

Applied Developmental Press

Professor Spotlight:

An interview with Dr. Tim Curby

This semester's Professor Spotlight is on one of the newest members of the Applied Developmental Psychology faculty, Dr. Tim Curby.

Dr. Curby joined the GMU Psychology Department faculty in Fall 2008 as an assistant professor of ADP. Dr. Curby's work focuses on early childhood classroom experiences and applying advanced statistical models to school-based research.

Before joining the Psychology faculty at GMU, Dr. Curby had a rich graduate experience at the University of Virginia, where he earned his Ph.D. in Educational Psychology - Learning and Development in 2008.

For his last two years at UVA, he was a fellow in the IES-funded pre-



doctoral training program in education sciences. During this time, he has had intensive school-based research training by Rimm-Kaufman and Robert Pianta and fruitful research experiences in the Center for Advanced Study of Teaching and Learning.

We recently had the opportunity to interview Dr. Curby and ask him more about his background, research interests, what his lab is working on this year, and what advice he has for current graduate students.

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Student Research: *Dissertation highlight.*

For this edition of the ADP newsletter we wanted to highlight the research that one of our Doctoral students has been conducting.

Carol Morris is a member of Dr. Susanne Denham's lab and has been in the ADP program since Fall 2006. Before entering the Ph.D. program at GMU, she

earned a M.A. in Lifespan Human Development from Kansas State University and a M.A. in Psychology from the University of New Hampshire. Her dissertation research looks at the relations of teacher emotion socialization beliefs and practices with aspects of children's emotional competence.

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ADPSG Executive Council



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ADP Faculty and Research Labs

Dr. Susanne Denham

Dr. Denham's Lab: Social and emotional development, social processes in children, developmental psychopathology, and ethnographic and observational research methods

Dr. Robert Paskak

Dr. Paskak's Lab: Perceptual learning and cognitive development in children, age-appropriateness of cognitive constructs, populations at risk for cognitive delay, and socio-emotional concomitants of increased cognitive competence

Dr. Koraly Pérez-Edgar

Dr. Pérez-Edgar's Lab: Impact of emotion and attention on the way individuals interact with the social world, temperament, behavior, cognitive functioning, psychophysiology, and neuroimaging

Dr. Johannes Rojahn

Dr. Rojahn's Lab: Intellectual and developmental disabilities, challenging behaviors, psychopathology, applied behavior analysis (ABA), socio-emotional competence, and interpersonal functioning

Dr. Adam Winsler

Dr. Winsler's Lab: Children's transition to school, the development of self-regulation, children's private speech, Vygotskian sociocultural theory, bilingualism, parent-child interactions, and prevention of behavior disorders

Dr. Tim Curby

Dr. Curby's Lab: Teacher-child interactions, achievement, socioemotional development, classroom observational measurement, and quantitative methods

Professor Spotlight (cont.)

How did you first get your start in the field of psychology?

Dr. Curby: I would say my interest in psychology has its roots in being a teacher. For four years I taught high school science—Biology and Anatomy & Physiology—at a private school in Michigan. While I was teaching, I was also working on an MA in Teaching. I was taking classes in development and other psychology courses. It was a really interesting time because I would learn about a topic in my coursework, and then I would go to school the next day and see these psychological factors playing out in my classroom. Students at this school came from all over. Some were coming from the inner city; others were coming from wealthy suburbs. Clearly, their home lives were very different and they had, in many ways, vastly different elementary and middle school experiences. As a teacher, this was challenging, but maybe more to the point, I could see how some of these students were disadvantaged while others were not.

“I would learn about a topic in my coursework, and then I would go to school the next day and see these psychological factors playing out in my classroom.”

Another important component in my interest in psychology was my wife’s interest in clinical psychology. She has her master’s degree in clinical psych, so we would frequently have long conversations about psychology. So, for example, we might talk about a student that I had that was diagnosed with ADHD. It wasn’t any one of these factors working in isolation that made me want to pursue an advanced degree in psychology, but combined they were a very powerful force.

How did you first become interested in teacher-student interactions and classroom contextual influences on child development?

Dr. Curby: While I was in graduate school at the University of Virginia, I worked as a research assistant in my advisor’s Social Development Lab.

At the time, she was beginning a research project that was examining growth in children’s self-regulatory skills during kindergarten and first grade. One of the research questions was about the teacher-student interactions that support children’s development of self-regulation. So, in other words, we were looking at all what the children bring to the table in terms of self-regulation and what teachers do to help them grow. At some point that year, I switched from being most interested in self-regulation to being primarily interested in the teacher-student interactions. I am

“Teacher-student interactions are what I’m most interested in, but I’m also interested in other contextual effects on behavior and development.”

still interested in this idea of self-regulation, but my main interest now is in the quality of interactions that teachers offer students. Another way of putting this is that I’m interested in the processes that students experience in a classroom. Students don’t directly experience a curriculum; they experience the teacher making that curriculum into meaningful learning opportunities. Likewise, simply lowering the class size isn’t going to make students learn more unless it changes something about how teachers interact with students. For a long time, classrooms were treated like black boxes, students went in, they came out, and presumably something happened while they were there. I’m interested in going into that black box and finding out what is actually happening.

I might also mention that teacher-student interactions are what I’m most interested in, but I’m also interested in other contextual effects on behavior and development. For example, although it ultimately didn’t turn into a paper, I did some analyses that examined preschool children’s behavior with a best friend during a competitive task—like a board game, a cooperative task—where they had to work together, and a free-play task—where there was a doctor’s kit to play with. Aspects of children’s

Professor Spotlight (cont.)

behavior were coded along dimensions such as the degree of their positive affect, negative affect, cooperative behavior, etc. Instead of averaging children's scores across tasks, as was usually done, I kept them separate and compared the tasks. As I mentioned, this didn't turn into a paper, so you can guess what happened in the analyses, but I'm still interested in the question. I should mention that the consensus from people that I talked with was that the measure administered during this task wasn't that great, and that there is reason to believe that children would vary in their behaviors across contexts. Other related questions that I have are: why is it the same child in two different classrooms can look so different? We've all seen instances where a child who mis-behaves with one teacher doesn't with another. Why is that?

What are you and your lab working on this year? Are there any areas of research that you have yet to explore, but hope to focus on in the future?

Dr. Curby: Generally speaking, I have two, related lines of research; one focuses on how teacher-student interactions influence students' development. The other focuses on the measurement of teacher-student interactions. In terms of relating teacher-student interactions to students' development, I'm mostly doing some secondary data analysis projects. There are some great datasets out there—some of them worth millions of dollars. I'm using some of those to answer some neat questions. So, for example, we know that some teachers vary more than others in terms of the quality of their teacher-student interactions. Some teachers are all over the place in a given day while others are remarkably consistent. I'm interested in exploring how that consistency relates to student's development. Someone in my lab is also doing a project looking at which facets of a teacher's emotional support, which is composed of positive climate, negative climate, teacher sensitivity, and regard for student perspectives, may be most important for preschoolers emotional development. I'm also hoping that we can arrange for some observations of student teachers teaching in real classrooms. We

know very little about how new teachers change and grow and I would like to explore that.



In terms of measurement, I think we still have a lot to learn about how to measure these things in the best way. This past summer I had a summer research intern coding tapes in a completely different way than what has been done in the past. Instead of watching a tape for 20 minutes and then giving summary ratings at the end of that 20 minutes, we had her using a joystick and giving ratings every second, continuously as the tape was playing. One project my lab will be working on this year will be to refine an instrument I created that is a college student report of what they experience in a given class. I think the end of semester evaluations may serve their purpose, but they do little to tell us what is actually happening in an instructor's class. I'm hoping that this measure will be able to provide more feedback to an instructor about actual classroom practices. I also just submitted a grant that will expand the observational measurement of classrooms into a college setting.

Ultimately, these areas of interest are just different sides of the same coin. They feed into one another. Being able to measure these interactions better will allow for a better understanding of how they influence children's development. Likewise, the measurement of these interactions only matters if they influence children's development, so understanding that relation helps to target the measurement issues.

Professor Spotlight (cont.)

Finally, since you recently earned your Ph.D., what advice do you have for current graduate students in surviving and thriving in graduate school?

Dr. Curby: I think the number one thing to having a successful graduate school experience is finding the balance between taking advantage of the opportunities that are provided and maintaining your own focus. So, for example, many people are working in their advisor's research lab. With that comes a whole host of opportunities. Students should take advantage of and seek out these opportunities. For me, my first couple of years I was a teaching assistant. As you can imagine, with this and classes there wasn't a whole lot of time for research, but I wanted that to be a priority too. At the time, I approached Sara Rimm-Kaufman and asked her if there was research I might be able to get involved in. She said 'yes' and I began attending her research meetings and writing my first paper. Likewise, I had the opportunity to teach a graduate-level child development class on top of being a TA for the undergraduate version. To do that, it would obviously take a lot of time, but I really wanted the opportunity to teach a graduate class. All in all this meant that getting through my program as quickly as possible was not necessarily in my best interest. Taking the time to do some of these other things was important, too. Another example that I can think of are classes. Although life as a graduate student is full, I would encourage students to take advantage of the course offerings. Specifically, statistics and methods courses come to mind. Once you're out of school, it is much harder to learn new techniques; you don't have the time and you don't have the helping hand. So, take advantage of the fact that you're a student and take some classes!

However, it is important to say 'no' sometimes, too. Since I am pretty good at quantitative methods, many people would often come to me for help on analyses. When I could, I would help. But, several of these analyses could have turned into coauthorships on papers if I had been willing to do some writing. There is a big difference between helping someone with some analyses for an hour and

taking those analyses and doing the methods and results sections of a paper. Add in the fact that there is inevitably reanalysis of the data, revising, and resubmitting and what was a one-hour help session has turned into days and weeks of work. If I had taken advantage of more of those opportunities, right now I might have a couple more publications, but I also might not have finished my dissertation. So, there's a balance between keeping your eye on the goal: getting your degree, and taking advantage of those opportunities that will help you once you're done.

What's Happening?

At GMU:

Daily calendar of campus events: <http://today.gmu.edu/>

GMU Center for the Arts event calendar: <http://www.gmu.edu/cfa/calendar/>

In DC/Northern Virginia:

Volunteer activities: <http://www.volunteermatch.org/>

Farmer's Markets: <http://www.arlingtonfarmersmarket.com/default.shtml> or <http://www.fallschurchva.gov/community/recsandparks/FarmersMarket.html>

Information on restaurants, events, and activities in the DC metro area: <http://www.washingtonian.com>



image: <http://www.learningtheory.org/colt2003/Washington-DC-collage.jpg>

Meet Our New Students! *First Year Students*

Lily Adams, M.A. Student. I am from Richmond, VA and I graduated from Virginia Tech in 2006 with a B.S. in Psychology. I am currently working in Dr. Pasnak's Cognitive Interventions lab.



Marquita Anatsui, M.A. Student. I am from Silver Spring, MD and I graduated from the University of Maryland, College Park with a B.A. in Psychology. I am currently working in Dr. Winsler's lab.



Craig Bailey, Ph.D. Student. I am from Eastern South Dakota and I graduated from South Dakota State University with a B.S. in Psychology. I am currently working in Dr. Curby's lab and Dr. Denham's lab.



Jennifer Bazaz, M.A. Student. I am from Centreville, Virginia. I received my B.A. in Psychology from George Mason University and my advisor is Dr. Pasnak.



Grace Howarth, Ph.D. Student. I am from Reston, VA. I received my B.S. in Psychology from Virginia Tech in 2007 and MT in Early Childhood & Developmental Risk from UVA in 2009. I work in Dr. Koraly Perez-Egar's lab.



Nadia Mollinedo, M.A. Student. I graduated with a B.S. in Psychology from George Mason University and I am currently working in Dr. Perez-Edgar's lab.



Rebekah LaRacque, Ph.D. Student. I am from Ashburn, Virginia. I received my B.A. in Psychology from the University of Rochester and am currently working in Dr. Winsler's lab.



Siria Rioja, M.A. Student. I am from Fairfax, Virginia. I received my B.A. in Psychology from George Mason University and am currently working in Dr. Winsler's lab.



Ameena Sweeting, M.A. Student. I am from California. I earned my B.S. in Psychology from Howard University and am currently working in Dr. Pasnak's lab.



Beth Warsof, Ph.D. Student. I am from Virginia Beach. I earned my B.A. at American University and my M.Ed. at the University of Virginia. I am currently working in Dr. Curby's DISC lab.



Naomi Watanabe, M.A. Student. I am from Tottori, Japan. I received my B.A. in Psychology from the University of South Florida. I am currently working in Dr. Denham's lab.



Meet Our New Students! (cont.)

William White, M.A. Student. I am from Washington DC. I did my undergraduate work in Psychology at the University of the District of Columbia. My advisor is Dr. Winsler.



Mike Widerman, M.A. Student. I earned a B.A. in Psychology from McDaniel College in 2008 and am currently working in Dr. Curby's lab.



Matt Willis, M.A. Student. I received my B.S. in mathematics from James Madison University and am currently working in Dr. Curby's lab.



Meet Our New Students! *Second Year Students*

Chavaughn Brown, Ph.D. Student. I am from Orange County, CA. I earned a B.A. in Psychology from the University of California, Irvine and a M.A. in School Psychology from GMU. I am currently working in Dr. Denham's lab.



Abby Carlson, M.A. Student. I am from Alexandria, VA and I graduated from Virginia Commonwealth University with a B.S. in Psychology. I am currently working in Dr. Pasnak's lab.



Taylor Edwards, M.A. Student. I graduated from the University of Mary Washington in 2007 with a B.S. in Psychology. I am currently working in Dr. Curby's lab.



Rene Liers, M.A. Student. I am from Smithtown, NY and graduated from the University of Mary Washington in 2006 with a B.S. in Psychology. I currently work in Dr. Rojahn's lab.



Alejandra Loyola, M.A. Student. I am originally from Colombia and graduated from Marymount University with a B.A. in Psychology, with a concentration in Human Services.



Meet Our New Students! (cont.)

Amanda Mahoney, M.A. Student. I am from Green Bay, WI and I graduated from GMU in 2007 with a B.A. in Psychology and a minor in English. I am currently working in Dr. Denham's lab.



Cameron Mittleman, M.A. Student. I am from Springfield, VA and I graduated from Virginia Tech in 2007 with a B.A. in Psychology and a minor in English.



Rebecca Morse, Ph.D. Student. I am from Herndon, VA and I received a B.A. and M.A. from Hood college. I am currently a member of Dr. Rojahn's lab.



Stephanie Schoenberger, M.A. Student. I am from Covington, LA and I graduated from Louisiana State University with a B.S. in Psychology. I am currently working in Dr. Rojahn's lab.



Chelsea Sharber, M.A. Student. I am from San Antonio, TX and I received a B.A. from Sarah Lawrence College in 2000.



Ashley Simpkins, M.A. Student. I graduated from the University of Mary Washington in 2005 with a B.S. in Psychology. I currently work at a research firm in Rockville, MD in education studies.



Erin Tarpey, M.A. Student. I am from Fairfax, VA and I graduated from Virginia Tech in 2008 with a B.S. in Psychology. I am currently working in Dr. Denham's lab.



Nicole Turygin, M.A. Student. I am from Melbourne, FL and graduated from the University of Florida in 2006 with a B.S. in Psychology and a concentration in Czech language.



Katherine Zinsser, M.A. Student. I am from from Brooklyn, NY and graduated from Smith College in 2005 with a B.A. in Psychology. I currently work in Dr. Denham's lab.



Fall Colloquia Series is Underway!

The Fall 2009 DBS Colloquia Series has begun!

Take a look at the exciting talks being given by scholars from Mason and beyond! All are welcome to attend these events, which take place every Wednesday at 11:30, on campus in Innovation Hall, Room 131.

Coming up on October 21st:

Sandy Sanford – George Mason University Office of Research Subject Protections

“Research with Human Subjects: Preparing an IRB Protocol”

Additional Speakers on the Fall 2009 schedule:

October 28th:

Dr. Andrew Mashburn – University of Virginia

"Ecological Theory and School Readiness: Implications for Preschool Research, Policies, and Program Improvement Initiatives."

November 4th:

Dr. Nanmathi Manian - National Institute of Child Health Development

“Maternal Depression and Infant Development: Excerpts from the Dyadic Interaction Study”

November 11th:

Dr. Lea Dougherty – University of Maryland

"A Developmental Neurobiological Pathway to Depression: The Role of Early Temperamental, Environmental and Genetic Risk"

November 18th:

Dr. Ellen Rowe - George Mason University

“An Empirical Typology of Teacher-Rated Adolescent Adjustment”

November 14th:

Dr. Tamara Halle – Child Trends

“Predictors and Outcomes of Early and Later English Language Proficiency among English Language Learners”

December 2nd:

Dr. Taryn Morrissey – SRCD Congressional Fellow

"Sequence of Child Care Type and Child Development: What Role does Peer Exposure Play?"

**A colloquia speaker schedule can also be found online at:
<http://psychology.gmu.edu/ADP/>**

Student Research (cont.)



Can you please give a brief description of your dissertation?

Carol Morris: My dissertation attempts to extend the research on children's emotional competence by examining the ways in which the early childhood teachers who care for the children influence the children's emotional competence. In preschool classrooms where we tested the children's emotional competence using Denham's Affect Knowledge Test and observed their emotional behavior using a shortened version of the Minnesota Preschool Affect Checklist-Revised, we also collected data on the teachers.

The teachers were observed for four 20-minute cycles using the CLASS observation system. We also asked the teachers to complete five questionnaires related to the way they express emotions in the classroom and how they respond to the children's expressions of emotion. In addition, the teachers were asked to "read" two stories to the children. These stories contained emotion-laden content, but no words. The teachers' conversations with the children about these two stories were audiotaped, transcribed, and coded for emotion language.

Since our data involves children nested in classrooms in which we also collected data on the teachers,

we will be employing hierarchical linear modeling to analyze the degree to which these various aspects of the teachers' behavior and their expressed beliefs regarding children's emotional development predict the children's level of emotional competence.

What advice do you have for those who are just starting their dissertation?

Carol Morris: For those who are just starting out on their dissertation, my advice is to make sure your topic is important and meaningful enough to you to be willing to "eat, sleep, and breathe it" for the duration.

ADPSG Community Service Event: *Join us in giving back!*

Who: ADP Students, faculty, and staff

What: Volunteer one Saturday morning to help the organization, Bikes for the World:
<http://www.bikesfortheworld.org/>

Where: 1820 Dolley Madison, McLean VA 22101

When: Saturday, October 31st, 9:30 a.m. through lunchtime (so you'll have plenty of time to finish and get ready for Halloween festivities!)

Bikes for the World Mission: To assist poor people overseas in becoming more productive through providing affordable bicycles for personal transport to work, school, and health services. Secondly, provide satisfying community service opportunities to Americans—collecting bikes and

spare parts—toward realizing this primary goal of helping others overseas.

Also, achieve sustained and ever-larger impact here and abroad through partnering with organizations sharing a common concern for reducing waste and helping the poor earn more, learn more, and live more healthy lives.

***If you are interested in volunteering, please contact the ADPSG Student Liaison, Amanda Mahoney at amahoney@gmu.edu as soon as possible so she can give the organization an idea of how many people to expect!



image: http://bikesfortheworld.org/index.php?option=com_content&task=view&id=28&Itemid=72

Child Development and Public Policy: *New class offered in the Spring*

A new course is being offered this spring. The class is Child Development and Public Policy and will be taught by Dr. Mary Ann McCabe, an affiliate faculty for the ADP program. "We have been planning to offer the child development and public policy class for a while now and have had this kind of expertise as one of our desired areas for a new hire in ADP for a while now," said Dr. Adam Winsler, "McCabe was stepping down from her SRCD policy and communications position and we asked her if she wanted to be affiliate faculty for the ADP program and teach such a class and she said yes". Dr. McCabe was kind enough to give us a brief overview of the course and its goals:

Dr. McCabe: The course will address both science policy and social policy related to developmental science. **Science Policy:** The course will include an overview of the funding sources for developmental science, including Congressional oversight and appropriations for research, and an overview of the major federal agencies funding developmental science. It will also touch on other science policy issues that impact research funding priorities. (This portion of the course will be shorter than that

devoted to social policy.) **Social Policy:** The course will include an overview of the federal legislative process, the key differences between federal and state policymaking mechanisms, history and the scholarly literature on bringing research to policy, and translation of research for the policy audience. The format of the course will include reading assignments, brief lectures, discussions, oral presentations, and writing projects. Topics and legislation related to child development will be emphasized.

Course Goals: Students will learn the landscape of federal funding for developmental science. Students will also learn the fundamentals of social policy, and the role of research for informing policymaking. They will appreciate the importance of framing research questions and translating findings in such a way as to be useful for policy decisions. They will develop skills in translating research for a lay audience.

For those who are interested in signing up for the class when spring signup begins, the course will be under "592/892 Special Topics".

Welcome from the ADPSG President



I am excited to welcome everyone to George Mason University and the Applied Developmental Psychology program.

The ADP Student Group (ADPSG) has given students the opportunity to become involved at George Mason, and in the wider community as well. Last fall, ADPSG had a canned food drive. This fall we will be working with a local organization, Bikes for the World, to prepare bikes to be shipped overseas for donation to developing countries. This will take place the morning of October 31st in the Tysons/McLean area. More

information about this even can be found on page 10 of this newsletter.

Another exciting development is our new webpage, which Craig Bailey has been working very hard on. Here you can find resources such as upcoming events, funding opportunities, the student handbook, and much more. See www.gmu.edu/org/adpsg for more information.

Have a great semester! We look forward to seeing you at our community service and social events throughout the year!

-Abby Carlson

Life After Graduation: *A former M.A. student's experience*



Jessy Zadrazil graduated from the ADP program in May 2009 with a M.A. degree. While she was here, she worked in Dr. Denham's lab and was a member of the lab for three years. A few weeks after her graduation, Jessy moved to Chicago. We asked her a few questions about how her experience at GMU helped her get where she is today.

Where are you currently working and what are you doing there?

Jessy Zadrazil: I am currently working at the Rush NeuroBehavioral Center (<http://www.rnbc.org>), which is a part of Rush University Medical Center, a huge hospital here in Chicago. The center is composed of a clinical department, an education department, and a research department. I am doing research on social emotional learning and am mainly working on two projects right now in addition to helping with grants and some pilot data whenever possible. The first study, which is coming to an end, involves children from 6-14 years of age with a diagnosis of autism/ASD, ADD/ADHD, or a reading disorder. The study involves looking at their different SEL skills and information processing, such as nonverbal awareness, social problem solving, etc. While I am not testing, I am working as

the parent liaison, which means I schedule and complete the intakes, coordinate the scheduling, and handle the feedback parents get when everything is complete. My other study, which is just beginning, is a preschool social emotional learning assessment, which is a continuation, per se, of the NICHD grant I worked on at GMU in Dr. Denham's lab. I am the study coordinator for that study as well as the main data collector.

How has your research experience and your M.A. in A.D.P. prepared you for this job?

Jessy Zadrazil: My M.A. in ADP definitely prepared me for this mainly because I was a research assistant for Dr. Denham for three years and I am basically doing the same things that I did in her lab. I definitely feel like I learned a lot at GMU, which is now really useful in the "real world." We are piloting many new measures so having that theoretical background is very helpful as is having a background of working with preschoolers. Up until this point, the center hasn't done research with children younger than six, so this is a big step in what I feel is the right direction and I am so uniquely qualified since this is basically what I have been doing for so long.

I would say that my research experience at GMU has definitely been the most helpful but my practicum is really what

enables me to do my job above and beyond the preschool project (e.g. working on a grant that involves a lot of theory of mind measures, or a pilot study with people who have Fragile X). Had I not done my practicum with Mason LIFE and had I not had the experience of practicum meetings where I heard about other people also doing work with the ASD/DD population, I am not sure I would even be interested in half of the research the center does and I would be much less comfortable with participating.



If you would like to become more involved in ADPSG, have questions or suggestions, or would like to learn more about ADPSG, please go online to our website:

www.gmu.edu/org/adpsg

Life After Graduation: *A former Ph.D. student's experience*



Melissa Mincic graduated from the ADP Ph.D. program in the spring of 2009. While she was as student as GMU, she worked

in Dr. Denham's lab. Melissa gave us a brief description of what she has been doing since her graduation and how her experience at GMU has helped her in the "real world".

Melissa Mincic: As a Postdoctoral Fellow in the Early Childhood Special Education Leadership Postdoctoral Program (Project ECSEL) over the past year in the School of Education and Human Development at the University of Colorado Denver, I have studied early social-emotional intervention and its intersections with policy and community-based work. For my postdoctoral research, I developed and administered an interview to early childhood program administrators to learn about program policy and budgetary alterations they made in order to implement the Pyramid Model (see the Center on the Social and Emotional Foundations for Early Learning website: <http://www.vanderbilt.edu/csefel/>) with fidelity.

I have completed my postdoc and currently work as a Positive Behavior Support Coach with the Denver Public School District to help train and guide early childhood educators to implement classroom and school-wide teaching practices to support preschoolers' social-emotional development. In addition to this work, I have maintained University of Colorado Denver affiliation as an assistant research professor and recently submitted a grant to further analyze my dissertation data and to publish my research.

The skills that I acquired while earning my PhD have provided me the foundational child development knowledge and research skills necessary to further develop my own research interests and to explore research methods with which I am less familiar, including interview development and qualitative data analyses of interview responses. The emphasis on conducting applied research I took from my experiences at GMU have also lead me to continue conducting applied research and also to translate research so that early childhood educators may put the information to use in their classrooms.

Practicum Spotlight: *A M.A. student's experience*



In order to graduate from the ADP program, M.A. students are required to complete either a practicum or a master's thesis, and Ph.D. students have the option of completing a practicum during their program.

Practica involve working at an external site that is of interest to, and arranged by, the student to get hands on experience working with and/or on child and family policy or advocacy.

To get a better idea of what a practicum entails, we asked second-year M.A. student, Erin Tarpey about her practicum experience.

Erin Tarpey: I completed my practicum over the past summer at Parenting Playgroups, Inc. in Alexandria, VA. The founder of Parenting

Playgroups, Dr. Rene Hackney, graduated from GMU with a M.A. in School Psychology and a Ph.D. in Applied Developmental Psychology. Her business offers interactive learning Parent Workshops, Children's Programs, Social Skills Groups, Group Workshops and Coaching/ Consultation. While I worked there, I taught preschool classes, social skills camps, and assisted in parenting workshops. I also completed literature searches to update Dr. Hackney's research for her parenting lectures and workshops.

The practicum gave me further experience in the field and showed me just how many ways my ADP background/degree can be put to use. Also, Dr. Hackney always had great advice and her experience and knowledge of child and family policy are vast. It was a very rewarding experience and I would recommend it to other students as well. <http://www.parentingplaygroups.com/>

Conference Update

Conference	Date	Location	Submission Deadline	Website
American Educational Research Association (AERA)	April 30th - May 4th 2010	Denver, CO	Passed	http://www.aera.net/Default.aspx?id=7590
International Society on Infant Studies	March 10th - 14th 2010	Baltimore, MD	Passed	www.isisweb.org/isisconferences.html
American Psychological Society (APS)	May 27th - 30th 2010	Boston, MA	January 31st 2010	http://www.psychologicalscience.org/cfs/index.cfm
Society for Prevention Research	June 1st - 4th 2010	Denver, CO	TBD	http://www.preventionresearch.org/meeting.php
Head Start National Research Conference	June 21st - 23rd 2010	Washington, DC	Passed	http://www.acf.hhs.gov/programs/opre/hsrc/
International Society for the Study of Behavioral Development (ISSBD)	July 18th - 22nd 2010	Lusaka, Zambia	October 31st 2009	http://www.issbd2010.com/
American Psychological Association (APA)	August 12th - 15th 2010	San Diego, CA	December 1st 2009	http://www.apa.org/conf.html
Virginia Psychological Association (VPA) Fall Session	October 21st - 23rd 2009	Richmond, VA	Passed	http://www.vapsych.org/associations
Virginia Psychological Association (VPA) Spring Session	April 21st - 24th 2010	Norfolk, VA	TBD	http://www.vapsych.org/cde.cfm?event=230177
National Association for the Education of Young Children (NAEYC)	November 18th - 21st 2009	Washington, DC	Passed	http://www.naeyc.org/conference/
American Evaluation Association	November 11th - 14th 2009	Orlando, FL	Passed	http://www.eval.org/eval2009/
National Association for Persons with Developmental Disabilities and Mental Health Needs (NADD)	April 14th - 16th 2010	Toronto, Canada	Passed	http://www.thenadd.org/cfp/index.shtml
Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities	March 17th - 19th 2010	Annapolis, MD	November 2nd 2009	http://www.waisman.wisc.edu/gatlinburg/call.php
Cognitive Development Society Conference	October 16th - 17th 2009	San Antonio, TX	Passed	http://cds2009.spc.uchicago.edu/index.php

Important Funding Changes!

Due to the increasing number of student organizations in the Mason community, funding for conferences has been decreased this year to \$1,000. We do not want this funding decrease to deter you from applying for funding, but we also want

students to be aware that while we will do what we can to help, we have less money to distribute and reimbursements will reflect that. For more information on applying for funding, please visit the ADPSG website:

www.gmu.edu/org/adpsg

Recent Lab Publications

Dr. Tim Curby

Curby, T.W., Rimm-Kaufman, S.E., & Ponitz, C.C. (in press). Teacher-child interactions and children's achievement trajectories across kindergarten and first grade. *Journal of Educational Psychology*.

Rimm-Kaufman, S.E., Curby, T.W., Grimm, K., Nathanson, L., & Brock, L.L. (2009). The contribution of children's self-regulation and classroom quality to children's adaptive behaviors in the kindergarten classroom. *Developmental Psychology*, 45, 958-972.

Curby, T.W., LoCasale-Crouch, J., Konold, T.R., Pianta, R., Howes, C., Burchinal, M., et al. (2009). The relations of observed pre-k classroom quality profiles to children's academic achievement and social competence. *Early Education and Development*, 20(2), 346-372.

Ponitz, C.C., Rimm-Kaufman, S.E., Grimm, K.J., & Curby, T.W. (2009). Kindergarten classroom quality, behavioral engagement, and reading achievement. *School Psychology Review*, 38(1), 102-120.

Curby, T.W., Rudasill, K.M., Rimm-Kaufman, S.E., & Konold, T.R. (2008). The role of social competence in predicting gifted enrollment. *Psychology in the Schools*, 45(8), 729-744.

Dr. Susanne Denham

Denham, S. A., Bassett, H. H., Auerbach-Major, S., Kochanoff, A., & Queenan, P. (under revision). The unique and interactive contributions of child temperament and maternal induction to preschoolers' social-emotional competence. *Parenting: Science & Practice*.

Denham, S. A. (in press). Emotion regulation: Now you see it, now you don't: A review of *Development of Emotions and Emotion Regulation*. *Emotion Review*.

Denham, S. A., Bassett, H. H., & Wyatt, T. (in press). Gender differences in the socialization of preschoolers' emotional competence. In A. Kennedy Root & S. A. Denham (eds.), *The role of parent and child gender in the socialization of emotional competence. New Directions for Child and Adolescent Development*. San Francisco: Jossey-Bass.

Denham, S. A., Warren, H. K., von Salisch, M., Benga, O., Chin, J-C., & Geangu, E.. (in press). Emotions and peer relationships. In C. Hart & P. K. Smith (Eds.), *Handbook of child social development, 2nd edition*. NY: Blackwell Publishers.

Root, A. K., & Denham, S. A. (in press-a). The role of gender in the socialization of emotion: Key concepts and critical issues. In A. K. Root & S. A. Denham (eds.), *The role of parent and child gender in the socialization of emotional competence. New Directions for Child and Adolescent Development*. San Francisco: Jossey-Bass.

Root, A. K., & Denham, S. A. (in press-b). *The role of parent and child gender in the socialization of emotional competence. New Directions for Child and Adolescent Development*. San Francisco: Jossey-Bass.

Denham, S. A., & Warren, H. K. (2009). The development of affect in childhood. In K. Scherer & D. Sander (Eds.), *Oxford companion to the affective sciences*, pp. 84-85. London: Oxford University Press

Denham, S. A., Wyatt, T., Bassett, H. H., Echeverria, D., & Knox, S. (2009). Assessing social-emotional development in children from a longitudinal perspective. *Journal of Epidemiology and Community Health*, 63, 37-52.

Dr. Robert Pasnak

Pasnak, R., Kidd, J. K., Gadzichowski, M. K., Gallington, D. A., Saracina, R. P., & Addison, K. T. (2009) Promoting early abstraction to promote early literacy and numeracy. *Journal of Applied Developmental Psychology*, 30, 239-249.

Romero, S., Perez, K., Pasnak, R., & Lehman, E. (In press) Selection of friends in an ethnically diverse preschool, *NHSA Dialog*.

Recent Lab Publications (cont.)

- Pasnak, R., Perez, K. & Romero, S. (in press). Encouraging friendships in preschool classrooms. *NHSA Dialog*.
- Greene, M. R., Pasnak, R., & Romero, S. (In press). A time lag analysis of temporal relations between motivation, academic achievement, and two cognitive abilities.
- Pasnak, R., Kidd, J. K., Gadzichowski, M. K., Gallington, D. A., Saracina, R. P., & Addison, K. (2008). Can emphasizing cognitive development improve academic achievement? *Educational Research*, 50, 261-276.
- Kidd, J. K. , Pasnak, R., Gadzichowski, M., Ferral-Like, M. , and Gallington, D. . (2008). Enhancing kindergartners' mathematics achievement by promoting early abstract thought. *Journal of Advanced Academics*, 19,164-200.
- Dr. Koraly Perez-Edgar**
- Pérez-Edgar, K., Bar-Haim, Y., Martin McDermott, J., Chronis-Tuscano, A., Pine, D. S., & Fox, N. A. (in press). Attention biases to threat and behavioral inhibition in early childhood shape adolescent social withdrawal. *Emotion*.
- Pérez-Edgar, K., Bar-Haim, Y., McDermott, J. M., Gorodetsky, E., Hodgkinson, C. A., Goldman, D., Ernst, M., Pine, D. S., & Fox, N. A. (in press). Variations in the serotonin transporter gene are linked to attention bias patterns to positive and negative emotion faces. *Biological Psychology*.
- Williams, L. R., Degnan, K. A., Pérez-Edgar, K., Henderson, H. A., Rubin, K. H., Pine, D. S., Steinberg, L., & Fox, N. A. (in press). Impact of behavioral inhibition and parenting style on internalizing and externalizing problems from early childhood through adolescence. *Journal of Abnormal Child Psychology*.
- Reeb-Sutherland, B. C., Vanderwert, R. E., Degnan, K. A., Marshall, P. J., Pérez-Edgar, K., Chronis-Tuscano, A., Pine, D. S., & Fox, N. A. (in press). Attention to novelty in behaviorally inhibited adolescents moderates risk for anxiety. *Journal of Child Psychology and Psychiatry*.
- McDermott, J. M., Pérez-Edgar, K., Henderson, H. A., Chronis-Tuscano, A., Pine, D. S., & Fox, N. A. (2009). A history of childhood behavioral inhibition and enhanced response monitoring in adolescence are linked to clinical anxiety. *Biological Psychiatry*, 65, 445-448.
- Chronis-Tuscano, A., Degnan, K. A., Pine, D. S., Pérez-Edgar, K., Henderson, H. A., Diaz, Y., Raggi, V. L., Fox, N. A. (2009). Stable, early behavioral inhibition predicts the development of social anxiety disorders in adolescence. *Journal of the American Academy of Child and Adolescent Psychiatry*, 48, 928-935.
- Schmidt, L. A., Fox, N. A., Pérez-Edgar, K., & Hamer, D. H. (2009). Linking gene, brain, and behavior: DRD4, frontal asymmetry, and temperament. *Psychological Science*, 20, 831-837.
- Bar-Haim, Y., Fox, N. A., Benson, B., Guyer, A. E., Williams, A., Nelson, E. E., Pérez-Edgar, K., Pine, D. S., & Ernst, M. (2009). Neural correlates of reward processing in adolescents with a history of inhibited temperament. *Psychological Science*, 20, 1009-1018.
- Reeb-Sutherland, B. C., Helfinstein, S. M., Degnan, K. A., Pérez-Edgar, K., Henderson, H. A., Lissek, S., Chronis-Tuscano, A., Grillon, C., Pine, D. S., & Fox, N. A. (2009). Startle modulation in behaviorally inhibited adolescents with a lifetime occurrence of anxiety disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, 48, 610-617.
- Pérez-Edgar, K., Schmidt, L. A., Henderson, H. A., Schulkin, J., & Fox, N. A. (2008). Salivary cortisol levels and infant temperament shape developmental trajectories in boys at risk for behavioral maladjustment. *Psychoneuroendocrinology*, 33, 916-925.

Recent Lab Publications (cont.)

Dr. Johannes Rojahn

- Matson, J. L., Fodstad, J., Rivet, T., & Rojahn, J. (in press). Behavioral and Psychiatric Differences in Medication Side Effects in Adults with Severe Intellectual Disabilities. *Journal of Mental Health Research in Intellectual Disabilities*.
- van Ingen, D. J., Moore, L. L., Zaja, R. H., Rojahn, J. (in press). The Behavior Problems Inventory (BPI-01) in Community-Based Adults with Intellectual Disabilities: Reliability and Concurrent Validity vis-à-vis the Inventory for Client and Agency Planning (ICAP). *Research in Developmental Disabilities*.
- Rojahn, J. & Meier, L. J. (in press). Psychopathology in Intellectual Disabilities: Epidemiology and Assessment. In: Robert M. Hodapp (Editor). *International Review of Research in Mental Retardation*. Amsterdam: Elsevier.
- Matson, J. L., Fodstad, J. C., Mahan, S., & Rojahn, J. (in press). Cutoffs, norms, and patterns of problem behaviors in children with developmental disabilities on the Baby and Infant Screen for Children with aUtism Traits (BISCUIT-Part 3). *Developmental Neurorehabilitation*.
- Rojahn, J., Matson, J. L., Mahan, S., Fodstad, J. C., Knight, C., Sevin, J. A., & Sharp, B. (in press). Cutoffs, norms, and patterns of problem behaviors in children with an ASD on the Baby and Infant Screen for Children with aUtism Traits (BISCUIT-Part 3). *Research in Autism Spectrum Disorders*.
- Rojahn, J., Wilkins, J., Matson, J. L., & Boisjoli, J. (in press). A Comparison of Adults with Intellectual Disabilities with and without ASD on Parallel Measures of Challenging Behaviour: The Behavior Problems Inventory-01 (BPI-01) and Autism Spectrum Disorders-Behavior Problems for Intellectually Disabled Adults (ASD-BPA). *Journal of Applied Research in Intellectual Disabilities*.
- Matson, J.L., Boisjoli, J.A., Rojahn, J., & Hess, J. (in press.) A factor analysis of challenging behaviors assessed with the Baby and Infant Screen for Children with aUtism Traits (BISCUIT-Part 3). *Research in Autism Spectrum Disorders*.
- González, M. L., Dixon, D. R., Rojahn, J., Esbensen, A. J., Matson, J. L., Terlonge, C., & Smith, K. R. (2009). The Behavior Problems Inventory: reliability and factor validity in institutionalized adults with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*, 22, 223-235.
- Weber, G., & Rojahn, J. (2009). Intellektuelle Behinderung [Intellectual disability]. In J. Margraf (Ed.), *Lehrbuch der Verhaltenstherapie*, Bd. 2 [Handbook of behavior therapy, Vol. 2] (3rd ed.) pp. 351-366. Berlin: Springer.
- Thorson, R.T., Matson, J.L., Rojahn, J., & Dixon, D.R. (2008). Behavior problems exhibited in institutionalized persons with intellectual disabilities and schizophrenia spectrum disorders. *Journal of Intellectual and Developmental Disability*, 33, 316-322.
- Zaja, R.H. & Rojahn, J. (2008). Facial emotion recognition in intellectual disabilities. *Current Opinion in Psychiatry*, 21, 441-444.
- Rojahn, J., Komelasky, K. G., & Man, M. (2008). Implicit attitudes and explicit ratings of romantic attraction of college students toward opposite-sex peers with physical disabilities. *Journal of Developmental and Physical Disabilities*, 20, 389-397.
- Naglieri, J. A., Salter, C., & Rojahn, J. (2008). Specific learning and intellectual disabilities (pp. 401-416). In J. E. Maddux & B. A. Winstead (Eds.), *Psychopathology: Contemporary theory, research, and issues*; 2nd ed. Mahwah, NJ: Lawrence Erlbaum.
- Rojahn, J., & Bienstein, P. (2008). Selbstverletzendes Verhalten (Self-injurious behavior). In Lauth, G.W., Linderkamp, F., Schneider, S., & Brack, U. (Eds.), *Verhaltenstherapie mit Kindern und Jugendlichen (Behavior therapy with children and adolescents)*, 2nd ed. (pp. 90-105). Weinheim, Basel: Belz Verlag.

Dr. Adam Winsler

- Johnson De Feyter, J., & Winsler, A. (2009). Disentangling Nativity Status, Race/Ethnicity, and Country of Origin in Predicting the School Readiness of Young Immigrant Children. In E. Grigorenko & R. Takanishi (Eds.), *Immigration, diversity, and education*. New York: Routledge.

Recent Lab Publications (cont.)

- Johnson De Feyter, J., & Winsler, A. (in press). The early developmental competencies and school readiness of low-income, immigrant children: Influences of generation, race/ethnicity, and national origins. *Early Childhood Research Quarterly*.
- Hastings, E.I., Karas, T. L., Winsler, A., Way, E., Madigan, A.L., & Tyler, S. (in press). Young children's video/computer game use: Relations with school performance and behavior. *Issues in Mental Health Nursing*.
- Winsler, A. (2009). Still talking to ourselves after all these years: A review of current research on private speech. In A. Winsler, C. Fernyhough, & I. Montero (Eds.), *Private speech, executive functioning, and the development of verbal self-regulation*. (pp. 3-41). New York: Cambridge University Press.
- Abar, B., Carter, K.L., & Winsler, A. (2009). 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*.
- Kitsantas, A., Winsler, A., & Huie, F. (2008). Self-regulation and ability predictors of academic success during college: A predictive validity study. *Journal of Advanced Academics: Special Issue - Self-Regulated Learning*, 20, 42-68.
- Winsler, A., Tran, H., Hartman, S., Madigan, A.L., Manfra, L., & Bleiker, C. (2008). School readiness gains made by ethnically-diverse children in poverty attending center-based childcare and public school pre-kindergarten programs. *Early Childhood Research Quarterly*.
- Bernhard, J., Winsler, A., Bleiker, C., Ginieniewicz, J., & Madigan, A.L. (2008). "Read my story:" Promoting early literacy among diverse, urban, preschool children in poverty with the Early Authors Program. *Journal for the Education of Students Placed at Risk*.
- Crane, J.L., & Winsler, A. (2008). Early autism detection: Implications for pediatric practice and public policy. *Journal of Disability Policy Studies*.
- Winsler, A., Abar, B., Feder, M., Rubio, D.A. & Schunn, C. (2008). Private speech and executive functioning among high functioning children with autistic spectrum disorders. *Journal of Autism and Developmental Disabilities*.

Smile, ADP!



Jessy Zadrazil, Dr. Denham, and Carol Morris



Dan Zapp and Alison Booth

Smile, ADP! (cont.)



Nicole Turygin, Abby Carlson,
and Kate Zinsser at the ADP Happy Hour



Stephenie Schoenberger and Rebecca Morse at
the ADP Happy Hour



Lindsey Hutchinson, Ashley Simpkins, Carolina
Loyola, and Alejandra Loyola



ADP Happy Hour

**Do you have any pictures that you would like to submit for the next ADP Newsletter?
Please email your pictures to Erin Tarpey at etarpey@gmu.edu**