



# Interpersonal Acceptance

January 2012  
Volume 6, No. 1

International Society for Interpersonal Acceptance and Rejection

## Summary of Programs of Research on Interpersonal Acceptance and Rejection

**\*\*A New Feature in Interpersonal Acceptance\*\***

*Interpersonal Acceptance* is pleased to announce the creation of a new feature of the Newsletter where authors summarize the results of their studies in ongoing programs of research on issues related to interpersonal acceptance and rejection. Investigators are invited to submit three- to seven-page, double-spaced, summarizing manuscripts describing the major findings as well as methods, background, and significance of their research. Preference will be given to programs of research where three or more studies have already been completed or nearly completed. You will find in this issue of *IA* the description of two such programs of research. One deals with factors associated with children's acceptance or rejection of hypothetical peers with undesirable characteristics. The other deals with paternal affection and involvement on children's development. Please include an electronic head-and-shoulders photograph of yourself along with your submission. Summaries can be sent to the editor, Ronald P. Rohner, at rohner@uconn.edu.

## Factors Associated with Children's Acceptance or Rejection of Hypothetical Peers with Undesirable Characteristics

Mark A. Barnett, Tammy L. Sonnentag, and Taylor W. Wadian  
Kansas State University

Children tend to respond in a relatively negative manner toward peers who are perceived as deviant or deficient in their appearance, ability, or behavior (Juvonen, 1991). However, relatively little is known about the various factors that may be associated with children's acceptance or rejection of such peers.

During the last few years, my students and I have begun a program of research examining children's perceptions of and anticipated responses to hypothetical peers with various undesirable characteristics (i.e., being a poor student, a poor athlete, extremely overweight, extremely aggressive, extremely shy, or having the symptoms of ADHD). The purpose of this brief review is to describe some of the findings that have emerged from three of our studies involving participants ranging in age from 8 through 14 years.



From left to right:  
T.L. Sonnentag (tamson@ksu.edu),  
T.W. Wadian (wadian@ksu.edu), M.A.  
Barnett (barn@ksu.edu)

### Overview of Method

In two of our studies (Barnett, Sonnentag, Livengood, Struble, & Wadian, in press; Sonnentag, Barlett, Livengood, Barnett, & Witham, 2009), children were presented with descriptions of hypothetical peers with the various undesirable characteristics and were asked to rate the extent to which they agree with several statements concerning their perception of each peer (e.g., It is this boy's fault that he is extremely overweight; This boy would like to lose weight) and their anticipated response to each peer (e.g., I would like this boy; I would tease and make fun of this boy). In the other study (Barnett, Livengood, Sonnentag, Barlett, & Witham, 2010), the children read summaries of a pair of interviews with six hypothetical male peers who discussed something about themselves that they or someone else considered a problem. During the first interview, each peer described the specific undesirable characteristic and indicated whether he wanted to change (or did not

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### Altruism benefits givers' health

STONY BROOK, N.Y., Dec. 21 (UPI) - If the benefits of volunteering or altruism could be put into a pill, it would be a bestseller overnight, a U.S. researcher says.

Stephen G. Post of Stony Brook University School of Medicine reviewed more than 50 studies that used a variety of methodologies, showing people who act sincerely for the benefit of others enjoy happiness, health, and even increased longevity.

Some of the recurring concepts related to giving and health include: Giving and even just thinking about giving are linked to health and well being; people who are self absorbed are not very happy; volunteerism has positive impacts on happiness, mood, self-esteem, physical, and mental health; and, altruism is associated with a substantial reduction in mortality rates and is linked to longevity.

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care about changing) that characteristic. During the second interview, which presumably occurred six months later, the peer described whether he had or had not tried to change that characteristic and whether he had been successful or unsuccessful in changing that characteristic. The specific desire/effort/outcome interview summary for a peer with a particular undesirable characteristic was varied across groups of child-participants. As in our other two studies, the children were asked to rate the extent to which they agree with several statements concerning their perception of and anticipated response to each peer.

**Factors Associated with Acceptance or Rejection**

*Type of Undesirable Characteristic.* In those analyses in which the six undesirable characteristics were considered separately, children anticipated responding least favorably to the extremely aggressive peer and the extremely overweight peer, and they attributed more fault to them for their undesirable characteristics than peers described as being a poor student, a poor athlete, extremely shy, or as having the symptoms of ADHD (Barnett et al., in press; Sonnentag et al., 2009). In addition, the children rated the extremely aggressive peer and the extremely overweight peer significantly lower than the four other peers on wanting to change, exerting effort to change, and likelihood of changing their undesirable characteristic (Barnett et al., in press).

Whereas extremely aggressive peers elicit rejection from children because of the fear and pain they cause others (Coie & Dodge, 1998), the stigmatization of obese peers appears to have its origins in what children as young as three years old deem to be an unpleasant appearance (Cramer & Steinwert, 1998).

*Attribution of Fault.* The more children attributed fault to the peers for their undesirable characteristic, the less favorably the children anticipated responding to the peers (Barnett et al., in press; Sonnentag et al., 2009). This pattern of results is consistent with attribution research (Weiner, 1986) demonstrating that individuals who are perceived as responsible for unpleasant personal circumstances due to negligence, laziness, or negative intent tend to be devalued and treated relatively harshly.

*Peer's Desire/Effort/Outcome.* In the Barnett et al. (2010) study, the children anticipated responding more favorably to peers who were successful in overcoming an undesirable characteristic than those who were unsuccessful. Moreover, for peers with either a successful or unsuccessful outcome, those who expressed a desire to change *and* exerted effort to change were rated more favorably than were peers who reported no effort to change an undesirable characteristic—regardless of whether or not they had expressed a desire to change that characteristic. For peers whose failure to change an undesirable characteristic was associated with no effort to change, those

who expressed a desire to change were rated more favorably than those who expressed no desire to change.

Although a peer's self-reported desire to change, effort to change, and success in changing an undesirable characteristic have all been found to have a positive impact on children's acceptance of that peer (Barnett et al., 2010), it is noteworthy that the extent to which children attribute fault to a peer for an undesirable characteristic appears to play a larger role in their anticipated response to that peer than their expectations concerning the peer's desire, effort, and outcome (Barnett et al., in press). We are currently designing a study to more fully examine the relative influence of children's fault attributions and desire/effort/outcome expectations on their anticipated responses to peers with various undesirable characteristics.

*Gender of Participant.* In general, boys anticipated responding more negatively to peers described as possessing undesirable characteristics than did girls (Barnett et al., 2010; Barnett et al., in press; Sonnentag et al., 2009). This pattern of results is consistent with prior research demonstrating that boys tend to be less accepting than girls of peers who are different or deficient on some dimension, and boys are more willing than girls to socially exclude such peers (Killen, Crystal, & Watanabe, 2002). However, it is

noteworthy that in one of our studies in which the six undesirable characteristics were considered separately (Barnett et al., in press), we found that girls' greater "tolerance" (presumably associated with heightened levels of empathy) did not extend to peers who were described as extremely aggressive or extremely overweight.

*Perceived Similarity to the Peer.* In our first study (Sonnentag et al., 2009), children who indicated that they or a friend are similar to a hypothetical peer with a specific undesirable characteristic agreed more strongly with the statement that they would like that peer than did children who did not perceive themselves or a friend as similar to that peer. This pattern was found for all peers included in the study *except* the one described as extremely overweight. In general, children who perceive themselves or a friend as similar to a peer with an undesirable characteristic may experience heightened empathy for that peer and, thus, may anticipate responding in a relatively favorable manner toward him or her (Barnett, 1987).

**Conclusion**

This program of research reveals several factors that are associated with children's anticipated responses to hypothetical peers with various undesirable characteristics. Although the use of hypothetical peers as targets of children's self-reported attitudes and behavioral intentions is a common methodological approach for research in this area (Juvonen, 1991), we recognize the importance of examining children's interpersonal reactions to "atypical" peers in more naturalistic settings. However,

*"...we found that girls' greater "tolerance" (presumably associated with heightened levels of empathy) did not extend to peers who were described as extremely aggressive or extremely overweight."*

in taking a more ecologically valid approach in future research, we must be extremely sensitive to the ethical issues that will arise when documenting children's attitudes and behaviors toward "real" peers that they (or their teachers) identify as deviant or deficient in their appearance, ability, or behavior.

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*Editor: Ronald P. Rohner*

*Editorial Assistant: Cybeles Onuegbulem*

## Introducing.... ISIPAR's STUDENT ADVISORY COMMITTEE

Officers of the International Society for Interpersonal Acceptance and Rejection created an ISIPAR Student Advisory Committee. Carrie Brown, Ph.D., (see picture below) has graciously agreed to be the Faculty Advisor to the Advisory Committee.



**Carrie M. Brown, Ph.D.** is Faculty Advisor to ISIPAR's Student Advisory Committee. Carrie is an Assistant Professor in Developmental Psychology at Agnes Scott College in Decatur, Georgia.



**Ebru Akun, Ph.D. candidate**, Clinical Psychology, Ankara University, Ankara, Turkey. Ebru is interested in the relationship between adults' recollections of parental acceptance in childhood and their current psychopathology.



**Selenga Gürmen, Ph.D. candidate**, Marriage and Family Therapy, University of Connecticut (from Istanbul, Turkey). Selenga is interested in the effects of marital distress on Turkish adolescents' psychological adjustment as mediated by youth's perceptions of parental acceptance and behavioral control.



**Ppudah Ki, Doctoral student**, Marriage and Family Therapy, University of Connecticut (from Seoul, Korea). Ppudah is interested in how people cope with perceived parental rejection, and what characteristics and factors contribute to people's coping capabilities and resiliency.



**Xuan Li, Ph.D. candidate**, Cambridge University, Department of Social and Developmental Psychology (from China). Xuan is interested in bridging tradition and modernity: Father-child relations in Chinese families.



## Note from the Editor

### *Interpersonal Acceptance-Rejection and The Wikipedia Initiative: A Call for Input*

As many of you know, the Association for Psychological Science (APS) is asking psychologists to help make Wikipedia (the free encyclopedia at [www.wikipedia.com](http://www.wikipedia.com)) represent scientific psychology fully and accurately. In support of this effort APS has provided an APS Wikipedia Initiative portal at [www.psychologicalscience.org/apswi](http://www.psychologicalscience.org/apswi). This portal includes tutorials on Wikipedia, the Wikipedia community, and the editing process, among many other topics.

In support of APS's call for input, ISIPAR's Officers and Executive Council encourage you to contribute entries relevant to interpersonal acceptance-rejection. You can review the entry on Social Rejection ([en.wikipedia.org/wiki/social\\_rejection](http://en.wikipedia.org/wiki/social_rejection)) as one possible model. You will also find an entry on social exclusion and other relevant topics. Beyond this, you will find an entry for parental acceptance-rejection theory ([en.wikipedia.org/wiki/Parental\\_acceptance\\_rejection\\_theory](http://en.wikipedia.org/wiki/Parental_acceptance_rejection_theory)). This entry, however, needs to be updated and corrected. I don't know who wrote it, but it appears to have been based heavily on the Rohner, Khaleque, & Cournoyer article "Introduction to Parental Acceptance-Rejection Theory" posted on the Rohner Center's website ([www.csar.uconn.edu](http://www.csar.uconn.edu)). That article is a good source to draw from, but the author of the Wikipedia entry seems to have used a now outdated version of the article. The most recent reference cited in that entry appears to be 2007, but important advances have been made in the theory and especially in evidence about the theory since that time.

I tried to submit an updated and corrected version of the PARTheory entry but I was rejected by a Wikipedia gatekeeper (Beeblebrox) who wrote:

. . .you show no sign whatsoever of comprehending. Anyone writing about their own work obviously has a huge conflict of interest. If there is nothing you intend to write about other than your own work Wikipedia is probably not for you. (Beeblebrox, 11/11/11).

Sorry Albert Bandura, John Bowlby, Sigmund Freud, Carol Rogers, and other psychological theorists! Wikipedia will not allow you to provide scholarly descriptions of your own theories because you are "trying to promote a product" and because it would be "a huge conflict of interest" to do so. Does this line of reasoning strike anyone besides me as being odd—bordering on the bizarre in academia? In any case, there is a great deal that should be done to make sure Wikipedia entries on topics pertinent to interpersonal acceptance-rejection are complete, up-to-date, and accurate. **Please get involved!**

Ronald P. Pohner  
Executive Director, International Society for Interpersonal Acceptance and Rejection  
Editor, *Interpersonal Acceptance*

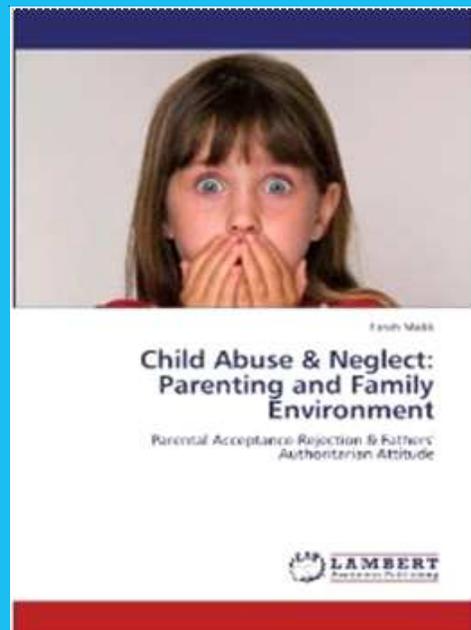
## Newly Published Book by ISIPAR Member

We are pleased to announce a new 2012 textbook, **Child Abuse & Neglect: Parenting and Family Environment: Parental Acceptance-Rejection & Fathers' Authoritarian Attitude**, by Farah Malik. For many decades, child abuse and neglect have been recognized as crucial issues. Developed countries have come a long way in preventing this issue, but developing countries are lagging behind. This book is an effort to comprehend child abuse and neglect generally, and particularly in the South Asian cultural contexts where it has persisted as "a misconceived idea and a taboo subject for decades." The book also introduces child abuse and neglect within indigenous Pakistani societies, linking it to parenting styles, attitudes, and the overall home environment.

For more information, and to order the book via Amazon, see <http://www.amazon.com/Child-Abuse-Neglect-Acceptance-Rejection-Authoritarian/dp/3846511951>, ISBN: 978-3-8465-1195-4, or contact Dr. Malik at [dr.farahmalik@gmail.com](mailto:dr.farahmalik@gmail.com), or [dr.farahmalik@gcu.edu.pk](mailto:dr.farahmalik@gcu.edu.pk)



Farah Malik,  
Department of Psychology, GC University  
Lahore, Pakistan.





## Fathering Toddlers: Paternal Affection and Involvement

**Ricky Finzi-Dottan, Ph.D.**  
Bar Ilan University, Israel  
rikifnz@biu.013.net.il

Over the last thirty years, professionals and researchers worldwide have taken an interest in the impact of paternal affection and involvement on children's development. In correspondence with cultural, economic, and social changes that have taken place in recent years—and that have influenced the structure and division of roles within families—research about fatherhood has begun to expand (Cabrera, Tamis-LeMonda, Bradley, Hofferth & Lamb, 2000; Wood & Repetti, 2004). Research demonstrates a significant impact of paternal warmth, nurturance, caring, and affection on children's development (Lamb, 2010). Fathers play an important role as attachment figures for their children. Many fathers create a deep emotional connection with their children from infancy—and express a desire to be active parents involved in nurturing their children (Coltrane, 2004).

Studies examining the relative impact of paternal and maternal warmth on various aspects of children's development have consistently reported that paternal warmth is often equal to and sometimes more important than maternal warmth in its influence on children's behaviors (Rohner & Veneziano, 2001). Veneziano (2003), for example, reported that paternal warmth (or lack thereof) was more important in influencing interpersonal aggression than maternal warmth.

Contemporary researchers have recognized the multidimensional nature of fathers' involvement with their children, reflecting the many ways that fathers can meet children's needs. Lamb, Pleck, Charnov and Levine (1987), for example, have emphasized such factors as interaction (direct engagement), accessibility (physical and psychological presence and availability), and responsibility (indirect childrearing tasks such as planning and scheduling). Palkovitz (1997) emphasized the cognitive and emotional aspects of father involvement. Other researchers have conceptualized fatherhood in terms that bind fatherhood with feeling, thinking, and taking action when responsible for the child (Leslie, Anderson & Branson, 1991).

Fathering infants has received very little research attention because the issue has typically been perceived to be mothers' responsibility, and under their control. As a result, developmental psychology has focused for many years primarily on mother-infant relationships—and on the implications of this relationship for infant development (Caldera, 2004). Jain, Belsky and Crnic (1996) described

four types of father–toddler interactions: caretakers, playmates–teachers, disciplinarians, and disengaged fathers. Studies on the ability of fathers to take care of newborns and infants have shown that fathers are generally fully able to do so (Belsky, 1999). Moreover, these studies have tended to show that fathers provide caregiving for infants which is similar to mothers' (Lamb, 2010). Furthermore, studies on attachment have shown that there are no differences between fathers' and mothers' potential abilities to develop attachment to their children (Feldman, 2000). Beyond this, evidence also indicates that when fathers take part in caregiving activities and are sensitive to their infants' needs, the infants' security-attachment scores tend to be higher than among those infants whose fathers are less involved and less sensitive (Caldera, 2004; Feldman, 2000). All this evidence emphasizes the role of fathers as a significant attachment figure for infants.

This brief report presents preliminary results of a study examining the fathering of infants (conducted with Ariel Ezra). The study is part of a larger program of research examining the behaviors of married and divorced fathers. It is based on attachment theory and PARTheory, and is guided by the assumption that fathers' experiences with their own fathers in childhood affect their caregiving behaviors, and predict fathers' affection toward their young children as well as their involvement in their lives. In

light of the complexity of the concept “fatherhood”, the function of the paternal caregiving system was measured in this research by two separate measures: The first was Rohner's (Rohner, Khaleque and Cournoyer, 2005) Parental Acceptance-Rejection Questionnaire (Father version), which examines patterns of emotional response by fathers to their children. The second was Palkovitz's (1997) multi-dimensional model of father involvement, which sees fathers as being influential in various areas of their children's lives.

The study is based on 150 married fathers of infants aged birth to three. The fathers' mean age was 36.37 years ( $SD=3.77$ ). One third of them had only one child, one third had two children, and one third had more than two children. The fathers responded to five questionnaires assessing the following domains: paternal involvement (Father Involvement – IFI by Bradford, Hawkins, Palkovitz, Christiansen & Day, 2002); parental acceptance and rejection (Father PARQ – Short form, Rohner, Khaleque, & Cournoyer, 2005); experiences with own father (Parental Bonding Instrument – PBI, by Parker, Tulpung & Brown, 1979); caregiving (Caregiving System Function – CSF, by Shaver, Mikulincer & Shemesh-Iron, 2010); and parenting competence (Parenting Sense of Competence scale –PSOC by Gibaud-Wallston & Wandersman, 1978).

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*“...evidence also indicates that when fathers take part in caregiving activities...,the infants' security-attachment scores tend to be higher than among those infants whose fathers are less involved and less sensitive.”*

**Fathering Toddlers Continued**

Results of the study indicate that fathers' experiences of having been overprotected by their own fathers in childhood exacerbated avoidant caregiving, thus hindering men's warmth and acceptance toward their children. However, fathers' experiences of paternal caring in their own childhood mitigated men's tendency toward anxious caregiving, and thus promoted the men's warmth and acceptance toward their children. Regarding fathers' involvement, men's experiences of being overprotected by their fathers in childhood exacerbated the men's avoidant caregiving, thus impeding the men's involvement in rearing their own young children. Also, avoidant caregiving moderated fathers' sense of competence, and it decreased paternal involvement. Overall, then, we conclude that *avoidant* caregiving was related to the behavioral aspect of fathering (namely paternal involvement), whereas *anxious* caregiving was related to the affectionate aspect of fathering (namely paternal warmth and acceptance).

This study is important because it contributes to the limited body of research completed so far on issues of fathering infants and toddlers. The study is also important because it is among the first to explore intergenerational relations in paternal behaviors.

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# ANNOUNCEMENTS

## GRANTS AND FELLOWSHIPS

### *APA Convention Registration Grant and Travel Supplement for International Attendees*

The APA Office of International Affairs sponsors two awards for international psychologists and international students interested in attending the Annual APA Convention in Orlando, Florida on August 2-5, 2012. The first award covers Convention registration fees, and the second provides up to \$500 in travel expenses to attend the Convention. Applicants must be psychologists or psychology students living outside the US and Canada. For more information on the awards and how to apply, see the APA Convention Registration Grant at [www.apa.org/about/awards/convention-registration-grants.aspx](http://www.apa.org/about/awards/convention-registration-grants.aspx) and the APA Travel Supplement at [www.apa.org/about/awards/convention-international-travel.aspx](http://www.apa.org/about/awards/convention-international-travel.aspx). Deadline for application is June 1, 2012.

### *APF: Culbertson Travel Grant*

The American Psychological Foundation (APF) is now accepting applications for the 2012 Francis M. Culbertson Travel Grant. This grant supports travel to international and regional conferences in psychology for women from developing countries who are in the earliest stages of the careers (5-10 years post-doctorate). Recipients will receive reimbursement for registration and travel expenses up to \$1,500, as well as a two-year affiliate membership at APA. For more information, see [www.apa.org/apf/funding/culbertson](http://www.apa.org/apf/funding/culbertson). Deadline for application is February 15, 2012.

### *APF: Henry David Grants for Research and International Travel*

APF's Henry David Fund was established to support young psychologists with a demonstrated interest in the behavioral aspects of human reproductive behavior or an area related to population concerns. The Travel Grant provides up to \$1,500 to support travel-contingent research on human reproductive behavior and population studies or attendance at an international or regional congress. The Research Grant provides up to \$1,500 for support of ongoing research in behavioral aspects of population studies or human reproductive behavior. Applicants must be graduate students or early-career researchers, and may apply for one or both grants. For more information, see [www.apa.org/apf/funding/david](http://www.apa.org/apf/funding/david). Deadline for application is February 15, 2012.

### *Deborah Partridge Wolfe International Fellowship*

The Deborah Partridge Wolfe International Fellowship, sponsored by Zeta Phi Beta Sorority, Inc., provides financial assistance for African American women graduate students interested in studying abroad. The amount of fellowship varies, but does not exceed \$1,000. Funds are also available for foreign students who wish to study in the United States. To apply for this fellowship, please visit [www.apa.org/about/awards/dpw-grad.aspx](http://www.apa.org/about/awards/dpw-grad.aspx).

### **DJD YOU KNOW...?**

The APA has an ongoing grant program to cover registration at international conferences for U.S. psychologists. It covers up to \$400. Please see [www.apa.org/international](http://www.apa.org/international) for more information.

## Announcing PARScore 6

Preston C. Rohner  
Ronald P. Rohner  
Heena S. Jadav

Center for the Study of Interpersonal Acceptance and Rejection  
University of Connecticut

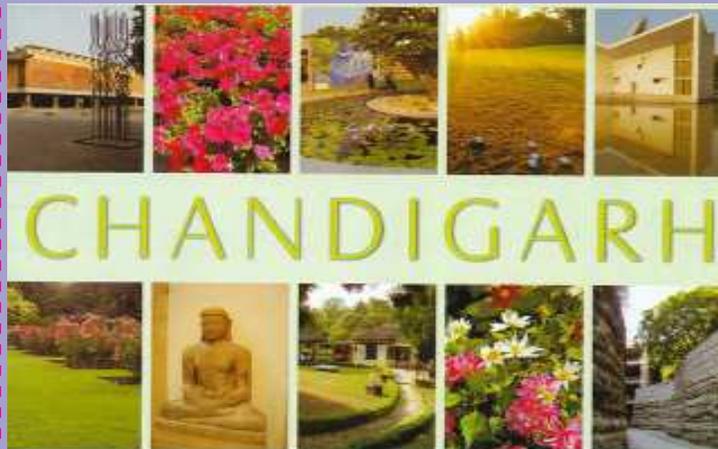
*The CSJAR is pleased to announce the availability of the new and improved scoring system used for easy computerized scoring of all versions of the PARQ, PARQ/Control, PAQ, PPQ, and much MORE (43 measures)! The program exports data files to a data analysis program, making data entry easier.*

*Never lose your data; always have it accessible to you from anywhere in the world! Don't let computer glitches and tired eyes stop you from completing that research project, thesis, or professional paper. Clinical and applied programs are welcome to use this powerful tool.*

*Do you want to find out about other researchers doing similar research in other nations? Join PARScore 6 and have access to a database filled with worldwide results! Your data is changeable only by you with use of your unique Google username and password, but it can be viewed by others in the database. Sign up at <http://parscore6.appspot.com>.*

# UPCOMING CONFERENCES

## 4th Biennial International Congress on Interpersonal Acceptance and Rejection



CHANDIGARH

[www.topnews.in](http://www.topnews.in)

[www.google.com](http://www.google.com)



### *SCCR 2012 CONFERENCE*

**Las Vegas, NV** Held jointly with APA Division 52 (International Psychology), the Society for Anthropological Science (SASci), & Children and Childhood Interest Group of the American Anthropological Association (AAACIG).



**Society for Cross-Cultural Research  
February 22-25, 2012**

at the Riviera Hotel  
E-mail inquiries to

[jankowiak@spamarrest.com](mailto:jankowiak@spamarrest.com)

For more information, visit <http://www.sccr.org/sccr2012/>

For additional details contact Conference Chairperson, Jennifer Lancaster, at [globalpsychology2012@gmail.com](mailto:globalpsychology2012@gmail.com), or Uwe P. Gielen (Institute of International and Cross-Cultural Psychology, SFC) at [ugielen@hotmail.com](mailto:ugielen@hotmail.com).

**Co-Sponsors:** Institute for International and Cross-Cultural Psychology, St. Francis College, Society for the Psychological Study of Social Issues, APA Division 52 (International Psychology)

*Call for Conference Papers*

### **TOWARD A GLOBAL PSYCHOLOGY**

April 12th, 13th, and 14th, 2012  
St. Francis College  
180 Remsen Street  
Brooklyn Heights, New York City

Faculty, graduate students, and undergraduate students working in the field of international and cross-cultural psychology are invited to submit papers for possible presentation. A portion of accepted submissions and presentations will also be invited for inclusion in an upcoming scholarly volume tentatively titled "International Psychology in War and Peace."

#### Preliminary Conference Schedule

##### **Thursday, April 12th**

Welcome and Refreshments (4pm)

Keynote Address: Michael J. Stevens (Past President, APA Div. 52)

##### **Friday, April 13th**

Invited Address

Scientific Panels and Symposia

John Hogan interviews Uwe P. Gielen (3pm)

SFC Psi Chi Induction (4pm)

##### **Saturday, April 14th**

Scientific Panels and Symposia

Presentation proposals (300 word abstracts, or full papers) are due by 5pm Friday, March 9th, 2012 to [globalpsychology2012@gmail.com](mailto:globalpsychology2012@gmail.com). Submissions should be in MSWord or RTF format and must include the following: Author name(s) and affiliation(s), address, email and phone number of key presenter, name of faculty mentor (if any).

## Recent Activities and Accomplishments of ISIPAR Members

### Journal Articles

- Finzi-Dottan, R.**, Bilu, R., & Golubchik, P. (2011). Aggression and conduct disorder in former Soviet Union immigrant adolescents: The role of parenting style and ego identity. *Children and Youth Services Review*, 33, 918-926.
- Finzi-Dottan, R.**, Segal Triwiz, Y., & Golubchik, P. (2011). Predictors of stress-related growth in parents of children with ADHD. *Research in Developmental Disabilities*, 32, 510-519.
- Gomez, R.** & **Rohner, R. P.** (2011). Tests of factor structure and invariance in the USA and Australia using the Adult version of the *Parental Acceptance-Rejection Questionnaire*. *Cross-Cultural Research*, 45, 267-285.
- Khaleque, A.** (2012). Adult intimate relationships and psychological adjustment. *Psychological Studies*, 57, 95-100.
- Khaleque, A.**, & **Rohner, R. P.** (2011). Pancultural associations between perceived parental acceptance and psychological adjustment of children and adults: A meta-analytic review of worldwide research. *Journal of Cross-Cultural Psychology* Advance online publication. doi: 10.1177/0022022111406120.
- Khaleque, A.**, & **Rohner, R. P.** (2011). Transnational relations between perceived parental acceptance and personality dispositions of children and adults: A meta-analytic review. *Personality and Social Psychology Review*. Advance online publication. doi: 10.1177/1088868311418986.
- Khaleque, A.**, **Shirin, A.**, & **Uddin, M. K.** (2011). Attachment relationships and psychological adjustment of married adults. *Social Indicators Research (Online First)*, (DOI): 10.1007/s11205-011-9926-2.

### Chapters in Edited Books

- Khaleque, A.** (2011). An overview of the effects of divorce on culture and society within Bangladesh. In R. E. Emery (Ed.), *Cultural sociology of divorce: An encyclopedia*. Los Angeles: Sage Reference.
- Rohner, R. P.** (2011). Foreword. In I. Kourkoutas & F. Erkman (Eds.), *Interpersonal Acceptance and Rejection: Social, Emotional, and Educational Contexts* (ix-x). Boca Raton, FL: BrownWalker Press.
- Khaleque, A.**, **Rohner, R. P.**, & **Rahman, T.** (2011). Perceived parental acceptance-rejection, behavioral control, and psychological adjustment of Bangladeshi children. In E. E. Kourkoutas & F. Erkman (Eds.) *Interpersonal Acceptance and Rejection: Social, Emotional, and Educational Contexts* (51-58). Boca Raton, FL: BrownWalker Press.

### Presentations

- Giotsa, A.**, & **Touloumakos, A.** (2011). Childrens' representations of parental attitude in Greece. Regional Conference of Social Psychology, 8-11 December 2011, Greece.
- Giotsa, A.**, & **Zergiotis, A.** (2011). Parental acceptance rejection in the Greek family. Congress of Developmental Psychology, 25-29 May, 2011.
- Rundell, L.**, **Brown, C. M.**, & **Shah, A.** (August 2011). Drinking to cope among young women: The roles of parental rejection and self-esteem. Presented at the 2011 meeting of the American Psychological Association, Washington, D.C.

### Other Research Information



Sabina Sultana (pictured left) is doing research on parental acceptance-rejection, teacher acceptance-rejection, and the relationship between acceptance-rejection and emotional intelligence among adolescents in Bangladesh. She is also examining the relationship between acceptance-rejection and adolescent stress, bicultural attitudes among tribal peoples in Bangladesh, and other topics. For more information contact her at [sabinasultana@yahoo.com](mailto:sabinasultana@yahoo.com).

## CONGRATULATIONS!!

Ron Rohner was appointed Chair of the Program Committee for the 4<sup>th</sup> International Congress on Interpersonal Acceptance and Rejection in Chandigarh, India.

### *Applied Work with the Rohner Center for the Study of Interpersonal Acceptance and Rejection*

*In the last six months the following agencies have formed alliances with the Rohner Center to assist with services around the world:*

*International Rescue Committee* ([www.rescue.org](http://www.rescue.org))

Interventions and evaluations of parenting skills

1. **Liberia**—caregivers (primarily mothers) with children age 4-6.
2. **Thailand**—translated PARQ (short form) into Burmese to use with refugees. Using cell phones to have volunteers ask questions, since refugees are mostly illiterate. Electronic scoring and data storage through Google Cloud using [parscore6.appspot.com](http://parscore6.appspot.com).

*Francois-Xavier Bagnoud Center for Health and Human Rights, Harvard School of Public Health* ([www.harvardfbcenter.org](http://www.harvardfbcenter.org)) (This is a long-term collaboration with the government of Sierra Leone [one of the poorest countries on earth], the *International Rescue Committee*, and local service agencies.)

3. **Sierra Leone**—translated PARQ into Krio language for use in a fourth wave of a longitudinal study on the **intergenerational transmission of trauma**. As many of our original participants have become parents, we have been looking for measures to address this new dimension, relating especially to **how emotion regulation due to past trauma exposure may affect parenting**. The PARQ is an ideal tool, allowing multiple ways to triangulate the effects of this trauma using *both* the parent and child reports. The ability to use a shorter version, or to combine the PARQ with the control scale, makes this measure extremely useful.

*The Educational and Psychological Counseling Institute of the Czech Republic* ([www.msmt.cz.ipp](http://www.msmt.cz.ipp))

4. **Czech Republic**—Translation of Parental Acceptance-Rejection/Control Questionnaire (PARQ/Control) and Personality Assessment Questionnaire (PAQ) into Czech for **adaptation and standardization** for use in a European Social Fund project called **Diagnostic assessment for children and pupils with specific educational needs**. These translations are mandated for use by all mental health workers in the Czech Republic.

*Perris Valley Recovery Program* ([http://alcoholism.about.com/od/tx\\_ca/qt/pvrp.htm](http://alcoholism.about.com/od/tx_ca/qt/pvrp.htm))  
(City of Perris, California)

5. Using Parent PARQ Short Form for training and evaluation. Suzanne Midori Hanna, MFT Consultation, Training & Research to promote Integrative Behavioral Health and Evidence-based Practice.

*Roots of Empathy* ([www.rootsofempathy.org](http://www.rootsofempathy.org)) (in cooperation with University of Montreal Department of Psychology)

6. **Quebec, Canada**—Translated measures into French. Using the PARQ/control and the Teacher Acceptance-Rejection Questionnaire in a study in Montreal. The Fall 2011 study assesses the Roots of Empathy program in a school setting. PI - Dr. Isabelle Daigneault.

*Centre for Social Policy* ([www.dartington.org.uk](http://www.dartington.org.uk))

7. **Dartington, UK**—**The Social Research Unit**, a charity dedicated to improving the health and development of children, primarily in Europe and North America, relying on clear evidence of the impact of their work on child outcomes. Using the PARQ as a screening instrument. PIs - Dr. Vasti Berry, and Tim Hobbs.