



2012 Themed Meeting:  
*Positive Development of Minority Children*



February 9 - February 11, 2012

Tampa Marriott Waterside Hotel & Marina  
Tampa, Florida

## Table of Contents

<b>Program Co-Chairs' Welcome .....</b>	<b>2</b>
<b>Meeting Information .....</b>	<b>3</b>
<b>Review Panels .....</b>	<b>4</b>
<b>Meeting Session Listing.....</b>	<b>5</b>
<b>Thursday .....</b>	<b>5</b>
Plenary Session .....	5
Invited Workshop.....	6
Invited Panel .....	8
Invited Workshop.....	12
Welcome Reception.....	13
<b>Friday.....</b>	<b>13</b>
Plenary Session .....	13
Invited Workshop.....	15
Invited Panel .....	17
Invited Workshop.....	20
Poster Session with Refreshments .....	22
<b>Saturday .....</b>	<b>31</b>
Concluding Roundtable.....	33
<b>Author Index.....</b>	<b>34</b>
<b>Meeting Level Floor Plan.....</b>	<b>44</b>

## Program Co-Chairs' Welcome



Natasha J. Cabrera

Welcome to Tampa, Florida and to the 2012 Society for Research in Child Development Themed Meeting, *Positive Development of Minority Children*. After more than a year of planning, we are very excited to see the meeting finally happen. This meeting is the result of the time and effort of many wonderful and committed people. Lonnie Sherrod, Susan Lennon, Anne Perdue and other staff at the SRCD Ann Arbor office have been instrumental in the organization of this meeting; the meeting would not have occurred without them. We thank our fellow ERI Committee members, Jean Phinney, Juan Casas, Carlos Santos, Marjorie Beeghly, and Mia Smith Bynum; they worked tirelessly and with great humor. Many thanks also to our new ERI members (Dawn Witherspoon, Christia Brown, Stephanie Rowley, Emilie Smith, and Natalia Palacios), the SRCD Governing Council, and former President Greg Duncan for their invaluable help and support.

We are very grateful to our reviewers who evaluated 270 submissions during the summer. This is the first SRCD themed meeting and based on a survey of SRCD members conducted by SRCD Governing Council, we capped it at 350 attendees. We believe that a smaller meeting would offer a more intimate experience facilitating greater social networking than would be possible in a larger meeting. And, indeed, judging by the fact that we have reached capacity, there has been great interest and enthusiasm from the academic community about this meeting. We hope that it is followed by many more similar small conferences that provide additional opportunities for dissemination and discussion of relevant and timely research.



Monica L. Rodriguez



James L. Rodriguez

The meeting program includes plenary and invited sessions as well as sessions derived from the topics represented in the submissions. There are two keynote speakers: **Dr. Cynthia Garcia Coll** will open the meeting in Florida Salons I-IV, at 8:30 am - 10:15 am and **Dr. Ron Ferguson** will give his keynote address on Friday in Florida Salons I-IV at 8:45 am - 10:15 am. The meeting program also includes invited panels and workshops, and a poster session. The first day of the meeting will end with a Welcome Reception from 6:00 pm - 7:30 pm in the Florida Ballroom Foyer. Be sure to join us as we enjoy hors d'oeuvres and an open bar! We will conclude the meeting with a Roundtable where our panel chairs will highlight key findings from the meeting, and Marty Zaslow, Director of SRCD Policy and Communications, will bring the policy perspective. This roundtable is designed to be interactive and participatory and we invite everyone to engage in discussion regarding next steps for research, policy, and practice.

The Invited Program reflects key concepts and sub-themes embedded in the original proposal for this meeting. The invited speakers at this meeting include:

- Thursday: Cigdem Kagitcibasi, Carola Suárez-Orozco, Moin Syed, Niobe Way, Thomas S. Weisner
- Friday: Nancy A. Gonzales, Diane L. Hughes, Judi Mesman, Velma McBride Murry, Margaret Beale Spencer

Thank you for attending this SRCD Themed Meeting. If you have any questions or suggestions, we will be wearing a Program Co-Chair ribbon on our badge and SRCD staff will be at the registration desk.

Greetings and best wishes for a productive and enjoyable meeting,

Natasha J. Cabrera, Monica L. Rodriguez, and James L. Rodriguez  
2012 Program Co-Chairs

*Positive Development of Minority Children*  
**2012 Meeting Information**

All events and sessions will be held in:

**Tampa Marriott Waterside Hotel & Marina**  
700 South Florida Avenue  
Tampa, FL 33602

**Always Wear Your BADGE - it identifies your registration and restricts you to the meeting for which you registered!**

Badges should be worn at all times, not only as a courtesy to other attendees, but also as an indication that you have registered before participating in any scheduled event. Badges must be worn to gain admission to the meeting sessions, poster session, and reception for the *Positive Development of Minority Children* meeting. **If you lose or forget your badge you may have it reprinted at the registration desk** (located near the Florida Ballroom Foyer on the 2<sup>nd</sup> floor of the hotel). Thank you for your cooperation!

**Registration Desk**

The registration desk is located near the Florida Ballroom foyer on the 2<sup>nd</sup> floor of the hotel.

Registration Desk hours:

Wednesday	4:00 PM - 7:00 PM
Thursday	7:00 AM - 5:30 PM
Friday	7:30 AM - 5:30 PM
Saturday	7:00 AM - 11:30 AM

**Speaker-Ready Room**

The speaker-ready room is located in Meeting Room 2 on the 2<sup>nd</sup> floor of the hotel. This room is equipped with a screen, LCD projector, a table, and chairs.

Speaker-Ready Room hours:

Thursday	7:00 AM - 5:30 PM
Friday	7:30 AM - 5:30 PM
Saturday	7:00 AM - 10:15 AM

**Special Events:**

*Coffee and a continental breakfast* will be available in the Florida Ballroom Foyer:

Thursday	8:00 AM - 8:30 AM
Friday	8:15 AM - 8:45 AM
Saturday	7:30 AM - 8:00 AM

*Welcome Reception* in the Florida Ballroom Foyer from 6:00 PM - 7:30 PM. All attendees are encouraged to come! **Please join us for wonderful hors d'oeuvres and an open bar.**

**2012 Review Panels for**  
***Positive Development of Minority Children***

A sincere thank you to all those involved in the review process! Your time and efforts are very much appreciated.

**Category 1: Theoretical and interdisciplinary perspectives**

*Chaired by:* Jean S. Phinney

*Reviewers:* Ana Marie Cauce, Ane M. Martinez-Lora, Natalia Palacios, Mark Roosa, Eleanor Seaton, Thomas S. Weisner, Hiro Yoshikawa.

**Category 2: Methodological approaches to study culture, race, ethnicity, and development**

*Chaired by:* Carlos E. Santos

*Reviewers:* Margarita Azmitia, Sandra Barrueco, Michael Cunningham, James Rodriguez, Monica Rodriguez, George Knight, Niobe Way.

**Category 3: Individual, family, and community (e.g., peer relationships, friendships, schools, neighborhoods, civic involvement) effects on positive development**

*Chaired by:* Marjorie Beeghly

*Reviewers:* Douglas Barnett, Christia S. Brown, Gustavo Carlo, Margaret Caughy, Catherine Cooper, Keith Crnic, Ann Easterbrooks, Ruth Feldman, Nicole Gardner-Neblett, Mary Gauvain, Alissa Huth-Bocks, Cindy Liu, Judi Mesman, Robert (Ty) Partridge, Cybele Raver, Ann C. Rivera, Monica Rodriguez, Meredith Rowe, Stephanie Rowley, Lonnie Sherrod, Ciara Smalls, Emilie Phillips Smith, Dena Swanson, Catherine Tamis-LeMonda, Christopher Trentacosta, Wadiya Udell, Adam Winsler paired with mentee Yoon Kyong Kim, Dawn Witherspoon, Briana Woods, Tiffany Yip.

**Category 4: Design and implementation of interventions for ethnic minority youth**

*Chaired by:* Mia A. Smith-Bynum

*Reviewers:* Alfiee Breland-Noble, Stephanie Coard, Shauna Cooper, Noni Gaylord-Taylor, Kathryn Grant, Laura Kohn-Wood, Sharon Lambert, Chase Lesane-Brown, Bernadette Sanchez, Scott Weaver.

**Category 5: Emerging biological, neuroscience, and other perspectives in the study of ethnic minority youth**

*Chaired by:* Juan F. Casas

*Reviewers:* Nathan A. Fox, Gabriela L. Stein.

Thursday, 8:00 am - 8:30 am

**(Event 1-001) Coffee**

Florida Ballroom Foyer

Thursday, 8:00 am - 8:30 am

**1-001. Coffee and Continental Breakfast**

Thursday, 8:30 am - 10:15 am

**(Event 1-002) Plenary Session**

Florida Salons I-IV

Thursday, 8:30 am - 10:15 am

**1-002. Positive Development of Minority Children: We've Come a Long Way Baby...**

*Past President: Greg J. Duncan*

University of California, Irvine

*Program Co-Chairs: Natasha J. Cabrera<sup>1</sup>, Monica L. Rodriguez,<sup>2</sup> James L. Rodriguez<sup>3</sup>*

<sup>1</sup>University of Maryland, <sup>2</sup>State University of New York, Albany, <sup>3</sup>California State University, Fullerton

*Keynote Speaker: Cynthia García Coll*

**Abstract.** The field of child development has been notoriously deficit oriented when studying the developmental outcomes of minority children. In this talk, I will trace the historical treatment of minority children in the child development literature. In the first part I will report findings of a review of the literature in the 1930's, 1960's and 1990's in major journals and publications. I will also review critical publications and work by pioneer scholars that opened the doors for others to follow. Finally, I will present work on the immigrant paradox as an example of how important it is to examine positive developmental outcomes in minority children.



**Biography.** Cynthia García Coll is the Charles Pitts Robinson and John Palmer Barstow Professor of Education, Psychology and Pediatrics at Brown University. She received her Ph.D. in Developmental Psychology from Harvard University in 1982. She has published over 100 articles on the

sociocultural and biological influences on child development with particular emphasis on at-risk

and minority populations. She has also been on the editorial boards of many prestigious academic journals, including *Child Development*, *Development and Psychopathology*, *Infant Behavior and Development*, *Infancy and Human Development* and is currently the Editor of *Developmental Psychology*. She was a member of the MacArthur Foundation Network: "Successful Pathways Through Middle Childhood" from 1994-2002. She was the Chair of the Committee on Racial and Ethnic Issues for the Society for Research on Child Development (SRCD) from 1991-1993 and from 2001-2005. She served on the SRCD Governing Council from 1996-2002 and is currently on the Steering Committee of the Society for the Study of Human Development. Dr. García Coll has co-edited several books: *The Psychosocial Development of Puerto Rican Women*; *Puerto Rican Women and Children: Issues in Health, Growth and Development*; *Mothering Against the Odds: Diverse Voices of Contemporary Mothers*; and *Nature and Nurture: The Complex Interplay of Genetic and Environmental Influences on Human Behavior and Development*. She also was a co-editor of the special issue for the journal *Child Development* entitled "Children and Poverty". Dr. García Coll's current research seeks to document and explain the immigrant paradox in education and behavior as evidenced by U.S. children and adolescents.

Thursday, 10:30 am - 12:30 pm

**(Event 1-003) Paper Symposium**

Meeting Room 7

Thursday, 10:30 am - 12:30 pm

**1-003. Exploring Multi-Level Protective Factors for Minority Children Exposed to Emotionally and Physically Unsafe School Environments**

*Chairs: Dana C. McCoy, C. Cybele Raver*  
New York University

- School Neighborhood Crime and Selective Attention to Emotional Stimuli: Findings from a Low-Income, Urban, Black and Latino Sample  
*Dana McCoy<sup>1</sup>, C. Cybele Raver<sup>1</sup>, Jessica Burdick<sup>1</sup>, Gabriel Sirkman<sup>2</sup>*  
<sup>1</sup>New York University; <sup>2</sup>Yeshiva University
- The Relationship between School-Related Violence, Parenting Practices, and Child

Academic Achievement and Behavior Problems: Results from a National Sample  
*Sharon Wolf<sup>1</sup>, J. Lawrence Aber<sup>1</sup>, Elizabeth Gershoff<sup>2</sup>*

<sup>1</sup>New York University; <sup>2</sup>University of Texas at Austin

- School Climate, Teacher-Child Closeness, and Low-Income Children's Academic Skills in Kindergarten  
*Amy Lowenstein<sup>1</sup>, Allison Friedman<sup>1</sup>, C. Cybele Raver<sup>1</sup>, Stephanie Jones<sup>2</sup>, Rachel Pess<sup>1</sup>*  
<sup>1</sup>New York University; <sup>2</sup>Harvard University
- Unpacking the Effects of Family-School Interactions on Children's Behavioral Development in Diverse Kindergarten Classrooms  
*Meghan McCormick, Elise Cappella, Erin O'Connor, Sandee McClowry*  
New York University

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**(Event 1-004) Constructed Paper Symposium**

Meeting Room 4

Thursday, 10:30 am - 12:30 pm

**1-004. Bilingual Language Development**

*Chair: Natalia Palacios*

University of Virginia

- A Longitudinal Investigation of First and Second Language Development among Vietnamese-English Bilingual Children  
*Giang Pham, Kathryn Kohnert*  
University of Minnesota
- Child, Family, and School Characteristics Related to English Proficiency Development Among Four-Year-Old English Language Learners (ELLs) In Miami  
*Yoon Kyong Kim, Adam Winsler*  
George Mason University
- Language and Cognitive Development in Children of Latina Adolescent Mothers: Maternal Behavior, Cultural, and Childrearing Influences  
*Josefina Grau, Petra Duran, Erin Weller, Stephanie Silberman, Patricia Castellanos*  
Kent State University

- Family Routines and Language Practices: Findings From a New Immigrant Community Study of Latino Preschoolers

*Natalia Palacios, Amanda Kibler*

Curry School of Education, University of Virginia

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**(Event 1-005) Invited Workshop**

Meeting Room 5-6

Thursday, 10:30 am - 12:30 pm

**1-005. Caught in the Wake: The Implications of Familial Unauthorized Status**

*Chair: Emilie P. Smith*

The Pennsylvania State University

*Leader: Carola Suárez-Orozco*

*Abstract.* Unauthorized immigrants account for approximately a fourth of all immigrants in the United States, yet they dominate public perceptions and are at the heart of a policy impasse. Five and a half million children of these immigrants are coming of age and living in the shadows. Although these children and adolescents are American in spirit (and often citizenship), they are nonetheless members of families that are "illegal" in the eyes of the law and are thus caught in the wake of social disparagement, intolerance, and systematic exclusion. In this presentation, I will present a conceptual framework that systematically examines the ways in which unauthorized status affects these millions of children, adolescents, and emerging adults (Suárez-Orozco, Yoshikawa, Suárez-Orozco, & Teranishi, 2011). "Authorized" and "unauthorized" status is more complicated than this simple binary (APA, under review). Approximately 1 million children and youth are themselves unauthorized; the remaining 4.5 million are citizens, having been born in the United States (Passel & Cohn, 2010). Most are living in mixed status homes with some members of the families who are authorized while others are not. In addition, many families exist in a state of "liminal legality" with ambiguous documentation slipping from one status to another (Menjívar, 2006). The contexts of development of children and youth growing up in unauthorized homes are likely to be substantially different than those in documented families (Suárez-Orozco, et al, 2011; Yoshikawa, 2011). I will discuss how a variety of dimensions of the ecological framework systematically affect the

daily experiences of childhood in unauthorized families and consider how they may act to shape a variety of developmental outcomes. I then argue that developmental psychologists should consider a host of critical developmental outcomes that have implications for child and youth well-being (Suárez-Orozco, et al, 2011 beyond the usual education and labor market (Gonzalez, 2011), expanding to health and cognitive domains (Yoshikawa, 2011), to socio-emotional areas, as well as civic engagement (Jensen, 2006) across the developmental trajectory. Lastly, the research and policy implications of this issue will be addressed.

REFERENCES American Psychological Association (under review). Crossroads: The psychology of immigration at the 21st Century - Report of the Presidential Task Force on Immigration. Washington, DC: Author. Jensen, L. A. (2008). Immigrants' cultural identities as sources of civic engagement. *Applied Developmental Science*, 12(2), 74-83. Gonzales, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal context in the transition to adulthood. *American Sociological Review*, 76(4), 602-619. Menjívar, C. (2006). Liminal legality: Salvadorian and Guatamalan immigrants' lives in the United States. *American Journal of Sociology*, 111(4), 999-1037. Suárez-Orozco, C., Yoshikawa, H, Suárez-Orozco, M., & Teranishi, R. (2011). Growing up in the shadows: The developmental implications of unauthorized status. *Harvard Education Review*, 81(3), 438-472. Yoshikawa, H. (2011). Immigrants raising citizens: Undocumented parents and their young children. New York: Russell Sage.



**Biography.** Carola Suárez-Orozco is a Professor of Applied Psychology at New York University's Steinhardt School of Culture, Education, & Human Development and Co-Director of Immigration Studies @ NYU. Her appointment is in the department of Applied

Psychology with an affiliation in Teaching and Learning. She is the Director of the School Psychology Program with an affiliation with both the Psychological Development and Psychology of Social Intervention programs. She publishes widely in the areas of cultural psychology,

immigrant families and youth, academic trajectories of engagement and performance among immigrant adolescents, the role of the "social mirror" in identity formation, immigrant family separations, the role of mentors in facilitating positive development in immigrant youth, the gendered experiences of immigrant youth among many others. She has authored *Learning a New Land: Immigrant Students in American Society* (with Marcelo Suárez-Orozco & Irina Todorova, Harvard University Press in 2008), *Children of Immigration* (with Marcelo Suárez-Orozco, Harvard University Press, 2001) and *Transformations: Migration, Family Life, and Achievement Motivation Among Latino Adolescents* (with Marcelo Suárez-Orozco, Stanford University Press, 1995). She has also co-edited a six volume series entitled *Interdisciplinary Perspectives on The New Immigration* (with Desirée Qin-Hillard, Routledge, 2001) as well as *The New Immigration: An Interdisciplinary Reader* (Routledge, 2005). In 1996 Professor Suárez-Orozco received the Society for Research in Adolescent's Best Book on Social Policy Award (for *Transformations*) and in 2008 she received the Harvard University Press' Virginia and Warren Stone Award for Best Book on Education (for *Learning a New Land*). In 2006, she was awarded an American Psychological Association Presidential Citation for her seminal work on the cultural psychology of immigration. She was inducted into the New York Academy of Sciences in 2007. She was a Member of the Institute for Advanced Study, Princeton (2009/10). She is currently serving as the chair of the APA Presidential Task Force on Immigration.

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**(Event 1-006) Paper Symposium**

Meeting Room 1  
Thursday, 10:30 am - 12:30 pm

**1-006. Attachment Across Cultures: Strength or Deficit?**

*Chair: Patricia M. Crittenden<sup>1</sup>*

*Discussant: Marie G. Nicholas<sup>2</sup>*

<sup>1</sup>Dalhousie University; <sup>2</sup>University of Miami

- Children's Attachment to Traumatized and Non-Traumatized Mothers  
*Lane Strathearn<sup>1</sup>, Sheila Martinez<sup>2</sup>*  
<sup>1</sup>Baylor College of Medicine; <sup>2</sup>Baylor Medical College

- Attachment, Culture, and Self-protection: Understanding Adaptive Responses in Context  
*Patricia Crittenden<sup>2</sup>, Anna Wheatley<sup>1</sup>*  
<sup>1</sup>University of Miami; <sup>2</sup>Dalhousie University
- Attachment and Adaptation among Disadvantaged, Urban, African American Children  
*Shari Kidwell<sup>2</sup>, Douglas Barnett<sup>1</sup>, Kayla Sizemore<sup>3</sup>, Erin Baker<sup>2</sup>*  
<sup>1</sup>Wayne State University; <sup>2</sup>Morehead State University; <sup>3</sup>Bolling Green State University

**Thursday, 1:45 pm - 3:45 pm**

**(Event 1-007) Constructed Paper Symposium**

Meeting Room 4

Thursday, 1:45 pm - 3:45 pm

**1-007. Discrimination, Coping, and Ethnic Socialization**

*Chair: Yvonne Bohr*  
York University

- Discrimination and Ethnic Pride: The Protective Effect of Ethnic Socialization Among Mexican-Origin Adolescents in the Transition to Middle School  
*Maciel Hernández, Kelly Beaumont, Rand Conger*  
UC Davis
- Perceived Discrimination and the Development of Mexican American Adolescents' Prosocial Tendencies: Examining the Moderating Role of Cultural Values  
*Aerika Brittan<sup>1</sup>, George Knight<sup>1</sup>, Megan O'Donnell<sup>1</sup>, Gustavo Carlo<sup>2</sup>, Adriana Umana-Taylor<sup>1</sup>, Mark Roosa<sup>1</sup>*  
<sup>1</sup>Arizona State University; <sup>2</sup>University of Missouri
- The Protective Role of Familismo and Ethnic Socialization in the Mental Health Functioning of Young Latino Children  
*Esther Calzada, Keng-Yen Huang, Laurie Brotman*  
New York University School of Medicine
- Perceived Discrimination, Racial/Ethnic Identity, and Adjustment Among Asian American and Latino Early Adolescents  
*Graciela Borsato*  
Stanford University

**(Event 1-008) Invited Panel**

Meeting Room 5-6

Thursday, 1:45 pm - 3:45 pm

**1-008. Interdisciplinary and Theoretical Approaches**

*Chair: Jean S. Phinney*  
California State University, Los Angeles  
*Panelists: Thomas S. Weisner, Cigdem Kagitcibasi, Moin Syed*

*Panelist 1: Thomas S. Weisner*

*Abstract.* Research on positive minority human development at its best blends strong theory and measures that matter for all children's development, with the settings, community contexts and cultural learning environments for children that matter for ethnic and cultural minorities. This story is not one best described by simple linear and additive relationships in homogeneous populations. Nor is the policy and practice research story one of easily manualized and scaled up standardized interventions. There are multiple pathways of influence for successful development, pluralistic conceptions of wellbeing, varied responses to interventions by parents and children, and positive program impacts in some circumstances and not others. Understanding cultural learning environments includes assessing resources that are available in them and how resources (social and material) are used; the values and goals and meanings shared; the scripts or norms for how to act; the emotions, feelings and engagement of participants; the people and relationships within these settings; and the predictability and stability (how expectable the routines and practices are) of these settings. Although the world is not linear and additive, and cultural learning environments certainly are no exception, for analytical purposes it can be very useful to represent the world as if it is. Hence multiple methods integrating qualitative and quantitative research are essential to represent cultural learning environments of all children, including ethnic minority children and families, to understand outcomes and processes that lead to outcomes. The New Hope anti-poverty intervention experiment and the La Vida study of Mexican-American adolescents and families in Los Angeles, and other research as well, illustrate the value-added of mixed methods. The evidence from New Hope, La Vida, and many other studies suggests that experimental designs or large community samples should include intensive,

qualitative and ethnographic methods nested and fully integrated within them, as an expected standard for studies in our field.



**Biography.** Thomas S. Weisner, PhD is Prof. of Anthropology, Departments of Psychiatry (Semel Institute, Center for Culture and Health) and Anthropology at UCLA. His research and teaching interests are in culture and human development; medical, psychological and cultural studies of families and

children at risk; mixed methods; and evidence-informed policy. He has done research with the Abaluyia of Kenya, native Hawaiians, countercultural US families, US families with children with disabilities, working poor families in the US, and Mexican-American immigrant teens and families. He is the co-author or editor of *Higher Ground: New Hope for the Working Poor and Their Children* (2007) (with Greg Duncan and Aletha Huston); *Making it work: Low-wage employment, family life and child development* (with Hiro Yoshikawa & Edward Lowe), (2006); *Discovering successful pathways in children's development: New methods in the study of childhood and family life* (2005); and *African families and the crisis of social change* (with Candice Bradley and Phil Kilbride) (1997). Weisner is currently a Senior Program Advisor to the William T Grant Foundation, and on the Governing Council of the Society for Research in Child Development. His BA is from Reed College, and PhD from Harvard University.

#### **Panelist 2: Cigdem Kagitcibasi**

**Abstract.** If developmental psychology/science is to serve human well-being, applied research informed by sound theory and applications emerging from it are needed. This is particularly the case in work with minority children and youth. Applied research and applications toward enhancing child well-being need to define goals toward which efforts are to be made. Foremost among these would be proposing healthy development models which would be both contextually/culturally relevant, and also possibly have more extensive applicability. I have called this "achieving contextualism without cultural relativism". Both contextual relevance and more extensive (possibly universal)

applicability are important because contexts are neither necessarily unique, nor static. This is especially true for the context of social change such as experienced through rural to urban or international migration. Urbanization is a global phenomenon; what was adaptive in the rural village may not be adaptive in the semi-urban shanty town. What is adaptive in changing circumstances and what is not is an empirical issue that can be studied. In a world becoming more urbanized with increasingly similar lifestyles there are significant policy implications of this view. A model of healthy human development for childhood and youth implies that we can suggest standards or benchmarks for optimal development. Such benchmarks would provide us with norms regarding human development, parallel to norms of human growth widely used by pediatricians and nutrition scientists. Such norms would be especially helpful in informing field applications in the service of minority children and families. They would help contribute to efforts toward supporting human well-being globally. However, such efforts need also to consider cultural aspects and work toward achieving culturally relevant and suitable manifestations of developmental norms. Therefore, in research designed to understand and to enhance minority child and youth development it is highly desirable to dwell upon existing strengths (assets) and to supplement these with new ones demanded by changed environments. Thus, on the one hand positive cultural aspects enhancing healthy development need to be recognized and supported. On the other hand, possibly new behavioral, cognitive, and attitudinal aspects need to be promoted in order to help adaptation to the new environments, particularly schools and specialized jobs. I have called this an 'integrative synthesis' (Kagitcibasi, 2007); it may be established in different spheres of human development. Two that I have suggested are 'autonomous-related self' and 'social-cognitive intelligence'. Such integrative syntheses refer to both aligning human development with cultural values and also developing effective systems that can cope with global changes.



**Biography.** Prof. Kagitcibasi is professor of psychology at Koc University and the founder of ACEV (Mother-Child Education Foundation). She served as the Vice-President of the International Social Science Council and the International Union of Psychological Science; she was elected the first woman President of the International

Association for Cross-Cultural Psychology; and she served as the President of the Turkish Psychological Association. She is a Founding Member of the Turkish Academy of Sciences. Kagitcibasi holds several international honors and awards, among them: APA's (1993) and IAAP's (1998) 'Distinguished Contributions to the International Advancement of Psychology Award'; Wellesley College Alumnae Achievement Award (1997); 'Honorary Fellow' of the International Association for Cross-Cultural Psychology (1998); Preyer Award for Excellence in Research on Human Development (2006) by European Society for Developmental Psychology; 'Fellow' of the Netherlands Institute for Advanced Study (2005) and of TWAS, the Academy of Sciences for the Developing World (2006). In Turkey she holds several honors and awards, also, including the distinguished "Science Award" bestowed by the President of Turkey in 2011. Kagitcibasi's work involves both theoretical and policy oriented research and applications in the topical areas of family, parenting, human capacity development, and the self in cultural context and through socio-economic development.

### **Panelist 3: Moin Syed**

**Abstract.** As we shift away from deficit-oriented models of ethnic minority development and towards positive models that recognize the unique resources that ethnic minorities draw upon, we must also be clear about how to best design studies that address the questions that we ask. To this end, it is critical to understanding the fundamental link between theory, research question, and study design. In making my comments, I will focus on a persistent issue in research with ethnic minority youth: whether a study should also include a sample of White youth. Many authors have written about their own experiences with journal reviewers, wherein the reviewers claim that a study focusing on a single ethnic minority group is deficient unless it

includes a White "comparison" or "control" group (e.g., Stanley, 2007; Sue, 1999). This argument is ill-received by ethnic minority researchers who feel they are being differentially treated, as studies with White samples are not considered severely lacking if they do not have an ethnic minority "control" group. Furthermore, there is some resistance to including a White sample in such designs, as some feel that it inherently sets up a deficit perspective (McLoyd, 1991). The decision about whether or not to include a White sample, however, is not so clear-cut, and has implications for how we theorize about the role of ethnicity in development. There are two broad types of research questions that must be considered when making decisions about what ethnic groups to include. On the one hand, if researchers are interested in documenting that a given aspect of development is different in some way between one or more ethnic minority groups and Whites, then a White sample would be essential to include. However, if researchers are interested solely in the descriptive or phenomenological experiences of a particular group, or want to examine individual differences within an ethnic group—and make no claims to uniqueness or difference between groups—then a White sample is not necessary. It is my contention that, whether they mean to or not, most researchers are interested in difference. Thus, is it essential to develop theoretical and empirical methods for ensuring that a comparative design that includes White samples is not conceptualized within a deficit framework. For example, researchers should analytically replace static social group markers (e.g., ethnicity) with dynamic psychological constructs that have the potential to explain group differences (e.g., ethnic identity). Such procedures will lessen the likelihood of essentialized interpretations that reify the social categories. Analyses of this sort, along with other techniques I will describe, can help to clarify whether existing theories have universal applicability, or whether a theory needs to be revised or discarded altogether.



**Biography.** Moin Syed (Ph.D., 2009, University of California, Santa Cruz) is an Assistant Professor of Psychology at the University of Minnesota, Twin Cities. His research is broadly concerned with identity development among ethnically and culturally-diverse adolescents and emerging adults, with

particular focus on the development of multiple personal and social identities (e.g., ethnicity, social class, and gender) and the implications of identity development for educational experiences and career orientation. He has served as editor or co-editor of special issues of *New Directions for Child and Adolescent Development* on interdisciplinary conceptions of identity development, an issue of *Journal of Social Issues* focusing on the under-representation of ethnic minority students in science and engineering fields, and an issue of *Identity: An International Journal of Theory and Research* focused on recent advances in Erik Erikson's theory of identity development. He currently serves on the executive committee of the Society for Research on Identity Formation.

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**(Event 1-009) Paper Symposium**

Meeting Room 7  
Thursday, 1:45 pm - 3:45 pm

**1-009. Jump-Starting Children's Early Schooling: Methodological and Empirical Considerations on Parental Roles and Family Factors**

*Chair: Robert Moreno<sup>1</sup>*

*Discussant: Susan Chuang<sup>2</sup>*

<sup>1</sup>Syracuse University; <sup>2</sup>University of Guelph

- Low-SES and Middle-Class Chinese Immigrant Parents' Support for Their Preschooler's Academic Development  
*Yoko Yamamoto, Jin Li*  
Brown University
- "Un Buen de Ella": Mexican Immigrant Mothers' Beliefs About Parental Roles in School Readiness and Throughout the Lifetime  
*Jacqueline Nguyen, Elizabeth Jaeger*  
Saint Joseph's University

- Understanding the Association between Parental Involvement and Children's Educational Trajectories among Latino Families  
*Connie Tan*  
UCLA

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**(Event 1-010) Paper Symposium**

Meeting Room 1  
Thursday, 1:45 pm - 3:45 pm

**1-010. Attention and Language Development in Bilingual Children**

*Chairs: Duc N. Tran, Beth Woods*  
University of Houston

- Development of Attentional Control in Word Learning  
*Duc Tran, Hanako Yoshida*  
University of Houston
- Translation Equivalents: Bilingual children's use of two labels for a similar concept  
*Beth Woods, Hanako Yoshida*  
University of Houston
- Bilingual and monolingual children attend to different cues when learning new words  
*Chandra Brojde, Sabeen Ahmed, Eliana Colunga*  
University of Colorado, Boulder
- Effects of Bilingualism on Word-Learning by Children and by Adults  
*Margarita Kaushanskaya, Megan Gross, Milijana Buac*  
University of Wisconsin-Madison

**Thursday, 3:45 pm - 4:00 pm**

**(Event 1-011) Afternoon Break**

Florida Ballroom Foyer  
Thursday, 3:45 pm - 4:00 pm

**1-011. Afternoon Refreshments**

Thursday, 4:00 pm - 6:00 pm

**(Event 1-012) Paper Symposium**

Meeting Room 1

Thursday, 4:00 pm - 6:00 pm

**1-012. Contextual, Cognitive, and Self-Regulatory Predictors of African-American Youths' Academic Readiness, Achievement, and Attainment**

*Chair: Christopher Trentacosta<sup>1</sup>*

*Discussant: Mia A. Smith-Bynum<sup>2</sup>*

<sup>1</sup>Wayne State University; <sup>2</sup>University of Maryland

- Child and Parental Predictors of School Readiness in African-American Preschoolers from Economically Diverse Backgrounds  
*Hasti Ashtiani, Marjorie Beeghly, M Sue Delonis*  
Wayne State University
- Self-Regulation and Contextual Factors as Predictors of African-American Kindergarteners' Academic Achievement  
*Caitlin McLear, Christopher Trentacosta, Joanne Smith-Darden*  
Wayne State University
- Predictors of College Enrollment in Urban African-American Youth  
*Travis Goldwire, Christopher Trentacosta, Lisa Chiodo, John Hannigan, James Janisse, R. Partridge, Steven Ondersma, Mark Greenwald, Linda Lewandowski, Robert Sokol, Joel Ager, Virginia Delaney-Black*  
Wayne State University

**(Event 1-013) Constructed Paper Symposium**

Meeting Room 4

Thursday, 4:00 pm - 6:00 pm

**1-013. Promoting Academic Success and Development in Early Childhood**

*Chair: Stephanie J. Rowley*

University of Michigan

- High Quality Preschool: The Relationship between the Socio-Economic Composition of State Pre-K Classrooms and Children's Learning  
*Jeanne Reid*  
Teachers College

- Through the Lens of Language: Examining Achievement Motivation and Academic Achievement in Latino Children Enrolled in Dual Language Schools  
*Jessica Black*  
Boston College
- Factor structure and associations of the CLASS with prekindergarten academic skills: An international comparison  
*Diana Leyva<sup>1</sup>, Christina Weiland<sup>1</sup>, Hirokazu Yoshikawa<sup>1</sup>, Catherine Snow<sup>1</sup>, Andrea Rolla<sup>1</sup>, Ernesto Trevino<sup>2</sup>, Clara Barata<sup>1</sup>*  
<sup>1</sup>Harvard University; <sup>2</sup>Universidad Diego Portales
- Promoting Academic Success (PAS) Initiative for Young Boys of Color  
*Patricia Farrell*  
Michigan State University

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**(Event 1-014) Invited Workshop**

Meeting Room 5-6

Thursday, 4:00 pm - 6:00 pm

**1-014. Using Mixed Methods to Study Culture**

*Chair: Carlos E. Santos*

Arizona State University

*Leader: Niobe Way*

*Abstract.* The investigation of culture in the field of psychology has been primarily the study of group-level differences across variables of interest. Taking a more anthropological approach, this workshop will focus on applying mixed methods toward understanding cultural processes by investigating the micro and macro level influences that shape and are shaped by child development. During the two-hour workshop, attendees will be asked to collect and analyze data.



*Biography.* Niobe Way is Professor of Applied Psychology in the Department of Applied Psychology at New York University and President for the Society for Research on Adolescence. She received her doctorate from

Harvard University in Human Development and Psychology and was an NIMH postdoctoral fellow in the psychology department at Yale University. Way's research focuses on the intersections of culture, context, and human development, with a particular focus on the social and emotional development of adolescents. Way is a nationally recognized leader in the field of adolescent development and in the use of mixed methods. Way is the author of numerous books and journal articles. Her sole authored books include: *Everyday Courage: The Lives and Stories of Urban Teenagers* (NYU Press, 1998); and *Deep Secrets: Boys' Friendships and the Crisis of Connection* (Harvard University Press, 2011). Her co-edited or co-authored books include: *Urban Girls: Resisting Stereotypes, Creating Identities* (NYU press, 1996); *Adolescent Boys: Exploring Diverse Cultures of Boyhood* (NYU Press, 2004). and *Growing up Fast: Transitions to Adulthood among Inner City Adolescent Mothers* (Erlbaum Press, 2001). Her current research projects focus on the influence of families, peers, and schools on the trajectories of social and emotional development among adolescents in New York City and in Nanjing, China.

**(Event 1-015) Paper Symposium**

Meeting Room 7  
Thursday, 4:00 pm - 6:00 pm

**1-015. The Cultural and Language Context of Social Capital and a Family Intervention Designed to Promote Social Capital and Minority Children's Development**

*Chair: Carmen Valdez<sup>1</sup>*

*Discussant: Ruth Zambrana<sup>2</sup>*

<sup>1</sup>University of Wisconsin-Madison; <sup>2</sup>University of Maryland

- The Predictive Role of Language Acculturation Profiles on Parent Social Capital and Children's Functioning: A Person-Centered Approach  
*Carmen Valdez<sup>1</sup>, Monique Mills<sup>2</sup>, Amanda Bohlig<sup>1</sup>, David Kaplan<sup>1</sup>*  
<sup>1</sup>University of Wisconsin-Madison; <sup>2</sup>Ohio State University
- The Role of Language and Cultural Barriers in Latino Parent-Teacher Interactions: Findings From a School-Randomized Trial of FAST

*Michelle Robinson, Alyn Turner, Hannah Miller, Simon Goldberg*  
University of Wisconsin-Madison

- The Effects of School Language Composition and Social Capital on Behavioral Outcomes for Latino Children  
*Rachel Fish, David Rangel, Megan Shoji, Jessa Valentine*  
University of Wisconsin-Madison

**Thursday, 6:00 pm - 7:30 pm**

**(Event 1-016) Reception**

Florida Ballroom Foyer  
Thursday, 6:00 pm - 7:30 pm

**1-011. Welcome Reception**

**All attendees are encouraged to come! Please join us for wonderful hors d'oeuvres and an open bar.**

**Friday, 8:15 am - 8:45 am**

**(Event 2-001) Coffee**

Florida Ballroom Foyer  
Friday, 8:15 am - 8:45 am

**2-001. Coffee and Continental Breakfast**

**Friday, 8:45 am - 10:15 am**

**(Event 2-002) Plenary Session**

Florida Salons I-IV  
Friday, 8:45 am - 10:15 am

**2-002. Excellence with Equity: A Social Movement for the 21st Century**

*Chair: James L. Rodriguez*

California State University, Fullerton

*Keynote Speaker: Ronald F. Ferguson*

**Abstract.** Dr. Ferguson will argue that the nation is in the early phases of a national social movement to improve educational outcomes for students from all racial, ethnic and social class backgrounds. He will describe the major dimensions of that movement, emphasizing the urgency of improvements in teaching, parenting, peer culture, community (including employer) engagement and leadership. The presentation will draw from Dr. Ferguson's recent research and writing, including student and teacher survey work and his book from Harvard Education Press,

Toward Excellence with Equity: An Emerging Vision for Closing the Achievement Gap.



**Biography.** Dr. Ronald F. Ferguson's teaching, consulting and research for more than three decades have focused on reducing economic and educational disparities. He is the creator of the Tripod Project for School Improvement, the faculty co-chair and director of the Achievement Gap Initiative

(AGI) at Harvard University and faculty co-director of the Pathways to Prosperity Project at the Harvard Graduate School of Education. He has taught at Harvard's John F. Kennedy School of Government since 1983 and currently holds a joint appointment with the Graduate School of Education. His recent work has attracted wide attention. The Gates Foundation project on Measuring Effective Teaching (MET) reported in 2010 that student perceptions of teaching using Dr. Ferguson's Tripod Project survey tools help to predict learning gains in public school classrooms. His report, *How High Schools Become Exemplary* (2010, available at [www.agi.harvard.edu](http://www.agi.harvard.edu)), was featured in September 2010 on the front-page of the *New York Times*. Another report, "Pathways to Prosperity (2011)," has added fuel to the national debate on how to help all youth, not just the college-bound, transition successfully from school to work. His most recent book *Toward Excellence with Equity: An emerging vision for closing the achievement gap*, was published by Harvard Education Press in 2008.

**Friday, 10:30 am - 12:30 pm**

**(Event 2-003) Paper Symposium**

Meeting Room 7

Friday, 10:30 am - 12:30 pm

**2-003. English Language Learner School Readiness: Executive Function, Social-Emotional Development and Teacher Beliefs and Practices**

*Chair: James A. Griffin*  
NICHD

- Self-regulation, Language, and the Development of Academic Skills for

Monolingual English-speaking and Bilingual Spanish-speaking Preschoolers

*Christopher Lonigan<sup>1</sup>, Beth Phillips<sup>1</sup>, Kimberly McDowell<sup>2</sup>, Jo Ann Farver<sup>3</sup>*

<sup>1</sup>Florida State University; <sup>2</sup>Wichita State University; <sup>3</sup>University of Southern California

- Nuestros Niños Program: Understanding the Role of Language and Culture on Dual Language Learners Socio-Emotional Development  
*Dina Castro<sup>1</sup>, Ximena Franco<sup>1</sup>, Cristina Gillanders<sup>1</sup>, Donna Bryant<sup>1</sup>, Marlene Zepeda<sup>2</sup>*  
<sup>1</sup>University of North Carolina-Chapel Hill; <sup>2</sup>California State University at Los Angeles
- Supporting the School Readiness of Dual Language Learners: Teachers' Beliefs and Practices  
*Carol Hammer<sup>1</sup>, Lisa Lopez<sup>2</sup>, Clancy Blair<sup>3</sup>, Brook Sawyer<sup>1</sup>, Eugene Komaroff<sup>1</sup>*  
<sup>1</sup>Temple University; <sup>2</sup>University of South Florida; <sup>3</sup>New York University

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**(Event 2-004) Constructed Paper Symposium**

Meeting Room 4

Friday, 10:30 am - 12:30 pm

**2-004. Promoting Positive Social and Emotional Development**

*Chair: Emilie P. Smith*

The Pennsylvania State University

- Promoting Positive Social Development in Early Childhood: What Role do Peer Relationships Play?  
*Parissa Jahromi<sup>1</sup>, Jelena Obradović<sup>1</sup>, Ximena Portilla<sup>1</sup>, W. Thomas Boyce<sup>2</sup>*  
<sup>1</sup>Stanford University; <sup>2</sup>University of British Columbia
- Indigenous Perspectives on Social-Emotional Competence in Early Childhood  
*Rebecca Gokiert, Rebecca Georgis, Melissa Daniels*  
University of Alberta
- Teachers Supporting African American Children's Social and Emotional Competence: The Influence of Temperament  
*Marisha Humphries<sup>1</sup>, Tanginia May<sup>1</sup>, Brittney Williams<sup>1</sup>, Kate Keenan<sup>2</sup>*

<sup>1</sup>University of Illinois at Chicago; <sup>2</sup>University of Chicago

- Effects of the Positive Action Program on Social and Emotional Outcomes of African-American and Hispanic Youth  
*Kendra Lewis<sup>1</sup>, Alan Acock<sup>1</sup>, Niloofar Bavarian<sup>1</sup>, Joseph Day<sup>2</sup>, David DuBois<sup>2</sup>, Peter Ji<sup>2</sup>, Margaret Malloy<sup>1</sup>, Marc Schure<sup>1</sup>, Naida Silverthorn<sup>2</sup>, Samuel Vuchinich<sup>1</sup>, Brian Flay<sup>1</sup>*  
<sup>1</sup>Oregon State University; <sup>2</sup>University of Illinois, Chicago

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**(Event 2-005) Invited Workshop**

Meeting Room 5-6

Friday, 10:30 am - 12:30 pm

**2-005. Design and Implementation of Intervention for Minority Youth**

*Chair: Dawn Witherspoon*

The Pennsylvania State University

*Leader: Margaret Beale Spencer*

**Abstract.** The need for a *positive youth development and resiliency promotion perspective*, particularly for minority youth, continues to be critically important for basic scholarship, supportive programming, and responsive social and educational policies. Scholarship about human development suggests that by early adolescence, youth make cognition and psycho-social based assessments about the self. These self assessments contribute to behavioral consistency and continuity over time. They include beliefs associated with group membership and the multiple dimensions of the self and the group's social status. Thus, especially cultural, social and school identifications matter; consequent perceptions and coping are associated with particular context-specific experiences. Moreover, youth have crystallized attitudes and beliefs concerning their placement in society and their reactions to that status. For example, youths' political attitudes *unavoidably evolve* from their normative human development awareness of the world and, reciprocally, their views concerning their treatment and place within it; the process is particularly relevant for devalued societal members. The treatment of youth as a function of their school-based and neighborhood experiences (e.g., teaching character and quality as well as a school's access to teacher and administrator "resources") has had a particular

historical and political framing (e.g., see Seaton, Dell Angelo, Spencer & Youngblood, 2006). Consequentially, youths' identity formation includes coping processes as assisted by protective factors and supports or as compromised by significant numbers of encumbering risks confronted across settings as myriad challenges. Authentic social policies serve to diminish levels of risk and challenge and enhance protective factors and supports. This workshop will provide attendees opportunities for understanding their role in promoting positive youth development and resiliency. A highlighting of intervention relevant activities which aid one's improved understanding of youths' challenges and responsive coping as well as frequently ignored child and adolescent protective factors and supports will be emphasized. At the same time, obtaining insights for understanding when significant or disproportionate levels of protective factors and supports can have a "downside" will also be acknowledged. That is, unexpected changes can have quite significant implications for youths' identity processes since coping skills and identity supports may be lacking or not recognized. These emphases will be shared both theoretically and practically for *informing culturally sensitive programming efforts as intervention innovations* as well as for *promoting social policies which are actually perceived and experienced, in fact, as supportive and authentic contributions to real change.*



**Biography.** Margaret Beale Spencer is the Marshall Field IV Professor of Urban Education in the Department of Comparative Human Development at the University of Chicago. An Applied Developmental Psychologist, she earned her PhD in Child and Developmental Psychology from the University of Chicago. Spencer's scholarship is informed by a life course human development theoretical framework. She has published over 100 articles and chapters which focus on youth resiliency, identity formation processes and adolescent competency. The many major invited lectures include the 2011 Biber Lecture (Bank Street College); 2010 [April] Wallace Lecture (American

Educational Research Association); 2009 Commencement speaker and recipient of Honorary Doctorate of Humane Letters Degree, Erikson Institute of Chicago. She is the recipient of numerous honors including the 2011 Society for Research in Child Development Award [for Distinguished Contributions to Cultural and Ecological Research]; 2005 American Psychological Association [APA] Senior Career Award for Distinguished Contributions to Psychology in the Public Interest, and awarded the 2006 Fletcher Fellowship, which recognizes work that furthers the broad social goals of the U.S. Supreme Court's *Brown v. Board of Education* Decision of 1954.

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**(Event 2-006) Paper Symposium**

Meeting Room 1  
Friday, 10:30 am - 12:30 pm

**2-006. A Model of Learning Based on Indigenous and Mexican Practices**

*Chair: Katie G. Silva*<sup>1</sup>

*Discussant: Rebeca L. Mejia Arauz*<sup>2</sup>

<sup>1</sup>University of California, Santa Cruz; <sup>2</sup>Universidad ITESO

- Children's Initiative and Blending Agendas in the Home: Cultural Variation Across Two Mexican Communities  
*Andrew Coppens, Lucia Alcalá, Barbara Rogoff*  
University of California, Santa Cruz
- The Cultural Practice of Spontaneous Help  
*Angelica Lopez, Omar Ruvalcaba*  
University of California, Santa Cruz
- Cultural Engagement and American Indian Children's Attention to Surrounding Events  
*Monica Tsethlikai*<sup>2</sup>, *Maricela Correa-Chavez*<sup>3</sup>, *Barbara Rogoff*<sup>1</sup>  
<sup>1</sup>University of California, Santa Cruz; <sup>2</sup>The University of Utah; <sup>3</sup>Clark University
- Instructional Ribbing: Teaching Children Through 'Little Dramas' Opinions from Mexican-Heritage and European-American Families  
*Katie Silva, Barbara Rogoff*  
University of California, Santa Cruz

**Friday, 1:45 pm - 3:45 pm**

**(Event 2-007) Paper Symposium**

Meeting Room 1  
Friday, 1:45 pm - 3:45 pm

**2-007. New Methodological and Conceptual Approaches to the Study of Ethnic Identity Development**

*Chair: Carlos E. Santos*<sup>1</sup>

*Discussant: Jean S. Phinney*<sup>2</sup>

<sup>1</sup>Arizona State University; <sup>2</sup>University of California, Berkeley

- Feeling Typical, Looking Typical: The Role of Physical Appearance in Minority Youth Identity Development  
*Carlos Santos*<sup>1</sup>, *Stefan Dehod*<sup>2</sup>, *Kimberly Updegraff*<sup>1</sup>, *Jenna Ciotta*<sup>1</sup>  
<sup>1</sup>Arizona State University; <sup>2</sup>University of Alberta
- Adolescent Ethnic Identity in Context: Integrating Daily Diaries, Biannual Surveys, and School-level Data  
*Tiffany Yip*<sup>1</sup>, *J. Nicole Shelton*<sup>2</sup>  
<sup>1</sup>Fordham; <sup>2</sup>Princeton University
- Theoretical and Methodological Contributions of Narrative Psychology to Ethnic Identity Research  
*Moin Syed*  
University of Minnesota

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**(Event 2-008) Constructed Paper Symposium**

Meeting Room 4  
Friday, 1:45 pm - 3:45 pm

**2-008. Acculturation & Cultural Competence**

*Chair: Catherine Tamis-LeMonda*

New York University

- Culture Competence as an Important Aspect of Acculturation  
*Brit Oppedal*  
Norwegian Institute of Public Health
- The Influence of Acculturation on Parenting and Child Development in Asian American Families

*Keng-Yen Huang, Esther Calzada, Sabrina Cheng, Laurie Brotman*  
NYU Child Study Center

- Acculturation and Mental Health in Latino Adolescents: Modeling Longitudinal Trajectories from the Latino Acculturation and Health Project  
*Paul Smokowski*  
UNC Chapel Hill
- Resilience and Resistance to Colonial Mentality: The Transformative Impact of Cultural Portals on the Ethnic Identity Development of Second Generation Filipino American Youth  
*Maria Ferrera*  
DePaul University, Chicago

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**(Event 2-009) Invited Panel**

Meeting Room 5-6  
Friday, 1:45 pm - 3:45 pm

**2-009. Ethnic Minority Children in Context: Family, Schools and Community**

*Chair: Marjorie Beeghly*  
Wayne State University

*Panelists: Diane L. Hughes, Nancy A. Gonzales, Judi Mesman*

*Panelist 1: Diane L. Hughes*

**Abstract.** There is an existing debate among social scientists, parents, and practitioners concerning when, how much, and what parents and others should do and actually do to teach children about their own ethnicity and race and about relations with other groups. One perspective is that messages about ethnicity and race make these social categories more salient to children than they need to be. An alternative perspective is that racial/ethnic socialization messages prepare children for the racial realities that they will ultimately encounter. In this presentation, I will present data from several studies that examine ethnic/racial socialization practices among parents from diverse ethnic backgrounds (African American, Latino, Chinese, White) that speak to both perspectives. First, based on quantitative and qualitative approaches, I present data suggesting that many parents have difficulty communicating what they intend in discussing ethnicity and race with their children. In addition, I present data that

evaluates whether or not particular types of racial socialization messages, as adolescents perceive them, are associated with differing trajectories vis-à-vis youths' academic and psychosocial adjustment. I consider the practical implications of these research findings for educators and parents.



**Biography.** Diane Hughes is professor of Applied Psychology in the Steinhardt School of Culture, Development, and Education and co-director of the Center for Research on Culture, Development, and Education at NYU. A special focus of her work is on understanding the intersections of race,

ethnicity, culture, as they influence family processes, especially parenting, and early adolescent development. She has written extensively about the ways in which children learn and parents teach about issues pertaining to ethnicity and race and about the roles consequences of this ethnic/racial socialization for adolescents' developing selves and for their academic and behavioral adjustment. She also studies the nature of the discrimination experiences that parents and adolescents encounter across contexts, including workplaces, schools and peer groups. Currently, she is completing a 7 year longitudinal mixed methods study of ethnically diverse urban adolescents and their mothers. She is also running a study that combines 14 existing data sets to investigate how parenting is associated with youths' academic and behavioral outcomes across five ethnic groups. Her research has been supported by numerous federal agencies including the NSF, NIMH, and NICHD as well as by private foundations including the Carnegie Corporation of New York, the John D. and Catherine T. MacArthur Foundation, and the William T. Grant Foundation. Hughes received her B.A. in Psychology and African American Studies from Williams College and her Ph.D. in Community and Developmental Psychology from the University of Michigan. She is former chair of the MacArthur Midlife Network's study of Ethnic Diversity and Urban Contexts and is currently co-Chair of the cross-university Study Group on Race, Culture, and Ethnicity.

**Panelist 2: Nancy A. Gonzales**

**Abstract.** Two facts stand out in epidemiological and demographic profiles of the growing population of Mexican American youth in the United States. First, Mexican American youth experience more emotional, behavioral, and academic problems than other ethnic groups in the United States. Second, there is substantial heterogeneity on cultural dimensions within this population, and in the prevalence of these problems, particularly as a function of immigration and acculturation status. Although immigrant youth experience the most significant barriers to educational success, they are less likely to engage in high risk behaviors such as alcohol and drug use, delinquent behaviors, and early age sexual activity compared to U.S. born and less acculturated Mexican American youth. These two facts make it difficult to draw straightforward conclusions about strategies needed to reduce disparities and promote positive adaptation for this population. These facts also highlight a critical need to identify key cultural factors that are salient in Mexican American families and communities, and to understand the mechanisms by which they operate to influence youth development and adaptation. This presentation will summarize key findings from two studies specifically designed to understand the cultural context of Mexican American youth development. *La Familia* is a longitudinal study of Mexican American families that was designed specifically to capture diversity in family socioeconomic, cultural and community contexts within a large Southwestern city. Cultural influences were examined at the individual, family and community levels to test theoretically driven models of the role of culture in Mexican American youth and family adaptation. The second study, *Puentes a la Secundaria*, is a randomized trial of an intervention designed to reduce academic and mental health disparities for Mexican American youth attending high need schools in this same region. This study examined intervention effects on family and youth functioning and also examined the role of cultural variability as it relates to intervention needs, preferences, and effects on family and youth adaptation. Together these studies illustrate the importance of context and culture for developing and testing theories, and to inform culturally sensitive interventions and services.



**Biography.** Nancy Gonzales is an ASU Foundation Professor of Psychology and director of the Prevention Research Center at Arizona State University. She has conducted basic and applied research with children and adolescents in

ethnically diverse families for over 20 years, including research with African American, Mexican American, and Asian American populations. Her research spans a wide range of topics, such as parenting practices in diverse cultural groups, family and community influences on high risk adolescent behavior, strategies to promote academic success in ethnic minority youth, cultural adaptation of interventions for youth and families, and the role of acculturation in development and mental health. Dr. Gonzales has collaborated with local schools for over 15 years to develop the Bridges to High School Program / Puentes a la Secundaria, a school-based program that builds family and cultural strengths to help Mexican American youth remain engaged in school and decrease their risk for emotional and behavioral problems. Findings from a randomized clinical trial showed the program increased students' grades and reduced rates of delinquency, internalizing problems, substance use, and risky sexual behavior in high school. Dr. Gonzales is working to make this program widely available to schools that serve students in low income communities.

**Panelist 3: Judi Mesman**

**Abstract.** Mary Ainsworth defined maternal sensitivity as the mother's ability to perceive child signals, interpret these signals correctly, and to respond to them promptly and appropriately (Ainsworth et al., 1974). This conceptualization of maternal sensitivity was based on Ainsworth's extensive observational field work in the African country of Uganda. However, since then the majority of studies on parental sensitivity are based on Western samples and the cross-cultural applicability of this construct has been debated. In this presentation the results of a systematic literature review on observational studies of parental sensitivity in ethnic minority families with young children are presented. The literature search yielded 39

publications, representing 34 individual studies. The vast majority of these had been conducted in the USA (27 studies), the second largest supplier of relevant studies was the Netherlands (6 studies), and one Canadian study fit our criteria. The literature review shows that parental sensitivity is generally lower in ethnic minority families than in majority families. The evidence points to stress due to socioeconomic disadvantage as well as due to family disadvantage (such as teenage and single parenthood) as the main cause for this difference. Little evidence was found for cultural or migration explanations. Most importantly, the review shows that parental sensitivity is related to positive child development in ethnic minority families. This finding is consistent with studies that report a positive effect of maternal sensitivity on child development in ethnic majority samples in non-Western countries. The different components of sensitivity are discussed to explain its apparent universal relevance to early parent-child interactions. Interventions aimed at improving ethnic minority children's wellbeing should focus on both reducing parenting stress and enhancing parental sensitivity.



**Biography.** Judi Mesman is Professor of Parenting and education in the multicultural society and department chair of the Centre for Child and Family Studies of Leiden University in the Netherlands. She has been at the Centre for Child and Family Studies since 2001, starting as a post doc in a study testing the

effectiveness of the VIPP- SD parenting intervention, moving on to assistant and associate professorships, and becoming full professor in 2009. She is currently head of the research cluster Diversity in parenting, focusing on the role of ethnicity, gender, and socioeconomic background in parent-child interactions Within the Leiden Attachment Research Program. Dr Mesman's expertise lies in the use of standardized observations of different aspects of parent-child interactions including maternal sensitivity and discipline, and child responsiveness and aggression. She currently supervises several studies on parenting in minority families in the Netherlands, one of

which is part of a European collaboration to study Turkish minority children's adaptation to school transitions. She is also coordinator of an international cross-cultural study on maternal attitudes about sensitivity using the Maternal Behavior Q-Sort.

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**(Event 2-010) Paper Symposium**

Meeting Room 7

Friday, 1:45 pm - 3:45 pm

**2-010. The Buffering Effects of Early Child Care Experiences on the Development of Low-Income African American Preschoolers**

*Chair: Patricia Garrett-Peters<sup>1</sup>*

*Discussant: Brenda J. Harden<sup>2</sup>*

<sup>1</sup>University of North Carolina at Chapel Hill;

<sup>2</sup>University of Maryland at College Park

- Teacher/Child Verbal Interactions in Child Care as a Buffer Against Lower Vocabulary Scores for Children Whose Mothers' Language Input is Low  
*Lynne Vernon-Feagans, Mary Bratsch*  
University of North Carolina at Chapel Hill, School of Education
- Child Care Quality and African American Children's Social Relationships in Rural Settings  
*Allison De Marco, Patricia Garrett-Peters*  
University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute
- Understanding the Impacts of Teacher-Child Relationships and Child Care Instability on Social Competence Among African American Preschoolers  
*Mary Bratsch*  
University of North Carolina at Chapel Hill, School of Education

**Friday, 3:45 pm - 4:00 pm**

**(Event 2-011) Afternoon Break**

Florida Ballroom Foyer

Friday, 3:45 pm - 4:00 pm

**2-011. Afternoon Refreshments**

Friday, 4:00 pm - 6:00 pm

**(Event 2-012) Constructed Paper Symposium**

Meeting Room 4

Friday, 4:00 pm - 6:00 pm

**2-012. Promoting Language and Literacy Development Among Young Children**

*Chair: James L. Rodriguez*

California State University, Fullerton

- Positive Effects of Home and Classroom Variables on the Development of Bilingual Language Skills in Preschool Latino Children  
*Lisa Lopez, Liza Arango, John Ferron*  
University of South Florida
- School Readiness, Early Achievement, and the Role of English Language Proficiency for Children in Low-Income Immigrant Families  
*Jessica De Feyter, Adam Winsler, Timothy Curby*  
George Mason University
- Examining the nature of language performance and literacy practices among Latino students  
*Christine Montecillo<sup>1</sup>, Patrick Proctor<sup>1</sup>, Rebecca Silverman<sup>2</sup>*  
<sup>1</sup>Boston College; <sup>2</sup>University of Maryland
- Conceptual Framework for the Study of Developmental Competencies in Young Dual Language Learners  
*Dina Castro<sup>1</sup>, Linda Espinosa<sup>4</sup>, Eugene Garcia<sup>2</sup>, Fred Genesse<sup>3</sup>, Patton Tabors<sup>5</sup>, Ellen Peisner-Feinberg<sup>1</sup>, Virginia Buysse<sup>1</sup>, Cristina Gillanders<sup>1</sup>, Dore LaForett<sup>1</sup>, Ivelisse Martinez-Beck<sup>6</sup>, Ann Rivera<sup>6</sup>*  
<sup>1</sup>University of North Carolina at Chapel Hill; <sup>2</sup>Arizona State University; <sup>3</sup>McGill University; <sup>4</sup>University of Missouri; <sup>5</sup>Harvard Graduate School of Education; <sup>6</sup>Administration for Children and Families, USDHHS

**(Event 2-013) Invited Workshop**

Meeting Room 5-6

Friday, 4:00 pm - 6:00 pm

**2-013. Testing the Efficacy of the Pathways for African American Success (PAAS) Program in Averting HIV-Related Risk Behaviors among Rural African American Youths**

*Chair: Mia A. Smith-Bynum*

University of Maryland

*Leader: Velma McBride Murry*

*Abstract.* African American youth are among the most at risk for acquiring STIs, including HIV infection. Efforts to reduce new cases of HIV/AIDS among African American youth are challenged by barriers associated with poor access to preventive interventions. The contributions of technology as a venue for tailored preventive interventions for those most at risk for contracting the human immunodeficiency virus (HIV) and other sexually transmitted diseases have received increase consideration over the past few years. Increase access to and familiarity with computer technology make computer-based prevention a feasible option among rural Africans to overcome the logistical and practical barriers that limit program participation for a segment of rural African American families. The Pathways for African American Success (PAAS) program is a second generation of the Strong African American Families (SAAF) program, which is the only universal preventive intervention designed to deter HIV-related risk behavior specifically among rural African American youth that has been evaluated in a randomized prevention trial. PAAS expands SAAF in two ways - a) includes two delivery modalities - group-based and technology-based; and b) content includes topics to enhance youths' awareness of potential risk of technology use and to increase parental awareness practices and communication skills required to effectively monitor the use of technology among their youths (e.g., texting, sex-texting, Facebook, chat rooms, etc.). The current study is designed to test the efficacy of PAAS in producing changes in the intervention targeted mediators that were hypothesized to promote changes in proximal youth protective factors to safeguard African American youths from HIV-related risk behaviors. Results from SEM analyses will be discussed and implications of PAAS for positive development

among rural African American youth will be highlighted.



**Biography.** Velma McBride Murry received her PhD in Human Development and Family Relations, University of Missouri-Columbia in 1988. She holds membership to the Institute of Medicine (IOM), Board of Children Youth and Families and Subcommittee on Family Planning and is on the SAMSHA's Advisory

Committee for Women's Services. Murry is a co-Founder of the Study Group on Race, Ethnicity and Culture. Her work, funded by NIMH, NIDA, NIAAA, CDC, and W.T. Grant, focuses on the significance of context in studies of African-American families and youth. She examines the impact of racism on family functioning, elucidated the dynamics contextual stressor in the everyday life of African Americans. Murry's work has culminated into the development of the Strong African American Families (SAAF) and Pathways for African Americans Success (PAAS) programs that target the prevention of early onset sexual behavior and substance abuse among rural youth. Currently, Dr. Murry's work focuses on the implementation and dissemination of these efficacy programs into real world settings.

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#### **(Event 2-014) Paper Symposium**

Meeting Room 1  
Friday, 4:00 pm - 6:00 pm

#### **2-014. Ethnic Identity as a Protective Factor in the Lives of Immigrant Youth in Emerging Communities**

**Chair: Laura Gonzalez**  
UNC - Greensboro School of Education

- Ethnic identity as a buffer against stress in the lives of Latino youth  
*Gabriela Stein<sup>1</sup>, Mitch Prinstein<sup>2</sup>*  
<sup>1</sup>UNC-Greensboro; <sup>2</sup>UNC - Chapel Hill
- Ethnic identity as a protective factor in lives of Hmong youth  
*Andrew Supple*  
UNC - Greensboro Department of Human Development and Family Studies

- Ethnic identity as a protective factor in the lives of Asian youth  
*Lisa Kiang*  
Wake Forest

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#### **(Event 2-015) Paper Symposium**

Meeting Room 7  
Friday, 4:00 pm - 6:00 pm

#### **2-015. The Protective or Promotive Role of Self-Regulation in Low-SES Spanish-Speaking and Chinese Immigrant Youth's Schooling Outcomes**

**Chair: Jeffrey Liew<sup>1</sup>**

**Discussant: Christine P. Li-Grining<sup>2</sup>**

<sup>1</sup>Texas A&M University; <sup>2</sup>Loyola University

- The Relation between Self-Regulation and Academic Achievement for Children Experiencing Accumulated Risk Factors  
*Derek Becker<sup>1</sup>, Shannon Wanless<sup>2</sup>, Megan McClelland<sup>1</sup>*  
<sup>1</sup>Oregon State University; <sup>2</sup>University of Pittsburgh
- Chinese American Parenting Practices and Children's Positive Social Adjustment: The Mediating Role of Child Effortful Control  
*Charissa Cheah<sup>1</sup>, Christy Leung<sup>1</sup>, Nan Zhou<sup>1</sup>, Cynthia Yuen<sup>2</sup>, Peter Kim<sup>3</sup>*  
<sup>1</sup>University of Maryland, Baltimore County; <sup>2</sup>National Institute of Child Health and Human Development; <sup>3</sup>Pennsylvania State University
- Low Parental Psychological Control and Emotion-related Self-regulation as Promotive Factors on Adaptive Competencies in Chinese American Youth  
*Jeffrey Liew, Yu-pei Chang, Bonny Chang*  
Texas A&M University

**Friday, 6:15 pm - 7:45 pm**

**(Event 2-016) Poster Session with Refreshments**

Florida Salons V-VI

Friday, 6:15 pm - 7:45 pm

- |   |   |    |  |
|---|---|----|--|
| 1 | Maternal Sensitivity and Attachment: Cultural Phenomena in the Eye of the Beholder<br><i>Jessica Chan, Yvonne Bohr</i><br>York University   | 9  | From culture to competence: Discursive shifts in the Norwegian education policy on immigrant child social integration<br><i>Kristian Garthus-Niegel<sup>1</sup>, Hilde Lidén<sup>3</sup>, Brit Oppedal<sup>1</sup>, Halvard Vike<sup>2</sup></i><br><sup>1</sup> Norwegian Institute of Public Health, <sup>2</sup> Institute of Social Anthropology, The University of Oslo, <sup>3</sup> Institute for Social Research |
| 2 | Language Deficits or Differences: What we know about African American Vernacular English in the 21st Century<br><i>Yvette Harris, Valarie Schroeder</i><br>Miami University   | 10 | Children's Patterns of Collaboration in an Indigenous Purépecha Town and a Cosmopolitan Mexican City<br><i>Heather Mangione<sup>1</sup>, Maricela Correa-Chavez<sup>1</sup>, Oswaldo Moreno<sup>1</sup>, Rebeca Mejia Arauz<sup>2</sup></i><br><sup>1</sup> Clark University, <sup>2</sup> Iteso University  |
| 3 | Raising transracially adopted children: The complexities of ethnic-racial socialization<br><i>Ellen Pinderhughes</i><br>Tufts University  | 11 | Addressing Racial Inequities in School Discipline through School Climate<br><i>Natasha Williams</i><br>Indiana University  |
| 4 | Television and Executive Function in Minority Children<br><i>Rekesha Greenwood</i><br>University of Virginia  | 12 | Child-Directed Caregiver Language of African American Families in High-Risk Environments<br><i>Nucha Isarowong</i><br>The School of Social Service Administration, The University of Chicago   |
| 5 | Alignment Between Afterschool Programs and Schools: Identifying Promising Practices<br><i>Tracy Bennett</i><br>UC Irvine  | 13 | A model for the development of multiracial identities: Synthesizing sociocultural theory with everyday experiences of children<br><i>Pamala Trivedi</i><br>Georgetown University Center for Child & Human Development  |
| 6 | Changing Faces, Changing Perspectives: Using a Strength-Based, Multi-Theory Approach to Understanding Children of Immigrants' Achievement in the Classroom<br><i>Amanda Koury</i><br>University of Pittsburgh   | 14 | The 4 R's -- Rigor, Relevance, Responsiveness and Academic Resilience: The contribution of Instructional supports on cognitive engagement and academic resilience for immigrant-origin adolescent males<br><i>Margary Martin</i><br>New York University  |
| 7 | Adolescent Development Among Bangladeshi Migrants to England<br><i>Lauren Houghton<sup>2</sup>, Gillian Bentley<sup>1</sup>, Mark Booth<sup>1</sup>, Kate Hampshire<sup>1</sup></i><br><sup>1</sup> Durham University, <sup>2</sup> National Cancer Institute |    |  |
| 8 | Pathways to Healthy BMI in Hispanic and African-American Children: An Interdisciplinary Approach  |    |  |

- 15 When Black Males Aren't at School: A Qualitative Study of Promising Out-of-School-Time (OST) Programs Serving Black Males  
*Margary Martin, Naomi Jefferson, Edward Fergus*  
New York University
- 16 Relation Among Vocabulary Test Scores and Self-Reported Language and Behavioral Aspects of Cultural Competence in Immigrant Youth  
*Heloise Marie Ledesma, Brit Oppedal*  
Norwegian Institute of Public Health
- 17 "Treat Me Like I'm Equal": Using Youth Participatory Action Research to Improve Developmental Outcomes for Marginalized Youth  
*Gretchen Brion-Meisels*  
Harvard Graduate School of Education
- 18 Low-Income African American Toddlers' Responses to their Mothers' Physical Interference in their Play  
*Jean Ispa, Jane Cook*  
University of Missouri
- 19 Understanding Minority Status in Neighborhood Context  
*Jana Chaudhuri, Mariah Contreras, Jessica Goldberg, Jayanthi Mistry*  
Tufts University
- 20 Mexican Descent Children's Questions for Parents: Variations by Parents' Schooling Experience  
*Graciela Solis, Maureen Callanan*  
UCSC
- 21 Research in Indigenous Communities: The Suitability of a Community-Based Participatory Approach  
*Melissa Daniels, Rebecca Gokiert, Rebecca Georgis*  
University of Alberta
- 22 Latino Parents' Video Reflection of Shared Book Reading With Their Children: A Qualitative Pilot Study  
*Sandra Plata-Potter<sup>1</sup>, Keely Cline<sup>2</sup>*  
<sup>1</sup>University of Nebraska-Lincoln, <sup>2</sup>East Tennessee State University
- 23 Play and Comforting Behaviors Among Chinese American and European American Mothers of Infants  
*Yang Yang<sup>2</sup>, Cindy Liu<sup>1</sup>, Shixin Fang<sup>2</sup>, Nancy Snidman<sup>3</sup>, Ed Tronick<sup>3</sup>*  
<sup>1</sup>McLean Hospital / Harvard Medical School, <sup>2</sup>Children's Hospital Boston, <sup>3</sup>University of Massachusetts
- 24 Using Sociometric Techniques to Assess Friendship Quality, Social Inclusion and Social Belonging  
*Karen Thorpe, Sally Staton, Rachel Bell-Booth*  
Queensland University of Technology
- 25 Building on Social Strengths: Within-Group Bonds are the Foundation for Social Inclusion and School Attendance of Indigenous Australian Children  
*Karen Thorpe, Sally Staton, Rachel Bell-Booth*  
Queensland University of Technology
- 26 Parental Concerns Regarding Pre-service Teachers Pursuing Teaching Careers in Underserved Urban Areas  
*Patricia Jarvis, Mackenzi Harmon*  
Illinois State University
- 27 Parent-Child Relationships as Predictors of Behavioral Adaptation to School: Young, Racially Diverse, Economically-Disadvantaged Children's own Perceptions  
*Marisa O'Boyle, Katia Canenguez, Elyse Smith, Abbey Eisenhower*  
UMass Boston
- 28 Child Oriented Parenting and Emerging Self Regulation in Low-Income Ethnic Minority Preschoolers  
*Margaret Caughy<sup>1</sup>, Margaret Owen<sup>2</sup>, Nazly Hasanizadeh<sup>2</sup>, Ana-Maria Mata-Otero<sup>2</sup>, Jamie Hurst<sup>2</sup>, Melissa Amos<sup>2</sup>, Adriana Baird<sup>2</sup>, Caroline Mejias<sup>2</sup>*  
<sup>1</sup>University of Texas School of Public Health, <sup>2</sup>University of Texas at Dallas
- 29 The Interactive Effects of Teacher-Child Relationships and Family Adversity on Kindergarten School Engagement  
*Ximena Portilla<sup>1</sup>, Jelena Obradović<sup>1</sup>, Parissa Jahromi<sup>1</sup>, W. Thomas Boyce<sup>2</sup>*

- <sup>1</sup>Stanford University, <sup>2</sup>University of British Columbia
- 30 Perceived Discrimination and Emotional Distress in Youth of Color: Ethnic Identity as a Protective Factor  
*Viana Turcios-Cotto, Stephanie Milan*  
University of Connecticut
- 31 The Language Environment and Language Skills of Spanish-English Bilingual Preschool-age Children with Autism  
*Nurit Sheinberg*  
Nova Southeastern University
- 32 Understanding Risk and Resilience in Transnational Parent-Child Separations: A Community-Based Participatory Action Approach  
*Yvonne Bohr, Michaela Hynie, Cynthia Sing-Yu Shih, Natasha Whitfield, Sadia Zafar*  
York University
- 33 “We Started to Fight by Talking Trash”: Cultural Voice in Children’s Stories About Peer Conflict  
*Alice Davidson<sup>1</sup>, Marsha Walton<sup>2</sup>, Regan Humphrey<sup>2</sup>, Caitlin Campbell<sup>3</sup>*  
<sup>1</sup>Rollins College, <sup>2</sup>Rhodes College, <sup>3</sup>Pacific University
- 34 Using a Person-Centered Approach to Inform Interventions: Exploring Protective and Risk Profiles  
*Kristina Webber, Cynthia Rizo, Natasha Bowen, Paul Smokowski*  
University of North Carolina at Chapel Hill
- 35 The Effects of Bullying in Brazilian Schools on Self-Esteem of Boys and Girls  
*Claudia Bandeira, Claudio Hutz*  
Universidade Federal do Rio Grande do Sul-UFRGS
- 36 Parent, Friend, and Self Values of Immigrant Children and Adolescents  
*Ayse Cici Gokaltun<sup>1</sup>, Mary Levitt<sup>1</sup>, Jerome Levitt<sup>2</sup>*  
<sup>1</sup>Florida International University, <sup>2</sup>Miami-Dade County Public Schools
- 37 Korean Children’s academic stress and ego resiliency depending on Socioeconomic Status  
*Keumjoo Kwak<sup>1</sup>, Yeonsoo Kim<sup>2</sup>, Hoyoung Kim<sup>3</sup>*  
<sup>1</sup>Department of psychology, Seoul National University, <sup>2</sup>The Institute of Social Science, Seoul National University, <sup>3</sup>Department of psychology, Seoul National University
- 38 Stories of success: How the Piccaninny Playgroup promotes positive child development and family readiness for school  
*Rachel Bell-Booth, Karen Thorpe, Sally Staton, Cathy Thompson*  
Queensland University of Technology
- 39 Perceived Father Involvement and Child Aggression in Low-Income African American Preschoolers  
*Sara Johns, Heather Janisse, Alisha Dawsey, Jhazmin Taylor, Nicole Richards*  
Eastern Michigan University
- 40 How Active are Fifth Graders After School?  
*Toni Harris, Katherine Nester*  
Virginia State University
- 41 Socialization Practices in Latino Immigrants and Their Young Children  
*Kathleen Sidorowicz, Daniela Aldoney, Natasha Cabrera*  
University of Maryland
- 42 Who Gets What? Adolescents’ Distribution of School Resources  
*Samantha Silverberg<sup>2</sup>, Stefanie Sinno<sup>1</sup>*  
<sup>1</sup>Muhlenberg College, <sup>2</sup>The New School for Social Research
- 43 Ethnic Identity and Maternal Overreactivity as Protective and Promotive Factors for Low Income African American Families  
*Riana Anderson, Christina Emeh, Myles Durkee*  
University of Virginia
- 44 Grandparental Caregiving in Chinese-Canadian Immigrant Families: A Mixed-Methods Approach

- Cynthia Sing-Yu Shih, Yvonne Bohr*  
York University
- 45 Investigation of the Well-being of School Refugee Children in the UK  
*Muthanna Samar<sup>1</sup>, Bibi Ameerah Khadaroo*  
Kingston University, London
- 46 Promoting Positive Educational Outcomes among African American Adolescents: A Neighborhood Profile Approach  
*Dawn Witherspoon<sup>1</sup>, Deborah Rivas-Drake<sup>2</sup>*  
<sup>1</sup>The Pennsylvania State University, <sup>2</sup>Brown University
- 47 Urban Slums in Africa as a Context for Positive Child Development  
*Mumbe Kithakye Abai, Amanda Morris*  
Oklahoma State University
- 48 Hispanic parents' views on toddler's physical activity and screen time use  
*Helena Duch, Marta Font, Caroline Taromino, Ipek Ensari*  
Columbia University
- 49 Black and White Boys' Self-Perceptions of Masculinity & Femininity: Race Differences & Influence on Later Psychosocial Adjustment  
*Tamarie Macon, Tabbye Chavous*  
University of Michigan
- 50 The Long-Term Implications of Attention for School Success among Minority Children  
*Rachel Razza<sup>1</sup>, Anne Martin<sup>2</sup>, Jeanne Brooks-Gunn<sup>2</sup>*  
<sup>1</sup>Syracuse University, <sup>2</sup>National Center for Children & Families, Teachers College, Columbia University
- 51 Maternal Narrative Participation and the School Readiness Skills of Spanish-English Bilingual Preschoolers  
*Gigliana Melzi, Adina Schick, Emily Bostwick*  
New York University
- 52 Family Involvement and the Emergent Literacy Skills of Dual-Language Latino Children
- Gigliana Melzi<sup>1</sup>, Christine McWayne<sup>2</sup>, Adina Schick<sup>1</sup>*  
<sup>1</sup>New York University, <sup>2</sup>Tufts University
- 53 How does social connectedness foster personal aspirations among New Zealand Maori youth?  
*Paul Jose*  
Victoria University of Wellington
- 54 Competence in Minority Children: Teachers' and Children's Perceptions  
*Rose DiBiase<sup>1</sup>, Patrice Miller<sup>2</sup>*  
<sup>1</sup>Suffolk University, <sup>2</sup>Salem State University
- 55 Contributions of Maternal and Paternal Depression to Parenting and Emotional Regulation of Preschool Children By Ethnicity.  
*Michaela Zajicek-Farber*  
CUA
- 56 Cultural Differences in Perceived Parental Control in Emerging Adulthood  
*Josephine Kwon<sup>1</sup>, Hui-Chin Hsu<sup>1</sup>, Jodi Treadway<sup>1</sup>, Victoria Plaut<sup>2</sup>*  
<sup>1</sup>The University of Georgia, <sup>2</sup>University of California, Berkeley
- 57 Psychological Well-being among Roma Minority Youth: The Role of Ethnic, Religious and Personal Identity  
*Radosveta Dimitrova<sup>1</sup>, Amina Abubakar<sup>1</sup>, Fons J. R. van de Vijver<sup>1</sup>, Ergyul Tair<sup>2</sup>*  
<sup>1</sup>Tilburg University, <sup>2</sup>Bulgarian Academy of Sciences
- 58 Teachers' and Mothers' Perceptions of Low-Income African-American and Hispanic Children's Behavior and Parenting Strategies and Effectiveness  
*Sybil Hart, Francisco Debaran*  
<sup>1</sup>Texas Tech University
- 59 The Power of Positive Partnering: Evaluating the Effectiveness of Adult Mentoring for Youth At-risk for Gang Involvement  
*Lorraine Kubicek<sup>1</sup>, Vicki Scott<sup>3</sup>, Kathie Snell<sup>3</sup>, Richard Swanson<sup>2</sup>*  
<sup>1</sup>University of Colorado Denver, <sup>2</sup>Aurora Research Institute, <sup>3</sup>Aurora Mental Health Center

- 60 How Should Emotional Competence be Defined among Black Children?  
*Johanna Folk, Danielle Dallaire, Janice Zeman*  
The College of William & Mary
- 61 Pre-K Fine Motor Skills Predict Third and Fourth Grade Achievement for Low-Income, Ethnically Diverse Children  
*Abby Carlson, Adam Winsler, Timothy Curby*  
George Mason University
- 62 The effect of minority students' outgroup friendships on in- and outgroup reappraisal  
*Anke Munnikma, Tobias Stark, Andreas Flache, René Veenstra*  
University of Groningen
- 63 Promoting Minority Young Children's Mathematical Development  
*Susan Sonnenschein, Claudia Galindo*  
University of Maryland, Baltimore County
- 64 Latino Preschoolers' Social Skills and Academic Success in Head Start Programs  
*Kelly Haas, Valerie Flores, Jaclyn Lennon, Maria Marcus, Jessie Duncan, Christine Li-Grining*  
Loyola University Chicago
- 65 Arts-integrated Preschool and Emotion Regulation for Children from Low-income and Racial/Ethnic Minority Backgrounds  
*Eleanor Brown, Blanca Velazquez*  
West Chester University
- 66 Daily Poverty-Related Stress and Coping in Relation to Baseline Cortisol for Children from Socioeconomic and Racial/Ethnic Minority Backgrounds  
*Eleanor Brown, Mallory Garnett*  
West Chester University
- 67 Links between Parenting Styles and Student Academic Engagement and Achievement among Latino Fifth-Graders  
*John Jabaghourian, Nadia Sorkhabi, Wendy Quach, Amy Strage*  
San Jose State University
- 68 Parenting Predictors of Healthy Diet and Activity among Low-income African American Preschoolers  
*Heather Janisse, Sara Johns, Alisha Dawsey, Jhazmin Taylor, Nicole Richards*  
Eastern Michigan University
- 69 Prenatal Maternal Stress, Expectations and Cultural Values: Protective and Risk Factors for Depression  
*Shayna Coburn, Nancy Gonzales, Keith Crnic, Linda Luecken*  
Arizona State University
- 70 Examining Associations Among Different Family Factors and Cognitive Skills in African American Adolescents  
*Yi-Ching Lin, Zewelangi Serpell, Aysha Foster, Dhymy Vixamar-Owens, Brittney Pearson, Lisa Turner*  
Virginia State University
- 71 Prosocial Motivation and Behaviour in Children with and Without Turkish Immigrant Background in Germany and Turkey  
*Anna Neubauer, Caterina Gawrilow, Marcus Hasselhorn*  
IDeA at German Institute for International Educational Research
- 72 The role of recreation on self-regulation in First Nations Youth  
*Jesiqua Rapley, Geoffrey Navara, Brenda Smith-Chant*  
Trent University
- 73 Thinking Laterally: Sibling and Peer Relationship Quality Predict Academic Success in Minority Children at Risk for School Dropout  
*Alex Kriss, Howard Steele, Miriam Steele*  
The New School for Social Research
- 74 African American (AA) and European American (EA) mothers' authoritarian attitudes, limit-setting strategies, and children's self-regulation.  
*Elizabeth LeCuyer<sup>1</sup>, Dena Swanson<sup>2</sup>, Robert Cole<sup>1</sup>, Harriet Kitzman<sup>1</sup>*  
<sup>1</sup>University of Rochester Medical Center School of Nursing, <sup>2</sup>University of Rochester Warner School of Education

- 75 Involvement in Ethnic-Identity Promoting Activities and Positive Development among Transracially Adopted Children and Youth  
*Robin Harwood<sup>1</sup>, Xin Feng<sup>2</sup>, Birgit Leyendecker<sup>3</sup>*  
<sup>1</sup>Maternal and Child Health Bureau, <sup>2</sup>Ohio State University, <sup>3</sup>Ruhr University Bochum
- 76 Teacher's Perceptions of School Social Capital and the Educational Attainment of Minority Low-Income Youth  
*Duhita Mahatmya<sup>1</sup>, Brenda Lohman<sup>2</sup>, Pamela Garner<sup>1</sup>*  
<sup>1</sup>George Mason University, <sup>2</sup>Iowa State University
- 77 African American Males & Institutional Cultures: Examining the Morehouse Mystique  
*Chauncey Smith<sup>1</sup>, Bryant Marks<sup>2</sup>*  
<sup>1</sup>University of Michigan, <sup>2</sup>Morehouse College
- 78 Parenting and Persistence in the Face of Academic Challenge for Children from Low-income and Racial/Ethnic Minority Backgrounds  
*Michelle Smith, Eleanor Brown*  
West Chester University
- 79 Familial Cultural Values, Gender and Depressive Symptoms  
*Alexandra Cupito, Gabriela Stein, Laura Gonzalez, Nadia Huq*  
The University of North Carolina at Greensboro
- 80 Differential Effects of Home Literacy Environment on the Early Literacy Development of Preschoolers: A Comparison of Three Groups  
*Amy Guimond, Virginia Dubasik, M. Jeanne Wilcox*  
Arizona State University
- 81 Interactive Peer Play, Classroom Instructional Support, and Academic Outcomes for African American and Latino Head Start Children  
*Rebecca Bulotsky-Shearer, Elizabeth Bell, Tracy Carter, Sandy Romero, Veronica Fernandez*  
University of Miami
- 82 The Validity of Interactive Peer Play Competencies for Spanish speaking Latino Preschool Children from Low-income Households  
*Rebecca Bulotsky-Shearer<sup>1</sup>, Lisa Lopez<sup>2</sup>, Julia Mendez<sup>3</sup>*  
<sup>1</sup>University of Miami, <sup>2</sup>University of South Florida, <sup>3</sup>University of North Carolina
- 83 Cultural Congruency between Home and Head Start Environments: Its Relation to Childhood Outcomes  
*Kay Sanders<sup>1</sup>, Eva Shivers<sup>2</sup>, Amy Guimond<sup>3</sup>*  
<sup>1</sup>Whittier College, <sup>2</sup>Indigo Cultural Center, <sup>3</sup>Arizona State University
- 84 *Withdrawn*
- 85 Latino immigrant children's sibling relationships: A context for positive development  
*Ana Nuñez, Maria Salamanca, Christine Donovan, David Murray, Sarka Turecka, Michelle Espinal, Lindsay Gips, Ganie DeHart*  
SUNY Geneseo
- 86 Extracurricular Participation and Stressful Life Events: Promotion of Educational Values Among Latino Youth  
*Dayana Kupisk, Traci Kennedy*  
University of Michigan, Ann Arbor
- 87 A setting-sensitive understanding of African American students' strengths in school  
*Anne Gregory*  
Rutgers University
- 88 The Role of Friend Support in the Lives of Latina Adolescent Mothers  
*Stephanie Silberman, Josefina Grau, Patricia Castellanos, Petra Duran, Erin Weller*  
Kent State University
- 89 The Positive Youth Development of High School Students in Quality After-School Programs  
*Cheri Hodson*  
University of California

- 90 Home and School Literacy Experiences of Latino Dual-Language Learners: Is Continuity Necessary for Positive Outcomes?  
*Adina Schick, Gigliana Melzi*  
New York University
- 91 The Impact of Parents' Racial Socialization on Children's Emotional Outcomes  
*Fantasy Lozada<sup>1</sup>, Amy Halberstadt<sup>1</sup>, Kevin Leary<sup>1</sup>, Patsy Sibley<sup>1</sup>, Patricia Garrett-Peters<sup>2</sup>*  
<sup>1</sup>North Carolina State University, <sup>2</sup>Frank Porter Graham Child Development Institute
- 92 Racial Identity and Civic Engagement  
*Oksana Malanchuk, Celina Chatman-Nelson*  
University of Michigan
- 93 Perceived Importance of Reasons to Attend School: Relations between Reasons, Relevance, and Race  
*Faheemah Mustafa, Bridget Richardson, Tamarie Macon, Esohe Osai, Amber Williams*  
University of Michigan
- 94 Young Korean Children's Construction and Confirmation of Language Identity in Relation to Their Family Members  
*Jane Choi, Jin Sook Lee*  
UC Santa Barbara
- 95 The Influence of Private and Public School Contexts on Children's Racial Coping  
*Deborah Johnson<sup>1</sup>, Diana Slaughter-Defoe<sup>2</sup>, Meeta Banerjee<sup>1</sup>*  
<sup>1</sup>Michigan State University, <sup>2</sup>University of Pennsylvania
- 96 Maternal Use of Emotion Words and Latino Children's Emotion Recognition and Expression  
*Maria Petrolekas, Laura Schneebaum, Cindy Almanzar, Adina Schick, Gigliana Melzi*  
New York University
- 97 Dime con Quien Andas y te Dire Quien Eres (Tell Me Who Your Friends Are and I'll Know Who You Are): Mexican Descent Adolescents' use of their Peers in their Sexual Socialization  
*Verenice D'Santiago, Katherine Hartmann, Rocio Rivadeneyra*  
Illinois State University
- 98 Racial Self-Identification and Psychosocial Adjustment in Multiracial Children  
*Yiyuan Xu<sup>1</sup>, Puanani Hee<sup>1</sup>, Mei Choo<sup>1</sup>, Jo Ann Farver<sup>2</sup>*  
<sup>1</sup>University of Hawaii at Manoa, <sup>2</sup>University of Southern California
- 99 Social Capital and School Involvement in Immigrant Families: Understanding Parental Social Practices Before and After Migration  
*Mariah Contreras*  
Tufts University
- 100 Financial and interpersonal stress: Moderating effects of kin social support  
*Ronald Taylor<sup>1</sup>, Elizabeth Lopez<sup>2</sup>, Mia Budescu<sup>1</sup>, Azeb Gebre<sup>1</sup>*  
<sup>1</sup>Temple University, <sup>2</sup>Substance Abuse and Mental Health Services Administration
- 101 Economic pressure and mothers and adolescents' socioemotional adjustment: Moderating effects of kin social support  
*Ronald Taylor<sup>1</sup>, Mia Budescu<sup>1</sup>, Azeb Gebre<sup>1</sup>, Elizabeth Lopez<sup>2</sup>*  
<sup>1</sup>Temple University, <sup>2</sup>Substance Abuse and Mental Health Services Administration
- 102 Afterschool Programming for Minority Youth: Promoting Self-Efficacy and Problem-Solving Skills  
*Beth Haines<sup>1</sup>, Katherine Short-Meyerson<sup>3</sup>, Kathy Phillippi-Immel<sup>2</sup>, Olivia Hendricks<sup>1</sup>, Elyse Daly<sup>1</sup>, Xiao Hong Zhang<sup>1</sup>, Tammy Ladwig<sup>2</sup>, Carolyn Tomecek<sup>1</sup>*  
<sup>1</sup>Lawrence University, <sup>2</sup>University of Wisconsin-Fox Valley, <sup>3</sup>University of Wisconsin-Oshkosh
- 103 Evaluating how Peer English Language and Special Education Status Impact Student Achievement in an Early Childhood Program  
*Lydia Carlis, Chavaughn Brown*  
AppleTree Institute for Education Innovation

- 104 Students' Educational Expectations and the Immigrant Paradox: Effects on Mathematics and Reading Achievement  
*Christina Chhin*  
Institute of Education Sciences
- 105 Student-Teacher Relationships and Socioemotional Development in a Sample of Low-Income Latino Children  
*Diana Westerberg, M. Thibeault, Julia Mendez*  
University of North Carolina at Greensboro
- 106 African American Adolescents' Relationships With Natural Mentors: Exploring Social and Emotional Pathways to Increased Academic Engagement  
*Noelle Hurd, Robert Sellers*  
University of Michigan
- 107 Ethnic and Sex Group Differences in Sense of School Belonging Among Recently Arriving Adolescent Immigrants: Results From a Social Skills Intervention Group  
*M. Thibeault, Diana Westerberg, Julia Mendez*  
University of North Carolina at Greensboro
- 108 Neighborhood and Family Predictors of Mexican American Children's Social Competence with Peers  
*Yvonne Caldera<sup>2</sup>, Paulina Velez<sup>2</sup>, Eric Lindsey<sup>1</sup>*  
<sup>1</sup>Penn State Berks, <sup>2</sup>Texas Tech University
- 109 Family Predictors of Shared Positive Emotion in Mexican American Mother-child and Father-child Dyads  
*Yvonne Caldera<sup>2</sup>, Paulina Velez<sup>2</sup>, Eric Lindsey<sup>1</sup>*  
<sup>1</sup>Penn State Berks, <sup>2</sup>Texas Tech University
- 110 The role of culture in promoting social emotional well being among First Nations youth  
*Alexandra D'Arrisso, Colin Campbell, Heidi Flores, Kelsey Moore, Jacob Burack*  
McGill University
- 111 Early Positive Father Behaviors and Pre-Kindergarten Outcomes in Minority Families  
*Shareesa McMurdie, Sheila Anderson, Lori Roggman, Gina Cook, Vonda Jump Norman*  
Utah State University
- 112 Peer Racial/Ethnic Socialization: A Preliminary Investigation of Friends' Repetition of Stereotypes  
*Jessica Cressen<sup>1</sup>, Rebecca McGill<sup>1</sup>, Niobe Way<sup>1</sup>, Bridget Blount<sup>1</sup>, Bilal Kalkan<sup>1</sup>, Vanessa Paul<sup>2</sup>, Damira Rasheed<sup>1</sup>, Diane Hughes<sup>1</sup>*  
<sup>1</sup>New York University, <sup>2</sup>CUNY Graduate Center
- 113 Central American Immigrant Mothers' Socialization Goals: Links with Children's Preschool Social Skills  
*Nicole Denmark, Maritza Gonzalez*  
University of Maryland College Park
- 114 The Effects of Stress on Mexican-origin Female Adolescents' Adjustment: The Moderating Roles of Family, Peer and Individual Protective Factors  
*Jochebed Gayles, Mayra Bamaca-Colbert*  
The Pennsylvania State University
- 115 La Vida: Negotiating Family Responsibility and Obligation Among Mexican Adolescents in Los Angeles  
*Mindy Steinberg<sup>1</sup>, Thomas Weisner<sup>1</sup>, Kim Tsai<sup>2</sup>, Sara Cooley<sup>1</sup>, Claudia Castaneda<sup>3</sup>, Andrew Fuligni<sup>2</sup>*  
<sup>1</sup>UCLA Department of Anthropology, <sup>2</sup>UCLA Department of Psychology, <sup>3</sup>CSUN Department of Psychology
- 116 Fathers' Early Engagement and Preschoolers' Language and Emergent Literacy Skills: Examining Patterns by Hispanic Heritage  
*Valerie Flores, Christine Li-Grining*  
Loyola University Chicago
- 117 Academic Success and the Role of Social Skills Among Latino Preschool-Aged Children: Evidence from the ECLS-B  
*Valerie Flores, Jaclyn Lennon, Kelly Haas, Maria Marcus, Sarah Pekoc, Christine Li-Grining*  
Loyola University Chicago

- 118 The Benefits of Residing in Cohesive Neighborhoods for Sensitive Parenting and the Development of African American Children's Effortful Control  
*Amanda Clincy, Martha Cox*  
University of North Carolina at Chapel Hill
- 119 Parenting Styles, Cultural Values, and Prosocial Behaviors Among Mexican American and European American Families  
*Alexandra Davis<sup>1</sup>, Gustavo Carlo<sup>1</sup>, George Knight<sup>2</sup>*  
<sup>1</sup>University of Missouri, <sup>2</sup>Arizona State University
- 120 The Role of Support from Mothers, Fathers, and Friends in Mexican-origin Female Adolescents' Positive Adjustment  
*Alexandra Kuchler, Mayra Bamaca-Colbert, Emile Tilghman-Osborne*  
The Pennsylvania State University
- 121 Chinese and Korean Immigrants' Early Life Food Insecurity and Child Weight-Related Beliefs, Behaviors, and BMI in the U.S.  
*Charissa Cheah<sup>1</sup>, Jennifer Van Hook<sup>2</sup>*  
<sup>1</sup>University of Maryland, Baltimore County, <sup>2</sup>Pennsylvania State University
- 122 Examining Limit Setting Interactions in an Ethnic Minority Sample: Implications for Intervention and Treatment.  
*Erica Rosenthal<sup>1</sup>, Miriam Steele<sup>1</sup>, Howard Steele<sup>1</sup>, Anne Murphy<sup>2</sup>*  
<sup>1</sup>The New School for Social Research, <sup>2</sup>Albert Einstein College of Medicine
- 123 Coaching At-Risk African American Head Start Preschoolers' Social Emotional Skills with a School-Based Intervention Program  
*Tsu-Ming Chiang, Kacie Caudle, Megan Costo*  
Georgia College & State University
- 124 Improving high-risk Chinese-speaking preschool children's literacy skills: An experimental study  
*Wen-Feng Lai<sup>1</sup>, Hui-Jun Wen<sup>2</sup>*  
<sup>1</sup>National Taiwan Normal University, <sup>2</sup>Hsinchu County Hukou Senior High School
- 125 Effects of Project HOME on Positive Health Outcomes in Head Start Families  
*Karen Barrett, Lise Youngblade*  
Colorado State University
- 126 Helping Educators Accelerate Learning Through Hip Hop: A Preliminary Evaluation of the H.E.A.L.T.H.Y Hip Hop Program  
*Robert Eschmann*  
University of Chicago
- 127 Ready to Learn: Testing a New Curriculum Program for Economically Disadvantaged Preschool-Age Children  
*Leslie Halpern<sup>1</sup>, Jeanne Shub<sup>2</sup>, Susan Rogers<sup>3</sup>*  
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- 128 When Black Males Aren't at School: A Qualitative Study of Promising Out-of-School-Time (OST) Programs Serving Black Males  
*Edward Fergus, Margary Martin, Naomi Jefferson*  
New York University
- 129 Youth Leadership in the Context of School-University Partnerships—an Opportunity for Positive Youth Development  
*Esohe Osai*  
University of Michigan
- 130 Promoting the development of African American children through Early Head Start  
*Brenda Harden<sup>1</sup>, Heather Sandstrom<sup>2</sup>, Rachel Chazan-Cohen<sup>3</sup>*  
<sup>1</sup>University of Maryland, <sup>2</sup>Urban Institute, <sup>3</sup>George Mason University
- 131 School Readiness in Native Hawaiian Children  
*Gail Omoto<sup>2</sup>, Toni Porter<sup>1</sup>*  
<sup>1</sup>Bank Street College of Education, <sup>2</sup>Partners in Development Foundation
- 132 Revamping Special Education Referral: Evaluating the efficacy of a response-to-intervention  
*Ashleigh Collins*  
New York University

- 133 The Effects of an Early Intervention Program on Dual Language Learners' Cognitive and Language Outcomes  
*Erin Bumgarner<sup>1</sup>, Jeanne Brooks-Gunn<sup>1</sup>, Pamela Klebanov<sup>2</sup>*  
<sup>1</sup>Teachers College, Columbia University, <sup>2</sup>The Center for Research on Child Wellbeing, Princeton University
- 134 The Imagination Library: A Book per Month Increases Shared Book-Reading for Minority Children  
*Monica Sylvia<sup>1</sup>, Frank Ridzi<sup>2</sup>, Sunita Singh<sup>3</sup>*  
<sup>1</sup>Le Moyne College, Psychology Department, <sup>2</sup>Le Moyne College, Sociology Department and CNY Community Foundation, <sup>3</sup>Le Moyne College, Education Department
- 135 Clearing the Path to Wellness in Latino Families  
*Amber Hammons, Angela Wiley, Barbara Fiese, Margarita Teran*  
University of Illinois, Urbana-Champaign
- 136 Summer Gaming Improves Executive Functioning in Latino and African American Youth  
*Rachel Flynn<sup>1</sup>, Amanda Staiano<sup>2</sup>, Rebekah Richert<sup>1</sup>*  
<sup>1</sup>University of California Riverside, <sup>2</sup>Pennington Biomedical Research Center
- 137 Is language enough: Community based organizations and their use of culture to close the achievement gap  
*Alejandra Albarran<sup>1</sup>, Gilberto Conchas<sup>1</sup>, Katy Pinto<sup>2</sup>*  
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- 138 Closing the Achievement Gap for Minority Youth Through Intensive Intervention in Early Childhood Education  
*Annena Younger, JaRonda Gumby*  
AppleTree Institute for Education Innovation
- 139 Ethno-Cultural Mechanisms in Ethnically Specific Programs: A Qualitative Exploration with Immigrant Colombian Youth  
*Claudia Pineda*  
University of California, Irvine
- 140 Language and Play Behavior: A Comparative Study of Prelinguistic Preschoolers from Spanish Versus English-speaking Households  
*Cassidy Carpenter, Kathy Thiemann-Bourque, Nancy Brady, James Herynk*  
University of Kansas
- 141 A Self and Social Affirmation Exercise to Combat Stereotype Threat Among Middle School Students  
*Kate Wegmann, Natasha Bowen, Kristina Webber*  
UNC School of Social Work
- 142 Closing the Reading Readiness Gap: A multisensory approach to Early Literacy Intervention for Ethnically Diverse Learners  
*Teri DeLucca, Molly McKay-Easters, Cynthia Zettler-Greeley, Laura Bailet*  
Nemours BrightStart!
- 143 Promising Prospects: Parenting Qualities Associated with Positive Child Characteristics in a Low-Resource African American Community  
*Jacquelyn Mize, Alexander Chan, Larissa Ferretti, ShaRetha Crawford, Gregory Pettit*  
Auburn University

**Saturday, 7:30 am - 8:00 am**

**(Event 3-001) Coffee**

Florida Ballroom Foyer

Saturday, 7:30 am - 8:00 am

**3-001. Coffee and Continental Breakfast**

**Saturday, 8:00 am - 10:00 am**

**(Event 3-002) Constructed Paper Symposium**

Meeting Room 4

Saturday, 8:00 am - 10:00 am

**3-002. Positive Development Among Immigrant Children and Youth**

*Chair: Jean S. Phinney*

California State University, Los Angeles

- Empathy in Chinese American Children from Immigrant Families: The Roles of Self-Regulation and Cultural Orientations  
*Qing Zhou, Alexandra Main*  
UC Berkeley
- The Influence of School Context on Emotional and Behavioral Adjustment among Adolescents from Immigrant and Ethnic Backgrounds  
*Katholiki Georgiades, Michael Boyle, Hmwe Kyu, Kelly Fife*  
McMaster University & Offord Centre for Child Studies
- Relationships Between Parent Personality, Parenting Behaviors, and Preschool Social Competence in Chinese Immigrant Families  
*Katherine Cheung*  
New York University
- Becoming Cultural Brokers: Immigrant Youth in an Innovative Linguistic Interpreter Program  
*Jayanthi Mistry<sup>1</sup>, Alex Pirie<sup>3</sup>, Warren Goldstein-Gelb<sup>2</sup>, Maria Landaverde<sup>2</sup>, Jeewon Kim<sup>1</sup>, Elizabeth Pufall-Jones<sup>1</sup>, Mariah Contreras<sup>1</sup>*  
<sup>1</sup>Tufts University; <sup>2</sup>The Welcome Project; <sup>3</sup>Immigrant Service Providers Group/Health

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**(Event 3-003) Paper Symposium**

Meeting Room 1

Saturday, 8:00 am - 10:00 am

**3-003. Family, Religion, and Culture: Capturing the Complexities of Identity and Adjustment in Immigrant Youth in Various Countries**

*Chair: Susan Chuang<sup>1</sup>*

*Discussant: Birgit Leyendecker<sup>2</sup>*

<sup>1</sup>University of Guelph; <sup>2</sup>Ruhr-Universität Bochum

- Psychological Well-Being of Turkish-Bulgarian and Muslim-Bulgarian Youth: The Influence of Ethnic, Familial and Religious Identity  
*Radosveta Dimitrova, Athanasios Chasiotis, Michael Bender, Fons J. R. van de Vijver*  
Tilburg University

- Ethnic Affiliation and Family Obligations as Protective Factors for Jamaican Immigrant Adolescents in the United States  
*Gail Ferguson*  
Knox College
- Connectedness and Psychological Well-being among Adolescents with a Minority Background in Kenya  
*Amina Abubakar, Fons van de Vijver*  
Tilburg University

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**(Event 3-004) Paper Symposium**

Meeting Room 7

Saturday, 8:00 am - 10:00 am

**3-004. Positive Implications of Family Cultural Variables among Immigrant Youth**

*Chair: Andrew Supple*

UNC-Greensboro

- Socioeconomic Stress and Academic Adjustment: The Protective Role of Family Obligation  
*Lisa Kiang<sup>2</sup>, Kandance Andrews<sup>2</sup>, Andrew Supple<sup>1</sup>*  
<sup>1</sup>UNC-Greensboro; <sup>2</sup>Wake Forest
  - Filial obligation, familism, and educational outcomes in Latino youth  
*Laura Gonzalez<sup>2</sup>, Gabriela Stein<sup>1</sup>*  
<sup>1</sup>UNC-Greensboro Psychology; <sup>2</sup>UNC-Greensboro School of Education
  - Familism as a protective factor for immigrant youth facing discrimination, acculturative, and economic stress  
*Gabriela Stein<sup>1</sup>, Laura Gonzalez<sup>2</sup>, Alexandra Cupito<sup>1</sup>, Nadia Huq<sup>1</sup>*  
<sup>1</sup>UNC-Greensboro Psychology; <sup>2</sup>UNC-Greensboro School of Education
  - The protective effect of familism in the relationship between negative life events and youth depressive symptoms  
*Antonio Polo, Silvia Henriquez, Sara Bostick*  
DePaul University
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**(Event 3-005) Paper Symposium**

Meeting Room 5-6

Saturday, 8:00 am - 10:00 am

**3-005. The Intersections of Identity in Context: Empirical Studies of Race, Gender, Social Class, and Sexuality Among Black Adolescents**

*Chair: Leoandra O. Rogers*<sup>1</sup>

*Discussant: Moin Syed*<sup>2</sup>

<sup>1</sup>New York University; <sup>2</sup>University of Minnesota

- Is Social Class the New Black? Exploring the Intersection of Race and Social Class Identity Among Black Students at Elite High Schools  
*Omari Keeles*  
University of Michigan
  - "I didn't raise you that way": Exploring messages and conceptualizations about homosexuality and gender among African American youth  
*Monica Foust, Lolita Moss, L. Monique Ward*  
University of Michigan
  - Intersectionality in Context: Racial and Gender Identity in an All-Black Male High School  
*Leoandra Rogers*  
New York University
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**Saturday, 10:15 am - 11:45 am**

**(Event 3-006) Concluding Roundtable**

Florida Salons I-IV

Saturday, 10:15 am - 11:45 am

**3-006. Positive Development of Minority Children: Theoretical, Methodological and Empirical Advances**

*Moderator: Natasha J. Cabrera*

University of Maryland

*Panelists: Marjorie Beeghly*<sup>1</sup>, *Jean S. Phinney*<sup>2</sup>, *James L. Rodriguez*<sup>3</sup>, *Carlos E. Santos*<sup>4</sup>, *Mia A. Smith-Bynum*<sup>5</sup>, *Martha Zaslow*<sup>6</sup>

<sup>1</sup>Wayne State University; <sup>2</sup>California State University, Los Angeles; <sup>3</sup>California State University, Fullerton; <sup>4</sup>Arizona State University; <sup>5</sup>University of Maryland; <sup>6</sup>SRCD, Office of Policy and Communications

*Abstract.* The purpose of the roundtable is to facilitate and promote discussion about the key findings from the *Positive Development of Minority Children* Themed Meeting in terms of their implication and significance for future research, programs, and policy. To this end, roundtable participants will present a brief summary (5 minutes each) of the significant findings and related issues raised throughout the themed meeting. We will then open up the floor for participatory discussion with the audience.

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