

George Mason University

Department of Psychology

Applied Developmental Psychology Student Group

Society for Research in Child Development

**April 18 - 20, 2013
Seattle, Washington**

By Noora Hamdan

The Society for Research in Child Development (SRCD) is a professional society for the field of developmental psychology. It focuses on child development and is a multi-disciplinary, non-profit professional association with a membership of researchers, practitioners and human development professionals from all over the world. The goals of the Society are to promote multidisciplinary research in the area of human development and to encourage the exchange of information among scientists and professionals and to most importantly, promote application of its research findings.



Child Development as a field gained official recognition sometime between 1922 and 1923 through the appointment of a subcommittee on Child Development of the National Research Council. An experimental psychologist, Robert S. Woodworth, directed the group which came to be officially known as The Committee on Child Development. In 1927, 425 scientists were mentioned in the Directory of Research in Child Development. That same year, the first volume of Child Development Abstracts and Bibliography was published. The Society for Research in Child Development (SRCD) was founded in 1933, effectively taking the place of the Committee on Child Development.

Almost 20% of the members of SRCD are from nations outside of the United States, representing more than 50% of countries all over the world. The Society makes great effort to increase the communication between researchers and practitioners in human development all throughout the world.



Continued on Page 3.

ADPSG

Inside this issue:

SRCD Announcement	1, 3
Meet ADPSG	2
Travel Funding	2
Student Voices	3
Upcoming Graduates	3
Future Career Quiz	4
Spring Colloquia	5
Student Productivity	6-7
Volunteer with ADPSG	8

GMU student emails:
@masonlive.gmu.edu

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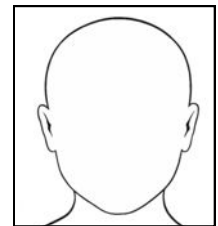
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dsebill



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Social Secretary
nfettig



Adam Winsler
Faculty Advisor
awinsler@gmu.edu



This could be you!

Get involved with
ADPSG!
Contact Danielle

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!

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://gstf.gmu.edu/procedures/>). 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 (Noora Hamdan; nhamdan@masonlive.gmu.edu) of your intention to travel to any conference for the academic year in the FALL semester. Noora 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>)

Society for Research in Child Development Conference

Continued from Page 1.

The Society helps to bring the results of research to bear on the making of policy which affects children and families, through the Policy and Communications Committee. One way the Society accomplishes this is through the Policy Fellowship Program in Child Development, which was started in 1978 and is part of the greater American Association for the Advancement of Science. The program seeks to contribute to the effective use of scientific knowledge in order to educate the scientific community in regards to the progression of public policy and to establish more effective communication between scientists and practitioners.

In the spring of odd numbered years, the Society sponsors the biennial SRCD Conference where members are able to present individual symposia, research reports, and lectures and discussions. Those who attend include faculty, students, and other individuals who carry out research on child development. This spring's conference will attract 6,500 national and international leading child development professionals, practitioners, and researchers representing all areas related to child development over three days.



Student Voices: Did you know?

- There is a small pool of money available to help support dissertation research!
- Collaboration is important and can/should begin early! Success on the job market depends largely on who you know, so your advisor's rolodex and conference attendance is crucial. The skills learned from your graduate classes are directly related to the skills you take with you. Identifying the skills you want and need early and finding and using them is imperative to later success.
- It is awesome to be a professional student!
- Comprehensive exams and the dissertation process can be confusing and seemingly tedious at times. Know that there are few formal structures in place to chaperone students once they are finished with coursework, so it is up to you to make it happen!
- Be open to all of the social events held by the program for a chance to get to know people outside of class/lab and who are in different years within the program!
- This spring, all of the graduate programs within the psychology department will be participating in the first inter-departmental field day (details to come!).

Upcoming Doctoral Graduates: Future Plans

Abby Carlson (Curby)

Dissertation: Kindergarten Fine Motor Skills and Executive Function: Two Non-Academic Predictors of Academic Achievement
 Future: Accepted a position as the Assessment and Evaluation Manager at AppleTree Early Learning Public Charter Schools

Kristen Medeiros (Rojahn)

Dissertation: The Progression of Challenging Behavior in Intellectual and Developmental Disabilities: Frequency and Severity of Self-Injury, Stereotypy, and Aggression (Early April)

Future: Academic position

Beth Warsof (Rojahn)

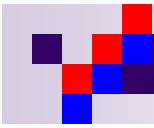
Dissertation: A Longitudinal Analysis of Symptoms of High-Functioning Autism Spectrum Disorder (Summer)

Future: Non-academic position

Kate Zinsser (Denham)

Dissertation: Early Childhood Directors' Impact on Social Emotional Teaching and Learning (Early April)

Future: Accepted a Tenure-track position in the Psychology Department at the University of Illinois at Chicago



Future Career Quiz

If the following statements are true, mark the color. Count your colors and discover the career that best fits you!

- I enjoy explaining things to others.
- I listen really well and interrupt only to ask questions.
- I have an aptitude for equations and studying.
- I'm good at controlling my emotions.
- I like to work things through, rather than take shortcuts.
- I love public speaking.
- When my hypothesis is incorrect, I...
 - a) Form another one, and get back to work.
 - b) Reformulate before starting in-depth research.
- I convey information verbally.
- I have a passion to discover the way things really work.
- I am easily able to recognize when there is a problem.
- How do you feel about regularly having face-to-face discussions with individuals or teams?
 - I like discussing things with other people.
 - I don't really like talking to other people.
- When others speak, I pay complete attention and listen well.
- How do you feel about regularly having contact with others?
 - I like working closely with people.
 - I like people, but sometimes need to be alone.
- I have a passion to help people.
- I'm good at picking up on social cues and I'm usually very aware of peoples reactions and feelings.
- I understand what others tell me...
 - a) very well
 - b) most of the time.
- I am very detail oriented.

Researcher



Psychologist



Professor



Spring Colloquia Series is Underway!

All colloquia are located in West 1008 122 @ 12:00pm unless otherwise noted.
All members of the GMU community are welcome to attend.

Date	Presenter	Source	Title
30-Jan	Dr. Lydia Carlis	Appletree Enterprise	Research to Practice: Implementing & Innovating Preschool Research to Close the Academic and Social Emotional Achievement Gaps before Kindergarten
6-Feb	Dr. Robert Pasnak	GMU	Enhancing Cognitive Development and Academic Achievement for 6-yr-olds
13-Feb	Namoi Watanbe	GMU graduate student	Preschoolers emotional development in relation to parent-child interactions in Japan
20-Feb	Dr. Christine Schull	NOVA Community College	Community College Teaching as a Career Path
27-Feb	Dr. Kyle Snow	NAEYC	Confronting Challenges in Applying Research to Practice in Early Childhood
6-Mar	Dr. Penny Glass	Children's National Hospital	Impact on the Parent of a Young Child with Special Needs
20-Mar	Dr. Rachel Cohen	GMU	The critical years: Effective interventions for children and families in poverty
27-Mar	Kate Zinsser	GMU graduate student	Emotional climates in early childhood education programs: Implications for employee well-being and child social emotional learning
3-Apr	Dr. Meredith Rowe	UMD	Socioeconomic status, caregiver input, and children's language development
10-Apr	Dr. Brenda Jones Harden	University of Maryland (College Park)	Promoting the development of children at environmental risk: The role of quality caregiving.
24-Apr	Dr. Jennifer Locasale-Crouch	University of Virginia	Children's Transition to Kindergarten: Unpacking their Experience and the Association with School Readiness
1-May	Dr. Rebecca Ryan	Georgetown	Family Structure Instability and Children's Behavioral Problems

Student Productivity

- Bailey, C.S., Carlson, A.G., Brock, L.B., Curby, T.W., & Locasale-Crouch, J. (2012, March). Predictors of teacher consistency in emotional support differ based on years of experience. Poster presented at the Eastern Psychological Association meeting, Pittsburg, PA.
- Bailey, C.S., Carlson, A.G., Brock, L.L., Curby, T.W., & LoCasale-Crouch, J. (2013, April). Teacher beliefs and consistency in emotional support: Differences among novice, middle-career, and late-career teachers. In B.K. Hamre (Chair), Understanding teacher characteristics associated with effective teacher-child interactions. Student poster symposium for presentation at Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Bailey, C.S., Denham, S.A., & Curby, T.W. (2013). Questioning as a component of scaffolding in predicting emotion knowledge in preschoolers. *Early Child Development and Care*, 183, 265-279. doi: 10.1080/03004430.2012.671815
- Bailey, C.S., Denham, S.A., & Curby, T.W. (2013, April). Going beyond global ratings of Emotional Support: Identifying teachers' emotion socialization practices and children's positive emotions. Poster for presentation at Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Bailey, C.S., Zinsler, K.M., Curby, T.W., Denham, S., Bassett, H., & Morris, C. (in press). Becoming a Consistently Emotionally Supportive and Emotionally Competent Preschool Teacher by Managing Stress: A Daunting Feat that Pays Off in the Classroom. *NHSA Dialog*.
- Denham, S.A., Bassett, H.H., Bailey, C.S., Zinsler, K., Wantanabe, N., & Fettig, N.B. (2013, April). Teacher Socialization of Emotions the Preschool Classroom. Poster for presentation at Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Denham, S.A., Bassett, H.H., Way, E., Kalb, S.C., Warren-Khot, H.K., & Zinsler, K. (in press). "How would you feel? What would you do?" Development and underpinnings of preschooler's social information processing. *Journal of Childhood Education*.
- Denham, S.A., Bassett, H.H., Siorkin, Y., & Zinsler, K. (2013). Head Start preschoolers' emotional positivity and emotion regulation predict their social-emotion behavior, classroom adjustment, and early school success. *National Head Start Association Dialog*, 16 (2).
- Denham, S.A., Bassett, H.H., Zinsler, K., Wyatt, T. (2013, April). How Preschoolers' Social-Emotional Learning Predicts Their School Readiness: Development of Competency-Based Assessments. Invited poster symposium at the Society for Research on Child Development Biennial Meeting, Seattle, WA.
- Denham, S.A., & Zinsler, K. (in press). 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 Publisher, New York, NY.
- Denham, S.A., Zinsler, K.M., Bassett, H.H., Bailey, C.S., & Curby, T.W. (2012). Teachers as important contributors to SEL. *Advances in SEL Research Newsletter*, 6(2), 6-7.
- Fettig, N.B., Howarth, G.Z., Chazan-Cohen, R., & Denham, S.A. (2013, April). The importance of early childhood parenting: A bidirectional model of early parental hostility and later externalizing problems. Society for Research in Child Development Biennial Meeting, Seattle.
- Fettig, N.B., Howarth, G.Z., Curby, T.W., & Bell, M.A. (2013, April). Infant EEG asymmetry predicts soothability in toddlerhood. Society for Research in Child Development Biennial Meeting, Seattle.
- Herndon, K., Bailey, C.S., Shewark, E., Bassett, H., Denham, S. (2012, June). Does a child's emotion expression and emotion regulation impact school adjustment? Poster presented to the National Head Start Research Conference, Washington, DC.
- Herndon, K., Bailey, C.S., Shewark, E., Bassett, H., Denham, S. (in press). Preschoolers' emotion expression and regulation: Relations with school adjustment. *Journal of Genetic Psychology*.
- Howarth, G.Z., Fettig, N.B., Curby, T.W., & Bell, M.A. (2013, April). EEG asymmetry and surgency across infancy and early childhood. Society for Research in Child Development Biennial Meeting, Seattle.
- Mead, D., LaRocque, R., Lindgren, E., & Winsler, A. (2013, April). Change over time in the type and functions of crib speech around the fourth birthday. Poster presented at the Society for Research in Child Development biennial meeting. Seattle, WA.
- Medeiros, K. (under review). Behavioral interventions for individuals with intellectual disabilities exhibiting automatically-reinforced challenging behavior: Stereotypy and self-injury. *Journal of Positive Behavior Interventions*.
- Medeiros, K., & Winsler, A. (in progress). Gesture and parent-child communication in Autism Spectrum Disorder. *Research in Autism Spectrum Disorders*.
- Medeiros, K., Kozlowski, A.M., Beighley, J.S., Rojahn, J., & Matson, J.L. (2012). The effects of developmental quotient and diagnostic criteria on challenging behaviors in toddlers with developmental disabilities. *Research in Developmental Disabilities*, 33(4), 1110-1116. doi: 10.1016/j.ridd.2012.02.005
- Medeiros, K., Kozlowski, A.M., Beighley, J.S., Rojahn, J., & Matson, J.L. (2012, March). The effects of developmental quotient and diagnostic criteria on challenging behaviors in toddlers with developmental disabilities. Symposium presented at the 46th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD.
- Medeiros, K., Rojahn, J., Moore, L., & van Ingen, D. (2013). Functional properties of challenging behaviors depending on level of intellectual disability. *Journal of Intellectual Disability Research*. doi: 10.1111/jir.12025
- Rojahn, J., Barnard-Brak, L., Richman, D., Dotson, W., Medeiros, K., Wei, T., & Abby, L. (2013). Behavior problems in individuals with Cornelia de Lange Syndrome: Population-specific validation of the Behavior Problem Inventory-01. *Journal of Developmental and Physical Disabilities*. doi: 10.1007/s10882-012-9329-6

Sullivan, K., de Silva, A., Plourde, S.N., Denham, S.A., & Curby, T. (April 2013). The Influence of Child Age on Early Childhood Teachers' Modeling of Emotions. Poster submitted for presentation at the Society for Research in Childhood Development Biennial Meeting. April, 2013. Seattle, W.A.

Zinsser, K., Bailey, C., Curby, T.W., Denham, S.A., Bassett, H.H., & Morris, C. (2013). Exploring the predictable classroom: Preschool teacher stress, emotional supportiveness, and students' social-emotional behavior in private and Head Start classrooms. *National Head Start Association Dialog*, 16(2).

Zinsser, K., Denham, S.A., Curby, T. (2013, May). Connecting Teachers' Effective Emotional Classroom Practices to their Beliefs about Emotions. National Head Start Research Symposium, Washington D.C.

Zinsser, K., Curby, T.W., & Denham, S.A. (in revision). Expression as prevention: Linking family emotional expressiveness, temperament, and adolescent substance use. Manuscript in revision at the *Journal of Genetic Psychology*.

Zinsser, K., Curby, T.W., & Winsler, A. (in revision). Variability in center-based child care quality and maternal sensitivity: Links with academic and behavior outcomes at 54 months. Manuscript in revision at *Early Childhood Development & Care*.

Zinsser, K., Shewark, E., Denham, S.A., & Curby, T.W. (under review). A mixed-method examination of preschool teacher beliefs about emotion socialization and relations observed emotional support. Manuscript submitted for publication to the *Journal of Early Childhood Research*.

Zinsser, K., Shewark, E., Denham, S.A., Curby, T. (2013, April). A mixed-method examination of preschool teacher beliefs about emotion socialization and relations to indicators of classroom quality. Poster presented at the Society for Research on Child Development Biennial Meeting, Seattle, W.A.

Zinsser, K.M., Bailey, C.S., Curby, T.W., Denham, S., Bassett, H., & Morris, C. (in press). Exploring the predictable classroom: Preschool teacher stress, emotional supportiveness, and student's social-emotional behavior in private and Head Start classrooms. *NHSA Dialog*.

Zinsser, K.M., Bailey, C.S., Curby, T.W., Denham, S., Bassett, H., & Morse, C. (2012, June). Differences between head start and private preschool in teacher job demands, emotional support, and child behavior. Poster presented to the National Head Start Research Conference, Washington, DC.

March 6-8, 2013
San Antonio, Texas
Liz Berke

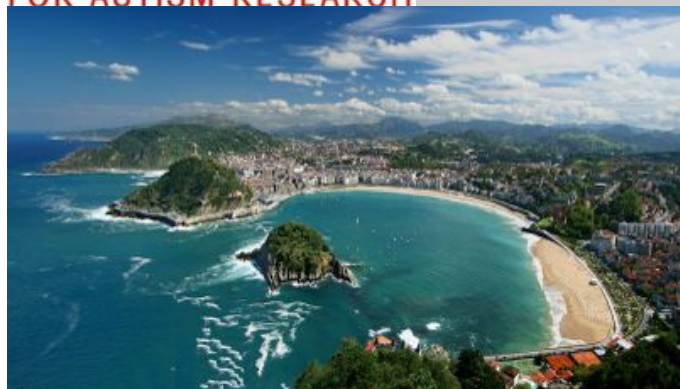
Gatlinburg Conference

On Research and Theory in Intellectual and Developmental Disabilities



May 2-4, 2013
Sebastian, Spain
Beth Warsof (poster)

Craig Bailey (2 posters); Jameela Conway-Turner (poster); Emily Doll (poster); Nicole Fettig (2 posters); Grace Howarth (2 posters); Beth Warsof; Kate Zinsser (Paper; 2 posters)



SRCD April 18-20 Seattle, Washington



25TH ANNUAL CONVENTION
WASHINGTON, DC, USA | MAY 23-26, 2013

Register Now and Save **EARLY BIRD REGISTRATION** through March 29, 2013



Emily Doll (poster)
Jameela Conway-Turner (poster)

Volunteer with ADPSG!



Donate a few hours of your Saturday in DC in early May!

Interested? Great!
Contact: Nicole Fettig
(nfettig@masonlive.gmu.edu)

Be on the lookout for an email update!

March for Babies - Washington, D.C. 2013

Date: Saturday, May 04, 2013

Time: 9:00AM

Registration Time: 8:00AM

Where: Nationals Park
1500 South Capitol Street SE
Washington, DC 20003

ADPSG meeting place to be determined!

"It's America's favorite walking event! When you walk, you give hope to the babies born too soon or sick. The money you raise supports programs in your community that help moms have healthy, full-term pregnancies, and it funds research to find answers to the serious problems that threaten our babies. We've been walking since 1970 and have raised an incredible \$2.6 billion! Join the more than 7 million people who participate, donate and/or sponsor. There are plenty of opportunities for day-of-event exposure, activation and education - not to mention opportunities to meet hundreds of others who are just like you!"