

Table of Contents

Page 2... *Dr. Visconti
Spotlight cont.*

Page 3... *ADP Exec.
Officers*

Page 4-5... *DISC Lab*

Page 6... *Cognitive
Interventions Lab*

Page 7-8... *BADD Lab*

Page 9-10... *Child
Development Lab*

Page 11-12... *WinsLab*

Page 13... *Publications*

Page 14... *Presentations*

Page 15... *Upcoming
Conferences/Misc.*

~ Welcome to ADPSG ~

The overall mission of George Mason University's Applied Developmental Psychology Student Group is to serve the needs of Applied Developmental Psychology students at the University. We work to advance the understanding of the field of developmental psychology, promote our ADP program, provide funding for conference presentations, enhance collaboration between the developmental psychology laboratories, and host social and service activities. If you have any questions about our program, please visit us at www.gmu.edu/org/adpsg and adpsyc.gmu.edu - and feel free to contact a student or professor!

New Faculty: Spotlight on Dr. Kari Visconti

Ph.D.: Arizona State University

B.S. & M.S.: North Dakota State University

My research largely focuses on children's relationships with their peers in middle childhood and during the transition to adolescence. I have a particular interest in how social behaviors look during this developmental time and how children think about themselves, their social behaviors, and their relationships with others. Often, this focuses on children's experiences of being victimized (i.e., bullied) by their peers or engaging in aggressive behavior toward others. Everyone has a story about experiencing or witnessing bullying and, as of late, our popular media has increasingly publicized what researchers and individuals have known for some time: the issue of aggression that occurs among youth in our schools has significant and lasting consequences.

Spotlight on Dr. Kari Visconti cont.

... I take it as my responsibility as a researcher in this area to examine issues that may have the potential to explain why these problem behaviors occur and/or understand what can help build resilience or skills in children who experience social difficulties with their peers. As such, my research has examined topics like children's coping behaviors (i.e., how they respond when they experience bullying), causal attributions (i.e., why do they think these things happen to them), and moral reasoning (i.e., under what conditions do they think aggression is justifiable). In addition, my graduate students and I are in the early stages of developing a few different research projects to answer these questions in greater depth - for example, by understanding why some children feel unable to seek support in response to difficulties with peers and why beliefs about harmful bullying behaviors may vary across instances of victimization.

In all of these issues, I put an emphasis on using appropriate statistical tools to answer our research questions. Whether it is a correlation or a conditional latent transition analysis, I find it so incredible that we have these tools as researchers to place meaning on the data we collect! I make an effort to spread this appreciation for statistics to students in class, in my lab, and in one-on-one consultations. I enjoy these interactions considerably and invite students to contact me if they have questions or just want to brainstorm methods of analyzing their data.

Dr. Visconti's Peer Relations Lab has officially been established and is excited to begin recruiting new students for future research!

Meet Dr. Visconti's "Peer Relations Lab"



Max Shear
PhD

DR. KARI VISCONTI



Janeela Conway-Turner
PhD



ADPSG Executive Officers

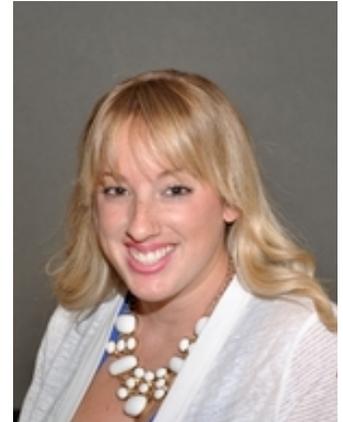
There will be availabilities to join ADPSG as an elected officer for the 2014-2015 school year. Elections will be held spring 2013 for the following fall.



Danielle Mead
President



Alec Bernstein
Vice President



Dani Sebille
Secretary



Dr. Adam Winsler
Faculty Advisor



Jordan Tibodeaux
Treasurer



Mandona Mahtasham
Student Representative

We 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, Mandana Mohtasham! Mandana can be reached at mmohtash@masonlive.gmu.edu. The ADP faculty meets at least once a month. Hope to hear from you!

Development in School Context (DISC)

Lab: Dr. Curby

Dr. Tim Curby's Development in School Contexts (DISC) Lab is interested in research related to how children develop in classroom settings and what teachers do to facilitate students' development. Dr. Curby is a co-principal investigator on Dr. Denham's IES-funded *Teachers as Socializers for Social Emotional Learning* (TASSEL) grant, which considers the ways in which preschool teachers prepare their students to be socially and emotionally competent and prepared to enter kindergarten. DISC Lab students work closely with the students in Dr. Denham's lab to collect data via direct assessments and observational measures from participating preschool programs in the Northern Virginia area. As part of the TASSEL project, DISC Lab students have become trained observers on the Classroom Assessment Scoring System (CLASS™), an observational tool used to examine classroom processes and assess classroom quality. Students were trained in the CLASS the last two years, and another training will be held for interested students in December 2013. DISC Lab students also collaborate with Dr. Denham's lab on the *Computerized Assessment of Preschool Social Emotional Learning* (CAPSEL) grant, funded by NIH. CAPSEL aims to validate a computerized version of two assessments of social-emotional competence. Students administer live and computerized versions of the assessments in participating classrooms.

Individually, members of the DISC Lab are working on a variety of different projects. Craig Bailey is working on completing his dissertation, revising several manuscripts, and submitting to various conferences. In addition to coordinating the development of software for the CAPSEL project, Craig is also working closely within the Child Development Lab on a teacher professional development workshop aimed at enhancing social-emotional teaching and learning. Becca Ullrich is working with Dr. Curby to conduct secondary data analyses using the Head Start Impact Study (HSIS) and Early Childhood Longitudinal Study (ECLS-K) data. Alexandra Davidson-Palmer and Emily Spencer are completing their practicum requirements in preparation for graduation from the Masters program in May. –Becca Ulrich

Meet the DISC Lab



Craig Bailey
PhD



DR. TIM CURBY



Emily Spencer
Master's



Alexandra Davidson-Palmer
Master's



Guifeng Xu
Master's



Becca Ulrich
PhD

Cognitive Interventions Lab: Dr. Pasnak

This year in Dr. Robert Pasnak's lab we continued the research on our first graders and patterning, but added tests of executive functioning to the mix. Allison Bock, a PhD student in our lab, worked hard to find a card sort task and collaborated with Christian Gonzalez from the Human Factors department to adapt a computerized puzzle matching task (created by Dr. Youmans) for children that our first graders have truly enjoyed. Melissa Fetterer, a second year master's student in the lab, has been supervising undergraduate research assistants three days a week at two schools in Alexandria, Virginia. She also completed part of her practicum at Children's National Medical Center under the supervision of two child life specialists. -Melissa Fetterer

Meet Dr. Pasnak's Lab



Sarah O'Brien
Master's



Allyson Bock
PhD



Katrina Schmerold
PhD



Melissa Fetterer
Master's



DR. ROBERT PASNAK

(not pictured: Amber Shriver)

Behavior and Developmental Disabilities Lab (BADD): Dr. Rojahn

Dr. Johannes Rojahn's Behavior and Developmental Disabilities Lab (BADD) primarily focuses on the research of atypical populations using the Behavior Problem Inventory (BPI). The BPI is an informant-based questionnaire that measures the frequency and severity of self-injurious, aggressive, and stereotypic movement challenging behaviors. Atypical populations that are most often sought as participants are those with autism spectrum disorder, intellectual/developmental disabilities, sensory issues, or other genetic disorders closely associated with the emergence of challenging behaviors.

Most recently, students have begun an array of projects for projects, master's theses, and doctoral dissertations. Alec Bernstein, Liz Berke, and Brittney Bettencourt have started the preliminary processes to compare of teacher and parent responses on the BPI-S for children with special needs. Previous research has shown that parents and teachers often differ on many levels of measuring behavior due to the difference in environment and time spent together. Xiaozhu An has been working on her project looking at cross-cultural differences in problem behaviors between Chinese and non-Chinese children using the BPI-01.

Alec and Xiaozhu also have begun analyzing data for their master's theses. Alec's project aims to detail if mood, interest, and pleasure can predict challenging behavior in adults with severe/profound intellectual disabilities. Xiaozhu's thesis proposes a possible effect of social cues on attention in children with ASD. She plans to investigate different attention patterns of children with ASD compared to typically developing peers in real-life scripts. Andrea Mascitelli is in the beginning stages of her dissertation with which Liz Berke is assisting. Together, they are conducting an experiment involving the use of Mindfulness-Based Stress Reduction (MBSR) therapy to reduce caregiver burden of children with ASD.

Together, Dr. Rojahn and his students in the BADD lab have been actively producing publications and conference presentations. The lab is enjoying having Brittney and Melissa as new fellow researchers!

Meet the BADD Lab



Liz Berke
PhD



Andrea Mascitelli
PhD



Xiaoxzhu An
Master's

DR. JOHANNES ROJAHN



Alec Bernstein
Master's

(not pictured: Brittney
Bettencourt and Melissa
Mooney

Child Development Lab: Dr. Denham

Dr. Denham's Child Development Lab has had an on-going six-year grant from the NICHD for Assessing Social-Emotional Skills for School Readiness (ASESSR) and enhancing computer based versions of these assessments. With this grant, and the joint efforts of Dr. Curby's DISC lab, Dr. Denham and her students have continued two core research projects, teachers as socializers of social emotional learning (TASSEL) and computerized assessment of preschool social-emotional learning (CAPSEL).

TASSEL is a three-year IES-funded study conducted in conjunction with CAPS. This study will examine the preschool teacher's role in helping their students develop social and emotional competence as they prepare to move into kindergarten. Over the course of the three-year study, TASSEL will study approximately 800 children in 80 preschool classrooms. Social and emotional factors will be examined on both the teacher and child level. Teachers will be observed in their classrooms, and asked to complete self-assessment questionnaires. Children's emotional and social competence will be studied both in the traditional pen and paper method along with new computer-based versions of the assessments. Dr. Curby's lab conducts classroom observations.

CAPSEL is a two-year NIH-funded study conducted in conjunction with TASSEL. This study will adapt, via computerization, research-based SEL assessment tools with strong empirical predictive validity for school adjustment and achievement. Over the two-year period, we will transform an existing assessment battery to maximize utility and feasibility in preschool, Head Start and pre-kindergarten classrooms. Our first aim in this exploratory/developmental project is to design a computer-based version of our SEL assessment battery. We will complete our computerization of game-like measures assessing emotion knowledge, social problem-solving, and prosocial behavior, and pilot these early versions, examining their usability with teachers and 3- to 4-year-old children, as well as their relation to teachers' attitudes about computer, computer usage in the classroom, gender, age, and children's early school success and cognitive ability. Additionally, we will revise the measures as necessary after holding a focus group with teachers to inform this process. We will work toward validation of the complete computerized battery against the original noncomputerized assessment tools, and in relation to children's early school success. This work will provide a springboard to later finalization of this battery and continued exploration of its usefulness.

Meet the CDL



DR. SUSANNE DENHAM



Sammi Plourde
PhD



Nicole Fettig
PhD



Craig Bailey
PhD



Grace Howarth
Ph.D.



David Ferrier
PhD



Sandy Salguero
Master's



Naomi Watanabe



Kristina Herndon
Ph.D.



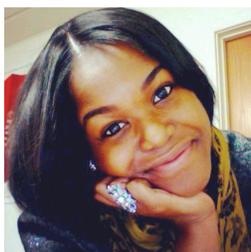
Gaby Espinoza



Daisy Andonyadis
Master's



Hideko Hamada Bassett
Research Assistant Professor



NiLa Austin



Mandana Mohtasham
Master's



Dani Seville
Master's

WinsLab: Dr. Winsler

The large-scale, university-community partnership, the Miami School Readiness Project (MSRP), continues in Dr. Winsler's lab, in which we are longitudinally following the public school progress of about 58,000 low-income, linguistically and ethnically diverse children who attended different types of childcare care and pre-K programs at age 4 back in 2002-2006. Our first cohort of preschoolers is now in 11th grade. In terms of more local, lab-based research, we are also coding the private speech that 5-7 year olds (who vary in their degree of bilingualism) use on an executive function task. Daniele just completed a paper examining the long-term outcomes of kindergarten retention for low-income Black and Latino children using MSRP data, and is now working on publishing her MA thesis on crib speech while starting her dissertation examining narrative skills and executive functioning among monolingual English and bilingual (English-Spanish) children. Jordan is planning his dissertation examining the motivational climate provided by coaches in a youth sport (tennis) setting and its relation with athlete's private speech (self-talk) during sport, and finishing up a paper on first-year college students' time management in relation to motivation and academic performance. Tanya is examining the characteristics and outcomes of children who are and are not forced to repeat 3rd grade after poor performance on the high-stakes FCAT test, using MSRP data. Alex is examining the effects of school mobility (changing schools) on minority children's academic outcomes using child factors (i.e., gender, ethnicity, social-emotional, cognitive, language skills) and quality of school moved to and from as potential moderators, also with MSRP data. Devon is currently planning an MA thesis having to do with parent-child interactions and language development among deaf children with hearing parents who do or do not use sign language.

Meet Dr. Winsler's Lab



Danielle Mead
PhD



DR. ADAM WINSLER



Alex Moffitt
Master's



Jordan Thibodeaux
PhD



Devon LaMay
Master's



Tanya Tavassolie
PhD

Recent ADP Publications

Mead, D., & Winsler, A. (in press). Children's private speech. In S. Robson & S. Quinn (Eds.), *The Routledge international handbook of young children's thinking and understanding*. London, UK: Routledge.

Kim, Y.K., Hutchison, L.A., & Winsler, A. (in press). Bilingual education in the United States: An historical overview and examination of two-way immersion. *Educational Review*.

D'Lima, G., Winsler, A., & Kitsantas, A. (in press). Gender and ethnic differences in first-year college students' goal orientation, academic self-efficacy, and intrinsic/extrinsic motivation. *Journal of Education Research*.

Huie, F., Winsler, A., & Kitsantas, A. (in press). Employment and first-year college achievement: The role of self-regulation and motivation. *Journal of Education and Work*. DOI:10.1080/13639080.2012.718746 Advance online publication

Winsler, A., Gupta, Karkhanis, D., Kim, Y., & Levitt, J. (2013). Being Black, male, and gifted in Miami: Prevalence and predictors of placement in elementary school gifted education programs. *Urban Review*, 45, 416-447. DOI: 10.1007/s11256-013-0259-0

Morrissey, T., Hutchison, L., & Winsler, A. (in press). Family poverty, school attendance, and academic achievement in early elementary school. *Developmental Psychology*. Doi: 10.1037/a0033848

Cambridge-Williams, T., Winsler, A., Kitsantas, A., & Bernard, E. (2013). University 100 orientation courses and living-learning communities boost academic retention and graduation via enhanced self-efficacy and self-regulated learning. *Journal of College Student Retention*, 15(2), 243-268. doi: 10.2190/CS.15.2.f

Rubio, D.A., Sánchez Medina, J.A., & Winsler, A. (2013). Private speech in illiterate adults: Cognitive functions, task difficulty, and literacy. *Journal of Adult Development*, 20 (2), 100-111. DOI: 10.1007/s10804-013-9161-y

Loyola Briceno, A-C., De Feyter, J.J., & Winsler, A. (2013). The school readiness of children born to low-income adolescent Latinas in Miami. *American Journal of Orthopsychiatry*, 83 (2-3), 430-442.

Crane, J., Winsler, A., & Sands, B. (2013). Predictors of referral recommendations by teachers and clinicians for ethnically diverse, low-income children receiving childcare subsidies. *Exceptional Children*, 80 (1), 45-64. Advance online publication.

Ansari, A., & Winsler, A. (2013). Stability and sequence of center-based vs. family childcare: Links with low-income children's school readiness. *Children and Youth Services Review*, 35, 358-366. doi: 10.1016/j.childyouth.2012.11.017

Rojahn, J., Schroeder, S.R., Mayo-Ortega L., Oyama-Ganiko, R., LeBlanc, J., Marquis, J., & Berke, E.B. (2013). Validity and Reliability of the Behavior Problems Inventory, the Aberrant Behavior Checklist, and the Repetitive Behavior Scale-Revised among Infants and Toddlers at Risk for Intellectual or Developmental Disabilities: A Multi-Method Assessment Approach. *Research in Developmental Disabilities*, 34, 1804-1814. Schroeder, S. R., Rojahn, J., An, X., Mayo-Ortega, L., Oyama-Ganiko, R., & LeBlanc, J.

(2013). The Parental Concerns Questionnaire: A Brief Screening Instrument for Potentially Severe Behavior Problems in Infants and Toddlers At-Risk for Developmental Delays. *Journal of Developmental and Physical Disabilities*, 1-11. doi: 10.1007/s10882-013-9359-8

Mascitelli, A. N., Rojahn, J., Nicolaidis, V. C., Moore, L., Hastings, R., & Christian-Jones, C. (in press). The Behavior Problems Inventory - Short Form (BPI-S): Reliability and factorial validity in adults with intellectual disability. *Journal of Applied Research in Intellectual Disabilities*.

Visconti, K. J., Kochenderfer-Ladd, B., & Clifford, C. (in press). Children's attributions for peer victimization: A social comparison approach. *Journal of Applied Developmental Psychology*.

Visconti, K. J., Sechler, C. M., & Kochenderfer-Ladd, B. (2013). Coping with peer victimization: The role of children's attributions. *School Psychology Quarterly*, 28, 122-140.

Visconti, K. J., Ladd, G. W., & Kochenderfer-Ladd, B. (2013). The role of moral disengagement in the longitudinal associations between children's social goals and aggression. Presentation for the Society for Research on Child Development's Biennial Meeting. Seattle, Washington.

Recent ADP Conference Presentations

Mascitelli, A. N., Rojahn, J., Nicolaides, V. C., Moore, L., Hastings, R., & Christian-Jones, C. (2013, August). The Behavior Problems Inventory - Short Form (BPI-S): Reliability and factorial validity in adults with intellectual disability. *Poster accepted for presentation at the meeting of the American Psychological Association, Honolulu, HI.*

Presentation at the 2013 Gatilung conference: The Moderating Effects of Comorbid Anxiety Symptoms and Problem Behaviors in Infants with Autism Spectrum Disorder

Verdon, S., McLeod, S., & Winsler, A. (2013, November). Language diversity, use, maintenance, and loss in young Australian children. Paper to be presented at the Asia Pacific Conference of Speech Language and Hearing. Taiwan, China.

Verdon, S., McLeod, S., & Winsler, A. (2014, May). *Language diversity, maintenance, and loss: A population study of young Australian children.* Paper submitted as an oral presentation at Speech Pathology Australia Conference 2014, Melbourne, Australia.

Verdon, S., McLeod, S., & Winsler, A. (2014, June). *Facilitating home language maintenance in an English dominant context.* Paper submitted to the International Clinical Phonetics and Linguistics Association Conference. Stockholm, Sweden.

Moffett, A., & Winsler, A. (2014, April). *Cyberbullying, depression, and substance abuse in adolescence: Variation by sexual orientation, gender, and age.* Poster submitted for presentation at the SRCD theme conference –Strengthening Connections Among Child and Family Research, Policy and Practice. Alexandria VA.

Tavassolie, T., & Winsler, A. (2014, April). *Mandatory grade retention from high-stakes test performance among low-income, ethnically diverse children: Who fails the FCAT and who repeats 3rd grade?.* Poster submitted for presentation at the SRCD theme conference –Strengthening Connections Among Child and Family Research, Policy and Practice. Alexandria VA.

Espinosa, L.E., Burchinal, M.R., Winsler, A., Castro, D. C., Peisner-Feinberg, E., Laforett, D.R. (2013, April). Child care experiences among dual language learners in the US: Analyses of the Early Childhood Longitudinal Survey-Birth Cohort. In A. Fuligni (Chair), *The complex picture of child care use for dual-language learners: Diversity of families and children's experiences over time.* Paper presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

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 biennial conference of the Society for Research on Child Development, Seattle, WA

Ansari, A., & Winsler, A. (2013, April). *Montessori public school pre-K programs and the school readiness of low-income, Black and Latino children.* Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

Borre, A., Winsler, A., Bleiker, C., & Bernard, J. (2013, April). *Long-term effects through grade three of the Early Authors Program for low-income, ethnically diverse preschoolers.* Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

Gupta, D., Winsler, A., & Perez-Edgar, K. (2013, April). *Cultural differences in maternal emotion socialization: Links between negative affect, anxiety, and somatic complaints in children.* Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

Winsler, A., Robinson, J., & Thibodeaux, J. (2013, April). Patterns of subsidized child care and public school pre-k use in Miami as a function of ethnicity, language, immigration, and generation. In A. Fuligni (Chair), *The complex picture of child care use for dual-language learners: Diversity of families and children's experiences over time.* Paper presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

Gupta, D., Doll, E., & Winsler, A. (2013, April). School readiness and the early school performance of low-income migrant children are related to preschool health and medical care status. In R. Manes (Chair), *SES, child health and well-being across contexts and developmental stages.* Poster symposium presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

Winsler, A. (2013, April). Discussant. In M. Bratsch-Hines (Chair). *Associations between child care instability, multiplicity, and children's social development.* Paper presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

Upcoming Conferences



**The 47th Annual
Gatlinburg Conference**
Chicago, Illinois
March 5-7, 2014

**American Psychological
Association Annual
Conference**
Washington, DC
August 7-10, 2014



**The 26th Annual
Association for
Psychological Science
Conference**
San Francisco, CA
May 22-25, 2014

**12th National Research
Conference on Early
Childhood – Head Start**
Washington, DC
July 7-9, 2014



**Head Start's 12th National Research
Conference on Early Childhood
Collaboration and Coordination:
Understanding Systems Supporting
Young Children and Their Families**

**July 7-9, 2014
Grand Hyatt Washington
Washington, D.C.**



**Society for Research in Child
Development Special Topics
Meetings: Strengthening Connections
Among Child and Family Research,
Policy, and Practice**
Alexandria, VA
April 3-5, 2014

Need help with funding for presenting at conferences?

Contact ADPSG's Treasurer, Jordan Thibodeaux, to acquire about possible funding for travel to conferences at which you are presenting. There is only a limited available amount of money to be distributed throughout the department!