



NEWSLETTER

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How to Start Your Own Youth Development Micro-Program

Daniel Hart, Robert Atkins, & Nyeema Watson,
Rutgers University



Daniel Hart



Robert Atkins

Do you ever toy with the idea of designing a youth program based on the best research on adolescent development? We are encouraging you to turn that daydream into reality, as we believe that small youth programs—*micro-programs*—are good for teenagers, their communities, and for researchers who participate in them. In this article we offer our advice based on a decade of experience with a micro-program in Camden, New Jersey.

What Are Youth Micro-Programs?

Youth micro-programs are volunteer organizations with small budgets that seek to promote youth development. Our use of the prefix *micro-* is intended to borrow from the

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The Members' Journal

Andrew J. Fuligni, Gustavo Carlo, Elizabeth Susman, & Jacquelynne Eccles



Andrew Fuligni
University of California, Los Angeles



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University of Nebraska-Lincoln

A society cannot exist without its members. Although seemingly obvious, this fact sometimes can get lost as professional societies mature, get larger, and expand their activities in a variety of domains. This reality is just as true for SRA as it is for other societies. Our society has grown exponentially since its founding and many of our institutions and activities have existed long enough that they seem to have a life of their own. Colloquially, we speak of “The SRA Meeting,” correctly signifying that our biennial meeting is indeed a product of “the society.” Over time, however, our notion of “the society” can become reified and seemingly devoid of its essential characteristic—the membership. It is

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Institutional Review Board and the SRA Community

What has the IRB Done for me Lately? Negotiating Ethical Responsibilities With Research Productivity

Linda Juang, *San Francisco State University* &
Moin Syed, *University of California at Santa Cruz*

“At my university, the Institutional Review Board (IRB) committee is highly efficient, there is a quick turn-around on protocols, the committee consists of individuals with appropriate expertise, policies are up-to-date, and researchers are delighted to work with us.”



Linda Juang

How well does this statement describe your university? Issues concerning research with human subjects and IRB committees are of increasing concern to the SRA community. More often than not, investigators are frustrated with the IRB and vice versa. At the 2004 biennial meeting, SRA convened a 50-minute discussion hour entitled, “Human Subjects Issues in Research with Adolescents.” The room was packed. The discussion began with questions about specific IRB issues, but quickly turned to overarching issues that affect all of us, issues such as researchers’ responsibility to report observed instances of child abuse or suggest treatment for adolescents who exhibit suicidal tendencies. Fifty minutes was not nearly enough time to address these and the many other complex human subjects issues that are increasingly of concern in our field.

Division 7 (Developmental) of American Psychological Association assembled a task force to address many of the issues surrounding IRB procedures for children and adolescents. The resulting report from the task force (available at <http://classweb.gmu.edu/awinsler/div7/homepage.shtml>) provides an excellent outline of some of the major concerns with procedures IRBs have required from their researchers, along with explanations for why some of these procedures may be harmful to the research process. This report highlights some of the unique aspects of developmental research (e.g., longitudinal designs, standardized low-risk child measures) that some IRBs may not have the proper training or understanding to adequately address.

Though relationships between researchers and their IRB are often tenuous, few will argue that a firm IRB that carefully and appropriately reviews research proposals is a bad thing. We have an ethical responsibility to our participants to ensure their well-being. However, we must balance this responsibility with the fact that because science and research provide benefits to society, we should not impede research without good reason.

Yet, oftentimes researchers at universities feel they are increasingly constrained by the policies of their university’s IRBs. A common example is an investigator’s complaint that he/she has to inform the participants that they may experience risks. Some IRB committees require researchers to put in standard risk statements in their informed consent (e.g., “You may become emotionally distressed while filling out the survey.”). However, in assessing risk we must consider two things as stated in the U.S. government guidelines: the probability *and* magnitude of harm (45 CFR 46.102 (i)). The “and” in this last statement is very important. It is possible that your participant may go into severe shock as a result of being confronted with a question that reminds him or her of a traumatic experience. The magnitude of harm is high, yes, but the probability of this actually happening is very low. Consequently, stating this risk on the informed consent seems unnecessary. It is very important for both investigators and the IRB committee to formulate, understand, and carefully interpret federal guidelines in assessing risk so that investigators are not required to overstate the risk of the research, frighten potential participants, harm recruitment and the quality of the research, and alienate the researchers from the IRB process. These issues require a good understanding and agreement on interpretation of the federal guidelines. Ongoing education of both the IRB committee and faculty/students is necessary. In addition, ongoing communication and discussion between your department and IRB committee is necessary.

Recommendations

For faculty: Get on your university’s IRB committee! Doing so will give you the opportunity to contribute directly to the committee’s policies. Review the task force report and engage in discussions within your department. Ask the IRB committee to visit your department so a dialogue can occur about their expectations and yours. Inquire if your university’s research office will support faculty to attend a federally sponsored training session and/or invite someone to do a training. Hearing from the federal agencies that create policies is much more effective than the IRB telling faculty and students what needs to be done. Faculty focusing on research methods should also discuss IRB issues with their students. Faculty and students may also want to gather data as part of their research plan on participants’ experiences with the study design and methods. We know very little about whether participants view our methods to be as risky as we do. Gaining more knowledge about participants’ views of risk and ethics is important to



Moin Syed

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Youth Development Micro-Program (cont.)

Members' Journal (cont.)

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Nyeema Watson

credibility that micro-credit initiatives have earned in development efforts around the world; in fact, the United Nations has declared 2005 as the *International Year of Micro-credit* (United Nations Capital Development Fund, 2005). The rationale behind micro-credit is that very small sums of money invested in people seeking to produce services and products can lead to economic development. Likewise, we believe that very small youth programs that invest social capital in adolescents can foster social and psychological development. Small is beautiful; large programs require big budgets, substantial fund-raising, dedicated management—all of which decrease the contributions that those who found the programs can make to the social capital that is so crucial to adolescent development.

Why Do We Need More Youth Micro-Programs (And Where Do We Need Them)?

Adolescents who belong to youth organizations and have meaningful relationships with responsible adults outside their families are more likely to develop successfully than adolescents who do not (e.g., Zaff, Moore, Papillo, & Williams, 2003). There are many reasons that organizations and relationships with adults benefit adolescents, but certainly the research literature suggests that much of the value derives from enduring connections with adults who listen, empathize, advise, share, collaborate, and support (National Research Council,

2002). If our reading of the literature is correct, then any program—no matter the particulars of its activities—can be successful if it brings youth and adults together in development-fostering interactions. Indeed, Zaff et al. (2003) found that the type of organization that youth belonged to did not matter. Unfortunately, in many communities there are too few organizations and too few adults available for the adolescents who can benefit from them. The lack of opportunity is particularly characteristic of poor communities. It is rarely recognized that neighborhood poverty is associated with a demographic tilt toward children and youth. For example, in Camden, New Jersey, one of America's poorest cities, 35% of the population is younger than 18, a fraction nearly 50% larger than the state average. Our research (Hart, Atkins, Markey, & Youniss, 2004) identifies consequences of the ratio of children to adults on development; our point here, however, is that poor urban communities simply do not have enough adults that can provide the opportunities that youth in these communities need. We need those in adult-saturated communities (suburbs) to contribute their talents to communities in need of adults (frequently, high poverty neighborhoods). In other words, by running a youth micro-program you can contribute, even if in a small way, to the well-being of youth in high-poverty communities.

Finally, our nation needs more micro-programs because they use resources more efficiently than big programs. Big programs oftentimes require a great deal of management, which a) we do not need, and b) diverts energy from spending time with kids to interacting with large institutions. Micro-programs also rely on volunteers, not paid staff, which makes it possible for them to thrive with small budgets. For example, the Camden STARR (Sports Teaching Responsibility and Resiliency)

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Elizabeth Susman

Pennsylvania State University



Jacquelynne Eccles

University of Michigan

worth reminding ourselves that the biennial meeting is a product of the members of the society. The SRA *members'* biennial meeting is produced by members of the society for the benefit of the members of the society. This critical activity simply would not exist if it were not for the members who contribute many hours of their time in its production. The same is true for the society's journal.

A society's journal cannot succeed without its members. Perhaps more than any other activity, the production of a journal is a symbol of a professional society's commitment to the long-term development of the science of a field. That is, the commitment of the society's *members* to the long-term development of the field provides the basis for the advancement of the science. At its inception, the *Journal of Research on Adolescence* was planned by SRA members to be the premier archival journal for the study of the second decade of life. By providing a prestigious peer-reviewed outlet for empirical and theoretical research on the teenage years, the society intended to

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Editorial Change

Editorial Change, *Journal of Youth and Adolescence*

Roger J. R. Levesque, *Indiana University*

Journal of Youth and Adolescence, the first empirical journal devoted to the study of the adolescent period, announces its first transition in editorship. The new editor, Roger J. R. Levesque, views the journal as a mature outlet more in need of continuity than of dramatic change. As a result, the journal seeks to remain a high-level medium of communication for psychologists, psychiatrists, sociologists, criminologists, developmentalists, educators, and professionals in many other allied disciplines who address the subject of youth and adolescence. The journal still publishes papers based on experimental evidence and data, theoretical papers, and comprehensive review articles.

The journal topics and quantitative nature may not change, but readers are likely to discern an emerging focus. The journal especially welcomes empirically rigorous papers that take policy implications seriously. The research need not have been designed to address policy needs, but manuscripts must address implications for the manner in which society formally (e.g., through laws, policies, or regulations) or informally (e.g., through parents, peers, and social institutions) responds to the period of youth and adolescence.

The journal seeks authors who bullishly place their own spin on their research by clearly stating the implications of their work. Manuscripts should speak with clarity, purpose, and a sense of responsibility to both adolescents, their lived environments, broader society, and the study of adolescence as a whole.

The journal invites proposals to develop a special issue or section. If encouraged, proposals will be developed with the editor to fast-track publication. Special sections or issues might (1) focus on areas of investigation that bring novel perspectives and findings to bear on existing literatures or research traditions, or (2) address controversial or emerging issues either within or across disciplines.

The journal also invites Ph.D.-level researchers to contact the editor if they are interested in contributing to the development of the study of adolescence by reviewing manuscripts in their areas of expertise. The journal's online review system makes reviewing manuscripts remarkably simple, efficient, and rewarding.

Submit manuscripts electronically at <https://www.editorialmanager.com/joyo/>. For further information, view the journal features online <http://www.kluweronline.com/issn/0047-2891/> or contact Roger Levesque at rlevesqu@indiana.edu.

Graduate Student Profile

Graduate Student Profile

Carolina Lisboa

Centro de Estudos Psicológicos sobre Meninos e Meninas de Rua - CEP-RUA Universidade Federal do Rio Grande do Sul – UFRGS- Brazil



Carolina Lisboa

Psychology, as a scientific discipline, is younger in Brazil than in other parts of the world. Its goals, however, are the same, namely to investigate the commonalities and differences between people of all ages. My research in developmental psychology started when I became a member of the *Centre of Psychological Studies about Street Children (CEP-RUA)* at the *Universidade Federal do Rio Grande do Sul*, in Porto Alegre in the southern part of Brazil. The Centre is coordinated by Dr. Silvia Koller, who is also my supervisor. The initial project of the Centre in general was a study of street children and sought to understand the roots of risk and resilience in children who live in challenging or even desperate living conditions. Largely organized around the concepts taken from Bronfenbrenner's systems theory or ecological model (1979), the activities of this Centre examine the importance of different contextual influences (social, cultural, economic) on the development of young people who live in risky conditions. The Centre was founded in 1994 with the specific aim of studying Brazilian street children who, unfortunately, make up a significant part of the childhood populations in all parts of the country. Currently, the work of CEP-RUA also focuses on other risk populations such as the victims of domestic violence. For example, in my Master's thesis I studied aggressive behavior and coping strategies of children who were victims of domestic violence. The study aimed to verify differences in aggressive behavior between children who were victims of domestic violence and those who were not. The investigation about coping strategies aimed at identifying ways that enable children to be resilient in the face of violence in their homes. The objective of my thesis was to help develop programs to help victims of domestic violence and also provide some reflections about the increasing problem of violence in Brazil. To our surprise, and either fortunately or unfortunately, there were no significant differences regarding aggressive behavior

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JRA Call for Submissions

We invite submissions to the *Journal of Research on Adolescence (JRA)*

The *JRA* presents empirical and theoretical papers focused on development during adolescence and early adulthood. Studies are featured that use diverse methods including multivariate, longitudinal, demographic, clinical, ethnographic, and experimental analyses. Cross-national, cross-cultural, and studies of gender, ethnic, and racial diversity are of particular interest. We are committed to expanding the presence of qualitative and multi-method research reports, practice-based, policy-oriented research evaluations and reports, and studies related to biological processes. We are now accepting three new paper formats:

(a) brief reports (no more than 12-15 manuscript pages including all references, tables, and figures). These reports should be modeled after research reports in journals like *Science* and should focus on the methods and results. Such reports are particularly appropriate for basic descriptive studies that extend prior work to new populations. This format is also appropriate for cross sectional, correlational studies that test well defined theoretical models;

(b) comprehensive reports of longitudinal studies that can be up to 80-90 manuscript pages; and,

(c) theoretical papers and comprehensive reviews of the literature similar to papers published in *Psychological Review* and *Psychological Bulletin*.

Questions concerning the submission process should be directed to the Managing Editor: Detra Davis at jradol@umich.edu.

Editors: Jacquelynne S. Eccles, Linda Burton, Gustavo Carlo, Constance Flanagan, & Margaret Kerr

Preventative Program for School Violence



“Fairplayer”: An International Multimodal Preventive Program to Foster Civilian Courage and to Prevent Bullying and School Violence in an Ethnic Diverse Society

Herbert Scheithauer, *Free University Berlin*



Herbert Scheithauer

More than two people are involved in most cases of bullying and school violence. Christina Salmivalli (e.g., Salmivalli et al., 1996), who investigated bullying as a group process has identified different participant roles within each group. One role she identified is the role of the defenders of the victim that describes children that have the resources and potentials to intervene but, in spite of their potentials, often do not help to interrupt the bullying

process. Several theories attempt to explain why certain people do not or do intervene (e.g., process of decision-making regarding assistance [Darley & Latane, 1968]). These theories give important insights for the development of interventions and preventive strategies for bullying and school violence.

The program Fairplayer is an initiative that was co-founded by employees of an accident insurance and a state criminal police agency, both located in a major city in Germany, and of the Free University of Berlin, Germany. The program is aimed at a) those adolescents that have the resources and potentials to intervene in the bullying process and other forms of school violence, and b) victims of bullying and school violence. Due to greater effectiveness of multimodal programs against school violence and bullying, Fairplayer offers multiple interventions aimed at young boys and girls, their teachers, and their parents. The webpage and selected materials will be translated into several languages (e.g., English and Turkish) to also reach immigrated youth in Germany and their parents. Some of the preventive and intervention programs offered include public campaigns against school violence, the creation of a Fairplayer logo, Fairplayer branding, the establishment of a local emergency hotline, etc.

The preventive offers and actions are aimed at those young persons that have the resources and potentials to interrupt the bullying process and other forms of school violence. Furthermore, the offers and actions are aimed at victims of bullying and school violence, teachers, and concerned parents.

Further information is available at www.fairplayer.de.

Graduate Student Profile (cont.)

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between victims and nonvictims of domestic violence. This result led Koller and me to think in two directions: when the children who are victims of violence arrive at school and face further risk factors (lack of empathy from teachers, of support from school staff, violence from peers and in the school neighborhood), instead of being protected, are they again exposed to risk? Or is it that the nonvictimized children, who are not exposed to risk at their homes but are exposed to risk conditions at school who increase their aggressive behavior? The questions were intriguing to us and led to several meetings with the school staff, promoting important discussions and reflections. These conclusions were reported in articles and in a book chapter (Lisboa, Koller, Ribas, Bitencourt, Oliveira, Porciúncula, & De Marchi, 2002; Lisboa & Koller, 2001, Lisboa & Koller, 2004).

My PhD studies in Developmental Psychology at Universidade Federal do Rio Grande do Sul, supervised by Koller, began in 2001. In this same year I attended a workshop in Lima, Peru, organized by International Society for Study on Behavioral Development (ISSBD) about research and social policy. There I met many researchers from North America, Latin America, and Europe, including Terezinha Nunes, Ted Wachs, Margarita Azmitia, Brett Laursen, and Jesus Palacios. At this meeting I had the opportunity to present and discuss my Master's thesis. At this time, I became very interested in research on peer relations and heard a talk by William Bukowski at the conference in Lima on the topic of friendship. In 2003, I visited Bukowski in Canada, during the time of data collection in one of his projects, to understand how these projects are coordinated. I have since collaborated with Bukowski on a commentary paper and a paper on aggression and status.

As mentioned, I started to study friendship relations during my PhD studies while still being interested in aggressive behavior. Realizing that aggressive behavior's definition can be discussed and reflected on as risk and also as a protective factor and that, in Brazil, there were very few measures to assess this behavior, I came to realize that it was an important area to be investigated. Together with Bukowski, I wrote a paper about aggression and social prominence emphasizing the "other side" of aggression not only as a risk factor but also associated to status in the peer group. We also organized a poster symposium at the 2004 ISSBD Biennial Meeting in Ghent, aiming to exchange ideas with other colleagues interested in this same topic to discuss studies, theories, and methods.

In 2003, a CAPES-SANDWICH-Scholarship (from the Brazilian Government) supported a five-month internship in Braga Portugal to study at Universidade do Minho with Dr. Ana Maria Tomás de Almeida. During this time I worked with Almeida on an instrument that she constructed to measure bullying. A goal of my PhD research is to comprehend bullying as a peer group process. Research conducted in England and

Europe (Smith, Morita, Junger-Tas, Olweus, Catalano, & Slee, 1999; Smith, 2003) found that bullying can be a potential risk to psychological development and its frequency is higher between groups of children and teenagers. In Brazil, there are very few studies about bullying, so my dissertation seeks to contribute with data to understand and verify this phenomenon.

By now, I am analyzing the data of my PhD dissertation: "Children, Aggressive Behavior, Bullying and Friendship: risk and protective factors." The objectives of this study are: to validate abroad measures to assess aggression, bullying, and friendship in Brazil; to verify the relation between aggression and friendship, between bullying roles (aggressors, victims) and aggression, and between bullying and friendship. It is important to emphasize that we always aim to identify risk and protective factors, and comprehend the data through an Ecological System's perspective (Bronfenbrenner, 1979), considering the connections between contexts and individuals. In this way our study aims to find ways to promote resilience and understand social forces that can shape individuals development, contributing to improve Brazilian risk-development population lives.

Soon, all the data will be analyzed and I'm looking forward to presenting my dissertation work, and other studies that I developed at CEP-RUA/UFRGS, with Bukowski, and with Almeida, to the SRA community.

Carolina Lisboa can be contacted at carolinalisboa@terra.com.br. You are also invited to visit the CEP-RUA/UFRGS webpage at www.ailha.com.br/ceprua.

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IRB (cont.)

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better understand how our methods and procedures are affecting those we are working with. A continuing, thoughtful discussion about conducting ethical research with human subjects is critical to the advancement of our science. We must remember that the ultimate goal is to protect human subjects and, at the same time, continue to promote the best kind of research possible to benefit the children and adolescents we work with. The first author, Linda Juang, can be contacted at ljuang@sfsu.edu.

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SRA STUDENT WEBSITE

<http://www.s-r-a.org/student.html>

SRA members can now access a student website devoted to providing information about educational opportunities, valuable resources, career development, and much more! The website is designed as a forum for student members to exchange information with each other, and hopes to serve as a reference for current and future SRA students and young professionals.

STUDENT LISTSERV

SRA student members now have their own communication tool, a listserv. The purpose of this listserv is to provide students with information about opportunities within SRA and to provide a way for student members interested in adolescent research to communicate with one another. To subscribe, send a message to socresadol@umich.edu with the subject "subscribe srastudentlist."



Call for Submissions

SRA 11th Biennial Meeting

Thursday, March 23 – Sunday March 26, 2006
San Francisco, California

Online Submissions Deadline: July 15, 2005

Go to www.s-r-a.org/submissions/
for more information and instructions.

Questions regarding SRA submissions? Please contact Thelma Tucker at tetucker@umich.edu.
Questions regarding the SRA Biennial Meeting? Please contact Birgit Swanson at swansonb@umich.edu.



SRA Book Authors/Editors

SRA Members are invited to notify the SRA Office or Editor about your new publications (contact information on back page). These will be listed in the newsletter. Please note that submissions will be edited based on the space limitations of the issue.

Questions? Please contact the Editor, Angela Ittel, at ittel@zedat.fu-berlin.de

New Option for Renewing & New Members!

This year SRA is offering a new membership option at a discounted rate (full members only). Now, you can renew for both 2005 and 2006 at one time, saving you both time and money. Choosing this option gives you a 5% discount, as well as protection from any possible raise in dues payments for the next two years. When you receive your renewal form, simply check the two-year renewal option and enclose payment, and you will be processed for both years. We hope this is a benefit to you. Your membership and involvement with SRA is valuable. Thank you for being a part of SRA.

Visit www.s-r-a.org/members.html to join now!

Youth Development Micro-Program (cont.)

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Program that we run spends around \$15,000 a year, an amount that covers expenses for a summer trip to Vermont for 30-35 youth, weekend soccer year-round, and occasional canoeing, backpacking, and skating trips throughout the year. Once a program begins paying its staff, expenses rise sharply, as does the need to fundraise; these pressures lead to programs that differ qualitatively from those run by volunteers.

There is simply too little money available at local, state, and federal levels to fund enough large professionally staffed organizations to meet the needs of adolescents in the United States. For

volunteers and small amounts of funding.

The How of Developing a Youth Micro-Program Organizational Demands. Sarah Jackson (the author of and wife of Ben Kirshner, one of our collaborators) visited our program one summer and was asked by one of the participants what she had learned during her visit. Reflecting on her experience helping her team of adolescents manage the day's cooking, an overnight backpacking trip, and an ever changing menu of daily activities, Sarah replied, "I've learned that it doesn't take much organization to run a youth program."

Generally, we have found that it is

the bus? There have been a few really discouraging days when kids in our program stole from others or forged permission slips for weekend trips (the latter resulting in a city-wide search for us by the police). On some Saturdays, we would prefer to do something else besides drive to the park to meet with the kids. On such occasions, we talk about pulling the plug on our program.

Most of the time, however, we enjoy the relationships formed in the program. We like to hear from program participants about what has happened in the intervening week, to exchange some good-natured teasing, to discuss upcoming trips and memories of past ones, and so on. We are excited to hear from former program participants who are away at college and in the military; several of them now volunteer with us regularly.

Moreover, the program has provided a context in which our friends and families can come together and participate in a shared effort that is both meaningful and enjoyable. Over the years, a network of memories has emerged that allows all of us to re-voke laughs ("Do you remember the year the twins went to Vermont and didn't bring *any* underwear?") and sweet moments ("Do you remember how touched George was when we gave him the graduation gift on awards night?"). Oftentimes the program seems so interwoven with our lives and those of our friends and families that it seems harder to quit the program than continue on with it.

Summary

Developing a youth micro-program contributes to youth welfare, it is easy to do, and it can be deeply satisfying for all involved. Give it a try!

The first author, Daniel Hart, can be contacted at: daniel.hart@rutgers.edu.



example, we have estimated that the small, youth-saturated city (population, 80,000) of Camden, New Jersey—with its population skewed toward children and consequently with a relatively small population of adults—would have to employ more than 250 full-time youth workers simply to provide the hours equivalent to those donated to youth activities by volunteers in adult-saturated suburban areas (Hart & Atkins, 2002). Count us among those skeptical that funding for this large number of youth workers will soon come available. In the absence of dramatically increased funding, it seems essential that the need for youth programs be met through micro-programs, which rely on

fairly easy to begin a youth micro-program, largely because of the institutions to which we belong, and our friends and subsidized health insurance program suggests that enrollment in this program improves access to healthcare, (Southerland, Hart, & Atkins, 2000); we have since extended this outreach effort city-wide. This experience has helped us appreciate the many obstacles confronting organizations seeking to deliver services to youth.

Youth micro-programs can add pleasure and meaning to life. Running programs for youth will also result in many unhappy days. What satisfaction is there in breaking up fights, checking permission slips, listening to complaints about food, or asking kids to sit down on

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advance the status and quality of work on adolescence. Throughout *JRA*'s existence, the society has achieved this goal through the tireless efforts of its members. The success of the society's journal is due to the fact that it has been treated as not just a SRA's journal, but as a SRA members' journal. Members have served as editors, co-editors, and on the editorial board. Members have looked to *JRA* as an outlet for their work, and members have spent the time providing the critical reviews of manuscripts that form the bedrock of the rigorous peer-review process that is so essential to scientific advancement.

JRA is now considered a mature journal. It has an established reputation in the biobehavioral sciences, publishes widely cited, cutting-edge empirical work, and is considered to be one of the premier outlets for research on the teenage years. The maturity and success of the journal, however, must not let us forget that SRA's journal is actually the journal of each SRA member. As with the society overall, and the biennial meeting, the journal does not have a life of its own. The success of the journal depends upon the participation of all members. In particular, the production of the journal depends primarily upon the participation of society members in the submission and review of manuscripts. Simply put, the manuscript submission and review process of archival journals such as *JRA* is the engine of scientific advancement. It is essential for members interested in the advancement of the science of adolescence to participate in this process. In an era of a proliferation of specialty journals, remaining involved in the review process of a more general journal such as *JRA* can be challenging at times. We are all seemingly deluged by requests to review manuscripts by journals from all over the world, and it can be difficult to handle those requests while still remaining productive ourselves. But

we would like the SRA members to hold a special bias toward *JRA* in their decision-making about which manuscripts to review, and to endeavor to return reviews in a timely manner to ensure that the process proceeds smoothly and rapidly. The best way to maintain the success of the journal and to play a role in shaping the field is for members to be active and responsive participants in the review process.

The publication committee and the editorial team of the *JRA* have made several recent changes to enhance members' participation in the journal. An online reviewer registration site has been developed to increase the diversity of reviewers for the journal. The Editors and the Editorial Board members have increased in number to facilitate turnaround review time. The journal is welcoming a new diversity of manuscript types, including brief reports, literature reviews, and longer, comprehensive longitudinal analyses. Finally, starting in the near future, there will be an increase in the number of journal pages to provide more space to publish accepted manuscripts faster. Together, these changes serve the growing demand to provide an outlet of research that reflects adequately the diverse and expanding knowledge of adolescence. Along with the active and timely participation of members as submitters and reviewers, these are necessary steps to ensure a flagship journal for SRA that is truly a members journal.

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Adolescence?**

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Or fill out the application on page 11

National and International Conference Announcements

Family Research Consortium IV - Second Annual Summer Institute

Trauma, Stress and Difficult Life Transitions: Crossing Borders, Crossing Boundaries. June 23–25, 2005, New Orleans, Louisiana.

For more information see:

<http://cultureandhealth.ucla.edu/frc4/>

World Council for Gifted and Talented Children

Biennial Conference

New Orleans, LA

August, 3–7, 2005

The World Council hosts a biennial conference at a major international city. Past conferences have been held in London, San Francisco, Jerusalem, Montreal, Manila, Hamburg, Salt Lake City, Sydney, The Hague, Toronto, Hong Kong, Seattle, Istanbul, Barcelona (2001) and Adelaide (2003). This year's pre-conference sessions will provide a panel sessions on a variety of issues in gifted education such as research, international perspectives, and practical applications. Keynote speakers will be: Hall Davidson, Robert Sternberg, and Shirley Passow.

For more information see:

<http://www.worldgifted.org>.

2005 APA Annual Convention

Washington, DC

August 18–21, 2005

Meetings of the 113th convention will be held in the Washington Convention Center, the Grand Hyatt Washington Hotel, the JW Marriott Hotel Pennsylvania Avenue, and the Renaissance Washington DC Hotel.

For more information see:

<http://www.apa.org/convention05/>.

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Announcements



Book Announcement



Timothy J. Owens, *Purdue University*

From Adolescence to Adulthood in the Vietnam Era. New York: Springer (2005).

Children born during the post-WWII era of peace and prosperity entered history at a time dominated by I-Like-Ike politics and domestic security. As they approached adolescence, however, their world was shaken by major cultural, economic, social, and political upheaval. And although it was a time of great innovation and progress, a sense of chaos and bitterness began to envelop the country. It was the '60s. For many Americans, a mere mention of this decade evokes an extraordinary time and place in the country's—and their own—history. Adolescents who had been enjoying the technological and medical advances of the era—television, drive-in movies, rock-and-roll, vaccinations that prevented once-incurable diseases—now were also experiencing the fallout from the Civil Rights Movement, domestic terrorism, stagflation, and (perhaps most significant) the Vietnam War. *From Adolescence to Adulthood in the Vietnam Era* provides a unique, detailed, long-term study of the psychological and social worlds of male adolescents who were on the cusp of adulthood as the 1960s were ending. This longitudinal analysis follows adolescent boys who graduated with the class of 1969 and transitioned into adulthood either through military service, full-time employment, or college life. The results examine the different pathways these boys chose and the effect these choices had on their transition from adolescents to young adult men.

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XIIth European Conference on Developmental Psychology in La Laguna, Tenerife, Spain
August, 24–28 2005

The conference will bring together developmental and educational specialists from Europe and all over the world. The conference will focus on the most relevant topics and issues within recent theoretical and methodological advances of Developmental Psychology. The conference welcomes contributions in the area of human development within a multidisciplinary perspective.

An interesting pre-conference program features four innovative workshops presenting four fields of methodological advances in developmental research. Specialist from Spain, USA, Italy, and The Netherlands accepted the difficult task of sharing their expertise with the audience in a four-hour session. For more information see:
<http://www.magnacongresos.com/xiiecon/welcome/index.html>

1st Congress of the International Society for Cultural and Activity Research (ISCAR)
September 20-24, 2005
Location: Seville, SPAIN

In this new millennium, change and heterogeneity play a crucial role in the development of individuals and societies, characterised by continuous change and transformations. The coexistence of “multiple” subjects and “multiple” cultures generate different identification processes which require new forms of identities and ways of adaptation. The main focus of this first ISCAR congress will be research on individuals who participate in sociocultural activities and are responsible for their acts in these activities, capable of acting and creating worlds. For more information see:
<http://www.us.es/glabahum/ISCAR2005/>.

ATTENTION CHILD DEVELOPMENT AUTHORS & REVIEWERS

SRCD is pleased to announce the new

Child Development Online Submission Site

Starting **January 1, 2005**, please submit all*

Child Development manuscripts online at

www.srcd.org/CDsubmit/

Just visit the site, create a login, & upload your manuscript!

If you have any questions, contact the

Child Development office at cdev@umich.edu.

*excluding Special Issue manuscripts

2005 Membership Renewal/Application



Society for Research on Adolescence Membership Application

Please send completed form to: SRA Membership, 3131 South State Street,
Suite 302, Ann Arbor, MI 48108-1623.

1. Name: _____ **2. Title:** Dr. Prof. Ms. Mr. Mrs.
Last First MI

3. Mailing Address:

Department: _____
 Institution: _____
 Street: _____
 City: _____
 State Zip Country Postal Code

4. Contact Information:

Office Phone: _____
 Office Fax: _____
 Home Phone: _____
 E-mail: _____

5. Education:

Highest Degree: _____
 Discipline: _____
 Institution: _____
 Year Awarded: _____

6. Primary Discipline

- | | |
|--|---|
| <input type="checkbox"/> (55) Applied Sciences | <input type="checkbox"/> (40) Nursing |
| <input type="checkbox"/> (10) Clinical Psychology | <input type="checkbox"/> (50) Psychology |
| <input type="checkbox"/> (52) Developmental Psychology | <input type="checkbox"/> (58) Public Policy |
| <input type="checkbox"/> (22) Education | <input type="checkbox"/> (32) Social Work |
| <input type="checkbox"/> (56) Fine Arts | <input type="checkbox"/> (33) Sociology |
| <input type="checkbox"/> (54) Human/Family Dev. | <input type="checkbox"/> (60) Other |
| <input type="checkbox"/> (41) Medical/Health | _____ |

7. Major Professional Interest Areas (check up to four):

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> (20) Attachment | <input type="checkbox"/> (24) Emotional Dev. | <input type="checkbox"/> (10) Moral Dev. | <input type="checkbox"/> (16) Self-Image |
| <input type="checkbox"/> (01) Autonomy | <input type="checkbox"/> (07) Ethnicity | <input type="checkbox"/> (30) Motivation | <input type="checkbox"/> (17) Sex Roles |
| <input type="checkbox"/> (02) Biological Dev. | <input type="checkbox"/> (08) Family | <input type="checkbox"/> (12) Peers | <input type="checkbox"/> (18) Sexuality |
| <input type="checkbox"/> (21) Chronic Illness | <input type="checkbox"/> (25) Gender | <input type="checkbox"/> (31) Physical Handicaps | <input type="checkbox"/> (19) Social Dev. |
| <input type="checkbox"/> (04) Cognitive Dev. | <input type="checkbox"/> (26) Gifted/Talented | <input type="checkbox"/> (32) Pregnancy/Parenting | <input type="checkbox"/> (06) Substance Abuse |
| <input type="checkbox"/> (22) Community/ | <input type="checkbox"/> (27) Health | <input type="checkbox"/> (13) Problem Behavior | <input type="checkbox"/> (34) Transition Neighborhoods |
| <input type="checkbox"/> (09) Identity | <input type="checkbox"/> (11) Psychopathology | <input type="checkbox"/> (35) Violence | |
| <input type="checkbox"/> (05) Counseling | <input type="checkbox"/> (28) Learning Disabilities | <input type="checkbox"/> (33) Resiliency | <input type="checkbox"/> (60) Other: _____ |
| <input type="checkbox"/> (23) Cross-Cultural | <input type="checkbox"/> (29) Methodology/
Measurement | <input type="checkbox"/> (15) Schools | _____ |

8. Age Range(s) of Interest: (10) Early (10-14) (11) Middle (15-18) (12) Late (19 plus)

10. Professional Memberships:

- SRCD AERA SAM APA, Division 7 Other: _____

11. 2004 Calendar Year SRA Membership:

- NEW RENEWAL

- _____ 2 year Full Member (\$199)
 _____ Full (\$105)
 _____ New Professional (\$75) Professionals who have graduated within the last two years.
 _____ Emeritus (\$75) Professionals who have retired but wish to remain active in the field.
 _____ Student (\$53) Students enrolled in undergraduate or graduate study.
 _____ Student, Non-Journal (\$35) Students who do not wish to receive the *Journal of Research on Adolescence*
 _____ Donation (1) Simmons Lecture Fund (2) SRA Awards (3) General
 _____ **Total Amount Due (Dues plus any donation)**

12. To Charge Dues & Donation: VISA Mastercard

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The SRA Newsletter is a publication of the Society for Research on Adolescence.

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Statements appearing in the Newsletter are the views of the authors and do not necessarily imply endorsement by SRA or the Editor.

Requests for announcements to appear in the 2005 Fall Newsletter must be received no later than August 1, 2005.

Change of address information

For change of address information or problems with receipt of issues, contact the Society for Research on Adolescence Membership, University of Michigan, 3131 South State Street, Suite 302, Ann Arbor, Michigan 48108-1623. Telephone (734) 998-6524; Email: socresadol@umich.edu.

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