

Adult Development Symposium
Society for Research in Adult Development
(Preconference of the SRCD Biannual Meeting)
March 31- April 1, 2009
Denver, Colorado, USA
Hyatt Regency (Capital 4 Room)

Schedule of Events

Tuesday, March 31, 2009

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| 4:30 - 5:30pm | Registration Table Open |
| 5:30 – 6:00 | Welcoming Remarks: SRAD Programming Committee |
| 6:00 - 9:00pm | Workshop: Applying the Model of Hierarchical Complexity to Scoring Adult Narratives and Constructing Instruments to Measure Adult Development |

Wednesday, April 1, 2009

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| 8:00 - 10:00am | Registration Table Open |
| 8:30 - 10:00am | Session 1: Family & Intimate Relationships |
| 10:00 - 11:30am | Session 2: Achieving Higher Order Thought |
| 11:30am - 1:00pm | Lunch & Business Meeting |
| 1:00 - 2:30pm | Session 3: Professional Development |
| 2:30 - 4:00pm | Session 4: Whole Person Development |
| 4:00 - 5:00pm | Meeting wrap up |

Program

March 31, 2009

Workshop: Applying the Model of Hierarchical Complexity to Scoring Adult Narratives and Constructing Instruments to Measure Adult Development

Michael Lamport Commons (Harvard Medical School), Jonas Gensaku Miller (DARE Institute), & Patrice Marie Miller (Salem State College)

This workshop teaches people to apply the Model of Hierarchical Complexity Scoring System. Those attending the workshop will learn about 1) the model, 2) the concepts underlying the model, 3) the description of the stages and their relationship to Kegan's and Kohlberg's stages, and 4) examples of scoring samples from interviews, illustrating adult development applied to using the Hierarchical Complexity Scoring System (HCSS) as a scoring aid. The Model of Hierarchical Complexity provides a framework for scoring reasoning stages in any domain as well as in any cultural setting. This scoring is applied to not only to scoring narratives, but also of instruments. Also examined are how we resolve difficulties in discerning these stages, and transitions and how they can be scored with reliability and validity. Finally, we present how to use Rasch analysis. Workshop participants receive a copy of the scoring manual and instruction.

April 1, 2009

Session 1: Development views on roles and relationships 8:30-10:00am

Conditions and terms of fidelity and infidelity

Albert Erdynast (Antioch University), Alan Winnicki, Leah Hanes, & Jennifer Silvers

Empirical conceptions of the terms of fidelity and infidelity were collected from a cross-sectional of 125 adults whose age range is 22-65. These subjects responded to structured questions eliciting their conception of conditions and terms that constitute fidelity and infidelity. These responses were organized into two moral components: 1) conceptions of the good and 2) conceptions of right. Distinct from these two moral terms, two supererogatory ethical conceptions were also studied: 1) compassion and 2) forgiveness. These four conceptions-the good, the right, compassion and forgiveness, were analyzed for structural-developmental commonalities and organized into five levels. Subjects' ethical developmental attainment was identified through the administration and scoring of a protocol of three ethical dilemmas using criterion-based scoring manuals.

The interplay of school and family roles for adult learners who are mothers

Stephanie A. Wilsey (Carlow University)

We investigated the work, family, and school responsibilities of student mothers earning a bachelors degree from a women-centered liberal arts institution. Survey data were collected from 95 student mothers between 18 and 59 years of age who had at least one school-age or younger child. Most participants were either African American (46.3%) or Non-Hispanic Caucasian (38.9%). While prior work assumed that multiple roles engender role conflict, we found, using non-parametric and qualitative analyses, that younger mothers (under 23) who were less likely to work full-time and had fewer children reported the highest school/family conflict. Mothers attributed numerous gains to their return to school, such as kids increased academic motivation and the possibility of future monetary gains. The primary downside to mother's college enrollment was less time spent with the family and

subsequent repercussions. Both a theoretical and practical examination of student mothers development as parents and educated individuals is emphasized.

Achieving Resilience in Caregiving: Coping with the Death of a Terminally-Ill Family Member

Kelly A Valdivia (Forest Institute of Professional Psychology), Tiffany A Ruffin (Forest Institute of Professional Psychology) & Stacy A Ogbeide (Forest Institute of Professional Psychology)

Family members caring for the elderly expose themselves to stressful situations in which they are likely to develop emotional problems such as anxiety and depression (Lopez, Crespo, & Zarit, 2007). Social functioning of families, as a result of caring for a terminally ill family member, has been shown to result in either greater cohesiveness or intensified conflict (Waldrop, 2007). Further examination of the topic of bereavement and caring for elderly members of the family is needed. Little is known about the responses to loss or about the experience of the caregiver as he or she adapts to bereavement (Mullan, 1992). The functioning of a family can influence the caregiver's health and well-being long after the death of the loved one (Waldrop, 2007). This literature review examined research as it relates to families coping with terminally-ill family member, the death of those family members, and the effects on the caregiver(s).

Developmental Levels of Conceptions of Compassion in Conventional Level Intimate Relationships and Relations with Compassionate Love

Albert Erdynast (Antioch University), Alan Winnicki, Leah Hanes, and Jennifer Silvers

Compassionate love was studied through on-line surveys with selected follow-up structured interviews using criterion-based questionnaires, as one of the highest kinds of love, one that (1) emanates from the morality of love of humankind and (2) involves actions undertaken at considerable personal loss or risk to relieve others from suffering. At some of the higher levels of functioning, (3) compassionate love is motivated by a duty to self. Selected relational virtues (what persons want in one another) were studied as factors that foster intimate and compassionate relationships using rating scales. The relational virtues associated with compassionate love are: integrity, forthrightness, imagination, commitment to duties to self, commitment to principles—scientific, political, or creative. Scoring manuals that assessed conceptions of compassion were constructed for assessing ethical reasoning and justice reasoning based on Rawls' meta-ethical theory of justice and right.

Catchbasin of Consciousness: A Theoretical Model of Meaning in Life

Michael F Steger (Colorado State University)

Hundreds of studies have investigated connections between meaning in life and psychological health across the lifespan. Despite early efforts to develop theories of meaning, empirical interest in meaning has not been accompanied by similar attention to building a theory of meaning in life. I propose a new theoretical model that may provide a foundation for future empirical research and theory-building. This model proposes that meaning in life uniquely captures two principal cognitive adaptations that have benefitted our species. The first is the capacity to integrate, connect, and organize experiential data into coherent conceptual models. The second is the ability to formulate, plan for, and pursue long-range goals and aspirations. Linking these two adaptations benefits individuals, bringing consistency and predictability to their present moments, and symbolically extending their existence into the future. Subcomponents of the model are identified, and testable predictions rooted within theories of human development are provided.

Development of sexual identity from adolescence to mid-life: The case of gay/bi men married to women

Thomas B. Swan (Siena College) and Suzie Benack (Union College)

Essentialist understandings of sexual orientation can be expressed in terms of formal or even concrete operations. Post-structuralist (queer) conceptions of sexual identity, however, require post-formal cognitive structures. Since initial versions of sexual identity are typically formed in adolescence and early adulthood, they tend to be organized in essentialist terms. With the development of post-formal cognitive and ego structures in mid-life, there is the possibility of integrating discrepant aspects of sexual experience into a revised, more mature sexual identity. This process is illustrated by considering men married to women who experience sexual and romantic attraction to men. Conceptions of sexual identity that supported young adult life commitments are often challenged by later experiences. Men who retain initial essentialist versions of their sexual identities can only offer themselves sharp choices which require significant sacrifices or remain in conflict. Men who are able to revise their understandings of their sexual identities, supported by adult cognitive and ego structures, are more able to maintain continuity of self and relationships.

Session 2: Achieving Higher Order Thought 10:00 - 11:30am

Precision Teaching's Effectiveness in Teaching the Model of Hierarchical Complexity

*Jonas Gensaku Miller (Dartmouth Institute), Michael Lamport Commons (Harvard Medical School)
Darlene Crone-Todd (Salem State University) & Sara Nora Ross (ARINA)*

The goal of teaching the Model of Hierarchical Complexity depends on three things: 1) The value and existence of immediate consequences; 2) High success rates, which are achievable through individualization; and 3) the number of repetitions. These three things determine the total amount of engagement a person has with the concepts. To train researchers how to assess adult thinking, in past conferences for the Society for Research in Adult Development (SRAD), we often ran workshops in the traditional manner of lecturing. At the 2008 SRAD and at other meetings, we went away from previous formats for teaching subject material and instead used Precision Teaching. Precision teaching based educational decisions on a student's own self-paced rate of performance. This paper discusses precision teaching's effectiveness in teaching the basic concepts of the Model of Hierarchical Complexity, and how to apply those concepts.

Do people acquire next stage behavior with the use of Precision Teaching with cards?

Michael Lamport Commons (Harvard Medical School)

For our definition of understanding concepts of hierarchical complexity, concepts are defined in Hullian (1920) terms, namely that a single response correctly follows the presentations of any member in a class of stimuli connected by the concept. With Precision Teaching, one guesses the order name of the definition. Correctly naming the definitions of the orders of hierarchical complexity on cards that have been shuffled would meet that definition of concept formation. In looking at the definition of an order on one side of a card and then guessing the name correctly after training is a proper test of understanding. Understanding does require memory as does any concept formation. People cannot reliably remember and therefore cannot score above their own stage. However, if given lots of examples and using a matching strategy, one can score one stage up. Keep in mind that training extensively gives one level of support.

Young adults reasoning about the nature of science the meaning of theory

Ellen C Banks (Daemen College) & Allison Whitbeck (Daemen College)

Concepts about the nature of science and scientific controversies were the focus of this study, which used by a modified version of the Steps for Better Thinking rubric (Wolcott & Lynch, 1997) based on the Reflective Judgment model of King & Kitchener (1994). Students answered questions about scientific method and definitions of a theory, and wrote reactions to a video presentation discussing different medical views about the efficacy of acupuncture. Preliminary analysis of data from first and second year students found that their understanding of basic aspects of scientific reasoning (uncertainty, hypothesis testing, placebo effects) was not related to the number of college natural science courses they had completed. At the introductory level, biology and chemistry courses concentrate on basic concepts, terminology, and factual information rather than open ended questions and contemporary scientific controversies. Further data from advanced students in biology, chemistry, psychology, and non-science fields will be presented.

Revisiting Developmental Stage Differences Among Developmental Assessments

Mike R. Jay (Leadership University)

A real life set of data scored on multiple developmental assessments providing insight into how assessments of adults working in managerial situations differ. Over the past 5 years, managers have been in coaching systems which sample their development in the following types of developmental assessments: Model of Hierarchical Complexity (Commons, et al), Lectical Leadership Decision Making Assessment (Dawson), Sentence Completion Test (Cook-Greuter), Social Perspective Scoring (Kohlberg), Complexity of Information Processing (Jaques), and Subject Object Interviewing (Kegan). A data table is provided with discussion of how assessment models differ in terms of output for single individuals.

Why we get different results with different instruments and stage measures

Michael Lampert Commons (Harvard Medical School)

Mike Jay gets different results with different measures. It should not be a surprise that the same people attain different scores and ordering based on which instruments were used to measure stage. Stage developmental measures and instruments are based upon a mixture of measurement methods, theories, metrics, and contents all producing differences. To score or test something, one needs context and content in addition to a structure. The content and context of a task are domain specific and might be quite idiosyncratic. How idiosyncratic might depend on how familiar participants are with the content and its use and how much the task and scoring are based on hierarchical complexity of the task. Regressions of Rasch scores on the hierarchal complexity of items show how much a tasks is truly a stage task. Factor Analysis and Rasch Analysis might be of use for seeing how stage based a scoring scheme is.

Session 3: Professional Development 1:00 - 2:30pm

Developing Managers: From Staff to Manager

Ardith K. Bowman (Kaplan University)

In contemporary business, the MBA or MSM degree often is the stepping stone into management for incumbent employees who wish to advance. During an 18 to 24 month academic experience, the adult working MBA or MSM student is expected to develop skills in the task domains of self-management, initiative and issues analysis. The academic challenge is to design curriculum and guide faculty

approach to thoughtfully scaffold student development. In this poster discussion, we will explore the desired development stage transition in each task domain and what scaffolding might serve student development from both a curricular and faculty facilitation perspective. The Model of Hierarchical Complexity will serve as the primary tool for analysis. Applications of any other models that serve the objective are appreciated. We will challenge the selected task domains in terms of accuracy and completeness, as well as the foundation notion that becoming an effective manager is a developmental process.

The Potential Effects of Mindfulness on the Emotional Development of Leaders: An Exploratory Study

Metta Karuna McGarvey (Harvard University)

This cross-sectional study provides an empirical foundation for longitudinal research on mindfulness as a potential catalyst of emotional development in adults. A sample of 138 leaders and leadership development coaches completed assessments of personality, emotional intelligence, and mindfulness, and provided qualitative data on whether they think their mindfulness practice has helped them develop the social and emotional skills critical for effective leadership. Results show that higher mindfulness scores are associated with lower scores on neuroticism, and higher scores on emotional intelligence. Findings are discussed in terms of the tension between personality theory, which claims adults change little after age 30, and emotional intelligence theory, which claims social and emotional skills can be learned at any age. Implications are framed in the context of adult development theory to gain insight into how to teach mindfulness to enhance short-term social & emotional skills, and how to support the development of long-term capacities.

How adults can make reality their dream to go to University

Maria Sucupira Lins (Universidade Federal Rio de Janeiro) & Marcelo Duarte Almeida (Universidade Federal Rio de Janeiro)

This poster aims to describe a training Course for adults to go to the University. Hypothesis is that adults who attend this Course can be successful at the examination and be accepted at Universities. It gives chance to poor adults to attend universities and develop critical conscience. Teachers and students plan activities together. The majority of teachers were students of this course. All teachers are volunteers. 28 teachers and 120 adults worked in Course in 2008. Classes are on Saturdays. At the beginning of Course they are interviewed and must answer a questionnaire. Selections are on February to those who attend school till December (date of tests at the universities) and June to those who attend intensive program. Circa 2000 adults have studied there since 1996. Results show that Participation and Affectivity are the main factors for the success of these adults. Despite all difficulties 30% of students are successful.

Relations between content choice of alternatives and developmental level of structure in ethical decision-making

Albert Erdynast (Antioch Univerity) Alan Winnicki, Leah Hanes and Jennifer Silvers

This study used Rawls' social contract theory of right to examine the conceptions of compassion of Western Buddhist practitioners as they made ethical decisions. The study identified five structural-developmental levels of conceptions of compassion along with a level of pre-compassionate thinking. Only a sparse amount of thinking at the level of ethical principles of compassion was found among the Buddhist practitioners. Buddhist practitioners gave priority to issues of karma over issues of rights in ethical decisions involving dilemmas related to life and death decisions. Scoring manuals were

constructed for assessing ethical reasoning and justice reasoning based on Rawls' meta-ethical theory of justice and right. Different dilemmas seem to elicit different levels of conceptions of compassion, which supports the view of compassion as "levels of conceptions" rather than a singular state. A vector shift was found in content choice of ethical dilemmas to the same choices selected by principled compassion decision-makers.

Stages of Pricing Strategies among Peddlers

Hudson F Golino (Universidade Federal de Minas Gerais) & Lucas Alexander Haley Commons-Miller (Dare Institute)

In this first cross cultural study of developmental stages on economic tasks, peddlers were interviewed in Rio De Janeiro, and Belo Horizonte, Brazil, and Richmond, California. We found stage of pricing strategies used by people of varying levels of education ranging from no school to completion of college. Participants were asked questions such as: *How do you set your price?*, as well as about their health and habits. Peddler pricing stage was defined by the methods used to set prices. At the concrete stage, they set their price by adding an amount to the price they paid; at the abstract stage, prices were based on what others were charging; at formal stage, they based on a percentage of what they paid; at systematic stage, they used multiple factors from the previous stages; and the one metasytematic participant used an integration of multiple systems. The amount of education of the participant predicted their stage of pricing strategies. That stage was also correlated with their income, assets, social stability, and general health.

Session 4: Whole Person Development 2:30 - 4:00pm

The Continuum Theory of Human Development

Stefan Deutsch (The Human Development Company)

A new, superordinate theory of human development supporting the idea that the potential for development continues uninterrupted after adolescence, into adulthood, till death. Work I did with Creative Again, Inc, which I co-founded in 1970s, convinced me that our perception that life was a declining process, while experientially supported was in fact based on a faulty assumption that we are body and brain/mind. I came up with a new theory that in fact counters the idea of life as a declining process. The theory states that life is a process of continual development. It is a 3-stage developmental process. Since we can see the body develop from birth through approximately 20, and see the mind continue to develop till about 40, (see Kohlbergs 6 stages of moral reasoning) I hypothesized that another part of the human being would be still in need of further development after 40 for a human being to reach full potential. That part is the self. (Theory explains mid-life crisis,) I proceeded to define the self as developmental, there at birth, integrated with body-mind, needing nourishment and development, exactly as do body and mind. This developmental self is defined as having 4 facilities that need development awareness, ability to create vision, ability to communicate, and the ability to ask for and give loving energy unconditionally, which is also its nourishment. Parenting and socialization actually underdevelop, undernourish and often damage the self and its facilities, leading to the need in later life for some form of rehabilitation, and hopefully, healing and growth. This is the role that psychotherapy attempts to plays in modern society. I will be presenting a number of proofs that show the self as developmental and real.

Social Synapes -- Recognizing The Signatures Of Self & Surroundings

Mark R Filippi (Behavioral Consultant)

Identity and personality development used to be superimposed in both theory and practice. In the last 30-35 years, their origins have been traced beyond personal boundaries to include factors from the individual's evolving biological and social environment. These elements influence psychomotor and nonverbal communication patterns, which create a behavioral bias early in development. In the adult, the lack of awareness of this bias impairs performance and well-being. The practice of PROFILING is a dynamic communication tool that entrains the individual to utilize their intrapersonal Sense of Coherence (SOC) to better organize their interpersonal Sense of Coherence (SOC). This is achieved by being able to recognize the primary signatures of the 4 distinct 'domains' or somatic orientations we use to interact with ourselves and others. The Somatic Method (TSM) provides people with a portable means to reconcile this and achieve a rhythmic integration of self and surroundings.

Exploring the positive benefits of making music across the life-span

Donald DePoy (James Madison University) & Martha Hills (Eastern Mennonite University)

This presentation will examine the lives of 50+ individuals ranging in age from birth to over 80 years old that are and have been involved in informal, amateur music making in group settings. The objectives of this research includes gaining a greater understanding of the social and personal benefits derived from individuals coming together to make music regardless of age. The research will use existing human development theories and anecdotal evidence from musicians, their family, and teachers to demonstrate the long-term social and personal benefits of music making. Additionally, beyond the immediate individual impact in socio/psycho development, this paper will examine the long-term community benefits as well. The music styles used for this study would be considered part of the traditional American bluegrass, old-time country and folk music.

Adult development and personal change: What works for whom, when and where?

Jane A. Henry (The Open University)

This session reports on a series of face to face and questionnaire based studies designed to examine what adult participants believe has helped them achieve lasting beneficial personal change and improvement in wellbeing. The participants are managers, educators and/or interested in psychology. The bulk of the sample is European. The effective strategies vary considerably, they include social, non-analytical and physical as well as psychological approaches based round reflection and insight. Many of the favoured approaches seem at odds with strategies offered by mainstream development and caring professionals. Analytical approaches are claimed by many to have been counterproductive. There is a relationship between the type of feeling, thought or behavior participants wish to change, the strategies they find effective and ineffective and disposition. The findings appear to challenge mainstream wisdom about psychological approaches to personal change and do not sit easily with mainstream models of development.