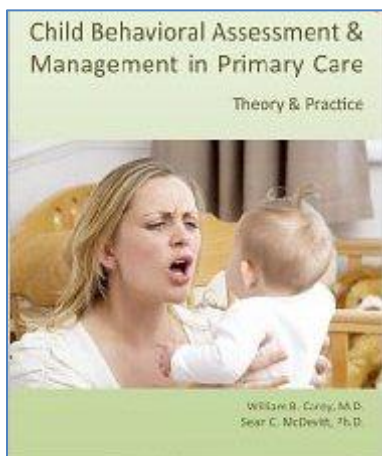


New Book by Carey and McDevitt for Primary Care Clinicians

Just published this year, *Child Behavioral Assessment and Management in Primary Care* offers an improved way for pediatricians and other clinicians to be in touch with and deal with the full



range of behavior issues encountered in practice. This contrasts with the limited point of view now espoused by many academic advisors, that pediatricians should screen with some sort of questionnaire to detect children with problems sufficiently severe to require a referral to psychiatrists or other mental health experts. Finding such children is an important part of the clinician's role but it does nothing for understanding and helping the great majority (perhaps 90%) of parental concerns about behavior which may need attention but do not require referral.

As described on the cover, "This book, written by two clinicians who have worked for many years in primary care, suggests that health care professionals should view children's behavior as a spectrum in which normal conflicts shade into problems and then disordered behavior, rather than making a categorical judgment about whether the symptoms presented are severe enough to diagnose and treat as an abnormal condition."

Tables are offered to facilitate the evaluation of the broad scope of variations of temperament and adjustment. The PDF version of this work is free. Visit www.b-di.com/CBAM.html to download a free copy. The paper version can be purchased from Amazon.com and other commercial sources.



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Children's Behavior Problems: Is It Temperament or Missing Sleep?

Mary Sheedy Kurcinka, EdD

Author: *Sleepless in America, Raising Your Spirited Child, and Kids, Parents and Power Struggles*



If there was one thing that would diminish morning conflicts, take the “fight” out of bedtime, reduce the frequency of illnesses, enhance your children’s mathematical and reading scores and protect them from obesity or type II diabetes would you be interested? Whether I’m leading a workshop or working one-on-one with a parent, this is one of my favorite questions to ask, because there actually is one thing. It’s sleep. Yet one of the most common problems reported by parents of “spirited children” - those children who are temperamentally more intense, persistent, sensitive and energetic - is that they seem to “fight” sleep. It may seem obvious when a child is exhausted, but when it comes to spirited children, I have found that is not always the case. Instead of becoming lethargic, many appear wired, whirling around a room with so much energy that adults often remark, “Look at that child, he’s not tired!” ...when in actuality the child is *over-tired*.

When parents reported this behavior to me, I was initially confused. Why, I wondered, would a child resist sleep if he was exhausted? I started

researching, and soon discovered studies reporting a link between temperament and sleep as well as self-regulation skills. According to Novosad (1999), both temperament and sleep/wake characteristics are relatively stable individual differences that are evident early in an infant’s life – as witnessed by the fact that most temperament questionnaires include questions about sleep.

Weissbluth, Davis and Poncher (1984) and Carey (1974) observed that children with a more “difficult” temperament, defined as irregular, highly sensitive and intense, experience more sleep problems and sleep less. Yet Johnson and McMahon (2008) found that temperament ratings alone were not predictive of children’s sleep behavior. This finding sent me to the self-regulation studies. Self-regulation is viewed as the ability to either inhibit or activate the arousal system depending on the situation (Papousek, 2008). Dahl (1996) suggests that sleep and arousal represent closely linked but opposing processes, in that sleep is incompatible with a state of high arousal, while a high arousal state disrupts sleep. Goodnight et al. (2007) support this suggestion, asserting that children with lower baseline abilities to self-regulate are more likely to have sleep problems.

Whether it is due to temperament alone, or a combination of temperament and self-regulation skills, it appears that children with a more “spirited” or “difficult” temperament are especially vulnerable to the negative effects of sleep deprivation. As a result, my first question when addressing challenging behaviors of a “spirited child” has become “How much sleep is this child getting?” Sleep deprivation can easily sneak up on a child because it is cumulative. Miss an hour of sleep on Monday, another on Tuesday, and soon it’s as though the child has missed half a night’s sleep. As one radio announcer quipped, “We have an epidemic of sleep deprivation and no one knows it.” Instead, the child’s arguments and tantrums as well as the inability to fall asleep are frequently viewed as challenging behaviors or “difficult temperament” rather than signs of exhaustion.

So how do you know if a child is missing sleep? It starts by looking for the “signs.” You

know a child is very likely NOT getting enough sleep if he/she:

- Has to be woken in the morning
- Seems to “fight” sleep
- Loses it over “little things”
- Experiences stomach or headaches
- Is crabby, anxious, or uncooperative in the morning
- Craves carbohydrates
- Can’t get along with others
- Has trouble staying on task, listening or attending
- Talks excessively
- Is frenzied - especially at bedtime
- Is clumsy, tripping and falling frequently
- Becomes ill more frequently

You might review this list and wonder, How do you know if these behaviors are really due to sleep deprivation instead of other causes? You don’t - until the child is getting the recommended amount of sleep and you can see what behaviors are still on the table. A significant percentage of the challenging behaviors will probably just disappear. Those that are left can then be reviewed as temperament, developmental, stress or medical issues to be addressed.

How much sleep do children need? According to the National Sleep Foundation (2011):

- Babies birth to one year need 14-18 hours of sleep, including naps.
- Toddlers 12 months to 36 months need 13-14 hours.
- Preschoolers need 12 hours.
- School aged children need 10 -11 of sleep (kindergarteners often still need 12)
- Adolescents need 9.25 hours of sleep

And by the way, we adults need a bit over 8 hours of sleep every night.

It’s not easy in our 24/7 world to ensure that a child gets the sleep he or she needs, but it *is* possible to make it better. This is especially true for

“spirited children,” who without adequate sleep will struggle even more to manage their strong emotions. I have learned through practice however, that the most effective bedtime routines for spirited children are somewhat different from those commonly recommended. The following recommendations are mine developed from years helping spirited children get the sleep they need. Begin by encouraging parents and child care providers to: Consciously protect sleep by choosing to avoid activities that would disrupt a child’s nap or normal bedtime.

- Establish a steady and predictable routine. The body clock is set by regular wake, sleep, and meal times so maintaining a predictable schedule seven days a week is critical. An erratic schedule leads to “jet lag,” making it much more difficult to fall asleep.
- Protect naps! When children miss their naps it can be harder for them to fall asleep at night because they are over-tired.
- Remove televisions, computers, cell phones and other electronic equipment from bedrooms. Studies have found that children with televisions in their bedrooms get less sleep and also have lower reading and mathematical scores (Van den Bulck, 2004).
- Move bath, books and other potentially alerting activities out of the bedtime routine, and instead schedule them earlier in the evening, perhaps right after dinner. This helps to alleviate the struggles tired spirited children so often experience starting or stopping activities.
- Establish a soothing calming bedtime routine. Start with a nutritious bedtime snack that clearly “cues” the child that the day is over and it is time to start winding down for sleep. This follows the recommendations of Satter (1990) for six mini meals a day and eliminates the call backs for water or hunger. Continue with bedtime preparation, toileting, putting on pajamas, brushing teeth. Then move to the child’s sleeping space, pull down darkening

shades, start a sound machine if the child is highly sensitive and then take time to connect, talk, (one favorite book may be added here), rub a back or rock for a few minutes. End with a good night kiss, song or prayer. This simple routine allows a parent to more easily catch the child's "window" when it is easiest for him to fall asleep and get the sleep he needs for optimal growth and performance.

I have discovered that parents of well-behaved children – even those with a more "spirited" temperament - have a secret – they protect sleep. Pass the word!

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OTC 2010 was great! OTC 2013 will be too!

Teaching about Temperament with the Adult Temperament Questionnaire

Charles M. Super, PhD and Sean C. McDevitt, PhD

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Teaching parents about temperament is easy, especially if they have more than one child: Compelling evidence is right there in front of them, in the child, from day one. Teaching undergraduates can be more difficult because they usually do not have any parenting experience to draw upon. A readily available resource, however, is the Adult Temperament Questionnaire (ATQ) of Chess and Thomas. This 54 item self-report measure was developed during the NYLS and later published in cooperation with B-DI. An update in 2008 established norms for the second edition of the questionnaire (ATQ2) for teens through late adulthood based on over 3400 subjects. The ATQ2 is used clinically to assess parental temperament and by counselors and therapists to increase self-awareness and personal growth with adult clients. Because the ATQ is found on the B-DI website, anyone who accesses the questionnaire also sees a variety of articles about temperament and its applications – “education by passing through.”

In addition, a number of instructors in colleges and universities have assigned the ATQ2 as a teaching/learning device to acquaint students with topics such as individual differences, human development, personality, biological bases of behavior, and measurement. One of us (CMS) uses

the ATQ in an undergraduate course on “Parenting and Parenthood” at the University of Connecticut. An initial lecture and reading assignment cover the basics of the Thomas and Chess approach. Then students fill out the ATQ on-line, and we have a class discussion of how to read and interpret the computer-generated output. The final part of this class module is a brief essay assignment, to reflect on how their temperament might influence their parenting.

Three kinds of comments are common throughout this sequence. First, there is always large minority of students who initially focus only on whether or not the “test” results “get it right” about themselves. “I don’t really think I am that sensitive,” one young woman objected -- so implicitly, or sometimes explicitly, the “test” is wrong. This kind of comment can lead to a constructive discussion about the difference between self-perception concerning global traits, and specific behaviors. The results, after all, are simply a summary of how one describes oneself on standard behaviors, in comparison to how others describe themselves; in that sense, the results must be “correct.”

A related concern, one a bit more insightful, addresses whether or not the questionnaire is “fair” in the behaviors it presents. The most frequent focus of criticism is the Activity scale. As many students point out, there is no mention of going to the gym on a regular basis, or regular morning jogs. Because these activities are a significant part of contemporary undergraduate life, and a common expression of physicality, this criticism of the questionnaire may be well placed. Nevertheless, the concern can lead to a good discussion of how a behavioral disposition may be reflected in particular kinds of specific behaviors, depending on the environment. As a question about the representative sampling of “the relevant behavioral universe,” this is a more informed concern than whether the “test” was right or wrong.

Third, the most frequent comment is that the process of filling out the questionnaire and seeing the results leads to a better understanding of oneself. “I hadn’t really thought about it this way,” one

student wrote. "I've always been kind of hung up on when I eat and sometimes I worried I was neurotic or something. My roommate teases me about it. But if it is just my temperament, and it doesn't cause any problems, why should I worry about it?"

Such self-awareness prepares students nicely for reflection on how their own temperamental disposition might influence their eventual parenting behavior. Students are quick to see the implications of extreme scores: High persistence might make it more likely one would follow through on an important issue for the child; but could also, if misdirected, create a lot of resistance about something not that important. The holy grail of the temperament lesson, of course, is "goodness of fit." Eventually most students arrive there, recognizing that their own adaptability, for example, might be especially important if their child is often negative in mood; and if they are not temperamentally disposed to be easy-going with a fussy child, they may need to be doubly self-aware and closely monitor their own behavior. "I will need to remember," one student concluded her essay, "that my child will have a temperament of her own."

Undergraduates are still learning about themselves as persons, and they are beginning to think about themselves as potential parents. The ATQ2 is a useful and generally non-threatening device for focused learning about a fundamental aspect of human variability, and a helpful entrée into thinking about the challenges of parenting.



Quotable Quotes

From an undergraduate exam:

Q: Is there really such a thing as a child with a "difficult temperament"?

A: No, we learned that it is really about how the child's temper tantrums "fit" with the parent's tantrums.

Update on Sensory Processing Sensitivity as an Innate Trait

Elaine Aron, PhD

I have been engaged in research on the "highly sensitive person" since 1996, mostly studying adults. I have written several educational pieces for the general public, and a book on implications for clinical practice:



Aron, E. (2010) *Psychotherapy and highly sensitive person: Improving outcomes for that minority of people who are the majority of clients*. NY: Routledge.

More recently, we have published an overview of relevant research with a focus on an evolutionary perspective: Aron, E., Aron, A., & Jagiellowicz, J. (2012). Sensory processing sensitivity: A review in the light of the evolution of biological responsiveness. *Personality and Social Psychology Review*, 16, 262-828.

Abstract: This paper reviews the literature on sensory processing sensitivity (SPS; Aron & Aron, 1997) in light of growing evidence from evolutionary biology that many personality differences in nonhuman species involve being more or less responsive, reactive, flexible, or sensitive to the environment. After briefly defining SPS, it first discusses how biologists studying animal personality have conceptualized this general environmental sensitivity. Second, it reviews relevant previous human personality/temperament work, focusing on cross-over interactions (where a trait generates positive or negative outcomes depending on the environment), and traits

relevant to specific hypothesized aspects of SPS: inhibition of behavior, sensitivity to stimuli, depth of processing, and emotional/physiological reactivity. Third, it reviews support for the SPS model focusing on development of the Highly Sensitive Person (HSP) Scale as a measure of SPS, and neuroimaging and genetic studies using the Scale and bearing on the extent to which SPS in humans corresponds to biological responsiveness.

Here are five recent publications that give a good idea of exciting new developments:

- Pluess, M., & Belsky, J. (2012). Vantage Sensitivity: Individual Differences in Response to Positive Experiences. *Psychological Bulletin*. doi: 10.1037/a0030196. This paper discusses the many advantages of being more sensitive than others to one's environment. Among many studies they report, Pluess and Boniwell (in prep), using a version of the HSP Scale designed for older children (Pluess et al., in prep), investigated "variation in the anticipated positive effects of a school-based resilience-promoting program administered to a sample of 200 11-year old girls in one of the most deprived areas in London, United Kingdom. The intervention led to a decrease of depression symptoms observable up to the 12 month follow-up assessment, but, consistent with vantage sensitivity, exclusively among children who scored in the upper tercile of the highly-sensitive-child questionnaire. All other children failed to benefit from the intervention, at least regarding changes in depression symptoms."
- Jagiellowicz, J., Xu, X., Aron, A., Aron, E., Cao, G., Feng, T., & Weng, X. (2011). Sensory processing sensitivity and neural responses to changes in visual scenes. *Social Cognitive and Affective Neuroscience*, 6, 38-47. 18 individuals who varied in their scores on the HSP Scale carried out a change detection task in an fMRI scanner, in which they rated each of a series of landscape scenes for whether they were similar or different from the previous one. The presentations were in blocks, in which the variations (when there were variations) were either gross or subtle. Those scoring higher on the HSP Scale showed dramatically more activation in predicted brain areas, compared to low HSP scorers, when doing subtle (vs. easier) discrimination tasks. This greater activation during subtle tasks appeared in a variety of regions, especially those associated with visual attention and visual processing (as opposed to simple visual perception). Some of these were the right claustrum, left occipitotemporal, bilateral temporal and medial and posterior parietal regions as well as the right cerebellum, all used for making connections between incoming visual stimuli and information already in the brain. The results held even after partialling out neuroticism and introversion, supporting the idea that it is specifically SPS that is responsible for more elaborate processing.
- Aron, A., Ketay, S., Hedden, T., Aron, E., Markus, H. R., & Gabrieli, J. D. E. (2010). Temperament trait of sensory processing sensitivity moderates cultural differences in neural response, Special Issue on Cultural Neuroscience. *Social Cognitive and Affective Neuroscience*, 5, 219-226. 10 Americans of European descent and 10 East-Asians recently in the U.S. underwent fMRI while doing simple visuospatial tasks emphasizing judgments that were either context independent (typically easier for Americans) or context dependent (typically easier for Asians). Each group generally exhibits greater activation for the culturally non-preferred task in frontal and parietal regions associated with greater effort in attention and working memory. However, this overall effect of culture was found to be dramatically and significantly moderated by individual differences in SPS, in that high scorers on the HSP Scale appeared to need less or no effort to overcome this culturally biased perception found in non-sensitive persons. This interaction remained strong and clearly significant controlling for negative affectivity (neuroticism), social introversion, gender, and individual differences in strength of cultural identity, suggesting that a sensitivity to subtle cues in those with this trait overrides a more general tendency in the rest of the

population to struggle with these cues when they oppose their own cultural bias.

- Licht, C., Mortensen, E. L., & Knudsen, G. M. (2011). Association between sensory processing sensitivity and the serotonin transporter polymorphism 5-HTTLPR short/short genotype. *Biological Psychiatry*, 69, supplement for Society of Biological Psychiatry Convention and Annual Meeting, abstract 510. Based on preliminary results from a Danish community sample, high scores on the HSP Scale are associated with the short (s), low-expressing variant of the repeat length polymorphism 5-HTTLPR (serotonin transporter, 5-HTT, Linked Polymorphic Region).
- Chen, C., Chen, C., Moyzis, R., Stern, H., He, Q., Li, H., & Dong, Q. (2011). Contributions of dopamine-related genes and environmental factors to Highly Sensitive Personality: A multi-step neuronal system-level approach. *PLoS ONE*, 6:e21636. These researchers, seeking to find something closer to the strong associations between genes and traits predicted by twin studies but not being found with single gene research, considered essentially all the genes (98) with polymorphisms that affect the dopamine system, and chose a trait, SPS, “deeply rooted in the nervous system” (p. 1). Employing a multi-step approach (ANOVA followed by multiple regression and permutation), they found a set of 10 loci on 7 genes that predicted 15% of the variance of HSP Scale scores. An additional 2% of the variance was contributed by stressful life events (effects of earlier stressful life events and parental warmth were absorbed by their covariance with recent life events), a relatively small environmental contribution. Dividing the genes by the subsystems of dopamine synthesis, degradation/transport, receptor and modulation, the last two made the strongest contribution, but interestingly, only interactions among subsystem genes made unique contributions to SPS. Most of the newly identified foci have unknown function, but one, DRD2, was one of the three polymorphisms associated with behavioral susceptibility as described by Belsky and Pluess.

For those wishing to do research using the HSP Scale, there are some important “Tips for Researchers” that will be useful, available if you email me at aron@ic.sunysb.edu.



We Always Have a Nice Place to Meet



Thesis Abstract: Parent Personality and Child Temperament

Casalin, S. (2012). *Transactional relationships between parental personality and child temperament in infancy and toddlerhood* (Supervisor: Luyten, P., Co-Supervisor: Vliegen, N.). Unpublished Doctoral Thesis, KULeuven.



Parenting a toddler is experienced as very difficult by some caregivers. In toddlerhood, also called the “terrible twos,” several conflicts between parents and children can occur. Children develop a strong will, frequently say “No!”, and have temper tantrums when things are not going

their way. Of course, not all children react in the same way, as this mainly depends on their temperament. Likewise, parents of differing personalities do not all react similarly to the autonomy strivings of their child. The main aim of this PhD study was to address the question of how parent and child characteristics mutually influence each other during the earliest developmental periods, namely in infancy (8-13 month-old children) and one year later in toddlerhood (20-25 month-old children). The goal of the study was to broaden knowledge about both adaptive and maladaptive development, and thus inform early prevention and intervention efforts.

We examined personality and depressive and stressful feelings in parents. In children, we looked at temperament (using Rothbart's framework) and development. Finally, we were interested in the quality of the parent-child relationship. We did this from the perspective of transactional relationships: we wanted not only to investigate effects from parent to child but also from child to parent. This doctoral thesis was built on the idea that the temperament of the child, in interaction with family characteristics, strongly determines further development.

Before examining relationships between parent personality and child temperament, we first showed that temperament could be measured reliably in the earliest phases of life in this Belgian sample (Casalin, Luyten, Vliegen & Meurs, 2012). We found that, congruent with earlier research (e.g., Gartstein & Rothbart; Putnam, Gartstein, & Rothbart, 2006), temperament consisted of three factors: (a) *Negative affectivity*, referring to the way in which children show emotions such as sadness and anger; (b) *Extraversion*, or how impulsive, active or shy a child is; and (c) *Self-regulation (or Effortful Control)*, referring to how flexibly a child can adapt to environmental demands, implying the capacity to suppress impulses when required (e.g., not having a candy until the parent allows it). Furthermore, we found that although temperament is a stable construct, it also shows some changes during the one-year period from infancy to toddlerhood. These changes in temperament are

partly explained by the influence of parental personality characteristics such as being self-critical (having extremely high expectations with regard to oneself and others) or dependent (having strong needs to be loved and cared for by others). Parents with high levels of these personality features generate high levels of stress during parenting, augmenting negativity in the parent-child interaction. We mainly found evidence for parent to child effects. However, we also showed that child characteristics in turn determine how the parent will experience the parenting relationship. In this regard, we found that the more extraverted, positive and self-regulated a child is, the more likely self-critical parents will be to experience the interaction with their child positively. Taken together, our findings indicate that the earliest years of life are characterized by a dynamic interaction between parent and child characteristics.

For clinical practice, the results of this study imply that the diagnosis and treatment of psychological problems in infancy and toddlerhood need to be tailored to the individual family situation, in which features of both child and parent, as well as the developmental period, are taken into account. For self-critical parents, for example, the acceptance that neither their child nor themselves need to be "perfect" could be an important focus in intervention, especially in early developmental phases characterized by high negativity or in the case of a less self-regulated child. For dependent parents, supporting a balance between the autonomy and separateness of their child could be a priority during the toddler period.

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of toddler temperament: the early childhood behavior questionnaire. *Infant Behavior and Development* 29(3), 386-401.

Research Abstract: Self-Regulation

Bridgett, D. J., Oddi, K. B., Laake, L. M., Murdock, K. W., & Bachmann, M. N. (In Press). Integrating and differentiating aspects of self-regulation: Effortful control, executive functioning, and links to negative affectivity. *Emotion*.

Three studies examined the overlap/distinctiveness between effortful control and executive functions in samples of young adults. Findings suggest that these constructs overlap considerably at the broadest levels. More specifically, working memory and effortful control demonstrate notable connections with each other, and with the tendency to experience negative affect. The executive function of inhibition was specifically related to the tendency to express negative affect. Results challenge the distinctions that are sometimes made between effortful control and executive functioning. Given the conceptual and empirical overlap between effortful control and executive functioning, findings support the integration of these self-regulatory constructs within the temperament framework of the psychobiological model. Further work is needed to help move towards the use and development of integrated approaches to the study of self-regulation. [\[download full text\]](#)



Research Abstract: Parenting Efficacy

O'Connor, E., Rodriguez, E., Cappella, E., Morris, J., & McClowry, S. (2012). Child disruptive behavior and parenting efficacy: A comparison of the effects of two models of insights. *Journal of Community Psychology*, 40(5), 555-572. doi: 10.1002/jcop.21482

In this article, we investigate the effectiveness of INSIGHTS into Children's

Temperament (INSIGHTS), a temperament-based preventive intervention, in reducing the disruptive behavior problems of young children from low-income, urban families. Results indicate that children enrolled in INSIGHTS evidenced a decrease in disruptive behavior problems over the course of the intervention, with children with high maintenance temperaments evidencing the most rapid rates of decline. In addition, children in a collaborative version of the program with joint parent and teacher sessions demonstrated more rapid decreases in disruptive behavior than children in a parallel version with separate parent and teacher sessions. Furthermore, high maintenance children in the collaborative intervention evidenced lower levels of disruptive behaviors at the end of the intervention than their peers in the parallel version. Increases in parenting efficacy appeared to be the mechanism through which INSIGHTS reduced child disruptive behavior. [\[download full text\]](#)



Good Food Too!

OTC 2010 Poster Titles

[\(Click Here for Link to Abstracts\)](#)

1. *An Examination of the Goodness of Fit Model: How is the Relationship Between Child Temperament and Behavior Expressed in Different Types of Classroom Environments?* Sasha Collins Blackwell
2. *How Different Are Individuals with Autism? A Meta-Analysis of Temperament and Personality Traits.* Sarah S. De Pauw & Ivan Mervielde
3. *The structure and longitudinal stability of temperament during infancy and toddlerhood.* Sara Casalin
4. *Serotonin receptor type 2A polymorphism – prenatal maternal cortisol interaction influences negative affectivity in 5-month infants.* Wojciech Dragan, Justyna Rozmysłowska, Anna Grzywacz, Beata Pawlus, Roman Janas, Grażyna Kmita, & Jerzy Samochowiec
5. *Temperament within a family: parents' ratings of their own and their child's temperament.* Niina Komsu, Katri Räikkönen, Kati Heinonen, & Anu-Katriina Pesonen
6. *Temperament, Behavior and Gender in Children Born Preterm.* Luciana Cosentino-Rocha, Vivian Caroline Klein, Francisco Eulógio Martinez, & Maria Beatriz Martins Linhares
7. *Temperament in Brazilian Children at Psychosocial Risk.* Luciana Cosentino-Rocha, Vivian Caroline Klein, Rafaela Guilherme, Monte Cassiano, & Maria Beatriz Martins Linhares
8. *"Goodness of fit" in Preschools: Children's Temperament and Behavioral Adjustment in Three Early Childhood Programs.* Shu-Chen Jenny Yen, Ioakim Boutakidis, & Brittany Smith
9. *Direction of Effects between Infant Temperament and Maternal Sensitivity: The Moderating Role of Infant Gender.* Danyka Therriault, Jean-Pascal Lemelin, George M. Tarabulsy, & Marc A. Provost
10. *Temperament and Academic Performance: Evidence for Temperament X Temperament Interaction.* Jean Pascal Lemelin, Jean Toupin, Michèle Déry, & Pierrette Verlaan
11. *Hierarchical Factor Structure of the CBQ Parent and Teacher Forms and Structured Temperament Interview.* Hedwig Teglassi, Laura Schussler, & Katie Lynch
12. *Clarifying Temperament: An Analysis of the Structured Temperament Interview.* Hedwig Teglassi, Katie Lynch, & Maria Genova-Latham
13. *The Role of Infant Maternal Behaviors on Later Child Negative Affect.* Anjolie Diaz & Martha Ann Bell
14. *Maternal Behavior in Infancy as a Predictor of Effortful Control in Kindergarten.* Jess Versele, Morgan Hubble, & Martha Ann Bell
15. *Growing Up in NZ: Measuring temperament at 9 months using the IBQ-very short form in a sample of New Zealand Children.* Elizabeth R. Peterson, Susan M. Morton, Elizabeth M. Robinson, Karen E. Waldie, & The Growing Up in New Zealand Project team
16. *Speech Inhibition: Its Relationships with Positive Affect, Negative Affect and Effortful Control in Preschool Children.* Felix Luke & Charles C. Chan
17. *Longitudinal Trajectories of Behavioral Inhibition across Early Childhood.* Kathryn A. Degnan, Olga Lydia Moas, & Amie Ashley Hane
18. *Temperament Modulates Detrimental Effects of Induced Frustration on Attention Control in Eleven-*

Year-Old Children: Evidence from a Simon-like conflict Task. Carmen González-Salinas, Luis J. Fuentes, José A. Carranza, & Angeles F. Vilar

19. *The contribution of temperament to scholar functioning in 11-year-old children.* Carmen González-Salinas, José A. Carranza, & Angeles F. Vilar

20. *Behaviors Protecting Against Peer Victimization for Surgent Children.* Olga L. Moas, Kathryn A. Degnan, & Heather A. Henderson

21. *Validation of the Infant Behavior Questionnaire-R (IBQ-R) in a Mexican sample: A preliminary study.* E. Samohano, B. Huitrón, M. Osorio, & G. Bazán

22. *Attachment and a New Behavioral Inhibition Measure Based on the Strange Situation: Predictive Validity for Behavioral Problems.* Magdalena A. Zdebik, Ellen Moss, & Michael J. Meaney

23. *Stability of Infant Temperament, and the Contribution of Maternal Temperament/Personality.* Simon Chretien, Jean-Francois Pelletier & Karin Ensink

24. *Relationships among Shyness, Fear, and Effortful Control in Middle Childhood.* Kamille Noor Sheikh & Jennifer Simonds



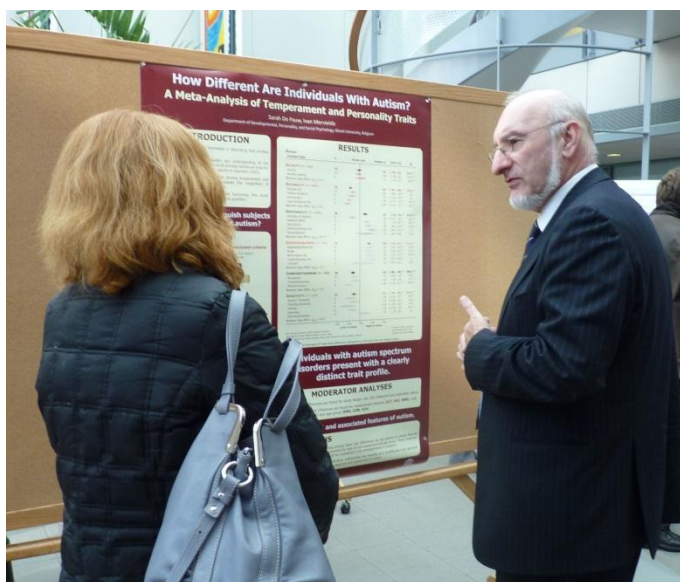
And Lots of Good Talk!



Contribute to the next Temperament Consortium Newsletter!

Send to Sara.Harkness@UConn.edu ...

- Citations and summaries of your recent temperament-related publications
- Short reports on research in progress
- Commentary on current trends in temperament research and practice
- Ideas for teaching about temperament (course descriptions, assignments, syllabi, etc.)
- Clinical commentary (can be collaborative)
- Personal news (e.g. new jobs, promotions, babies!)
- Random notes and quotes (profound, funny, or both)



In Memoriam

Ivan Mervielde (1947-2011)

Ivan Mervielde, who passed away in 2011, was an active member of the temperament community and was the inspiration for steps that would formalize the OTC group and eventually result in the naming of the Temperament Consortium and its newsletters. He made significant contributions to the Occasional Temperament Conferences as recently as in San Rafael (2008) and in Maine (2010). As described in his obituary, sent by Sarah De Pauw:

On Monday August 22, 2011, the field of personality psychology in Europe lost one of its founders, Ivan Mervielde. Ivan obtained the degree of License in Psychology and Educational Sciences, with a major in Education (1969) and Developmental Psychology (1970) from the State University of Ghent. In 1974, he obtained a Master of Arts in Psychology from the University of California in Santa Barbara and in 1977 his PhD on person perception and information processing at the State University of Ghent under the supervision of Prof. Dr. William De Coster.

Ivan started his academic career as a researcher at the Laboratory of Experimental,

Differential and Developmental Psychology of the State University of Ghent in 1969. In 1991 he became assistant professor, in 1997 associate professor, and in 2003 full professor at Ghent University. He was visiting professor at the Catholic University of Leuven from 1992 to 1993.

From 2004 until his death, he was head of the Department of Developmental, Personality and Social Psychology at Ghent University, supervising 8 full-time professors, 9 postdocs and 25 full-time research staff. He was a founding member of the European Association of Personality Psychology (EAPP) from its inception in 1982, and organized the 8th European Conference on Personality in Ghent in 1996. He was president of the European Association of Personality Psychology (1998-2000) and Editor-in-chief of the European Journal of Personality (2001-2004).

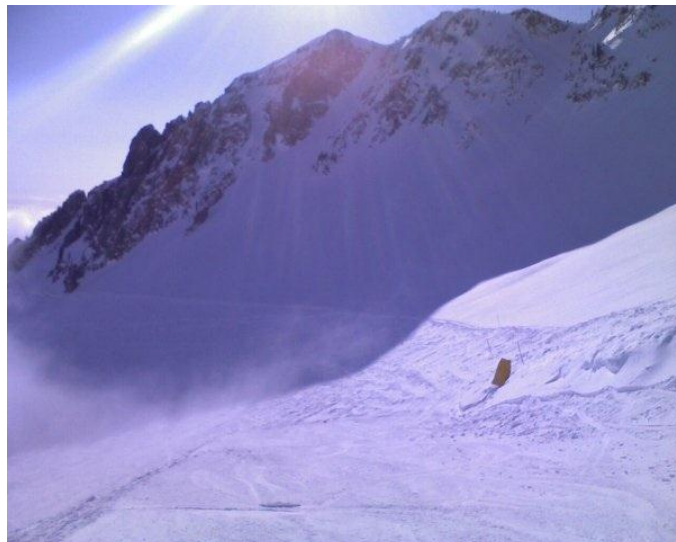
Ivan was best known for his research on personality and temperament differences in children and adolescents and his more recent work on the link between temperament/personality and psychopathology in childhood. He also researched social cognition and the associations between personality and right wing ideology. This research was done in strong collaboration with his PhD students Caroline Braet, Filip De Fruyt, Alain Van Hiel, Karla Van Leeuwen, Barbara De Clercq, and Sarah De Pauw and was published in major journals from a broad range of psychological disciplines.

From 1990, Ivan taught introductory courses in social psychology to students in Psychology, Criminology, Law, Political Science and Sociology. In the final year more than 1,500 first-year undergraduate students attended his social psychology course. He also taught personality psychology to students in Psychology.

Ivan will be remembered by his colleagues as a brilliant and creative scholar, thorough and persistent, with a broad view on the discipline of psychology, and prolific and witty in speech and writing. He was a loyal friend and colleague, concerned about his department and its collaborators. Most of all, he was dedicated to his family. He is survived by his mother, his wife Arlette and his sons Tim and Daan.



Thank you Paloma, for all the good pictures!



See you in Salt Lake City