Child Well-Being: An International Seminar

THURSDAY, FEBRUARY 6, 2014
About the Seminar

“CHILD WELL-BEING: AN INTERNATIONAL SEMINAR” BRINGS TOGETHER INTERNATIONAL, NATIONAL AND CWRU RESEARCHERS ON CHILD WELL-BEING. THE IMPETUS FOR THIS SEMINAR IS THE PUBLICATION OF THE HANDBOOK OF CHILD WELL-BEING: THEORIES, METHODS AND POLICIES IN GLOBAL PERSPECTIVE (SPRINGER, 2014), EDITED BY ASHER BEN-ARIEH, FERRAN CASAS, IVAR FRONES AND JILL KORBIN. THIS FIVE-VOLUME REFERENCE SOURCE REPRESENTS THE WORK OF MORE THAN 200 AUTHORS AND CO-AUTHORS CONTRIBUTING MORE THAN 110 CHAPTERS.


THE SEMINAR IS SPONSORED BY THE SCHUBERT CENTER FOR CHILD STUDIES AND THE HARUV INSTITUTE OF JERUSALEM, AND CO-SPONSORED BY SPRINGER.

About the Sponsors

The Schubert Center for Child Studies at Case Western Reserve University bridges research, practice, policy and education for the well-being of children and adolescents.

The Schubert Center for Child Studies:
› Focuses on children from infancy through adolescence in local, national, international and global settings.
› Advances understanding of children’s engagement in everyday life, including families, peers, neighborhoods and communities and within historical and cultural contexts.
› Employs a multidisciplinary approach and is committed to community collaborations among researchers, policymakers and practitioners.
› Fosters academic excellence and leadership in childhood studies and child policy.
› Promotes linkages and effective policy through research, communication and education strategies among those who play a role in the well-being of children.

The Haruv Institute in Jerusalem is Israel’s leading authority on child abuse and neglect. Established by the Schusterman Foundation – Israel in 2007, its mission is to become an international center of excellence contributing to the reduction of child maltreatment, and to create and nurture a capable and skillful community of professionals dedicated to the welfare of children who have suffered from all types of abuse — psychological, physical and sexual, as well as neglect. The realization of this vision involves a three-pronged approach involving research, education and public policy in which the best results for children are achieved when insights from research inform professional training and policy.

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Child Well-Being: An International Seminar
Thursday, February 6, 2014

CLEVELAND, OHIO
Glidden House

SCHUBERT CENTER FOR CHILD STUDIES, Case Western Reserve University, Cleveland, Ohio
HARUV INSTITUTE, Hebrew University, Jerusalem

Agenda

8:00 - 8:30 AM
REGISTRATION AND CONTINENTAL BREAKFAST

8:45 AM
WELCOME
William A. "Bud" Baeslack, Provost, CWRU

9:00-10:30 AM
CHAIR: Asher Ben-Arieh, The Haruv Institute and the Paul Baerwald School of Social Work and Social Welfare, the Hebrew University, Jerusalem, Israel
THE MULTIFACETED CONCEPT OF CHILD WELL-BEING
Ivar Frones, Department of Sociology and Human Geography, and The Norwegian Center for Child Behavioral Development, University of Oslo, Norway
SUBJECTIVE CHILD WELL-BEING, RESEARCH
Ferran Casas, Research Institute on Quality of Life, University of Girona, Spain
DIFFERENT SOURCES OF INFORMATION ON CHILD WELL-BEING
Robert Goerge, Chapin Hall at the University of Chicago, Chicago, Illinois

10:30 -10:45 AM
BREAK

10:45 AM -12:15 PM
CHAIR: Ferran Casas, Research Institute on Quality of Life, University of Girona, Spain
EDUCATIONAL SCIENCE AND CHILD WELL-BEING
Sabine Andresen, Faculty of Educational Science, IDEA Research Center on Adaptive Education and Individual Development on Children at Risk, Goerthe-University Frankfurt, Germany
SCHOOLING AND CHILDREN’S SUBJECTIVE WELL-BEING
Scott Huebner, Well-Being, Department of Psychology, University of South Carolina, Columbia, South Carolina

12:15 -1:30 PM
LUNCH
Cyrus Taylor, Dean, College of Arts and Sciences, CWRU
Grover (Cleve) Gilmore, Dean, Jack, Joseph and Morton Mandel School of Applied Social Sciences, CWRU
Esther Otten, Springer

1:30 -3:00 PM
CHAIR: Ivar Frones, Department of Sociology and Human Geography, and The Norwegian Center for Child Behavioral Development, University of Oslo, Norway
CHILD WELL-BEING: ANTHROPOLOGICAL PERSPECTIVES
Carol Worthman, Department of Anthropology, Emory University, Atlanta, Georgia
COMMUNITY AND PLACE-BASED UNDERSTANDING OF CHILD WELL-BEING
Claudia Coulton and James Spilsbury, Jack, Joseph and Morton Mandel School of Applied Social Sciences and School of Medicine, CWRU
PERSPECTIVES:
Eileen Anderson-Fye, Department of Anthropology, CWRU

3:00 -3:15 PM
BREAK

3:15 - 4:30 PM
CHAIR: Jill Korbin, Department of Anthropology; Schubert Center for Child Studies, CWRU
NORMALIZATION OF VIOLENCE AGAINST CHILDREN IN UGANDA: CAN PARALLELS BE DRAWN WITH HIV AND AIDS?
David Kaawa-Mafigit, Department of Social Work and Social Administration, Makerere University, Kampala, Uganda; Department of Anthropology, CWRU
CHILD WELL-BEING AND ETHNIC DIVERSITY IN AFFLUENT SOCIETIES
Donald Hernandez, Department of Sociology, Hunter College and the Graduate Center, City University of New York

4:30 - 4:45 PM
FINAL WORDS AND DISCUSSION:
Editors

4:45 - 5:30 PM
RECEPTION
About the Editors
As is the case with most human and social sciences, the majority of contributions to child well-being research have historically been from a negative perspective: social psychologists have focused mainly on children’s social problems. Only in the last two decades have publications begun to appear that deal with the subject from a positive perspective, with areas such as children’s participation and the promotion of children’s well-being and quality of life receiving attention from the international scientific community of social psychologists.
BIOSKETCH

Ferran Casas is a senior professor of social psychology in the Faculty of Education and Psychology at the University of Girona (Spain). He leads the ERIDIQV research team (Research Team of Children’s Rights and their Quality of Life), at the Research Institute on Quality of Life, University of Girona. His main topics of research are children’s and adolescents’ well-being and quality of life, children’s rights, adolescents and audiovisual media, and adolescents-parents relationships. For the last 10 years, he has been involved in 10 international research projects, three of them supported by the European Commission – the most recent one being the YIPPEE project (Young People from a Public care background: pathways to Education in Europe). He has been a visiting fellow at the Universidad Federal de Rio Grande do Sul, in Porto Alegre (Brazil). At present, Professor Casas participates in new international projects developing systems of subjective indicators of children’s and adolescents’ well-being, mainly for the International Survey of Children’s Well-Being (ISCWeB, Children’s Worlds). He is a member of the Board of the International Society for Child Indicators (ISCI) and of the International Society for Quality of Life Studies (ISQOLS). From 1990 to 1993, he was the director of the Centro de Estudios del Menor, depending of the Spanish Ministry of Social Affairs, in Madrid (Spain). From 1992 to 1996, Professor Casas was the chair of the Experts Committee on Childhood Policies of the Council of Europe (Strasbourg, France). He was the first president of the Advisory Board of Childwatch International (Oslo, Norway), until 1996, and continued as a member of that Board until 2005. Casas also was the first director of the Research Institute on Quality of Life of the University of Girona (Spain), and, for 18 years, he has been the director of the journal Intervención Psicosocial. Professor Casas has authored and coauthored 15 books, more than 40 book chapters, and over 100 papers in scientific journals, in 9 different languages, most of them related to well-being and QOL.

HANDBOOK CHAPTER ABSTRACT

Social Psychology and Child Well-Being, Ferran Casas, Monica Gonzalez, Dolors Navarro

MANY SOCIAL PSYCHOLOGISTS HAVE PUBLISHED ACADEMIC PAPERS ON TOPICS RELATED TO CHILD WELL-BEING AND MUCH RESEARCH HAS BEEN DONE ON CHILD WELL-BEING FROM A PSYCHOSOCIAL PERSPECTIVE. PARADOXICALLY, HOWEVER, VERY FEW REFERENCES CAN BE FOUND IN SOCIAL PSYCHOLOGY HANDBOOKS OR EVEN IN THE MOST PROMINENT SCIENTIFIC JOURNALS ON SOCIAL PSYCHOLOGY. THIS IS BECAUSE WITHIN SAID DISCIPLINE CHILD WELL-BEING HAS BEEN CONSIDERED AN APPLIED TOPIC RATHER THAN A THEORETICAL CHALLENGE. THEREFORE, PUBLICATIONS ON THE SUBJECT ARE FOUND MAINLY IN BOOKS OR JOURNALS ON APPLIED SOCIAL PSYCHOLOGY OR PSYCHOSOCIAL INTERVENTION, WITH SOME ALSO FOUND IN INTERDISCIPLINARY JOURNALS OR IN VERY SPECIALIZED BOOKS AND JOURNALS RELATING TO FAMILY, SCHOOL, SOCIAL POLICIES, CHILDHOOD, AND ADOLESCENCE, AMONG OTHERS. IN THIS CHAPTER, WE PROVIDE A VERY GENERAL OVERVIEW (IN NO WAY EXHAUSTIVE) OF A RANGE OF CONTRIBUTIONS MADE TO CHILD WELL-BEING FROM A PSYCHOSOCIAL PERSPECTIVE, WITH EXAMPLES OF THE DIFFERENT TOPICS ADDRESSED. WE ALSO PRESENT SOME OF WHAT WE CONSIDER THE MOST OUTSTANDING THEORETICAL CONTRIBUTIONS TO CHILD WELL-BEING, WHICH COME MAINLY FROM EUROPEAN SOCIAL PSYCHOLOGY. AS IS THE CASE WITH MOST HUMAN AND SOCIAL SCIENCES, THE MAJORITY OF CONTRIBUTIONS TO CHILD WELL-BEING RESEARCH HAVE HISTORICALLY BEEN FROM A NEGATIVE PERSPECTIVE: SOCIAL PSYCHOLOGISTS HAVE FOCUSED MAINLY ON CHILDREN’S SOCIAL PROBLEMS. ONLY IN THE LAST TWO DECADES HAVE PUBLICATIONS BEGUN TO APPEAR THAT DEAL WITH THE SUBJECT FROM A POSITIVE PERSPECTIVE, WITH AREAS SUCH AS CHILDREN’S PARTICIPATION AND THE PROMOTION OF CHILDREN’S WELL-BEING AND QUALITY OF LIFE RECEIVING ATTENTION FROM THE INTERNATIONAL SCIENTIFIC COMMUNITY OF SOCIAL PSYCHOLOGISTS. (SEE ALSO A. BEN-ARIEH FOR ABSTRACT TO INTRODUCTORY CHAPTER)

Child well-being is best understood within a multi-cultural and multi-disciplinary framework, encompassing a wide range of approaches and contexts.

A. BEN-ARIEH, F. CASAS, I. FRONES, J. KORBIN
The ethnic diversity of children in many affluent countries is increasing rapidly due to international migration from Africa, Asia, and Latin America and the Caribbean.

D. HERNANDEZ
EILEEN ANDERSON-FYE
Department of Anthropology, CWRU

TITLE OF SEMINAR PRESENTATION Perspectives

BIOSKETCH
Eileen Anderson-Fye, EdD, is the Robson Junior Professor of Anthropology. Her research investigates the well-being of adolescents and youth in contexts of socio-cultural change. She seeks to explain how adolescents — already going through normative developmental changes — make sense of changing contexts around them in ways that help and hinder their physical and mental health. An important corollary goal of her research is to identify interventions in practice and policy to enhance young people's well-being. To date, Anderson-Fye has advanced this research through three major projects: (1) longitudinal study of the first mass-educated cohort of Belizean schoolgirls; (2) global youth obesity stigma; and (3) college student psychiatric medication experiences. Anderson-Fye is now conducting a comprehensive mixed-methods follow-up study (NSF BCS-1261814) centering around the effects of secondary education over time on (1) prevention of gender-based maltreatment, (2) body image, (3) employment and economic self-sufficiency, and (4) child bearing and rearing. Anderson-Fye is co-hosting a School for American Research seminar in March 2014 titled, Obesity, Upward Mobility, and Symbolic Body Capital in a Rapidly Changing World. Anderson-Fye teaches courses in medical and psychological anthropology and human development. She is program faculty in Women's and Gender Studies, Ethnic Studies, and Child Studies at CWRU. In 2013 Anderson-Fye won the Carl F. Wittke Award for Excellence in Undergraduate Teaching and the Jessica Melton Perry Award for Excellence in Teaching Disciplinary Writing. In 2012 she received the John S. Diekhoff Award for Distinguished Graduate Mentoring.

HANDBOOK CHAPTER ABSTRACT


BODY IMAGE IS AN INCREASINGLY IMPORTANT ISSUE OF CHILD WELL-BEING AROUND THE WORLD. BODY IMAGE DISSATISFACTION AND RELATED DISORDERS APPEAR TO BE INCREASING GLOBALLY FOR BOTH FEMALES AND MALES. THIS CHAPTER DESCRIBES WHAT IS KNOWN ABOUT BODY IMAGE DEVELOPMENT, BODY IMAGE DISSATISFACTION, AND POSITIVE BODY IMAGE FROM PSYCHOLOGICAL AND ANTHROPOLOGICAL LITERATURE. GENDER IS OF CORE IMPORTANCE TO ISSUES OF BODY IMAGE AMONG CHILDREN AND ADOLESCENTS; THEREFORE, GENDER IS A CENTRAL CONCEPT IN THIS WORK. IN PARTICULAR, GIRLS AND YOUNG WOMEN CONTENT WITH POWERFUL TRANSCONTINENTAL MEDIA IDEAL IMAGES OF THIN BODIES, WHILE BOYS AND YOUNG MEN ARE INCREASINGLY FACED WITH MUSCULAR IDEAL IMAGES. WHILE BODY IMAGE ISSUES HAVE TRADITIONALLY BEEN MORE PRESSING FOR FEMALES, THE PRESSURES ON MALES APPEAR TO BE INTENSIFYING WORLDWIDE. SOCIETAL INFLUENCES, SUCH AS MEDIA, TOYS, PEERS, AND PARENTS, PLAY A MAJOR ROLE IN CHILDREN'S STANDARDS OF BEAUTY AND BODY IMAGE DEVELOPMENT. MOREOVER, CONTEXTS OF CULTURAL CHANGE AND UPWARD MOBILITY PLACE YOUNG PEOPLE AT INCREASED RISK OF BODY IMAGE DISTURBANCE. FINALLY, WE OUTLINE THE MULTIPLE DOMAINS IN WHICH MORE RESEARCH ON CHILDREN AND BODY IMAGE IS DIRELY NEEDED.

SABINE ANDRESEN
Faculty of Educational Science, IDEA Research Center on Adaptive Education and Individual Development on Children at Risk, Goerthe-University Frankfurt, Germany

TITLE OF SEMINAR PRESENTATION Educational Science and Child Well-Being

BIOSKETCH
From 2004 to 2011 Sabine Andresen was employed full-time as a professor of General Education at Bielefeld University, Germany, and since April 2011 she has been at Frankfurt University as a Research Professor for Social Work and Family Research (full-time). In Frankfurt she is a researcher at the Loewe Center for "Individual Development and Adaptive Education of Children at Risk" (IDEA). Prior to returning to Bielefeld University in 2004, she worked as a researcher at Zurich University (Switzerland) and at the University of Heidelberg (Germany). In Germany she is a recognized expert on childhood and youth and family research. One main focus of her research is the well-being of children from an international perspective alongside threats to childhood posed by poverty, sexual abuse and precarious life situations. Since 2009 she has been a scientific board member of the International Society for Child Indicators (ISCI) and since 2010 a member of the committee of experts of the Federal Ministry of Families, Senior Citizens, Woman, and Youth, Germany. Since 2011 she has been Scientific Board Member of the DJI, Munich (German Youth Institute) and the IKG, Bielefeld (Interdisciplinary Centre for Research on Conflict and Violence). She is involved in national and international cooperation.
HANDBOOK CHAPTER ABSTRACT
Educational Science and Child Well-Being, Sabine Andresen

THIS CHAPTER EXAMINES THE RELATIONS OF EDUCATIONAL SCIENCES AND CHILD WELL-BEING. AFTER CLARIFYING HOW EDUCATIONAL SCIENCE HAS INFLUENCED NOT ONLY THE STATUS OF CHILDREN AND ADOLESCENTS BUT ALSO THE CONCEPTS OF CHILDHOOD AND YOUTH, IT PRESENTS AND DISCUSS TWO KEY TERMS, EDUCATION/BILDUNG AND LEARNING, THAT MAY HELP TO CLARIFY WHAT IS IN NO WAY A SELF-EVIDENT RELATION BETWEEN EDUCATIONAL SCIENCE AND CWB. BOTH HAVE BECOME PARTICULARLY SIGNIFICANT SINCE, FOR EXAMPLE, THE UNICEF STUDY ON “CHILD WELL BEING IN RICH COUNTRIES” (2007) INTRODUCED A SPECIFIC UNDERSTANDING OF “EDUCATION” AS ONE DIMENSION OF WELL-BEING. IT FORMULATES EDUCATION/BILDUNG AND LEARNING AS A THEORETICAL DIMENSION OF CWB IN ORDER TO SKETCH HOW CWB CAN BE OPERATIONALIZED FROM THE EDUCATIONAL SCIENCE PERSPECTIVE.

CLAUDIA J. COULTON
Jack, Joseph and Morton Mandel School of Applied Social Sciences, CWRU

TITLE OF SEMINAR PRESENTATION Community and Place-Based Understanding of Child Well-Being

BIOSKETCH
Claudia J. Coulton is Distinguished University Professor, Mandel School of Applied Social Sciences, Case Western Reserve University, where she is also the Lillian F. Harris Professor of Urban Research and Social Change. Her research focuses on the challenges facing distressed urban neighborhoods and approaches to community development. She is the founding director of the Center on Urban Poverty and Community Development and oversees a multidisciplinary team working to better understand systemic forces that produce distressed neighborhoods and what individuals, organizations and policies can do to reverse these conditions. Under her leadership, the Center has built a model capacity to provide data for community initiatives, including a dynamic neighborhood indicators system, a parcel-based property tracking system and a longitudinal multi-agency integrated data system for children. Coulton is a founding partner of the National Neighborhood Indicators Partnership and has served as research adviser to many community change programs including Aspen Institute’s Roundtable on Comprehensive Community Initiatives, Annie E. Casey Foundation’s Making Connections initiative and the Invest in Children program. Her current studies focus on processes of residential mobility and neighborhood identity in poor communities; the effects of the foreclosure crisis on families and neighborhoods; and the impact of the built and social environment on outcomes for families and children. She is the author of numerous scientific publications and policy reports.

HANDBOOK CHAPTER ABSTRACT
Community and Place-Based Understanding of Child Well-Being, Claudia J. Coulton, James C. Spilsbury


ROBERT GOERGE
Chapin Hall at the University of Chicago, Chicago, Illinois

TITLE OF SEMINAR PRESENTATION Different Sources of Information on Child Well-Being

BIOSKETCH
Robert M. Goerge is a Senior Research Fellow at Chapin Hall at the University of Chicago with more than 30 years of research focused on improving the available data and information on children and families, particularly those who require specialized services related to maltreatment, disability, poverty, or violence. Dr. Goerge developed Chapin Hall’s Integrated Database on Child and Family Programs in
Illinois, which links the administrative data on social service receipt, education, criminal and juvenile justice, employment, healthcare, and early childhood programs to provide a comprehensive picture of child and family use of publicly provided or financed service programs. His work provides high-quality information to policymakers to improve the programs serving children and their families. He is also the Principal Investigator of the National Survey of Early Care and Education. In addition to his Chapin Hall work, he is a Senior Fellow at the Computation Institute, where he is co-PI on a NSF-funded grant entitled, “An Urban Sciences Research Coordination Network for Data-Driven Urban Design and Analysis.” He is the Executive Director of the Master’s Degree in Computational Analysis and Public Policy and a Senior Fellow at the Harris School for Public Policy Studies. He is a member of the Panel on Modernizing Crime Statistics of the National Academy of Sciences, and a Technical Work Group member of the National Study of Child and Adolescent Well-Being. Dr. Goerge received his Ph.D. from the School of Social Service Administration of the University of Chicago. He is also co-founder of the International Society for Child Indicators.

HANDBOOK CHAPTER ABSTRACT
Different Sources of Information, Robert M. Goerge

THIS CHAPTER REVIEWS THE RANGE OF SOURCES THAT CAN BE USED BY RESEARCHERS TO DEVELOP INFORMATION ON CHILD WELL-BEING. THE INTENT OF THE CHAPTER IS TO MAKE RESEARCHERS THINK CRITICALLY ABOUT THE METHODS THAT THEY ARE USING AND THE POTENTIAL BENEFITS AND PITFALLS OF EACH SOURCE OF INFORMATION. IT INCLUDES BOTH TRADITIONAL METHODS, SUCH AS SURVEYS AND THE USE OF CENSUS DATA, SLIGHTLY NEWER METHODS, SUCH AS ADMINISTRATIVE DATA, AND VERY NEW METHODS, SUCH AS USING NEW DATA SOURCES LIKE TWITTER, FACEBOOK, AND CELL PHONES' TEXT MESSAGING.

DONALD HERNANDEZ
Department of Sociology, Hunter College and the Graduate Center, City University of New York

TITLE OF SEMINAR PRESENTATION Child Well-Being and Ethnic Diversity in Affluent Societies

BIOSKETCH
Donald J. Hernandez is Professor, Department of Sociology, Hunter College and The Graduate Center, City University of New York (CUNY). He authored America’s Children: Resources from Family, Government, and the Economy (Russell Sage Foundation, 1993), the first national research using children as the unit of analysis to document the timing, magnitude, and reasons for revolutionary changes experienced by children since the Great Depression in family composition, parent’s education, father’s and mother’s work, and family income and poverty. Recent publications include Children in Immigrant Families in Eight Affluent Countries: Their Family, National, and International Context (UNICEF Innocenti Research Centre), Diverse Children: Race, Ethnicity, and Immigration in America’s New Non-Majority Generation (Foundation for Child Development), Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation (Annie E. Casey Foundation), Declining Fortunes of Children in Middle-Class Families: Economic Inequality and Child Well-Being in the 21st Century (FCD), PreK-3rd: Next Steps for State Longitudinal Data Systems (FCD). His current research is on child well-being disparities by race-ethnic, immigrant, and socioeconomic status, and on family environments of at-risk children fostering resilience that leads to success in reading by 3rd grade and, ultimately, high school graduation.

HANDBOOK CHAPTER ABSTRACT
Child Well-Being and Ethnic Diversity in Affluent Societies, Donald J. Hernandez

THE ETHNIC DIVERSITY OF CHILDREN IN MANY AFFLUENT COUNTRIES IS INCREASING RAPIDLY DUE TO INTERNATIONAL MIGRATION FROM AFRICA, ASIA, AND LATIN AMERICA AND THE CARIBBEAN. THE CONVENTION ON THE RIGHTS OF THE CHILD AND PRINCIPLES AND PRACTICES ADVOCATED BY THE EUROPEAN UNION URGE THAT CHILDREN'S RIGHTS TO AN ADEQUATE STANDARD OF LIVING, EDUCATION, HEALTH, CULTURAL IDENTITY, AND THE USE OF HIS OR HER OWN LANGUAGE SHOULD BE ENSURED REGARDLESS OF THE STATUS OF CHILDREN WITH REGARD TO THEIR ETHNIC ORIGIN, NATIONAL ORIGIN, LANGUAGE, OR RACE. THIS ESSAY PRESENTS RESULTS FROM NEW STUDIES OF EIGHT AFFLUENT COUNTRIES TO ASSESS THE WELL-BEING OF ETHNICALLY DIVERSE CHILDREN IN IMMIGRANT FAMILIES COMPARED TO CHILDREN WITH BOTH PARENTS BORN IN THE SETTLEMENT COUNTRY, FINDING THAT CHILDREN OF IMMIGRANTS OFTEN ARE AT A DISADVANTAGE ALONG IMPORTANT INDICATORS OF WELL-BEING. THE ESSAY CONCLUDES WITH A DISCUSSION OF POLICIES NEEDED TO IMPROVE THE WELL-BEING OF DIVERSE CHILDREN IN IMMIGRANT FAMILIES.
SCOTT HUEBNER  
Department of Psychology, University of South Carolina, Columbia, South Carolina  

TITLE OF SEMINAR PRESENTATION  
Schooling and Children’s Subjective Well-Being  

BIOSKETCH  
Scott Huebner received his PhD from Indiana University. He is currently a professor and former Director of the School Psychology Program in the Department of Psychology at the University of South Carolina. He is a Fellow in the American Psychological Association (Div. 16) and International Society for Quality of Life Studies and an elected member of the Society for the Study of School Psychology. His scholarly interests focus on the conceptualization, measurement, and application of positive psychology constructs in children. He is the author of more than 200 publications on child well-being and is the co-editor of the forthcoming 2nd edition of the Handbook of Positive Psychology in the Schools.

PRESENTATION ABSTRACT  
(Based on the Handbook chapter Schooling and Children’s Subjective Well-Being, E. Scott Huebner, Kimberly J. Hills, Xu Jiang, Rachel F. Long, Ryan Kelley, and Michael D. Lyons)

THIS PRESENTATION DISCUSSES THE LITERATURE ON THE RELATION BETWEEN CHILDREN’S SUBJECTIVE WELL-BEING AND THEIR SCHOOL BEHAVIOR AND ACADEMIC PERFORMANCE. THE PRESENTATION HIGHLIGHTS A GROUP OF “VULNERABLE” CHILDREN WHO ARE MENTALLY HEALTHY, BUT UNHAPPY. THIS GROUP OF CHILDREN (ABOUT 10% OF A TYPICAL SAMPLE) IS LIKELY OFTEN-UNIDENTIFIED IN INDIVIDUAL AND GROUP PSYCHOEDUCATIONAL ASSESSMENTS BECAUSE OF THE DEFICIT-APPROACH UNDERLYING MOST SCREENING AND DIAGNOSTIC MEASURES. VULNERABLE STUDENTS APPEAR TO BE AT RISK FOR MALADAPTIVE CLASSROOM BEHAVIOR AND POOR SCHOOL PERFORMANCE IN BOTH CROSS-SECTIONAL AND SHORT-TERM LONGITUDINAL STUDIES. RECOMMENDATIONS FOR FUTURE RESEARCH AND IMPLICATIONS FOR PROFESSIONAL PRACTICE ARE DISCUSSED.

DAVID KAAWA-MAFIGIRI  
Department of Social Work and Social Administration, School of Social Sciences, Makerere University, Kampala, Uganda; Center for the Social Sciences Research on AIDS, Department of Anthropology, CWRU  

TITLE OF SEMINAR PRESENTATION  
Normalization of violence against children in Uganda: Can parallels be drawn with HIV and AIDS?  

BIOSKETCH  
Dr. Mafigiri is a Lecturer in the department of Social Work and Social Administration, School of Social Sciences, Makerere University where he is faculty of the Children and Youth program. Dr. Mafigiri serves as the Associate Director of the Center for Social Sciences Research on AIDS (CeSSRA). He has conducted research on HIV & AIDS and TB since 1995, including vaccine preparedness, women’s access to treatment, social networks and social support for TB treatment, and participated in evaluation of programs interventions for vulnerable children and youth with HIV and AIDS, livelihoods and protection with several multinational, multisite collaborations.

HANDBOOK CHAPTER ABSTRACT  
HIV and AIDS and Its Impact on Child Well-Being, Eddy J. Walakira, Ismael Ddumba-Nyanzi, and David Kaawa-Mafigiri  

VIOLENCE AGAINST CHILDREN (VAC) IS RECOGNIZED INTERNATIONALLY AS A SERIOUS PUBLIC HEALTH, HUMAN RIGHTS, AND CHILD PROTECTION CONCERN. VAC IN UGANDA IS WIDESPREAD, AND OCCURS IN A RANGE OF SETTINGS. MANY CHILDREN ARE ROUTINELY EXPOSED TO PHYSICAL, SEXUAL AND EMOTIONAL VIOLENCE IN THEIR HOMES AND SCHOOLS, WITHIN STATE INSTITUTIONS SUCH AS CARE AND JUSTICE SYSTEMS, PLACES OF WORK AND OTHER SETTINGS. VIOLENCE NOT ONLY LEADS TO OBVIOUS SIGNS OF PHYSICAL HARM BUT TO GREATER RISK OF INFECTIOUS DISEASES PARTICULARLY HIV AND AIDS. VAC IMPACTS THEIR PSYCHOLOGICAL, EMOTIONAL AND SOCIAL DEVELOPMENT, WHETHER THE CHILDREN ARE DIRECT VICTIMS, OBSERVERS OF VIOLENCE OR ITS AFTERMATH, OR HAVE FAMILY OR FRIENDS WHO ARE VICTIMS. LIKE HIV AND AIDS, VAC IS ‘NORMALIZED’ AND SOCIALLY CONDONED. FOR EXAMPLE, SOME FORMS OF VAC AMONG GIRLS SUCH AS FEMALE GENITAL MUTILATION/CUTTING AND FORCED EARLY MARRIAGES ARE EMBEDDED IN CULTURE AND SOCIETAL TRADITIONS. NORMALIZATION OF VIOLENCE LEADS TO ONLY A SMALL PROPORTION OF ACTS OF VAC BEING REPORTED AND INVESTIGATED. THIS CONTEXT IS EXACERBATED BY A CONFLUENCE OF MACRO RISK FACTORS, SUCH AS POVERTY, POOR LEGAL PROTECTIONS, ILLITERACY, LARGE FAMILY SIZE, AND UNEMPLOYMENT, WHICH CREATE AN ENABLING ENVIRONMENT FOR VAC. DESPITE NUMEROUS EFFORTS BY GOVERNMENT AND SOCIAL PARTNERS TO BUILD A PROTECTIVE ENVIRONMENT FOR CHILDREN, GAPS REMAIN IN THE EFFECTIVE IMPLEMENTATION OF LAWS AND POLICIES AS WELL AS LIMITED INFORMATION ON THE EFFECTIVENESS, QUALITY AND IMPACT OF VAC PROGRAMS. MORE RESEARCH SHOULD INVESTIGATE THE PROTECTIVE FACTORS AGAINST VAC ACROSS SIMILAR SETTINGS.
SANDRA RUSS
Department of Psychology, CWRU

TITLE OF SEMINAR PRESENTATION Perspectives

BIOSKETCH
Sandra W. Russ, PhD, a clinical child psychologist, is a Professor of Psychology at Case Western Reserve University. She has served as President of the Society for Personality Assessment, of the Clinical Child Section of Div. 12 in APA, and of Division of Aesthetics, Creativity and the Arts (Div. 10) in APA. Her research program has focused on relationships among pretend play, creativity, and adaptive functioning in children. She developed the Affect in Play Scale, which assesses pretend play in children. Also, she and her students are developing a play facilitation intervention. She is author of Affect and Creativity: The Role of Affect and Play in the Creative Process (1993, Lawrence Erlbaum Ass.), Play in Child Development and Psychotherapy: Toward Empirically Supported Practice (2004, Lawrence Erlbaum Ass.), Russ & Niec (Ed.) Play in Clinical Practice: Evidence Based Approaches (2011, Guilford), and Pretend Play in Childhood: Foundation of Adult Creativity, 2014 (APA Books). She teaches or has taught Child and Family Intervention, Personality Assessment, and Psychology of Creativity. Dr. Russ also held a number of administrative positions at Case, including Director of Clinical Psychology Training, Chair of Psychology Department, Associate Provost, and Interim Dean of College of Arts and Sciences. She has twice served as Chair of the Faculty Senate.

JAMES SPILSBURY
School of Medicine, CWRU

TITLE OF SEMINAR PRESENTATION Community and Place-Based Understanding of Child Well-Being

BIOSKETCH
James C. Spilsbury, PhD, MPH, is an anthropologist who is an assistant professor and academic program director of the Center for Clinical Investigation, Case Western Reserve University School of Medicine. His research interests involve understanding how characteristics of the social environment, including interpersonal violence, shape children's sleep and other aspects of their health and well-being. He has developed expertise in utilizing both qualitative and quantitative methods in community-based research and is currently conducting mixed-methods research examining how neighborhood conditions influence child maltreatment and other indices of well-being.

HANDBOOK CHAPTER ABSTRACT
Community and Place-Based Understanding of Child Well-Being, Claudia J. Coulton, James C. Spilsbury


Where children live matters for their well-being. The neighborhood and community context has an immediate bearing on what children experience day to day and consequences for their long-term life chances.

C. COULTON, J. SPILSBURY
A major contribution of anthropological approaches to child well-being is that they address variation across a wide range of cultures and settings. This broad perspective is necessary because cultures vary widely both in care practices and in definitions of child well-being.