

## #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.

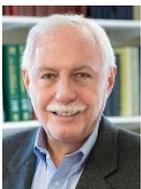
Families, schools, and out-of-school-time programs are united in an interest in identifying the individual and contextual bases shaping the development of attributes of positive character. Across the sessions of the meeting, keynote addresses, symposia, conversation hours, poster sessions, and social 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, 2<sup>ND</sup> 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, 2<sup>ND</sup> 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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9:00am-10:00am

**(Event 1-001) Keynote Address**

Wyeth Gallery BC

9:00am-10:00am

**1-001. Positive Parenting and Positive Development in Children: A Business Plan**

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.

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**(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 Traille*

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**(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 Ettekal, Celina M. Benavides*
- Situation-Based Contingencies Underlying Wisdom-Content Manifestations: Examining Intellectual Humility in Daily Life  
*Eranda Jayawickreme*

# Thursday, October 18, 2018

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 Sociomoral Behavior and Empathy for Adolescents with Autism Spectrum Disorder  
*Amie K Senland*

- 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  
*Sabrina 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*

# Thursday, October 18, 2018

## 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  
*Thaís 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. Beevers, 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 Grasseti, Timothy R Fowles, Ryan M. Beveridge*
- 41 Fostering Character Strengths and its Influence on Prosocial Behaviors  
*Peipei Setoh, Michelle Cheng*
- 42 High School Teachers' Perspectives on Educating for Intellectual Character: Challenges and Successes  
*Shelby E Clark*
- 43 Home-based Childcare Providers' Implementation of a Social and Emotional Learning Program: The Role of Experience  
*Craig Bailey, Sarah Kadden, Therese Luetzendorf*
- 44 Teacher Empathy as a Predictor of Intervention in Preschool Bullying Scenarios  
*Tonya Davis*
- 45 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*

# Thursday, October 18, 2018

**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 are to make research relevant to practice and create practice driven research. Out-of-school time practitioners and researchers often work together 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.

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## (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*

- A Conceptual Approach to Measuring Virtue: From Survey Research to a Science of Virtue  
*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*

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## (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 ails. 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

- 7 -

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.

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## (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 Frankehuis*
- The Cognitive Consequences of Early Childhood Unpredictability  
*Ethan Scott Young*

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## (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*

# Friday, October 19, 2018

- 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)

## 1:15pm-2:45pm

### (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:



### (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 Houlberg, Paul Domigan, Juliette Ratchford*

# Friday, October 19, 2018

- Measure of Diverse Adolescent Spirituality in Mexican & Salvadoran Youth: Confirmatory Factor Analysis and Measurement Invariance  
*Pamela Ebstyn 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-Ethnicity 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*
- 11 The Influence of Race on Parent-Teacher Involvement and Child Behavior Problems  
*Ari Romano-Verthelyi, Oliver Johnston, Jeffrey Burke*
- 13 Unique Features of Ethnic Identity Development among Emerging Adults Who Had Been Adopted Transnationally as Children  
*Minori Haga Stefon*
- 14 Well-Being and Academic Motivation Among Latinx Adolescents: The Protective Role of Familism  
*Mariana Stavig*

### Defining and Measuring Character Development

- 15 A Theoretical and Developmental Framework for Measuring Student Agency  
*Katie Buckley, Akira Gutierrez*
- 17 Further Testing of the Measurement of Diverse Adolescent Spirituality (MDAS) in the United States and Mexico youth  
*Yeonsoo Yoo, Pamela Ebstyn King*
- 18 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

- 10 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*
- 19 Adolescents' Sport and Music Activities, and Character Development  
*Belinda Boekhoven, Anne Bowker*

# Friday, October 19, 2018

- 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  
*Wenhua 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 Friedrich, 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  
*CHIHUNG 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 Zaratany, Wendy Ellis*

6:30pm-8:00pm

(Event 2-010) Special Event  
Wyeth Gallery BC

2-010. Speed Networking with Senior Scholars

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 Twito*
- 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.

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**(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*
-

# Saturday, October 20, 2018

## (Event 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

## (Event 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, C. 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 Kupersmidt, Kathryn N. Stump, Cody Hiatt, Jean Rhodes*
- 4 The Role of Curiosity in Black and Latinx Adolescents' Sociopolitical Development  
*Shelby E Clark, Scott Seider*
- 16 Character and Black youths' commitment to social justice  
*Sara Suzuki, Courtney 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 Nayman, 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 Soucie, Heather Lawford, Michael Pratt*
- 15 Promoting Purpose and Passion: Evaluating the Effectiveness of an Innovative Out-of-School Intervention  
*Lisa Kiang, Yutaka Tamura*
- 17 Sports participation and the development of performance virtues: Dynamic relations from childhood through early adolescence  
*Nicole Zarrett, Yangyang Liu, Sandra Simpkins, Deborah Vandell, Jacquelynne Eccles*
- 18 The Balancing Act: Overcoming Organizational Challenges to Effective Character  
*Shira Solomon, Michelle Sloper*

# Saturday, October 20, 2018

- 19 The Future of Character Education Programs in the US: Findings from the PACE Project  
*Jennifer Urban, Miriam R. Linver, Satabdi Samtani, Lisa Chauveron*
- 20 Understanding Character Development in a Large-Scale Intervention  
*Andrea Vest Ettekal, Mark Maddy*
- 21 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*
- 22 Learning and Personal Development in Youth Development Programs  
*Kendra M. Lewis, Steven Worker, Dorina Espinoza, Claudia Diaz-Carrasco*
- 23 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

- 24 Examining the Role of Parental Career Expectations on the Career Making Decisions of Second Generation Americans  
*Taina Belinda Quiles*
- 25 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*
- 26 Initial Findings from the Raising Grateful Children Online Parent Training Program  
*Andrea Hussong, Jennifer Coffman, Taylor Thomas, Hillary Langley*
- 27 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*
- 28 Parental Influence on Women's Appreciation of and Responsiveness to Their Emotional and Bodily Experiences  
*Aniella Lincoln Perold, Amanda A. Helmers, Miriam Steele, Howard Steele*
- 29 Parents' Values and the Children's Expression of Gratitude  
*Fernanda Palhares, Lia Beatriz de Lucca Freitas, Jonathan Tudge*

- 30 Secure Attachment: Does it Provide the Foundation for the Development of Character Strengths?  
*Kathryn A. Kerns, Carli A. Obeldobel, Logan B. Kochendorfer, Marissa Gastelle*
- 31 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

- 32 Elementary School Climate, Educational Inequality, and Students' Social-Emotional Skills  
*Amy Lowenstein, Joshua L. Brown*
- 33 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*
- 34 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*
- 35 Interpersonal Problem Solving: A Cognitive Approach to Character Development  
*Myrna Beth Shure, Stephanie Colvin-Roy*
- 36 Learning is Both an Individual and Social Process  
*David Osher, Chenna Cotla, Matthew Linick*
- 37 Picturing Peace: A Dual-Code Theory and Photography Program for the Development of Students' Concepts of Moral Agents  
*Robert J. Beck*
- 38 PreK Children's Academic Orientations: A New Child Survey Measure  
*Erik Ruzek, Jamie Jirout, Katerina Schenke, Virginia Vitiello, Jessica Vick Whittaker, Robert C Pianta*
- 39 Relationships Between Character Education Understandings in Elementary Schools and School Activities Offered to Their Students  
*Jacques Benninga, Mariya Yukhymenko, Andrew Fiala*
- 40 Teacher-student Interaction Styles Predict Fidelity of Implementation of a Mindfulness-based Curriculum  
*Erika Venzor, Jennifer Hartmann, Tara Becker*
- 41 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*
- 42 The Effectiveness of the School-based "The Leader in Me" Program: A Qualitative Study  
*Christi Crosby Bergin, Sara Prewett*

# Saturday, October 20, 2018

- 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

- |                              |                       |
|------------------------------|-----------------------|
| <b>1</b> Wyeth Gallery A     | <b>5</b> O'Keefe Room |
| <b>2</b> Wyeth Gallery B & C | <b>6</b> Hopper Room  |
| <b>3</b> Foyer / Prefunction | <b>7</b> Homer Room   |
| <b>4</b> Whistler Ballroom   |                       |