28th Annual Symposium of the Society for Research in Adult Development
Salem State University
Friday June 21, 2013 – Sunday, June 23, 2013

Friday, June 21, 2013

1:30pm – 6:00pm	**Registration Table Open (Meier Hall 225, Psychology Dept. lab)**
2:00pm - 6:00pm	**Workshop: Applying the Model of Hierarchical Complexity to Scoring Adult Narratives and Constructing Instruments to Measure Adult Development- Meier Hall 225, Psychology Dept. lab**

Saturday, June 22, 2013

9:00am - 12:00pm	**Registration Table Open - Ellison Campus Center, Second floor (just inside Martin Luther King Room)**
9:00am – 10:00am	**Opening Session: Welcoming Remarks and Presentation by invited presenter, Jack Demick, Brown University, Editor, Journal of Adult Development**

Science, Society, and Adult Development: Strategies from Holistic/ Systems, Developmental Theory (HSDT)
Jack Demick, Brown University, RI (jack_demick@brown.edu)
Worcester, Massachusetts holds a special place in the history of psychology for it was at Clark University that developmental psychology was born. Two renowned psychologists, G. Stanley Hall (1844-1924) and Heinz Werner (1890-1964), were leaders in this field. Hall, the first President of the American Psychological Association, established the first Department of Genetic Psychology in the United States, inviting Sigmund Freud to deliver his only U.S. lectures there in 1909. Playing a pivotal role between European and American intellectual traditions, Werner established the prominent "Clark tradition" in American psychology in the 1950s. His "comparative-developmental" approach provided psychologists with broad concepts of holism and of development. Although critics have argued that this tradition has been recognized but underdeveloped, this address will focus on the ways in which Werner's approach has been elaborated (initially with Clark psychologist, Seymour Wapner, 1917-2003) and employed in empirical research on problems relevant to science, society, and adult development, revealing that HSDT is still alive, well, and thriving in New England. The presentation will provide an overview of HSDT and examples of relevant research on such problems as: environmental threats and hazards (including risky automobile driving behavior); body experience and obesity; parent adaptation to infant and child adoption; and/or the fostering of resilience in individuals and societies.

10:00am -12:00pm	**Session 1: Development of Theory- Martin Luther King Room**

Correspondence between Some Life-span Stage Theory Developmental Sequences of Stages and Levels
Charu Tara Tuladhar, Dare Institute, MA (charu.tuladhar@gmail.com) & Michael Lamport Commons, Harvard Medical School, MA (commons@tiac.net)

Good comparisons of development sequences have been made in the past, but only for later childhood through adult. The Model of Hierarchical Complexity is one among those developmental sequences which has often been compared to other developmental sequences including: Piaget & Inhelder (1969); Fischer & Bidell (1998); Colby and Kohlberg's (1987a, 1987b) 9 point stages and Moral Maturity Scores (MMS) of Moral Judgment. However, Kohlberg's 13 point scale has never been assessed in making comparisons to other scales. The current paper constructed a comparison table of all five models, including the 13 point scale, which cover the developmental stages of an entire life-span. Adjustments had to be made to the 9 point and 13 point scales. The formula, Order of Hierarchical Complexity (OHC) = 3 + 2 * (Stage number of 9 point scale of Colby and Kohlberg) was introduced to demonstrate the relationship between the Orders of Hierarchical Complexity and Kohlberg's Stages of Development.

Testing the Model of Hierarchical Complexity Using Pre- and Post-Tests in an Undergraduate Psychology Course

Darlene E. Crone-Todd (dcronetodd@salemstate.edu) & Sara R. Nass (s_nass@salemstate.edu), Salem State University, MA
The Model of Hierarchical Complexity is a useful tool for scoring academic tasks to be assessed in higher education. However, little research has systematically looked at incoming and outgoing performance at different levels of complexity, and at the role of support. In this study, our goals were to determine how experience affects the proportion of items of different orders of complexity that can be answered by undergraduate students. Fourteen students in a junior-level Applied Behavior Analysis II course were given a pre- and post-test with the identical number of concrete, abstract, formal, and systematic orders of complexity. The data are analyzed in terms of: (a) previous experience with the course content (i.e., in Applied Behavior Analysis I course); (b) previous feedback on quizzes; (c) class/lecture activities; and (d) percentage of each order of complexity answered on the post- versus pre-test. The results are expected to demonstrate that students will be more likely to answer concrete-level questions correctly, and that experience provides support for answering at the higher orders of complexity.

Paradoxes of Measurement of Stage Development within Educated Societies

Michael Lamport Commons, Harvard Medical School, MA (commons@tiac.net)
In educated populations, synchrony of development is found within the Inhelder and Piagetian tasks in the math/logic/physics/chemistry domain no matter what the forms of the problems are. In our research, we tested whether mathematics, logic, and physical sciences form a single domain. We used linear regression models, factor analysis, and Rasch Analysis, a statistical scaling procedure used to determine the relative difficulty of items. The model was effective, illustrated by the regression of item Rasch scores compared to the hierarchical complexity of the items: r = .980, factor loading = .987 (Balance Beam); .912, factor loading = .969 (Infinity); .966 loading = .934 (Distributivity in algebra); .964 loading = .913 (Causality/laundry). With performances on problems in the social domain, however, the results were different. Participants were given the Counselor-patient (informed consent), Anti-Death Penalty, Incest - No Report and Incest-Report. Each presented five or six vignettes of arguments constructed to have different Orders of Hierarchical Complexity. Participants rated the quality of arguments on a 1 to 6 scale. The Order of Hierarchical Complexity of each vignette predicted Rasch scores, but somewhat variably depending upon the problem: Counselor-Patient r(3) = .992; Anti-Death-Penalty, r(3) = .919; Incest -No Report, r(3) = .916; Incest - Report, r(3) = .624. With these problems, in some cases the prediction of performance from the order of hierarchical complexity was similar to that seen in the physical sciences, whereas in others it was must lower. Furthermore, data on the relationship of performance on these tasks to performance on the science and logic tasks, however, we are finding that the correlation between tasks in the two domains was very low. Person Rasch scores for Counselor Patient and Treatment Decision (Laundry), r(25) = .20.

An Evolutionary-Behavioral-Developmental Theory of Stage Development based on Knowledge of Tool Usage

Sagun Giri, Dare Institute, MA (sagunppgiri@gmail.com), Michael Lamport Commons, Harvard Medical School, MA (commons@tiac.net) & Charu Tuladhar, Dare Institute, MA (charu.tuladhar@gmail.com)
The present study is being conducted in remote parts of Nepal on nonliterate adults. The study looks to test intelligence using an evolutionarily universal variable: knowledge on usage of tools. The interviews are based on the Model of Hierarchical Complexity (MHC) using usage of tools as the primary variable. The

interviews will be scored using the Hierarchical Complexity Scoring Scheme (HCSS). Interviews designed using such a universal variable may be a better measurement of intelligence than contemporary IQ tests and stage measures that are not free of cultural bias or education level. This study investigates whether individuals with no formal education may perform at the abstract, formal and systematic stages of development. The hypothesis of this study is that, based solely on the answers to tool use, there are some nonliterate individuals functioning at these stages .The study also aims to discover if abstract stage is the minimum stage for people without deficits function in a society. At the abstract stage, one may identify classes of tools based on tool function.

12:00pm – 1:00pm   **LUNCH – Subs/Sandwiches ordered in from White Dove Market (personalized orders placed in the morning)**

1:00pm - 3:00pm   **Session 2: Application of Theory: Professional settings- Group A- Martin Luther King Room**

Developmental Movement in Adult Psychotherapy: A Comparison of Three Therapeutic Modalities
Tom Swan, Siena College, NY (tswan@siena.edu) , Jennifer Marion, Adelphi University, NY (jennifermarion@adelphi.edu) Suzie Benack, Union College, NY (benacks@union.edu), Michael Basseches, Suffolk University, MA (mbasseches@gmail.com), Shana Dangelo-Perucci, Suffolk University, MA & Ilana Licht, Suffolk University, MA
The Developmental Analysis of Psychotherapy Process (DAPP) (Basscheses, 2000) provides a language and a coding scheme for identifying microprocesses of development in psychotherapy. Basseches claims that the effectiveness of a variety of therapeutic strategies can be understood in terms of their role in facilitating developmental movement in clients' meaning-structures. In this paper, we examine three therapeutic cases that represent different theoretical approaches -- dialectical behavioral therapy, emotion-focused therapy, and client-centered therapy -- using DAPP coding to illustrate the ways in which therapist strategies associated with each modality can support developmental movement.

Developmental Behavioral Analytic Therapy
Charu Tara Tuladhar, Dare Institute, MA (charu.tuladhar@gmail.com) & Michael Lamport Commons, Harvard Medical School, MA (commons@tiac.net)
Developmental Behavior Analytic Therapy (DBAT) is the first behavioral therapy with developmental underpinnings. The presentation will introduce DBAT and briefly discuss its theoretical bases. The foundation of this therapy is the theory that developmental stages and value of consequences of a behavior interact to predict an individual's behavior, and also suggests that behavioral problems affect both behavioral developmental stage and value of consequences. The developmental stage model that the therapy incorporates into its working is the Model of Hierarchical Complexity (MHC). Procedures of the therapy will be briefly discussed. Results from six case studies in which DBAT was used as an intervention will also be presented. The positive results yielded from the small sample DBAT has been applied to thus far, suggests potential benefit and success of the therapy.

Understanding the Lived Experiences of Early Childhood Teachers in a High-Risk Setting: What Can We Learn About Their Needs for Support?
Rebecca Givens Rolland (rng703@mail.harvard.edu), Stephanie Jones, (stephanie_m_jones@gse.harvard.edu) & Nonie Lesaux (nonie_lesaux@gse.harvard.edu), Harvard Graduate School of Education
Early childhood teachers are faced with complex demands in the workplace, often with little ongoing support for their positive adult development. Their challenges are especially taxing in high-risk environments, where stressors, including near-poverty wages, put them at risk for compromised mental health and job instability. Little research investigates such teachers' reflections on their learning needs in the workplace, limiting the design of more effective professional support. Using interview data from 9 early childhood teachers, this paper explores factors that emerge from teachers' reflections on their needs as adult learners in the workplace, including frustration with their previous education and desire for increased practice-based support. In additional preliminary analysis, teachers also expressed motivation to develop

skills in areas including classroom management, instruction, and communication; thus, this paper will discuss implications for supporting early childhood teachers' learning and development as they engage with and reflect on their daily work.

3:00pm - 5:00pm   Session 3: Application of Theory: Professional settings- Group B- Martin Luther King Room

A Case Study of the Entrepreneurship Bootcamp for Veterans' Families Program: Transformative Learning for Discontinuous Life Transition
Stephen T. Redmon, Fielding Graduate University, CA, U.S. Department of Veterans Affairs (sredmon2@mac.com)
This case study explores the nature of the experiences of family members of service-disabled veterans who participated in the Entrepreneurship Bootcamp for Veterans Family Program (EBV-F), an entrepreneurial learning and coaching program designed to assist family members of service-disabled veterans to develop businesses to support the military-civilian transition of these veterans and their families. This qualitative study explored whether the EBV-F participants' experienced a life transition (Schlossberg, 1995; Green, 1993) and aspects of transformational learning during the EBV-F program (Mezirow, 1978). Discontinuous career transitions of veterans are sometimes necessitated by service-disabling injuries (Haynie, 2010). But family members of service-disabled veterans are also adversely affected by the injuries of veterans (Roy, 2012). Interviews, surveys, and a focus group were conducted of EBV-F participants between 2012-2013. This study laid the groundwork understanding of how the EBV-F program (intervention) impact on family members of veterans affect their perceptions and actions for military-civilian transition.

Adult Development of Mediators and Psychotherapists: Implications for Professional Effectiveness
Alice LoCicero, Boston Medical Center, MA (alice.locicero@gmail.com) & Steven Seeche, Lesley University, Harvard Law School, MA
Hierarchical Complexity Theory provides a systematic, mathematically sound approach to measuring the complexity requirements of a variety of tasks. The ability to perform tasks at increasing levels of complexity defines development within the domain of those tasks, and as such is a measure of development of the individual performing the tasks. The process of transition between stages is equally important as the stage of development. Extending the work of others (Commons, 2002; Basseches and Mascolo, 2009; Jordan, 2005) who have examined development in several contexts, including patients in psychotherapy, we explore development of professionals (psychotherapists and mediators), as they engage in professional activities that foster growth in others. We suggest that growth of the professional is likely to enhance the process of problem-solving and the development of clients. We provide practice-based evidence--vignettes where the professional experiences a shift in the way a problem is conceptualized. We hypothesize that earlier experiences of complex personal dilemmas laid the groundwork for these stage transitions. We view these as continuous processes in the lives of the practitioners, and hypothesize that such processes prepare them to be increasingly open to apprehending and capturing growth opportunities. We agree with Commons and others that transitioning among stages may at times be experienced as an "Aha" moment, preceded by experiences that include a series of failures or difficulties at attempts to master problems with earlier approaches. Also, consistent with Seul (1999), Stone, Patton and Heen (1999), and Kolb (1995), we posit that professionals' developmental ability to manage complexity is reflected in the conceptualization of the clients' problem and the perceived range of solutions; i.e., the more advanced the abilities of the professional, the more likely an outcome reflecting transformation of the perception of the problem and apprehension of more advanced solutions for patients and clients.

The Student-Bully Problem as the Cornerstone of Developmental Bullying Prevention
Christopher Joseph Joaquim, Nova Southeastern University, FL (joaquim@nova.edu)
Bullying in middle school and high school is an ongoing global problem. It has been associated with anxiety, depression, suicidal ideation, suicide, and homicide in school age youth. Additionally, bulling in schools increases student absenteeism, increases peer conflict, and has a negative impact on the overall school environment (student learning, socioemotional climate, effectiveness of school leadership). In recent history, bullying prevention has been a major goal of schools in the United States, Canada, and Europe. Here, the Model of Hierarchical Complexity (MHC) was previously used to construct the Student-Bully

Problem (Joaquim, 2012). Distinct and separable performance stages in the complexity at which students performed when reasoning about bullying were found. Once we know at what developmental stage / order of hierarchical complexity a student performs at when reasoning about bullying, an intervention can be created to correspond to that stage. This Developmental Bullying Prevention intervention is geared toward increasing the student's stage when reasoning about bullying. This presentation will describe how the Student-Bully Problem and the MHC will be used to create stage based bullying prevention, and will present some preliminary data about its effectiveness.

Predicting versus supporting college achievement
Joanna Gonsalves, Salem State University, MA (jgonsalves@salemstate.edu)
This paper argues that predicting college success based on national standardized tests (e.g., SAT) is a flawed approach that does not take into consideration more important student characteristics and institutional contexts. Drawing on a seven-year case study of students enrolled in an honors program at a state university, the best predictors of 1st to 2nd year retention, GPA, and honors program completion were high school GPA and participation in a pre-matriculation adventure orientation. The findings suggest that both strong achievement orientation and social integration are keys to success and may be influenced by early programmatic intervention. Based on data from the case study, it is also argued that using the SAT in college admission decisions (excluding highly selective institutions) creates a structural barrier for applicants who are first generation students, economically disadvantaged, Latino, and non-white, who may otherwise be successful with moderate levels of additional academic and social support.

5:00pm-7:00pm   **Session 4: Application of Theory: Higher Educational settings-Martin Luther King Room**

Goal-Striving and Eudaimonic Well-Being among University Students: Metacognition Is the Full Mediator
Yalda Amir Kiaei (yamir001@fiu.edu) & Thomas G. Reio (reiot@fiu.edu), Florida International University
The purpose of this study is to investigate the relationship between goal-striving, metacognition, and eudaimonic well-being (EWB) among university students. From the Aristotelian perspective, well-being/eudaimonia was defined as the ultimate purpose of life for human beings and the means to achieve it, Aristotle (trans. 2004) argued, is actualizing one's potentials through education and exercise of reason. Actualization can be reflected in personal goals people pursue (Rule, 1991). On another note, goal-setting, planning, and strategy-adjustment which equip people for their personal striving are considered metacognitive skills (Flavell, 1979; Tarricone, 2011). A mediation analysis of a sample of 109 undergraduate students (M age =22.18, SD =3.13) indicated that metacognition fully mediated the relationship between goal-striving and EWB. While goal-striving explained 6% of variance in EWB, its contribution was all explainable through general metacognitive competence. The finding suggests that metacognition which is a teachable competence can play a determining role in students' EWB.

Does Performance of Graduate Counseling Students on the Counselor-Patient Instrument Predict Grades and other Program-Success Indicators?
Patrice Marie Miller, Salem State University, MA (patricemariemiller@comcast.net)
The study is a follow up to a study that was begun in spring, 2011. In the earlier study, we scored admissions essays from graduate students in the M.S. Program in Counseling and Psychological Services using the Hierarchical Complexity Scoring Scheme based on the Model of Hierarchical Complexity. Results from that study were that participants' responses had a Mean Stage of 9.76 (.27), transitional to formal, and a Median of 10 (Formal stage). In any essay there were found to be statements as low as concrete stage (8) and as high as metasystematic (12). The median of the highest stages across participants was systematic (11). The main issue with this earlier study is that we were able to score only 14 essays over the course of one semester. Examining student outcomes, such as grades, in such a small sample was problematic. In the research to be presented here, we instead used a previously studied counselor-patient instrument, to assess the stage of reasoning of a second sample of counseling graduate students. The instrument presents vignettes that have been designed to represent the five orders of complexity that are being scored in the essays. It can be filled out relatively quickly, and results in "stage" scores for each individual that indicate whether their likely reasoning stage is concrete, abstract, formal, systematic or metasystematic. During the first semester of data

collection, 27 students completed the instrument. With a sample size that is expected to be double that in size, we will examine the relationships between student stages and their grades in the graduate counseling program. Should the instrument predict grades well, this will establish a degree of predictive validity for the counselor-patient instrument.

Analyzing the Integrative Structure and Hierarchical Complexity of Student Essays
Michael F. Mascolo, Merrimack College, MA (michael_mascolo@yahoo.com)
If we learn what we do, one of the most significant processes by which we learn is through writing. Writing requires students not simply to identify local facts and ideas, but to understand, organize and bring together ideas for an audience. If this is so, then the structure and content of a student's writing reflects the structure of her understanding. To track genuine changes in student understanding, there is a need to develop methods for representing the integrative structure of the thinking articulated in student essays. In this paper, I report on progress in representing the structure of student essays, and assessing developmental changes in their structure and content as a result of content-based and writing instruction.

Paternal Versus Maternal Influence on Children's Academic Attitudes: Adult Children's Perspectives
Mikiyasu Hakoyama, Central Michigan University, MI (hakoy1m@cmich.edu)
Effects of parenting on child development have been a major interest of family and developmental scientists. In recent years, paternal effects, independent of maternal effects, have been examined. The current study focused on the effects paternal efforts have on children's academic domains by contrasting them with those of the mother. Participants were undergraduate students attending a midsize university in the Midwest. An online survey assessed adult children's perspectives of their fathers' and mothers' parenting quality and characteristics. Structural Equation Modeling was used to examine directional and relative effects fathering and mothering have on child's academic attitudes. It was revealed that parenting consistency (similarities in parenting values and behaviors between the father and the mother) has more effects on fathers than on mothers. While both paternal and maternal influence predicted children's academic attitudes, maternal influence was greater. Interpretations of these findings are discussed.

Scoring Graduate-School Admissions Essays using the Model of Hierarchical Complexity
Darlene Crone Todd (dcronetodd@salemstate.edu), Patrice Marie Miller (patricemariemiller@comcast.net), Rachel Lucas (rachel.lucas89@gmail.com) & Richard Hennigan (rhennigan@gmail.com), Salem State University
The Model of Hierarchical Complexity has been used extensively to study the ways in which reasoning differs in adults of different ages and different educational backgrounds. Miller (2007) presented pilot data showing that writing of prospective counseling program students on their Graduate School admissions essays demonstrated stages, ranging from concrete to systematic. More recently, Crone-Todd and Gonsalves (2010) found that undergraduate Honors students in psychology wrote more consistently at a formal stage. The data presented here represents a small subset of a current study in which large numbers of graduate school admissions essays are being scored and then related to outcomes within the program. Establishing that the stage of writing in a student's narrative statement is related to their success in a graduate program could allow for better prediction of which students are likely to be successful as well as providing some predictive validity data for the Model of Hierarchical Complexity.

7:00pm onwards   **A planned dinner at a Captain's Waterfront Premium Steak & Seafood Grill**

Sunday, June 23, 2013

9:00am - 12:00pm   **Registration Table Open- Ellison Campus Center, Second floor (just inside Martin Luther King Room)**

9:00am - 11:00pm   **Session 5: Application of Theory: Personal Development - Group A- Martin Luther King Room**

The Role of Character Strengths in Generating Success for Individuals with Learning or Attentional Disorders
Devin Ashley Waldman, Mount Holyoke College, MA (devin.waldman@gmail.com), Barbara Noel Dowds, Regis College, MA (barbara.dowds@regiscollege.edu) & Cynthia Stellos Phelan, Regis College, MA (cynthia.phelan@regiscollege.edu)
We know that individuals with a learning or attentional disorder are at greater risk for negative developmental outcomes than individuals without a disability. However, very little is known about what enables individuals to successfully cope with their disability and what, if any, might be the positive results for adult development of having lived with such a disorder. This study examines the reflections of twenty participants whom we asked to describe the resources, capabilities, coping skills, and strategies that contributed to their achievements. Participants ranged from college students to individuals who had completed graduate or professional programs and were at the peak of their careers. Interviews were recorded, transcribed, and coded for the presence of character strengths (Peterson & Seligman, 2004). Character strengths most frequently coded were persistence, creativity, social intelligence, and integrity. Illustrative examples from participants' interviews will be presented and possible implications will be discussed.

Developmental Transitions of Adult Siblings Caring for a Parent with Dementia: A Phenomenological Inquiry
Megan Seaman, Ursuline College, OH (meganseaman@hotmail.com)
The incidence of dementia is rising, and more and more aging adults require their children to help care for them in their elder years. Developmentally, these adult siblings are transitioning in the social hierarchy of their families from roles of care receivers to those of caregivers. Adult siblings who fill the roles of routine caregivers report feelings of burden, loss of control, lack of connection, and absence of social support. However, there has been an over-reliance on primary (routine) caregiver reports, which fail to look at the developmental context of caregiving experiences. This poster will address this gap by presenting pilot data from a phenomenological inquiry on the caregiving experience in a family consisting of a sister-brother sibling set. Using the systematic process of Interpretive Phenomenological Analysis, developmental themes were found including initiative-taking and decision-making, changes in family roles and identity formation, and need for social and spiritual intimacy.

Developmental Aspects of Authenticity and Sexual Orientation: Implications for Mental Health
Alexis T. Franzese, Elon University, NC (atf@nc.rr.com)
Authenticity, the sense that one is being true to oneself, is an important aspect of identity. Scholarship on the process of coming to understand one's sexual orientation, like scholarship on authenticity, suggests a similar developmental trajectory emphasizing early adolescence. Efforts to link these concepts suggest that the quest for a sense of authenticity is universally relevant, yet there are specific challenges of authenticity for individuals who identify as members of marginalized sexual orientations, and that these take different forms over the life-course. The process of contemplating authenticity, considering factors that facilitate and inhibit its expression, and finding safe contexts in which to express one's authenticity, are experienced differently for individuals who hold marginalized sexual identities. This study synthesizes the scholarship on authenticity, sexual orientation, and mental health across the life course to consider the ways in which mental health challenges can be reduced for LGBTQIA individuals, and positive development pursued.

11:00am – 12:00pm   LUNCH (Subs/Sandwiches ordered in from White Dove Market)

12:00pm – 2:00pm   Session 6: Application of Theory: Personal Development - Group B- Martin Luther King Room

The Emergence and Development of Adult Systemic Thinking Viewed Through a Self-in-Systems Lens

Steven Page, Fielding Graduate University, CA Human and Organization Development PhD student (stevepage48@gmail.com)
A model of self-in-systems development over the lifespan is presented which focuses on the emergence and development of the ability to think systemically, or to be a "systems thinker". Constructivist Subject-Object Theory, which forms the backbone of this conception, examines the evolution of meaning making over the lifespan. Adult thinking at postformal/postconventional development is characterized by constructive developmental theorists as systemic. However, systemic thinking has an unrecognized developmental history and trajectory that can be traced using current literature. Self-in-systems is a view of a meaning making subject whose 'self' is constructed as a self-in-relation-to-systems. Through a consideration of the development of self-in-systems using Subject-Object Theory, a developmental model emerges which clearly indicates how systemic thinking emerges as a marker of postformal/postconventional development. The model of the development of self-in-systems over the lifespan also provides a plausible explanation for the development of early emerging reflection into later emerging self-reflective awareness.

Eudaimonia in Adulthood
Alan S. Waterman, The College of New Jersey, NJ (water@tcnj.edu)
Eudaimonia, a term from Hellenic philosophy is usually translated from Greek as "happiness", though many philosophers and psychologists prefer the translation as "flourishing". It refers to a life well-lived, specifically by acting upon the best within us. The concept has received extensive attention within positive psychology. Within eudaimonic identity theory (Waterman, 1990, 1993, 2011, 2013), development of eudaimonia is a life-long process. While this process begins prior to adolescence and is typically the central focus of psychosocial development during emerging adulthood, it is not until the adult years that eudaimonia reaches it full expression. The focus of this presentation will be on the range of ways in which eudaimonia is recognized and expressed in adulthood, the challenges likely to be encountered in establishing and maintaining it during this period, and the means by which it can be re-established should it be lost. Both theory and relevant research will be discussed.

Bias in Decision Making: Self-perspective Matters
Carol Y. Yoder (cyoder@trinity.edu), Nupur Agrawal (nagrawal@trinity.edu) & Ruben Mancha (rmancha@trinity.edu), Trinity University, TX
We explored how one's view of the self influences cognitive representations, focusing on two common errors: interpretive bias and anchoring/ adjustment. Interpretive bias arises when previous experiences are applied to new ambiguous circumstances in ways such that the past influences one's interpretation. Here, we reasoned that self-view played a role in how one interprets ambiguous situations. The second bias we scrutinized was anchoring and adjustment which entails placing too much value on an initial, low-knowledge judgment and not sufficiently adjusting when new information is available. Here, we perceived that one's willingness to change perspectives, based on a previously provided anchor, might be influenced by cultural openness to multiple perspectives. Our subject variables of interest were self-esteem and self-construal, and we also assessed broader cultural values of rationality and experientiality. Our results indicated that one's view of the self influenced interpretive bias in systematic ways. Similarly, anchoring and adjustment was impacted by culturally-laced views of the self. The implications of our findings will be discussed in terms of cultural variations in self-view and how this impacts decision making.

2:00pm – 4:00pm   Session 7: New Applications and Development of Theory- Martin Luther King Room

Unintended Signs: Unobtrusive Measures of National Leaders' Moral Reasoning Orientation and Stage
Carl Oliver, University of Redlands, CA & Loyola Marymount University, CA (oliveca@earthlink.net)
Summary of case study that used unobtrusive measures to measure moral reasoning orientation and moral reasoning stage in vision statements articulated by three diverse leaders campaigning for President of the United States in the 2008 election. Level of analysis was the leadership team: the combination of the leader plus the inner circle of advisers. Such aggregation represents the atmosphere of the organization's leadership team and has predictive value because many of the leader's decisions and behaviors about what the organization will do likely will be products of the same inner circle. Statistically significant differences were measured in the vision statements' moral reasoning orientation and moral reasoning stage. Visions

articulated by Obama scored highest in moral reasoning stage and moderate in moral reasoning orientation--not as caring as Clinton nor as justice oriented as McCain. Scoring anomalies were observed in speeches related to a financial crisis identified by McCain.

Social Media and the Model of Hierarchical Complexity
Dorothy Danaher White, Dare Institute, MA (warwick5552005@yahoo.com)
The focus on commercialized and often low stage attraction of Facebook and Twitter tend to crowd out the attraction to higher stage users. The hypothesis is that High stage users (Stage 11 transitional on up to Stage 13 Cross-Paradigmatic in the Model of Hierarchical Complexity) enjoy the chance to circumvent the limitations imposed by mass media and academic institutions. A writer for social media can write about whatever they like and attract their own audience. There are can be political consequences for those that live in media-restricted countries. In such cases, the motivation to use social media as a means of political commentary which is opposition to those in power must be quite strong. This paper will analyze high-stage bloggers who use social media on both media-restricted and non-restricted environments. Also included will be a social media survey of academic and political activists, as well as office holders. The responses of this survey will be analyzed by stage and transition. The main points of the presentation will be presented using power-point generated pictures printed out in the poster format required by the SRAD 2013 Symposium guidelines.

Developmental Stage of Group Identity in Nonliterate Individual
Charu Tara Tuladhar, Dare Institute, MA (charu.tuladhar@gmail.com) Michael Lamport Commons, Harvard Medical School, MA (commons@tiac.net) & Sagun P Giri, Dare Institute, MA (sagunppgiri@gmail.com)
Stage of group identity is an evolutionarily universal variable. Developmental stages of performance affect the variables individuals use to discern what group they belong to. The present study is being conducted in remote parts of Nepal on nonliterate individuals' sense of group identity. It looks to test intelligence of individuals by accessing the developmental stage at which they perform when assuming their group identity. The interviews are based on the Model of Hierarchical Complexity (MHC) using group identity as the primary variable. The expectation is that interviews designed using group identity may serve as an alternate to standard IQ tests. This is because of the evolutionary universality of stages of group identity. The aim of the study is to investigate whether people with no education perform at the abstract, formal and systematic stages of development. It attempts to answer whether abstract stage is the minimum stage required for individuals to function in a society and to discern what groups they belong to

Validity in Cross Cultural Studies of Informed Consent Vignette Item Performance
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Even when using measures that are identical in structure but with content that prompts people to use their own experience rather than pay attention to the data given, the r's drop. This is especially true when the content is very related to an area in which participants have a lot of existing experience, such as with work related experience. In this study carried out in Slovenia, a variant of the Causality/Laundry problem was given to 80 people. The variant had four possible business variables predicting an outcome. A regression analysis was performed on how well the Order of Hierarchical Complexity (OHC) predicted Rasch performance on the items: $r(75) = .587$, $p < .01$). This indicated that the items' Order of Hierarchical Complexity did predict stage performance, although the correlation was much lower than those obtained with the original laundry problem. Items were mixed in their order on the Rasch map, and gaps between orders of complexity were not present in the initial results, as they have been in other work. This indicated that there was a problem with the items. When we examined the individual results, we found that 13 participants did not seem to follow instructions. This may be because there was a problem with the translation from English to Slovenian. Alternatively, because the chosen subject matter used a management scenario with which some participants had personal experience, a number of them seemed to be rating responses more highly when those responses resembled what they had been trained to do. Because our goal was to measure the effectiveness of the MHC at predicting performance, we removed those participants from the analysis. After excluding participants due to the above reasons, the regression analysis showed an improved outcome, $r(62) = .690$, $p < .01$.

Using the Laundry Instrument to Measure the Order of Hierarchical Complexity of Graduate Students from China

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The Laundry instrument is constructed based on the Model of Hierarchical Complexity and is used to measure the order of Hierarchical Complexity of participants' reasoning. This study validated the instrument using data obtained through testing engineering graduate students from China. Ten graduate students from a top engineering university in Nanjing, China participated in the study. Researchers merged graduate students' data with data of an online survey study. Rasch analysis showed that item difficulty ranking was consistent with item order of Hierarchical Complexity. No item was out of order. In addition, eight out of ten graduate students ranked in the top 20 among all 127 participants, consistent with the expectation that highly educated graduate students have high order of Hierarchical Complexity in terms of reasoning. Results of the study show that the Laundry instrument captures meaningful variation of hierarchical complexity among people and among items.

4:00pm- 5:00pm	**Business Meetings**
5:00pm – 6:00pm	**Discussion: Advancing the Field of Adult Development and Meeting Wrap Up- Martin Luther King Room**