

**Positive Youth Development (PYD) in the Context of the Global Recession  
Invited Program**

[THURSDAY](#)   [FRIDAY](#)   [SATURDAY](#)

**THURSDAY, OCTOBER 23, 2014**

9:00 AM - 10:30 AM; Room Tiber/Seine/Rhine/Rhone

**Plenary: *Youth Development and Socioeconomic Change***

Chair: Anne Petersen, University of Michigan

- ***Dealing with Uncertainties of Life under Threat of Social and Political Change***  
Professor Rainer K. Silbereisen, Director Center for Applied Developmental Science, University of Jena, Germany

**Abstract:** Political transformations, economic challenges, globalization, and demographic change manifest themselves in perceived uncertainties people experience in countries like Germany and Poland. We analyzed the relationship between such uncertainties particularly in work contexts and psychosocial outcomes (well-being) and behaviors (civic participation) as mediated by individuals' attempts to cope with the uncertainties by engagement or disengagement. Results showed that uncertainties varied by socio-political regions in concurrence with the ecological constraints represented, that higher levels of uncertainties corresponded to lower levels of well-being, and that engagement in resolving uncertainties buffered negative effects on well-being, especially when combined with positive control beliefs. Results refer to Germany, Poland, and further data came from China, Italy, and Ghana. A major additional insight was that the effects of uncertainties were also moderated by features of the context in a surprising fashion - when living in economically desperate regions the effects of uncertainties on individuals' well-being were less dramatic.



**Biography:** Rainer K. Silbereisen is currently Research Professor of Developmental Psychology at the University of Jena (Germany), and Director of the Center for Applied Developmental Science (CADS). He is also Co-Director of the Interdisciplinary Graduate School on Human Behaviour in Social and Economic Change (GSBC), and of the International Post-doctoral Fellowship Program on Productive Youth Development (PATHWAYS). His main research interests concern human development across the life-span, particularly adolescence and adulthood. The theoretical framework focuses on dynamic interactionism, stressing the combined role of biological, psychological, and socio-cultural determinants of human development. The recent research program has been dominated by large-scale cross-sectional and longitudinal studies on the comparison of adolescent and adult development before and after political unification in Germany and similar political transformations in other countries. A range of psychosocial consequences are research targets, from changes in life-course transitions to mental health and civic engagement.

- ***Reducing Poverty and Maximizing Developmental Potential: Global Perspectives***  
Hirokazu Yoshikawa, Courtney Sale Ross Professor of Globalization and Education  
**Abstract:** In the development of the post-2015 Sustainable Development Goals (SDG's) it is important to set alongside targets related to poverty reduction and child survival the facilitation of positive child and youth development. This presentation will begin with an introduction to the post-2015 draft SDG's and the roles of poverty reduction and child development in them, based on the work of the U.N. Sustainable Development Solutions Network, the research and technical group advising the Secretary-General on the goals. The presentation will also highlight promising approaches from high, middle and low-income countries to achieving the twin goals of poverty reduction and positive child / youth development.

## ***Positive Youth Development (PYD) in the Context of the Global Recession Invited Program***



**Biography:** Hirokazu Yoshikawa is the Courtney Sale Ross Professor of Globalization and Education at the Steinhardt School of New York University. He is a community and developmental psychologist who studies the effects of public policies and programs related to immigration, early childhood development, poverty reduction, race, ethnicity and sexuality on child and youth development. He conducts research in the United States and in low- and middle-income countries. He currently serves on the Leadership Council and as the Co-Chair of the education workgroup of the U.N. Sustainable Development Solutions Network, the research and technical group advising the Secretary-General on the post-2015 global development goals. He consults regularly to multinational NGO's such as UNICEF, UNESCO, and the Inter-American Development Bank, as well as national and local NGO's, on issues related to child development. In 2012 he was nominated by President Obama and confirmed by the Senate as a member of the U.S. National Board for Education Sciences.

10:45 AM - 12:15 PM; Room Severn/Thames

### ***Invited Symposium: The Economic Crisis and Adolescent Developmental Tasks: The European Perspective***

Chairs: Frosso Motti, University of Athens and Katariina Salmela-Aro, University of Helsinki

Discussant: Rainer Silbereisen, University of Jena

- *Job Opportunities and Young People's Labor Market Entry: Before and During the Economic Crisis*  
Marlis Buchmann; Stephanie Bundel
- *Young People and the Great Recession in the UK: Impacts on Achievement related Attitudes and Behaviours*  
Ingrid Schoon; Mark Lyons-Amos
- *Young People and the Great Recession in Finland: Cynical Generation?*  
Katariina Salmela-Aro; Kirsti Lonka; Kai Hakkarainen; Kimmo Alho; Heta Tuominen-Soini
- *Changes in the Adaptation and Well-being of Immigrant and Host-national Adolescents during the Greek Economic Crisis*  
Frosso Motti; Jens B. Asendorpf

1:15 PM - 2:45 PM; Room Tiber/Seine/Rhine/Rhone

### ***Plenary: Multidisciplinary Approaches to the Effects of the Crisis on PYD***

Chair: Frosso Motti, University of Athens

- *Job Opportunities and Young People's Labor Market Entry: Before and During the Economic Crisis*

Marlis Buchmann, Professor of Sociology, University of Zurich

**Abstract:** Young people's labor market entry strongly depends on macro-economic dynamics. In times of economic downturn, when job opportunities become less abundant, labour market entry tends to become more difficult, protracted, and complex. Of interest is how young people navigate the transition to the labor market when employment prospects are limited. We examine how young people's social background characteristics, their social resources, and competences shape the transition process to the labor market in economically more difficult times and ask whether their impact differs from that in more prosperous times. We will illustrate these processes for young people who have completed vocational training in Switzerland and using data from a multi-cohort longitudinal study (COCON).

## ***Positive Youth Development (PYD) in the Context of the Global Recession*** **Invited Program**



**Biography:** Marlis Buchmann is Professor of Sociology and Director of the Jacobs Center for Productive Youth Development at the University of Zurich. Her research interests include social inequality and the life course, with a special emphasis on childhood, youth, and young adulthood; school-to-and work transition and the transition to adulthood; socialization and competence development. She is the author (together with Irene Kriesi) of “Transition to Adulthood in Europe” published in 2011 in the Annual Review of Sociology.

- ***Self-Investments of Adolescents and their Cognitive Development***

Chiara Monfardini, Associate Professor of Econometrics, University of Bologna

**Abstract:** While a large literature has focused on the impact of parental investments on child cognitive development, very little is known about the role of child’s own investments. By using the Child Development Supplement of the Panel Study of Income Dynamics, we model the production of cognitive ability of adolescents and extend the set of inputs to include the child’s own time investments. Looking at investments during adolescence, we find that child’s investments matter more than mother’s investments. On the contrary, looking at investments during childhood, it is the mother’s investments that are more important.



**Biography:** Chiara Monfardini is an Associate Professor of econometrics at the University of Bologna since 2005. She received her PhD in Economics from the European University Institute in 1997. She has been Research fellow at the European University Institute, at the University of Bologna and at the University of Padova, and Assistant Professor of econometrics at the University of Bologna. Her recent research interests cover microeconomic methods (especially discrete choice models and count data models) as well as their application to household, health and labour economics. She is a member of the Institute for the Study of Labor (IZA, Bonn), of the Centre for Household, Income, Labour and Demographic Economics at Collegio Carlo Alberto (CHILD-CCA, Torino) and of the Health, Econometrics and Data Group (HEDG, York). Among others, she has published on international journals such as: *Computational Statistics and Data Analysis*, *Econometrics Journal*, *Journal of Health Economics*, *Oxford Bulletin of Economics and Statistics*, *Review of Economics of the Household*.

- ***Making It Against the Odds: Diverse Strategies and Successful Adaptation***

Ingrid Schoon, Prof. of Human Development and Social Policy Institute of Education, University of London

Wissenschaftszentrum (Social Science Research Centre), Berlin

**Abstract:** Against the backdrop of the current economic crisis this paper examines the pathways available to young people after the completion of compulsory schooling, and how these are shaped by family background, school experiences, individual competences and expectations. Introducing a diverse pathways view I argue that there are multiple pathways leading to successful adaptations in the transition to adulthood. Young people have to carve their pathways to adulthood based on the resources and opportunities that are available to them. The findings presented here question the assumption of universality in the timing and sequencing of the transitions to adulthood and the role of potential support factors. There is more than one optimal pathway to a happy and satisfying life. Moving towards a more flexible and dynamic understanding of youth transitions implies the preparation of viable alternative routes to success, moving beyond the dual option of college degree or nothing.

***Positive Youth Development (PYD) in the Context of the Global Recession  
Invited Program***



**Biography:** Ingrid Schoon is Professor of Human Development and Social Policy at the Institute of Education, University of London; Research Director of the Department of Quantitative Social Science; and Research Professor at the Wissenschaftszentrum, Berlin. She is currently directing the international post-doctoral Fellowship programme PATHWAYS to Adulthood (funded by the Jacobs Foundation), is Co-Principal Investigator of the ESRC funded Centre for the Study of Learning and Life Chances in Knowledge Economies and Societies (Llakes), and organises an ESRC funded workshop programme on 'Young People and the Great Recession'. In her role as Research Professor at the Wissenschaftszentrum Berlin, she is conducting research on the 'Transition to Adulthood'.

She has published widely, including a monograph on 'Risk and Resilience' (2006), and co-edited books on 'Transitions from School to Work' (with Rainer Silbereisen, 2009) and 'Gender differences in aspirations and attainment' (with Jacquelynne Eccles, 2014), all published by Cambridge University Press.

---

**Positive Youth Development (PYD) in the Context of the Global Recession  
Invited Program**

**FRIDAY, OCTOBER 24, 2014**

9:00 AM - 10:30 AM; Room Tiber/Seine/Rhine/Rhone

**Plenary: *Interventions to Support and Promote Positive Adaptation and Development in the Context of Economic Constraints***

Chair: Silvia Koller, Universidade Federal do Rio Grande do Sul, Brazil

- ***Growing up in Economically Troubled Times***

Jeanne Brooks-Gunn, Virginia & Leonard Marx Professor of Child Development & Education and Professor of Pediatrics, College of Physicians and Surgeons, Columbia University; Co-director, National Center for Children and Families, Columbia University

**Abstract:** Many live on incomes that are not enough to meet families' needs (at the minimum, food, housing, health care, clothing, transportation to work and school, and children's education). Of the OECD countries, for whom national economic conditions are considered adequate, the United States often is held up as an exemplar of a failure to ensure basic necessities to a large proportion of its families (here defined as households with individuals under the age of 18 in them). The US has a high rate of poverty (over one-fifth of all families), which would be higher if the U.S. used a proportion of the median income, as other OECD countries do, to calculate poverty rates(perhaps over one-third).. These high rates have been compounded by the Great Recession which began in December of 2007 and, while officially ending in June 2009, has continued high unemployment and under employment of adults. Rates are highest for young adults, for males, and for individuals with low education. This presentation will focus on four economic themes as they relate to family and youth well-being—long-term poverty, material hardship, consumer confidence, and unemployment. Research done by our group and others will be reviewed. In addition, attention will be paid to policies that could alter the either the economic situation or the responses of youth and families to it.



**Biography:** Jeanne Brooks-Gunn, Ph.D. is the Virginia and Leonard Marx Professor of Child Development and Education at Teachers College and the College of Physicians and Surgeons at Columbia University and she directs the National Center for Children and Families ([www.policyforchildren.org](http://www.policyforchildren.org)). A developmental psychologist, she is interested in factors that contribute to both positive and negative outcomes across childhood, adolescence, and adulthood, with a particular focus on key social and biological transitions over the life course. She designs and evaluates intervention programs for children and parents. She also conducts large-scale longitudinal studies include the Fragile Families and Child Well-being Study and the Project on Human Development in Chicago Neighborhoods (co-PI of both). Brooks-Gunn has focused primarily on family and neighborhood poverty and is currently looking at how the great recession is influencing American families and youth. She is the author of *Consequences of Growing up Poor* and *Adolescent Mothers in Later Life*, as well as numerous journal articles and book chapters. She has been elected into both the Institute of Medicine of the National Academies and the National Academy of Education, and she has received life-time achievement awards from the Society for Research in Child Development, the American Academy of Political and Social Science, the American Psychological Society, the American Psychological Association and the Society for Research on Adolescence.

## ***Positive Youth Development (PYD) in the Context of the Global Recession Invited Program***

- ***Early Adolescence: A ‘Touchpoint’ for Intervention in the Context of Socio-Economic Disadvantage***

Cigdem Kagitcibasi, Professor, Koc University

**Abstract:** In the context of rural to urban migration the ‘new’ urban poor face myriad challenges in achieving social integration. The challenge is particularly marked for youth, and school is a key context for success or failure, for adjustment or deviance, for upward mobility or continued deprivation. Early adolescent years present a ‘touchpoint’ for building strength and resources toward sustained well-being. Research points to the potential of intervention programs at schools to promote positive youth development. Schools thus present an opportunity for growth, in addition to the homes. In particular, helping early adolescents to believe in the possibility of positive change, providing them with skills in forming good peer relations, promoting a respect for differences and inter-group harmony can contribute to their socio-emotional development. A positive youth development project from Istanbul will be briefly presented as a case in point.



**Biography:** Cigdem Kagitcibasi is professor of psychology at Koc University, Istanbul. She was a visiting scholar at Harvard, Berkeley, Columbia, Duke Universities, and twice at the Netherlands Institute for Advanced Study. She is past president and fellow of the International Association for Cross-Cultural Psychology and was the vice-president of International Social Science Council and International Union of Psychological Science. She received awards for “Distinguished Scientific Contributions” from American

Psychological Association (1993), International Association of Applied Psychology (1998), and European Association of Developmental Psychology (2007). Kagitcibasi’s *Family, Self and Human Development Across Cultures: Theory and Applications* (2007) reflects her research interests. Her theoretical and applied work has spanned the areas of social and cross-cultural psychology from a developmental perspective, extending into policy relevant applications. Her publications in English include 13 books (authored, co-authored, edited, co-edited) and 160 journal articles/book chapters. Citations to her work exceed 3000 to date (excluding auto citations). Homepage: <http://home.ku.edu.tr/~ckagitcibasi>

- ***Socioeconomic Inequalities and Adolescent Health in India: Implications for Interventions and Social Policies***

Suman Verma, Former Head, Department of Human Development & Family Relations Government Home Science College, Panjab University



**Biography:** Suman Verma is a Developmental Psychologist and former head of the Human Development & Family Relations Department, Government Home Science College, Panjab University, Chandigarh, India. Her research with an advocacy component are in the areas of behavior settings of street/working children, daily ecology of adolescent family life, school stress, abuse, and life skills interventions. She is a two time Fellow at CASBS, Stanford and the convener of a special project sponsored by CASBS on risk and protection pathways among street youth across four developing countries. As an active member of various professional organizations, her interests are in (i) promoting greater visibility for the Asian region in professional societies; (ii) capacity building among young scholars; and (iii) facilitating regional collaborations and creating opportunities for resource sharing.

## ***Positive Youth Development (PYD) in the Context of the Global Recession*** **Invited Program**

10:45 AM - 12:15 PM; Room Shannon/Clyde

### **Invited Symposium: *Cross-cultural Exemplars of Individual and Ecological Developmental Assets Associated with Positive Youth Development***

Chair: Suman Verma, Panjab University

Discussant: Ingrid Schoon, University of London

- *Sensory-Processing Sensitivity Predicts Treatment Response to a School-Based Depression Prevention Program: Evidence of Vantage Sensitivity*  
Michael Pluess; Ilona Boniwell
- *Protective Factors in the Development of Delinquency and Criminality for Adolescents from Families Suffering from Economic Hardship*  
Zara Sünkel; Mark Stemmler
- *Juventude em Cena (Youth in Scene): Vulnerable Youth in Brazil as Protagonists*  
Silvia H. Koller; Ana Lazzaretti de Souza; Emily Haddad
- *Positive Youth Development: A Strengths-Based Approach to Reduce the Risk of Psychological and Educational Problems*  
Susana Marques; Shane J. Lopez; Anne Fontaine; Susana Coimbra

1:15 PM - 2:45 PM; Room Tiber/Seine/Rhine/Rhone

### **Plenary: *Analyzing Longitudinal Change Among Cohorts of Youth***

Chair: Frosso Motti, University of Athens

- *Person-centered Methods: Neglected But Very Useful Tools in Developmental Psychology*

Mark Stemmler, Professor of Psychological Assessment, Quantitative Methods and Forensic Psychology, University of Erlangen-Nuremberg, Germany

Abstract: This presentation explains the term person-centered methods and how Configural Frequency Analysis (CFA) works. Instead of analyzing means, variances and covariances of scale scores as in the common variable-centered approach, the person-centered approach analyzes persons or objects grouped according to their characteristic configurations in contingency tables. CFA is a statistical method that looks for over- and under-frequented cells or patterns. Overfrequented means, that the observations in this cell or configuration are observed more often than expected, under-frequented means that this configuration is observed less often than expected. In CFA a pattern or configuration that contains more observed cases than expected is called a type; similarly, configurations that are less observed than expected are called an antitype. Log-linear modeling and CFA are related methods tools and they may be used as complementary statistical tools. Log-linear modeling looks for models with an appropriate goodness-of-fit. In addition, a R-package called *confreq* will be introduced.



Biography: Since 2011 Mark Stemmler is a Professor of Psychological Assessment, Quantitative Methods and Forensic Psychology at the Institute of Psychology at the University of Erlangen-Nuremberg, Germany. He received his master's degree from the Technical University Berlin in 1989 and his PhD from the Pennsylvania State University in 1993. In 2002, he received his postdoctoral lecture qualification (Habilitation) from the University of Erlangen-Nuremberg. From 2007-2011 he was a full professor for quantitative methods at the Bielefeld University, Germany. He is one of the two principal investigators of the SFB 882 research project A2 „The Emergence and Development of Deviant and Delinquent Behavior over the Life Course and its Significance for Processes of Social Inequality” (together with Jost Reinecke (Bielefeld University)). He has worked on longitudinal studies in the US and Germany. His

## ***Positive Youth Development (PYD) in the Context of the Global Recession*** **Invited Program**

research emphasis on methodology is categorical data analysis (e.g., Configural Frequency Analysis).

- ***A New Perspective on an Old Issue: The Role of Time, Missing Values, and Cohorts in Longitudinal Models of Youth Development***

Manuel Völkle, Max Planck Institute for Human Development, Germany

**Abstract:** The goal of this presentation is to reconsider the design and analysis of longitudinal studies from a continuous time perspective. Special emphasis will be put on the handling of time, missing values, and different cohorts. After distinguishing between static and dynamic models of change, I will first discuss problems in the analysis of dynamic processes related to unequal time intervals. Second, I will translate the problem of missing values in longitudinal studies into a problem of unequal time intervals. Third, I will translate the problem of different cohorts into a missing value problem and thus a problem of unequal time intervals. Fourth, I will introduce continuous time modeling as a way to deal with unequal time intervals and will reconsider the role of time, missings, and cohorts from this new perspective. I will end with a discussion of the advantages and limitations of this new perspective for studying youth development.



**Biography:** Manuel Voelkle is a research scientist at the Max-Planck-Institute for Human Development in Berlin. Before joining the MPI, he worked at the University of Mannheim from where he received his diploma and doctorate degree. Manuel is particularly interested in the design and analysis of multivariate empirical studies with an emphasis on the use of structural equation models and longitudinal data analysis.

Most of his methodological work is concerned with continuous-time modeling and the analysis of the intricate relationship of between- and within-person differences in psychological constructs as they evolve over time. His substantive research revolves around cognitive and affective development.

3:00 PM - 4:30 PM; Room Vitava/Vistula

**Invited Workshop: Interventions and Methods Workshop**

Leaders: Mark Stemmler, University of Erlangen-Nuremberg and Manuel Völkle, Max Planck Institute for Human Development

---



***Positive Youth Development (PYD) in the Context of the Global Recession***  
**Invited Program**

**SATURDAY, OCTOBER 25, 2014**

8:45 AM - 10:15 AM; Room Tiber/Seine/Rhine/Rhone

**Plenary: *Summary of Where We've Come: Research, Interventions, Policy***

Chair: Anne Petersen, University of Michigan

- Speakers: Radosveta Dimitrova, Stockholm University; Alice Wuermli, University of California, Davis; and Carly Tubbs, New York University

**Abstract:** This round table discussion will be held by early career scholars who will provide their insights on the meeting and share their experience learned during the event. The discussion will regard major challenges, opportunities and resources for PYD in light of successful research, intervention, policy and practice across the globe. Particular attention will be given to the feedback of students and early career scholars who attended the event to provide the audience with a major wrap up messages for future outlook, collaboration and resources for all attendees.

10:30 AM - 11:30 AM; Tiber/Seine/Rhine/Rhone

**Plenary: *Research, Interventions, and Policy Needed for the Future***

Chair: Anne Petersen (University of Michigan)

- ***Lessons learned for Positive Youth Development in the Context of the Global Recession***

Christiane Spiel, Professor of Bildung-Psychology and Evaluation, University of Vienna, Faculty of Psychology

**Abstract:** The first Special Topic Meeting the SRCD organized in Europe focus on a topic of high relevance both for society and research: Positive youth development in the context of the global recession. The organizers have formulated the following questions to be discussed in the meeting: What are the effects of the economic downturn for youth's adaptation and development? What makes a difference for those who are able to more successfully navigate through this situation? How can we support youth to become the engines of hope and change in their countries? What can scientists from different countries learn from each other?

It is the intention of this final session to summarize, structure, and highlight main results of the meeting. Furthermore, based on the research findings recommendations for future research, for interventions, and for policy are formulated and discussed.



**Biography:** Christiane Spiel is Professor of Bildung-Psychology and Evaluation and department head at the Faculty of Psychology, University of Vienna. She is and has been chair and member of various international advisory and editorial boards as e.g., president of the European Society for Developmental Psychology and the Austrian Psychology Association, and founding dean of the Faculty of Psychology at the University of Vienna. She worked together with

several Austrian Federal Ministries as e.g. the Ministry for Education and the Ministry for Science and Research. She has got several awards for research, university teaching, and university management and has published more than 200 original papers. Her research topics are: Bullying und victimization, integration in multicultural school classes, lifelong learning, intervention, implementation, and evaluation research and quality management in the educational system.