPAR website to obtain an order form or use PayPal to purchase the book electronically. The order form can be found at http://www.isiparweb.org/order%20form.doc

University of Connecticut
Rohner Center Awards

Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection

The **Rohner Center** is pleased to announce the *University of Connecticut Rohner Center Awards for Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection.* The awards are intended to encourage and recognize outstanding contributions in the field of interpersonal acceptance and rejection. Researchers, scholars, and practitioners worldwide are encouraged to submit theory, research, or practice-based manuscripts on any topic relevant to interpersonal acceptance and rejection. Such topics include but are not limited to issues dealing with parental acceptance-rejection, peer acceptance-rejection, teacher acceptance-rejection, acceptance-rejection among intimate adults, adult offspring's acceptance and rejection of their aging parents, neurobiological concomitants of perceived rejection, and others.

The Rohner Center expects to give **two Awards of $1,000 each** every two years at the biennial meetings of the *International Society for Interpersonal Acceptance and Rejection* (ISIPAR). These cash awards are intended to both acknowledge outstanding contributions to the field of interpersonal acceptance and rejection and to help cover expenses associated with attending and giving an Awards Address at the international meeting. Two categories of awards are given, as follows:

- Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection: <u>*Outstanding Paper of the Biennium*</u>

    Eligibility Requirements

    - The sole author or first author must be a member of the *International Society for Interpersonal Acceptance and Rejection* (ISIPAR).
    - An unpublished manuscript must represent work completed within the two year period prior to the ISIPAR conference at which it will be presented.
    - Unpublished manuscripts may not exceed 30 double spaced, typed pages (including references, tables, figures, and other end-matter).
    - A published article must have appeared in print within the two year period prior to the ISIPAR conference at which it will be presented. No page restriction is applied to published articles.

- Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection: <u>*Outstanding Paper by an Early Career Professional*</u>

    Eligibility Requirements

    - The sole author or first author must be a member of the *International Society for Interpersonal Acceptance and Rejection* (ISIPAR).
    - The sole author or first author may not be more than five years beyond his or her highest earned degree (e.g., Bachelors, Masters, or Doctorate) at the time the manuscript is submitted.
    - An unpublished manuscript must represent work completed within the two year period prior to the ISIPAR conference at which it will be presented.
    - Unpublished manuscripts may not exceed 30 double spaced, typed pages (including references, tables, figures, and other end matter).
    - A published article must have appeared in print within the two year period prior to the ISIPAR conference at which it will be presented. No page restriction is applied to published articles.

Evaluation Criteria

Manuscripts will be considered on the basis of their empirical, theoretical, and/or applied merit. The following criteria will serve as the basis of evaluation for contributions made within one or a combination of the following three domains:

Research Contributions
- Importance of hypotheses tested or questions asked.
- Methodological rigor and appropriateness.
- Potential for results to advance understanding of the human condition in sociocultural context.

Theoretical Contributions
- Incorporation of conceptual or theoretical foundations within the field of interpersonal acceptance and rejection.
- Potential for the theoretical perspective(s) to advance understanding of the human condition in sociocultural context.

Applied Contributions
- Directly links theory or research within the field of interpersonal acceptance and rejection to issues of applied practice.
- Potential for applications to advance professional practices that promote the health and well-being of individuals, couples, families, or the broader sociocultural community.

Submission Process

All members of ISIPAR who are interested in entering the competition for these Awards are invited to submit manuscripts electronically to the Rohner Center (*rohner@uconn.edu*) no later than March 1, 2010. Further details about the Awards will be announced on the Society's website at *www.isipar.org* and in *Interpersonal Acceptance: Newsletter of the International Society for Interpersonal Acceptance and Rejection.*

- Insofar as applicable all submissions should follow guidelines laid out in the *Publication Manual (5th edition)* of the American Psychological Association (2001).
- Unpublished manuscripts must be in a common word processing file (e.g., .docx, *.doc,. rtf, .pdf*).
- Applicants must fill-out and submit the *Submission Cover Page* along with the article to be reviewed.

Deadlines

Congress year	Manuscript must be Completed Between	Submission Deadline	Decision Deadline
2010	March 2, 2008-March 1, 2010	March 1, 2010	April 1, 2010
2012	March 2, 2010-March 1, 2012	March 1, 2012	April 1, 2012
2014	March 2, 2012-March 1, 2014	March 1, 2014	April 1, 2014

Presentation of Awards Address

Awardees are expected to give an oral presentation based on their award-winning paper at the biennial meeting of ISIPAR where the Award is presented.

Awards Committee

Selection of winning manuscripts will be made by the Awards Review Committee composed of three senior faculty at the University of Connecticut and by two senior international scholars. Ronald P. Rohner serves as *ex officio* member of the Committee. Professor Sandra Rigazio-DiGilio serves as chairperson of the Committee.

University of Connecticut
Rohner Center Awards

Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection

SUBMISSION COVER PAGE

Complete this form in English using Microsoft Word, and submit it with your manuscript.

Category of Award for which you are applying (select one)

a. [ ] Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection: **Outstanding Paper of the Biennium**

b. [ ] Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection : **Outstanding Paper by an Early Career Professional**

Paper Title	
Sole or First Author	
▪ **E-mail Address**	
▪ **Work Address**	
▪ **Highest Degree Earned**	
▪ **Date Degree was Conferred**	
Name(s) of Coauthor(s)	
If presented, published, or submitted elsewhere, please list where and when:	

DEADLINE: March 1, 2010

E-mail this Submission Cover Page and your Manuscript or Article to the Rohner Center (*rohner@uconn.edu*).

Manuscripts that are incomplete, do not meet the eligibility requirements, or are submitted after the deadline will not be considered for the competition.

UPCOMING CONFERENCES

Guatemala City, Guatemala

XXXII Interamerican Congress of Psychology in Guatemala, June 28-July 2, 2009, Guatemala City. The title of the Congress is Psychology: A Road Toward Peace and Democracy http://www.sip2009.org/

Mexico City, Mexico

International Council of Psychologists 67th Annual International Council of Psychologists Conference is being held July 3-8, 2009 in Mexico City, Mexico. www.icpweb.org

Toronto, Canada

American Psychological Association The 117th annual APA Convention is being held in Toronto, Canada, August 6-9, 2009. http://www.apa.org/convention09/homepage.html

Alburquerque, New Mexico, USA

Society for Cross-Cultural Research The annual conference is being held February 17-20, 2010 in Albuquerque, New Mexico, USA. http://www.sccr.org/

Padua, Italy

Third International Congress on Interpersonal Acceptance and Rejection To be held July 28-31, 2010 in Padua, Italy. More information will follow on http://www.isipar.org

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Where would you like the 4th ICIAR to be held?
Email suggestions to rohner.isipar@gmail.com

HOST NEEDED FOR 2012 ICIAR

The 3rd International Congress on Interpersonal Acceptance and Rejection will soon convene. Therefore it is not too early to begin thinking ahead to 2012. ISIPAR will need a volunteer (or volunteers) to organize and host that Congress. Some things to keep in mind as we consider a location. The Conference site should be:

- Reasonably priced
- Easily accessible
- Available to delegates of all nations
- Interesting and comfortable
- Preferably associated with a university community

Also, the chairperson of the local organizing committee should, ideally, live in the area where the conference will be convened. If you or someone you know would like to volunteer to host the 2012 Congress please contact Ronald P. Rohner, Executive Director, International Society for Interpersonal Acceptance and Rejection at rohner.isipar@gmail.com.

SPECIAL ISSUES AVAILABLE

As you may already know, many of our readers/members have previously contributed to Special Issues of *Ethos* as well as *Cross-Cultural Research.* A limited number of past issues of *Ethos*' 2005 Theme Issue: Cross-Cultural Research in Parental Acceptance-Rejection Theory, (Volume 33 Number 3) are available for sale for $20 USD from Rohner Research Publications. To order online, go to http://home.earthlink.net/~rohner_research/order.htm. Forthcoming is another Special Issue of *Cross-Cultural Research* on the subject of Teacher Acceptance, Parental Acceptance, and the Psychological Adjustment of Children. Look for this Special Issue in February 2010!

Deadline for submission of material for publication in the September issue of *Interpersonal Acceptance* is **August 1, 2009.** Please direct correspondence to Ronald P. Rohner rohner.isipar@gmail.com

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Ronald P. Rohner, Editor
Lori Kalinowski, Editorial Assistant