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A New Chapter in ADP: An Interview with Dr. Susanne Denham

Last Spring the Applied Developmental Psychology Program saw the retirement of distinguished professor and Director of the Developmental, Biopsychology, and School Psychology programs, Dr. Elyse Lehman. Stepping up and providing new leadership for the program starting this Fall is longtime faculty member and accomplished researcher, Dr. Susanne Denham.

Dr. Denham has been with ADP since 1985, and since then has established a successful research lab contributing to the study of children's social and emotional development. Dr. Denham received her M.A. from Johns Hopkins University and



completed her PhD at the University of Maryland Baltimore County. Before joining the Psychology faculty at GMU, Dr. Denham served as an instructor at the University of Maryland

College Park and Guest Scientist at the National Institute of Mental Health Developmental Psychology Laboratory.

We recently had the opportunity to interview Dr. Denham and ask her more about her background, research interests, and goals for the ADP Department now that she is at the helm.



Continued on page 3

Spotlight on Student Research: Dissertation Highlights

For this edition of the ADP newsletter we wanted to feature a few of our best and brightest and highlight the research they are conducting. Melissa Mincic and Dhvani Patel are two advanced Ph.D. students who are currently conducting some exciting, innovative, and important research for their dissertations.

Melissa's work concerns *Dialogic Reading with Emotion-Laden Storybooks: Intervention Methods to Enhance Children's Literacy and Social-Emotional Skills*; while Dhvani's is investigating *The Effects of Temperament and Schooling on Achievement Motivation in First-Grade Children*.

So let's take this opportunity to get to know Melissa and Dhvani, and get a better idea of the exciting student research currently going on in the Applied Developmental Psychology program here at Mason. ADPSG President Todd Wyatt had the opportunity to speak with each of them.

TW: What is your current research all about?

Dhvani Patel: Researchers have studied achievement motivation due to its strong relationship with children's educational outcomes. Achievement motivation has been measured via

achievement goals— *mastery* - engaging in a task for the purpose of learning (correlated with adaptive learning patterns) vs. *performance* - engaging in a task to demonstrate competence (correlated with maladaptive behaviors). This study will examine the relationships between achievement motivation, schooling, and temperament longitudinally over the course of first-grade. Fifty 1st grade children will be recruited from Prince William and Loudoun County public school systems. Each child will be tested during two sessions this Fall and two in the Spring.

Continued on page 5



Announcement

*Psychology Alumni
Celebration*

Come celebrate the

35th anniversary

*of the Psychology
Department and the*

25th anniversary

*of the Doctoral Program
on*

October 25, 2007

*at George Mason
University*

Guest Speaker –

Dr. Roy Baumeister



ADPSG Executive Council



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ADPSG Faculty and Research Labs

Dr. Susanne Denham

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Dr. Denham's Lab

Social and emotional development, social processes in children, developmental psychopathology, and ethnographic and observational research methods

Dr. Robert Pasnak

rpasnak@gmu.edu

Dr. Pasnak'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. Koralý Pérez-Edgar

kperezed@gmu.edu

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

jrojahn@gmu.edu

Dr. Rojahn's Lab

Intellectual and developmental disabilities, challenging behaviors, psychopathology, applied behavior analysis (ABA), socio-emotional competence, and interpersonal functioning

Dr. Adam Winsler

awinsler@gmu.edu

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

A New Chapter in ADP (cont.)

JJ: First, from all of us in ADP, congratulations on your appointment to Director of the Applied Developmental Psychology program at GMU! First, how did you get your start in the field of developmental psychology and how did you know this work was for you?

Dr. Denham: One way to look at it is that I got my start at age 10 when I began babysitting – I was *always*, even before that, fascinated with children younger than I was, and what made them “tick”. I also showed very early signs of being an “observer” – for example, spotting the fire at my neighbors’ barn out our picture window before anyone on their property did (I was four years old).

“I was always fascinated with children younger than I was, and what made them “tick.”

Beyond these early (and perhaps frivolous) proclivities, I was always interested in academic pursuits. I was pre-med in college until I hit my first psychology course and then I never looked back. I got my MA at Johns Hopkins University and then became a school psychologist in Carroll County, Maryland. When I was ready to continue my graduate studies I had clinical, school, and applied developmental programs to choose from. Always I knew that I wanted to pursue applied work, but that, to me, normal and atypical development were crucial underpinnings for this work. So I happily chose an Applied Developmental program at a time when many people didn’t really know what that even meant. Then, when I went to University of Maryland Baltimore County for my Ph.D., the research bug bit me. I went there thinking to become a better practitioner and became a diehard researcher as well.

JJ: What areas of developmental psychology are you most interested in researching/teaching? Can you tell us a little about your current projects being conducted in your lab?

Dr. Denham: Ever since I was that young babysitter, I’ve been interested in feelings and how people get along. When I began doing research, even at Hopkins when I was working as a GRA in an applied study of gifted children, I looked at their social and motivational development and had an idea for a dissertation



on empathy. Then while at UMBC I had the rare opportunity to work at the NIMH Developmental Psych Lab and focus on emotional and social development for my dissertation, which have been the center of my attention ever since.

At this point in my lab, we are actually working on one huge project, but at the same time have three earlier datasets that we are still quite involved with. The large ongoing project is funded by NICHD, Head Start and the Administration on Children and Families. We are part of a consortium trying to pull together appropriate assessment to pinpoint and promote school readiness for young children. In our lab, we are working on measures of emotion knowledge, social problem solving, emotion regulation, and social behavior, as they relate to school adjustment and achievement as children move into kindergarten. The older datasets involve emotional competence and its socialization in preschoolers and young adolescents, as well as one project on the development of forgiveness in gradeschool-aged children.

JJ: When did you join the George Mason ADP faculty and what about the department interested you in making it your professional home?

Dr. Denham: I joined the department in 1985 and remember that I found the Psychology Department at GMU very collegial. Drs. Lehman and Flynn took me out to dinner after my job talk and gave me lots of information, and just as important, made me feel comfortable that this would be a great place. And I wasn’t wrong in terms of collegiality – the friendships that have been formed amongst faculty here, that continue to this day, nourish me both professionally and personally.

“I liked the applied focus of the [GMU Psychology] department very much and felt that there was true excellence there.”

Just as importantly, I was intrigued by the way that George Mason was growing at the time, with the concomitant opportunity to be in on such growth in excellence. I liked the applied focus of the department very much and felt that there was true excellence there.

JJ: We have some exciting milestones coming up for the GMU Department of Psychology including the 35th anniversary of the department and the 25th anniversary of the doctoral program. What was the program like when you started and how have you seen it evolve to where it is now?

New Leadership in ADP (cont.)

Dr. Denham: In 1985, when I came on board, we were smaller, our doctoral programs were in their infancy (ADP didn't even exist!), and we were moving into a shift in the relative importance of research. That is, the balance in our scholarly work between teaching/education and research and its application has changed since those earlier days. Actually I believe we still try to "do it all" in terms of high quality at both undergraduate and graduate levels – to excel in teaching, research, and service. And we still work hard at keeping that all-important collegiality alive – amongst both faculty and students. One change is that the quality of our graduate students keeps getting better and better, and that is truly energizing for the entire faculty.

In terms of ADP specifically, as I said, we didn't exist in 1985. The growth and strengthening of our Ph.D. (and M.A.) programs in applied developmental psychology has been extremely gratifying. Dr. Lehman worked tirelessly to see the fruition of the program and the addition of excellent colleagues helped us move forward. I think the future is bright for our program.

JJ: Now that you're the new ADP Director, what are your goals and aspirations for the future of the program? Are there any specific objectives you plan to work on during your directorship?

Dr. Denham: The directorship is very new to me! First, I want to hold on to the gains we have made in faculty and student quality. Second, I want to support my colleagues so that they can successfully support you. And at the same time, I want to have an open door policy so that students can communicate with me about anything and everything (for most things, of course, seeing your advisor is the first line of action).

"I would like to examine our curriculum...to make sure we are giving you the best breadth and depth possible...I want to streamline the hurdles you face where possible."

In terms of specific objectives, I would like to examine our curriculum – required courses, possible electives within and outside the department – to make sure we are giving you the best breadth and depth possible. I want to make sure that we can support graduate students financially as well as possible, and offer courses on a timely basis. I want to streamline the hurdles you face where possible.

JJ: Finally, if there were one piece of advice you could give current ADP students about pursuing and maintaining a meaningful career in applied developmental psychology, what would that be?

Dr. Denham: First of all, while you are here, don't give up. Graduate school is stressful, no doubt about it. But use all the support system you have all around you – each other, your advisor, your other professors, me, other members of the department and the wider University community.

"Don't give up...use all the support system you have...ask questions... jump into research with both feet...don't close doors too early... use your time in graduate school to practice the roles that you will choose in the years to come."

Talk with all of these people about the ideas about which you are passionate, get their feedback, listen to their ideas, and ask questions. Avail yourself of all your opportunities to network with and learn from other applied developmentalists and community members. In this way you can refine the direction you want to ultimately take. And jump into research with both feet, work on data collection, analysis, interpretation, and dissemination – early and often!

Finally, take a hard look at whether you want an academic or non-academic career – don't close doors too early, though. Try out aspects of each if possible. Find out the "rules" of each workplace mini-culture and use your time in graduate school to practice the roles that you will choose in the years to come.

JJ: Thank you for your time, Dr. Denham. Best of luck in your new endeavor as Director of ADP!

Spotlight on Student Research (cont.)

TW: How did you become interested in this area of research?

Dhvani Patel: I became interested in achievement motivation during my first year at GMU. We (our lab) were collecting data in Fairfax County investigating achievement motivation across several grade levels.



During data collection, it was fascinating to see how differently children reacted to challenging situations—*mastery vs. performance*. Over the years I have primarily focused on investigating achievement motivation in younger children, as evidence suggests that achievement motivation may be changing in the early school years.

TW: How are you recruiting kids? Where are you collecting your data?

Dhvani Patel: I'll be collecting data in Prince William County and Loudoun County schools. I went through the "research/ program evaluation offices" of both counties, which require a fairly simple application—*simple compared to what we're used to!* The program evaluation supervisors then recommended a few schools in their counties. I contacted the principals for permission to collect data in their schools. Once permission was obtained, I met with teachers and attended some parent nights. There are quite a few hoops to jump through, but it's all worthwhile to see how excited everyone is about motivating children!

TW: Are you seeking external funding, if so how did you go about pursuing that?

Dhvani Patel: Yes- I've applied for some grants (APA & CHSS) - I'm keeping my fingers crossed. I came across these two grants by doing some basic internet searches; an especially helpful one is SPIN

(http://www.infoed.org/new_spin/spin.asp)

and I also started reading departmental e-mails!

TW: When do you hope to complete the dissertation?

Dhvani Patel: Hahaha, good question... hope to defend by August/September 2008.

TW: And now for a look into Melissa's work. Could you give us a brief abstract of the study?

Melissa Mincic: My research integrates dialogic reading techniques and emotion-coaching in an intervention designed to simultaneously enhance children's literacy and social-emotional skills.



Teachers in the intervention condition will use dialogic reading techniques while reading emotion-laden storybooks to small groups of children. All children's vocabulary and socio-emotional skills will be assessed pre- and post-intervention. This research will provide empirically supported methods for enhancing children's emergent reading skills and subsequent reading outcomes and improving preschoolers' social-emotional classroom behaviors. Further, this intervention could offer preschool programs a cost- and time-effective means of simultaneously enhancing children's literacy and social-emotional skills.

TW: Why are you interested in this/why is this study important?

Melissa Mincic: I have always been interested in social-emotional development, and more recently, in intervention research. A few years ago, I came across an article by Dr. Grover Whitehurst and colleagues in which they improved Head Start children's emergent literacy skills using Dialogic Reading techniques. I had previously read about mother-child discussion of social-emotional storybook content and thought that there may be a way to combine the two to enhance both children's social-emotional and vocabulary skills. If my intervention project is successful, using Dialogic Reading to discuss emotional storybook content with preschoolers can allow teachers to 'kill two birds with one stone' in enhancing school readiness and allow them more time for additional classroom activities.

TW: Are you seeking external funding, if so how did you go about pursuing that?

Melissa Mincic: I did seek and now have external funding for my project. I have been awarded a dissertation grant from the American Educational Research Association (AERA) and the Institute for Education Sciences (IES) that covers costs of the project and travel to the next AERA meeting to present my project as part of an invited posted session. I learned of several funding opportunities from listservs and from sending out an e-mail to the SRCD Communities of Common Interest to ask others of funding opportunities.

Meet Our New Students!

Hi, my name is Christen Meisel and I am originally from Jefferson City, MO. I received my BA in Psychology from Drury University in Springfield, MO. I have been living in the DC area for the past year and have been working with a great family doing therapy with their two sons with autism. I am currently working in Dr. Rojahn's lab. When I do find free time-I love to travel, read, and hang out with friends.



My name is Erica Buchholz, and I graduated with my BA in Psychology from Wilkes University (a small school in Northeast Pennsylvania). I am currently working with my advisor, Dr. Rojahn. Ultimately, I would like to open a research and educational facility for children with autism, because that is where my passion lies. I am also addicted to chocolate.

No
Photo
Available

Hi! My name is Susannah Clifford, and I'm a 1st year MA student, working in Dr. Winsler's lab. I grew up in Northern VA, and graduated from James Madison University in 2004 with a BS in Psychology. My research interests include parent-child relations and its affect on conduct/antisocial disorders, as well as behavioral therapies for children with ADHD. In my (very sparse) free time, I enjoy watching football (Go Skins!), reading young adult fiction, and hanging out with my friends.



Hi, my name is Claire Cole! I received my B.A. in psychology from Georgetown University in 2004 and am starting my first year as an ADP student, working with Dr. Perez-Edgar. From 2004-2007, I worked as a research assistant in the Georgetown University Pharmacology Department. My work there focused on research with both primates and rats. My primate research centered on motor disorders relating to Parkinson's disease, while my rat studies focused on the cognitive effects of early treatment with anti-epileptic drugs. I am currently interested in emotional and temperamental development.

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Photo
Available

My name is Dan Zapp, I am originally from Eastern PA and I earned my B.S. in psychology at the University of Pittsburgh. I am a Ph.D. student working in Dr. Perez-Edgar's CAT lab. I worked as a research assistant for Dr. Donald McBurney and as a Systems Analyst for a research corporation in Rockville, MD. My research interests include evolutionary psychology, temperament, and cognitive development in early childhood. In my free time I like to think about all the work I should be doing.



My name is Alison Booth and I am from McLean, Virginia. I graduated with a BA in psychology from Gettysburg College and have since been working as an ABA therapist to autistic children in Northern Virginia. I am interested in behavior modification and social development as it relates to children with developmental disabilities. In addition I am a youth basketball coach to elementary school age girls and have been involved in the basketball program since high school.

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Photo
Available

Meet Our New Students! (cont.)

My name is Bess Lam. I was born in Hong Kong and moved here to Virginia when I was 7. I've been living in Chantilly, VA for the past 16 years of my life. I received a BA in Psychology here at George Mason in 2006. I've been taking graduate courses as a non-degree student for the past year until I applied and got into the ADP program this Fall. I worked for Dr. Pasnak as an undergraduate research assistant for 1 1/2 years. I've been and still is working in Dr. Denham's lab since Fall 06. I'm interested in children's socioemotional development, especially in relations to different family structures and cultures. I love fishing, shopping, reading, and traveling. I go back to Hong Kong twice a year to visit family there.



My name is Ashley Davitt. I was born in New York City and have lived in New Jersey, Chesterfield, Virginia, and now Falls Church, Virginia. I graduated from the University of Mary Washington in 2005 with a BS in Psychology. My research interests include socio-emotional development of children. I currently work in education studies for a social science research based in Maryland. In my free time, I like to read fiction novels, dance, and cheer on my favorite football team, the Philadelphia Eagles, with my husband.

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Photo
Available

Hi, my name is Jessy Zadrazil. I am originally from New York city but moved to Chesapeake (right outside Virginia Beach) when I was 12. I earned my B.A. in Psychology (and a minor in English) from George Mason and loved it so much I just couldn't leave. I began working with Dr. Denham at the start of my senior year and will be continuing my work with her. My interest is in the social-emotional development of preschooler, more specifically in aggression and loneliness as it relates to school readiness. Outside of school, I usually spend my time doing *something* with my puppy, Suzy, but I also try to get in some non-psych related reading and anything D.C. has to offer (especially anything linked to the arts!)



*Join other ADP students on October 20, 2007 and participate in the
Walk Now for Autism
event taking place at the National Mall.*

Go to <http://www.walknow.org/faf/home/default.asp?ievent=214840>



Click on register and join a team. Our team name is GMU Applied Developmental Program and our goal is to raise \$200 and recruit 10 members. You can also encourage friends and family to donate to the cause.

Let's make this event a great success!

New Lab Funding in ADP!

Dr. Robert Pasnak received a two-year grant for \$684, 666 this summer from the US Department of Education. The project, "An Economical Improvement in Literacy and Numeracy" uses methods from developmental and comparative psychology to enhance the cognitive development and subsequent academic achievement of children in the Alexandria Head Start program. This effort is a continuation of a 7 - year partnership with Alexandria Head Start, Dr. Julie Kidd from the Graduate School of Education, Marinka Gadzichowski, Debbie Gallington, and Robin Saracina from the Psychology Department, and many other graduate and undergraduate students.

Dr Adam Winsler has received a new grant (\$86,846) from the Children's Trust for his project entitled "Long-Term Follow-up of School Success in Grades 3 through 5 for Children Attending Different Early Childhood Programs in Miami-Dade." This is the first year installment starting likely in January of 2008 of a potentially renewable 3 year award. Dr Winsler also has pending an approximately \$60,000 contract from the Early Learning Coalition of Miami-Dade/Monroe from October through December 2007 for continued child assessment and transition services.

Fall Colloquia Series Underway!

The Fall 2007 DBS Colloquia Series schedule has been announced!

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 Enterprise Hall, Room 173.

Coming up on October 3rd:

Dr. Henry Tran – George Mason University
"Child Care Access, Quality, Quantity, and Stability: Relations with Child Outcomes"
Additional Speakers on the Fall 2007 schedule:

October 10th:

Dr. William Decker - BioPsych Services, Inc.
"Brain Imaging Derived Neurofeedback: A Cognitive-Behavioral Approach to Instigating Adaptive Social Strategies for ADHD, PTSD, and Pervasive Developmental Disorders."

October 17th:

Dr. Greg Wallace - National Institute of Mental Health
"Nonsocial Assets and Deficits in Autism Spectrum Disorders"

October 31st:

Dr. Marc Sebrechts - Catholic University of America
"Joint-Attention Training for Young Children with Autism"

November 7th:

Dr. Ellen Rowe - George Mason University
"An Empirical Typology of Teacher-Rated Adolescent Adjustment"

November 14th:

Dr. Benjamin Schutz - Private Practice
"Applied Development in Action: Child Custody Evaluations"

November 28th:

Dr. Charissa Cheah- University of Maryland, Baltimore County
"The Parenting and Social Development of Chinese Immigrant Preschool Children"

What's Happening?

At Mason:

For a daily calendar of events happening on campus check out

<http://today.gmu.edu/>

Visions Lecture Series -

Nine top Mason scholars and researchers will share their work and insights during the second annual Vision Series, which begins this fall and continues into next year. The lectures will take place on Mason's Fairfax Campus in the Center for the Arts Concert Hall at 8 p.m. Admission is free, but tickets are required. Reserve tickets online or visit the Center for the Arts ticket office, Tuesday through Saturday, 10 a.m. to 6 p.m. For information, call 703-993-8888 or visit <http://www.gmu.edu/cfa/vision/>

What's Happening?

In DC/Northern Virginia:

If you're interested in participating in volunteer activities in the area visit <http://www.volunteermatch.org/>

For a selection of local fruits, vegetables, and assorted baked goods check out the numerous farmers markets in the Northern Virginia and DC area:

<http://www.arlingtonfarmersmarket.com/default.shtml>
<http://www.fallschurchva.gov/community/recsandparks/FarmersMarket.html>

For an exciting look into the human body go check out *Bodies: The Exhibition* in Rosslyn. Running now through Oct 14th
<http://www.bodiestheexhibition.com/intro.html>

For a variety of information on restaurants, events, and activities in the DC metro area check out <http://www.washingtonian.com>

Conference Update

Conference	Date	Location	Deadline for Submission	Website
On New Shores: Understanding Immigrant Children	October 25 th -27 th , 2007	Guelph, Ontario, Canada	Passed	http://www.family.uoguelph.ca/CMSPDF/GEN/GEN_chuangnewshoresprogram
American Evaluation Association	November 7 th -10 th , 2007	Baltimore, MD	Passed	http://www.eval.org/eval2007/
National Association for the Education of Young Children (NAEYC)	November 7 th -10 th , 2007	Chicago, IL	Open	http://www.annualconference.naeyc.org/
Eastern Psychological Association (EPA)	March 13 th -16 th , 2008	Boston, MA	November 15	http://www.easternpsychological.org/
Society for Research on Adolescence (SRA)	March 6 th -9 th , 2008	Chicago, IL	Passed	http://www.s-ra.org/meeting.html
American Educational Research Association (AERA)	March 24 th -28 th , 2008	New York, NY	Passed	http://www.aera.net/meetings/Default.aspx?menu_id=22&id=50
Conference on Human Development	April 4 th -6 th , 2008	Indianapolis, IN	November 15	http://www.CHD2008.org
Association for Psychological Science (APS)	May 22 nd -25 th , 2008	Chicago, IL	Opens late October	http://www.psychologicalscience.org/convention/
Head Start's Ninth National Research Conference	June 23 rd -25 th , 2008	Washington, D.C.	Passed	http://www.acf.hhs.gov/programs/opre/hsrsc/
American Psychological Association (APA)	August 14 th -17 th , 2008	Boston, MA	December 3	http://apacustomout.apa.org/ConvCall/
Society for Research in Child Development (SRCD)	April 2 nd -4 th , 2009	Denver, CO	Open	http://www.srcc.org/biennial.html



Left: Erin Richard and Henry Tran at the annual conference of the British Psychological Society Developmental Section, Plymouth, UK. Above: Todd Wyatt and Sara Kalb at the Biennial Meeting for SRCD in Boston, MA

Recent Lab Publications and Presentations

DR. SUSANNE DENHAM

PUBLICATIONS

- Denham, S. A., & Warren, H. K. (in press). The development of affect in childhood. In K. Scherer & D. Sander (Eds.), *Oxford companion to the affective sciences*. London: Oxford University Press
- Denham, S.A. & Warren, H.K. (in press). Emotional development during childhood. In Davidson, R.J., Scherer, K. & J. Goldsmith (Eds.) *Oxford companion to the affective sciences*. London: Oxford University Press
- Rose-Krasnor, L., & Denham, S. A. (in press). Social and emotional competence in early childhood. In K., H. Rubin, W. Bukowski, & B. Laursen (Eds.), *Social and Emotional Competence in Early Childhood*. New York: Guilford Press.
- Denham, S. A., Bassett, H. H., & Wyatt, T. (2007). The socialization of emotional competence. In J. Grusec & P. Hastings (Eds.), *The handbook of socialization* (pp. 614-637). New York: Guilford Press.

PRESENTATIONS AND POSTERS

- Denham, S. (2007, August). The socio-emotional domain and academic success. Paper presented in symposium, "Reaching across the academic and socio-emotional divide: Cross-disciplinary dialog", H. Teglassi, Chair, at the annual meeting of the American Psychological Association, San Francisco.
- Bassett, H. H., Anderson, C., Graling, K., & Denham, S. A. (2007). *Intraindividual contributors in children's forgiveness in the easy to forgive and the difficult to forgive situations*. Poster presented at the Society for Prevention Research conference, Washington DC.
- Kalb, S. C., Perna, A. & Denham, S. (2007, May). *Family conflict, child temperament, and forgiveness*. Poster presented at the Society for Prevention Research conference, Washington DC.
- Caverly, S., Denham, S. A., & Sarampote, N. (2007, April). *Sibling conflict's role in children's social competence as perceived by peers and teachers*. In symposium chaired by T-M. Chiang, Contextual influences on youth social and emotional competence, at the Biennial Meetings of the Society for Research in Child Development, Boston.
- Denham, S. A., Pasnak, R., Bassett, H., & Gadzichowski, M. (2007, April). *Measuring emotion processing during early childhood: Methods and meanings*. In symposium chaired by A. Miller & R. Seifer, Behavioral, social-cognitive, and biological approaches to conceptualizing emotions: Measurement and meaning-making, at the Biennial Meetings of the Society for Research in Child Development, Boston.

Denham, S. A., Warren, H. K., Bassett, H. H., Mincic, M., Wyatt, T., & Kalb, S. (2007, April). *The ASESSR Project: Assessing social-emotional skills for school readiness*. In symposium chaired by J. Griffin, annual meetings of the American Educational Research Association, Chicago, IL.

Denham, S. A., Wyatt, T., & Bassett, H. (2007, April). *Gender differences in the socialization of preschoolers' emotional competence*. In symposium chaired by A. Kennedy & S. Denham, Focus on gender: Parent and child contributions to the socialization of emotional competence, at the Biennial Meetings of the Society for Research in Child Development, Boston.

Triolo, M-E., Wilson, K., & Denham, S. A. (2007, April). "I know I'm so loved": *Aspects of friendship relations and their association with earlier and concurrent peer skills*. University of Virginia Undergraduate Research Conference.

DR. ROBERT PASNAK

PUBLICATIONS

- Pasnak, R., Maccubbin, E., & Ferral-Like, M. (2007). Using developmental principles to assist at-risk preschoolers in developing numeracy and phonemic awareness. *Perceptual and Motor Skills*, 105, 163-176.
- Pasnak, R., Kidd, J. Gadzichowski, M., Ferral-Like, M., Gallington, D., & Saracina, R. (2007) Nurturing developmental processes, *Journal of Developmental Processes*, 2, 90-115.
- Pasnak, R. Kidd, J., Gadzichowski, M., Gallington, D., & Saracina, R. Can emphasizing cognitive development improve academic achievement? (initial submission).
- Kidd, J., Pasnak, R., Gadzichowski, M., Ferral-Like, M., & Gallington, D. Enhancing kindergartner's mathematics achievement by strengthening early abstract thought. (initial submission).
- Greene, M. R. & Pasnak, R. A time lag analysis of causal relations between motivation, academic achievement, and two cognitive abilities. (resubmission after initial acceptance).

PRESENTATIONS AND POSTERS

- Denham, S., Pasnak, R., Saracina, R., Bassett, H., & Gadzichowski, M. K. (2007). *Measuring Emotion Processing During Early Childhood: Methods and Meanings*. Society for Research in Child Development, Boston, MA.
- Pasnak, R., Kidd, J. K., Gadzichowski, M. K., Gallington, D., Saracina, R., & Addison, K. T. (2007) *A 3-year Effort to Raise Academic Achievement by Teaching Concepts*. Eastern psychological Association, Philadelphia, PA (refereed).
- Pasnak, R., Kidd, J. K., Gadzichowski, M. K., Gallington, D., Saracina, R., & Addison, K. T. (2007) *Three Forms of Abstraction and Kindergarten Achievement*. Society for Research in Child Development, Boston, MA

Kidd, J. K. & Pasnak, R. *Boosting Academic Achievement by Teaching Children to Abstract Basic Relationships*. Institute of Education Sciences Research Conference

Pasnak, R., Kidd, J. K., Gadzichowski, M. K., Gallington, D., Saracina, R., & Addison, K. T. (2007) *Using Cognitive Science to Improve Kindergarten Achievement*. Association for Psychological Science, Washington, DC.

DR. KORALY PÉREZ-EDGAR

PUBLICATIONS

Fox, N. A., Henderson, H. A., Pérez-Edgar, K., & White, L. (in press). The biology of temperament: An integrative approach. In C.A. Nelson and M. Luciana (Eds.), *The Handbook of Developmental Cognitive Neuroscience*, MIT Press, Cambridge, MA

Pérez-Edgar, K., & Fox, N. A. (2007). Temperamental contributions to children's performance in an emotion-word processing task: A behavioral and electrophysiological study. *Brain & Cognition*, 65, 22-35.

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. (2007). Attention alters neural responses to evocative faces in behaviorally inhibited adolescents. *NeuroImage*, 35, 1538-1546.

McDermott, J. M., Pérez-Edgar, K., & Fox, N. A. (2007). Development of flanker tasks for young children. *Behavior Research Methods*, 39, 62-70.

Rich, B. A., Schmajuk, M., Pérez-Edgar, K., Fox, N. A., Pine, D. S., & Leibenluft, E. (2007). Response to contingencies and frustration in pediatric bipolar disorder and severe mood dysregulation. *American Journal of Psychiatry*, 164, 309-317.

PRESENTATIONS AND POSTERS

Pérez-Edgar, K. (2007, October). Attentional Mechanisms of Socioemotional Development. Paper to be presented at the Developmental Psychology Colloquia Series, University of Virginia, Charlottesville, Virginia.

Pérez-Edgar, K., & Fox, N. A. (2007, October). Neural Links between Behavioral Inhibition in Adolescence and Anxiety. Paper to be presented at the American Academy of Child & Adolescent Psychiatry 54th Annual Meeting, Boston, Massachusetts.

Pérez-Edgar, K., Guyer, A. E., Pine, D. S., & Ernst, M. (2007, June). Functional Imaging of Adolescents Identified as Behaviorally Inhibited in Childhood. Paper presented at the International Society for Research in Child and Adolescent Psychopathology Annual Meeting, London, England.

Pérez-Edgar, K., & Fox, N. A. (2007, March). Behavioral Inhibition in Early Childhood and Attentional Biases to Affective Faces in Adolescence: Links to Adolescent Anxiety. Paper presented at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

Anderson, C. R., Pérez-Edgar, K., & Fox, N. A. (2007, March). *Protective and risk factors selectively moderate the relations between infant reactivity and childhood socioemotional outcomes*. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

Rankin, L. A., Pérez-Edgar, K., Henderson, H. A., Appel, M., & Fox, N. A. (2007, March). *Infant temperament and emotion regulation: Modeling externalizing behaviors from early childhood through adolescence*. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

Rankin, L. A., Pérez-Edgar, K., Pine, D. S., & Fox, N. A. (2007, March). *Protective factors in infancy and childhood against serious adolescent substance use*. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

DR. JOHANNES ROJAHN

PUBLICATIONS

Jacobson, J. W., Mulick, J. A., & Rojahn, J. (Eds.) (2007). *Handbook of intellectual and developmental disabilities*. New York: Springer.

Rojahn, J., Schroeder, S. R., & Hoch, T. A. (to appear in November). *Self-injurious behavior in intellectual disabilities*. New York: Elsevier.

Weber, G., & Rojahn, J. (in press). Intellektuelle Behinderung. [Intellectual disability]. In J. Margraf (Ed.), *Lehrbuch der Verhaltenstherapie*, Bd. 2 [Handbook of behavior therapy, vol. 2] (3rd ed.). Berlin: Springer.

Rojahn, J., & Bienstein, P. (in press). Selbstverletzendes Verhalten [Self-injurious behavior]. In *Verhaltenstherapie mit Kindern und Jugendlichen* [Behavior therapy with children and adolescents], 2nd ed. Göttingen: Belz Verlag.

Naglieri, J. A., Salter, C., & Rojahn, J. (in press). Specific learning intellectual disabilities. In J.E. Maddux & B. A. Winstead (Eds.), *Psychopathology: Contemporary theory, research, and issues*, 2nd ed. Mahwah, NJ: Lawrence Erlbaum.

Naglieri, J.A., Rojahn, J., & Matto, H.C. (in press). Hispanic and Non-Hispanic Children's Performance on PASS Cognitive Processes and Achievement. *Intelligence*.

Rojahn, J., Hoch, T., Whittaker, K., & Gonzalez, M. (in press). Assessment of self-injurious and aggressive behavior. In J. L. Matson and L. Glidden (Eds.). *International Review of Research in Mental Retardation - Vol. 34*. San Diego Elsevier.

Rojahn, J., & Bienstein, P. (in press). Selbstverletzendes Verhalten bei Kindern und Jugendlichen mit Intellektueller Beeinträchtigung [Self injurious-behavior in children and adolescents with intellectual disabilities]. *Zeitschrift für Kinder- und Jugendpsychiatrie und Psychotherapie*.

González, M. L., Dixon D. R., Rojahn, J., Esbensen, A. J., Matson, J. L., Terlonge, C., Smith, K. R. (revised manuscript under review). The Behavior Problems Inventory: Reliability and factor validity in institutionalized adults with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*.

PRESENTATIONS AND POSTERS

Rojahn, J. (2007). The emotion specificity hypothesis. Presidential address presented at the Annual Meeting of the American Psychological Association, San Francisco, August 19.

Riskind, John H., Rojahn, J., Scott, M., Dillman, K., & Weismantel, J. (2007). *Anxiety Syndromes and Cognitive Factors Affecting Recognition of Emotional Faces*. Poster presented to annual meeting of the Association of Behavioral and Cognitive Therapy, Philadelphia, November.

DR. ADAM WINSLER

PUBLICATIONS

Crane, J., Winsler, A., & Sands, B. (in review). Predictors of referral recommendations by teachers and clinicians for ethnically diverse, low-income children receiving childcare subsidies. *Journal of Early Intervention*.

Winsler, A., Tran, H., Hartman, S., Manfra, L., Madigan, A.L., & Bleiker, C. (in review). School readiness gains made by ethnically-diverse children in poverty attending subsidized childcare programs. *Early Childhood Research Quarterly*.

Crane, J., Winsler, A., & Mincic, M. (in review). Assessing the socio-emotional protective factors of ethnically diverse preschoolers in poverty: Parent-teacher agreement on the Devereux Early Childhood Assessment (DECA). *Developmental Psychology*.

BOOK CHAPTERS UNDER CONTRACT

Johnson, J., & Winsler, A. (in preparation). Immigrant paradox in preschoolers? Disentangling immigrant status, race/ethnicity, and country of origin in predicting educational outcomes for young immigrant children In E. Grigorenko & R. Takanishi (Eds.), *Immigration, diversity, and education*. New York: Routledge.

PRESENTATIONS AND POSTERS

Hartman, S., & Winsler, A. (2007, November). Preschool and child care practices that foster cognitive and language development among children living in poverty. Paper to be presented at the annual conference of the National Association for the Education of Young Children. Chicago, IL.

Bleiker, C., Winsler, A., & Manfra, L. (2007, November). The Miami School Readiness Project: Linking assessments at age four to outcomes second grade. Paper to be presented at the annual conference of the National Association for the Education of Young Children. Chicago, IL.

Bleiker, C., Winsler, A., & Manfra, L. (2007, November). The Miami School Readiness Project: Linking assessments at age four to outcomes in second grade. Paper to be presented at the annual convention of the National Association for the Education of Young Children. Chicago, IL.

Hartman, S., & Winsler, A. (2007, November). Preschool and child care practices that foster cognitive and language development among children living in poverty. Paper to be presented at the annual convention of the National Association for the Education of Young Children. Chicago, IL.

Johnson, J., Bernhard, J., Hutchison, L., & Winsler, A. (2007, October). *School readiness outcomes for low-income, immigrant preschool children*. Poster to be presented at the international conference "On New Shores: Understanding Immigrant Children." Guelph, Ontario, Canada.

Bleiker, C.A., Marín, M.M., Marín, C.E., Johnson, J., & Winsler, A. (2007, September). Across and beyond borders: A study of transnational families in Miami. Paper presented at the Second International Conference Ethnography and Education. Barcelona, Spain.

Bor, E., Tran, H., Richard, E., & Winsler, A. (2007, August). *Childcare as a mediating process between neighborhood quality and preschool outcomes in low-income, diverse families*. Poster presented at the annual conference of the British Psychological Society Developmental Section, Plymouth, UK.

Koury, A.S., & Winsler, A. (2007, May). "Say what?" Young children's private speech during a self-regulation task. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

Kitsantas, A., Huie, F., & Winsler, A. (2007, May). *Self-regulation and ability predictors of academic success during college*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

Cooper, K., & Winsler, A. (2007, May). *School performance grades based on high stakes testing: Relations with student, teacher, and parent perceptions and other indicators of elementary school quality*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

Tran, H., Bor, E., & Winsler, A. (2007, May). *The importance of preschool language skills to children's school grades*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

Richard, E., & Winsler, A. (2007, May). *Bidirectional associations between social-emotional skills and English language learning among preschoolers*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

Hartman, S.C. Johnson, J., & Winsler, A. (2007, May). *Preschool cognitive and language skills and kindergarten retention among ethnically-diverse, low-income children*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

Kim, Y.K., & Winsler, A. (2007, May). *Preschool teacher's dominant language and low-income Latino preschooler's learning of English*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

Hutchison, L.A., Winsler, A., Bernhard, J.K., & Bleiker, C. (2007, May). *Home literacy environments of low-income families: Relations with children's early literacy outcomes*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

Bleiker, C., Winsler, A., & Manfra, L. (2007, May). SPARK Miami. In P. Curtis (Chair), SPARK gets children ready for school. Paper presented at the annual National Smart Start Conference, Greensboro, NC.

Koury, A., & Winsler, A. (2007, April). *Say what?" Young children's private speech during a self-regulation task.* Poster presented at the first L. Starling Reid UVA Undergraduate Psychology Conference, Charlottesville, VA.

Bleiker, C., Johnson, J., & Winsler, A. (2007, March). Miami School Readiness Project: Age 4 outcomes for immigrant and nonimmigrant children. Paper presented at the Fifth Congress on Immigration in Spain: Migrant Human Development. Madrid, Spain.

Manfra, L., Bor, E., Crane, J., Huie, F., D'Albenzio, K., Conway, C., Hartman, S.C., & Winsler, A. (2007, March). *The effects of speech awareness and speech instructions on children's self-talk and performance on a counting task.* Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

Manfra, L., Huie, F., D'Albenzio, K., Conway, C., Bor, E., Crane, J., Hartman, S.C., & Winsler, A. (2007, March). *Overt and covert self-speech awareness: Data from introspective and extrospective sources.* Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

Crane, J., Winsler, A., Manfra, L., & Hartman, S.C. (2007, March). *Developmental change over time for typical and developmentally disabled preschoolers in an urban, low-income environment.* Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

Tran, H., Hartman, S.C., Richard, E., Winsler, A., Manfra, L., & Bleiker, C. (2007, March). *Mediating processes between childcare structural quality indicators and preschool outcomes in low-income, diverse families.* Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

SMILE, ADP!

Dr. Lehman's Retirement



Dr. Denham and Dr. Lehman



Yoon Kim, Yana Segal, and Lindsey Hutchison



Cutting the cake....



Drs. Elyse and Donald Lehman

ADP "Out and About"



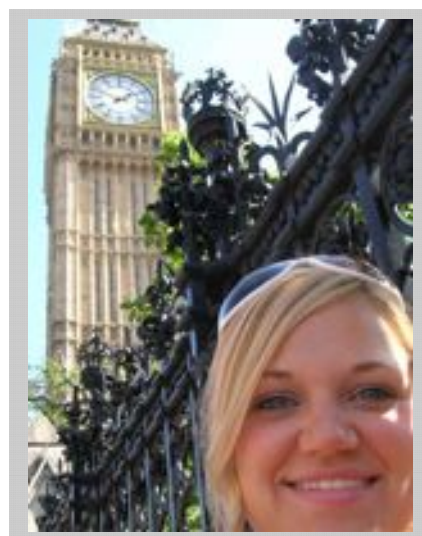
Henry Tran, Gabriel Pérez-Edgar, and Elif Bor



Erin Richard, Lindsey Hutchison, Yoon Kim,
Sue Hartman, and Elif Bor



Charlotte Anderson, Lindsey Hutchison, Jessica Johnson, and
Miles DeFeyer at ADPSG volunteer event "Hands On DC"



Erin Richard and Big Ben

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Henry Tran, Yoon Kim, Lindsey Hutchison, Adam Winsler, Amy
Mattingly, Amanda Koury, Sue Hartman, Elif Bor, and Jenny Crane