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"A developmental perspective takes into account the belief that each choice you make opens up new possibilities."

- Dr. Lehman

A Career in Retrospect

After over 30 years of distinguished service, Dr. Elyse Lehman is retiring from the GMU Psychology department.

Dr. Lehman has been a valuable part of the Psychology department at George Mason University for many years. She is a Professor in the Applied Developmental Psychology program, as well as the Director of the Developmental, Biopsychology, and School Psychology Program.

She received her Ph.D. from George Washington University in Developmental Psychology, and has held prior research and consulting positions with George

Washington University and the National Institute of Neurological Diseases and Stroke (NIH, Bethesda, MD). She has also been a Visiting Scholar at the University of North Carolina at Chapel Hill.

Her teaching and research interests include children's cognitive development, especially the development of memory and attention in elementary school age children, and applications to special populations such as intellectually gifted children and children with disorders of attention.



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Meet the ADP Faculty

Dr. Robert Pasnak
rpsnak@gmu.edu

Dr. Pasnak joined the faculty at GMU in 1972. As a professor in the Applied Developmental Psychology program, he is actively involved in mentorship, teaching and research in the areas of cognition and child development.

Dr. Pasnak's research interests are perceptual learning and cognitive development in children. Specifically, he uses developmental theory to find age appropriate cognitive constructs to best facilitate learning in school-aged children. The theories of developmentalists such as Piaget and Harlow are among the models he uses to explore

the ways children learn and think. A considerable amount of his focus in this area is paid to the role of learning in populations at-risk for cognitive delay. This includes children with special learning needs, developmental delay, and intellectual disability. He is currently examining which cognitive abilities are crucial for older and/or younger children, and trying to get a better understanding of the socio-emotional concomitants of increased cognitive competence.

He is currently collecting socio-emotional data, in collaboration with Dr. Denham, from Head Start

children in Alexandria. He has also co-edited *Emerging Themes in Cognitive Development*, and has published research articles in journals such as, *Applied Developmental Psychology*, *Developmental Psychology*, *Education and Training in Mental Retardation and Developmental Disabilities*, *Infant Behavior and Development*, *Journal of Experimental Child Psychology*, *Journal of Experimental Psychology*, and *Psychology in the Schools*.
<http://mason.gmu.edu/~rpasnak/index.htm>

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Welcome from the ADPSG President

I am pleased to welcome you to George Mason University and to the Applied Developmental Psychology program. Over the past year or so, the Applied Developmental Psychology Student Group (ADPSG) has been working hard to bring the students of the ADP program information and tools that are beneficial to their success, and I believe that this year will be no different. This edition of the newsletter is aimed at providing students with the latest features of the ongoing research in our program, bringing the student body together at social events and service projects, as well as awarding the students travel scholarships to attend conferences and meetings. Overall, ADPSG's mission is to act as the voice of the ADP graduate students. We hope you enjoy reading this latest edition of the newsletter as much as we enjoyed making it. One final note, you may have noticed that there have been some recent changes to the face of ADPSG with my acceptance of the office of president and I will strive to bring as much creativity and progressive thought as Dhvani Patel, our previous president.

Todd Wyatt
ADPSG President

ADPSG Executive Council



Todd Wyatt
President



Elif Bor
Secretary



Lindsey Hutchison
Social Coordinator



Charlotte Anderson
Vice President



Erin Richard
Treasurer



Dr. Adam Winsler
Faculty Advisor

Newsletter Staff



Dhvani Patel
Newsletter Editor



Rebecca Hartman
Newsletter Associate



Yana Segal
Newsletter Associate

A Career in Retrospect... An Interview with Dr. Elyse Lehman

DP: What is your background... how did you get interested in Psychology? ... and then Developmental Psychology?

EL: I started college at the age of 16 as a chemistry major. By the end of freshman year, however, it was clear that chemistry was no longer of interest to me. When I took my first psychology course sophomore year I knew I had found my major field. English, especially 20th century literature, became my minor.

After graduating from Douglass College I married Don Lehman. Because he had just been commissioned 2nd. Lieutenant in the United States Air Force, we moved to Wright Paterson Air Force Base in Ohio, and I taught 2nd grade for two years in Kettering, Ohio. When we were transferred to Washington, DC, I became a student in the MA Clinical Program at The George Washington University. I completed that program, which provided valuable experience in the assessment of children. However, at the same time I began to realize that my real interest was in understanding development in typically developing children. It was when I heard Jacqueline Goodnow give a colloquium about her cross-cultural Piagetian work that I understood the need for training in Developmental Psychology. Fortunately, The George Washington University was just beginning a doctoral program in Cognitive and Perceptual Development, with the faculty consisting of Dick Walk, Jackie Goodnow, Lila Braine, and Gene Abravanel. How fortunate I was to be one of four students accepted into this program. It was here that lifelong mentorships and friendships developed.

DP: What brought you to GMU?

EL: After Don resigned his commission and completed his Ph.D. and post-doc, he accepted a position as an Assistant Professor at The George Washington University. For several years, I had two half-time positions. One was a Research Associate at GWU with Dick Walk. The other was a Consultant at the National Institute of Neurological Diseases and Stroke. At NINDS I worked with Anatole Dekaban on a study of drug effects in children and adults with seizure disorders. Although I enjoyed this work very much, it became clear that it was time to look for a "real job". Again, fate intervened when Jeanne Mellinger, the Chair of GMU's Psychology Department, invited me to apply for an Assistant Professor's position. The position required teaching two 3-credit courses and one 4-credit course each semester. There were no start-up costs and, with no doctoral program, no available GRAs. Still, I couldn't have been happier.

DP: What types of research foci have you had while here at GMU?

EL: I am a cognitive developmentalist with major interests in the development of memory and attention and in educational applications of developmental research, especially to academic achievement. Although I have done life-span research, with participants ranging from 15 months to 85 years, my favorite age group is 5- to 7-year olds. All developmental theories describe major changes taking place at this time. Children in this age group are also so much fun to work with because they are very confident, although often unrealistically so, about their abilities. I have also taken side trips to study the development of children's art and children's attachments to soft objects; blankets and stuffed toys.



DP: What do feel is your greatest contribution to the field of developmental psychology?

EL: Although I am proud of all of my work, I think that my greatest contribution to our understanding of children has been my side research on children's attachments to soft objects. This is the work that has produced the most direct benefits to children and families. Besides the publications in clinical and developmental journals that I've contributed with my students on this topic, the work has led to interviews on National Public Radio and for magazines such as Parenting and Parents Magazine.

DP: Any regrets? Anything you didn't get a chance to do that you wish you had?

EL: I don't do regrets. My philosophy is that it is counterproductive both to ruminate about things over which you have no control and to second guess decisions that you've already made. Ideally you make decisions based on your priorities and the information you have available at the time. Then you move on. A developmental perspective takes into account the belief that each choice you make opens up new possibilities.

A Career in Retrospect (cont.)

DP: What were your favorite memories at GMU/the ADP program?

EL: Favorite memories certainly include my lab group meetings with the opportunities they presented for developing mentoring relationships with students. How lovely it is to receive Christmas cards from former students, including pictures of growing families and information about growing careers. Also never to be forgotten is the support I received from faculty and students during my cancer treatments 13 years ago. I also have very fond memories of working to develop our graduate programs with talented and committed faculty members, many of whom have already retired. Last, but not least, are the 5 hour lunches with Carol Erdwins and Friday afternoon teas at the Ritz Carlton with Jane Flinn and Carol Erdwins.

DP: What will you miss the most?

EL: I don't plan to miss anything because I expect to remain involved professionally, both at GMU and in the community. I will continue working with my two remaining doctoral students until they complete their dissertations, and I anticipate having more time to write articles based on the attention projects that I've been working on for several years. I also plan to continue participating in the training of CASA Fairfax (Court Appointed Special Advocates for Children) volunteers.



DP: What would you like to be remembered for?

EL: Certainly I would like to be remembered for the role I played in initiating and developing our Applied Developmental Psychology graduate program. However, my work with students and with faculty has also been very important to me, so I hope that students think of me as a caring mentor who expected the very best and that the faculty remember me as a colleague who put the department first and valued fair play in all interactions.

DP: What thoughts are running through your mind as retirement approaches?

EL: At this point in the semester I don't have much time to think about retirement. My thoughts are all about how I'm going to finish everything that needs to be done this semester. However, because my retirement has been planned for three years now, I've had plenty of time to think about it. You're always told that it's important to retire to something, not from something. Because I have so many interests that I want to pursue, I must admit that I am really looking forward to having the time to try some new activities, especially when the schedule is under my control.

DP: How will you be spending your time post-retirement? I know that have have mentioned an interest in horticulture.

EL: I still plan to be active professionally. I will also have more time to attend fund-raising and other events with Don at G.W. For the first six months, however, I do not plan to become involved in anything new. My time will be spent decompressing, i.e. getting myself and, quite literally, my house in order. That will also give me time to decide what I can realistically accomplish. My list for the short term includes joining the local orchid society (I currently grow over 100 orchid plants in my home), finding another aerobics class to attend, rereading classic literature that I haven't had the time to read since college, learning to speak French, studying piano again (I haven't done so since high school), taking courses of interest to me (e.g., Art History), volunteering at a local animal shelter, and attending Smithsonian activities. When Don retires our plans include living in Williamsburg for eight months of the year and Maine for four months of the year. You can guess which months we'll be in Maine.....the best months for sailing, of course.

DP: Thank you very much your time. On behalf of all of us I wish you all the best in your future endeavors!

<http://adp.gmu.edu/research/lehman/>

Meet the ADP Faculty (cont.)

Dr. Koraly Pérez-Edgar kperezed@gmu.edu

Dr. Pérez-Edgar joined the ADP faculty in 2006. She obtained her doctoral degree in psychology from Harvard University. She is actively involved in both research and instruction, and is head of the Cognition, Affect and Temperament lab. Dr. Pérez-Edgar is interested in the impact of emotion and attention on the way individuals interact with the social world. This includes the interaction of temperament and early appearing biases in both emotion and attention in children and adults. She studies these constructs via a multi-method approach that incorporates direct observation of behavior, cognitive functioning, psychophysiology, and neuroimaging. Some of her current research projects include studies on "Temperament and Social Behavior in Adolescence," "Neural Substrates of Behavioral Inhibition in Adolescence," and "The Link between Attention and Individual Differences in the Social Response to Stressors."

She is the recipient of numerous awards including, an NIMH K01 Career Development Award, a NARSAD Young Investigator Award, a Ford Foundation Dissertation Fellowship, and a National Science Foundation Graduate Fellowship. <http://mason.gmu.edu/~kperezed/>

Dr. Susanne Denham sdenham@gmu.edu

Before to coming to GMU, Dr. Denham served as a Guest Scientist at the National Institute of Mental Health Developmental Psychology Laboratory, as well as an instructor at the University of Maryland, College Park. Dr. Denham's teaching and research interests focus on social and emotional development, social processes in children, developmental psychopathology, and ethnographic and observational research methods.

Currently, her lab is conducting research funded by NICHD (National Institute of Child Health and Human Development), ACF (Administration for Children and Families), and Head Start, investigating aspects of social and emotional development as they relate to school readiness. In addition, over the past year her work investigating the development of forgiveness, empathy, and emotional styles in children and their connections to parental and peer relationships is coming to an end, as well as her longitudinal investigation of children's emotional competence, its socialization, and its pathways to later social success in middle childhood. Dr. Denham was recently awarded GMU's Celebration of Scholarship Award, given to outstanding faculty who exemplify an advancement of academic disciplines. <http://www.gmu.edu/departments/psychology/homepage/den.html>

Dr. Johannes Rojahn jrojahn@gmu.edu

Dr. Rojahn earned his doctoral degree at the University of Vienna in clinical psychology. After completing a post-doctoral Fulbright-Hayes fellowship at the University of North Carolina Chapel Hill, and holding positions at University of Marburg, University of Pittsburgh Medical School, and Ohio State University, he joined the faculty at GMU and is the director of the Center for Behavioral and Cognitive Development. Dr. Rojahn is currently the President of the APA Division 33 (Intellectual and Developmental Disabilities).

His main interest is in intellectual and developmental disabilities, especially in challenging behaviors and other forms of psychopathology, applied behavior analysis, and socio-emotional competence and interpersonal functioning. Dr. Rojahn is the Editor of the Journal of Mental Health Research in Intellectual Disabilities. He has also served as Associate Editor for Research in Developmental Disabilities and the American Journal on Mental Retardation and as editorial board member of the American Journal on Mental Retardation, Journal of Developmental and Physical Disabilities, and Research in Autism Spectrum Disorders. http://ccd.gmu.edu/Rojahn/jr_bio.htm

Dr. Adam Winsler awinsler@gmu.edu

Dr. Winsler's research interests include children's transition to school, the development of self-regulation, children's private speech, Vygotskian sociocultural theory, bilingualism, parent-child interactions, and the prevention of behavior disorders. Each of the projects conducted within his language, self-regulation and school readiness lab is connected by a common desire to understand links between children's social interactions with parents and teachers, and children's language development, motivation, and/or self-regulation.

A current major project is "The Effect of Subsidized Child Care and Other Early Interventions on the School Readiness of Diverse, Low-Income, Urban Preschoolers." This large-scale, university-community partnership, program evaluation, and applied research project involves maintenance and development of a master database for all child-level, classroom-level, child care center-level, and family-level data involved in the Assessment-Intervention Program, sponsored by the Miami-Dade School Readiness Coalition. Each year, about 10,000 three and four year old low-income children attending state-subsidized child care facilities are individually assessed on their cognitive, language, and motor skills at the beginning and end of the school year. These children are then longitudinally followed as they enter public schools. <http://adp.gmu.edu/research/winslab/>

Applied Work...

Jessica Johnson

1st Year Master's Student

Before coming to GMU, I took position as a research assistant for an applied research and consulting company called Caliber Associates (recently acquired by ICF International) in order to gain some practical experience. My day to day activities there included working on real world social issues through research and program evaluation, and also learning the "ins and outs" of the business world.

As a member of the Education Studies group, I primarily evaluated educational and

youth development programs. Other groups focused on similar social issues such as, human trafficking, substance abuse, victims of crime, child welfare, and elderly services. Another key sector involved the provision of training and technical assistance to grantees and field professionals. For example, one contract involved the creation and management of a national technical assistance center designed to help school districts develop emergency response and crisis management plans. The center disseminated information about emergency management, responded to inquiries from school districts

and planned logistics for national grantee conferences.

At Caliber a graduate with an M.A. or Ph.D can be involved in various tasks including, evaluation design, data collection/analysis, report writing, project management, and client relations. One of my favorite perks was that the work can take you all over the country, as program evaluation often requires visiting programs. Overall, I think Caliber provided the perfect opportunity to be involved in research that really puts the "applied" in ADP!



"... Caliber provided the perfect opportunity to be involved in research that really puts the "applied" in ADP!"

- Jessica Johnson

Sandy Romero

1st Year Master's Student

Along with being in the ADP program at GMU, I also work as a Child Life Specialist at Children's National Medical Center in Washington, D.C.

Child Life Specialists provide developmental, educational, and therapeutic interventions for children and their families, and support development while recognizing family

strengths and individuality. Knowledge and application of foundations in theories of child development, play, stress, coping, and family systems are the basis for child life professional practice.

As a Child Life Specialist I help families and pediatric patients cope with hospitalization by providing psychological preparation and support for medical

procedures, non-pharmacological pain management, therapeutic and medical play, and support for grief and bereavement issues. I currently work with children of all ages and of different diagnoses. The most rewarding part of being a Child Life Specialist is watching a child get better and knowing that I was part of the healing process.



"... Someday I hope to make a difference in the emotional lives of young children."

- Carol Morris

Carol Morris

1st Year Doctoral Student

My area of interest is in the relationship between the emotional climate created by childcare teachers in their classrooms and the emotional competence, self-esteem, and feelings of self-worth of the children in their care.

I have worked in the childcare field for about 20 years and became interested in the emotional

well-being of children who spend most of their day in childcare centers. Even though there are high quality centers employing nurturing caregivers, I have seen some centers which I am concerned about. Given this, my ultimate goal is to train teachers, and perhaps parents, to become more emotionally competent caregivers.

Currently, in Dr. Denham's lab we are developing a social-emotional assessment tool to measure preschoolers'

emotional competence, self-regulation, and social cognition and behaviors that teachers will eventually use to gauge children's social-emotional school readiness.

I am not sure where this path will ultimately lead me -- whether into academia, consulting work, or in some other direction not yet imagined. But someday I hope to make a difference in the emotional lives of young children.



"I wanted to continue one-on-one work and also be actively involved in research. The dual program has allowed me to pursue both of these interests."

- Katie Whittaker



"After graduation I hope to pursue licensure as a school psychologist and work in an applied setting..."

- Alyssa Perna

Dual Track: A School and Developmental Psychology Degree

Katie Whittaker
3rd Year Doctoral Student

I have always been interested in applied issues, and when I was choosing a graduate program 3 years ago, the dual School-ADP program at GMU seemed like the best fit for me. I wanted to continue one-on-one work (e.g. assessments and interventions), and also be actively involved in research. The dual program has allowed me to pursue both of these interests. I have, at times, felt overwhelmed and as if I did not have a "home" per se within the department... alternating between being an ADP student and then a School

student. Although, part of the alienation I feel is because have not made the effort to stay socially involved with both programs.

The School Psychology M.A. program has undergone major revisions since I was admitted, and there is not as much overlap in the course requirements for the two degrees as there used to be. However, I do feel that the two disciplines complement one another, and each of the courses I have taken has furthered this belief. I sometimes wish that I had completed my M.A. first and then completed the Ph.D., if only to have something concrete that I could put on my wall to keep me

motivated. I think that it is wonderful that GMU offers the dual program, but I caution students interested in pursuing this option, as they need to be extremely flexible and good at time management.

Pursuing both School and Developmental Degrees

Alyssa Perna
3rd Year Doctoral Student

I am currently a third year graduate student here at George Mason University. I spent my first two years completing the criteria for the School Psychology master's program. Within that program I was predominately trained in the cognitive, academic, and social-emotional assessment and counseling of school age children and adolescents, as well as behavior modification and applied behavioral analysis. Additionally, I have

taken several classes in the education department.

Last spring I applied and was accepted to the Applied Developmental Ph.D. program. I chose to continue my education here at GMU and work towards my Ph.D. because of the additional opportunities that the combination of the two programs will provide in the future. Upon completion of my coursework in the Applied Developmental Psychology program, I will be going on an internship for the final

stage of the School Psychology program and while completing my dissertation. After graduation I hope to pursue licensure as a school psychologist and work in an applied setting, such as a school, hospital, or private practice.

Frequently Asked Questions (FAQs)

How can I obtain additional funding?

Funding can be obtained through research assistantships and/or teaching assistant positions. For more information on research assistant positions contact your advisor, and for information on teaching positions contact Dr. Hurley in the Psychology Undergraduate office at mhurley2@gmu.edu.

Thesis or practicum?

The thesis offers a great opportunity to design and conduct your own research for presenting at conferences, publishing, or learning more about an area of interest. The practicum, on the other hand, offers an applied, hands-on experience that can be put to later use in the workplace. To answer this question, think about the types of experiences you want regarding your current educational goals and future career plans.

Also consult your advisor for further suggestions. For practica information please visit: <http://adp.gmu.edu/dbspo/members/practica.cfm>

Are there any free workshops available for students?

Yes. The Writing Center, Learning Services, Mathematic Tutoring Center, Student Technology Assistance & Resource Center offer various workshops throughout the year in order to make your graduate school experience easier. For more information please visit: <http://www.gmu.edu/mlstudents/> and <http://media.gmu.edu>

Where can I obtain information about domicile classification?

To qualify for in-state tuition, you must have "in-state" status, which you establish after living in the state of Virginia for at least one year and have all the proper documentations. For more information visit: <http://registrar.gmu.edu/domicile/>

Are international students eligible for establishing domicile in VA?

The fact that an individual is a citizen of another country does not automatically disqualify that person from establishing domicile in Virginia. However, it depends on your immigration status. If you are not a U.S. Citizen you will need to present your immigration documentation to the institution. For more information please visit: <http://www.schev.edu/Students/VAdomicileInfo.asp?from=adminfaculty>

Where can I workout for FREE on campus?

The Aquatic and Fitness Center and the Field House are both FREE for full-time students. Just show them your Mason I.D., and you're in! For more information please visit: <http://www.gmu.edu/service/aquatics/index.html>

How can I get more involved?

As an ADP student you are automatically a member of the Applied Developmental Psychology Student Group (ADPSG) and can become a member of the Developmental, Biopsychology, and School Psychology Organization (DBSPO). Additionally these groups offer funding for conferences, host social gatherings, and can provide valuable information about practica sites. For more information please visit:

<http://adp.gmu.edu/adpsg> and <http://adp.gmu.edu/dbspo/index.cfm>



Recent Lab Publications

Dr. Susanne Denham

Denham, S. A. (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it? *Early Education and Development, Special Issue: Measurement of School Readiness, 17*, 57-89.

Denham, S. A., Bassett, H. H., & Wyatt, T. (2006). The socialization of emotional competence. In J. Grusec & P. Hastings (Eds.), *The handbook of socialization*. New York: Guilford Press.

Denham, S. A. (2005). The emotional basis of learning and development in early childhood education. In B. Spodek (Ed.), *Handbook of research in early childhood education*, (pp. 85-103). New York: Lawrence Erlbaum.

Denham, S. A., Neal, K., Wilson, B. J., Pickering, S. R., & Boyatzis, C. (2005). Emotional development and forgiveness in children: Emerging evidence. In E. Worthington (Ed.), *Handbook of forgiveness* (pp. 127-142). New York: Brunner-Routledge.

Blair, K. A., Denham, S. A., Kochanoff, A., & Whipple, B. (2004). Playing it cool: Temperament, emotion regulation, and social behavior in preschoolers. *Journal of School Psychology, 42*, 419-443

Denham, S. A., Blair, K. A., DeMulder, E., Levitas, J., Sawyer, K. S., Auerbach-Major, S. T., & Queenan, P. (2003). Preschoolers' emotional competence: Pathway to mental health? *Child Development, 74*, 238-256.

Dr. Elyse Lehman

Lehman, E. B. (in press). Comfort habits. In R. A. Shweder (Ed.), *The Chicago companion to the child*. Chicago, IL: University of Chicago Press.

Lehman, E. B., Olson, V. A., Aquilino, S. A., & Hall, L. C. (2006). Auditory and visual continuous performance tests: Relationships with age, gender, cognitive functioning, and classroom behavior. *Journal of Psychoeducational Assessment, 24*, 36-51.

Lehman, E. B., Naglieri, J. A., & Aquilino, S. A. A national study on the development of visual attention using the Cognitive Assessment System. Manuscript under review.

Lehman, E. B., McKinley, M. J., Thompson, D. W., Leonard, A. M., Liebman, J. I., & Rothrock, D. D. Young children's eyewitness accuracy, suggestibility, and proneness to disagree with misinformation: Comparison of testing sessions two years apart. Manuscript. under review.

Dr. Koraly Perez-Edgar

Pérez-Edgar, K., Roberson-Nay, R., Hardin, M. G., Poeth, K., Guyer, A. E., Nelson, E. E., McClure, E. B., Henderson, H. A., Fox, N. A., Pine, D. S., & Ernst, M. (in press). Attention alters neural responses to evocative faces in behaviorally inhibited adolescents. *NeuroImage*.

Pérez-Edgar, K., Fox, N. A., Cohn, J. F., & Kovacs, M. (2006). Behavioral and electrophysiological markers of selective attention in children of parents with a history of depression. *Biological Psychiatry, 60*, 1131-1138.

Guyer, A. E., Nelson, E. E., Pérez-Edgar, K., Hardin, M. G., Roberson-Nay, R., Monk, C. S., Bjork, J. M., Henderson, H. A., Pine, D. S., Fox, N. A., & Ernst, M. (2006). Striatal functional alteration in adolescents characterized by early childhood behavioral inhibition. *Journal of Neuroscience, 26*, 6399-6405.

Pérez-Edgar, K., & Fox, N. A. (2005). Temperament and Anxiety Disorders. *Child & Adolescent Psychiatric Clinics of North America, 14*, 681-706.

Pérez-Edgar, K., & Fox, N. A. (2005). A behavioral and electrophysiological study of children's selective attention under neutral and affective conditions *Journal of Cognition & Development, 6*, 89-116.

Rich, B. A., Schmajuk, M., Pérez-Edgar, K., Pine, D. S., Fox, N. A., & Leibenluft, E. (2005). The impact of reward, punishment, and frustration on attention in pediatric bipolar disorder. *Biological Psychiatry, 58*, 532-539.

Dr. Johannes Rojahn

Rojahn, J., Esbensen, A. J., Hoch, T. A. (2006). Relationships between facial discrimination and social adjustment in mental retardation. *American Journal of Mental Retardation, 111*, 366-377.

Rojahn, J., & Naglieri, J. A. (2006). Developmental gender differences on the Naglieri Nonverbal Ability Test in a nationally normed sample of 5-17 year olds. *Intelligence, 34*, 253-260.

Man, M., Rojahn, J., Chrosniak, L., & Sanford, J. (2006). College students' romantic attraction toward peers with physical disabilities. *Journal of Developmental and Physical Disabilities, 18*, 35-44.

Esbensen, A. J. & Rojahn, J. (2005). Causes of mood disorders in people with mental retardation. In P. Sturmey (Ed.): *Mood disorders in individuals with mental retardation* (pp. 67-87). Kingston, NY: NADD Press.

Dr. Robert Psnak

Campbell, J. L., Psnak, R., & Gadzichowski, M. L. (in press). Number Conservation by an Autistic Person with Severe. *Perceptual and Motor Skills*.

Psnak R., Maccubbin, E., Campbell, J. L, & Gadzichowski, M. (in press) Using a fade-out method to teach seriation to a severely disabled child. *Education and Training in Developmental Disabilities*.

Malabonga, V. A. & Psnak, R. (2002). Hierarchical categorization by bilingual Latino children: Is there a basic level bias? *Genetic, Social, and General Psychology Monographs*, 128, 409 - 441.

Ciancio, D., Rojas, A. C., McMahon, K., & Psnak, R. (2001). Teaching oddity and insertion to Head Start children: An economical cognitive intervention. *Journal of Applied Developmental Psychology*, 22, 603-621.

Dr. Adam Winsler

Abar, B., Carter, K.L., & Winsler, A. (in press). The effects of parenting style and religious commitment on self-regulation, academic achievement, and risk behavior among African-American parochial college students. *Journal of Adolescence*.

Winsler, A., Abar, B., Feder, M., Rubio, D.A. & Schunn, C. (in press). Private speech and executive functioning among high functioning children with autistic spectrum disorders. *Journal of Autism and Developmental Disabilities*.

Crane, J.L., & Winsler, A., (in press). Early autism detection: Implications for pediatric practice and public policy. *Journal of Disability Policy Studies*.

Manfra, L., & Winsler, A. (in press). Preschool children's awareness of private speech. *International Journal of Behavioral Development*.

Winsler, A. Feder, M., Way, E., & Manfra, L. (2006). Maternal beliefs concerning young children's private speech. *Infant and Child Development*, 15, 403-420.

Bernhard, J.K., Cummins, J., Campoy, F.A., Ada, A.F., Winsler, A., & Bleiker, C. (2006). Identity texts and literacy development among preschool English language learners: Enhancing learning opportunities for children at risk of learning disabilities. *Teachers College Record*, 108, 2380-2405.

Davis, K.D., Winsler, A., & Middleton, M. (2006). Students' perceptions of rewards for academic performance by parents and teachers: Relations with achievement and motivation in college. *Journal of Genetic Psychology*, 167, 211-220.

Lobo, Y.B., & Winsler, A. (2006). The effects of a creative dance and movement program on the social competence and behavior of Head Start preschoolers. *Social Development*, 15, 501-519.

Winsler, A., Naglieri, J.A., & Manfra, L. (2006). Children's search strategies and accompanying verbal and motor strategic behavior: Developmental trends and relations with task performance among children age 5 to 17. *Cognitive Development*, 21, 232-248.

ADP in the Real World

Being in an "Applied" program, students often wonder what types of positions they are qualified for. Take a look at some of our alumni...

Michael Feder, PhD - Program Officer with the National Research Council's (NRC) Board on Science Education (BOSE).
<http://www.nationalacademies.org/nrc/>

Rene Hackney, PhD - Founder and owner of Parenting Play Groups. <http://www.parentingplaygroups.com/>

Amy Madigan, PhD - Executive Branch Policy Fellow at the Head Start Bureau of the Administration for Children and Families (ACF).
<http://www.srca.org/index.html>

Louis Manfra, PhD - Assistant Professor in Early Childhood Education at Florida International University.
<http://www.fiu.edu/>

Jeffry Pattison, MA - Associate Research Scientist at the National Center for Special Education Research.
<http://ies.ed.gov/ncser/>

Amy Shillady, MA - Editor/Publications Manager at the National Child Care Information Center.
<http://www.nccic.org/index.html>



Washington, DC. Homeless Walkathon



ADPSG End of Year Event



Dr. Denham's Research Lab



First-Year Students Celebrating Together



Dr. Winsler and Students


George Mason University

4400 University Drive,
MSN 3F5
Fairfax, VA 22030

We're also on the web:
Adp.gmu.edu
Adp.gmu.edu/adpsg

For questions,
comments or
contributions to
further editions of the
ADP Newsletter,
please contact
Dhvani Patel at
dpatel7@gmu.edu

Conference Update

Conference	Date	Location	Deadline	Website
Society for Research in Child Development	March 29- April 1, 2007	Boston, MA	Passed	http://www.srcd.org/biennial.html
American Educational Research Association (AERA)	April 9-13, 2007	Chicago, IL	Passed	http://www.aera.net/annualmeeting
Virginia Psychological Association	April 11-14, 2007	Richmond, VA	3/30/07	www.vapsych.org/
American Psychological Society (APS)	May 24-27, 2007	Washington, D.C.	Passed	http://www.psychologicalscience.org/convention/
American Psychological Association (APA)	August 17- 20, 2007	San Francisco, CA	Passed	http://www.apa.org/convention06/
Eastern Psychological Association	March 13- 16, 2008	Boston, MA	TBA	www.easternpsychological.org/
International Society for the Study of Behavioral Development	July 13- 17, 2008	Wurzberg, Germany	10/31/07	www.issbd2008.de/

Washington D.C. Events Calendar

January - June—Shakespeare in Washington

For six months, the only place to be is DC for a spectacular celebration of William Shakespeare's influence on great culture and entertainment. Washington will reveal Shakespeare through more than 100 presentations by more than 60 arts organizations. <http://www.washington.org/shakespeare/about.cfm>

March 31 - April 15—National Cherry Blossom Festival

See the blossoming of thousands of cherry trees on the Tidal Basin in Washington, DC. The capital embraces spring with this annual tradition begun by the gift of 600 trees to the United States from Japan in 1912. Additionally, plan to participate in the parade, kite festival, concerts, fireworks and cultural events. <http://www.nationalcherryblossomfestival.org/cms/index.php?id=390>

May 25 - June 4—Shakespeare Theatre Company Free For All

Each summer, with the help of numerous community-minded sponsors, the Theatre presents two weeks of free Shakespeare at Carter Barron Amphitheatre in Rock Creek Park. Started in 1991, the Free For All has presented Shakespeare under the stars to more than 500,000 residents. <http://www.shakespearetheatre.org/about/free.aspx>

Late June - Early July—The Smithsonian Folklife Festival

Every summer the Center for Folklife and Cultural Heritage sponsors this annual festival on the National Mall, celebrating cultural traditions around the world. The Festival includes daily and evening music, dance performances, crafts and cooking demonstrations, storytelling and cultural discussions. The 2007 program will highlight diverse cultures of the Mekong River, Northern Ireland and the roots of Virginia. <http://www.folklife.si.edu/index.html>

September 29—National Book Festival

Celebrate the joy of reading at this annual event held each September on the National Mall, between 7th and 14th streets. The National Book Festival is sponsored by the Library of Congress. Visit with more than 80 award-winning authors, illustrators and poets.

December—The National Christmas Tree and the Pageant of Peace

Each holiday season the White House Ellipse is surrounded by a path of decorated trees representing all 50 states, five territories, and the District of Columbia. The President traditionally lights the tree at a holiday program and musical groups perform each night until New Year's Day.