



**Macrosystem Challenges to Lifespan Human Development:
*Advancing Conceptualizations, Methodologies, and Strategic Responses***

Society for the Study of Human Development 2021-22 Conference Series

Program Details by Month

FEBRUARY DETAILS

Monday & Tuesday Feb. 7-8, 2022 (EST: UTC-04:00)

Conference Organization

Individuals' developmental trajectories and outcomes are affected by personal characteristics, behaviors, and experiences. These individual qualities do not emerge in isolation, however. They are co-created as part of a dynamic system which involves the distal, overarching macrosystem, described by Bronfenbrenner (1994) as "a societal blueprint for a particular culture or subculture [including] belief systems, bodies of knowledge, material resources, customs, life-styles, opportunity structures, hazards, and life course options." Macrosystems provide contexts for development, and do so differently across history, lifespans, and social groups.

Our contemporary macrosystem seems especially replete with threats. Some (like COVID) are newly emerging; others (like racism and environmental injustice) are long-standing, but increasingly visible to greater swaths of humankind. The theme of the SSHD 2021-22 Conference Series is designed to share and encourage scholarship that advances conceptualizations of macrosystem challenges; the methodologies that may be used to study them (e.g., new methods for data collection, analysis, or communication); or strategies that may be used to respond to such challenges (e.g., societal interventions, policies, or personal practices aimed at eliminating, reducing, or at least sidestepping negative consequences of a macrosystem threat).

Conference Organization

The conference series is distributed across four months each having a Monday-Tuesday pair of events (Nov 1-2, Feb 7-8, April 4-5, June 13-14). Mondays contain Invited Keynote Sessions focused on a particular theme; Tuesdays provide SSHD-sponsored events plus accepted symposium and poster submissions addressing the theme or SSHD interests more generally. Themes for Keynote Sessions are the following:

- NOVEMBER: Conceptualizing Macrosystems
- **FEBRUARY: Community Macrosystems**
- APRIL: Attitudinal Macrosystems
- JUNE: Existential Challenges to the Macrosystem

This document contains **FEBRUARY MONDAY AND TUESDAY DETAILS**. An **abbreviated version of the entire Conference Series** is [here](https://sshdonline.org/21-22-series-program-at-a-glance/) (or paste this URL into a browser: <https://sshdonline.org/21-22-series-program-at-a-glance/>). All events are held on Zoom.

Monday, February 7, 2022, 12:00 pm – 3:30 pm (EST: UTC-04:00)
Invited Keynote Session

Community Macrosystems

How can human development be understood in the context of places (e.g., neighborhoods) in which people live and act? How do individuals and families create their own activity spaces in relation to their diverse backgrounds and identities?

Overview

The Keynote events on Community Macrosystems focus attention on the places in which families live and act during their daily lives. All invited events are drawn from the NSF-funded **PLACE Development Working Group** (hereafter, PLACE: People; Locations; Activity spaces; Contexts, Ethnicity, race, and culture; Co-PIs Dawn Witherspoon and Rebecca M. B. White). The work of PLACE is anchored in recent conceptual and methodological advances from *cultural-developmental* and *activity-space* frameworks. By expanding existing research on neighborhood effects, this interdisciplinary, collaborative team is providing a more comprehensive science of human development in diverse contexts.

Introductory comments will be given by **Diane Hughes**. The PLACE Co-PIs, **Dawn Witherspoon** and **Rebecca M. B. White** will then present a collaborative Keynote Address on behalf of the full PLACE group which includes **Mayra Bámaca-Colbert, Christopher Browning, Linda Burton, Debra Furr-Holden, Keren Horn, Tamara Leech, Tama Leventhal, Stephen Matthews, Candice Odgers, Amanda Roy, Naomi Sugie, and Erin Winkler**. Following the Keynote Address, presentations on three specific PLACE group projects will be given by, in sequence, **#1 Erin Winkler; #2 Stephen Matthews and Mayra Bámaca-Colbert; and #3 Amanda Roy**. These presentations have been selected to illustrate diverse ways of thinking about and studying human development in place. They feature quantitative, qualitative, and mixed methods spanning multiple disciplines, including geography, sociology, and the developmental sciences.

Monday, February 7, 2022 , 12:00 pm – 1:25 pm (EST: UTC– 04:00)
PART I: INTRODUCTION AND KEYNOTE ADDRESS

INTRODUCTORY COMMENTS

Diane L. Hughes

Professor of Applied Psychology, Steinhardt School of Culture, Development, and Education
New York University
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KEYNOTE ADDRESS

Lifespan Development within Culturally Informed Understandings of Place

Dawn P. Witherspoon

McCourtney Family Early Career Professor and Associate Professor of Psychology
The Pennsylvania State University
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and

Rebecca M. B. White

Associate Professor of Family and Human Development
T. Denny Sanford School of Social and Family Dynamics, Arizona State University
Rebecca.white@asu.edu

Abstract

From decades of research focused on how human development unfolds within neighborhood contexts, developmental scholars are currently advancing two new lines of research that can inform scientific understandings of development within macrosystems. First, cultural-developmental neighborhood researchers are advancing research on neighborhood effects that explicitly recognizes the ways that race, ethnicity, and culture matter for neighborhood environments and for developmental demands, affordances, experiences, and competencies. Second, activity-space neighborhood researchers are recognizing that residential neighborhoods have important implications for broader activity spaces – that is, the set of locations and settings to which youth are regularly exposed (Browning & Soller, 2014). They are using newer technologies and geographic frameworks to assess exposure to residential neighborhood and extra-neighborhood environments (Browning & Soller, 2014; Witherspoon, Kim, Bámaca-Colbert, Bhargava, & Boggs, 2016). These perspectives recognize that time (from the microtime to mesotime; Bronfenbrenner & Morris, 2006) and place are critically bound and that exposures can be operationalized at numerous levels of the ecological system (Krivo et al, 2013). White will overview the cultural developmental advances. Witherspoon will overview the activity space advances, and together, they will chart a path forward that integrates both cultural developmental and activity space perspectives to advance conceptualizations, methods, and strategic responses to lifespan human development.

Monday, February 7, 2022 , 1:30 pm – 2:30 pm (EST: UTC– 04:00)

PART II: THREE EMPIRICAL ILLUSTRATIONS FROM PLACE

#1 Race, Place, and Power: Perspectives of Black and Latinx Children Experiencing Homelessness in the Bronx

Erin N. Winkler

Associate Professor of African & African Diaspora Studies
University of Wisconsin-Milwaukee
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Abstract

This presentation will explore emerging themes related to the roles of race, place, and power in the developing perspectives of Black and Latinx children ages 6-16 who are experiencing homelessness in the Bronx. Qualitative data gathered through photo journeys, artwork, interviews, and observation will be shared.

#2 Inside Out: An Investigation of Shared Space and Place among Latinx Caregiver-Adolescent Dyads

Stephen A. Matthews

Liberal Arts Professor of Sociology, Anthropology, and Demography
The Pennsylvania State University
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and

Mayra Bámaca-Colbert

Associate Professor of Developmental Psychology
University of California Merced
mbamaca@ucmerced.edu

Abstract

Matthews and Bámaca-Colbert will focus on how shared space and time among 60 Latinx caregiver-adolescent dyads impact caregivers' parenting strategies (e.g., monitoring) and youth outcomes (e.g., problem behaviors). The Latinx families live in a new destination area in which they are the racial-ethnic minority, a context limiting cultural assets and expanding exposure to places beyond their immediate neighborhoods. Data on shared activity space are collected using GPS location-logging, and shared spaces are characterized by using census-based indicators.

#3 Dynamic Risk Exposure and Adolescents' Daily Moods

Amanda L. Roy

Associate Professor, Community & Prevention Research
University of Illinois Chicago
alroy28@uic.edu

Abstract

A common critique of place-based research is that reliance on fixed measurements of risk assume that all youth living in similar neighborhoods are exposed equally to risk. The research we describe addresses this limitation by using GPS coordinates from a sample of 50 Chicago youth. We combine these data with publicly available information on environmental characteristics (e.g., crime, alcohol and tobacco retailers, abandoned buildings) to create a more precise measure of youths' exposure to environmental risks; we then examine associations between risk exposure and patterns of youths' daily moods.

Monday, February 7, 2022, 2:30 pm – 3:30 p (EST: UTC– 04:00)

PART III: THREE CONVERSATIONS (~ 20 min. each)

#1 Speaker Reflections & Audience Questions & Comments

Moderator

Sara A. Vasilenko

Assistant Professor of Human Development and Family Science, Syracuse University
savasile@syr.edu

#2 Methodology-Focused Breakout Rooms

(Select one Room)

Room #1 Cultural-Developmental Perspectives on the Macrosystem

Hosts: Erin Winkler, Mayra Bámaca-Colbert, Rebecca White

Panelists and attendees will discuss how to design place-based research on the macrosystemic influences on human development that gives appropriate attention to diversity in individuals' social positions, including, for example, race, ethnicity, immigrant status, and gender.

Room #2 Activity Space Methods for Capturing the Macrosystem

Hosts: Stephen Matthews, Amanda Roy, Dawn Witherspoon

Participants will delve into the various ways that activity-space methods can advance the study of human development by discussing the intersection of objective characteristics and subjective perspectives, using dyadic designs to understand the impact of place-based exposures and time (grappling with time on multiple levels).

#3 Closing Discussion

Moderator

Sara A. Vasilenko

Tuesday, February 8, 2022, 11:00 am – 5:00 pm (EST UTC–04:00)
February SSHD-Sponsored & Submitted Programs

FEBRUARY POSTER SESSION

Tuesday, February 8, 2022, 11:00 am – 12:30 pm (EST UTC–04:00)

Please see attached February SSHD Poster Details for poster titles and authors

PAPER SYMPOSIUM #1

Tuesday, February 8, 2022, 12:45 pm - 2:00 pm (EST UTC–04:00)

Child-mother Attachment Relationships in Latin American Contexts

Co-Chairs:

German Posada, *Purdue University*

Fernando Salinas-Quiroz, *Tufts University*

Discussant:

German Posada, *Purdue University*

Presentations:

Child Attachment Behavior: Secure-base use of Mother

Magaly Noblega, *Pontifical Catholic University of Peru (PUCP)* and colleagues *Sandra Plata, Roberto Posada, Diego Bocanegra, Camila Contreras, Jennifer Malaver, Katherine Fourment, Fernando Salinas-Quiroz, Wendy Rojas, Muqing Liu, Geurim Kim, and German Posada.*

Maternal Secure-Base Support During Child-Mother Interactions

Katherine Fourment, *Pontifical Catholic University of Peru* and colleagues *Roberto Posada, Sandra Plata, Diego Bocanegra, Camila Contreras, Jennifer Malaver, Wendy Rojas, Geurim Kim, Muqing Liu, Fernando Salinas-Quiroz, Magaly Noblega, German Posada*

Attachment Representations: The Secure-base script in Latin-American Preschoolers

Fernando Salinas-Quiroz, *Tufts University* and colleagues *Muqing Liu, Geurim Kim, Wendy Rojas, Katherine Fourment, Sandra Plata, Magaly Noblega, German Posada*

Attachment Relationships Research in Latin-America: Challenges and Future Directions

German Posada, *Purdue University*

Abstract

Bowlby (1982) provided a rationale for both the universality and context specificity of child-mother attachment relationships. Based on Ainsworth's naturalistic observations in rural Uganda and Baltimore, Bowlby (1988) placed the secure-base phenomenon at the heart of his analysis of the child-mother relationship and defined as an attachment figure an individual whom a child uses as a secure base across time and situations (Posada et al., 1995). The secure base construct refers to children's use of their attachment figure as a haven of safety and a base from which to explore their surroundings. Although originally coined based on observations of infants in rural Uganda (Ainsworth's, 1967), most research on the secure-base construct has taken place in Western Educated Industrialized Rich Democratic (WEIRD; Henrich et al., 2010) contexts and samples, which has elicited questions about its generalizability to different cultures.

Testing the universality and cultural specificity of the secure-base phenomenon involves the study of attachment relationships in a variety of social and cultural contexts. Based on information gathered in samples from three Latin American countries, Colombia, Mexico, and Peru, we present results about the commonality and/or cultural specificity of three different, if related, facets of the secure base phenomenon: children's secure-base behavior, mothers' secure base support, and preschoolers' secure-base representations. We argue for the importance of studying of child-mother attachment relationships in contexts different from those of WEIRD countries. We further discuss the importance of adapting, validating, and using methodologies that do not presuppose the existence of the phenomenon under consideration.

DSI PAPER SYMPOSIUM #2

Tuesday, February 8, 2022, 2:15 pm - 3:30 pm (EST UTC-04:00)

Historical and Racial Trauma: Resilience and Resistance

Co-Chairs:

Deborah J. Johnson, Michigan State University

Hiram Fitzgerald, Michigan State University

Presentations:

Resilience through Family and Community

Hiram E. Fitzgerald, Michigan State University, Curtin University, **Deborah J. Johnson**, Michigan State University, James Allen, University of Minnesota- Duluth, Francisco Villarruel and Desiree Baolian Qin, Michigan State University

Identity, Family, and Community as Antidotes for Historic and Race-based Trauma: Lessons from Sikh and Native American Youth

Meenal Rana, Humboldt University & Kishan Lara-Cooper, Tribal Affiliation: Yurok/Hupa, Humboldt University

Moving from Darkness to Light: Cultural Pathways to Healing and Posttraumatic Growth of Formerly Incarcerated Native Hawaiian Women

Tammy Kahalaopuna Kaho'olemana Martin, Hawaii Pacific University, Lynette Ka'opuiki Paglinwan, University of Hawaii-O'ahu, Scott K. Okamoto, Hawaii Pacific University

Not the Same Old Song and Dance: Viewing Racial Socialization through a Family Systems Lens to Resist Racial Trauma

Shawn C. T. Jones, Virginia Commonwealth University; Riana Anderson, University of Michigan; Howard Stevenson, University of Pennsylvania

Abstract

Historical and race-based trauma (HRBT) is a cross-cutting, intergenerational source of adversity embedded in family, community, and society. This symposium will illustrate the importance of positive parenting practices, family dynamics, and community through the voices of formerly incarcerated Indigenous women, immigrants, African Americans, Hawaii's first nations, and Sikh communities.

PAPER SYMPOSIUM #3

Tuesday, February 8, 2022, 3:45 pm - 5:00 pm (EST UTC-04:00)

Family Cultural Values and Practices: Reflecting on Religious and Spiritual Influences in Sikh, Muslim, and Indigenous Communities

Chair:

Meenal Rana, Humboldt State University

Discussant:

Yoko Yamamoto, Brown University

Presentations:

Role of Gurdwara (Sikh Temple) in Religious Transmission among Sikh Immigrant Communities

Meenal Rana, Taylor Jones, & Yolexiz Camacho, Humboldt State University

Intergenerational Strength: Language, Song, and Ceremony

Kishan Lara-Cooper (Yurok/Hupa/Karuk), Humboldt State University

Reflecting Personal, Family, and Community Ethnographies to Understand how Fasting Fuels

Mona M. Abo-Zena & Mariam Hassan, University of Massachusetts Boston

Family Cultural Values and Practices: Reflecting on Religious and Spiritual Influences in Sikh, Muslim, and Indigenous Communities

Yoko Yamamoto, Brown University

Abstract

In this symposium, we synthesize the ecologically grounded research conducted with three religious and cultural groups, Sikh immigrants in the United States, Indigenous communities of the Pacific Northwest, and Muslims in the United States. Each study offers intersectional and lifespan perspectives, with strong focus on youth development situated in the contexts of families and communities. Taken together, the studies examine the influences of macrosystemic contexts such as racism, Islamophobia, xenophobia, immigration, genocide, and colonization on religious and spiritual development in youth and their overall wellbeing. Families (immediate and extended), ethnic/religious/cultural communities, religious and spiritual mentors, community elders, places of worship, religious and cultural rituals and ceremonies, language, and connection with elements of nature promote positive identity, resilience, and resistance toward oppressive forces that continue to exist for ethnic/religious/cultural minorities. The studies contribute to the emerging, albeit underdeveloped, literature on religious and spiritual experiences and traditions of underrepresented groups.

Tuesday, February 8, 2022, 11:00 am – 12:30 pm (EST UTC-04:00)

February SSHD Poster Details
Alphabetical by Last Name of First Author
Room Information TBA

Adult perceptions and youth attitudes towards girls joining scouts (BSA)

Tara N. Bennett, Montclair State University and colleagues Kristin Matera, Weilin Chen, Rachel Doubledee, Miriam R. Linver, Jennifer Brown Urban

How deviations in school-neighborhood violent crime affect preschool teachers

Andrea Kinghorn Busby, Brigham Young University

Comparing opportunity for diverse children in suburban and urban communities

Andrea Kinghorn Busby, Brigham Young University and colleague Daniel Ross

Confidence explains individual differences in emerging adults' spatial abilities

Carlos J. Desme, Florida International University and colleagues Teresa Fernandez, Shannon M. Pruden

Neurite density in substantia nigra in children with ADHD

Anthony Steven Dick, Florida International University and colleagues Andrea Bejarano, Dea Garic, Larissa Ma, Nathalia Garcia, Anthony Sanchez, Hector Borges, Rina Badran

Parenting in a pandemic: Caregiver health and wellbeing concerns for children

Sarah Dow-Fleisner, University of British Columbia

Understanding factors associated with problem behaviors in at-risk adolescents

Gamze Er Vargün, Anadolu University and colleagues Rukiye Kızıltepe, Elona Krasniqi, Jesús Maya, Lucia Jimenez

Relations between mother's characteristics and home spatial environment

Nelcida L. Garcia, Florida International University and colleague Shannon M. Pruden

Developmental assets' profile in Spanish undergraduates: Gender differences and factorial validity

Diego Gomez-Baya, Universidad de Huelva and colleagues Marisol Palacios, Elena Morales, Carmen Martin-Gomez, Ramón Mendoza

Positive Youth Development in Spanish undergraduates: Factorial validity of a 6Cs model

Diego Gomez-Baya, Universidad de Huelva and colleagues Jose Alberto Salinas, Susana Paíno, Carmen Martin-Gomez, Ramón Mendoza

An ecological model to promote Positive Youth Development among ethnic minority youth

Henry Gonzalez, California State University, Sacramento

Prosocial talk during collaborative block building predicts quantity of spatial language production

LaTreese Hall, Florida International University and colleagues Melanie Rengel, Hannah Bowley, Daniela Alvarez-Vargas, Dyanmond Overton, Carla Abad, Shannon M. Pruden

Learning in a pandemic: Parents' perspectives on children's virtual learning

Freya Kaur, University of Maryland Baltimore County and colleagues Susan Sonnenschein, Karrie E. Godwin

The effects of sexual assault as a function of assault type

Emalee Kerr, University of Central Florida and colleagues Bailey Wagaman, Reilly Branch, Steven L. Berman

White matter connectivity of the SLF II and executive function in young children with ADHD

Larissa Ma, American Heritage School and colleagues Sophia Lehrman, Andrea Bejarano, Dea Garic, Anthony Steven Dick

Associations between critical reflection and mental health well-being among Asian-origin youth

Yue Ni, Oregon State University and colleagues G. John Geldhof, Rachel M. Hershberg

Graduating justice-oriented preservice teachers: Student perspectives and psychological safety

Ashley E. Shafer, University of Pittsburgh and colleagues Emma T. Abruzzo, Katrina Bartow Jacobs

A longitudinal mixed methods study of the impact of community involvement on psychosocial outcomes

Kendall Soucie, University of Windsor and colleagues Fanli Jia, Ty Partridge, Rachel Katzman, Marissa Rakus, Michael W. Pratt

Immigration and adjustment during COVID

Bailey Wagaman, University of Central Florida and colleagues Emalee Kerr, Reilly Branch, Steven L. Berman

The impact of sexual assault on identity distress among the LGBTQ+ community

Bailey Wagaman, University of Central Florida and colleagues Emalee Kerr, Stephanie Washburn, Andrea Mullin, Reilly Branch, Steven L. Berman

Social impacts of the pandemic on U.S. college students

Sara S. Whipple, Virginia Military Institute and colleague Valentina Dimitrova-Grajz