#CharacterDev18

Promoting Character Development Among Diverse Children and Adolescents: The Roles of Families, Schools, and Out-Of-School-Time Youth Development Programs

October 18 - 20, 2018 | Philadelphia, PA
Sonesta Philadelphia Rittenhouse Square

Program Guide
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Welcome

Dear Attendees,

Welcome to the SRCD Special Topic Meeting, Promoting Character Development Among Diverse Children and Adolescents: The Roles of Families, Schools, and Out-Of-School-Time Youth Development Programs.

Families, schools, and out-of-school-time programs are united in an interest in identifying the individual and contextual bases shaping the development of attributes of positive character. Across the sessions of the meeting, keynote addresses, symposia, conversation hours, poster sessions, and social events will facilitate discussions about the processes associated with character development, cultural variation in the course of character development, the features of programs successful in enhancing positive character among diverse children and adolescents, and the work of scholars and practitioners - from fields such as biology/epigenetics, psychology, sociology, economics, evaluation science, youth development, philosophy, education, and policy - pertinent to the promotion of positive character development.

We are fortunate to have a program replete with exciting invited addresses, including ones from Marvin Berkowitz, University of Missouri; Marc Bornstein, SRCD president; David Brooks, New York Times; Steve Cole, University of California, Los Angeles; Angela L. Duckworth, University of Pennsylvania; Stephanie Jones, Harvard University; Velma McBride Murry, Vanderbilt University; and David S. Yeager, University of Texas at Austin. In addition, we have several events specially focused on enhancing the engagement of young scholars in the character development field, including a juried poster session for early career scholars and a speed networking event for early career and senior scholars.

These sessions, speakers, and events are just a sample of the many engaging features of the special topic meeting. The SRCD Special Topic Meetings are intended to provide a forum to focus in depth on specific topics and, as well, to create or enhance a diverse network of junior and senior scholars and practitioners involved in the substantive areas pertinent to the special topic. We believe the program reflects these SRCD goals. We believe as well that the meeting will facilitate discussion, inspire new ideas, and help forge future collaboration among participants across academic, policy, and practice fields. We are grateful to SRCD, the John Templeton Foundation, and the Taylor & Francis Group for their support of this meeting.

We wish all of you a great meeting experience and look forward to seeing you!

Best regards,
Rich and Deborah

Richard M. Lerner
Deborah L. Vandell
General Information

REGISTRATION HOURS
WYETH GALLERY FOYER, 2ND LEVEL

Wednesday: 4:00pm - 7:00pm
Thursday: 8:00am - 5:00pm
Friday: 8:00am - 5:00pm
Saturday: 8:00am - 2:00pm

NETWORKING LOUNGE
O’KEEFE ROOM, 2ND LEVEL

LUNCH HOUR EVENTS

Poster Sessions during Lunch
Wyeth Galley A and Foyer
Thursday, October 18, 12:00 pm - 1:30pm,
and
Saturday, October 20, 11:30 am - 1:00 pm

RECEPTIONS

Welcome Reception
Thursday, Wyeth Gallery Foyer
6:00pm - 7:00pm

Early Career Poster Session & Reception
Friday, Wyeth Gallery A and Foyer
5:00pm - 6:30pm

Textbook prizes donated by:

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(Event 1-001) Keynote Address
Wyeth Gallery BC
9:00am-10:00am

Chair: Deborah Vandell
Speaker: Marc H. Bornstein

**Integrative Statement:** The Positive Youth Development movement has identified and taken strides toward measuring a host of positive characteristics and values. How do children develop those positive characteristics and values? In the “business plan” I propose to develop, it is critical to have a clear idea of the goals to which we are headed, followed by an analysis of how best to achieve those goals. What are the positive characteristics and values we like to see and promote in children, and just how can parents and family, community and environment, foster their development? In the first part of my talk, I look briefly to the literature to define desirable positive characteristics and values in children. In second part, I address the important goal of how we can best help children achieve those desirable positive characteristics and values.

10:00am-10:15am

Coffee Break in the Wyeth Gallery Foyer

10:15am-11:45am

(Event 1-002) Invited Data Blitz
Whistler Ballroom
10:15am-11:45am

1-002. Organized After-School Activities and Character Development: A Conversation with Experts on the Field and Future Directions
Moderator: Sandra Simpkins
Panelists: Reed Larson, Emilie Phillips Smith, Richard M. Lerner

**Integrative Statement:** Organized after-school activities and programs are championed as contexts for positive youth development, one aspect of which is youth’s character development. Organized after-school activities have many of the qualities theorized to support youth’s character development including youth empowerment, intrinsic motivation, positive relationships with adults, opportunities to matter, and developmental pedagogy. Several after-school organizations cite the development of character virtues in their mission statements and define their programming around character (e.g., 4-H, scouts). This data blitz brings together three leading experts in the field of activities and youth’s character development across the globe. The panelists will discuss recent advances in this burgeoning area of research. Topics will include, among others: (a) empirical support for theoretically-driven mechanisms explaining how activities influence character development, (b) implications of methodological and analytic choices, and (c) critical future directions for research. For each topic, panelists will share insights from their work and the field in a short flash talk format. In addition to discussion among the panelists, the audience will be invited to discuss their questions and thoughts on this area of research.

(Event 1-003) Paper Symposium
Hopper Room
10:15am-11:45am

1-003. Exploring Positive Character Development Among African-American/Black Immigrant Youth and Emerging Adults
Chair: Casta Guillaume
Discussant: Jacqueline Mattis

- Religiosity and Positive Character Among African American Urban-Residing Emerging Adults
  Jacqueline Mattis, Christina Morton, Kayla Fike, Kelsie Thorne

- Unpacking Urban Adolescents Perspectives on Daily Enactments of Goodness
  Casta Guillaume, Jeremy Jagers, Jacqueline Mattis, Saliha Nelson

- Transforming Selves: The Effect of Social Justice Labor on the Character of Young Women
  Chitra Aiyar, Ja’Dell Davis, Lorena Estrella, Casta Guillaume, Jacqueline Mattis, Tiffany Traill

(Event 1-004) Paper Symposium
Homer Room
10:15am-11:45am

1-004. Intellectual Humility as a Focus for Character Development
Chair: Eranda Jayawickreme

- Why Intellectual Humility?
  Jason Baehr

- Developing an educational film for enhancing intellectual humility in middle school settings
  Justin Lerner

- Examining an Intervention to Promote Intellectual Humility with Middle School Students
  Andrea Vest Ettekul, Celina M. Benavides

- Situation-Based Contingencies Underlying Wisdom-Content Manifestations: Examining Intellectual Humility in Daily Life
  Eranda Jayawickreme
12:00pm-1:30pm

(Event 1-005) Poster Session
Wyeth Gallery A/Foyer
12:00pm-1:30pm

1-005. Poster Session 1 during Lunch
Lunch is available while you visit posters in Wyeth Gallery A and Foyer.

Character Development in Diverse Children and Adolescents

1. “Everyone accepted themselves a little more each day”: The Connection Project and Diverse Adolescent Groups
   Meghan Costello, Joseph P Allen, Rachel K Narr, Alison G Nagel, Karen Guskin

2. A Longitudinal Examination of Social and Emotional Competencies Among Ethnic Minority Adolescents
   Yaqiong Wang

3. Adolescent Character Development Amidst during the Global Economic Recession
   Kendall Bronk, Sophie Leontopoulou, James McConchie

4. Promoting Character Development among Diverse Children and Adolescents: The role of long term professional mentoring programs
   Kevin Haggerty

5. Do the “Big 3” Predict Character in “Risk Immersed” Youth from Out-of-School Time College Preparation Programs?
   Edmond P. Bowers, G. John Geldhof, Samuel D McQuillin, Emily N. Winburn

Defining and Measuring Character Development

6. Age-related changes in gratitude as a virtue of character: Three replications in southern Brazil
   Lia Beatriz de Lucca Freitas, Elisa Merçon-Vargas, Fernanda Palhares, Jonathan Tudge

7. Assessing Moral Character in Pre-schoolers through a Realistic Third-Party Moral Event
   Kristy Jia Jin Lee, Peipei Setoh

8. Character in Context: Character Structure among United States Military Academy Cadets
   Kristina Callina, Elise Murray, Jeremiah Powers, Brian Burkhard, Richard M. Lerner

9. Cultivation of the virtue of gratitude in school: Piloting an intervention
   Jessica Navarro, Sara Mendonca, Ebony Leon, Ruitong Li, Mengyun Li, Jessica Towns, Haley Morris, Jonathan Tudge

10. Development of an Observational Measure of Somatic Behavior and Empathy for Adolescents with Autism Spectrum Disorder
    Annie K Seinland

11. Examining diversity in developmental trajectories of cadets’ performance and character at the United States Military Academy
    Elise Murray, Kristina Callina

Out-of-school-time (OST) Youth Programs and Character Development

12. “It’s not Like Family, it is Family”: Salient Aspects of an Out-of-School Mentoring Program for Early Adolescent Boys of Color
    Tina M Durand

13. Activity Participation and Performance Character Virtues from 4th to 6th Grade: Exploring the Bidirectional Processes
    Yangyang Liu, Sandra Simpkins, Deborah Vandell

14. After-school organized activities at home, school, and in the community: their distinct roles on positive youth development
    Sugene Cho

15. Afterschool Programs and Adolescent Character Development: A Systematic Review and Meta-analysis
    Ashlee Morgan Lester, Jason C. Chow

16. Analyzing open-ended descriptions of extracurricular participation for evidence of character development
    Abigail Lyn Quirk, Stephen Hutt, Margo Gardner, Angela Duckworth, Sidney K D’Mello

17. Character Development in OST: An Example from the Field of Youth Conservation
    Amy Syvertsen, Chen-Yu Wu, Theresa Sullivan

18. Character Development in Outward Bound Programs: How Staff Help Youth Learn to Work through Struggle and Distress
    Reed Larson, Carolyn Orson, Gina McGovern

19. Character Environments in High School Sport: Shaping or Selecting for Athlete Characteristics?
    Jennifer P. Agans, Patricia Gansert, Andrea Vest Ettekal

20. Considerate and Caring: How Girl Scouts Helps Girls Develop Character
    Sabrica Barnett

21. Embedded Evaluation to Assess Youth Development Outcomes
    Kendra M. Lewis, Steven Worker

22. Gender Differences in the Temporal Relationship Between Youth Development Program Participation and Self-Competence in Adolescents
    Anna Vannucci, Christine McCauley Ohannessian

23. Program Features Driving Social-Emotional Learning and Character Development at Summer Camps
    Laurie Browne, Cait Wilson, Victoria Povilaitis
Parenting and Character Development

24 An Evaluation of the Daniel Tiger for Parents App: Supporting Social and Emotional Learning in at Risk Communities
Elizabeth McCarthy

25 Associations Between Coparenting and Child Development in a Brazilian Sample
Thais Ramos de Carvalho, Elizabeth Joan Barham

26 Character Development among Indian Adolescents: Does Parenting Matter?
bijaya kumar malik

27 Character Role Models Socialization Practices: Do they encourage youth to participate in contribution behaviors?
Naaila Panjwani Hudani, Sara K. Johnson

28 Child Character Attributes in Relation to Parents’ Values for their Children
Lia O’Brien, Ferlin Charles, Alissa Kellenberger, Lia Beatriz de Lucca Freitas, Jonathan Tudge

29 Children’s behavioral self-regulation and conscience: Differential outcomes based on temperament, parenting, and parenting context
Mairin Augustine, Cynthia Stifter

30 Development of a Primary Care-Based Intervention to Promote Parent-Adolescent Communication about Character Strengths
Ettya Fremont, Elizabeth Friedrich, Karol Silva, Carol Ford, Victoria Miller

32 Empathy in young children: Associations with children’s attachment and maternal protective and risk factors
Constance M Jaramillo, Carol George

Schools and Character Development

33 A randomized field trial of an incremental theory of personality intervention improves adolescents’ daily stress appraisals
Hae Yeon Lee, Mallory Dobias, Jeremy P. Jamieson, Christopher G. Bevers, Robert A. Josephs, Harry T. Reis, David S. Yeager

34 Attitudes and Mindsets Associated With Implementation of a Prekindergarten Social Emotional Health Program
Karen Thierry, Graciela Arellano, Coral Davis, Lori Thomas, Kelly Richmond, Heather Harrison

35 Can compassion be taught in high school? Evidence from an Experimental Study in the United Kingdom
Milena Batanova, Mallory Perry, Christina Hinton, Richard Weissbourd

36 Critical Consciousness to Build Intellectual Character and Civic Development among Marginalized Youth
Parissa Jahromi Ballard, Stephanie Daniel, Lynn Rhoades, Nathan Ross Freeman

37 Curiosity in the classroom: promoting curiosity through classroom instruction that supports positive responses to uncertainty
Jamie Jirout, Virginia Vitiello

38 Developing youth purpose: A longitudinal mixed-methods analysis of adolescent self-regulation and purpose
Miriam R. Linver, Jennifer Urban, E. Danielle Roberts, Johanna S. Quinn

39 Differences in Implementing Promoting Alternative Thinking Strategies (PATHS) Curriculum Among Two Schools: Year 1
Adina Seidenfeld, Briana Haut, Elizabeth Alpert, Stevie N Grassetto, Timothy R Fowles, Ryan M. Beveridge

40 Fostering Character Strengths and its Influence on Prosocial Behaviors
Peipei Setoh, Michelle Cheng

41 High School Teachers’ Perspectives on Educating for Intellectual Character: Challenges and Successes
Shelby E Clark

42 Home-based Childcare Providers’ Implementation of a Social and Emotional Learning Program: The Role of Experience
Craig Bailey, Sarah Kadden, Therese Luetzgendorf

43 Teacher Empathy as a Predictor of Intervention in Preschool Bullying Scenarios
Tonya Davis

44 Middle School Teachers’ Beliefs and Mindsets: Associations with Practices that Support Students’ Character Development
Erika Venzor, Karen Thierry, Christina Wise

46 Potential moderators of social problem-solving intervention effectiveness in international preschool settings
Tia Navelene Barnes

47 The Importance of School Context in Understanding Student Character Development
Arielle Linsky, Danielle R Hatchimonji, Esha Vaid, Samuel J Nayman, Maurice J. Elias

48 Understanding the Role of Teacher Student Relationships and Discrimination in Schools on Development of Primary Control
Taina Belinda Quiles

1:30pm-3:00pm

(Event 1-006) Invited Conversation Roundtable
Whistler Ballroom
1:30pm-3:00pm

1-006. Confessions from Practitioners involved in Researcher Practitioner Partnerships
Moderator: Deborah A. Moroney
Panelists: Bela Mote, Katie Newsome, Brenda McLaughlin

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Integrative Statement: Researcher-practitioner partnerships are key to answering questions that help programs tell their story, improve their programs, or prove their value. The goal of researcher-practitioner partnerships is to make research relevant to practice and create practice driven research. Out-of-school time practitioners and researchers often work together to achieve these goals by building authentic researcher-practitioner partnerships. A key strategy in developing these relationships is developing trust and working as partners to achieve shared goals. For this panel, we bring together three practitioner leaders who have successfully cultivated researcher-practitioner partnerships to share lessons learned. The panel includes Bela Mote from the Carole Robertson Center for Learning, Katie Pastuszek from the Philadelphia Outward Bound School, and Brenda McLaughlin from Building Educated Leaders for Life (BELL). The purpose of this panel is for practitioners to drive the conversation and offer best practices in developing researcher-practitioner partnerships.

(Event 1-007) Paper Symposium
Hopper Room
1:30pm-3:00pm

1-007. Measuring Aristotelian Character Education: Challenges and Opportunities
Chair: Steve Thoma
Discussant: James Arthur

  Blaine J Fowers, Bradford Cokelet

- Can we Really Know ‘What Works’ in Aristotelian Character Education?
  Tom John Harrison, Michael Fullard, Paul Watts

- Defining and Measuring Phronesis: Developing Understanding of Moral Decision Making
  Catherine Darnell, Stephen Earl

(Event 1-008) Paper Symposium
Homer Room
1:30pm-3:00pm

1-008. Early adolescents’ development in out-of-school high-quality art skill-development classes serving high poverty communities
Chair: David M Hansen
Discussant: Reed Larson

- Exploratory outcomes from the Youth Arts Initiative, a high-quality arts OST program for 9-14 year olds
  Tracey Ann Hartmann, Wendy McClanahan

- Adolescents’ Experiences in the Youth Arts Initiative: Confirmatory Factor Analyses of the Youth Experience Survey
  Dae Kim, David M Hansen

- Associations Between the Quality of the Youth Art Initiative program and Adolescents’ Developmental Experiences
  Wendy McClanahan, David M Hansen, Tracey Ann Hartmann, Dae Kim

3:00pm-3:15pm
Refreshment Break in the Wyeth Gallery Foyer

3:15pm-4:15pm

(Event 1-009) Keynote Address
Wyeth Gallery BC
3:15pm-4:15pm

1-009. Evolution, the Moral Philosopher?
Chair: Richard M. Lerner
Speaker: Steve Cole

Integrative Statement: What is the best way for humans to live? This talk considers the possibility that our bodies may form an opinion on that matter, and perhaps arrive at different conclusions than would our conscious minds. If we think of the human genome as recording millions of years of experience regarding how best to survive and thrive in this world, what do our genomes have to teach us now, and how might we go about listening?

4:30pm-6:00pm

(Event 1-010) Keynote Address
Wyeth Gallery BC
4:30pm-6:00pm

1-010. The Cultural Revolution We Need
Chair: Sarah M. Clement
Speaker: David Brooks

Integrative Statement: In an era of diagnosing problems, it’s become clear that social fragmentation is the issue that most often underlies our other societal ills. Public morality has grown excessively individualistic, our relationships too transactional and our leadership obsessively meritocratic. Fragmentation is a problem that too often takes root in childhood; early exposure to and integration with deep communities change the courses of our lives. Any plan to design a new civic architecture must therefore focus on creating a communitarian ethos, with a particular focus on how it relates to children, and how they can help enable that spirit to thrive for generations to come.

6:00pm-7:00pm

(Event 1-011) Special Event
Wyeth Gallery Foyer
1-011. Welcome Reception
9:00am-10:00am

(Event 2-001) Keynote Address
Wyeth Gallery BC
9:00am-10:00am

2-001. Evidence-based Fundamentals of Parenting and Educating for Character Development
Chair: Stephanie M. Jones
Speaker: Marvin W. Berkowitz

Integrative Statement: Supporting the development of human goodness is a project toward which many different influences are frequently brought to bear. Families and schools are two of the most common. Unfortunately, the practices within each that are often used tend to be relatively ineffective. We have reviewed the literature on parental effects and school-based effects on character, and identified a small set of separate core strategies or principles that have been empirically shown to be effective for each. These sets tend to overlap. Parents who model character, love children, set (and scaffold) high expectations, share authority with children, and use discursive behavior management strategies, have children with more highly developed character. Schools that make character a priority, strategically build relationships, foster intrinsic motivation, model character, empower all stakeholders, and take a developmental perspective likewise are successful in nurturing character development.

10:00am-10:15am

Coffee Break in the Wyeth Gallery Foyer

10:15am-11:45am

(Event 2-002) Invited Symposium
Whistler Ballroom
10:15am-11:45am

2-002. How Media Can Best Support Character Development
Chair: Yalda T. Uhls

- Presentation 1
  Kathryn Hirsh-Pasek
- Presentation 2
  Sarah DeWitt Henry
- Presentation 3
  Vikki Katz
- Presentation 4
  Yalda T. Uhls

Integrative Statement: A long history of research documenting the significance of character strengths and social and emotional skills underscores their importance to academic and life success. Just as educators and families have turned to media as resources for imparting literacy skills and historical knowledge, so too can they draw upon media’s potential to support the positive development of youth. This interdisciplinary panel will examine how media can best support character development. Each panelist will share their distinct perspective and expertise. First, Dr. Hirsh-Pasek will discuss how the science of learning can inform app development and maximize learning goals. Sara DeWitt from PBS will highlight how her organization integrates research findings on social and emotional learning into content development. Dr. Katz will discuss how lower income and immigrant families develop character through learning experiences with technology. Finally, Dr. Uhls will discuss Common Sense’s character-tagging system that identifies movies and TV programs, which promote core character strengths and life skills. In addition, she will introduce a newly developed feature, discussion prompts for families to inspire developmentally appropriate critical thinking around lessons about character that are embedded within storytelling.

10:15am-11:45am

(Event 2-003) Paper Symposium
Hopper Room
10:15am-11:45am

2-003. Cognitive Adaptations to Harsh Environments: Leveraging Stress-Adapted Skills to Build Character
Chair: Bruce Ellis
Discussant: Ann Masten

- Beyond Risk and Protective Factors: An Adaptation-Based Approach to Character Development
  Bruce Ellis
- Leveraging hidden talents to build character: A preregistered study of memory and reasoning about social information
  Willem Frankehus
- The Cognitive Consequences of Early Childhood Unpredictability
  Ethan Scott Young

10:15am-11:45am

(Event 2-004) Paper Symposium
Homer Room
10:15am-11:45am

2-004. We’re in This Together: Researcher-Practitioner Partnerships in Out-of-School Time
Chair: Deborah A. Moroney
Discussant: Rebecca Goldberg

- A Researcher-Practitioner Partnership to Evaluate Girls Inc.
  Allison Dymnicki, Cristin Rollins, Deborah A. Moroney, Melissa Yisak, Frances Miller
- The Pathway to Success: A Researcher-Practitioner Partnership to Evaluate Boy Scouts of America
  Jennifer Urban, Trent Nichols, Miriam R. Linver, Deborah A. Moroney, E. Danielle Roberts, Johanna S. Quinn, Megan Brown, Elizabeth Nolan, Steve Yackel

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- A Researcher–Practitioner Partnership to Evaluate Y-USA CDLI Evaluation
  Zakia Redd, Aasha Joshi, Brandon Stratford, Kristine Andrews, Maryjo Oster, Hannah Lantos

11:45am-1:15pm
Lunch Break at nearby restaurants or Sonesta Hotel lobby level restaurants (Free Time)

11:45am-1:15pm
(Event 2-005) Invited Views by Two
Wyeth Gallery BC
1:15pm-2:45pm
2-005. Definitional and Measurement Issues in the Study of Character Development
Moderator: Anthony Burrow
Panelists: Angela Duckworth, David S. Yeager
Integrative Statement: The Invited Views by Two event features a conversation between Dr. Angela Duckworth (University of Pennsylvania) and Dr. David Yeager (University of Texas at Austin) addressing definitional and measurement issues in the study of character development. Drawing on their expertise, these scholars will discuss strengths and limitations of existing approaches in character development research and offer both complimentary and divergent perspectives about the directions the future of this field may take. The conversation will be moderated by Dr. Anthony Burrow (Cornell University) and will include opportunities for audience questions.

2:45pm-3:00pm
Refreshment Break in the Wyeth Gallery Foyer

3:00pm-4:30pm
(Event 2-006) Invited Conversation Roundtable
Whistler Ballroom
3:00pm-4:30pm
2-006. Funding Priorities at Private Foundations
Moderator: Sarah M. Clement
- John Templeton Foundation
  Sarah M. Clement
- S.D. Bechtel Jr. Foundation
  Alex Hooker
- Chan Zuckerberg Initiative (CZI)
  Jessica Tsang

Integrative Statement: Have you ever wondered which private foundations support research on child development? Please join us for a panel presentation of funding priorities at three leading foundations, including the John Templeton Foundation, the S.D. Bechtel Jr. Foundation, and the Chan Zuckerberg Initiative. Representatives from each of these organizations will provide background information on the organization, highlight current funding priorities, and note any unique features of their grantmaking process. Our goals for this panel are to provide scholars with an opportunity to (1) learn more about the funding priorities of leading private foundations and (2) discuss those funding priorities with grant officers.

Thank you to our sponsor:

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(Event 2-007) Paper Symposium
Hopper Room
3:00pm-4:30pm
2-007. Different Dynamics: Culturally Competent Character Development with Racially/Ethnically Diverse Youth
Chair: Valerie N. Adams-Bass
Discussant: Keisha L. Bentley-Edwards
- Teen Reading Lounge, Beyond Books- Impacting Identity Development & Civic Engagement Among Urban African American Youth
  Yolanda Yugar, Jennifer Danifo, Valerie N. Adams-Bass
- The Anatomy of the Voice Project: Facilitating Voice for Black Boys in a Suburban High School
  Chauncey D. Smith, Adrian Gale
- Girls with C.L.A.S.S.: Implementing a Character Development Program Component for High School Girls
  Celine I. Thompson, Nicole Davis

(Event 2-008) Paper Symposium
Homer Room
3:00pm-4:30pm
2-008. Theory Driven Measurement of Character Strengths: Attending to Centrality, Transcendent Identity, & Characteristic Adaptations
Chair: Sarah A Schnitker
- Measures of Character Strength Levels and Centrality
  Jennifer Shubert, Laura Wray-Lake
- Virtues as Characteristic Adaptations Connected to Transcendent Narratives: Measurement Implications for the Virtue of Patience
  Sarah A Schnitker, Benjamin Houltberg, Paul Domigan, Juliette Ratchford

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- Measure of Diverse Adolescent Spirituality in Mexican & Salvadoran Youth: Confirmatory Factor Analysis and Measurement Invariance
  Pamela Ebstyne King, Yeonsoo Yoo, Jonathan Tirrell, G. John Geldhof, Guillermo Iraheta, Kate Williams, Alistair Sim, Elizabeth Dowling, Jacqueline Lerner

- Measuring and Promoting Gratitude in High School Students: Diversified Assessment and School-Relevant Effects
  Giacomo Bono, Michael Fauteux, Jason Sender

5:00pm-6:30pm

(Event 2-009) Poster Session
Wyeth Gallery A/Foyer
5:00pm-6:30pm

2-009. Early Career Special Poster Session and Reception
Please join us for this special poster session which will be accompanied by hors d’oeuvres and a cash bar. Posters will be judged, and textbook prizes awarded to 1st, 2nd and 3rd place posters. Thank you to Taylor & Francis Group for donating the textbook prizes.

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Character Development in Diverse Children and Adolescents

1 Building Character with Books: Parent’s Perceptions on the Benefits of Shared Book Reading with Their Infants
  Ivana Ganihong, Danielle Erkoboni, Sherry Winton, James Guevara

2 Character Development in the Face of ACE: Impacts of trauma-sensitive school attitudes, policies, and practices
  Marianna Linz, Courtney Blackburn

3 Considering the role of discrimination and the parent-child relationship in the development of adolescent disruptive behaviors
  Shannon Savell, Sean Womack, Melvin Wilson, Daniel Shaw, Thomas Dishion

4 Diverse Adolescents’ Other Group Orientation and their Ethnic-Racial Identity Centrality and Public Regard
  Kristia A Wantchekon, Adriana J. Umana-Taylor, Elana R. McDermott, Debbie Rivas-Drake, Abunya Medina

5 Ethnic-racial Identity, Self-esteem, and Positive Orientation Toward Out-group Members
  Elana R. McDermott, Adriana J. Umana-Taylor, Kristia A Wantchekon, Valerie Salcido, Kimberly A. Updegraff

6 Exploring the Efficacy of Mindfulness in Promoting Self-Compassion and Stress Management among Inner-City Youth
  Staceyann Reid, Rachel Razza, Dessa Bergen-Cico

7 Improving adolescents' knowledge of refugees: Testing the impact of an intervention derived from extended contact
  Marisa MacDonnell, Jennifer Urban

8 Linking Positive Youth Development and Racial-Ethnic Identity to School-Aged Youth Adjustment: A Latent Class Analysis
  Dian Yu, Emilie Phillips Smith

9 The association between kinship support and academic adjustment: Mediation of self-esteem and psychological health
  Azeb Gebre, Motunrayo Olaniyan, Ronald D Taylor

10 The Influence of Race on Parent-Teacher Involvement and Child Behavior Problems
  Ari Romano-Vertehelyi, Oliver Johnston, Jeffrey Burke

11 Unique Features of Ethnic Identity Development among Emerging Adults Who Had Been Adopted Transnationally as Children
  Minori Haga Stefon

12 Well-Being and Academic Motivation Among Latinx Adolescents: The Protective Role of Familism
  Mariana Stavig

Defining and Measuring Character Development

13 A Theoretical and Developmental Framework for Measuring Student Agency
  Katie Buckley, Akira Gutierrez

14 Further Testing of the Measurement of Diverse Adolescent Spirituality (MDAS) in the United States and Mexico youth
  Yeonsoo Yoo, Pamela Ebstyne King

15 The Impact of Parental Involvement, Peer Relationships, and Adult Mentors on the Character Development of Adolescents
  Sarah Maass

Out-of-school-time (OST) Youth Programs and Character Development

16 Purpose and contribution: Relations between youths’ life goals and profiles of their activity participation
  Samantha E. Benavidez, Sara Suzuki, Samantha M. Quinn, Sheena K. Gill, Yuhan Fu, Caitlin Aymong, Alejandro Gutierrez Rojas, Sara K. Johnson, Jacqueline Lerner

17 Adolescents' Sport and Music Activities, and Character Development
  Belinda Boekhoven, Anne Bowker
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20 Effects of After-School Programs in Promoting Performance Character: A Systematic Meta-Analysis
Yangyang Liu, Ta-yang Hsieh, Stephanie Soto-Lara, Sandra Simpkins, Deborah Vandell, Hua Luo

21 Next Generation Community Leaders Initiative: Promises and Challenges of Youth Civic Engagement in Underserved Communities
Wenhuaf Lu, Susan Altman, Stephen Danley, Curtise Williams, Mary Mitsdarffer, Peggy Jean Craig

22 What is a mentor to do? Estimating mentor effects as a function of relationship quality and explicit skill instruction
Michael D. Lyons, Samuel D McQuillin, Lora Henderson

Parenting and Character Development

16 Development of Curiosity at Kindergarten: Association with Hours of Media Exposure and Parent Conversation During Media Viewing
Prachi E. Shah, Todd B. Kashdan, Jenny Radesky, Kate Rosenblum, Heidi Weeks, Niko Kaciroti

23 Character Benefits of the Military Lifestyle for Children of Service Members
Rachel K. Linsner Uveges, Matthew K. Mulvaney, Rosalinda V. Maury

24 Family Practices and Character Development of Adolescents: An Exploratory Study
Zhanxia Yang, Holly Follmer-Reece, Paulina Velez-Gomez, Sara Dodd

25 Family stressful life event, anger and sadness and adjustment: An ecological momentary assessment with Italian adolescents.
Laura Di Giunta, Irene Fiasconaro, Giovanna Cuomo, Giulia Gliozzo, Jennifer E. Lansford, Katie A. McLaughlin, Eriona Thartori, Ainzara Ainzara Favini, Concetta Pastorelli, Maria Gerbino, Candice L. Odgers

26 Frequency of communication about adolescents’ strengths and weaknesses and the parent-adolescent relationship
Emma Sartin Goodman, Carol Ford, Elizabeth Friedich, Kenneth R. Ginsburg, Victoria Miller, Jessica Mirman

27 How do Race/Ethnicity and Privilege Differences Predict Parents’ Ideas About Children’s Gratitude
Hillary Langley, Martha J. Chumchal, Kenzie B. Billeiter, Meredith G. Smith

28 Mothers’ and Fathers’ Influence on Children’s Implicit Theories of Intelligence and Failure Mindsets
Kelly Carmelita Berthiaume

29 Parent Views on Strengths Longitudinally Predict Youth Life Satisfaction via Youths’ Perceived Strengths and Positive Self-Schemas
Katie Cherry, Brae Anne McArthur, Margaret Lumley

30 Parents’ Goals Drive Daily Socialization of Children’s Gratitude
Taylor Thomas, Andrea Hussong, Jennifer Coffman

31 Psychological control, anger dysregulation, and aggressive behaviors: an ecological momentary assessment with Italian adolescents
Irene Fiasconaro, Laura Di Giunta, Michael A. Russell, Jennifer E. Lansford, Carolina Lunetti, Emanuele Basili, Concetta Pastorelli, Nancy Eisenberg, Candice L. Odgers

Schools and Character Development

32 Character Education in Central Taiwan: Views from Curriculum Design and Instructional Methods
Chihhungh Wang, Yi-Lu Lee

33 Contributions of Academic Efficacy and Goal Orientations to Learning Gains and Interest during a Challenging Mathematics Lesson
Emily McLaughlin Lyons, Tyler Warner, Lindsey Richland

34 Cultivating Empathy in High School Students through the Story Exchange
Rebecca Rose Frausel, Tasneem Mandviwala, Gabriel Velez

35 Promoting Character in Kindergartners with Adjustment Problems while Strengthening the Leadership of Well-Adjusted Peer Mentors
Joel M. Hektner, Shawn L. Carlson

36 Prosocial segregation and play behavior in pre-school children
Brittany L Alexander, Sonya Xinyue Xiao, Richard Fabes

37 Relations between Teachers’ Social-Emotional Learning Classroom Practices and Students’ Social-Emotional Outcomes
Essie Sutton, Joshua L. Brown

38 The Case of the Floppy-Eared Rabbits: An Intellectual Character Intervention in Middle School
Elise Murray

39 The role of elementary school classroom contexts in promoting character virtues of racial/ethnic tolerance and inclusiveness
Asha Spivak, Kayon Murray-Johnson, Christina Stephens

40 Young children’s prosocial behavior: An examination of mixed-gender play at preschool
Sonya Xinyue Xiao, Brittany L Alexander, Richard Fabes

Studies of Character Development Internationally

41 Social Sensitivity and Social, School, and Psychological Adjustment in Chinese Children
Rui Fu, Xinyin Chen, Junsheng Liu, Li Wang, Lynne Zarbatany, Wendy Ellis

6:30pm-8:00pm
(Event 2-010) Special Event
Wyeth Gallery BC

2-010. Speed Networking with Senior Scholars

Tel: 202.800.0677 • Email: info@srcd.org • Web: www.srcd.org • Twitter: @SRCDtweets
8:30am-9:30am

(Event 3-001) Keynote Address
Wyeth Gallery BC
8:30am-9:30am

3-001. The Science and Practice of Social, Emotional, and Character Development in Schools
Chair: Velma McBride Murry
Speaker: Stephanie M. Jones

**Integrative Statement:** There is a growing body of evidence describing the critical role that social, emotional, and character skills and related interventions play in children’s mental health, behavioral, and academic success. However, those working with children in schools and other contexts are confronted with a large, sometimes confusing array of terms, definitions, and approaches. In this presentation Jones will review research on the nature, content, and efficacy of social and emotional learning as well as character-focused strategies and programs designed for early and middle childhood. She will describe new translational work designed to build connections between the major conceptual and practice-focused frameworks for the field, summarize a number of tensions in this area, and discuss the opportunities they present for future research and practice.

9:30am-9:45am

Coffee Break in the Wyeth Gallery Foyer

9:45am-11:15am

(Event 3-002) Invited Symposium
Whistler Ballroom
9:45am-11:15am

3-002. Studies of Character Development Internationally
Chair: Frosso Motti-Stefanidi
Discussant: Jacqueline Lerner

- The Value System as Organizing Adolescents' Character Development: A Longitudinal, Genetically-informed Study of Values and Behavior
  Ariel Knafo-Noam, Lior Abramson, Noam Markovitch, Liat Hasenfratz, Louise Twitto

- Growth Mindset Improves Achievement Via Grit: A Three-wave Longitudinal Study
  Katariina Salmela-Aro, Xin Tang, Jiesi Guo

- Active Citizenship of Late Adolescents in European Context: A Longitudinal Study in Eight European Countries
  Frosso Motti-Stefanidi, Jan Serek, Peter Noack, Elvira Cicognani

**Integrative Statement:** The concept of character is not widely used by developmental scientists in Europe. Nonetheless, fundamental features of character are widely studied as separate entities by developmental scientists, and other researchers. For example, values and virtues, linked to moral functioning, civic engagement, reflecting the individual’s contributions to civil society, or personal qualities such as grit, have been approached from different research traditions. However, character is a developmental phenomenon (Lerner & Callina, 2014). Developing positive attributes reflecting character has a significant impact on young people and on their social world. Understanding individual differences in character development requires a developmental approach. Notwithstanding, at least in Europe, these concepts have rarely been examined together through the lens of a unifying developmental science framework. The papers in this invited symposium focus on different aspects of character development. All three studies are based on short-term longitudinal data. Participants in the first two studies are early adolescents whereas in the last study late adolescents. Knafo-Noam and colleagues examined the longitudinal interplay between values and character-related behaviors in Israeli twins. Genetic analyses focused on the contribution of genetics and environment to this link. Salmela-Aro and colleagues tested whether grit, a characteristic feature of character, mediates the link between a growth mindset and academic achievement/well-being. Motti-Stefanidi and colleagues, present results from a multinational European Horizon 2020 project on youth’s civic engagement and political participation in national and EU issues. Jacqueline Lerner will discuss these findings through the lens of the Relational Developmental Systems Model, highlighting how they contribute to our understanding of character development.

(Event 3-003) Paper Symposium
Hopper Room
9:45am-11:15am

3-003. Interdisciplinary approaches to the development of virtues: Forgiveness, patience, fairness and loyalty
Chair: Peter R Blake

- The emergence of forgiveness in preschool-age children
  Janine Oostenbroek, Amrisha Vaish

- Aggression and forgiveness in a repeated prisoner’s dilemma for children
  Meia Chita-Tegmark, Peter R Blake

- The developmental origins of patience: Evidence from diverse cultures
  Dorsa Amir

- When virtues collide: how children reconcile the competing demands of fairness and loyalty
  Katherine McAuliffe
Satuday, October 20, 2018

(3-004) Paper Symposium
Homer Room
9:45am-11:15am

3-004. Parent-School Partnerships in Character Education
Chair: Thomas Edward Lickona

- Barriers to and Enablers of Parent-Teacher Partnerships in Character Education
  Tom John Harrison

- Evidence-Based Practices for Parenting for Character Development
  Marvin W. Berkowitz

- Evaluating the Parent Involvement Component of a Literature-Based Character Education Program
  Shirley-Anne Paul, Peter J. Hart, Mark Pike

11:30am-1:00pm

(3-005) Poster Session
Wyeth Gallery A/Foyer
11:30am-1:00pm

3-005. Poster Session 3 during Lunch
Lunch is available while you visit posters in the Wyeth Gallery A and Foyer.

Character Development in Diverse Children and Adolescents

1 It’s the environment! Shared environmental influences on girls’ temperament and prosocial behavior in middle childhood
  Lior Abramson, Roni Penner-Tesler, Matitah Angel, Ariel Knafo-Noam

2 The Effects of a Purpose for Learning Mindset Intervention on Low-Income High School Students’ College Readiness
  Jill Gandhi, Tyler W. Watts, Michael D. Masucci, Cybele Raver

3 The Influence of Non-Parental Adults on Social-Emotional Strengths and Behavioral Outcomes in Youth with an Incarcerated Parent
  Rebecca Stelter, Janis Beth Kupermidt, Kathryn N. Stump, Cody Hiatt, Jean Rhodes

4 The Role of Curiosity in Black and Latinx Adolescents’ Sociopolitical Development
  Shelby E Clark, Scott Seider

5 Character and Black youths’ commitment to social justice
  Sara Suzuki, Courtanye R. Lloyd, Sara K. Johnson

Defining and Measuring Character Development

5 Defining gratitude: A theoretical and methodological review of research with children and adolescents
  Jessica Navarro, Haley Morris

6 How epistemic and moral character influence children’s judgments and memory
  Annelise Pesch, Alyssa Varhol, Melissa Koenig

7 Identifying Patterns and Predictors of College Success for Minority College Students from the South Side of Chicago
  Paul Chase

8 Patterns of Positive Youth Development: Examining Configurations of the “5 Cs” Using Integrative Data Analysis Techniques
  Michelle Weiner, Sara K. Johnson

9 Psychometric Properties of Five Measures of Character Virtue
  Danielle R Hatchimonji, Arielle Linsky, Esha Vaid, Samuel J. Neyman, Maurice J. Elias

10 Using mobile phones to increase empathy and prosocial behavior
  Sara Konrath

11 Validation of a Novel, Scalable, Behavioral Assessment of Academic Cheating in an Adolescent Sample
  Melanie Gonzalez, Marlone Henderson, Katherine Cullum, Sidney K D’Mello, Stephanie Reeves, David S. Yeager

Out-of-school-time (OST) Youth Programs and Character Development

12 Civic Training Grounds: How Developmental Experiences in Organized Activities Promote Civic and Character Development
  Amy Syvertsen, Laura Wray-Lake, Aaron Metzger

13 How Evaluative Thinking and Systems Evaluative Thinking Paved an Advantageous Path for Because I said I would
  Patricia A. Hernandez, Michelle Sloper

14 Longitudinal Relationships between Community Involvement and Adjustment during Late Adolescence
  Andrew Tamalunas, Fanli Jia, Kendall Souchie, Heather Lawford, Michael Pratt

15 Promoting Purpose and Passion: Evaluating the Effectiveness of an Innovative Out-of-School Intervention
  Lisa Kiang, Yutaka Tamura

16 Sports participation and the development of performance virtues: Dynamic relations from childhood through early adolescence
  Nicole Zarett, Yangyang Liu, Sandra Simpkins, Deborah Vandell, Jacquelynne Eccles

17 The Balancing Act: Overcoming Organizational Challenges to Effective Character
  Shira Solomon, Michelle Sloper

Tel: 202.800.0677 • Email: info@srcd.org • Web: www.srcd.org • Twitter: @SRCDtweets
The Future of Character Education Programs in the US: Findings from the PACE Project
Jennifer Urban, Miriam R. Linver, Satabdi Samtani, Lisa Chauveron

Understanding Character Development in a Large-Scale Intervention
Andrea Vest Ettekai, Mark Maddy

Using the Specificity Principle to Go Inside the Black Box of Program Evaluation: The Sample Case of an International PYD Program
Patricia Gansert, Jonathan Tirrell, Elizabeth Dowling, Jacqueline Lerner, Pamela Ebstyne King, Kate Williams, Guillermo Iraheta, Alistair Sim

Learning and Personal Development in Youth Development Programs
Kendra M. Lewis, Steven Worker, Dorina Espinoza, Claudia Diaz-Carrasco

Volunteer’s perceptions of character development in the 4-H Youth Development Program
Kendra M. Lewis, Jorn Borba, Emily Schoenfelder, JoLynn Miller, Russell Hill, Dorina Espinoza, Steven Worker, Kali M. Trzesniewski

Parenting and Character Development

Examining the Role of Parental Career Expectations on the Career Making Decisions of Second Generation Americans
Taina Belinda Quiles

How do you think that you might feel if that happened to us? Parents & children discuss issues of poverty and helping others
Katherine Mildred Griffin, Kaijing Janice Chen, Amy-Marie T. Irvine, Amber L Strock, Rashmita S. Mistry

Initial Findings from the Raising Grateful Children Online Parent Training Program
Andrea Hussong, Jennifer Coffman, Taylor Thomas, Hillary Langley

Latino children’s risk of behavior problems is related to father’s support and resting physiologic profiles from 6 to 60 months
Danielle Roubinov, Julianna Deardorff, Jenn-Yun Tein, Abbey Alkon

Parental Influence on Women’s Appreciation of and Responsiveness to Their Emotional and Bodily Experiences
Antella Lincoln Perold, Amanda A. Helmers, Miriam Steele, Howard Steele

Parents’ Values and the Children’s Expression of Gratitude
Fernanda Palhares, Lia Beatriz de Lucca Freitas, Jonathan Tudge

Secure Attachment: Does it Provide the Foundation for the Development of Character Strengths?
Kathryn A. Kerns, Carl A. Obeldobel, Logan B. Kochendorfer, Marissa Gastelle

Susceptibility to Peers vs. Parents during Adolescence: Domain General vs. Domain Specific Genetic Differential Susceptibility
Noam Markovitch, Lior Abramson, Ariel Knafo-Noam

Schools and Character Development

Elementary School Climate, Educational Inequality, and Students’ Social-Emotional Skills
Amy Lowenstein, Joshua L. Brown

How is Character Conceptualized and Taught in Applied Settings? Looking “Inside” Character Frameworks and Programs
Bryan Nelson, Katharine Brush, Christine Park, Rebecca Bailey, Stephanie M. Jones

Initial Risk is not Destiny: The Prevailing Impacts of a Universal SEL Program on Violence and Substance Use Prevention
Robert Duncan, Emily Rolan, Kristine Marceau, Kendra M. Lewis, Niloofar Bavarian, David DuBois, Brian Flay

Interpersonal Problem Solving: A Cognitive Approach to Character Development
Myrna Beth Shure, Stephanie Colvin-Roy

Learning is Both an Individual and Social Process
David Osher, Chenna Cotla, Matthew Linick

Picturing Peace: A Dual-Code Theory and Photography Program for the Development of Students’ Concepts of Moral Agents
Robert J. Beck

PreK Children’s Academic Orientations: A New Child Survey Measure
Erik Ruzek, Jamie Jirout, Katerina Schenke, Virginia Vitiello, Jessica Vick Whittaker, Robert C Pianta

Relationships Between Character Education Understandings in Elementary Schools and School Activities Offered to Their Students
Jacques Benninga, Mariya Yukhymenko, Andrew Fiala

Teacher-student Interaction Styles Predict Fidelity of Implementation of a Mindfulness-based Curriculum
Erika Venzor, Jennifer Hartmann, Tara Becker

The Benefits of Mindfulness for Promoting Resilience among At-Risk Adolescents: Results from the Inner Strength Teen Program
Rachel Razza, Staceyann Reid, Dessa Bergen-Cico

The Effectiveness of the School-based “The Leader in Me” Program: A Qualitative Study
Christi Crosby Bergin, Sara Prewett
43 The Role of School and Classroom Environment in Shaping Development of Intellectual Humility
Tenelle Porter, Kali M. Trzesniewski

44 The Science of Rejection and the Art of Acceptance: Using a Documentary Film and Classroom Intervention to Change Hearts and Minds
Amanda Wiginton Harrist, Julie M. Rutledge, Ruth Thomas Suh, Terry Varnell

45 Understanding the Recess Team: What Drives School Staff in Implementing Playworks as a Strategy to Improve Character?
Leah Brown, Jennette Claassen, Jessica Newman, Jessica Steele

Studies of Character Development Internationally

46 Ganbaru means trying hard and not giving up even when it’s hard: Japanese first graders’ views
Yoko Yamamoto, Eimi Satoh

47 Global Resilience Oral Workshops in Zambia: A Study on Character Development, Spirituality and Resilience
Dana McDaniel Seale, J Paul Seale, Sion K Harris, Amita Nawathe, Kristin Hadfield, Robert Emmons, Robert McGrath, Troy Lewis

48 The Relationship Between Chinese Left-Behind Children’s Positive Self-Identity, External Factors, and School Adjustment
Xin Li

1:15pm-2:15pm

(Event 3-006) Keynote Address
Wyeth Gallery BC
1:15pm-2:15pm

3-006. Overcoming Socioecopolitical Challenges through a Family Strength-Based Intervention: Implications for Character and Identity Development among African American Youth
Chair: Frosso Motti-Stefanidi
Speaker: Velma McBride Murry

Integrative Statement: African American youth grow up in a society in which their development is greatly influenced by socioecopolitical challenges, often experienced through structural policies, explicit and implicit racial bias, social and economic inequities. Studies examining character development among African American youth should consider ways in which socioecopolitical challenges impact the everyday life experiences of African American families, to in turn affect youth development. In addition, such studies should identify key protective factors and processes in African American families that buffer youth from succumbing to the potential long-lasting consequences of growing up in an oppressive, toxic environment -- to instead become competent, caring, confident, compassionate individuals, with sense of morality and integrity. This presentation will illustrate ways in which exposure to the Pathways for African American Success (PAAS ©) program, a 3-arm RCT involving 414 middle schoolers and their primary caregivers, enhanced intervention targeted processes in African American families to successfully navigate macro-level socioecopolitical risks and in turn foster positive youth developmental outcomes through the promotion of positive racial identity and character strengths.
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Sonesta Philadelphia Floor Plan

Level Two

KEY

1 Wyeth Gallery A
2 Wyeth Gallery B & C
3 Foyer / Prefunction
4 Whistler Ballroom
5 O’Keefe Room
6 Hopper Room
7 Homer Room