

Society for the Study of Human Development
Conference Program
October 13-15, 2023

“A New Science of Human Thriving”

Sonesta Rittenhouse Square, Philadelphia PA



SSHD 2023 Schedule At-A-Glance

Thursday 10/12

8:30-3:30 Diversity Science Initiative Preconference Writer's Workshop. preregistration required:
See [this link](#).

Friday 10/13

8:45- 9:00 Opening Welcome & Introduction (Lynn Liben and Peter Marshall)
9:00-10:00 Keynote: Kenneth Ginsburg (Wyeth C)
10:00-10:30 Coffee Break (Wyeth Foyer)
10:30-11:45 Invited Symposium: Promoting Human Thriving - Perspectives from Two Online
Translational Science Centers (Wyeth C)
10:30-11:45 Symposia (Wyeth A/B)
11:45-1:00 Lunch on your own OR Emerging Scholars Lunch (for students, postdocs, early career
faculty – Whistler)
1:00-2:15 Symposia (Wyeth A/B/C)
2:15-2:30 Coffee Break (Wyeth Foyer)
2:30-3:45 Symposia (Wyeth A/B/C)
4:00-5:00 Keynote: Richard Lerner (Wyeth C)
5:15-6:45 Poster Session 1: Poster Symposia (Wyeth Foyer)
5:15-6:45 Poster Session 1: Regular Posters (Whistler)
5:15-6:45 Meet the Editors of Research in Human Development (Whistler)

Saturday 10/14

7:30-8:30 Diversity Science Initiative Breakfast (Hopper Room)
8:30-9:30 Keynote: Velma McBride Murry
9:30-9:45 Coffee Break
9:45-11:00 Diversity Science Invited Symposium: Elevating An Inclusive Science Across the Life
Span and Ecological Contexts (Wyeth C)
9:45-11:00 Symposia (Wyeth A/B)
11:15-12:30 Symposia (Wyeth A/B/C)
12:30-1:45 Lunch on your own or Steering Committee Lunch (O'Keefe Room)
1:45-3:00 Symposia (Wyeth A/B/C & Homer Room)
3:15-4:15 Presidential Address: Lynn Liben (Wyeth C)
4:30-6:00 Poster Session 2: Poster Symposia (Wyeth Foyer)
4:30-6:00 Poster Session 2: Regular Posters (Whistler)
6:00-7:15 Biennial Membership Meeting: Business Meeting-Awards-Reception (Wyeth B)
8:00- Emerging Scholars Mentoring Dinner (Preregistration Required)

Sunday 10/15

9:00-10:15 Symposia (Wyeth A/B/C & Homer Room)
10:30-11:30 Keynote: Nilam Ram
11:30-12:15 Closing Discussion: Looking Ahead for SSHD and the Field

GENERAL PROGRAM FOR FRIDAY OCTOBER 13

- 8:00-8:45 Name Tag Pickup / Registration (WYETH FOYER: will continue throughout conference)
- 8:45-9:00 Welcome and Introduction (WYETH C)
Lynn Liben, SSHD President & Peter Marshall, SSHD President-Elect
- 9:00-10:00 **KEYNOTE:** Reframing Youth: A First Step to Adult Engagement (WYETH C)
Kenneth Ginsburg, Professor of Pediatrics at the University of Pennsylvania School of Medicine and Co-Founder and Director of Programs at the Center for Parent and Teen Communication, Children's Hospital of Philadelphia.
The unwavering presence of adults in young lives is critical to healthy development and deeply protective in the context of hardship. Adults have no doubt of the critical nature of their involvement and the imperative of their close supervision and active guidance during childhood. Yet doubts permeate the minds of adults when they consider engagement with adolescents. How could this be? Parental caregivers ask themselves, "Do I still matter?" Youth serving professionals ask, "Can I still make a difference?" when they consider their service with adolescents. Until these questions are answered unreservedly by caregivers and professionals with an emphatic "Yes!," those of us committed to youth development are not adequately leveraging our expertise. A starting point is to understand why these questions even exist. There is an undermining narrative about adolescence rooted in a misunderstanding of development rather than evidence. A first step to adult engagement, therefore, is to refute these false narratives and replace them with accurate knowledge about adolescent development. Caregivers must know that they are the most important force in their children's lives and that their children care deeply about what they think and feel. Youth serving professionals must understand that adolescence presents an astounding opportunity for adults to guide young people and prepare them to lead us into the future. This talk will focus on the cultural narrative about adolescence and place a clear call to action that researchers and youth development specialists take the lead in helping the lay public understand adolescent potential.
- 10:00-10:30 Coffee Break (WYETH FOYER)
- 10:30-11:45 **INVITED SYMPOSIUM:** Promoting Human Thriving: Perspectives from Two Online Translational Science Centers. (WYETH C)
Chair/Moderator: Jennifer Urban, Montclair State University. **Speakers:** Kira Newman, Greater Good Science Center; Jill Baker, Center for Parent and Teen Communication; Elyse Postlewaite, Montclair State University.
In this panel symposium, representatives from translational science centers with online interventions designed to promote human thriving will share insights from their efforts. The panel will also have a representative from the evaluation team that conducted research on the effectiveness of their open-ended website-based interventions. The translational center representatives will each share stories about the creation of their respective centers and how they disseminate their content via a public access website including how they engage their target population. In addition, they will each share the benefits and challenges of website-based interventions from a program perspective. The panel representative from the evaluation team will share the benefits and challenges of evaluating the effectiveness of open-ended website-based interventions. Specifically, the evaluation representative will discuss how the research plan was designed to effectively measure offline impact and behaviors of an online intervention and what challenges arose when carrying out the research plan. Evaluation results that highlight the effectiveness of translational science centers in meeting their respective goals will also be embedded throughout the panel.

10:30-11:45 **SYMPOSIUM:** Family thriving in daily contexts across the lifespan (WYETH B)

Chair: John Coffey, Arizona State University; Yale Child Study Center

This symposium considers how family relationships (parents, partners, and children) are associated with well-being and thriving using a family systems perspective (Bowen, 2012). In three 20-minute presentations incorporating different aspects of the family system, we use longitudinal, experience sampling, and experimental designs to understand ways family experiences are linked to home and school life. In the first presentation, Carolyn Albright (Pennsylvania State University) will highlight how family (parental) conflict is related to within- and between-person changes in parents' flourishing and depression from a longitudinal study over a one year period. In the second presentation, Dr. John Coffey (Arizona State University) will demonstrate the benefits of gratitude for parental well-being and family functioning using a 7 day daily experience study and an experimental study. This includes an effective intervention for parents that allows them to focus on their own well-being and also benefits their relationships with their children. In the third presentation, Dr. Shengjie Lin (Yale University) will focus on how parental expectations and concerns with meeting those expectations are linked to adolescents' discrete emotional experiences at school. Retrospective ratings of emotions and in-the-moment experiences of emotions by experience sampling method were both assessed in this study. After the 3 presentations, presenters will participate in a panel discussion considering how the combined knowledge from the symposium and a family systems approach can be used to promote thriving.

Presentation 1

The Relations Between Parental Mental Health and Family Functioning in Parental Well-Being

Carolyn Albright, Pennsylvania State University, Gregory M. Fosco, Pennsylvania State University

Presentation 2

Practicing gratitude to promote parent and family well-being

John Coffey, K. Nelson- Coffey, Arizona State University, Yale Child Study Center

Presentation 3

Parental expectations and adolescents' emotional experiences at school

Shengjie Lin & Zorana Pringle; Yale University

Integrative Panel Discussion: John Coffey, Carolyn Albright, Shengjie Lin.

10:30-11:45 **SYMPOSIUM:** Flourishing Under Conditions of Extreme Adversity? Studies of Thriving Against the Odds (WYETH A)

Chair & Discussant: Deborah Carr, Boston University

This symposium examines structural and individual-level factors that contribute to thriving and even flourishing under conditions of extreme adversity. The study of thriving has its roots in positive psychology, which emphasizes individual-level traits associated with well-being. However, for children and adults living under contexts of extreme adversity, structural supports and interventions also may be critical to attaining positive states like growth, purpose, and resilience. The three presentations reveal the mechanisms that contribute to positive outcomes including personal growth, and social connectedness in diverse contexts marked by economic or social adversity. Toraif uses Interpretative Phenomenological Analysis to examine young adults' transitions between the child welfare system (CWS) and juvenile legal system (JLS), documenting race and gender differences in trajectories and experiences. Huang, Zaff and Lynch conduct a quantitative analysis of youth engaged in the Massachusetts juvenile justice system who transition into the Youth Engaged in Services (YES) Initiative, which provides mentorship from a caseworker. Their results document the positive educational

and social consequences of YES engagement. Mody and Pardo carry out qualitative interviews and observations of a sample of sex workers in Cuba, to examine how participation in prostitution may contribute to social and emotional thriving against a backdrop of extreme adversity. Their work challenges prevailing literature in which sex work is stigmatized and demonstrates how participants in Cuba instead find agency. The discussant will identify integrative themes that advance understanding of thriving in adverse contexts, underscoring the importance of social relations, structural supports, and thoughtfully designed interventions.

Presentation 1

In Search of Family: Dually Involved Black and Latina Girls' and Young Women's Experiences of Relational Loss in the Child Welfare and Juvenile Legal Systems

Noor Toraif, University of Pennsylvania School of Social Policy and Practice

Presentation 2

Title: Reducing Recidivism and Enhancing Education: A Relationship-Focused Voluntary Reentry Service Initiative for Formerly Justice-Involved Youth in Massachusetts

Authors & Affiliation: Yawei Huang, Jonathan F. Zaff, Boston University

Alicia Lynch, Lynch Research Associates, Natick, MA

Presentation 3

Can Prostitution be a Means for Flourishing for Cuban Sex Workers?

Makarand Mody, Valjean Pulido Pardo, Boston University

Discussant: Deborah Carr, Boston University

11:45-1:00 Lunch on your own or Emerging Scholars Lunch (for graduate students, postdocs, early career faculty: WHISTLER BALLROOM)

1:00-2:15 **SYMPOSIUM:** Developing Pipelines of Teachers with Increased Capacity to Develop Students: Promoting Cultural Wealth Models (WYETH C)

Chair: Mona Abo-Zena, UMass Boston **Co-chair/Discussant:** Yoko Yamamoto, Brown Univ.

Educational inequality in the U.S. may partly be explained by the inability of well-intentioned educators to support the learning of diverse (i.e., all) students. Similarly, despite their efforts, teacher education programs may inadequately prepare candidates to support all students, which undermines positive development. Evidence of undesirable indicators include high teacher attrition rates and disproportionate student performance particularly when disaggregating by race, class, and gender groupings and their intersections (e.g., graduation rates, suspension and expulsion). These patterns suggest that major gaps may exist between how teachers are prepared and the actual demands teachers they face in classrooms and schools. Navigating educational demands with limited resources contributes to burnout of educators, particularly given stressors related to responding to the Covid-19 pandemic, and challenges the development and learning of many students who struggle to survive and thrive within formal educational contexts (e.g., dis-identifying with schooling due to school curriculum or climate that is not inclusive, struggling with performance on educational accountability measures, coping with high stress associated with achievement). These challenges are particularly salient for students and educators who are marginalized due to dis/ability, English language proficiency, or issues related to race, class, gender or other dimension of identity. This symposium explores the iterative relationship between research, theory, and applied educational practice with a focus on educator preparation, but relates to students, educators, and a range of other stakeholders and has implications for policy.

Presentation 1

Learning to Teach Ethnic Studies: The Development of Preservice and Inservice Teachers

Christopher Martell, University of Massachusetts Boston

Presentation 2

Promoting Equity for Multilingual Teachers, Children, and Families: Developing Educators through Decolonizing Educator Preparation

Lindsay Beatty, University of Massachusetts Boston

Presentation 3

Challenging the Ideology of the Culture of Poverty in Teacher Education

Nina M. Kunimoto, Vermont State University, Johnson & University of Massachusetts Boston

Discussant: Yoko Yamamoto, Brown University

1:00-2:15

SYMPOSIUM: Where There is Love, There is Life: The Influence of Close Relationships on Health Across the Lifespan (WYETH B)

Chair: Kristi Chin, Institute for Social Research, University of Michigan

Close relationships play a critical role in promoting and hindering health, but less clear is how this operates similarly/differently across the lifespan and a range of outcomes. This symposium brings together three complementary papers that focus on close relationships (romantic partners, parent-child, friendships) and health across the lifespan. To begin, Briggs, Lee, & Smith examine associations between marital status and participation in activities related to successful aging among adults in the U.S. age 50 and older using data from the Health and Retirement Study. They found that people who were married were more likely to participate in social, civic, and health activities compared to unmarried people. Chin and colleagues examine associations between spouse/partner relationship quality and long-term health outcomes among adults age 18-77 in the Detroit-based Social Relations Study (SRS). Longitudinal analyses indicate people with more demanding partners report more depressive symptoms and worse self-rated health in later life. Webster & Chin also using SRS data examine associations between social factors and health behavior similarity between adults age 30 and older and their closest relationships. They found dyads more similar in self-rated health were more similar in exercise, those in more frequent contact more similar in alcohol consumption, and overall, social factors play a greater role when one or both members are age 60 or older. Together, these papers demonstrate the impact that close relationships have on diverse outcomes across the lifespan and help identify aspects of relationships that can be incorporated into interventions to promote health.

Presentation 1

The Role of Marital Status on Participation in Social, Civic, and Physical Activities in Late Adulthood

Emily Briggs, Ji Hyun Lee, PhD, & Jacqui Smith, PhD, University of Michigan

Presentation 2

Love Demands Risk: Longitudinal Associations Between Relationship Quality and Health Outcomes in Older Adulthood

Kristi Chin, Jess Francis, Noah Webster, Toni C. Antonucci, University of Michigan

Presentation 3

Similarity in Health-Related Behaviors Within Close Social Relationships Across the Lifespan

Noah J. Webster & Kristi Chin, University of Michigan

Discussant: Kristine J. Ajrouch, University of Michigan, Eastern Michigan University

1:00-2:15

SYMPOSIUM: Youth Development under Persistent Violent Conditions: Evidence from Two Urban Communities in the United States (WYETH A)

Chair: Eric F. Dubow, Bowling Green State University and the University of Michigan

Co-chair: Paul Boxer, Rutgers University and the University of Michigan

In this symposium, our speakers will present research on youth development in high-crime urban communities, drawing from two separate longitudinal studies yielding prospective data over 14 years: 1) the Flint, MI, sample included three age cohorts of youth (total N=426; 2nd, 4th, and 9th graders, 75% African-American) interviewed over five waves, through ages 20, 22, and 27; and 2) the Jersey City, NJ, sample, a cohort of 200 10th graders (90% nonwhite; 22% Black/African American, 24% Latino/a), interviewed for four annual waves. The studies used common measures and multi-source data (e.g., self reports, parent reports, police records of violent crimes in participants' neighborhoods). In Paper 1, using Flint data, we present trajectories of parenting attitudes and behaviors across time and examine predictors and outcomes of these trajectories (e.g., aggression in late adolescence/early adulthood). In Paper 2, with both samples, we examine relations between youth self-reports of neighborhood violence and geocoded police records of crime in participants' neighborhoods, and how those indicators predict youth outcomes. In Paper 3, via integrative analysis (Curran & Hussong, 2009) of data from both samples, we find that neighborhood gun violence exposure predicts motivations to carry a gun 8-10 years later, and that weapon-related social cognitions (e.g., aggressive fantasies) predicts later gun carrying. Speakers will discuss findings and consider how multi-site, multi-source data on violence and its effects can best be utilized to address theory-driven questions in youth development. We will draw implications for the design of intervention programs targeting youth violence in high-crime urban communities.

Presentation 1

Trajectories of Parenting in a High-Crime, Urban Community as Predictors of Late Adolescent and Young Adult Aggression and Violence

Eric F. Dubow^{1,2}, Romain Decrop¹, Mytien Le¹, Romi Paldi³, Morgan Daugherty¹, Kaelynn Knestrick¹, Miranda Yannon¹, Meagan Docherty^{1,2}, Paul Boxer³, and L. Rowell Huesmann²

¹Bowling Green State University, ²The University of Michigan, ³Rutgers University

Presentation 2

Comparing Geocoded and Self-Reported Exposure to Community Violence in Predicting Youth Outcomes

Kaylise Algrim¹, Romi Paldi^{1,2}, Romain Decrop³, Michelle Young³, Paul Boxer¹, Meagan Docherty³, Eric F. Dubow^{3,4}, and L. Rowell Huesmann⁴

¹Rutgers University, ²Montclair State University, ³Bowling Green State University, ⁴University of Michigan

Presentation 3

Early Exposure to Violence Predicts Later Aggressive Social Cognitions and Violent Behavior

Sarah Nowalis¹, Brianna McManamon¹, Abigail McDevitt¹, Catherine Zoleta¹, Meagan Docherty^{1,2}, Zachary Stickler³, Todd Little³, Paul Boxer^{2,4}, Eric F. Dubow^{1,2}, L. Rowell Huesmann²

¹ Bowling Green State University, ² The University of Michigan, ³Texas Tech University, ⁴ Rutgers University

Integrative Panel Discussion with the speakers.

2:15-2:30

Coffee Break (WYETH FOYER)

2:30-3:45

SYMPOSIUM: Critical consciousness development within “consciousness-raising systems”: New evidence from multi-level and mixed methods analyses (WYETH C)

Chair: Luke Rapa, Clemson University

Critical consciousness (CC), defined as individuals’ awareness and reflection on as well as motivation and action taken to redress societal inequities, has been identified as a developmental asset (Diemer et al., 2016) linked to many facets of positive youth development and functioning (Heberle et al., 2020; Godfrey & Rapa, 2023). Contemporary scholars who study CC have noted the importance of the various contexts and settings that foster CC (Godfrey & Rapa, 2023), with increased emphasis on schools, youth organizing programs, out-of-school time programs, and youth development programs as potential “consciousness-raising systems” (Heberle et al., 2020) supporting youths’ critical reflection-action praxis (Godfrey & Rapa, 2023). The broader sociopolitical climate in which youth develop is of interest as well (Rapa & Godfrey, 2023). This symposium brings together three papers to present new evidence about CC development within the context of consciousness-raising systems, presenting empirical findings from both multi-level and mixed methods analyses. Paper 1 examines the state-level political environment as a potential consciousness-raising system, considering links between racial identity centrality and state political liberalism (SPL) as predictors of critical reflection of racism. Paper 2 examines CC development within a sample of academically high-achieving youth of color who attended a college preparation program across sites in the US, Mexico, and Guatemala, considering impacts of the program on youths’ leadership, attitudes about the community, critical reflection, and critical action. Paper 3 examines schools as a consciousness-raising system, considering how teachers’ CC affects students’ perceptions of open classroom climate and, in turn, student CC.

Presentation 1

Does State Political Climate Moderate the Relation Between Young Adults’ Racial Identity Centrality and Critical Reflection About Racism?

Matthew K. Gee and Sara K. Johnson, Tufts University

Presentation 2

Exploring critical consciousness development through a youth-adult partnership for high achieving youth of color

Edmond P. Bowers, Luke J. Rapa, Makayla Stark, Clemson University; Brian Hipp, Boys Hope Girls Hope G. John Geldhof, Oregon State University

Presentation 3

Teacher Critical Consciousness, Open Classroom Climate, and Critical Consciousness among Students: A Preliminary Investigation:

Luke J. Rapa and Julie A. Lorah, Clemson University; Candice W. Bolding and Edmond P. Bowers, Clemson University

Integrative Discussion: Matthew K. Gee, Edmond P. Bowers, Luke J. Rapa

2:30-3:45

SYMPOSIUM: Positive Child and Adult Experiences as Resilience Mechanisms for Lifespan and Intergenerational Development (WYETH B)

Chair: Deborah Han, University of Denver

Discussant: Jennifer Hays-Grudo, PhD, Oklahoma State University Center for Health Sciences

Recent research and public health efforts have emphasized the role of positive childhood experiences in counteracting the negative effects of childhood adversity on lifespan and intergenerational development. This symposium will feature three novel studies on the association between positive childhood and adult experiences and mental health outcomes,

over and above the effects of childhood adversity, at different developmental periods. The first paper examines prospective, longitudinal associations between positive experiences measured during adolescence and trajectories of depressive symptoms from adolescence to adulthood in a nationally representative sample. This study emphasizes the lasting association of positive childhood experiences with mental health well into adulthood. The second paper examines associations between mothers' retrospective reports of positive and adverse childhood experiences with their own depressive symptoms and parenting stress, as well as their infants' socio-emotional development. Findings from this study highlight the potential for intergenerational transmission of resilience via positive childhood experiences. Finally, the third paper introduces a new tool for measuring current and recent positive experiences in adulthood, which significantly predicts adults' mental health outcomes over and above their retrospective reports of positive and adverse childhood experiences. Together, these papers provide integrated evidence for positive experiences as resilience mechanisms across the lifespan and across generations. The proposed discussant will integrate findings, comment on future directions in the field, and highlight implications for research, practice, and policy regarding childhood and adult adversity and resilience.

Presentation 1

Positive childhood experiences and trajectories of depressive symptoms from adolescence to adulthood: A prospective, longitudinal analysis

Deborah Han - University of Denver, Arianna Lane - University of Denver, Angela J. Narayan - University of Denver, Jenalee R. Doom - University of Denver

Presentation 2

A longitudinal investigation of maternal ACEs and trajectories of depression, parenting stress, and infant social-emotional development

Devin Barlaan - Oklahoma State University, Jennifer N. H. Watrous - Oklahoma State University, Jens E. Jespersen - Oklahoma State University Center for Health Sciences, Jennifer Hays - Grudo Oklahoma State University Center for Health Sciences, Amanda Sheffield Morris - Oklahoma State University

Presentation 3

Positive Childhood and Adult Experiences Relate to Mental Health

Jennifer N. H. Watrous - Oklahoma State University, Jens E. Jespersen - Oklahoma State University Center for Health Sciences, Devin Barlaan - Oklahoma State University, Jennifer Hays - Grudo Oklahoma State University Center for Health Sciences, Amanda Sheffield Morris - Oklahoma State University

Discussant: Jennifer Hays-Grudo, University of Oklahoma

2:30-3:45

SYMPOSIUM: Translating research to practice: How research from the science of learning can be leveraged to create community-centered, playful learning spaces (WYETH A)

Chair: Annelise Pesch, Temple University **Co-chair:** Katelyn Fletcher, Temple University

The present symposium showcases three projects that align with a new initiative called Playful Learning Landscapes (PLL). PLL capitalizes on the 80% of time children spend outside of formal schooling (Meltzoff, 2009) by applying an evidence-based model to the transformation of informal learning spaces. The PLL Model integrates what we know from the science of how children learn and what children need to learn with best practices from community-based participatory research to transform everyday experiences into joyful, culturally inclusive, and accessible learning opportunities. Project 1 describes how PLL is being implemented in early childhood education (ECE) classrooms. A partnership with research scientists, educators, curriculum specialists, and center directors produced a series of bespoke playful activities that integrate STEM and literacy learning for preschool-aged children. Project 2 describes a

multidisciplinary, community-informed intervention that encourages playful learning and fosters positive family experiences in medical waiting spaces. Project 3 offers new ways to activate playful learning spaces by training community members to facilitate high-quality engagement with playful activities. Each presenter will discuss their process for creating these experiences in alignment with the evidence based PLL model and will present results regarding the impact of these interventions on STEM and literacy learning, interaction quality, and social development. Together, these presentations offer new ways of translating developmental science to practice that center community voices.

Presentation 1

Transforming play and learning in early childhood through Playful Learning Landscapes

Katelyn Fletcher (Temple University), Annelise Pesch (Temple University), Emily Mahon (Temple University), & Kathy Hirsh-Pasek (Temple University, Brookings Institution)

Presentation 2

Picture This! in Your Waiting Room: scaling a multidisciplinary, community-informed intervention to encourage playful learning and improve family satisfaction in medical waiting spaces

Danielle Erkoboni, MD, MSHP(1,2), Annelise Pesch, PhD (3), Danielle Sands, MPH(2), Katelyn Fletcher, MEd, PhD (3), Kathy Hirsh-Pasek (3,4)

1: Perelman School of Medicine, University of Pennsylvania 2: PolicyLab, The Children's Hospital of Philadelphia 3: Temple University 4: Brookings Institution

Presentation 3

The Playful Learning Ambassador Program: Interacting, learning, and thriving through play in community settings

Jennifer M. Zosh (Penn State University, Brandywine), Brenna Hassinger-Das (Pace University), Rebecca Fabiano (FAB YOUTH PHILLY), Sarah Roseberry Lytle (Playful Learning Landscapes Action Network), & Alyssa Young (Kaboom!)

Integrative Discussion: Speaker Panel

4:00-5:00

KEYNOTE: On the Meaning of Being Human in the Study of Human Development: Embodiment, Holism, Dynamic Individual<->Context Relations, Specificity, and Social Justice (WYETH C)

Richard Lerner, Institute for Applied Research in Youth Development; Professor, Eliot-Pearson Department of Child Study & Human Development and Bergstrom Chair in Applied Developmental Science, Tufts University.

All biological life is relational. No form of life comes into being independent of a relationship with another life. In human beings, the most neotenus and paedomorphic of all known forms of life, relationships are also dynamic. Infants and their caregivers must be attuned to and create a goodness of fit with each other if the extended period of human infancy and childhood is to be optimal for the health and well-being of all members of an individual's micro- and meso-systems' individual-context coactions. As a consequence, developmentally-nurturant relationships are the foundation of healthy and positive human development across the life span, a point recognized for instance in the attachment work of Bowlby, Ainsworth, Lamb, and others in regard to infancy, on the one hand, and by Antonucci and others, in regard to convoys of social support in adulthood and aging, on the other.

The complexity of developmentally-nurturant relationships and of life-span human development more generally have often been pursued in research derived from metamodels that seek to avoid grappling with the theoretical and methodological challenges of complexity by either

proposing reductionist nurture models based on classical and operant conditioning approaches or inventing often counterfactual genetic reductionist models (e.g., in behavioral genetic, sociobiological, evolutionary psychological, or evolutionary developmental psychological approaches). In turn, dynamic, relational developmental systems-based models have embraced complexity and have explained that the foundations of human life provided by developmentally-nurturant relationships are part of an autopoietic and open living system that is embodied and holistic and, as a consequence, involves mutually regulative (and hence dynamic) coactions between humans and their contexts (represented as individual<->context relations), coactions that are specific to individual, place, and time.

This dynamism assures relative plasticity (i.e., the potential for meaningful change) for the several types of developmental changes across time and place that may occur across the life span within and between humans (i.e., nomothetic, group differential, and idiographic changes). Accordingly, developmental methodologists working from a dynamic and relational perspective have created dynamic data analytic methods that enable integrative understanding of the structural and functional changes occurring as the process of development unfolds across the course of life.

This scholarship places developmental science at the threshold of obtaining a new capacity to describe, explain, and optimize the course of human life both for groups and for individuals. By understanding the specific developmental range of an individual and the specific individual<->context coactions that enable the individual to function at the optimal level of their developmental range, developmental scientists will be able to contribute to social justice by helping to create growth in the developmentally-nurturant relationships that give meaning and purpose to an individual's life and that make human beings human.

5:15-6:45 Poster Session 1 (WHISTLER BALLROOM & WYETH FOYER)

5:15-6:45 Meet the Editors of Research in Human Development (WHISTLER BALLROOM)

SSHD's flagship journal, Research in Human Development, will have new co-editors beginning in 2024! Come meet Jennifer Brown Urban and Miriam Linver, RHD incoming co-editors, at the Friday evening poster session (5:15-6:45) in the Whistler Ballroom. Learn about how to submit a special issue, talk to us about ideas you have for the journal, and sign up to be a reviewer!

Poster Session 1: Friday October 13, 5:15-6.45 PM

Friday Session Poster Symposia, October 13, 5:15-6.45 PM

WYETH FOYER

POSTER SYMPOSIUM: Gender Development and Gender-Related Discussions across Socialization Opportunities

Chair/Organizer: Lacey J. Hilliard

62. "The Last Pink Straw: Decisions about Masculinity and Femininity in Children's Toys and Gender Expression" Authors: Kingsley Schroeder, Springfield College

63. "#MeToo, Marriage Equality, and Anti-Transgender Legislation: Using Cultural Moments to Discuss Gender with Children"
Authors: Jessica LaFontaine, Suffolk University; Lacey J. Hilliard, Suffolk University; Kingsley Schroeder, Springfield College

64. "Family Conversations about Gender: Project Development"
Authors: Lacey J. Hilliard, Suffolk University; Kingsley Schroeder, Springfield College; Jessica LaFontaine, Suffolk University.

POSTER SYMPOSIUM: Understanding Our Histories and Our Ability to Flourish Across the Lifespan

Chair/Organizer: Barrett Scroggs

65. "Adverse Childhood Experiences and Trust in the Healthcare System in Sexual and Gender Minority Emerging Adults"
Authors: Barrett Scroggs, and Nikolette Lipsey, The Pennsylvania State University Mont Alto

66. "Mental Health Differences and Motor Vehicle Accidents"
Authors: Charli Nowak and Barrett Scroggs, Ph.D., The Pennsylvania State University Mont Alto

67. "Flourishing in General Education: Exploring Virtual Reality and Curricula in Support of Thriving in College"
Authors: Laura Evans, Ph.D., and Jennifer Zosh, Ph.D., The Pennsylvania State University Brandywine

POSTER SYMPOSIUM: Well-Being Across the Lifespan: An Exploration of Social Relations

Chair/Organizer: Jasmine Cooper

68. "Configurations of Infant-Mother and Infant-Father Attachment in The First Year: Prediction of Longitudinal Trajectories of Children's Behavior Problems in Early Childhood"
Authors: Myriam Al Bcherraoui, Brenda Volling, Lin Tan

69. "COVID-19 stress, contact frequency and cognitive health disparities among older men and women"
Authors: Kristine J. Ajrouch, Simon Brauer, Laura B. Zahodne, Toni C. Antonucci

70. "Marriage Matters: The Impact of Social Relations on Health Outcomes"
Authors: Jasmine Cooper, Kristine J. Ajrouch, Simon Brauer, Toni Antonucci

Friday Session Individual Posters, October 13, 5:15-6.45 PM

WHISTLER BALLROOM

1. Faces, Races, and Places: Associations between Target Race and Wealth in Middle Childhood	Jaglowski, Abigail; Brigham Young University; Fraser, Ashley M.; Brigham Young University; Busby, Kinghorn, Andrea; Brigham Young University
2. Family Support and Mental Health in Afro-Caribbean Adolescents	Ambroise, Alexis Z.; University of Delaware
3. Examining Financial Stress Among Mothers in the Baby's First Years Study	Langer, Allison; Temple University; Klugman, Josh; Temple University
4. Young Children's Understanding of Economic Groups: Family and Community Demographic Variation	Busby, Andrea Kinghorn; Brigham Young University; Fraser, Ashley M.; Brigham Young University; Reschke, Peter J.; Brigham Young University
5. "Who your peers are...": Influence of Early Peer Diversity on Later Socioemotional Adjustment	Bennet, Anna; New York University; Kuchirko, Yana; Brooklyn College CUNY; Halim, May Ling; California State University Long Beach; Costanzo, Philip R.; Duke University; Martin, Carol L.; Arizona State University; Stanaland, Adam; New York University; Ruble, Diane; New York University
6. Partnering with Peers: An Infant Mental Health Professional Learning Community	Shafer, Ashley E.; University of Pittsburgh, Office of Child Development, Family Foundations Early Head Start; Herman, Vivian; University of Pittsburgh, Office of Child Development, Family Foundations Early Head Start; Kubant, Kelly; University of Pittsburgh, Office of Child Development, Family Foundations Early Head Start; Sarneso, Donna; University of Pittsburgh, Office of Child Development, Family Foundations Early Head Start; Tookes, Angela; University of Pittsburgh, Office of Child Development, Family Foundations Early Head Start; Dunkerley, Chris; University of Pittsburgh, Office of Child Development, Family Foundations Early Head Start
7. Examining the Role of Parental Mental Health and Home Environment on Low-Income Children's Verbal Skills in Turkey	Tugberk, Canan; New York University, Yildiz Bicakci, Mudriye; Ankara University; Toker, Turker; Usak University; Sirin, Selcuk. New York University; Akgun, Ergun, Bahçeşehir University
8. Exploring the Bio-ecological Systems of Children in Poverty: Predictors of Resilience	Smith, Emma; Suffolk University; DiBiase, Rosemarie; Suffolk University
9. Navigating Unbound Spaces: Girls' Experiences in Scouting	Rush, Alexandra; SUNY Empire University; Kochis, Olivia; Dickinson College; Belanger, Beth; Dickinson College; Urban, Jennifer B.; Montclair State University; Linver, Miriam R.; Montclair State University
10. Food, Care, and Intimacy: Exploring the Role of Nurturance in Close Girls' Friendships	Martin, Andrea; University of New Brunswick; Wilson, Kaitlyn; University of New Brunswick; Morgan, Richard; University of New Brunswick; Cameron, Catherine Ann; University of British Columbia, University of New Brunswick
11. Youth Voice and its Association with Positive Youth Development and Relatedness in Youth Programs Across the USA	Adolfová, Barbora; Pennsylvania State University; Shirzad, Kimia; Pennsylvania State University; Hanna, Steven R.; Pennsylvania State University; Agans, Jennifer P.; Pennsylvania State University

12. Aligning a New Measure of Ambiguous Loss With Resilience and Wellbeing Frameworks	Russell, Beth; HDFS, U. of Connecticut; Del, Alexander J.; HDFS, U. of Connecticut; Tambling, Rachel R.; HDFS, U. of Connecticut
13. Contextualizing Counseling and Outreach in a "Host" Community	Forenza, Brad; Montclair State University; Varriale, Cristina; Montclair State University; Abbas, Ismat; Montclair State University; Bergeson, Carrie; East Carolina University
14. The Questions we Want to be Asked: The Role of Interpersonal Curiosity in Social Development	Calvo-Studdy, Catriona; Department of Applied Psychology, New York University; Tian, Cassie; Department of Applied Psychology, New York University; Taffe, Rachel L.; Department of Applied Psychology, New York University; Way, Niobe; Department of Applied Psychology, New York University
15. "Who am I and who am I not?": The Role of Gender Stereotypes in Adolescent Identity Development	Van Hare, Holly; Project for the Advancement of our Common Humanity (PACH), New York University; Taffe, Rachel; Department of Applied Psychology, New York University; Way, Niobe; Project for the Advancement of our Common Humanity (PACH), New York University; Department of Applied Psychology, New York University
16. Assessing the characteristics of youth sport contexts: Initial measure development	Agans, Jennifer P.; The Pennsylvania State University; Young, Tori; The Pennsylvania State University
17. No poster	Han, Jinjoo (New York University) et al. poster moved to #56 on Saturday
18. Developing an Out of School Program Engagement Scale for Adolescents in the United States	Shirzad, Kimia; The Pennsylvania State University; Mateer, Timothy J.; The Pennsylvania State University; Agans, Jennifer P.; The Pennsylvania State University
19. Linguistic Landscape of Political Discourse on Social Media: An Examination of American and Zimbabwean Contexts	Luis, Simao; University of Rochester
20. Beyond Romance: Emerging Adults' Narratives of Interpersonal Turning Points Matter for Well-Being and Perception of Positive Relations	Carrington, Madisyn R.; Weber State University; Eubank, Sydnee J.; Weber State University; Mansfield, Cade D.; Franklin & Marshall College; Shaw, Leigh A.; Weber State University
21. Caregiver Socialization and Anti-Transgender Legislation	Durham, Mara; Suffolk University; Hilliard, Lacey J.; Suffolk University
22. Gendered Toys and Help-Seeking Behavior	Fulcher, Megan; Washington and Lee University
23. Should I Enter a STEM career? Weighing Cognitive Skills, Job Demands, Spatial Ability, and Gender Stereotypes	Signorella, Margaret L.; The Pennsylvania State University; Liben, Lynn S.; The Pennsylvania State University
24. Are Young Children Rigid in Their Views of Gender? Do Parents Matter?	Signorella, Margaret L.; The Pennsylvania State University; Marquit, Joshua; The Pennsylvania State University; Flint, Jasper; Point Park University; Gillin, Laura E.; Katz, Phyllis A.;
25. Exploring the Impact of Loose Parts on Language Use in Unstructured Parent-Child Play	Smith, Courtney; MacEwan University; Cankaya, Ozlem; MacEwan University
26. Examining the Relationship between Amount of Audiovisual Media Exposure, Type of Media Content, and Child and Adult Language Use	Novikova, Ekaterina; University of Delaware; Su, Pumpki L.; The University of Texas at Dallas; Morini, Giovanna; University of Delaware
27. Prenatal Life in High-Risk Neighborhoods: Is There A	Phan, Ha; NYS Institute for Basic Research in Developmental Disabilities (NYS IBR); Kim, Huykang; NYS Institute for Basic Research in Developmental Disabilities

Measurable Effect on the Newborn Auditory Brainstem Responses?	(NYS IBR); Varkey, Hannah; Rutgers University; Farrell, Gerald; NYS Office for People With Developmental Disabilities(OPWDD); Jiang, Judy; Hunter College/City University of New York (CUNY); Lennon, Elizabeth; NYS Institute for Basic Research in Developmental Disabilities (NYS IBR); Balsamo, Felicia; NYS Institute for Basic Research in Developmental Disabilities (NYS IBR); Gordon, Anne; NYS Institute for Basic Research in Developmental Disabilities (NYS IBR); Kittler, Phyllis; NYS Institute for Basic Research in Developmental Disabilities (NYS IBR)
28. Anxiety, Memory Bias, and Social Support during Adolescence	Todorovski, Iliana L.; Temple University; Johnston, Camille R.; Temple University; de Arruda, Thais Costa Macedo; Temple University; Quarmley, Megan; Temple University; Jarcho, Johanna M.; Temple University
29. De-centering and Theory of Mind in Early Childhood	Litwin, Josh L.; Temple University; Cohen, Samantha; Temple University; Newcombe, Nora; Temple University; Olson, Ingrid; Temple University
30. Effects of Restrictive Cradling on Infant's Motor behavior, Emotions, & Learning	Karasik, Lana B.; College of Staten Island, CUNY; Robinson, Scott R.; Pacific Ethological Laboratories; Dodojonova, Rano; Scientific-Clinical Center of Pediatrics; Yu, Yulin; College of Staten Island, CUNY; Wagh, Amruta; College of Staten Island, CUNY
31. Microstructural Differences in the Brains of Young Children with Attention-Deficit/Hyperactivity Disorder Compared to Typically Developing Children: Evidence from Restriction Spectrum Imaging	Dick, Anthony Steven; Florida International University; Bayat, Mohammadreza; Florida International University; Hernandez, Melissa; Florida International University; Curzon, Madeline; Florida International University; Garcia, Nathalia; Florida International University; Renderos, Wilfredo; Florida International University; Graziano, Paulo; Florida International University
32. Variability in the Expression and Perception of Positive Affect in Human Infancy	Grossmann, Tobias; University of Virginia, Department of Psychology
33. Examining Nutrition, Temperament, and Functional Brain Connectivity in Infancy	Allison, Olivia; University of Virginia; Kelsey, Caroline; Boston Children's Hospital; Grossmann, Tobias; University of Virginia
34. Motor Development and Neural Correlates of Behavior	Campbell, Kaitlyn; Temple University; Melissa N. Horgler; UMass Amherst; Valentina Parma; Monell Chemical Senses Institute; Nicholas Scheri; Temple University; Summer Dib; Temple University; Peter J. Marshall; Temple University
35. Exploring the Influence of Cognitive Development and Executive Function on Children's Play Engagement and Play Types with Loose Parts during Parent-Child Play	Cankaya, Ozlem; MacEwan University; Leach, Jamie; Mount St. Vincent University; Favis, Elyssa; University of Alberta
36. Predictive Validity of the Quick and Interactive Language Screener for Toddlers (QUILS:TOD)	Patt, Raymond; University of Delaware; Ramirez, Alexis; University of Delaware; Golinkoff, Roberta Michnick; University of Delaware
37. Advancing Students' Spatial and STEM Understanding: The Moderating Role of a Teacher's Gesture Accuracy	Bower, Corinne A.; California State University, Los Angeles; Liben, Lynn S.; The Pennsylvania State University
38. Do Students from Single-Sex and Coeducational High Schools Differ in Gender Cognitions and Do	Shi, Yun; Gender Studies Programme and Department of Psychology, The Chinese University of Hong Kong; Li, Gu; Faculty of Arts and Sciences, New York University

Differences Predict Post-Graduation Outcomes? Findings from Cross-Lagged, Propensity Matched Data	Shanghai; Liben, Lynn S.; Department of Psychology, The Pennsylvania State University; Chen, Zhansheng; Department of Psychology, University of Hong Kong; Wong, Wang Ivy; Gender Studies Programme and Department of Psychology, The Chinese University of Hong Kong
39. The Chill Spot: Creating a Safe Space in a Philadelphia High School through a Mindfulness Drop-In Room	Mraz, Amelia, Inner Strength Education, LaPorta, Alyson Showell; Inner Strength Education; Thompson, Jai; Inner Strength Education
40. Changes in College Students' Positive Adjustment Over Time Following the Onset of COVID-19	Liu, Aosai; University of Wisconsin-Madison; Ackerman, Robert A.; University of Texas at Dallas; Kouros, Chrystyna D.; Southern Methodist University; Papp, Lauren M.; University of Wisconsin-Madison
41. Association of Sleep Disturbance, Depression, and Kin Social Support with the College Adjustment of African American Students: a Moderated Mediation Model	Bradford, Jay; Temple University; Joshi, Crishnaa; Temple University; Olaniyan, Montunrayo; Temple University; Gebre, Azeb; Temple University; Taylor, Ronald D.; Temple University
42. Assessing Racial Trauma of First-Year Students of Color Attending a Predominately White University in the American Southeast	Samek, Diana; Auburn University; Duke, Adrienne; Auburn University; Crumly, Brianna; Auburn University; Akua, Bruno Ache; Auburn University
43. Exploring Sociocultural Barriers for Caregivers within School-Based Special Education Processes	McQueen, Ebony L.; Suffolk University; Hilliard, Lacey; Suffolk University
44. Approaches to Learning in Kindergarten Classrooms: Measurement Invariance across Race/Ethnicity and Gender	Weiss, Emily M.; Boston University
45. The Impact of Structured Support Programming on Adjustment, Stress, and Coping in College Students with Learning Disabilities	Siegel, Amanda N.; Fordham University; Ding, Yi; Fordham University
46. Functional Anger and Sadness in Relation to Young Children's Cognitive Effort with Mother or Father	Sten, Ethan; The Pennsylvania State University; Cardwell, Gabrielle S.; The Pennsylvania State University; Cole, Pamela M.; The Pennsylvania State University
47. Examination of a Neural Indicator of Reward Sensitivity in Young Children and its Relation to Risk for Depression	Elezi, Jessica L.; Wayne State University; Beeghly, Marjorie; Wayne State University; Liu, Yanni ; University of Michigan; Thomason, Moriah; New York University (NYU) Langone Health; Trentacosta, Christopher; Wayne State University
48. Predictors of Reactions to Children's Negative Emotions Across the Lifespan	Gruenstein, Jessica; Adelphi University; George, Nathan; Adelphi University
49. "It Was Like Double Damage": An Exploration of Clergy-Perpetrated Sexual Abuse, Institutional Response, and Posttraumatic Growth	Woolston, Krystal; Montclair State University; Brown Urban, Jennifer; Montclair State University; Linver, Miriam; Montclair State University; Pooler, David; Baylor University
50. Human Development in the Context of Gender Ideology: The Link between Adherence to	Jiao, Cynthia R.; Department of Applied Psychology, New York University; Wang, Lilly Y.; Department of Applied Psychology, New York University; Taffe, Rachel L.;

Masculine Stereotypes and Socioemotional Well-being	Department of Applied Psychology, New York University; Way, Niobe; Department of Applied Psychology, New York University
51. RAIN: A Retrospective Assessment of the Impact on NICU Infants of Ronald McDonald House Charities Services on the Mother-Infant Dyad: A Feasibility Study	Qualls, Brandon W.; UR Medicine Strong Memorial Hospital/University of Rochester Warner School of Education; Carey, Mary G.; UR Medicine Strong Memorial Hospital/University of Rochester School of Nursing
52. From Role-Overload to Role-Enactment: Unfolding Home Childcare Providers' Self-identity to Boost Quality Improving Effort	Li, Danxun; Iowa State University; Lippard, Christine; Utica University
53. Money Matters: How Financial Scarcity and Abundance Affects Parent and Child Stress and Wellbeing	Reyes, Gabriel; Stanford University; Liu, Sihong; Stanford University; Fisher, Philip; Stanford University
54. The Association Between Coparenting and Parent-Child Conflict and Negotiation During Mealtime	Mudrick., Hannah B.; The Pennsylvania State University Harrisburg; Nelson, Jackie A.; University of Texas at Dallas; Pylypciw, Molly; University of New Mexico; Holub, Shayla C.; University of Texas at Dallas
55. Religion and Family Life: Egyptian Parents' Ethno-theories	Akef, Huda; University of Connecticut; Super, Charles; University of Connecticut
56. Academic Achievement and Career Development: The Perspective of Asian-American Parent-Child Dyads	Park, Jeanie; Montclair State University; Goldstein, Sara E.; University of Delaware; Lee, Chih-Yuan Steven; Montclair State University
57. Exploring Early Childhood Science, Technology, Engineering, and Mathematics (STEM) Behaviors in Parent-Child Unstructured Play	Taylor, Keirsten; MacEwan University (Alberta, Canada); Cankaya, Ozlem; MacEwan University (Alberta, Canada)
58. Who Gets Sicker and Why? Parents Explaining COVID-19 Health Disparities	Mejia, Lester A.; Department of Psychology, University of Michigan; Menendez, David; Department of Psychology, University of Michigan; Umscheid, Valerie A.; Department of Psychology, University of Michigan; Gelman, Susan; Department of Psychology, University of Michigan
59. What is a Good Mom and Dad? Ethnic Variation in Mothers' Beliefs about Good and Bad Attributes of Mothers and Fathers	Piñeiro-Barrera, Marina; Brooklyn College, CUNY; Perez, Marimar; CUNY, Graduate Center; Wright, Quyn; Brooklyn College, CUNY; Bennet, Anna; New York University; Kuchirko, Yana; Brooklyn College, CUNY
60. Parental Strategies to Promote Theory of Mind Development in Autistic Children of Color	Modirrousta, Annahita; Miami University
61. Does Formal Volunteering Increase Generativity among Middle- to Older-Age Americans? An Intersectional Approach	Keenoy, Jaclyn; Montclair State University; Gager, Constance; Montclair State University; Gunn, John; Gwynedd Mercy University

PROGRAM FOR SATURDAY OCTOBER 14

7:30-8:30 Diversity Science Initiative Breakfast (HOPPER ROOM)

8:30-9:30 **KEYNOTE ADDRESS:** Lessons from *Brer Rabbit Folk Tale*: Re-Envisioning Character Development of African American Youth through Culture, Context, and Social Justice Lens.(WYETH C)

Velma McBride Murry, Lois Audrey Betts Chair of Education and Human Development, University Professor of Department of Human and Organizational Development and Health Policy, Vanderbilt University.

There is a universal assumption within character development frameworks that all children can thrive and develop to meet social standards of “good character”. However, cultural and contextual factors and processes that affect the lives of an increasingly diverse US population have implications for what it means to be “moral”, “good”, and “ethical”. Drawing on a popular Brer Rabbit folktale ‘How the Cow Went Under the Ground’ (Faulkner, 1993), Dr. McBride Murry’s presentation will situate character development in both culture and context to reflect the lived experiences of historically marginalized youth by posing the question: “Were Brer Rabbit’s actions just or conniving, moral, or amoral?”

9:30-9:45 Coffee Break (WYETH FOYER)

9:45-11:00 **DIVERSITY SCIENCE INITIATIVE INVITED SYMPOSIUM:** Elevating An Inclusive Science Across the Life Span and Ecological Contexts (WYETH C)

Chairs: Deborah Johnson and Yoko Yamamoto

The Diversity Science Initiative within SSHD has advocated for inclusive and equitable practice in investigations that utilize lifespan perspectives. The intersection of diversity science and research practice-pursuits requires more prominence in the field. The panel of experts assembled represent research scholars who will briefly explore this topic from varying perspectives and provide examples from their research and analysis of the field, addressing issues of “where we have been”, “what we need to improve upon” and what “future directions” are necessary to produce a clearer presence in the field. Presenters are centered nationally and globally to address this very important issue.

Presentation 1 (Virtual)

What is the Significance of Inclusion, Participation, and Co-creation for Emerging Adulthood?

Byron G. Adam, Department of Work and Organizational Psychology, University of Amsterdam, The Netherlands; Department of Industrial Psychology and People Management, University of Johannesburg, South Africa.

Presentation 2

Diversity Science and Life Course Research: Benefits and Challenges

Kristine J. Ajrouch, Department of Sociology, Eastern Michigan University

Presentation 2

Wake Up Everybody: Next Steps for Inclusive Lifespan Research

Eleanor K. Seaton, School of Social and Family Dynamics, Arizona State University

Presentation 3

Equity Science Traditions as Foundational to Developmental Science Sensitivities: The How and Why of Change

Margaret Beale Spencer, Department of Comparative Human Development, University of Chicago.

9:45-11:00

SYMPOSIUM: Contextual Influences on Stress across Adulthood (WYETH B)

Chair: Adam B. David, Department of Psychological Sciences, University of Connecticut

Co-chair: Carolyn M. Aldwin, Human Development & Family Studies, Oregon State University

Understanding mental health markers such as trauma, interpersonal relationships, and resilience across different age groups is crucial for promoting well-being. While research has shown how self-esteem develops over the lifespan (Orth et al., 2018), there is still much to be understood about the prevalence of trauma, strength of relationships, and resilience across time. The first study by David and Park focuses on various domains of self-concept change among young adults (ages 18-27) following exposure to DSM traumas, Non-DSM events, and subjective stress. Relative stability was most common among all participants. However, Non-DSM events significantly predicted decreases in certain domains, while DSM traumas and subjective stress predicted some increases and decreases. The second study by Witzel and colleagues examines how daily arguments with partners within gender-diverse marriages are related to same-day and next-day negative affect across ten days. Age was found to moderate these associations, with older adults reporting less negative affect on non-stressor days. The third study by Kurth et al. investigated the sources of apparent resilience among older adults during the COVID-19 pandemic, focusing on differences between young-old (<75) and old-old (75+). Age was found to be the only predictor of both exposure and severity of stress. Compared to young-old adults, old-old adults had lower odds of exposure and perceived stress as less severe. These studies provide insight into the complex dynamics between age, trauma, relationships, and resilience and the trajectories of each. Understanding these factors can help identify potential protective factors to promote well-being in different age groups.

Presentation 1

Does Exposure to DSM Trauma, Non-DSM Events, or Subjective Stress Predict Changes in Self-Concept? A Prospective Longitudinal Study of Young Adults

Adam B. David, Department of Psychological Sciences, University of Connecticut, Crystal L. Park, Department of Psychological Sciences, University of Connecticut

Presentation 2

Affective Reactions to Daily Partner Arguments in Same- and Different-Gender Relationships: Difference by Age

Dakota D. Witzel, Center for Healthy Aging, Penn State University, Madeline J. Nichols, Department of Human Development and Family Studies, Oregon State University, Kelly D. Chandler, Department of Human Development and Family Studies, Oregon State University, Robert S. Stawski, Institute of Public Health and Wellbeing, and School of Health and Social Care, University of Essex

Presentation 3

Resilience and Risk Factors for Stress among Older Oregonians during the COVID-19 Pandemic

Maria L. Kurth, Human Development & Family Studies, Oregon State University, Suzanne Segerstrom, Department of Psychology, University of Kentucky, Dakota D. Witzel, Center for Healthy Aging, Penn State University, Carolyn M. Aldwin, Human Development & Family Studies, Oregon State University

Integrative Speaker Panel: Adam B. David, Dakota D. Witzel, Maria L. Kurth

9:45-11:00

SYMPOSIUM: Supporting Early Language and Literacy in Urban Communities: From Bedtime Stories to Block Parties (WYETH A)

Chair: Annemarie Hindman, Temple University, Education

Co-chair: Elise Chor, Temple University, Political Science

Discussant: Hamill Pearsall, Temple University, Geography and Urban Studies

A keystone in the development of an educated future populace is young children's early language and literacy development, which supports later academic achievement across the content areas and, ultimately, economic success (Hernandez, 2012). Unfortunately, early language and literacy can be undermined in multiple, complex ways by the stressors of economic poverty. Philadelphia is among the nation's poorest cities, with 37% of children growing up in economic poverty (Pew, 2023). To address this challenge, Philadelphia's William Penn Foundation (WPF)'s has launched a Community Literacy funding stream to develop and test a variety of approaches, all of which embrace a family-friendly, asset-based perspective appropriate for diverse communities. Funded projects span multiple methods, from (a) thoughtful needs assessments to (b) intensive, long-term supports for individual families, to (c) light-touch, community-wide interventions. This symposium includes three Philadelphia-based studies, each at different points along this span. First, Chor surveys families to understand their self-reported assets, challenges, and goals around early literacy and child and family well-being. Second, Hindman explores how an intensive home-visiting approach – Parents as Teachers -- supports families' and children's literacy practices and outcomes. Third, Scott et al. examines how a light-touch, broad-reaching community-based approach – library-sponsored events – support child and family literacy practices. Together, these studies paint a portrait of who Philadelphia's young families are and how both higher and lower intensity programming can support family well-being and early literacy. While rooted in Philadelphia, these projects represent common approaches to community literacy and hold compelling implications for all under-resourced urban contexts.

Presentation 1

Promoting Literacy Outside the Classroom: Philadelphia's Literacy-rich Neighborhood Initiative

Elise Chor, Temple University, Department of Political Science

Presentation 2

Two-generation Language and Literacy Supports: Examining Family Outcomes during a Parents as Teachers Home Visiting Program

Annemarie Hindman, Shanté Antrom, Dan Schafhauser, Rhonda Van Wyck

Presentation 3

Library on-the-go: A public library's impact on children's language use

Molly Scott, PhD¹, Rachael Todaro, PhD², Katelyn Fletcher, PhD¹, Douglas Piper³, Emily Mahon¹, Valerie Taylor-Samuel⁴, Rebecca Fabiano⁵, Roberta Golinkoff, PhD⁶, Kathy Hirsh-Pasek, PhD¹

¹Temple University, Department of Psychology & Neuroscience ²City of Philadelphia, Office of Children and Families ³Georgetown University, Department of Psychology ⁴Free Library of Philadelphia ⁵Fab Youth Philly ⁶University of Delaware, School of Education

Discussant: Hamill Pearsall, Department of Geography and Urban Studies, Temple University

11:15-12:30

SYMPOSIUM: All in the Family: Regularities and Variations in Cultural and Religious Influences on Development (WYETH C)

Chair: Mona M. Abo-Zena, University of Massachusetts Boston

Co-chair & Discussant: Kristine J. Ajrouch, Eastern Michigan University

Saturday, October 14

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Families provide contexts for engaging in practices to support the cultural and religious socialization of all their members. Cultural and religious and spiritual variations intersect with other dimensions of identities (e.g., gender, sexuality, ability, nation of origin) and relate to proximal and distal cultural and contextual features (e.g., family composition, geographic region, socio-political climate). Given this vast variation, it is worthwhile to examine nuances in cultural, religious, and spiritual influences on family functioning across the lifespan as embedded in particular familial and socio-cultural contexts. The three papers explore the development of children and adults within family contexts given culturally and contextually informed religious and spiritual values and practices. Considering themes of relationality and interdependence as well as autonomy and agency, these three papers explore the role of particular religious and spiritual practices within families whose values and practices vary in the degree to which they align and conflict with broader religious and/or societal norms. The studies contribute to mapping regularities and variations in family functioning and the development of children and adults by highlighting the understudied cultural, religious, and spiritual influences on behaviors and values ascribed to them.

Presentation 1

Religion in Family Life in Highly Secular Denmark: Tensions between Cultural Tradition and Children's Autonomy

Chris Boyatzis, Bucknell University

Presentation 2

A Matter of Faith: Caregiving/Taking within Three-Generational Muslim Grandfamilies

Mona M. Abo-Zena, University of Massachusetts Boston

Presentation 3

Ethnic-Racial Socialization in Arab, Middle Eastern, and North African American Families

Isabella Tomei, Zahra Abouzied, and Vaishali Raval, Miami University

Discussant: Kristine J. Ajrouch, Eastern Michigan University

11:15-12:30 **SYMPOSIUM:** Narrative meaning-making in adolescence: Processes, power, and potential of storytelling experiences when alone and with others (WYETH B)

Chair: Cade D. Mansfield, Franklin & Marshall College

Discussant: Jennifer Lilgendahl, Haverford College

Variability in how people narrate personally important experiences has implications for adaptive functioning (e.g., Adler et al., 2015). For example, concurrent correlational studies find that narrating positive self-transformation (interpreting growth) is associated with various positive outcomes (e.g., Booker, 2018; King, 2000; Mansfield & McLean, 2010; McAdams, 2001). Narrating in a negatively valenced manner is associated with increased anxiety, rumination, and depression (e.g., Banks & Salmon, 2018; Merrill, et al., 2016). Prospective longitudinal research complements these findings and support the conclusion that narrative meaning-making is a "causal force" in people's lives (e.g., Dunlop & Tracy, 2013; Lilgendahl & McAdams, 2011; Pals, 2006; Mansfield et al., 2015). The research above was completed with adults but narrative identity studies in adolescence reveal similar patterns (McLean et al., 2010; McLean & Mansfield, 2012). However, important questions about narrative meaning-making in the second decade of life remain unanswered. For example, do teens narrate personal stressors in ways that foster ongoing adaptive functioning? To what extent and how do family systems matter for how teens learn to make-meaning? We address these questions and more by examining 1) narrative meaning-making as a relatively early appearing individual difference that may have implications for positive development from stress (Mansfield & Shaw), 2) by examining maternal contributions to teens' narrative co-construction of turning-point memories (Booker & Le), and 3) by comparing narrative meaning making in stories of peer-victimization among teens from high-

risk (family involvement with Child Protective Services) and low-risk (no Child Protective Services involvement) family backgrounds (Bourne, Macera, & Dozier).

Presentation 1

“I haven’t learned anything from this yet, but I am sure that I can find a good takeaway later”: Associations between teen narration of recent stressors and positive developmental outcomes in a 1-year study.

Cade D. Mansfield, Franklin & Marshall College and Leigh A. Shaw, Weber State University

Presentation 2

Scaffolding and meaning-making in adolescents’ turning points: Relevance for adolescent thriving and family connections

Authors: Jordan A. Booker and Michelle Le, University of Missouri

Presentation 3

How do adolescents with and without a history of maltreatment narrate peer conflict experiences?

Stacia V. Bourne, Elisa Macera, and Mary Dozier, University of Delaware, Department of Psychological and Brain Sciences

Discussant: Jennifer Lilgendahl, Haverford College

11:15-12:30 **SYMPOSIUM:** Positive Youth Development among Underserved and Minoritized Youth: Roles of Organized Afterschool Activities (WYETH A)

Chair: Zehra Gulseven, Virginia Tech

Discussant: Richard Lerner, Tufts University

The United States is expected to become a majority-minority society by 2044. As society transitions, researchers and policymakers have turned their attention to high-quality organized afterschool activities and programs. These programs offer important ecological contexts for positive youth development and can provide positive structural supports for all youth to thrive. Additionally, they can help to reduce social inequities and improve opportunities for underserved and minoritized youth. This symposium brings together experts who will discuss the promotive and protective roles of organized afterschool activities on positive youth development among underserved and minoritized youth. The first paper examines patterns of participation in different types of afterschool settings among ethnically diverse children and early adolescents growing up in low-income families and finds the benefits of attending a combination of afterschool programs and extracurricular activities relative to unsupervised time for both children and early adolescents. The second paper focuses on the experiences in afterschool programs of boys with racially marginalized identities and finds perceived cultural humility among peers and program leaders’ approaches to diversity, equity, and inclusion are related to mental health for boys of color. The third paper examines the impact of participating in a social climate-based intervention program that serves underserved youth and finds that daily moderate-to-vigorous physical activity levels increased across the 16-week intervention and increases in youth’s intrinsic motivation, social affiliation orientations, and social support positively predicted increases in daily activity levels. Dr. Lerner will discuss the findings from the three papers and provide commentary on the current challenges and future directions.

Presentation 1

Patterns of Participation in Afterschool Settings in Middle Childhood and Early Adolescence: Are They Related to Academic and Social Well-being?

Zehra Gülseven, Virginia Tech

Su Jiang, Texas A&M University, Sandra D. Simpkins, University of California, Irvine, Deborah Lowe Vandell, University of California, Irvine

Presentation 2

Cultural Humility and Mental Health among Boys of Color in a White-dominated Out-of-School Program: A Mixed Methods Approach

Tara N. Bennett, RYTE Institute, Montclair State University, Rachel Hershberg, University of Washington Tacoma, Lauren Alvis, Meadows Mental Health Policy Institute, Jennifer Brown Urban, RYTE Institute, Montclair State University, Miriam R. Linver, RYTE Institute, Montclair State

Presentation 3

A Social Climate-Based Intervention Study to Facilitate Social Support, Social Affiliation, and Intrinsic Motivation for Increasing Underserved Youth's Physical Activity

Anqi Deng, Nicole Zarrett, Allison Sweeney, University of South Carolina

Discussant: Richard Lerner, Tufts University

12:30-1:45 Lunch on your own or Steering Committee lunch (for Steering Committee only: O'Keefe Room)

1:45-3:00 **SYMPOSIUM:** Centering Interpersonal Curiosity in the Study of Social Emotional Development (WYETH C)

Chair: Rachel Taffe, New York University Steinhardt, Department of Applied Psychology

Discussant: Niobe Way, New York University Steinhardt, Department of Applied Psychology

Curiosity about the thoughts and feelings of others – interpersonal curiosity – is rarely considered in studies of social emotional development despite its critical relevance to human connection. We live in a culture that severely undervalues this relational skill, oftentimes recognizing it as a social liability (e.g., over-intrusiveness) or conflating it with gossip. However, we know humans are *naturally* and *profoundly* interested in those around us, with social neuroscientist Matthew Lieberman (2013) arguing that we spend up to 70% of our time thinking about others' thoughts and feelings. The understanding of interpersonal curiosity as an innate capacity, coupled with emerging research demonstrating its inextricable ties to social functioning and connectedness, calls for a reimagining of social emotional development. To this end, this symposium integrates three perspectives to highlight interpersonal curiosity's rightful place at the *center* of our understanding of these developmental processes. The first presentation showcases findings from a study of adolescents, providing evidence of five distinct dimensions of interpersonal curiosity, along with their associations to socioemotional well-being and relational skills. The second presentation situates interpersonal curiosity within the ideological context of gender by examining interpersonal curiosity's potential mediating role in the relationship between adherence to gender stereotypes and socioemotional outcomes. The final presentation, a conceptual piece, describes the social functions of curiosity and proposes a novel framework for understanding how curiosity may be leveraged to enhance connection in practical settings (e.g., educational spaces). Taken together, these presentations call attention to interpersonal curiosity's necessary place in conversations of social emotional development.

Presentation 1

Exploring the Dimensions of Interpersonal Curiosity and its Association with Social and Emotional Skills and Well-being in Middle School Students: A Mixed-Method Study

Jinjoo Han ^{1,2} & Niobe Way ^{1,2}

¹New York University Steinhardt, Department of Applied Psychology ²Project for the Advancement of Our Common Humanity (PACH)

Presentation 2

Saturday, October 14

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Social Emotional Development in the Ideological Context of Gender: Exploring the Role of Interpersonal Curiosity

Rachel Taffe, & Niobe Way, New York University Steinhardt, Department of Applied Psychology

Presentation 3

Ask: Tap into the Hidden Wisdom of Everyone Around You for Smarter Decisions, More Creative Solutions, and Deeper Connections

Jeff Wetzler, Transcend Education (national, registered 501(c)(3) nonprofit)

Speaker Panel

Moderated by Niobe Way, New York University Steinhardt, Department of Applied Psychology

1:45-3:00

SYMPOSIUM: The Contours of Thriving Across the Lifespan: Clarifying the Roles of Self-Regulation, Meaning-Making, and Affiliation (WYETH B)

Chair: Eranda Jayawickreme, Wake Forest University

Discussant: Eranda Jayawickreme, Wake Forest University

The three talks that make up this symposium explore pathways to thriving in distinct ways across the lifespan—specifically, achieving thriving by changing your traits, your perspective and your social environment. They are linked by a common desire to understand the tools associated with living a good life, and specifically how thriving and a “life well-lived” can be attained across the lifespan. The presentations provide key insights and raise important questions about what we know regarding the role of peer relationships in promoting well-being, the utility of different autobiographical reasoning processes in helping people recover from major life challenges, and the possibility that when provided with the necessary tools, people are able to intentionally change character virtues and traits indicative of thriving.

Presentation 1

Effects of a short-term volitional intervention promoting moral and non-moral personality change

Rowan Kemmerly, Rutgers University

Presentation 2

Redemptive processing of impactful COVID-19 experiences predicts well-being among older but not younger adults.

Amber Thro, Wake Forest University School of Medicine

Presentation 3

What aspects of peer connectedness predict well-being among adolescence?

Veronica Cole, Wake Forest University

Discussant: Eranda Jayawickreme

1:45-3:00

SYMPOSIUM: Understanding Similarities and Differences in the Development of Boys' and Girl's Educational Processes, Interests, and Skills (WYETH A)

Chair: Susan Sonnenschein, UMBC **Co-chair:** Michele Stites, UMBC

Much has changed in U.S. society since the 1960s when Maccoby and Jacklin (Maccoby, 1966; Maccoby & Jenkins, 1973) identified gender-related differences in four skills/behaviors (verbal skills, math skills, visual-spatial skills, aggression). The size of many of these differences has decreased, although different studies find different patterns (del Rio et al., 2019; Hyde, 2005). Meanwhile, vocational opportunities in STEM fields continue to grow, making gender-related differences in the STEM fields a critical area of interest (Corbett & Hill, 2015) because women

are not well-represented in certain STEM fields. Presently, women make up only 26% of the workforce in computing fields and 12% in engineering (Corbett & Hill, 2015). There are two gaps in the current research on gender differences. One, is understanding the home learning environment and its impact on different demographic groups. Two, is understanding relations among different aspects of cognitive/motivational processes in children and their parents. The three studies in this symposium focus on factors affecting the educational and educationally-related development of boys and girls from different demographic groups. Study 1 considers how parents report socializing their sons' and daughters' (Pre-K-elementary) literacy and mathematics skills and their own attitudes and expectations for their children's educational achievement. Study 2 takes an intersectional approach to consider gender and ethnicity to understand the relation between parenting practices and college students' intention to major in STEM subjects. Study 3 reports on aspects of parent socialization of educational development with African American adolescents.

Presentation 1

How Parents Socialize Their Elementary School Age Sons' and Daughters' Educational Skills

Susan Sonnenschein, Michele Stites, Hatice Gursoy, Besjanë Krasniqi, UMBC

Presentation 2

An Intersectional Examination of Family Support and Undergraduate STEM Students Intentions to Pursue STEM Careers

Allison French, Shuyan Sun, UMBC

Presentation 3

Self-esteem and future Expectations among African American Adolescents: The Role of Verbal Guidance from Adult Male Family Member

Michael Cunningham, Trae Brown, Ramal Rauf – Tulane University

Speaker Panel: Susan Sonnenschein, Allison French, Michael Cunningham, Trae Brown

1:45-3:00

SYMPOSIUM: Using Person-Centered Methods to Understand Individual Variation in Early Childhood Experiences (HOMER ROOM)

Chair: Lily Fritz, Harvard Graduate School of Education

Co-chair: Madelyn Gardner, Harvard Graduate School of Education

Discussant: Lia Sandilos, Lehigh University College of Education

Early childhood research has consistently demonstrated that children's developmental trajectories in the preschool period are characterized by substantial variation, reflecting the heterogeneity of children's early experiences within their home and school contexts (Bates et al., 2017; Burchinal et al., 2002; McCoy et al., 2019). Increasingly, researchers are using person-centered analytic approaches to understand both patterns and sources of this variation, since these methods illuminate unique latent profiles of development among individuals based on shared characteristics across key criteria. The papers in this symposium contribute to these methodological efforts by using these methods to: (1) examine heterogeneous patterns of early child development and (2) identify key features of children's early education and care contexts that contribute to this heterogeneity.

To that end, Papers 1 and 2 examine children's development over time and as a function of their early experiences. Specifically, Paper 1 uses latent profile and latent transition analysis to document stability and change in key developmental skills throughout the transition to kindergarten. Paper 2 uses longitudinal data collected before and during the Covid-19 pandemic to examine the pandemic's impacts on child and family well-being using growth mixture models. Finally, Paper 3 uses latent class analysis at the setting – rather than individual – level to identify typologies of emotionally nurturing educational contexts and to investigate their

associations with children's social-emotional development in preschool. This symposium will present and synthesize the implications of these three studies for ongoing efforts to promote positive development for children and families in early childhood.

Presentation 1

Examining heterogeneity in children's skill profiles through the kindergarten transition

Madelyn Gardner, Stephanie Jones, & Nonie Lesaux, Harvard Graduate School of Education

Presentation 2

Latent growth trajectories of children's behavioral health and family well-being prior to and through the Covid-19 pandemic

Alan Mozaffari, Jacqueline Ramos-Draper, Stephanie Jones, & Nonie Lesaux, Harvard Graduate School of Education

Presentation 3

Documenting variation in emotion socialization profiles in Head Start classrooms

Lily Fritz, Harvard Graduate School of Education

Discussant: Lia Sandilos, Lehigh University College of Education

3:15-4:15

PRESIDENTIAL ADDRESS: Why the Study of Human Development Matters for Real-World Interventions (WYETH C)

Lynn S. Liben, Evan Pugh University Professor of Psychology, Human Development and Family Studies, and Education.

I will begin by explaining what led to my decision to focus my Presidential Address on Why the Study of Human Development Matters for Real-World Interventions. In brief, the choice was motivated by my wish to use this presentation to showcase the core missions of the Society for the Study of Human Development (SSHD) and to share some conclusions, questions, and suggestions that have emerged from reflecting on my own 50+ years of studying human development.

The Society (and I) have a passion for overarching, integrative theories of human development (sometimes christened Grand Theories). These can encompass a diverse and inclusive array of people, substantive domains, life phases, disciplines, historical periods, ecologies, and more. Work in this tradition is often aimed at interrogating details about theories themselves. For example, it allows debates about how a construct should be defined or measured, about where each theory fits within the history and philosophy of science, and about whether theoretical alternatives are reconcilable or are better understood as incommensurate choices. Such work is not universally appreciated. I have heard colleagues and students say, in gist (but not in jest), "Who needs this theory stuff? Let's just do our science."

However, apart from judgments about the value of studying theories for theories' sake, these very same theories are critical for understanding and intervening in how human development takes place in the "real" world. To illustrate and embellish these points, I will draw from my empirical work on children's and adults' developing spatial-thinking skills and social-group stereotypes (e.g., sexism, racism) and on how both matter for educational and occupational pursuits and successes. I will comment especially on the salutary role Grand Theories may play for designing interventions intended to improve spatial skills or to prevent or ameliorate social-group stereotypes, and, especially, for avoiding interventions that result in ineffective or unintended (and unwanted) consequences.

4:30-6:00

Poster Session 2 (WHISTLER BALLROOM & WYETH FOYER)

6:00-7:15

Biennial Membership Meeting (Business Meeting - Awards - Reception) WYETH B

Saturday, October 14

Poster Session 2: Saturday October 14, 4:30-6:00 PM

Saturday Session Poster Symposia, October 14, 4:30-6:00 PM

WYETH FOYER

POSTER SYMPOSIUM: Foolishness vs. Wisdom: Examining the Foundations and Conditions for Human Flourishing Chair/Organizer: Monika Ardelt

57. "Foolish Person, Foolish Story: Comparative Chinese and Americans Perceptions of Foolishness"
Authors: Kaili Zhang

58. "Wisdom, Virtues, and Well-Being: An Empirical Test of Aristotle's Theory of Flourishing"
Authors: Monika Ardelt and Jared Kingsbury

59. "Cancer Survivors' Wise and Unwise Coping Strategies Moderate the Impact of Global Belief and Goal Violations on Emotional Wellbeing"
Authors: Crystal L. Park & Adam B. David

60. "Are there wise fools?" Author: Carolyn Aldwin

POSTER SYMPOSIUM: Infusing Contemplative Practices into High School Classrooms to Help Adolescents Thrive Chair/Organizer: Rachel A. Razza

61. "Inner Strength Education: Adapting Evidence-based Practices to Serve Diverse Adolescents"
Authors: Alyson Showell LaPorta, Inner Strength Education Anna Piacentini Lacher, Independent Researcher

62. "Employing Systems Thinking to Identify Upstream Levers of Change"
Authors: Amy Edelstein, Inner Strength Education and Leashia Lewis, Villanova University

63. "Promising Results from Mindfulness-based Cognitive & Emotional Wellness Supports for Adolescents During the Pandemic"
Authors: Rachel A. Razza (Syracuse University, Department of Human Development and Family Science), Amy Edelstein (Inner Strength Education), & Anna Piacentini Lacher (Inner Strength Education)

64. "Infusing Contemplative Practices into High School Classrooms to Help Adolescents Thrive (Discussion)"
Authors: Abigail Gray, School District of Philadelphia

POSTER SYMPOSIUM: Integrating the Intercultural Development Inventory® (IDI®) into a Workforce Training Program Chair/Organizer: Erin Poole

65. "Model 1-Integrating the Intercultural Development Inventory® (IDI®) into a Workforce Training Program for MSW Students Pursuing Careers in Integrated Behavioral Healthcare"
Authors: Michele Hanna

66. "Model 2- Integrating the Intercultural Development Inventory® (IDI®) into a Workforce Training Program for MSW Students Pursuing Careers in Substance Use Disorder Treatment, Prevention, and Recovery"
Authors: Erin Poole

67. "A Cross-Model Comparison of Intercultural Growth, Career Preparedness, and Student Reflections on the Intercultural Development Inventory® (IDI®) Experience across Two Workforce Training Programs for MSW Students"
Authors: Michele Hanna and Erin Poole

Saturday Session Individual Posters, October 14, 4:30-6:00 PM

WHISTLER BALLROOM

1. Racial Differences in Adjustment Across the Transition into Middle School	Soriano, Esmeralda; Temple University; Xie, Hongling; Temple University
2. Perceptions of Inequality Through the Lenses of Environmental Contamination	Yigiter, Firdevs; The Graduate Center, CUNY; Homme, Rosena Petit; Stony Brook University; Niwa, Erika Y.; The Graduate Center, CUNY
3. Implicit Racial Bias and Visual Scanning of Own- and Other-race Faces in Children and Adults	Anzures, Gizelle; Florida Atlantic University; Mildort, Melissa; Florida Atlantic University; Soethe, Elizabeth; Florida Atlantic University; Bell, Cassandra; Rutgers University
4. How does Parental Socialization of Economic Inequality Vary by a Parent's Political ideology and Risk of Status Insecurity?	Busby, Andrea Kinghorn; Brigham Young University
5. Financial Strain and Depressive Symptoms in two Samples of Older Adults and their Caregiving Adult Children	Monin, Joan; Yale School of Public Health; Laws, Holly; University of Massachusetts Amherst; Newkirk, Katie; Child Health and Development Institute; Johnson, Kalisha Bonds; Emory University's Nell Hodgson Woodruff School of Nursing; Fortinsky, Richard; University of Connecticut
6. Associations between Lifetime Stressor Exposure, Positive Childhood Experiences, and Cardiovascular Risk among Adolescents	Rivera, Kenia M.; University of Denver; Infante, Andrea; University of Denver; Spahr, Chandler M.; University of California, Riverside; Slavich, George M.; University of California, Los Angeles; Doom, Jenalee R.; University of Denver
7. Parent Attachment Mediates the Effect of Childhood Poverty on Adolescents' Behavioral Problems	Song, Qingfang; Western Kentucky University; Whipple, Sara S.; Virginia Military Institute; Cassels, Rochelle; University of Utah; Hazan, Cindy; Cornell University; Evans, Gary W.; Cornell University; Doan, Stacey N.; Claremont Mckenna College
8. Humanizing Black and Brown Boys in a Dehumanizing World	Shelton, William; The Graduate Center, CUNY
9. In Wealth and Health: Examining How Classism is Associated With Tobacco Use Among Adolescents	Mello, Zena R.; San Francisco State University; Centeno, Betsy; University of California, Santa Cruz; Bayazf±tlf±, _lke; University of California, Berkeley; Purnell, Sarah E.; San Francisco State University
10. Breaking Down Barriers: The Role of Age on Perceived Burdensomeness among U.S. Adults with Disabilities	Napoli, Danielle E.; Montclair State University; Keenoy, Jaclyn Elisa; Montclair State University; Gager, Connie T.; Montclair State University; Gunn, John; Gwynedd Mercy University
11. Perceptions of Longer-Term COVID-19 Impacts in Late Adolescents and Young Adults	Signorella, Margaret L.; The Pennsylvania State University; Rice, Yasmeen; The Pennsylvania State University
12. Parental Warmth and Family Resilience During the Covid-19 Pandemic: A Mixed-Method Study	DuBuc, Molly; Suffolk University; DiBiase, Rosemarie; Suffolk University
13. A Methodological and Cultural Investigation on Positive Development of Indigenous Youth	Yang, Pei-Jung; National Chengchi University; Lee, Pei-Chiang; National Taiwan University

14. Intergenerational Friendship and Well-being	Eustice-Corwin, Alexander; University of Rochester Margaret Warner School of Education and Human Development in Rochester, NY; Missell-Gray, Rachel; University of Rochester Margaret Warner School of Education and Human Development in Rochester, NY; Zimmer, A.,; University of Rochester Margaret Warner School of Education and Human Development in Rochester, NY; Sorensen, S., ; University of Rochester Margaret Warner School of Education and Human Development in Rochester, NY
15. Understanding the Risk: Promoting Safer Sex Practices in Youth through Programming.	Eyiah, Sandra Anti; Auburn University; Duke, Adrienne; Auburn University; Crumly, Brianna; Auburn University
16. Understanding the Dynamic Acculturation Process in Context: Role of the Context of Reception, Family environments, and Educational Settings	Brauer, Scott Z.; New York University; Bhatia, Sunil; Connecticut College
17. Older Adults Recall Memories of Life Challenges: The Role of Sense of Purpose in the Life Story	Sharma, Shubam; Kennesaw State University; Bluck, Susan; University of Florida
18. Supporting Positive Youth Development through Psychological Need Satisfaction in Park Contexts	Hanna, Steven R.; Pennsylvania State University; Agans, Jennifer P.; Pennsylvania State University
19. The Virtuous Teen: Fact or Fiction?	Eubank, Sydnee J.; Weber State University; Frazier, Thomas M.; Weber State University; Shaw, Leigh A.; Weber State University; Mansfield, Cade D.; Franklin & Marshall College
20. Do Linguistic Markers in Adolescent Stress and Wisdom Narratives Relate to Self-reported Assets?	Frazier, Thomas M.; Weber State University; Mansfield, Cade D.; Franklin & Marshall College; Shaw, Leigh A.; Weber State University
21. Conceptualization and Measurement of Youth Civic Engagement in the Online Context	Ni, Yue; Oregon State University; Geldhof, G. John; Oregon State University
22. How Infants in Tajikistan Learn to Use Novel Objects	Ferst, Alexa; CUNY College of Staten Island, The Graduate Center; Karasik, Lana; CUNY College of Staten Island, The Graduate Center
23. Breastfeeding in Tajikistan: Effects of Gahvora Cradling	Villani, Brian; CUNY, College of Staten Island; Dodojonova, Rano M.; CUNY, College of Staten Island; Karasik, Lana B.; CUNY, College of Staten Island
24. A Promising App-Based Torticollis Awareness and Prevention Intervention	Berger, Sarah E.; College of Staten Island & the Graduate Center, City University of New York; Lucchini, Maristella; Nanit; Thakur, Shambhavi; Nanit; Barnett, Natalie; Nanit
25. Effects of Combined Multidomain Cognitive Training on Cognitive and Everyday Functioning in Late Adulthood	Bakracevic, Karin; Dept of Psychology, University of Maribor; Hebar, Karmen; Anton Martin Slomsek Grammar School Maribor
26. Relations between Neuromelanin-Sensitive MRI in Substantia Nigra and Peer-based Aggression in Adolescents are Potentiated by Irritability	Calderaro, M.; Temple University; Cunningham, Ronan M.; Temple University; Quarmley, Megan; Temple University; Clarkson, Tessa; Temple University; Cassidy, Clifford M.; The Royal's Institute of Mental Health Research; Jarcho, Johanna M.; Temple University
27. Exploring Communicative Activity in the Second Year: A	Burkhardt-Reed, Megan; University of Memphis/Konrad Lorenz Institute for Evolution and Cognition; Oller, D.

Quantitative Observational Study of Voice and Gesture	Kimbrough; University of Memphis/Konrad Lorenz Institute for Evolution and Cognition
28. Assessing The Impact of Self-Reported and Objective Fluency on Visual Spatial Tasks in Deaf Signers	Schwenk, Melody; Gallaudet University; Quandt, Lorna C.; Gallaudet University
29. Association between Attention and Emerging Executive Function among Thai Infants	Sittiwang, Supattra; Chulalongkorn University, Faculty of Psychology, LIFE Di Center, Bangkok, Thailand; Nimmapirot, Pimjuta; Chulalongkorn University, Faculty of Psychology, LIFE Di Center, Bangkok, Thailand; Suttiwan, Panrapee ; Chulalongkorn University, Faculty of Psychology, LIFE Di Center, Bangkok, Thailand; Panuwet, Parinya; Emory University, Rollins School of Public Health, Gangarosa Department of Environmental Health, Atlanta, GA, USA.; Barr, Dana Boyd; Emory University, Rollins School of Public Health, Gangarosa Department of Environmental Health, Atlanta, GA, USA.; Prapamontol, Tippawan; Chiang Mai University, Research Institute for Health Sciences, Chiang Mai, Thailand; Naksen, Warangkana; Chiang Mai University, Faculty of Public Health, Chiang Mai, Thailand; Fiedler, Nancy; Rutgers School of Public Health, Department of Environmental and Occupational Health and Justice, Piscataway, NJ, USA
30. Head, Toes, Knees, and Shoulders Task: A Simple Executive Function Measure and Its Associations with WPPSI-IV Scores, Parenting Practices and Beliefs, and Home Activities in Canadian Children	Cankaya, Ozlem; MacEwan University; Leach, Jamie; Mount St. Vincent University; Bulut, Okan; University of Alberta; Taylor, Keirsten; MacEwan University
31. The Internal Structure of the Preschool Self-Regulation Assessment Battery: A Single Latent Factor or Multiple Components?	Weaver, Brooke R.; The Pennsylvania State University; Leadbeater, Jenna; The Pennsylvania State University; Cardwell, Gabrielle S.; The Pennsylvania State University; Ram, Nil ^o m; Stanford University; Cole, Pamela M.; The Pennsylvania State University
32. Beyond Labels and Pointing: Gendered Variations in Children's Category Formation	Patt, Raymond; University of Delaware; Craig, Janelle; University of Delaware; Puttre, Hannah; Boston University; Neale, David; University of Cambridge; Golinkoff, Roberta Michnick; University of Delaware
33. Latent Profiles of Children's Executive Function and Social-Emotional Functioning: Relations to Third Grade Math and Reading Achievement	Carlson, Shawn L.; North Dakota State University; Hektner, Joel M.; North Dakota State University
34. Predictors of Preschoolers' Help-Seeking	Fulcher, Tess; University of Chicago; Sterett, Jordi; University of Chicago; Woodward, Amanda; University of Chicago
35. Childhood Maltreatment and Memory Bias for Social and Non-social events: Exploring Neural Mechanisms that Promote Risk for Mental Health Problems	de Arruda, Thais Costa Macedo ; Department of Psychology and Neuroscience, Temple University; Johnston, Camille R.; Department of Psychology and Neuroscience, Temple University; Todorovski, Iliana; Department of Psychology and Neuroscience, Temple University; Wyngaarden, James; Department of Psychology and Neuroscience, Temple University; Smith, David V.; Department of Psychology and Neuroscience, Temple University; Jarcho, Johanna M.; Department of Psychology and Neuroscience, Temple University

36. Exploring Activist Processes via the Enactment of an In-state Residency Tuition Policy	Forenza, Brad; Montclair State University; Abbas, Ismat; Montclair State University; Bergeson, Carrie; East Carolina University; Varriale, Cristina; Montclair State University
37. Family Economic Pressure and College Adjustment among African American Emerging Adults: Mediating Effects of Self-efficacy and Active Coping	Patnaik, Reeti; Temple University; Joshi, Crishnaa; Temple University; Bradford, Jay; Temple University; Taylor, Ronald; Temple University
38. Parenting College Students' Perceptions of Multiple Time Constraints: Considering Developmental Periods of Parents and Children	Lyons, Kristen E.; Metropolitan State University of Denver; Kelsey, Bridget C.; Metropolitan State University of Denver; Moreno, Angelica; Metropolitan State University of Denver; Martinez, Adrienne; Metropolitan State University of Denver
39. "No one came back the same!": Teacher Views on the Developmental Trajectory of Black Students in the post-COVID years, and their Relationship to Classroom Concerns and Opportunities	Harrell-Levy, Marinda; The Pennsylvania State University
40. Consistency and Collaboration across the Parent-Teacher-Child System in Support of Social Success in Early Childhood	Karam, Meredith; The Catholic University of America; Degnan, Kathryn; The Catholic University of America
41. Negative Impacts of Depression on Academic Outcomes Among LGBTQ Students	Kelso, Nicole; Rowan University; Brunwasser, Steven; Rowan University
42. Leaving the Nest: First-year College Students' Perspectives	Goldstein, Sara; University of Delaware; Riera, Kate; University of Delaware; Wroten, Elizabeth; University of Delaware; Miller, Mark; University of Delaware
43. Coping Strategies and Emotion Dysregulation Predict Group Membership in 3 Latent Loneliness Trajectories During the Pandemic	Russell, Beth S.; University of Connecticut; Kim, Dahee; University of Connecticut; Park, Crystal L.; University of Connecticut; Fendrich, Michael; University of Connecticut
44. The Role of Ethics and Agency during work-life as Predictors of Satisfaction in old age	Sharma, Bhavna; University of Florida
45. Mid-life Stress Exposure, Physiological Dysregulation, and Cognitive Function: A Longitudinal Mediation Analysis with Latent Growth Models	Mitchell, Uchechi A; University of Illinois at Chicago; Nguyen, Hai; University of Illinois at Chicago; Dziak, John; University of Illinois at Chicago
46. Development of Child Prosocial Behavior in the Family System: Interparental Cooperation and Coparenting	Wang, Shuwei; University of Rochester; Swerbenski, Hannah; University of Rochester; Sturge-Apple, Melissa; University of Rochester; Davies, Patrick; University of Rochester; Duckles, Joyce; University of Rochester
47. Relations Among Young Children's Speech Content, Strategy Use, and Nonverbal Anger	Kim, Yeunjoo; The Pennsylvania State University; Malone, Judith; The Pennsylvania State University; Giolitti, Anna M.; The Pennsylvania State University; Cole, Pamela M.; The Pennsylvania State University
48. "Involved but not intrusive": Cultural Constructions of Childhood Among Mexican Families	Piñeiro-Barrera, Marina; Brooklyn College, CUNY; Camarillo-Contreras, Tania; CUNY Graduate Center; Ruiz-Rojano, Fredi; Brooklyn College, CUNY; Gonzalez, Esther; Brooklyn College, CUNY; Kuchirko, Yana; Brooklyn College, CUNY; Vianna, Eduardo; LaGuardia Community College, CUNY

49. Implementing Human-Centered Design Methods to Enhance Preschool Parent Engagement in STEM Play Activities	Mannweiler, Morgan D.; The Pennsylvania State University; Bierman, Karen L.; The Pennsylvania State University; Liben, Lynn S.; The Pennsylvania State University
50. Associations Between Parental Disordered Eating and Feeding Practices of Young Children	Mudrick., Hannah B.; The Pennsylvania State University Harrisburg; Pylypciw, Molly; University of New Mexico
51. Perceptions of Family Meals: The Impact of COVID-19	Mudrick., Hannah B.; The Pennsylvania State University Harrisburg; Pylypciw, Molly; University of New Mexico
52. Chinese Immigrant Mother's Role Identity and Parenting Practices with Young Children	Wu, Qiling; College of Education and Human Development, Temple University; Hindman, Annemarie; College of Education and Human Development, Temple University; Kaplan, Avi; College of Education and Human Development, Temple University
53. Associations Between Multi-Observer Parenting Measures and Child Outcomes	Whipple, Sara S.; Virginia Military Institute; Song, Qingfang; Western Kentucky University; Doan, Stacey N.; Claremont McKenna; Evans, Gary W.; Cornell University
54. Caregivers Support Autonomy and Relatedness in Children from Migrant Families from Rural China	Jiang, Xue; University of Illinois at Chicago; Thorkildsen, Theresa; University of Illinois at Chicago; Keller, Heidi; Osnabrück University
55. Co-Regulations Between Daily Parental Warmth and Adolescent ADHD Symptoms as Dynamical Systems	Xu, Jingyi; University of Alberta; Li, Kehan; University of Alberta; Hu, Yueqin; Beijing Normal University
56. The Association between Depressive Symptoms and Listening with Curiosity: The Mediating Role of Adherence to Norms of Masculinity among Adolescents	Han, Jinjoo; New York University; Way, Niobe; New York University; Yoshikawa, Hirokazu; New York University; Zhu, Henry; New York University

PROGRAM FOR SUNDAY OCTOBER 15

9:00-10:15 **SYMPOSIUM:** Advancing school-based mindfulness research: Exploring the roles of class-level differences, natural variation over the semester, and measurement selection (WYETH C)

Chair: Rachel Razza, Department of Human Development and Family Science, Syracuse University **Co-chair:** Qingyang Liu, Department of Human Development and Family Science, Syracuse University

Mindfulness refers to an individual's ability to purposefully be fully present; this includes bringing attention and awareness to one's thoughts, feelings, and physical sensations without judgement. Research highlights mindfulness as a prominent protective factor and effective intervention target to promote flourishing and well-being, particularly among adolescents and young adults. Thus, identifying the factors that contribute to the effectiveness of mindfulness interventions within educational settings is critical. This symposium explores three important considerations within the literature including the impact of class-level variables, the timing of natural variation in mindfulness and related constructs across the semester, and the effect sizes associated with outcome measurement. The findings from these studies can help create a holistic approach to improve school-based mindfulness by identifying strategic elements for application and assessment. Paper 1 uses multilevel modeling to understand how the between-person and between-classroom effects of self-regulation at pre-test contribute to self-compassion change within the context of a 12-week mindfulness intervention program for high school students. Paper 2 applies multiple regression analyses to assess the timing of the semester and the natural levels of emotional regulation and mindfulness and its association with subjective well-being among college students. Paper 3 reflects a systematic review and meta-analysis to discover the application of the Strength and Difficulties Questionnaire in mindfulness-based intervention in K-12 schools. These papers demonstrate the multiple factors to consider within the context of school-based mindfulness research and have implications for designing and evaluating future programs to promote well-being among diverse populations and across diverse school contexts.

Presentation 1

Cultivating Adolescents' Self-compassion through Mindfulness: The Role of Self-regulation at Both the Individual- and Classroom-level

Authors & Affiliations: Rachel Razza, Qingyang Liu, Gabriel J. Merrin, Ruohan Feng, Xin Hao, Kaylynn Kirkman; Department of Human Development and Family Science, Syracuse University

Presentation 2

Timing of a Semester and College Students' Subjective Well-being: The Predicting Roles of Mindfulness and Emotional Regulation

Ying Zhang, Psychology, Clarkson University

Presentation 3

Strength and Difficulties Questionnaire (SDQ) in Mindfulness-Based Intervention at K-12 schools: A Systematic Review and Meta-analysis

Qiu Wang, Syracuse University; Xin Hao, Syracuse University; Ruohan Feng, Syracuse University; Yuan Ge, Syracuse University; Daodao Liu, Syracuse University.

Speaker Panel: Rachel Razza, Ying Zhang, Qiu Wang

9:00-10:15 **SYMPOSIUM:** The academic study of human flourishing: Development, implementation, and evaluation of a novel college course at three universities (WYETH B)

Chair: Blake A. Colaianne, Penn State University

Co-chair: Matthew J. Hirshberg, University of Wisconsin-Madison

Discussant: Christa T. Mahlobo, University of Pennsylvania

College students are facing increasing demands on their mental health and well-being as they transition and adapt to the college environment. To address what some have referred to as a “campus mental health epidemic”, U.S. colleges and universities have introduced a wide range of interventions to improve student health and wellbeing. In this symposium, we describe our current work in bringing mindfulness and compassion training into higher education through a novel, for-credit college course: Art and Science of Human Flourishing. Drawing on theories and frameworks from contemplative studies and science, researchers from Pennsylvania State University, University of Virginia, and University of Wisconsin-Madison co-developed the course with the aim of cultivating healthy developmental outcomes for undergraduate students. The course introduces students to philosophical ideas, cultural perspectives, scientific theories, and contemplative practices that bear on questions of what it means to flourish and to develop a life in which we thrive, not just survive. The presentations in this symposium will review a series of studies conducted on the development, implementation, and evaluation of the human flourishing course across the three institutions. In the first presentation, the theoretical underpinnings of the course will be presented along with our theory of change and framework for conceptualizing human flourishing for undergraduate students. In the second presentation, we present results from a quasi-experimental trial that utilized a propensity-score matched control group to determine main impacts of the course on student mental health and well-being. In the third presentation, we share results from a qualitative study of course assignments and course feedback that offer themes of perceived student impact and transfer of learning. We conclude the symposium with a discussion on cultural and developmental responsiveness to studying and teaching competencies of human flourishing.

Presentation 1

Theoretical framework and development of a novel college course on human flourishing

Robert W. Roeser (Penn State University), Blake A. Colaianne, Mark T. Greenberg, Penn State University; Matthew J. Hirshberg, John D. Dunne, Richard J. Davidson, University of Wisconsin-Madison; Karen K. Inkelas, David F. Germano, University of Virginia

Presentation 2

Art and Science of Human Flourishing: Impacts of college course on students' mental health and skills of well-being

Matthew J. Hirshberg (University of Wisconsin-Madison), Robert W. Roeser, Blake A. Colaianne, Mark T. Greenberg, Penn State University; John D. Dunne, Richard J. Davidson, University of Wisconsin-Madison; Karen K. Inkelas, David F. Germano, University of Virginia

Presentation 3

“From now on, I will be me”: Findings from a qualitative study on perceived student impact of a college course on human flourishing.

Blake A. Colaianne (Penn State University), Robert W. Roeser, Mark T. Greenberg, Penn State University; Matthew J. Hirshberg, John D. Dunne, Richard J. Davidson, University of Wisconsin-Madison; Karen K. Inkelas, David F. Germano, University of Virginia

Discussant: Christa Mahlobo, University of Pennsylvania

9:00-10:15 **SYMPOSIUM:** The Developmental Significance of Skin Color (WYETH A)

Chair: Zena Mello, San Francisco State University

Co-chair: Rachel Gordon, Northern Illinois University

Discussant: Michael Cunningham, Tulane University

Scholars have studied the consequences of colorism for human development. Psychologists have examined when children first attach socially-constructed valences to skin color and how their identities are shaped by perceptions of their own skin. Sociologists and economists have documented how darker-skinned adults are less likely to be hired and are more often incarcerated than their lighter-skinned counterparts. Physical anthropologists and evolutionary biologists have examined the origins of variability in skin pigmentation, and medical professionals match skin color when conducting craniofacial surgeries and consider how disease presents differently in darker skin. Despite this body of research, important gaps remain. The first paper in this symposium addresses how some fields have been slow to adopt modern methods for precise and accurate assessment. Modern color science makes it easy to calculate skin color from photographs or in-person. And, human rating scales have been updated using color science. The first symposium paper demonstrates how using such methods will allow developmental scholars to better document the ways diverse skin colors relate to identities and inequalities across the life span. Historically, colorism emerged in studies of Black Americans, documenting how darker-skinned Blacks experience more discrimination than their lighter-skinned counterparts. As the United States continues to diversify, developmental scholars are turning their attention to the consequences of skin color within and across additional racial-ethnic groups. The second and third papers in this symposium exemplify such work, drawing upon novel measures of Latinx and Asian American adolescents' experiences with colorism at school and in the community.

Presentation 1

How Well Do Contemporary and Historical Skin Color Rating Scales Cover the Lightness-to-Darkness Continuum? Descriptive Results from Color Science and Diverse Rating Pools

Mariya Adnan Khan and Hai Nguyen, University of Illinois at Chicago; Amelia R. Branigan, University of Maryland College Park; Rachel A. Gordon, Northern Illinois University

Presentation 2

Coloring Schools and Communities: The Association Between Colorism, Academic Achievement, Mental Health, and Substance Use Among Latinx Adolescents

Betsy Centeno, University of California, Santa Cruz; İlke Bayazitli, University of California, Berkeley; Diamond Y. Bravo, University of California, Riverside; Daniel Grafil Reyes, Juan C. Argueta Rodriguez, Jo Nisa Cabilogan, Sarah E. Purnell, Zena R. Mello, San Francisco State University; Julia Moon, University of California, San Francisco

Presentation 3

Examining the Association Between Colorism and Developmental Outcomes Among Asian American Adolescents

Zena Mello, San Francisco State University; Betsy Centeno, University of California, Santa Cruz; İlke Bayazitli, University of California, Berkeley; Sarah E. Purnell, San Francisco State University; Dayanne Liseth Herrera, San Francisco State University; Jo Nisa Cabilogan, San Francisco State University

Discussant: Michael Cunningham, Tulane University

9:00-10:15 **SYMPOSIUM:** Vulnerability and Thriving Among Older Adults During the COVID-19 Pandemic (HOMER ROOM)

Chair: Carolyn Aldwin, Human Development & Family Studies, Oregon State University

Older adults were physically more vulnerable to the COVID-19 virus, with 80% of the deaths in those 65 and older (CDC, 2023). In contrast, they appeared psychologically more resilient than younger adults, showing much lower increases before and during the pandemic (APA, 2022). Less is known about both cognitive function and spiritual well-being during the pandemic. The

first study by Antonucci and colleagues addresses differences in COVID-19 stress and cognitive functioning in Blacks, Middle-Eastern/Arab Americans (MENA), and whites. They found higher stress and poorer cognition function among both the minority groups compared to whites, but COVID-19 stress was inversely related to cognitive problems only among whites. The second study by Aldwin et al., examined individual differences in subjective cognitive difficulty trajectories in an 8-week microlongitudinal study, which found seven different patterns of change and stability. The stable groups, whether high or low, were less likely to have a college education, but the only group which increased in difficulties were highly educated. However, there were three groups which decreased, suggesting adaptation to COVID-19 stress. This suggestion of adaptation among older adults was supported by the third study. Park et al. examined individual differences in trajectories in spiritual well-being, perceived support, and coping using five assessments in internet surveys over a year. They found that older adults were in the high class of spiritual well-being, perceived higher levels of social support, and were used more adaptive coping strategies and fewer maladaptive ones than younger adults.

Presentation 1

Cognitive health disparities and COVID-19 stress in later life: Evidence from metro-Detroit.

Toni C. Antonucci, Simon Brauer, PhD, Laura B. Zahodne, Kristine J. Ajrouch, PhD, University of Michigan

Presentation 2

Patterns of change in cognition and stress in older adults during the COVID-19 pandemic.

Carolyn Aldwin, Heidi Igarashi, Maria Kurth, Soyoung Choun, Human Development & Family Sciences, Oregon State University; Dakota Witzel, Human Development & Family Sciences, Pennsylvania State University, Paris Colby and Suzanne Segerstrom, Dept. of Psychology, University of Kentucky

Presentation 3

Age, resources and coping as predictors of spiritual wellbeing trajectories across the first year of the COVID-19 pandemic.

Crystal L. Park, Dahee Kim, Beth S. Russell, & Michael Fendrich, Dept. of Psychology, University of Connecticut

Speaker Panel: Toni C. Antonucci, Carolyn Aldwin, Crystal L. Park

10:15-10:30 Coffee Break (WYETH FOYER)

10:30-11:30 **KEYNOTE:** Thriving in the Digital World: Unlocking the Human Screenome Project's Super-Intensive Longitudinal Data with AI. (WYETH C)

Nilam Ram, Professor of Communication and Psychology, Stanford University.

The digital devices in our pockets and on our wrists often demand immediate attention. They also facilitate full-scale reconsideration of how we study and optimize human behavior. Daily and digital life have merged. Temporally dense data are everywhere – opening new opportunities to observe, probe, and modify every imaginable aspect of human behavior – at a scale we never imagined. Using collections of intensive longitudinal data from survey panels, experience sampling studies, social media, laboratory observations, and our new Screenomics paradigm, I illustrate how the data and analytics are transforming our understanding of human development. Along the way, I develop calls for more flexible definitions of time, fluidity and diversity of methodological approach, and engagement with science that adds good into the world.

11:30-12:15 Closing Discussion: Looking Ahead for SSHD and the Field (WYETH C)