

George Mason University Applied Developmental Psychology Student Group Newsletter

ADP Prepares for the 2011 SRCD Meeting



Along with snow days and dissertation deadlines, Spring means another big event for members of Applied Developmental Psychology program: the biennial meeting of The Society for Research in Child Development (SRCD). This conference, this year in Montreal, Canada, brings together thousands of researchers and practitioners from around the world to present and discuss new developments in our field. GMU will be well-represented this year with 22 posters and papers being presented by our faculty and students. See pages 6-7 of this newsletter for a schedule of ADP posters and presentations at this year's conference.



Special events at this year's conference include a key note address by Alan Guttmacher, Director of the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development. Dr. Guttmacher will present a way to look ahead at the future of our field and highlight how NICHD will support the scientific vision process. The president of SRCD, Gregory Duncan, will also be addressing the conference about the need to broaden how we approach our research, and he will encourage combining disparate traditions and fostering interdisciplinary research.

The host city for this year's conference, Montreal, Quebec, is a renowned center for culture and tourism. If you're making the trip over the border, be sure to take a break from the conference for a stroll down the Ave du Mont-Royal or rocket into space at the Cosmodome! For more information about traveling to the conference, see page 3 for our Montreal FAQs.

Inside this issue:

ADP prepares for the 2011 SRCD Meeting	1
The truth about Comprehensive Exams	1
Meet the ADPSG Executive Council	2
Montreal FAQ	3
Blending School Psych & ADP	4
CHSS Alum of the Year: Dr. Rene Hackney	4
ADP Schedule @ SRCD	6-7
Spotlight on Student Practicum	8
Spotlight on Student Research	9
March for Babies Volunteer Event	9

The Truth about Comprehensive Exams

Because the very thought of comps seems to inspire a deep sense of dread in the hearts of most graduate students, I interviewed someone who had recently been through the experience and could shed some light on the process. What follows is the truth about comps according to seasoned veteran, Dan Zapp.

Continued on page 3.....

ADPSG Executive Council



Abby Carlson
President
acarlso8@gmu.edu



Kate Zinsser
Vice President
kzinsser@gmu.edu



Grace Howarth
Treasurer
ghowarth@gmu.edu



Craig Bailey
Web Master
Cbaileyg@gmu.edu



Siria Rioja
Secretary
srioja@gmu.edu



Nicole Bowling
Social Secretary
nbowling@gmu.edu



Adam Winsler
Faculty Advisor
awinsler@gmu.edu



Get involved with
ADPSG!
Contact Abby Carlson

**The ADP faculty meets
once a month and they
want to hear from YOU!**

If you have any questions, comments, or concerns that you would like to share with the faculty, contact your ADP Student Faculty Representative, Beth Warsof!

Beth can be reached at bwarsof@gmu.edu or in the DISC Lab (Rm 1029). We hope to hear from you!

A Welcome from the ADPSG President!

Greetings ADP Students and Faculty,

Last semester, members of the ADP community joined community volunteers at Daniels Run Elementary School in Fairfax to aid in improving their Living Classroom, a native plant garden used for environmental education. Through collaboration with Volunteer Fairfax, a large outdoor area was mulched and weeded, preparing it for students to use for planting and learning in the Spring.

This semester we will be participating in the March for Babies, March of Dimes walk. This fundraising walk is designed to raise money to aid families with a newborn in intensive care. We have currently pledged a goal of \$500, so we hope everyone can join us for this fun and beneficial event. Interested parties can visit the Mason Baby Marchers' team webpage (www.marchforbabies.org/team/t1518608), or email me at acarlso8@gmu.edu for more information.

I look forward to seeing you all at our social and service events throughout the remainder of the year.

-Abby Carlson, ADPSG President

Montreal FAQs

International Travel often spurs many questions and concerns. Below are the answers to some questions we thought may occur to you during your trip to SRCD:

- 1) **What Language is spoken in Montreal?** - French is Québec's official language but English is widely spoken in Montréal.
- 2) **How cold will it be?** The Spring temperatures in Montreal average around 7.0°C (44.6°F)
- 3) **Will I be able to see Polar Bears in the street?** It depends on how much you've been drinking....
- 4) **What is the official currency in Canada?** The Canadian dollar is almost equivalent to the US dollar and the one and two dollar bills have been replaced by coins, sometimes referred to as Loonies (\$1) and Toonies (\$2). While you can use US\$ in many places, you won't receive the best exchange rate.
- 5) **What will customs entail?** You will be required to show a passport to enter Canada. You will also be asked if you are transporting firearms, tobacco, or alcohol or if you have been convicted of a crime. *Note: driving under the influence is considered a felony in Canada and you may be denied entrance into the country if you have a record.*
- 6) **Why is Montreal called the *la ville aux cent clochers* (the city of a hundred belltowers)?** Because, according to some reports, it has more churches than houses! Mark Twain once said about the city "you couldn't throw a brick without breaking a church window."

The Truth about Comprehensive Exams, continued

.....Continued from page 1

The biggest piece of advice that Dan felt he could offer was to ***start early***. Dan, an admitted procrastinator, was determined to be well-prepared for comps. He started reading several months in advance and drafting answers four to five weeks before the comps period.

He noted that it's important to spend time writing specialized questions that are well thought out and researched beforehand. It's important that there is a body of literature to complement the question. Any time spent researching and writing specialized questions is well spent—you don't want your committee to have to make dramatic revisions to your questions.

"Anytime spent researching and writing specialized questions is well spent—you don't want your committee to have to make dramatic revisions to your questions."

Dan read every paper on his specialized list and most on the required list, mentioning that he had a sense of what the required question might be but that he felt he needed to be prepared for a lot of different possibilities. Those taking comps in July will have two months free of classes to prepare.

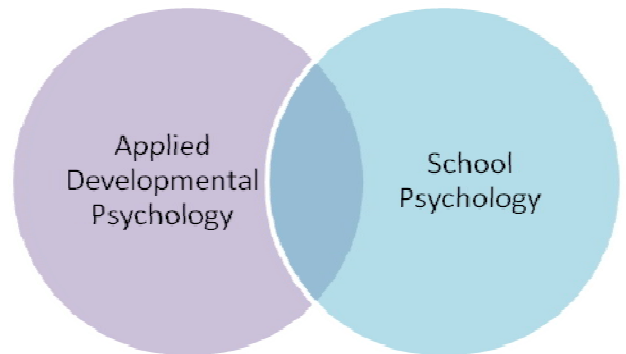
Dan recommends that this time be spent finishing up reading and starting to write answers to the specialized questions. Most writing for the specialized questions could conceivably be done before the two week comps period. Last, Dan advised that you make sure you know the deadlines and start thinking about who you'd like on your comps committee.

School Psych / ADP parallel program

Despite the phenomenal coursework and research experienced afforded to students in the ADP program, for some, it's not enough. A small percentage of ADP doctoral students also choose to complete the coursework for an additional MA degree with a concentration in school psychology. This dual program provides training in clinical assessment and clinical skills that are not otherwise open to students in ADP.

This dual program should not be attempted by the faint of heart. In addition to the added coursework, practicum, individual research project, and professional portfolio, most school psychology students at George Mason also complete the Certificate for Advanced Graduate Studies (CAGS) specialist degree in school psychology. The CAGS program requires a full year long (1,200 hour) supervised internship in a local school system.

One brave student will be completing the program this Spring. Chavaughn Brown completed her MA in School Psychology in 2008 and is writing her doctoral dissertation for the ADP program while concurrently completing her CAGS internship in the Prince George's County public school system. When asked about her experience she remarked, "the Applied Developmental and School Psychology programs are excellent compliments to one another. As the field of school psychology moves toward early intervention, knowledge of developmental theory and its practical implications are even more crucial. While providing a competent bridge between both disciplines may seem daunting, the rewards are invaluable."



ADP Alumnus to Receive CHSS Alum of the Year Award

Each year, the George Mason College of Humanities and Social Sciences recognizes alumni for the honor that they bring to the College. Through her professional and personal achievements and outstanding service to the community, ADP Alumni, Dr. Rene Hackney, will be honored with the Alum of the Year Award this Spring. Dr. Hackney completed the dual school psychology masters and ADP doctoral program in 2005 and is currently the CEO of Parenting Playgroups, Inc.



When asked about the accomplishments of her advisee, ADP Program Director, Dr. Susanne Denham spoke proudly of Dr. Hackney, "Dr. Rene Hackney represents her Applied Developmental Psychology Ph.D. program by *applying* her understanding of children's social, emotional, and cognitive development and parent's practices to a real world service supporting families. At the same time, she continues close ties with the programs, giving back her knowledge through practica offered to many current ADP students."

For more information about Parenting Playgroups, see page 8 for an account by ADP student Lily Adams who is currently completing her practicum with Dr. Hackney.

The Spring Colloquia Series is Underway!

February 23 Rosa Suau

Family Services Fairfax County
Working within the Foster Care System

March 2 Dr. Ellen Rowe

Department of Psychology, GMU
WISC-IV Factors that Underlie the Intelligence of Gifted Students
Special Time/Place: 12:00pm JC Room F (3rd Floor)

March 9 Dr. Donald J. Bolger

Department of Human Development, University of Maryland
The Brain Might Read That Way

March 23 Dr. Noemi Enchautequi de Jesus

Department of Psychology, American University
Work, family, and well-being issues for Latina mothers and their children

April 6 Dr. Elizabeth DeMulder

College of Education and Human Development, GMU
Critical pedagogy and teacher professional development

April 13 Dr. Maria von Salisch

Institut für Psychologie, Universität Lüneburg
Preschooler Emotional Development in Germany: The Elephant (Emotional Learning is Fantastic) Study

April 20 Dr. Stephen Suomi

National Institutes of Child Health and Human Development
Risk, resilience, and gene-environment epigenetic interplay in primates
Special Place: JC Room F (3rd Floor)

April 27 Lauren Askew

Program Director, Rivermont Schools' Early Intervention Preschool Program
Life as a Licensed ABA Therapist

May 4 Dr. Ken Rubin

Department of Human Development, University of Maryland
Alone Again, Naturally: A 30-Year Program of Research on Social Withdrawal

Dr. Curby Speaks Out in Favor of Full-Day Kindergarten in Fairfax

This semester, the application of developmental psychology knowledge came very close to home for one member of the ADP faculty. The recent recession stopped Fairfax County's planned expansion of full-day kindergarten (FDK) to all 174 elementary schools in the County. Parents, teachers, and administrators from the 37 half-day programs banded together this January and petitioned the County to acknowledge the inequity and expand FDK to their schools. Speaking at that summit was our very own Dr. Timothy Curby!

Dr. Curby presented a brief overview of the research showing consistent links between FDK and improved academic achievement. Following the January meeting, Dr. Curby was interviewed by the local D.C. affiliate network WUSA9 and the debate in Fairfax has been covered by the *Washington Post* and *National Public Radio*. On Friday, February 4th, the County approved the 2012 budget which included work on plans to extend FDK for the next three years. The final proposal will be voted on in May and FDK supporters will not let up on the pressure until the final vote is passed.



Thursday, March 31st, 2011

Thursday 8:00-9:40am

Poster Session 1

Change in Negative Affect and Reactions to Frustration Across Preschool.

Katherine Zinsser, Susanne Denham, Timothy Curby

Thursday 8:20am - 10:00am

Paper Symposium: Individual Differences in Skepticism

Young Children's Trust in Misleading Testimony: Individual Differences in Age, Inhibitory Control, and Social Withdrawal

Vikram K. Jaswal, *Koraly Perez-Edgar*, Robyn Lindsey Kondrad, Carolyn M. Palmquist, *Claire Elizabeth Cole*, Caitlin A. Cole, Johanna Kreaflle

Thursday 10:00am - 11:40am

Poster Session 2

Attention Biases to Emotion Faces Moderate the Link Between Emotional Reactivity and Anxiety.

Deepti Gupta, Claire Elizabeth Cole, Koraly Perez-Edgar

School Readiness among Low-Income, Latino Children Attending Family-Day Care vs. Center-Based Care.

Arya Ansari & Adam Winsler

Relations Between School Readiness Skills, Elementary School Characteristics, and Later Academic Outcomes for Children in Poverty.

Ashley Simpkins & Adam Winsler

Cross-Cultural Comparisons of Preschoolers' Emotion Knowledge and Social Competence: US, Japanese, and Romanian Studies

Hideko H. Bassett, Susanne Denham, Kumiko Fujioka, Oana Benga Elena Geangu

A Structure of Preschoolers' Emotion Knowledge: Model Equivalence and Validity Using SEM Approach

Hideko H. Bassett, Susanne Denham, Melissa S. Mincic, Kelly Graling

Thursday 2:10pm - 3:50pm

Poster Session 4

The Affect Knowledge Test: Psychometric Properties, Self-Regulation Foundations, and Predictions of Early School Success

Susanne Denham, Hideko H. Bassett, Kelly Graling

Thursday 2:30pm - 4:10pm

Poster Symposium: The Social Neuroscience of Developmental Psychopathology

Neural Response to Potential Peer Evaluation in Adolescents With Early Behavioral Inhibition: Links to Social Anxiety Disorder.

Amanda E. Guyer, Eric E. Nelson, *Koraly Perez-Edgar*, Daniel Pine, Nathan A. Fox

Thursday 4:10pm - 5:50pm

Poster Session 5

Children Who Defer to Misleading Testimony Endorse Violations of Physical and Social Laws More Readily Than Skeptical Children

Claire Elizabeth Cole, Robyn Lindsey Kondrad, Carolyn M. Palmquist, Caitlin A. Cole, Claire Elizabeth Galdun, Johanna Kreaflle, Vikram K. Jaswal, *Koraly Perez-Edgar*

Attention Biases to Threat Influence Emotional Responses to Social Acceptance and Rejection in Five-Year-Old Children

Grace Z. Howarth, Daniel J. Zapp, Koraly Perez-Edgar, Nadia S. Mollinedo

Attentional Focusing Moderates the Relation Between Frontal EEG Asymmetry and Attention Bias to Threatening Stimuli

Daniel J. Zapp, Claire Elizabeth Cole, Koraly Perez-Edgar

Frontal EEG Asymmetry and Performance on an Affective Posner Cued-Attention Task

Daniel J. Zapp, Grace Z. Howarth, Koraly Perez-Edgar

Thursday March 31st, Continued

Thursday 4:30pm - 6:10pm

Paper Symposium: Developmental Mechanisms of Risk for and Resiliency to Depression and Anxiety in Children and Adolescents

Attention Orienting Under Stress: Temperament, Genetics, and Electrophysiology as Markers of Socioemotional Risk

Koraly Perez-Edgar, Daniel J. Zapp, Claire Elizabeth Cole, Louis A. Schmidt, Nathan A. Fox

Paper Symposium: Genetic Influences on Social Perception, Social Cognition and Social Behavior.

Gene by Temperament Interaction Moderates Striatal Reactivity to Anticipated Reward

Jillian Hardee, Koraly Perez-Edgar, Nathan A. Fox, Amanda E. Guyer, Daniel Pine, Monique Ernst

Poster Symposium: Developing the Next Generation of Preschool Outcome Measures: The Interagency School Readiness Measurement Consortium (ISRM).

Observing Preschoolers' Social-Emotional Behavior: Structure, Foundations, and Prediction of Early School Success

Susanne Denham, Hideko H. Bassett, Sara Kalb, Melissa Mincic

Paper Symposium: "If I Say So": Current Trends in Research on Private and Inner Speech

Parent-Child Interaction, Scaffolding, Private Speech, and Executive Performance in Children with ADHD or High Functioning Autism.

Rebekah D. LaRocque & Adam Winsler

Friday, April 1st, 2011

Friday 8:00am - 9:40am

Poster Session 6

Negative Social Feedback is Linked to Children's Responses to Positive and Negative Feedback in a Non-Social Attention Task.

Allison O'Leary, Claire Elizabeth Cole, Daniel J. Zapp, Koraly Perez-Edgar

Friday 12:10 1:50

Poster Session 8

The Effects of Early Emotional Reactivity on 5th Grade Academic and Cognitive Outcomes.

Abby G. Carlson & Timothy W. Curby

Friday 12:30pm - 2:10pm

Paper Symposium: Threat-Related Attention Biases in Understanding Developmental Psychopathology: Origins, Plasticity, and Cross-Species Validation

Neural and Genetic Correlates of Selective Attention to Emotion in Adolescents with Extreme Behavioral Inhibition.

Koraly Perez-Edgar

Saturday, April 2nd, 2011

Saturday 10:20pm – 12:00pm

Paper Symposium: Exploring Mechanisms for Poverty's Effects on Student Achievement: Proximal Processes, School Attendance, and Neighborhood Effects

Family Poverty, School Absence, and Academic Achievement in Early Elementary School

Taryn W. Morrissey, Lindsey A. Hutchison, & Adam Winsler

Saturday 4:10pm – 5:50pm

Poster Session 14

Predictors of gifted placement among low-income dual language learners (dlls) in Miami

Yoon Kyong Kim, Lindsey A. Hutchison, Adam Winsler, Jessica J. De Feyter

ADP
@
SRCD

Spotlight on Practicum:

Lily Adams, a 2nd year Master's student in the ADP program, checked in with the ADPSG newsletter about her practicum experiences so far:

I am very lucky to be doing my practicum at Parenting Playgroups. I knew from the beginning that I wanted to do my practicum there. I had actually met Dr. Rene Hackney, founder of Parenting Playgroups, a few years ago at a training seminar that my preschool was having. She spoke with me about what her company does and how great the ADP program was right here at George Mason. She definitely turned out to be correct about our ADP program, and I feel very fortunate to be doing my practicum with her.



MA student Lily Adams

Parenting playgroups has two distinct goals: helping parents learn positive and effective parenting practices, and helping children gain knowledge and social skills through play. They offer parent workshops, children's programs, social skills groups, as well as consultation services. I have primarily been working in the children's programs thus far. The preschool play program is a 2 hour drop-off class where children about 2 ½ to 4 ½ come and have gently structured play, art, and sing-along time. The beginner's play program is a one-hour program where children about 1 ½ to 3 experience the same curriculum but also have their parents present to explore and play with them. It has been a great experience getting to know these children, learning different play techniques, and helping them play with and explore new things.

In the coming weeks, I will be helping out in a social skills workshop. It will be an 8 week program covering different topics each week, such as making friends, personal space, cooperation and anger management. I will also be working with Dr. Hackney on updating some of her workshop topics. I will have the opportunity to review current research studies and add the new information into her notes, handouts and presentations. I am very happy with my choice of practicum; it is such a great way to truly see the applied side of our program. I have learned a lot thus far, and I look forward to what the rest of the semester holds.

ADPSG Social Schedule, Spring 2011

1. April 1st, 2011— ADP Happy Hour in Montreal @ SRCD
2. April 18th, 2011—Happy Hour
3. May 7th, 2011—End of Semester party at Dr. Pasnak's House, to follow the March of Dimes Volunteer Event (see adjacent page)



Stay tuned for more information for all of these events

Too busy with work to remember? Keep tabs on upcoming social events on the new **ADPSG Facebook Page!**

Research Spotlight: Lindsay Hutchison's

Lindsey Hutchison, a 4th year Ph.D. student checked in with the ADPSG newsletter about her dissertation research:

My dissertation is examining relations between executive functioning (EF), bilingualism, and externalizing behavior problems in children ages 5 to 7. We already know that children who are fully bilingual often display advantages in EF compared to monolinguals, including the ability to switch attention flexibly from one task to another, and the ability to deal with conflicting information. However, we know less about the EF of children who are not fully balanced bilinguals (i.e. children who are not fully proficient in one of their two languages, such as English Language Learners). We also know very little about bilinguals with behavior problems, and how these constructs relate to EF. Therefore, my dissertation will examine the relationship between bilingualism, behavior problems, and EF in a sample of Spanish-English bilingual and English monolingual children. My participants will vary in both level of behavior problems and second language proficiency (monolinguals, English language learners, and fully balanced bilinguals).



During one experimental session, children will complete two measures of language ability and five short EF assessments. EF assessments will include the go/no-go task (a computerized measure of inhibition of responding), the Simon task (a computerized measure of interference control), the Dimensional Change Card Sort (a manual measure of cognitive flexibility), the Tower of London (a manual measure of planning), and the Head-Toes-Knees-Shoulders task (a manual measure of inhibition of responding). The session should last about 70-85 minutes, including two breaks. All tasks with the child will be video-taped. Parents will complete three surveys on children's language experience, behavior, and executive functioning. All information will be available in Spanish for parents, and assessments will be conducted in Spanish if that is the stronger language of the child. Children will be compensated with a free small toy and certificate; parents will receive a free \$10 gift card to a local store and a DVD copy of their child's participation. Findings from my study will be important in light of the growing population of language minority students in U.S. public schools, as well as the growing numbers of children diagnosed with some kind of externalizing behavior disorder.



Since 1970, March of Dimes has raised over \$2 Billion to help moms have healthy full-term pregnancies. We've all seen the literature on the negative impacts of low birth weight and poor neonatal health, so join the ADPSG team this semester at the March for Babies! The ADPSG has registered as the **Mason Baby Marchers** and has pledged a goal of \$500.00. The money we raise will be used to bring information and comfort to families with a baby in newborn intensive care. Please join our team! As a team, we are aiming to raise \$500 so we'll need your help!

When: May 7th, 2011

Where: National's Park, 1500 South Capitol St. SE Washington, DC 20003

How: Visit our team Web page at <http://www.marchforbabies.org/team/t1518608>

Even if you can't join us at the march, you can still support the team by making a donation.



Living Classroom Volunteer Event



Last Fall, several ADPSG members volunteered their time at Daniel's Run Elementary School in Fairfax to help improve their Living Classroom.

Their efforts mulching and weeding will pay off this Spring as students from the surrounding school district get to learn about conservation through hands-on projects.

Can't get enough ADPSG?
Read past newsletters at:
<http://www.gmu.edu/org/adpsg/>



ADP students & faculty relax at one of many socials events.



ADPSG is now on Facebook. Join us to find out more about upcoming social and community service events