

George Mason University

Department of Psychology

Applied Developmental Psychology Student Group

ADPSG

Eye Tracking of Toddlers - Dr. Rojahn's Lab

By Rekha Sharma

The aims of this study are to replicate findings of differences in gaze patterns of children during social and non-social situations. We are currently using sophisticated eye gaze equipment (see image) to examine if children with autism show visual preference for non social stimuli as compared to typically developing children.



The eye gaze equipment looks like a regular computer monitor, but there is a concealed camera at the bottom of the screen that follows the eye movements of the viewer. This is a much-appreciated upgraded edition of the hardware, since in previous versions, the participant's head had to remain very still to record eye movements. A chin or forehead rest was needed to remind the child not to move. This proved challenging to use in an atypically developing population.

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Preschool Teachers' Beliefs about Emotion - Dr. Denham's

By Kate Zinsser

Dr. Denham's lab is currently involved in a 4-year IES-funded study: Teachers as Socializers of Social Emotional Learning (TASSEL). This study will examine the preschool teacher's role in helping their students develop social and emotional competence as they prepare to move into kindergarten. TASSEL will involve approximately 400 children in 80 preschool classrooms. Teachers will be observed in their classrooms, asked to complete self-assessment questionnaires, participate in focus groups, and record themselves reading emotion-laden picture books. Children's emotional and social competence will be studied at the beginning and end of each school year via live and computer aided assessments.

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GMU student emails:
@masonlive.gmu.edu

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dmead



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Social Secretary
nfettig



Adam Winsler
Faculty Advisor
awinsler@gmu.edu



Get involved with
ADPSG!
Contact Danielle Mead

The ADP faculty meets once a month and they want to hear from YOU!

If you have any questions, comments, or concerns that you would like to share with the faculty, contact your ADP Student Representative, Sammi Plourde! Sammi can be reached at splourd2@masonlive.gmu.edu. We hope to hear from you!



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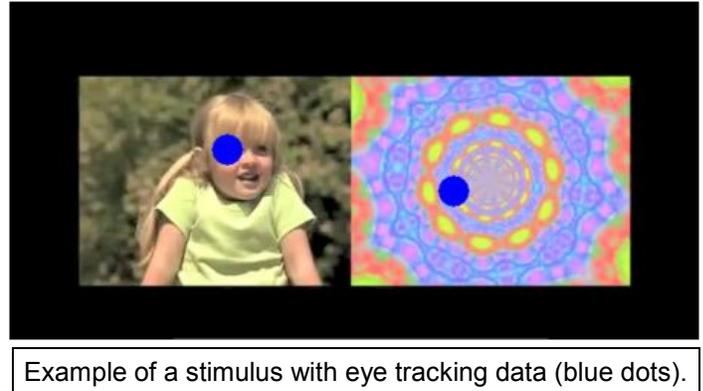


"When did you first notice he had 'The Eyes'?"

Eye Tracking of Toddlers - Dr. Rojahn's BADD Lab

Continued from Page 1.

The most rewarding aspect of this research is seeing just how different the two viewing patterns are for these children. The fascinating behavioral discrepancies emphasize possible differential neurological patterns and suggest many areas for intervention. The most challenging practical aspect of data collection is the calibration. Trying to get a toddler to sit still in a chair, follow directions on a screen, and let the eye tracker track their eyes is not exactly easy.



Preschool Teachers' Beliefs about Emotion - Dr. Denham's Lab

Continued from page 1.

Specifically, Liz Shewark and I are working most intensely on the qualitative aspects of this study. We have conducted focus groups with nearly 40 teachers this Winter and will be analyzing the data for indications of teacher perceptions of their roles in the socialization of emotions, strategies they use, and the impacts of their own emotional competence on child development. This foray into qualitative data collection and analysis has already broadened my horizons and has led to a plethora of additional research questions.

Assessing Classroom Quality - Dr. Curby's Lab

By Noora Hamdan

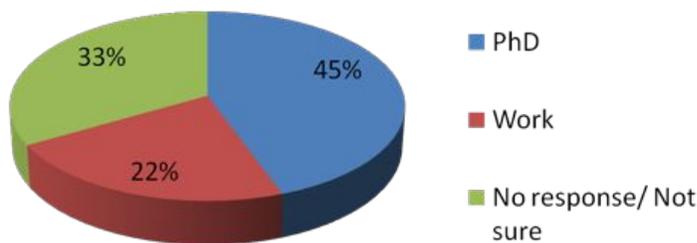
This past January, my advisor asked me if I would like to be involved in collecting data using the CLASS (Classroom Assessment Scoring System) measure to assess classroom quality. I had read about the measure quite a bit before this, and I was very excited about being trained in it, and going out into the field (classrooms) and actually observing.

I was also especially excited because the data we were to collect had the potential of having many applications for many different research projects. What I enjoyed most was actually being in a real data collection environment, where things don't always go as planned, requiring one to think quickly and be flexible.

While I enjoyed being in the field, this was also challenging. As one can imagine, the simple fact that we were collecting data in a classroom environment introduced many possibilities for unforeseen disruptions in data collection. Overall, it was exciting and enlightening to be in typical and busy classrooms, assessing their quality.

Through this experience, I gained an appreciation for measures like the CLASS, designed to yield important data in a complex environment. Using it in the field inspires one to think creatively about various means by which we might effectively measure different dimensions and levels of teacher- child interactions.

Upcoming Graduates: Descriptive Statistics



Of our upcoming MA graduates, the majority are continuing on to PhD programs, and a smaller number of students are entering the workforce while getting further certifications, such as sitting for their Board Certified Behavior Analyst (BCBA) exam.

Dissertation & Theses Announcements

April

Nicole Fettig - Children's Emotion Regulation During a Disappointment: The Moderating Roles of Emotion Reactivity and Gender

Helyn Kim - The Relations Between Motor, Social, and Cognitive Skills in Young Children with Developmental Disabilities

Liz Shewark - The Influence of Interparental Conflict on Child Willingness to Forgive

May

Alicia Borre - Long-Term Outcomes of the Early Authors Program

Andrea Burchfield - The Behavior Problems Inventory-Short Form (BPI-S): Reliability and Validity

Aaron Deutsch - Longitudinal Motivational and Self-Regulatory Predictors of Academic Retention and Graduation in First-Year College Students

Deepti Gupta - Cultural Differences in Maternal Emotion Socialization of Anxiety and Anger in Young Children

Lindsey Hutchison - Relations between executive functioning, second language fluency, and externalizing behavior problems in early childhood

Beckie LaRocque - Parent-child interaction, scaffolding, private speech, and executive performance among children with ADHD or high functioning autism

Susan VanDerhei - Non-Suicidal Self-Injurious Behavior: The Role of Shame, Guilt, Anxiety and Depression

Spring Colloquia Series is Underway!

All colloquia are located in **Engineering 1110 @ 12:00pm** unless otherwise noted.
All members of the GMU community are welcome to attend.

Wed Feb 1 Dr. Patrick McKnight, GMU

Latent Class Analysis (LCA)

DIFFERENT LOCATION - Mason Hall, Edwin Meese Room

Wed Feb 8 Brooke Herndon & Scott Zeiter, Grafton Integrated Health Network

Grafton's Psychiatric Residential Treatment Centers for Adolescents: Overview and Opportunities

**Wed Feb 15 Dr. Rena Subotnik, Director, Center for Psychology in Schools and Education,
American Psychological Association**

Association Work for Psychologists: APA's Center for Psychology in Schools and Education

Wed Feb 22 Dr. Johannes Rojahn, GMU

Behavior Problems and Precursors of Psychiatric Disorders in Infant and Toddlers with Autism Spectrum Disorder

Wed Feb 29 Dr. Martha Ann Bell, Department of Psychology, Virginia Tech

Cognitive Control of Negative Affect during Infancy

Wed March 7 Amy Shillady, National Association for the Education of Young Children

GMU alum turned NAEYC editor: Making the successful transition from practica to employment

Wed March 21 Dr. Mittie Quinn, Counseling and School Psychology, GMU

Applying Developmental Psychology to Private Practice

Wed March 28 Dr. Nikki Forry, Child Trends

Subsidized Care Arrangements and Pre-Kindergarten: An Examination of Combined Arrangements and Children's Readiness for School upon Kindergarten Entry

Wed April 4 Dr. Carole Brown, Department of Education, Catholic University of America

The development of a new early intervention screening assessment, Baby Rubrics TM

Wed April 11 Dr. Adam Winsler, GMU

Early school transitions and trajectories for low-income Dual Language Learners (DLLs) in Miami: Immigration, retention, childcare, social skills, and English proficiency

Wed April 18 Dr. James Howard, Department of Psychology Catholic University of America

Aging Brain, Aging Mind: Implications for Learning

Wed April 25 Dr. Mary Ann McCabe, Department of Psychology, GMU

Children's Mental Health: Bridging the Gap Between Research, Practice and Policy

Wed May 2 Dr. Colleen Vesely, College of Education and Human Development, GMU

Immigrant Families' Experiences with Early Childhood Care and Education

First Year's First Reactions

"I found my first semester of graduate school to be extremely successful overall. I came in excited, yet, a bit uneasy, as I did not know what to expect, in terms of what the graduate courses, and general academic atmosphere would be like. After completing my first semester, I can now say, that, while there were moments of stress (mostly because of the novel nature of being in a graduate program), I have already learned so much. I have gained a clearer understanding of where my research interests lie. I have formed great relationships with our supportive faculty and fellow students. Most importantly, I have become more excited to continue my education and cannot imagine doing anything else, anywhere else.

That aspect of graduate school which I am most satisfied with is the lab setting I am in. Coming into graduate school, I knew that my advisor would be supportive and approachable. However, I was unsure about more advanced students in the lab. I can honestly say that I have learned as much from them as I have in my classes and from my advisor. They are very supportive and helpful, in every sense; from answering my silly questions, to offering more in depth guidance and advice."

"I have met a lot of people who are enthusiastic about developmental psychology. All of our interests may not be the same, but they are all about the same goal: furthering the science. It is nice to be in an environment where people care about school and understand what they need to do to earn this degree. Working in the lab with Dr. Denham this year has been very exciting as she is starting on the ground floor of her new grant. I was able to see all the components that go into starting a project, and although it is a lot of work, it is really neat to come together as a team and contribute our parts."

"The first semester was great. I loved my lifespan development class, loved statistics with Patrick McKnight, and appreciated seminar. The professors make the transition to graduate school easier and are available as resources. The other students in my lab have been helpful and also make great resources."

"I feel very happy to have the opportunity to study in the ADP program. The classes, peers, and environment are all very good. I participated in some programs in my advisor's lab in the semester of Fall 2011 and I earned a lot. I'm planning to attend the Eastern Psychological Association (EPA) conference next month. I have not submitted any manuscripts so far. I worked on a research project in an elementary school investigating how patterning improves children's academic performance."

"Working in the undergrad advising office has been a great opportunity to encourage undergraduate students to become involved in research and to apply to graduate schools. It's nice to have advice to give after having already gone through the process, and I'm looking forward to being able to help next year's class of first years."



Conference Reminder: SRCD

Society for Research in Child Development Biennial Meeting
April 18-20, 2013 Seattle, Washington
Application Deadline: Thursday, September 20, 2012, 11:59 PM EDT

“The [SRCD] hosts a biennial meeting in the spring of odd numbered years with attendance in excess of 5,000. These internationally attended meetings include individual research reports, symposia, invited lectures, and discussion sessions, among other timely and historical programs.”

This is one of the biggest conferences in our ADP field, and GMU typically has great attendance! So mark your calendars and finish that research!

For more information, visit www.srkd.org.



Travel Funding

If you plan on applying for financial support for conference travel, you have 2 options:

- 1) The **Graduate Student Travel Fund**: You may apply for one conference per fiscal year. *Before you travel* you must submit all application forms and instructions that can be found on the GSTF website (<http://www2.gmu.edu/org/gstf/pdfs/application.pdf>). Be sure to **MAKE COPIES** of everything you submit.
- 2) The **ADPSG Travel Fund**: The student group has a limited amount of funds with which to assist students. In order to qualify for these funds, you must notify the ADPSG Treasurer (Grace Howarth; ghowarth@masonlive.gmu.edu) of your intention to travel to any conference for the academic year in the FALL semester. Grace will send out a reminder email and deadline date in Fall 2012.

Additional information regarding travel funding is available at the ADPSG website (<http://www.gmu.edu/org/adpsg/travel.html>)

Student Productivity: Publications



- Bailey, C. S., Denham, S., & Curby, T. W. (under review). Questioning as a component of scaffolding in predicting emotion knowledge in preschoolers. *Early Child Development and Care*.
- Carlson, A. G., Winsler, A., & Curby, T. W. (in review). Early fine motor skills predict third grade achievement among low-income, ethnically diverse children. *Developmental Psychology*.
- Denham, S. A., Bassett, H. H., & Zinsser, K. (in press). Early childhood teachers as socializers of young children's emotional competence. *Early Childhood Education Journal*. doi: 10.1007/s10643-012-0504-2
- Denham, S., & Zinsser, K. (under review). Promoting social and emotional learning in early childhood. In T. Gullotta & M. Bloom (Eds.), *Encyclopedia of Primary Prevention and Health Promotion* (2nd ed). Kluwer Academic/Plenum Publishers, New York, NY. Manuscript submitted for editorial review.
- Howarth, G. Z., Guyer, A. E., & Pérez-Edgar, K. (in revision). Young children's affective responses to evaluative feedback from peers: A computer-based task sensitive to variation in temperamental shyness and sex. *Social Development*.
- Hutchison, L., Winsler, A., & Feder, M. (in review). Parenting stress, parenting style, and child executive functioning among children with ADHD, and high functioning autism. *Journal of Family Psychology*.
- Kim, Y.K., Hutchison, L.A., & Winsler, A. (in review). Bilingual education in the United States: An historical overview and examination of two-way immersion. *Bilingual Research Journal*.
- Kim, Y. K., Richard, E., & Winsler, A. (in review). Socio-emotional skills, behavior problems, and L1 competence predict the acquisition of English for English language learners in poverty. *Developmental Psychology*.
- Loyola, A-C., De Feyter, J.J., & Winsler, A. (in review). Maternal age and the school readiness of low-income Latino children. *American Journal of Orthopsychiatry*.
- Medeiros, K., Kozlowski, A. M., Beighley, J. S., Rojahn, J., & Matson, J. L. (in press). The effects of developmental quotient and diagnostic criteria on challenging behaviors in toddlers with developmental disabilities. *Research in Developmental Disabilities*. doi: 10.1016/j.ridd.2012.02.005
- Medeiros, K., Rojahn, J., Moore, L., & van Ingen, D. (under review) Functional properties of challenging behaviors depending on level of intellectual disability. *American Journal on Intellectual and Developmental Disabilities*.
- Morrissey, T., Hutchison, L., & Winsler, A. (in review). Family poverty, school attendance, and academic achievement in early elementary school. *Developmental Psychology*.
- Winsler, A., Hutchison, L., De Feyter, J.J., Manfra, L., Bleiker, C., Hartman, S., & Levitt, J. (in press). Child, family, and childcare predictors of delayed school entry and kindergarten retention among linguistically- and ethnically-diverse children. *Developmental Psychology*.
- Winsler, A., Burchinal, M., Tien, H., Peisner-Feinberg, E., Espinosa, L., Castro, D., LaForett, D., Kim, Y.K., & De Feyter, J. (in review). Early developmental skills of diverse dual language learners: The roles of home language use, cultural heritage, maternal immigration, and sociodemographics in the ECLS-B. *Early Childhood Research Quarterly*.
- Zinsser, K., Bailey, C. S., Curby, T. W., Denham, S., Bassett, H., & Morris, C. (under review). Exploring the predictable classroom: Preschool teacher stress, emotional supportiveness, and student's social emotional behavior in private and Head Start classrooms. *NHSA Dialog*.



**March 1-4
Pittsburgh, PA**

Craig Bailey
Abby Carlson
Naomi Watanabe
Chen Qui



March 8-10 Vancouver, BC Aaron Deutsch



10th Annual Mid-Year Research
Conference on Religion & Spirituality

**March 30-31
Columbia, MD**

Liz Shewark

Gatlinburg Conference

On Research and Theory in Intellectual and Developmental Disabilities

March 7-9 Annapolis, MD

Liz Berke, Kristen Medeiros

**March 22-24
New Orleans, LA**

Naomi Watanabe



**Society for Research
in Human Development
18th Biennial Conference**



May 29 - June 1 Washington, DC
Liz Shewark, Kate Zinsser



**June 7-9
Minneapolis, MN**

Grace Howarth
Nicole Fettig

**June 18-20
Washington, DC**

Craig Bailey, Kristi Herndon, Helyn
Kim, Liz Shewark, Kate Zinsser



**Head Start's 11th National Research Conference
Research on Young Children and Families:
Effective Practices in an
Age of Diversity and Change**



International Society for the Study of Behavioral Development
Naomi Watanabe, Nicole Fettig

August 2-5 Orlando, FL

Andrea Burchfield
Shannon Scurlock
Susan VanDerhei



**AMERICAN
PSYCHOLOGICAL
ASSOCIATION**

Social Hour with ADP

Wednesday, February 29th

Join us at Auld Shebeen

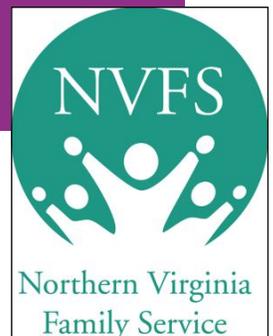
At 5:00pm

3971 Chain Bridge Road Fairfax, VA 22030
(703) 293-9600



Volunteer with ADPSG!

Northern Virginia Family Services



Volunteer: Early Childhood Development

Wish List: diapers (all sizes), wipes, baby formula, baby blankets, onesies, baby food.

Self-Care Packages for Moms: prepare a small collection of lotions, soaps, perfume and any other self-care items you can think of and package them in a bag, box or basket for a new mother.

ADPSG

Donate a few hours of your Saturday in late March or April.

Contact: Nicole Fettig
(nfettig)

Be on the lookout for an email update!