Interpersonal Acceptance

Inside This Issue

We are delighted to invite you...

5th International Congress on Interpersonal Acceptance and Rejection

Location:
Chisinau
Republic of Moldova

June 24 – June 27
2014

www.isiparmoldova2014.org

Call For Papers:

Early Abstract Submission begins September 1, 2013

Early Abstract Submission ends February 28, 2014
Final Submission Deadline is April 15, 2014
Refer to www.isiparmoldova2014.org for Instructions on Submission.
Contact Karen Ripoll-Nunez (kripoll@uniandes.edu.co) with questions.
Conference Registration must be paid when abstract is accepted.

Fifth International Congress on Interpersonal Acceptance and Rejection

June 24– June 27, 2014 in Chisinau, Moldova

The International Society for Interpersonal Acceptance and Rejection (ISIPAR) has the pleasure to announce that the Fifth International Congress on Interpersonal Acceptance and Rejection (ICIAR) will be held in Chisinau, Moldova, June 24–June 27, 2014. The Congress will focus on the study and applied practice of interpersonal acceptance and rejection. Areas of particular focus will be teacher acceptance-rejection, intimate partner acceptance-rejection, ostracism and social exclusion, mother/father love, psychotherapy and psycho-educational interventions, neurobiological concomitants of perceived rejection, as well as many other areas.

**This is your personal invitation. We look forward to seeing you there!**

Prospective participants are encouraged to submit proposals for papers, symposia, workshops, and poster presentations on any aspect of interpersonal acceptance-rejection.

Details about abstract submission and conference registration can soon be found at http://www.isiparmoldova2014.org/.

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

- Cultural & social contexts of acceptance-rejection

- Educational implications of teacher, peer, and parental acceptance-rejection

- Father love

- 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

- And others

Review of "Expanding Horizons: Current Research on Interpersonal Acceptance"
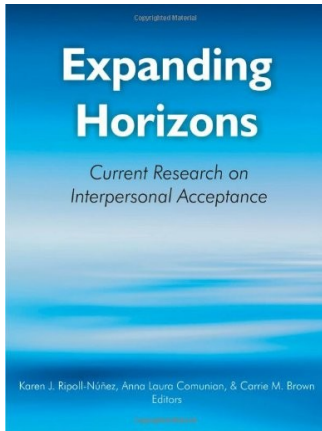
Edited by Karen J. Ripoll-Nuñez, Anna Laura Comunian, & Carrie M. Brown

Reviewed by Claudia X. Alvarez
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Expanding Horizons: Current Research on Interpersonal Acceptance presents selected papers from the Third International Congress on Interpersonal Acceptance and Rejection held in Padua, Italy in 2010. The most up-to-date research (18 papers total) from more than 40 contributors around the world on interpersonal acceptance rejection is compiled in this book. The editors divided the volume into four parts: psychological adjustment, school issues and developmental problems, methodological issues, and comparative studies on parental acceptance-rejection.

In Section I, titled "Psychological Adjustment", seven papers support parental acceptance-rejection theory's (PARTheory's) postulates about the universal relationship between perceived parental acceptance and psychological adjustment. An interesting contribution in this section is that four papers center their attention on adolescents from Kuwait, Spain, Croatia, and Estonia. The Ahmed, Rohner, and Carrasco chapter explored relations between psychological adjustment and multiple classes of perceived acceptance (parental, sibling, best friend, and teacher acceptance). Since adolescence is a period when adjustment problems sometimes appear, the other three papers explored the relationship between parental acceptance and early adolescents' internalizing and externalizing problems (Alegre), drug abuse

(Tkalic, Vrselja & Wertag), and psychological adjustment, depression, and alcohol use (Tulviste). However, the samples in these studies did not include participants with serious conduct problems, depression, or substance abuse. Future research should probably consider comparisons between samples of adolescents with conduct problems and adolescents without conduct problems.

Kostic & Zezelj studied parental and partner acceptance as predictors of psychological adjustment in Serbian University students. Two other papers in Section I had mother-child pairs in their samples. One of these studies focused on family size and maternal parenting in religious Jewish families (Finzi-Dottan & Segal). The other paper compared mothers' versus children's perspectives on relations between maternal acceptance-rejection and psychological adjustment in an Italian sample (Miranda, Bachini, Bombi, Di Giunta, Pastorelli & Lansford). It is worth highlighting the latter study because interesting differences were found. That is, despite differences between mothers' and children's perspectives, maternal neglect represented the strongest predictor of aggression and anxiety-depression in the reports of both mothers and children.

Whenever gender was studied in these chapters, significant differences were found. For example, paternal acceptance made the great-

est single independent contribution to psychological adjustment of adolescent Kuwaiti females. On the other hand, in the Jewish families, boys benefited from being raised in large families whereas girls benefited from small families. Interestingly, in the Croatian study sociodemographic variables significantly contributed to the explanation of lifetime drug use only among boys, not girls.

Section II is titled "School Issues and Developmental Problems". It encompasses five papers that explore parental acceptance-rejection and its relation to different aspects of school life. Two papers are related to issues in special education. One is the Gliga and Popa study of parental attitudes regarding inclusive education in Romania. As hypothesized there, differences were found between parents of children with disabilities and parents of children without disabilities. The Kourkoutas, Langher, Caldin, and Fountoulaki study used content analysis to explore how parents in Crete perceived experiences, organized their lives, and dealt with issues related to school when they had a child diagnosed with autism. Not only did methodological innovation make this study appealing, but so too did the findings and the experiences narrated by parents about issues with which these families had to deal. From the findings, I would like to stress the low quality of services that parents reported having received, and the need for adequate professional coaching in Crete.

Machado and Machado studied the relationship between the perception of parental acceptance-rejection and career adaptability in a population of Portuguese college students. On the other hand, Martínez and Cruise analyzed the relationship between parenting styles, academic achievement, and academic self-esteem

> "despite differences between mothers' and children's perspectives, maternal neglect represented the strongest predictor of aggression and anxiety-depression in the reports of both mothers and children"

in Spain. Both studies found evidence for the way family relations influence their children's performance. For example, Machado and Machado found that paternal warmth predicted higher levels of academic adjustment than did maternal warmth, and Martínez and Cruise found that adolescents raised by indulgent parents scored higher in academic self-esteem than did adolescents raised by authoritative, authoritarian, or neglectful parents. Rigby and Bortolozzo ventured into the bullying topic, studying the attitudes of school children toward themselves and others, and how they relate to school bullying.

Section III, entitled "Methodological Issues", presents four papers concerning translations, adaptation, and validation of different instruments from PARTheory. Two studies focused on the Parental Acceptance-Rejection Questionnaire (PARQ). In one, the parent and child versions of the PARQ (short form) were adapted and tested in Italy (Comunian, Maci, & Mabilia). The other paper evaluated the Child PARQ in Greece (Tsaousis, Giovazolias, & Mascha). A third paper validated the Italian adaptation of the Personality Assessment Questionnaire (PAQ) (Comunian & Parisato), and a fourth study reported on the validation of the Intimate Adult Relationship Questionnaire (IARQ) in its Spanish version (Ripoll-Núñez, Carrillo, & Rohner). In all four studies, the expected factors were confirmed (i.e., four factors for the PARQ, seven factors for the PAQ, and three factors for the IARQ). Reliability analyses yielded acceptable indices in all studies. Therefore the authors encouraged researchers to use the newly validated instruments in further research and in clinical therapy. The authors also recommended a continuation of these validity studies to assess criterion-related validity, and test-retest reliability.

Section IV is titled "Comparative Studies on Parental Acceptance-Rejection." It encompasses two studies. One focused on the association between parental practices and parental warmth in two Italian samples, one from Rome and the other from Naples (Di Giunta, Pastorelli, Tirado, Bombi, Miranda, Bacchini & Lansford). In this study more physical discipline and more harsh discipline were related to the perception of less parental warmth, whereas the use of reasoning was related to more parental warmth. The last chapter was a multi-ethnic study in the United States that examined relations among perceived maternal acceptance, behavioral control, and psychological adjustment among African Americans, European Americans, and Hispanic Americans (Khaleque & Rohner). This study also supported the major postulates of PARTheory in that it found that the psychological adjustment of adolescents in all three ethnic groups was related to their perception of maternal acceptance.

One limitation mentioned in the majority of the papers is the cross-sectional nature of the research. Longitudinal studies are needed to extend research in PARTheory, and to learn more about the way in which perceptions of acceptance-rejection change or evolve throughout life. In addition, the use of probability samples would strengthen the methodological design of the studies.

Finally, I should mention that readers of *Expanding Horizons* will benefit from the wide variety of issues addressed in PARTheory and other perspectives represented in the book. Studies came from different parts of the world, and they focused on different stages of the lifespan and on different classes of interpersonal relationship such as mother-child dyads, adolescents, and young adults. As new issues emerge calling for research, authors also ventured into new areas such as bullying and the use of qualitative methodology.

Updates from the Rohner Center for the Study of Interpersonal Acceptance and Rejection
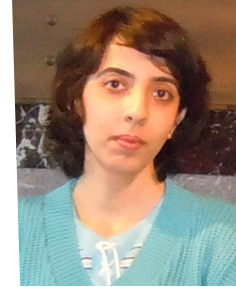
Sumbleen Ali

Please join the Rohner Center in welcoming Ms. Sumbleen Ali to Human Development and Family Studies. Sumbleen is here for six months as a Research Scholar from Pakistan. She is at the University of Connecticut to get specialized training on meta-analysis. Sumbleen will be working with Dr. Abdul Khaleque and Dr. Ronald Rohner on the techniques of meta-analysis and on PARTheory. Her research here focuses on the "Influence of Perceived Teacher Acceptance and Parental Acceptance on the Psychological Adjustment and School Conduct of Offspring: A Multi-Cultural Meta-Analysis. Sumbleen will also investigate "Gender Differences in Perceived Parental Acceptance and Rejection and Psychological Adjustment of Children and Adult Offspring: A Meta-Analytic Review of Cross-Cultural Studies." In other contexts, Sumbleen has lectured on PARTheory at the European Congress of Psychology, at the International Congress of Psychology, and at the ISIPAR Congresses in India and Italy.

Check out the ISIPAR Facebook Group!

The Scientific Study of Authoritative Parenting: A Review of "Authoritative Parenting: Synthesizing Nurturance and Discipline for Optimal Child Development"
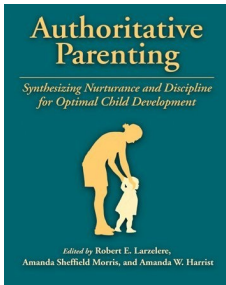
Edited by Robert E. Larzelere, Amanda Sheffield-Morris, Amanda W. Harrist

Reviewed by Karen J. Ripoll-Nuñez, University of the Andes

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As a scholar interested in parenting and family dynamics, I consider extremely valuable those books that synthesize state of the art research on a topic, highlight future directions for theory development, indicate current methodological challenges, and reflect on the implications of research findings for interventions. This is exactly what readers will find in a recently published volume entitled "Authoritative Parenting: Synthesizing Nurturance and Discipline for Optimal Child Development", which was edited by Robert Larzalere, Amanda Sheffield-Morris, and Amanda W. Harrist. The book is a tribute to the research on parenting styles that Diana Baumrind pioneered in the 1960´s, and to the research developments that have followed during the last sixty years. More specifically, this volume summarizes the most current parenting research relevant to authoritative parenting, a parenting style that synthesizes high levels of two dimensions of parenting: responsiveness and demandingness.

Larzalere and his colleagues organized the book's ten chapters into three sections. The first section covers the history and current state of authoritative parenting research, and the second section focuses on the construct of demandingness and distinguishes between harmful and appropriate types of parenting. The first section begins with a chapter by Baumrind in which the author calls for a return to the original meaning of authoritative parenting. She reviews and discusses the philosophical and theoretical heritage of her parenting typology, as well as the origins and development of her program of research at the University of California, Berkeley. Baumrind explains that a central theme in her program of research was to establish how parents achieve adequate levels of behavioral compliance from their children, without inducing dispositional compliance. However, as Baumrind herself acknowledges, the concept of authoritative parenting is embedded in a particular social and cultural ideology that may not always be generalized to other cultural contexts. At the end of her chapter, she invites researchers to revise her typology when applied to parents in cultures around the globe, and to keep in mind the cross-cultural variations in parents' values and objectives.

Chapters in the first and second sections of this volume discuss trends in parenting research over the last decades. Some of the trends that ISIPAR scholars will find interesting are: a) parental control/discipline, which includes the distinction between psychological

control and behavioral control; b) the components of authoritative parenting that account for its effectiveness and, more specifically, its association with positive child outcomes; c) the cultural equivalence or specificity of the positive effects of Baumrind's parenting styles; and, d) the links between Baumrind's parenting styles and the emergence of parent-adolescent conflicts.

Authors of these chapters propose several research questions and suggest ways to further develop these research trends. For instance, with regard to research on parental control/discipline, authors highlight the importance of furthering our understanding of children's and adolescents' interpretations of their parents' socialization goals. Also, research on parental control/discipline should focus on the role of culture and peer norms in influencing children's perceptions of their parents' control. Secondly, research on the components of authoritative parenting needs to further analyze the specific processes used by authoritative parents to respond to misbehavior. With regard to the cultural equivalence or specificity of the effects of different parenting styles, contributors to this volume propose that variability in parenting styles within cultures in relation to diverse developmental outcomes should be examined. Also, researchers should focus on identifying optimal parenting styles in cultural contexts characterized by different levels of individualism and collectivism. Lastly, with regard to parent-adolescent conflicts, authors suggest that research should examine whether adolescents' goals conflict with their parents' goals depending on their parents' parenting style, and whether adolescents' views about the power differential between themselves and their parents vary according to their parents' parenting style.

> "one of the chapters proposes future developments in models of parenting that could result from integrating the social interaction learning perspective with recent research on parent emotion coaching and parent mindfulness"

The third and last section of the book is comprised of three chapters that consider the implications of authoritative parenting for clinical and educational interventions. One of the central themes that is emphasized in these chapters, which I find to be consistent with PARTheory research, is that the quality of the parent-child relationship is more important for the long-term success of parenting than are the parental management skills used to achieve children's compliance. More specifically, one of the chapters highlights the role of acceptance in creating a balance between positive and negative parent-child interactions, when dealing with children that behave aggressively. A second theme that is evident in the three chapters of this section has to do with creating links between authoritative parenting research and behaviorally based research and theories underlying parent management training. For instance, one of the chapters proposes future developments in models of parenting that could result from integrating the social interaction learning perspective with recent research on parent emotion coaching and parent mindfulness. The latter two constructs may help articulate Baumrind's theory regarding what effective parents do to foster children's development of self-regulation, instrumental competence, and social skills.

In summarizing the contributions of this book to the research domain of authoritative parenting, one could point out three specific areas: conceptualization and theory development, research methodology, and interventions. Chapters in this volume make several contributions to the conceptualization of Baumrind's parenting style. First, authors identify and discuss the role of such abstract constructs as parental goals and values, authority, quality of parent-child relationships, parental beliefs, and

respect for the child in the emotional climate of parenting. Secondly, various chapters in the book reflect on the dimensions of parenting underlying Baumrind's typology (i.e., responsiveness and demandingness) and their relation with the emotional climate of parent-child relationships. Some chapters also reflect on the broader systemic contexts in which parenting takes place, such as the family, community, and the culture. Thirdly, this volume revisits the debate regarding the interactions between parent and child characteristics in the conceptualization of parenting effects.

With regard to research methodology, contributors to this book reflect on how new directions in the conceptualization of domains and dimensions of parenting style have brought about an emphasis on self-report and questionnaire methodologies that differ from observational methods that Baumrind used when developing her parenting typology. Also, several chapters highlight the contribution of Baumrind's conceptualization of parenting style to the development of interdisciplinary research on specific topics such as feeding, smoking, and alcohol use. Lastly, various contributors to this volume point out the need to investigate the effects of authoritative parenting using methodologies that are both consistent with current theoretical approaches and sensitive to cultural diversity.

Lastly, contributors to this volume propose new ways to expand existing Parent Management Training (PMT) approaches by highlighting new directions in authoritative parenting research that can strengthen parent intervention. One important direction in this domain focuses on developing interventions that combine traditional PMT approaches with an emphasis on the emotional side of parent-child relationships and parents' awareness of their feelings. Another direction emphasized in this volume regarding the advancement of research and intervention – which I believe is congruent with other major approaches in cross-cultural

parenting research such as PARTheory – underscores the role of children's and parents' subjective experiences of the parent-child relationship within their cultural context.

Students, researchers, and practitioners will find in this book an important window into the domain of authoritative parenting, its history, core theoretical debates, and current trends in the development of research and intervention. Contributors to this volume invite readers to reflect on both enduring aspects and new opportunities in conceptualizing, researching, and intervening to expand the field of authoritative parenting. It is my hope that this brief review of the book motivates scholars from different disciplines to accept such an invitation.

Harsh Words

Sticks and stones

May break my bones

But words. . .

(They may destroy me!)

Ronald P. Rohner

October 18, 2000

2013 ISIPAR Nominations for President-Elect, Secretary-Treasurer, and Regional Representatives

ISIPAR's Nominations Committee is pleased to announce its recommended slate of Officers and Regional Representatives. According to the Society's Bylaws, any five members may nominate an additional candidate for any given office, providing that their nomination is submitted to the Chairperson of the Nominations Committee (Fatos Erkman , at ferkman@gmail.com) prior to Monday. September 30, 2013.

Candidates for office include the following:

President-Elect
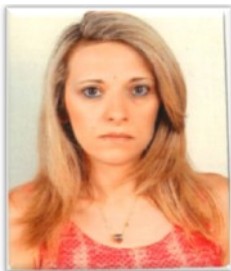
Artemis Giotsa

(agiotsa@uoi.gr) is Assistant Professor of Social Psychology in the Department of Early Childhood Education, University of Ioannina, Greece. Her main research interests are focused on the family in cross-cultural contexts. She is especially interested in issues of acceptance-rejection in early childhood by parents, grandparents, and teachers. She is also interested in the application of systemic theory in parents' counseling groups. Since 2005, she has been the Scientific Coordinator of the program "Parents Schools" in Greece, supported by the Ministry of Education. She has adapted in Greece the program "Adults and Children Together Against Violence" (ACT) created by the American Psychological Association. She has developed as co-author the "Family Roles Questionnaire," a psychometric scale on family roles with cross-cultural validity. She has also published three books and more than 30 articles and book chapters.

Secretary-Treasurer

Nancy D. Rohner

(nancy.rohner@gmail.com) is a founding member of the ISIPAR. She is also Executive Assistant to the Director of the Rohner Center for the Study of Interpersonal Acceptance and Rejection at the University of Connecticut. Her interest in interpersonal acceptance and rejection spans the 30 years of her association with the Rohner Center and its founder, Ronald P. Rohner. Working on a daily basis at ISIPAR's Central Office with the Executive Director of the Society, Nancy has detailed knowledge of the duties required to fulfill the office of Secretary-Treasurer. Under her direction, the staff at the ISIPAR Central Office maintains fiscal records for the Society.

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Regional Representative for Central and South Africa

Oladimeji Ogundipe (globaldon1@ymail.com) is a social and developmental psychologist as well as a counselor who works with slum dwellers who have been discriminated against and rejected by peers, family, and by society at large. He is currently an administrator at the Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. He is also Coordinator of the Global Liberation Movement, and Assistant Secretary in the Positive Youth & Family Mission (a non-governmental organization). He is interested in issues related to social, developmental, and organizational psychology. Other issues of interest to him include research and practice related to interpersonal acceptance and rejection throughout the life span.

Regional Representative for Europe

Francisco Machado (flbsmachado@netcabo.pt) is a Professor and researcher at Maia Institute for Higher Studies, M' Porto, Portugal. There he is also Director/Coordinator of the Masters Degree in School and Educational Psychology. His research interests focus on family studies; parenting; interpersonal acceptance-rejection and its consequences for child and adult development; vocational/career development and guidance; and, special needs education and violent behavior, especially in school/educational context. He also has a private practice as an educational psychologist.

Regional Representative for East Asia

Julie Lee (julie@cau.ac.kr) is a Professor in the Department of Child Welfare, Chung-Ang University in Korea. Her specialty is child development. Her primary research interest lies in the relationship between interpersonal acceptance-rejection and academic achievement and school adjustment. Julie's current research project focuses on the stress of academic achievement, effortful control, and aggression in Korean children. She has also translated several PARTheory-related measures into Korean for use in her studies on in-law relationships and the in International Father Acceptance-Rejection Project.

Regional Representative for North America

Carrie Brown (cmbrown@agnesscott.edu) is an Assistant Professor of Psychology at Agnes Scott College in Decatur, Georgia. There she heads the Race, Ethnicity, and Culture (REC) Lab; co-advises the college's chapter of Psi Chi; co-advises the Psychology Neuroscience Club; and, serves on the Institutional Review Board. Her service to ISIPAR includes co-editing *Expanding Horizons: Current Research on Interpersonal Acceptance* (2012), and being the inaugural Faculty Advisor to ISIPAR's Student Advisory Committee. Carrie's current research interests include the psychosocial correlates of interpersonal acceptance and rejection. She earned her Ph.D. in experimental psychology (with a concentration in developmental psychology) from Saint Louis University.

Regional Representative for South Asia

Farah Malik (drfarahmalik@gmail.com) is an Associate Professor at GC University in Lahore, Pakistan. There she is in charge of the Clinical Psychology unit. Her interest in PARTheory began as she worked on her Ph.D. research dealing with parental acceptance-rejection among abused children in Pakistan. Since then she has published on the topic of spousal rejection as a risk factor for parental rejection, and she has contributed to a Special Issue of a journal on parental power and prestige as moderators of the relationship between perceived parental acceptance and offspring's psychological adjustment. She has also contributed to the Teachers' Acceptance-Rejection Project in Pakistan. Finally, as Chair of the Urdu Translation Committee for Pakistan she has translated a number of PARTheory-related measures into Urdu, and she has assessed their validity and reliability for the Pakistani population.

Voting Instructions for Elections 2014

Please review the entire slate of candidates. Voting will be done electronically, via the internet, using Ballotbin.com, a secure, third party administrator where voting will be anonymous.

ISIPAR will be using **Ballotbin.com** to conduct its 2014 election. Soon, you will receive an email message from Ballotbin.com. **If your email system filters for "SPAM", please review your messages carefully so that your messages from Ballotbin.com are not automatically deleted.** The message from Ballotbin.com will contain a link and/or voting code directing you to the on-line ISIPAR ballot. Once you have voted, Ballotbin.com will reply letting you know that your vote has been received. You will have two weeks to cast your vote after the ballot invitation has been sent to you. Results will be published in the January 2014 issue of *Interpersonal Acceptance*. For questions related to the election or voting procedures, please contact Ronald Rohner, at rohner.isipar@gmail.com.

Wikipedia Initiative for ISIPAR Members

As members of ISIPAR, we understand the importance of interpersonal acceptance and rejection. However there is a need to communicate the most accurate and current information about our work. Scholarly journals are solid sources among academics, but when trying to deliver information to the general public, we must be aware of other venues such as Wikipedia. It is our responsibility as leaders in the field interpersonal acceptance and rejection to inform the public with complete, accurate, and useful information. The Association for Psychological Sciences (APS) urges us to recognize the popularity and efficiency of Wikipedia. The APS also wants us to harness its potential to further our efforts as scientists and practitioners.

As a group we need to take charge of what is being published online about our work, and to be proactive about information on the web. In order for the public to better understand interpersonal acceptance and rejection — including PARTheory— we should make use of Wikipedia. To help facilitate this goal, the APS has implemented the Wikipedia Initiative. For more information about this initiative as well as to join this movement, please visit:
http://www.psychologicalscience.org/index.php/members/aps-wikipedia-initiative