



Society for Research in Child Development

**SPECIAL TOPIC MEETING:
*BABIES, BOYS, AND MEN OF COLOR***

October 6 – 8, 2016

Tampa Marriott Waterside Hotel & Marina

Tampa, Florida



Table of Contents

Welcome from the Program Chairs	2
General Information.....	3
Thursday.....	4 – 10
Friday.....	11 – 16
Saturday	17 – 19
Author Index	20 – 24

Welcome from the Program Chairs

Dear Attendees,

We are delighted that you will be joining us for what promises to be an outstanding special topic meeting in Tampa. Beginning early in life boys and young men of color are at risk because of their race/ethnicity and their gender, with numerous data sources underscoring the additive and interactive risks that boys of color encounter. This meeting will focus on some of the critical issues currently affecting the developmental status of babies, boys, and men (emerging adults) of color, with a strong emphasis on understanding how experiences across multiple key contexts shape their development. The broad goals of this conference are to summarize the state of knowledge in the area and to identify key directions needed for knowledge and action. The meeting will also offer opportunities for scholars to discuss and receive feedback future research and works in progress. Please browse the program and create an itinerary to maximize your learning opportunities at the meeting.

Program Chairs:

Diane L. Hughes, New York University

Oscar Barbarin, University of Maryland, College Park

Velma McBride Murry, Vanderbilt University

Howard C. Stevenson, University of Pennsylvania

General Information

Registration (Second Level)

Wednesday: 4:00pm - 7:00pm

Thursday: 7:30am - 5:30pm

Friday: 7:30am - 6:00pm

Saturday: 8:00am - 1:00pm

Lunch Hour Events

Lunch with Leaders

Thursday, October 6, 12:00 to 1:00pm, Florida Salons V - VI

This lunch hour session is open to students and early career professionals to network with a senior scholar in a relaxed setting. Please be sure to sit at the table for which you registered. For those who have not signed up to attend, email aperdue@srcd.org indicating your first and second choice table or check at the registration desk for open seats!

Mentoring Workshop: No registration is necessary - grab a lunch and join us! Strategies for Success in Academic, Research, and Advocacy Roles

Friday, October 7, 12:00 to 1:00pm, Florida Salons V - VI

During this luncheon workshop, geared towards junior faculty and advanced graduate students, Drs. Diane Hughes and Howard Stevenson will facilitate discussion about core dilemmas that tenure-track faculty, post-doctoral fellows, and advanced graduate students often face in pursuing careers in academia, research, and action. They will discuss strategies for success and common challenges at pitfalls encountered in these roles, including time management, balancing work and leisure, seeing work through to publication, managing research and advocacy roles and developing community relations. The format is a combination of individual and group exercises, discussion, and question /answer periods.

Receptions

Poster Session & Reception

Thursday

Florida Ballroom & Foyer

4:45pm - 6:15pm

Networking Reception

Friday

Il Terrazzo

6:30pm - 8:00pm



Thursday

Thursday, 8:00am-8:45am

(Event 1-001) Special Event

Florida Ballroom Foyer
Thursday, 8:00am-8:45am

1-001 Thursday Morning Continental Breakfast

Join your colleagues and other attendees for a continental breakfast in the Florida Ballroom foyer.

Thursday, 9:00am-10:00am

(Event 1-002) Keynote Address

Florida Salons I-IV
Thursday, 9:00am-10:00am

1-002. Schooling for Resilience: Lessons from Single Sex Schools

Chair: *Diane L. Hughes*
Speaker: *Pedro A. Noguera*

Integrative Statement: In recent years, policymakers and educators have increasingly embraced single sex schools as a remedy for the educational and social challenges confronting African American and Latino males. This presentation will present findings from a three-year study of seven single sex schools. While not intended to determine whether or not single sex schooling should be endorsed as solution, the study does yield interesting insights about the theory of change utilized by these educators and the strategies they employ to counter the perceived risks facing this population of students.

Biography: Pedro Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. He is the author of twelve books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. Prior to joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University (2003 – 2015) Harvard University (2000 – 2003) and the University of California, Berkeley (1990 – 2000). From 2009 - 2012 he served as a Trustee for the State University of New York (SUNY) as an appointee of the Governor. In 2014 he was elected to the National Academy of Education. Noguera recently received awards from the Center for the Advanced Study of the Behavioral Sciences, from the National Association of Secondary Principals, and from the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.

Thursday, 10:00am-10:30am

(Event 1-003) Keynote Discussion Session

Florida Salons I-IV
Thursday, 10:00am-10:30am

1-003. Discussion Session with Dr. Pedro Noguera

Speaker: *Pedro A. Noguera*
Moderator: *Diane L. Hughes*

Participate in further discussion with Dr. Pedro Noguera.

(Event 1-004) Special Event

Florida Ballroom Foyer
Thursday, 10:00am-10:15am

1-004. Thursday Morning Refreshment Break

Come enjoy a break in the Florida Ballroom foyer.

Thursday, 10:15am-11:45am

(Event 1-005) Paper Symposium

Meeting Room 8
Thursday, 10:15am-11:45am

1-005. School-based ethnic-racial discrimination from boyhood to manhood

Chair: *Devin English*
Discussant: *Tiffany Yip*

- Examining the prevalence and academic consequences of ethnic-racial discrimination among boys of color in elementary school
**Ashley Stewart, Juan Del Toro, Diane L. Hughes, Niobe Way*
 - Examining the prevalence and academic consequences of ethnic-racial discrimination among boys of color in middle and high school
**Devin English, Diane L. Hughes, Niobe Way*
 - Examining the prevalence and academic consequences of ethnic-racial discrimination among men of color in college
**Juan Del Toro, Diane L. Hughes*
-

Thursday

(Event 1-006) Paper Symposium

Meeting Room 9
Thursday, 10:15am-11:45am

1-006. The home experiences and developmental wellbeing of Hispanic boys, young men, and fathers: a descriptive examination

Chair: *Jenessa Malin*

- National portrait of Hispanic boys and young Men
**Kimberly Turner, Lina Guzman, Natasha Cabrera, Jenessa Malin*
- A demographic portrait of Latino fathers and variability in involvement with their children
**Elizabeth Karberg, Lina Guzman, Elizabeth Cook, Mindy Scott, Natasha Cabrera*
- The early home experiences of Latino boys: A developmental perspective
**Natasha Cabrera, Jenessa Malin, Catherine Emily Kuhns, Jerry West*
- Hispanic males' mental health from adolescence through the transition to fatherhood
**Craig Garfield, Joshua Rutsohn*

(Event 1-007) Flash Talk Session

Meeting Room 11
Thursday, 10:15am-11:45am

1-007. Flash Talk: Interventions

Moderator: *Oscar Barbarin*

- Testing the Efficacy of a Culturally Adapted Version the Strong Start Intervention with Urban African American Boys
**Scott Graves*
- Chess Training For Positive Behavior and Social Skills Development
**Tennisha Riley*
- Critical Learning Spaces for Latino Male Academic Engagement
**Melissa Colón, Jaime Del Razo*
- Assessing the Links Between Fathers' Nonstandard Work Schedules and Academic Readiness among Young African American Boys
**Nina P Smith*
- You got game: Developing NBA Math Hoops to even the math score
**Khalil Fuller*
- Rhymes with Reason: Hip-Hop as an aid to Black and Latino Literacy Engagement
**Austin Martin*

(Event 1-008) Paper Symposium

Meeting Room 12
Thursday, 10:15am-11:45am

1-008. Identity formation of ethnic/racial, undocumented, and multiracial youth

Chair: *Carmen R. Valdez*

- Ethnic-Racial Identity Development for Boys and Male Youth of Color
**Stephen M. Quintana*
- Consequences of Immigration Climate on Identity Formation in Adolescent Latino Boys
**Carmen R. Valdez*
- Multiracial Youth of Color: Performance of Racial Identities for Adolescent Males
**Lana Mahgoub*

Thursday, 12:00pm-1:00pm

(Event 1-009) Special Event

Florida Salons V-VI
Thursday, 12:00pm-1:00pm

1-009. Thursday Lunch

Boxed lunches are available to enjoy either inside or outdoors.

(Event 1-010) Special Event

Florida Salons V - VI
Thursday, 12:00pm-1:00pm

1-010. Lunch with Leaders

Leaders: *Margaret Beale Spencer, Derek Griffith, Nancy E. Hill, Robert J. Jagers, Stephen M. Quintana, Emilie Smith*

This lunch hour session is open to students and early career professionals to network with a senior scholar in a relaxed setting. Please be sure to sit at the table for which you registered. For those who have not signed up to attend, check at the registration desk for open seats!

Thursday

Thursday, 1:15pm-2:45pm

(Event 1-011) Invited Symposium

Florida Salons I-IV

Thursday, 1:15pm-2:45pm

1-011. Context, Community and Culture as Social Determinants of Men's Health Disparities

Chair: *Derek Griffith*

- Context as a social determinant of men's health disparities
**Marino A. Bruce*
- Community as a social determinant of men's health disparities
**Roland J. Thorpe, Jr.*
- Culture as a social determinant of men's health disparities
**Collins O. Airhihenbuwa*

Integrative Statement: As we move from explaining to implementing efforts to improve men's health and reduce men's health disparities, it is critical to develop a precise understanding of the determinants of the health of men of color. Beyond identifying what behavioral, biological and psychological factors influence health, there is a great need to understand what constrains and facilitate these factors. In this symposium, we move beyond identifying social factors that influence health to articulating why and how these factors shape the health outcomes of men of color. Using a combination of theoretical innovations and empirical research, we explore three social determinants that shape the health profiles and patterns of men of color: context, community and culture. While research on health disparities and the health of men of color have typically identified the determinants of health that shape differential access to resources, opportunities to be healthy and stressors, a particularly important yet understudied aspect of the health of men of color is why these factors have meaning for men's lives and health. Little attention has been paid to exploring how social contexts, neighborhood and community factors and cultural norms, beliefs and values shape if and how men of color prioritize and promote their health. Through these illustrative presentations, we will identify and examine not only the unique pathways and mechanisms that may be responsible for the consistently poor physical health of men of color, but also the cultural strengths that could be the foundation of interventions to improve the health of this population.

Thursday, 2:45pm-3:00pm

(Event 1-012) Special Event

Florida Ballroom Foyer

Thursday, 2:45pm-3:00pm

1-012. Thursday Afternoon Refreshment Break

Come enjoy a break in the Florida Ballroom foyer.

Thursday, 3:00pm-4:30pm

(Event 1-013) Paper Symposium

Meeting Room 8

Thursday, 3:00pm-4:30pm

1-013. Development of Boys of Color: Birth to Eight

Chair: *Oscar Barbarin*

- Family Life and Development at Age 2: How are Black and Latino Boys in Early Head Start Doing?
**Cheri Vogel, Judy Cannon*
- Preschool Boys of Color: Portraits of the Population Served by Head Start
**Nikki Aikens, Louisa Tarullo, Lizabeth Malone, Annalee Kelly, Serge Lukashanets*
- Mothers' and Teachers' Concerns about Pre-school Boys and Girls of Color
**Aline Hitti, Jeffrey Brown, Oscar Barbarin*
- Socio-Emotional Development of Boys of Color from Pre-k to 2nd Grade: How critical are their experiences after pre-school?
**Oscar Barbarin, Aline Hitti*

(Event 1-014) Paper Symposium

Meeting Room 9

Thursday, 3:00pm-4:30pm

1-014. Determinants of Parenting Among Men of Color

Chair: *Olivenne Skinner*

Discussant: *Shauna M. Cooper*

- Emotion-Related Beliefs and Socialization Behaviors of African American and Lumbee American Indian Fathers
**Fantasy T. Lozada, Amy G Halberstadt*
- "Being on Top of It:" A Tripartite Framework Describing Young Fathers' Involvement in Pediatric Caregiving
**Damian M. Waters*
- Father-adolescent Conflict Frequency: Development and Correlates in Two-Parent African American Families
**Olivenne Skinner, Susan M. McHale*
- Job Instability, Psychological Well-Being, and Parenting Among Middle Class African American Fathers
**Dana Wood, Ashley Evans Taylor*

(Event 1-015) Conversation Roundtable

Meeting Room 11
Thursday, 3:00pm-4:30pm

1-015. Mentoring males of color across the lifespan: Building from personal and professional assets and vulnerabilities

Moderator: *Mona Abo-Zena*

Panelists: *Ellen E Pinderhughes, Pedro A. Noguera, Howard C. Stevenson, Judith C. Scott, Christina Brown, Kimberly Willingham, Jon Alexander Watford*

Description: Providing personally and professionally relevant mentoring support for males of color across contexts and through their lifespan requires building from both the personal and professional assets and vulnerabilities of the mentor and the mentee. Educators of color working to promote educational equity face particular personal, social, and structural advantages and challenges at the intersections of their social positions with their professional identity. In addition, their perspective may be informed by a newer dimension of applied work: parenting children of color while being abundantly aware of the toxic aspects of racial, cultural, and gender socialization. Within higher educational contexts, faculty of color may be more likely to teach or serve in capacities specifically related to their own social position, and disproportionately provide “shadow service” (e.g., formally or informally mentoring students of color). Consequently, professors, particularly early in their careers, whose scholarship addresses privilege may be considered vulnerable for two main reasons: 1) the content of the work and service may not be supported by their colleagues or institutions; 2) the nature of the work includes psychological labor. Consequently, faculty members may feel burdened by being unable to provide adequate academic and social support to students. This roundtable discusses the intersection of personal, social, and professional identities in preschool-to-college (P-16) educational contexts. The panel explores how educators of color may directly and indirectly broaden their circle of professional influence to holistically support boys and males of color, while advancing professionally and maintaining their own psychological well-being.

(Event 1-016) Invited Workshop

Meeting Room 12
Thursday, 3:00pm-4:30pm

1-016. The Logic of Inquiry: Ethnography and the Study of African American Men Inside Complex Multi-Generation Families

Leaders: *Linda Burton, Constance Dallas*

Moderator: *Velma Murry*

Integrative Statement: Studying Black men in families is a complex endeavor characterized by myriad theoretical and methodological challenges. Few studies have considered men’s movement through space and time in fluid generations of kin who are frequently mired in structural inequalities around employment, education, health, and access to social services. Extant research often applies limited acontextual lenses to these men’s family lives focusing on their performance as

fathers in natal units. These studies are indeed valuable, but often leave us wanting for insights on the malleability of roles, social networks, and place in Black men’s families. In this workshop we aim to encourage participants to pursue innovative research questions about Black men in families by first exploring the scientific warrants and logic of inquiry that can potentially inspire these innovations, and by providing exemplar approaches from our own longitudinal ethnographies to identify the nuanced dimensions of men’s family lives that offer a more holistic view of their journeys through the life course.

Biography: Linda Burton is Dean of the Social Sciences at Duke University. Her program of research is conceptually grounded in life course, developmental, and ecological perspectives and focuses on three themes concerning the lives of America’s poorest urban, small town, and rural families: (1) intergenerational family structures, processes, and role transitions; (2) the meaning of context and place in the daily lives of families; and, (3) childhood adultification and the accelerated life course. Her methodological approach to exploring these issues is comparative, longitudinal, and multi-method. The comparative dimension of her research comprises in-depth within group analysis of low income African American, White, and, Hispanic/Latino families, as well as systematic examinations of similarities and differences across groups. She employs longitudinal designs in her studies to identify distinct and often nuanced contextual and ethnic/racial features of development that shape the family structures, processes (e.g., intergenerational care-giving) and life course transitions (e.g., grandparenthood, marriage) families experience over time. She is principally an ethnographer, but integrates survey and geographic and spatial analysis in her work. She was one of six principal investigators involved in a multisite, multi-method collaborative study of the impact of welfare reform on families and children (Welfare, Children, and Families: A Three-City Study). She directed the ethnographic component of the Three-City Study and was also principal investigator of an ethnographic study of rural poverty and child development (The Family Life Project).

Constance Dallas: As a family researcher I am most interested in examining how families in adverse circumstances negotiate the parenting role for men. In addition to struggling to achieve parental equity with mothers, African American males face unique challenges in trying to fulfill the fatherhood role as defined by mainstream society. My research has focused on family structures increasingly common among all racial and ethnic groups, but particularly prevalent within low-income African American communities, such as adolescent parenting and multiple partner fertility parenting. In order to develop a more comprehensive description I utilize qualitative research approaches that incorporate the perspectives of extended family members and other influential persons.

Thursday

Thursday, 4:45pm-6:15pm

(Event 1-017) Poster Session

Florida Salons V-VI

Thursday, 4:45pm-6:15pm

1-017. Poster Session with Reception

Education

- 1 Associations between Language and Behavior Problems in Hispanic Preschool Boys: Self-regulation as a Mediator
**Cathy Huaqing Qi, M Lee Van Horn*
- 2 Mediating Role of Social Skills in the Relations between Language Skills and Behavior Problems in Hispanic Preschool Boys
**Cathy Huaqing Qi*
- 3 Classroom Engagement Mediates Associations between Internalizing Behavior and Academic Outcomes for Ethnic Minority Boys
**Krystal Bichay, Rebecca Shearer, Johayra Bouza*
- 4 Does Parenting and Neighborhood Quality Matter for African American Boys' Kindergarten Mathematics Achievement?
**Claire Baker*
- 5 Father-son relationships in ethnically diverse families: Links to boys' cognitive and social emotional development
**Claire Baker*
- 6 Immigrant Advantage for Latino and Black Males Attending Elementary School in Miami
**Mayra Parada, Adam Winsler*
- 7 Immigrant mother's oral expressions to her son: Discourse content and quality
**Yu-Ching Yeh, Fu-Ming Chen, Hsiang-Ju Ho*
- 8 Latent Profiles of African American Male College Students in a College Algebra Course: The Significance of Psychosocial Factors
**Zewelani Serpell, Sham Habteselasse, Krystal Thomas, Aashir Nasim, Milton Omar Faison, Oliver Hill*
- 9 Narratives of Puerto Rican Middle School Boys Regarding Salient Dimensions of School Context: Contradictions and Possibilities
**Tina M Durand*
- 10 School Readiness Profiles of Oregon's Kindergarten Boys
**Elizabeth Tremaine, Andrew Mashburn, Rita Yelverton*
- 11 School-Based Racial Discrimination and Educational Attainment Outcomes Among African-American Youth: The Moderating Role of Gender
**Dana Wood, Olivenne Skinner, Ashley Evans Taylor, Khia Thomas, Kyla Day, Felecia Webb*
- 12 Stereotype Threat Harms Conceptual Understanding and Exacerbates Learning Gap between Male and Female Students of Color
**Emily A Lyons*

- 13 Stop, Drop, Enroll: How Ability Beliefs are Associated with College-Going among Black Males
**Kelly A. Minor, Aprile D. Benner*
- 14 Targeted vocabulary instruction for urban second grade boys with disabilities.
**Lisa M Handyside*
- 15 The Aggregate Effects of Race- and Sexual orientation-based Victimization on Gay, Bisexual and Queer Boys of Color.
**Christian Villenas, Emily A Greytak, Joseph G. Kosciw*
- 16 The Double Check Framework: Engaging Black Students in the Classroom
**Katrina J Debnam, Jessika Hattie Bottiani, Elise T Pas, Catherine P Bradshaw*
- 17 Understanding Views of School Equity and Culturally Responsive Practices in Boys of Color: the Role of Racial/Ethnic Belonging
**Jessika Hattie Bottiani, Katrina J Debnam, Elise T Pas, Catherine P Bradshaw*

Health and Well-being

- 18 Amplification mechanisms linking marijuana use to marijuana abuse and related problems among rural African American young men.
**Steven Kogan, Junhan Cho*
- 19 Black-White Disparity in Young Adults' Disease Risk: Differential Vulnerability of Black Young Men to Early and Later Adversity
**Kandauda A. S. Wickrama, Dayoung Bae, Catherine Walker O'Neal*
- 20 Examining paternal involvement on healthy birth outcomes using the Fragile Families Child Well-Being Study (1998-2000)
**Kelsie D Kelly*
- 21 Family Demographics and Gender Differences with Respiratory Sinus Arrhythmia
**Stefan Terleckyj, Hasti Raveau, Patty Richardson, Michael Lopez, Giovanna Savastano, Taylor Macaulay, Erika London Bocknek*
- 22 Latino Masculine Values and Sexuality in Mexican Adolescents
**Efren Velazquez, Jenna L. McPherson, Graciela Espinosa-Hernandez*
- 23 Life Satisfaction, Neighborhood Satisfaction, and Discrimination among African American Men: How Much Does Gender Matter?
**Fiorella L. Carlos, Melinda A. Gonzales-Backen, Gregory J. Harris*
- 24 Racial/ethnic differences in the impact of encouragement from the baby's father on breastfeeding
**Matthew Thullen, Renee C Edwards, Linda G Henson, Sydney L Hans*

Thursday

25 Social Supports Among Low-Income Minority Fathers Participating in the Parents and Children Together (PACT) Evaluation
**Angela Valdovinos D'Angelo, Emily Knas, Pamela Holcomb*

26 The Role of Depressive Symptoms in Substance Use among African American Boys Exposed to Community Violence
**Rachel M. Tache, Sharon Lambert, Nicholas Jalongo*

27 Trajectories of Pre-Ejection Period: The Role of Deviant Peer Relationships and Individual Coping Style for African American Males
**Ekjyot Kaur Saini, Lauren E. Philbrook, Margaret K. Keiley, Stephen A. Erath, Mona El-Sheikh*

Identity

28 Adolescent Black Males' Intersections of Race and Gender at a Single Gender Charter School
**Johari Harris, Ann C. Kruger, Miles A. Irving*

29 Cultural Pride Socialization, Racial Centrality, and Self-Esteem in African American Adolescent Boys
**Adam J. Hoffman, James M. Ellis, Beth Kurtz-Costes, Heidi A. Vuletich, Stephanie J. Rowley*

30 Gender Differences in the Developmental Trajectories of Gender Identity in North African French Adolescents
**Adam J. Hoffman, Florence Loose, Florence Dumas, Annique Smeding, Beth Kurtz-Costes, Isabelle Régner*

31 Exploring Mathematics Identity with and among Black Men
**Christopher C. Jett*

32 Is there power in forgiveness?: The impacts of racial discrimination are shaped by public regard and forgiveness
**Misha N. Inniss-Thompson, Anthony L. Burrow, Tracy De Hart*

Justice

33 Social manifestations of racial inequality in the Deep South as perceived by marginalized minority emerging adult men
**Susan Lane Davies, Lonnie Hannon, Yookyong Lee*

34 Stereotypes about Boys of Color: Information about Race/Ethnicity and Socioeconomic Status Biases Ratings of Boys' Behavior
**Eleanor DeMaris Brown, Mallory Garnett, Lauren Burlew, Peter Ippolito, Julie Belling, Anna Di Stefano, Masataka Mitsuzuka*

35 "Figuring out where we go from here": A youth organizing programs' work to respond to the current needs of Black urban teens
**Nickki Dawes*

Parenting

36 Barriers to Psychosocial Treatment for African American Boys with ADHD
**Stephanie Ann Wilson, Heather A Jones, Laura D Eddy, Joshua Langberg, Sean McKenna*

37 Behavior of African-American toddler boys and girls: Contributions of co-parenting, father involvement, and maternal parenting
**Carlo Panlilio, Brenda Jones Harden, Shelby Brown, Natasha Cabrera*

38 Black Boys and their Mothers Discuss their School- and Homework-Related Disagreements
**Jean Mona Ispa, Chang Su-Russell, Jihee Im, Andrew Abarca*

39 Does child gender matter?: The Relationship between Family Engagement and School Readiness Skills for Latino Head Start Children
**Johayra Bouza, Rebecca Shearer, Krystal Bichay, Patricia Gaona, Dorothy Sanchez, Veronica Fernandez*

40 Ethnic-Racial Socialization Experiences of Young African American and Latino Boys across Early Childhood: Emergence and Transition
**Mariah Margaret Contreras, Margaret O'Brien Caughy, Margaret Tresch Owen*

41 Father Involvement in Informal Kinship Care: Exploring Impacts on Child Externalizing Behaviors
**Qiana Cryer-Coupet*

42 Father Socialization in Sikh Immigrant Families towards Ethno-Religious Identity Formation in Their Sons
**Meenal Rana, Deborah J. Johnson, Desiree Baolin Qin, Miles A McNall*

43 Father-Child Early Verbal Interactions in Low-Income Families
**Smriti Ingrole, Beth M Phillips*

44 Father's Presence in Mothering Spaces: Racial, Gender-Based and Other Socialization Messages to College Women of Color
*Heather Claire Lofton, *Deborah J. Johnson, Anike Adekoya, Kristen J. Mills, Junghee Yoon*

45 Financial Stressors, Gender Role Ideology, and Family Relationships among Married Black Fathers
**Fatima Varner*

46 Gender in African American Families: Longitudinal Links Between Parents' Coparenting Satisfaction and Boys' and Girls' Achievement
**Keiana Mayfield, Xiaoran Sun, Susan M. McHale*

47 Grandfathers, Fathers, and Sons: Role of Intergenerational Relations on Parent Attitudes and Involvement of Mexican Origin Fathers
**Henry Gonzalez*

48 Influence of gender, racial identity, & racial socialization on parental emotion socialization practices
**Funlola Ganiat Are, Anne Shaffer*

Thursday

- 49 Joint Parenting Among Low-Income African American and Latino Families and Relations to Academic Achievement During Kindergarten
**Nazly Dyer, Margaret Tresch Owen, Suzanne Armstrong, Britain Mills, Margaret O'Brien Caughy*
- 50 Mexican-Origin Boys' and Girls' Time with Mothers and Fathers From Adolescence to Young Adulthood: Trajectories and Correlates
**Jenny Padilla, Susan M. McHale, Kimberly A. Updegraff, Adriana J. Umana-Taylor*
- 51 Moderating effects of family routine among African American boys
**Azeb Gebre, Ronald Taylor*
- 52 Mother-Adolescent communication problems mediate demanding kin relations among African American boys
**Azeb Gebre, Ronald Taylor*
- 53 Non-Residential African-American Fathers Influence on their Sons' Racial Socialization and the Link to Sons' Academic Outcomes
**Casta Guillaume, Cleopatra Caldwell*
- 54 Parent Involvement, Family Cohesion, and Cultural Values Predict Prosocial Behaviors Among Immigrant Latino Adolescents
**Alexandra N. Davis, Gustavo Carlo, Seth J. Schwartz, Jennifer B. Unger, Lourdes Baezconde-Garbanati, Jose Szapocznik*
- 55 Parental Knowledge of Child Development: What do Latino and African-American Mothers and Fathers Know?
**Wendy Ochoa, Stephanie Reich, Natasha Cabrera, Catherine Emily Kuhns*
- 56 Parental Locus of Control as a Resilience Factor for Parenting Quality in Low-Income African American Fathers
**Fatima Mufti, Hasti Raveau, Hillary Dorman, Stefan Terleckyj, Natalie Holemo, Zienab Berro, Maxwell Lepora, Mustapha Choucair, Erika London Bocknek*
- 57 Parental Racial/Ethnic and Emotion Socialization Predict Young Black Boys' Emotion Reactivity
**Angel Dunbar, Esther Leerkes*
- 58 Parenting Practices and Mexican Adolescents' Psychological Adjustment: The Role of Gender
**Linda C. Halgunseth, Graciela Espinosa-Hernandez, Alexander Reid, Christian Harris, Estefania Gutierrez*
- 59 Preparing Black Boys for Bias: Understanding Family Messages and Boys' Coping Strategies Related to Racially Hostile Situations
**Judith C. Scott, Ellen E Pinderhughes, Sara K Johnson*
- 60 Relational Factors Predict Emotion Regulation in African American Boys Better Than Parenting Factors
**Princess-Melissa Tracey Washington-Nortey, Tennisha Riley, Aysha Foster, Teresa Parr, Michelle Ellefson, Zewelanjii Serpell*
- 61 Testing Bidirectional Paths between Father Involvement and Child Socioemotional Competence in Young Boys of Color
**Angelica Frausto, Jennifer Burke LeFever, Julie M. Braungart-Rieker*
- 62 The Impact of African American Parents' Racial Discrimination Experiences and Neighborhood Cohesion on their Racial Socialization
**Farzana Saleem, Devin English, Danielle Busby, Aubrey Harrison, Michelle Stock, Sharon Lambert, Frederick Gibbons*
- Risk, Intervention and Prevention**
- 63 Contextual Predictors of Alcohol Use in African American Adolescents
**Linda Oshin, Laura J. Finan, Christine McCauley Ohannessian*
- 64 Loss of Loved Ones and Risk of Psychological Symptoms among African American Male High School Students
**Suzanna So, Noni Gaylord-Harden, Amanda Nicole Burnside*
- 65 Mentoring, Social Support, and Help-Seeking Among Male Students of Color in the Transition to College
**Stella Kanchewa, Abigail M. Starks, Sarah E.O. Schwartz, Jean E. Rhodes*
- 66 Multidimensional Grief Reactions among Bereaved African American Male Youth: The Predictive Utility of Cause of Death
**Amanda Nicole Burnside, Noni Gaylord-Harden, Julie Kaplow, Christopher Layne*
- 67 Perceived School Climate and Internet Gaming Disorder Among Junior Middle School Students: A Moderated Mediation Model
**feng Xue BAO, Wei ZHANG, fu Cheng YU, jun Jian ZHU, zhou Zhen BAO, ping Yan JIANG*
- 68 Relationship of Maternal Physical Health, Depression, and Locus of Control to Problem Behaviors in African American Preschoolers
**Heather Hennrick, Heather Janisse, Lillian Ellis, Cassandra Esposito, Nicole Kilber, Jessica Riggs*
- 69 The Moderating Role of Gender on Sibling Relationship Quality and Substance Use Intentions Among Mexican Origin Youth
**Molly Mechammil, Rick A. Cruz, Rand D. Conger, Richard Robins*
- 70 Validation of the Youth Africultural Coping System Inventory: Culturally-relevant coping strategies of African American males
**Emma-Lorraine B. Bart-Plange, Cynthia L. Pierre, Noni Gaylord-Harden*
- 71 "We Need People to Encourage Us": Family Influences On Substance Use Decision Making For Low Income Urban Minority Youth
**Autumn Miranda Bermea, David T. Lardier, Jr., Pauline Garcia-Reid, Robert J. Reid*

Friday

Friday, 8:00am-9:00am

(Event 2-001) Special Event

Florida Ballroom Foyer
Friday, 8:00am-8:45am

2-001. Friday Morning Continental Breakfast

Join your colleagues and other attendees for a continental breakfast in the Florida Ballroom foyer.

(Event 2-002) Workshop

Meeting Room 12
Friday, 8:00am-9:00am

2-002. (Re)Imagining Black Boyhood: Toward a critical framework for research, policy, and practice

Leaders: *Michael J. Dumas, Joseph Derrick Nelson*

Integrative Statement: To address how Black boyhood is socially unimagined and unimaginable—largely due to the devalued position of Black girls and boys within the social conception of childhood, and the “crisis” focus of public discourse on adult Black males—this workshop entails a brief presentation of an emerging framework that calls for a (re)imagining of Black boyhood, where educators, policymakers, and community advocates pursue pedagogical and policy interventions that create spaces for Black boys to experience robust childhoods, and social scientists (re)commit to critical research on Black boyhood that ask young Black boys who they are, what they think, and what they desire in their lives. Attendees will be engaged in small group and whole group discussions centered on the application and implications of this framework for their own professional role supporting younger Black boys.

Friday, 9:00am-10:00am

(Event 2-003) Keynote Address

Florida Salons I-IV
Friday, 9:00am-10:00am

2-003. A Phenotype of Risky Behavior in Youth and the Effect of Race on Face Perception

Chair: *Oscar Barbarin*
Speaker: *Damien Fair*

Integrative Statement: Developmental differences regarding decision-making are often reported in the absence of emotional stimuli and without context, failing to explain why some individuals are more likely to have a greater inclination toward risky behavior. I will show how a specific phenotype (i.e. brain patterns that revert to a “younger” age in emotional contexts) relates to a group mean difference in risk perception – a pattern exemplified greatest in young-adults (ages 18-21). The results are suggestive of a brain phenotype that relates to being at

“risk to be risky.” I will also highlight that some types of impulsive decision making may not only be related to the emotional states of the individual conducting the action, but also dependent on the features of a particular stimulus, e.g., race. I will emphasize new work describing how race affects brain responses in both positive and negative emotional contexts in distinct ways and may also influence impulsive decision-making.

Biography: Dr. Fair obtained his BA degree in 1998 from Augustana College, S.D. In 2001, he graduated with a master of medical science degree from the physician associate program at the Yale University School of Medicine, and practiced until 2003 at Yale-New Haven Hospital. He entered the neuroscience graduate program at the Washington University in St. Louis under the guidance of Bradley Schlaggar, M.D., Ph.D. and Steven Petersen, Ph.D. His postdoctoral fellowship was at Oregon Health & Science University under the direction of Joel Nigg Ph.D. He’s now an Associate Professor in the Behavioral Neuroscience Department at OHSU. Dr. Fair’s laboratory focuses on mechanisms and principles that underlie the developing brain. The majority of this work uses functional & functional connectivity MRI to assess typical and atypical populations. A second focus of his lab involves testing the feasibility of using various functional and structural MRI techniques in translational studies of developmental neuropsychiatric disorders. He is exploring ways to better characterize individual patients with these psychopathologies to help guide future diagnostic, therapeutic and genetic studies.

Friday, 10:00am-10:30am

(Event 2-004) Keynote Discussion Session

Florida Salons I-IV
Friday, 10:00am-10:30am

2-004. Discussion Session with Dr. Damien Fair

Speaker: *Damien Fair*
Moderator: *Oscar Barbarin*

Participate in further discussion with Dr. Damien Fair.

(Event 2-005) Special Event

Florida Ballroom Foyer
Friday, 10:00am-10:15am

2-005. Friday Morning Refreshment Break

Come enjoy a break in the Florida Ballroom foyer.

Friday

Friday, 10:15am-11:45am

(Event 2-006) Flash Talk Session

Meeting Room 8

Friday, 10:15am-11:45am

2-006. Flash Talk: Parenting

Moderator: *Velma Murry*

- Making Meaning of Consistency and Discrepancy in Mother and Son Reports of Racial Socialization
**Sharon Lambert, Mia A. Smith-Bynum*
- Exploring Father-Son Agreement in Racial and Cultural Socialization Messages
**Charity Griffin, Alex Golden, Shauna M. Cooper*
- Changes in Mother and Son Agreement about Racial Socialization Messages Boys Received
**Farzana Saleem, Sharon Lambert*
- Profiles of Ethnic Identity Development among Adolescent Males of Color on Probation
**Aerika Brittian, Chelsea Derlan*
- Paternal PTSD, emotion regulation, parenting, and toddler problem behaviors among urban African American families
**Hasti Raveau, Hillary London Dorman, Erika London Bocknek*
- Co-parenting quality as a resilience factor for toddlers' positive emotional expressivity in a low-income African American sample
**Marjorie Beeghly, Erika London Bocknek, Hasti Raveau, Katrina Markowicz*
- Oxytocin receptor genetic variation and triadic family interactions
**Patty Richardson, Erika London Bocknek, Francesca Luca, Cara Mitrano, Camilla Cascardo*

(Event 2-007) Paper Symposium

Meeting Room 9

Friday, 10:15am-11:45am

2-007. Where is the Balm? - Racial Healing & Empowerment through Intervention

Chair: *Howard C. Stevenson*

Discussant: *Enrique Neblett*

- The Trayvon Effect: An Intervention Addressing Mothers Concerns for Black Sons amid Heightened Discrimination
**Riana Elyse Anderson, Lloyd Matthew Talley*
- A Time for Reflection: Developing and Evaluating Racial Literacy Materials for Children
**Kelsey Jones*
- PLAAying with Race: Racial Empowerment & Healing in Adolescent African American Boys
**Howard C. Stevenson*
- Born Free? : Investigating Positive Youth Development in Post-Apartheid South African Young Men
**Valerie Adams-Bass*

(Event 2-008) Paper Symposium

Meeting Room 11

Friday, 10:15am-11:45am

2-008. Positioning Boys of Color for Early Success in School

Chair: *Nicole Gardner-Neblett*

Discussant: *Stephanie M. Curenton*

- Determining Promotive Contexts and Environments for Infant and Toddler Black Boys' School Readiness Skills
**Iheoma U. Iruka*
 - Examination of American Indian/Alaska Native Boys Academic Skills
**Jessica Virginia Barnes-Najor, KyungSook Lee, Ann Belleau, Hiram E. Fitzgerald*
 - The longitudinal effects of preschool storytelling skills for African American boys' reading development
**Nicole Gardner-Neblett, John Sideris*
-

Friday

(Event 2-009) Invited Workshop

Meeting Room 12

Friday, 10:15am-11:45am

2-009. Gender- and Context-Linked Sources of Vulnerability and Resiliency: PVEST analysis of opportunities and challenges to well-being

Leader: *Margaret Beale Spencer*

Moderator: *Diane L. Hughes*

Integrative Statement: Particularly salient for the life course experiences of males of color, character relevant attributes of the ecology—such as the presence or absence of myriad representations of power—matter. The beliefs infuse programs of research, inform training designed to assist well-being, and apprise policy considerations intended to promote life course health. The presentation uses a particular theoretical framework—Phenomenological Variant of Ecological Systems Theory (PVEST)—for analyzing how the nature of the context—past and present—undermines or provides affordances for males' life course well-being. Data illustrations for males of color aid in demonstrating the efficacy of the framework for interpreting outcomes. The analysis takes a human vulnerability/resiliency theoretical stance which suggests that all humans are vulnerable although—given differences in the accessibility to and presence of equity linked power, vulnerability level varies. The conceptual strategy explores opportunities and confronts challenges to resiliency and authentic 21st century social stability.

Biography: Margaret Beale Spencer is the Marshall Field IV Professor of Urban Education, and is an alumna of the Committee on Human Development. Before returning to Chicago, she was Director of the University of Pennsylvania's Center for Health Achievement Neighborhood Growth and Ethnic Studies (CHANGES), and also guided as its director the W. E. B. Du Bois Collective Research Institute. Spencer's Phenomenological Variant of Ecological Systems Theory (PVEST) serves as the foundation for her gendered and race-ethnicity focused research emphasis, which addresses resiliency, identity, and competence formation processes for diverse youth both in the United States and abroad. In addition to Spencer's ongoing program of research, she frequently collaborates with groups for the purpose of applying the research findings to settings having a stated mission or purpose which addresses youths' emerging capacity for healthy outcomes and constructive coping methods. Given that the basic evaluation research activities of intervention collaborations occur in challenging contexts, the outcomes of the collaborations have significant implications for understanding not just the "what" of human development but the "why" of particularly developmental trajectories. The life-course coping knowledge accrued, as a function of basic research as well as collaborative applications, together, promote new lines of basic scholarly inquiry. Thus, in addition to the ongoing basic research, as a recursive process, the outcomes of application opportunities have implications for Spencer's ongoing theory-building efforts.

Friday, 12:00pm-1:00pm

(Event 2-010) Special Event

Florida Salons V-VI

Friday, 12:00pm-1:00pm

2-010. Friday Lunch

Boxed lunches are available to enjoy either inside or outdoors.

(Event 2-011) Workshop

Florida Salons V - VI

Friday, 12:00pm-1:00pm

2-011. Strategies for Success in Academic, Research, and Advocacy Roles

Leaders: *Diane L. Hughes, Howard C. Stevenson*

Integrative Statement: During this luncheon workshop, geared towards junior faculty and advanced graduate students, Drs. Hughes and Stevenson will facilitate discussion about core dilemmas that tenure-track faculty, post-doctoral fellows, and advanced graduate students often face in pursuing careers in academia, research, and action. We will discuss strategies for success and common challenges at pitfalls encountered in these roles, including time management, balancing work and leisure, seeing work through to publication, managing research and advocacy roles and developing community relations. The format is a combination of individual and group exercises, discussion, and question /answer periods.

No registration is necessary - grab a lunch and join us!

Friday

Friday, 1:15pm-2:45pm

(Event 2-012) Invited TED Talk

Florida Salons I-IV

Friday, 1:15pm-2:45pm

2-012. Invited TED Talk: Teaching Race to Children and Adolescents

Speakers: *Howard C. Stevenson, Diane L. Hughes*

Moderator: *Velma Murry*

Integrative Statement: The focus of this talk is on how recent and past events of racial dehumanization of Black and Brown people and children have left parents struggling with how to raise children in such an hostile public environment. The stress of parenting boys and young men of color requires a racial literacy or the ability to read, recast, and resolve racially stressful encounters for youth and the parents. This talk will illuminate the research on the emotional costs of racial dehumanization on health, identify strategies for parents and youth to counter that dehumanization, and demonstrate how children influence parents equally through their struggles, triumphs and questions about racial politics.

Dr. Stevenson's talk will focus on: *Disrupting Racial Dehumanization: Bidirectional Conversations with Babies, Boys, and Men about Racism*

Dr. Hughes' talk will focus on: *Intentional Parenting for Racial Equity and Justice*

Biography: Howard Stevenson is the Constance Clayton Professor of Urban Education, Professor of Africana Studies, and former Chair of the Applied Psychology and Human Development Division in the Graduate School of Education at the University of Pennsylvania. He is also the Director of the Racial Empowerment Collaborative at Penn, designed to promote racial literacy in education, health, and justice institutions. He is a nationally recognized clinical psychologist and researcher on negotiating racial conflicts using racial literacy for independent and public K-12 schooling, community mental health centers, teachers, police and parents. Two mental health research projects funded by NIH examine the benefits of racial literacy. The PLAAY (Preventing Long-term Anger and Aggression in Youth) Project uses basketball and racial socialization to help youth and parents cope with stress from violence and social rejection. With Penn professors Loretta and John Jemmott, and Christopher Coleman, Dr. Stevenson co-leads the SHAPE-UP: Barbers Building Better Brothers Project which trains Black barbers as health educators to teach HIV/STDS sexual and violence risk reduction and negotiation strategies to Black 18-24 year old males-- while they are cutting hair. His recent best-seller book, *Promoting Racial Literacy in Schools: Differences that Make a Difference*, is designed to reduce racial threat reactions in face-to-face encounters.

Diane Hughes is Professor of Applied Psychology in the Steinhardt School of Culture, Development, and Education at New York University. She is also co-director of NYU's Center for Research on Culture, Development, and Education and former co-chair of the cross-university Study Group on Race, Culture, and Ethnicity. Dr. Hughes' primary interests are in understanding racial dynamics in social settings (families, classrooms, schools, workplaces, neighborhoods) in relation to

early adolescent development and in relation to parents' beliefs, goals, and practices. Dr. Hughes has written extensively about the nature and consequences of parents' teachings about race. She has also written about parents' and adolescents' discrimination experiences within workplaces, schools and peer groups and about influences on youths' academic achievement. Based on this work, Hughes has also written about strategies for identifying cultural knowledge and for conducting culturally anchored research. Hughes received her B.A. in Psychology and African American Studies from Williams College and her Ph.D. in Community and Developmental Psychology from the University of Michigan. She spearheaded the development of Applied Psychology's new doctoral training program in Psychology and Social Intervention. She is former chair of the MacArthur Midlife Network's study of Ethnic Diversity and Urban Contexts, affiliate of the John D. and Catherine T. MacArthur Network on Success in Midlife, and member of the Carnegie Corporations Consortium on Intergroup Relations among Youth. Her research has been supported by the Carnegie Corporation of New York, the John D. and Catherine T. MacArthur Foundation, and the William T. Grant Foundation, the National Institute of Mental Health, the National Science Foundation, and the National Institute of Child Health and Human Development.

Friday, 2:45pm-3:00pm

(Event 2-013) Special Event

Florida Ballroom Foyer

Friday, 2:45pm-3:00pm

2-013. Friday Afternoon Refreshment Break

Come enjoy a break in the Florida Ballroom foyer.

Friday

Friday, 3:00pm-4:30pm

(Event 2-014) Conversation Roundtable

Meeting Room 8

Friday, 3:00pm-4:30pm

2-014. Research and Intervention with Boys and Men of Color: Beyond Demographic Controls-Toward Gender Sensitivity

Moderator: *Cleopatra Caldwell*

Panelists: *Michael Cunningham, Nancy E. Hill, Emilie Smith, Velma Murry, Natasha Cabrera*

Description: This multi-disciplinary roundtable includes leaders in developmental science whose research spans diverse racial-ethnic and socio-economic contexts in a discussion of how research and prevention/intervention can be more sensitive to both gender and culture, and ultimately more effective in efforts to understand and support boys and men of color.

The panel will identify areas for conceptual reconsideration particularly salient to boys and men of color. For example, fathering is often implicitly studied using theories and assessments of mothering, potentially missing unique ways in which men socialize their young and the complex gendered interactions between parents and children. Critical concepts may warrant reconsideration relevant to what it means to be an ethnic-minority male and be a good parent, have a positive identity, or be optimistic about the future.

Methodologically, gender and ethnicity are often used as comparison or control variables allowing tests of when gender and/or racial differences emerge or, exploring whether prevention/intervention approaches are working similarly across demographic characteristics (e.g. gender, race-ethnicity). From a practice, and prevention/intervention perspective, specific approaches may resonate with this group in terms of culture, gender and developmental fit (e.g. including physical activity, martial arts, or manhood development). Engagement is often complex in schools and communities, given societal perceptions and policies. The discussion is intended to shift the paradigm from implicitly assuming that boys should be more like girls, instead affirming their strengths as boys and men. This roundtable will consider the unique challenges facing boys and men of color and, the implications for research and practice.

(Event 2-015) Paper Symposium

Meeting Room 9

Friday, 3:00pm-4:30pm

2-015. Educational Interventions and Policies and Boys of Color

Chair: *Sara Anderson*

Discussant: *Sharon Lambert*

- School-based mechanisms of differential long-term pre-K effects among black and white youth
**Sara Anderson, Karin Kitchens, Deborah Phillips*
- Positive Effects of Pre-K for Black Males Through 3rd Grade: The Role of Higher-Quality Elementary Schools
**Kaitlyn Mumma, Adam Winsler*
- How do Boys of Color Experience High-Stakes Tests and Mandatory Retention Policies in Miami, Florida?
**Tanya Tavassolie, Caitlin Hines, Adam Winsler*

(Event 2-016) Conversation Roundtable

Meeting Room 11

Friday, 3:00pm-4:30pm

2-016. Methodological Challenges in Conducting Research on Young Black Male Victims of Violent Injury in an Urban Trauma Unit

Moderator: *Noni Gaylord-Harden*

Panelists: *Carnell Cooper, Christopher St. Vil, Joseph Richardson*

Description: Over the past two decades there has been a surge of research in hospital settings which focuses on victims of violent injury. These studies have focused on: trauma recidivism, emergency department utilization, the efficacy of hospital based violence intervention programs, and the hospital costs associated with violent injury. While numerous clinical studies situated in hospital settings have focused on victims of violent injury, little is known about the methodological challenges researchers encounter when conducting qualitative research in a hospital setting among vulnerable populations of low-income young Black men. Previous research has identified challenges with conducting research in medical settings among youth receiving mental health services (DeRoche et al 2008), trauma survivors (Ruzek et al 2000); and acutely ill older patients (Hancock et al 2003). However, few studies have identified the methodological challenges researchers encounter when conducting research on victims of violent injury in a trauma unit setting (Cooper et al 2000; Schwartz et al 2010). The purpose of this paper is to identify, describe and discuss the methodological challenges an ethnographic research team encountered while conducting research on young Black males (ages 18-34) who experienced violent victimization and were treated by Prince George's Hospital Trauma Center (PGHTC), the busiest Level II trauma center in the US. PGHTC treats approximately 700 victims of violent injury per year, the overwhelming majority of violent injury patients are young Black men. We conclude with recommendations regarding best research practices for conducting research on vulnerable populations of victims of violent injury in a clinical setting.

Friday

(Event 2-017) Invited Symposium

Meeting Room 12
Friday, 3:00pm-4:30pm

2-017. Lessons Learned in Longitudinal Studies of Youth of Color: Positive Development Contributors

Chair: *Patrick H. Tolan*

Discussant: *Valerie Maholmes*

- Long-term Preventive Intervention Effects on Adolescent Alcohol Use, Abuse, and Disorder
*Nancy A. Gonzales, *Michaeline Jensen, Jessie Wong*
- Critical Turning Points for Urban Youth of Color
**Milbrey McLaughlin*
- Tracing Success of Inner-City Boys of Color: Connection, Support, Skills
**Patrick H. Tolan*

Integrative Statement: This symposium will bring presentations by three seasoned investigators who have focused on development of youth of color over their careers. Each has conducted at least one longitudinal study of over 10 years tracking children or adolescents of color into the next life phase or more. The presenters (Patrick Tolan, Nancy Gonzales, Milbrey McLaughlin) have each engaged in such work over multiple decades and through multiple studies. Each will present lessons learned from these studies and related work, commenting on important findings from their work for understanding and promoting positive development of men of color, key contributors and impediments to such development, and important issues in building empirical understanding of positive development (successful outcomes) for babies, boys, and men of color. In addition, each presenter will comment on important unresolved and challenging issues and suggest impending opportunities for important advances in better understanding of what can promote and support positive development of youth of color. Valerie Maholmes PhD, Chief, Pediatric Trauma & Critical Illness Branch at the National Institute of Child Health and Human Development at NIH will act as discussant.

Friday, 4:45pm-6:00pm

(Event 2-018) Fishbowl Conversation

Florida Salons I-IV
Friday, 4:45pm-6:00pm

2-018. A Fishbowl Conversation About Babies, Boys and Men of Color

Moderators: *Velma Murry, Oscar Barbarin*

Panelists: *Margaret Beale-Spencer, Michael*

Cunningham, Derek Griffith, Patrick H. Tolan, Niobe Way

Join invited speakers for open dialogue with discussion and answers to questions. Be sure to place your questions in the fishbowl at the registration desk!

Friday, 6:30pm-8:00pm

(Event 2-019) Special Event

II Terrazzo
Friday, 6:30pm-8:00pm

2-019. Networking Reception - all attendees are invited!

Please join us for networking and enjoy the company of other colleagues! Hors d'oeuvres and cash bar will be available.

Saturday

Saturday, 8:00am-8:45am

(Event 3-001) Special Event

Florida Ballroom Foyer
Saturday, 8:00am-8:45am

3-001. Saturday Morning Continental Breakfast

Join your colleagues and other attendees for a continental breakfast in the Florida Ballroom foyer.

Saturday, 9:00am-10:00am

(Event 3-002) Keynote Address

Florida Salons I-IV
Saturday, 9:00am-10:00am

3-002. Resisting Dehumanization Among Boys of Color: A Contextual and Developmental Process

Chair: *Howard C. Stevenson*

Speakers: *Niobe Way, Onnie Rogers*

Integrative Statement: Children develop within the macro context of cultures and ideologies infused with a set of stereotypes about what it means to be a particular sex, race, nationality, religion, sexuality, and social class as well as beliefs about what it means to be a mature, successful, and happy adult. In American culture, these stereotypes include portraying boys as thinkers and not feelers, girls as feelers and not thinkers, Asian boys as thinkers and not feelers, Latino boys as feelers and not thinkers, and Black boys, particularly from low-income families, as neither thinkers nor feelers. American culture also privileges the self over relationships, the individual over the community, and believes that maturity and happiness are attained simply through self-sufficiency and independence. Yet these cultural stereotypes and beliefs fail to recognize the humanity or the human potential, capacity, and needs of children growing up in American culture and thus they dehumanize them. Over the past three decades, research has indicated, however, that young people, including boys of color, systematically resist such dehumanization. In my keynote address, Onnie Rogers and I will describe our research on the development of resistance to dehumanizing stereotypes and beliefs among boys of color during adolescence; the link between such resistance and psychological and social wellbeing; and the contextual factors that foster resistance among boys. Drawing from over thirty years of mixed-method research with adolescents, we reveal the importance of resistance in the social and emotional development of boys of color and suggest that interventions aimed at such youth focus on fostering such resistance.

Biography: Niobe Way is a Professor of Developmental Psychology in the Applied Psychology Department at New York University and the founder of the Project for the Advancement of Our Common Humanity (PACH;pach.org), a think and do tank that draws from the science of human connection to conduct research, develop curriculum, and engage in social activism aimed at creating a more just and humane world. Way is also the co-Director of the Center for Research on Culture,

Development, and Education at NYU and the past President for the Society for Research on Adolescence. She received her doctorate from Harvard University in Human Development and Psychology and was an NIMH postdoctoral fellow in the psychology department at Yale University. Way's research focuses on the intersections of culture, context, and human development, with a particular focus on the social and emotional development of adolescents and how schools, families, and peers, as well as larger political and economic contexts, influence identities and relationships. The study of gender, racial, ethnic, and sexual identities and their intersections and the effects of cultural stereotypes on such identities and relationships are also at the core of her work. She conducts research across the globe, including in the U.S., China, and India. Way is an internationally recognized leader in the field of adolescent development and in the study of culture, context, and human development as well as in the use of mixed methods; she has been studying the social and emotional development of girls and boys for almost three decades. Way is widely published with over 60 scholarly articles and 6 books including *Deep Secrets: Boys Friendships and the Crisis of Connection* (2011; Harvard University Press); *Urban Girls: Resisting Stereotypes and Creating Identities* (1996; 2007; NYU press) and *Growing up Fast: Transitioning to Adulthood among Adolescent Mothers* (2001; Erlbaum Press) which won the best book award for SRA. She also regularly contributes blogs, letters, and articles in mainstream media outlets, including the Huffington Post, New York Times, and Washington Post.

Dr. Onnie Rogers is an assistant professor of psychology in the area of diversity of science and a fellow at the Institute for Policy Research at Northwestern University. Dr. Rogers' research lies at the intersection of psychology, human development and education. She is interested in social and educational inequities and the mechanisms through which macro-level disparities are both perpetuated and disrupted at the micro-level of identities and relationships. Her primary area of research investigates racial and gender identity development among racially diverse youth in urban contexts: how cultural stereotypes shape the development and intersectionality of identities; the extent to which youth resist or challenge racial and gender stereotypes; and the ways in which identity and resistance processes influence adolescents' social-emotional wellbeing. Dr. Rogers earned her Ph.D. in developmental psychology from New York University, and a B.A. in psychology and educational studies from UCLA.

Saturday

Saturday, 10:00am-10:30am

(Event 3-003) Keynote Discussion Session

Florida Salons I-IV

Saturday, 10:00am-10:30am

3-003. Discussion Session with Drs. Niobe Way and Onnie Rogers

Speakers: *Niobe Way, Onnie Rogers*

Moderator: *Howard C. Stevenson*

Participate in further discussion with Drs. Niobe Way and Onnie Rogers.

(Event 3-004) Special Event

Florida Ballroom Foyer

Saturday, 10:00am-10:15am

3-004. Saturday Morning Refreshment Break

Come enjoy a final break in the Florida Ballroom foyer.

Saturday, 10:15am-11:45am

(Event 3-005) Paper Symposium

Meeting Room 8

Saturday, 10:15am-11:45am

3-005. Stress, Support, and Coping: Empirical Models of Effective Development of Youth of Color: Longitudinal Contributors

Chair: *Patrick H. Tolan*

Discussant: *Robert J. Jagers*

- Family School Involvement and Early School Adjustment Affect Adolescent Academic and Behavioral Functioning
**Patrick H. Tolan, Malachi Richardson*
- Processes that Promote Positive Youth Development among African American Males: Does Social Class Matter?
**Velma Murry*
- Trajectories of Community Violence Exposure in Male Adolescents of Color
**Noni Gaylord-Harden*

(Event 3-006) Flash Talk Session

Meeting Room 9

Saturday, 10:15am-11:45am

3-006. Flash Talk: Education

Moderator: *Oscar Barbarin*

- Executive Functioning, Approaches to Learning, and Social Competence Among Young African-American Boys
**Elizabeth Ricks*
- Perceived racial barrier to opportunity and academic performance across early to late adolescence
**Juan Del Toro, Diane L. Hughes, Niobe Way*
- College-aged non-professionals: Unlikely supports for refugee youth
**Ricardo Jaramillo*
- Relating through Racial Oppression: Black Boys' Minority Ideology and Empathy Development in the Face of Racial Discrimination
**Josefina Bañales, Fantasy T. Lozada, Robert J. Jagers*
- Home Literacy Activities in Latino Immigrant Families: Contributions to Toddlers' Language Skills
**Jenessa Malin, Natasha Cabrera*
- Parental Control Strategies and Toddler Compliance in a Low Income Latino Immigrant Sample
**Catherine Emily Kuhns, Natasha Cabrera*

(Event 3-007) Paper Symposium

Meeting Room 11

Saturday, 10:15am-11:45am

3-007. Developing Connections: The Influence of Contextual Barriers on Relationships Among Boys and Men of Color

Chair: *Emilie Smith*

- Pathways from Childhood Adversity to Depressive Symptoms Among Rural, Young Adult Black Men
**Steven Kogan, Junhan Cho*
 - Fathering Practices and African American Adolescent Males' Health Behaviors: A Growth Curve Analysis
**Shauna M. Cooper, Isha Metzger, Alex Golden*
 - Young Boys of Color: Developmental Patterns of Racial-Ethnic Identity, Perceived Barriers and Positive Youth Development
**Emilie Smith, Assaf Oshri, Dian Yu*
-

Saturday

(Event 3-008) Invited Workshop

Meeting Room 12

Saturday, 10:15am-11:45am

3-008. Opportunities and Challenges in doing Research with African American Adolescents

Leader: *Michael Cunningham*

Integrative Statement: The workshop will highlight opportunities and challenges of doing research with African American adolescent males. In doing so, the workshop will examine correlates of hypermasculine attitudes and behaviors. Specifically, what is associated with hypermasculine attitudes and behaviors and what are the consequences stemming from them? Are hypermasculine attitudes and behaviors reactive coping methods used by males? When does a hypermasculine attitude or behavior become an ingrained part of male identity? These questions will be addressed in the workshop by highlighting how developmental considerations such as physical maturation and identity processes are linked to hypermasculinity. Using an ecological systems framework, the workshop will demonstrate proximal and distal factors that need to be considered with working with African American adolescent males.

Biography: Michael Cunningham is a Professor at Tulane University with a joint faculty appointment in the department of Psychology and the undergraduate program in Africana Studies. He also serves as an Associate Provost for Graduate Studies and Research. He has a program of research that focuses on racial, ethnic, psychosocial, and socioeconomic processes that affect psychological well-being, adjustment to chronic stressful events, and academic achievement among African American adolescents and their families. He has received external funding from several sources including the NSF, The Mellon Foundation, and The Department of Education. He has received Tulane's highest teaching award and been designated as a Suzanne and Stephen Weiss Presidential Fellow. Most recently, he was recognized by the Society for Research in Child Development for Distinguished Contributions to the Society. He is also an Associate Editor of Child Development and serves on the editorial boards of the Journal of Negro Education, and Research in Human Development.

Saturday, 12:00pm-1:00pm

(Event 3-009) Closing Plenary

Florida Salons I-IV

Saturday, 12:00pm-1:00pm

3-009. Call to Action Agenda for BBMC

Panelists: *Oscar Barbarin, Diane L. Hughes, Velma Murry, Howard C. Stevenson*

Integrative Statement: Beginning early in life boys and young men of color are at risk because of their race/ethnicity and their gender, with numerous data sources underscoring the additive and interactive risks that boys of color encounter. The impetus for this special topic meeting was to identify some of the critical issues currently affecting the developmental status of babies, boys, and men (young adults) of color, with a strong emphasis on understanding how experiences across multiple key contexts shape their development over the life course. During the closing plenary a panel, consisting of program organizers, will lead a discussion to establish a call to action agenda for our nation to transform the lives of millions of babies, boys, and men of color in the United States. We will begin the dialogue by summarizing themes and key issues emerging from the conference presentations. Next the panel will identify key directions to guide future research, education, policy, and practice. Specific emphasis will be given to the need for systematic efforts to shift the narratives of babies, boys, and men of color. Lastly, through collaborative discussion with the audience, we will identify strategies and provide a set of recommendations for a call to action for BBMC. We hope that this conference will inspire each of you to become actively engaged and committed to the Call to Action Agenda for BBMC. Adequate time will be given for audience members to ask questions. Together and collaboratively we can change the world.

Author Index

- Abarca, Andrew**
aakx9@mail.missouri.edu
1-017(38)
- Adams-Bass, Valerie**
vnabass@yahoo.com
2-007
- Adekoya, Anike**
anike.mft@gmail.com
1-017(44)
- Aikens, Nikki**
naikens@mathematica-
mpr.com
1-013
- Airhihenbuwa, Collins O.**
airhihenbuwaco@slu.edu
1-011
- Anderson, Riana Elyse**
rianaa@gse.upenn.edu
2-007
- Anderson, Sara**
saraliz.anderson@gmail.com
2-015
- Are, Funlola Ganiat**
fare@uga.edu
1-017(48)
- Armstrong, Suzanne**
sxa140530@utdallas.edu
1-017(49)
- Bae, Dayoung**
dbae@uga.edu
1-017(19)
- Baezconde-Garbanati, Lourdes**
baezcond@usc.edu
1-017(54)
- Baker, Claire**
claire.baker@unc.edu
1-017(4), 1-017(5)
- BAO, feng Xue**
baoxuefeng@m.scnu.edu.cn
1-017(67)
- BAO, zhou Zhen**
19534306@qq.com
1-017(67)
- Barbarin, Oscar**
barbarin@umd.edu
1-007, 1-013, 2-003, 2-004,
2-018, 3-006, 3-009
- Barnes-Najor, Jessica Virginia**
barnes33@msu.edu
2-008
- Bart-Plange, Emma-Lorraine B.**
ebartplange@luc.edu
1-017(70)
- Bañales, Josefina**
jbanales@umich.edu
3-006
- Beeghly, Marjorie**
beeghly@wayne.edu
2-006
- Belleau, Ann**
ann@itcml.org
2-008
- Belling, Julie**
JB809497@wcupa.edu
1-017(34)
- Benner, Aprile D.**
abenner@prc.utexas.edu
1-017(13)
- Bermea, Autumn Miranda**
bermeaa1@mail.montclair.edu
u
1-017(71)
- Berro, Zienab**
Zienabberro8@gmail.com
1-017(56)
- Bichay, Krystal**
kbichay@gmail.com
1-017(3), 1-017(39)
- Bocknek, Erika London**
erika.bocknek@wayne.edu
1-017(21), 1-017(56), 2-006
- Bottiani, Jessika Hattie**
jessika.bottiani@virginia.edu
1-017(16), 1-017(17)
- Bouza, Johayra**
Jaybee0831@gmail.com
1-017(3), 1-017(39)
- Bradshaw, Catherine P**
catherine.bradshaw@virginia
.edu
1-017(16), 1-017(17)
- Braungart-Rieker, Julie M.**
jbraunga@nd.edu
1-017(61)
- Brittian, Aerika**
brittian@uic.edu
2-006
- Brown, Eleanor DeMaris**
ebrown@wcupa.edu
1-017(34)
- Brown, Jeffrey**
jbrown13@tulane.edu
1-013
- Brown, Shelby**
sbrown15@umd.edu
1-017(37)
- Bruce, Marino A.**
marino.bruce@vanderbilt.ed
u
1-011
- Burke LeFever, Jennifer**
jburke2@nd.edu
1-017(61)
- Burlew, Lauren**
lburlew@udel.edu
1-017(34)
- Burnside, Amanda Nicole**
burnsideamanda@gmail.com
1-017(64), 1-017(66)
- Burrow, Anthony L.**
alb325@cornell.edu
1-017(32)
- Busby, Danielle**
drbusby@gwmail.gwu.edu
1-017(62)
- Cabrera, Natasha**
ncabrera@umd.edu
1-006, 1-017(37), 1-017(55),
2-014, 3-006
- Caldwell, Cleopatra**
cleoc@umich.edu
1-017(53), 2-014
- Cannon, Judy**
jcannon@mathematica-
mpr.com
1-013
- Carlo, Gustavo**
carlog@missouri.edu
1-017(54)
- Carlos, Fiorella L.**
flc14@my.fsu.edu
1-017(23)
- Cascardo, Camilla**
ccascard@wayne.edu
2-006
- Caughy, Margaret O'Brien**
Margaret.Caughy@utsouthw
estern.edu
1-017(40), 1-017(49)
- Chen, Fu-Ming**
luckyastyle@gmail.com
1-017(7)
- Cho, Junhan**
jcho@uga.edu
1-017(18), 3-007
- Choucair, Mustapha**
Ez8171@wayne.edu
1-017(56)
- Colón, Melissa**
m.colon@tufts.edu
1-007
- Conger, Rand D.**
rdconger@ucdavis.edu
1-017(69)
- Contreras, Mariah Margaret**
Mariah.Contreras@tufts.edu
1-017(40)
- Cook, Elizabeth**
ecook@childtrends.org
1-006
- Cooper, Shauna M.**
smcooper@sc.edu
1-014, 2-006, 3-007
- Cruz, Rick A.**
rick.cruz@usu.edu
1-017(69)
- Cryer-Coupet, Qiana**
qcryerc@ncsu.edu
1-017(41)
- Davies, Susan Lane**
sdavies@uab.edu
1-017(33)
- Davis, Alexandra N.**
andm9d@mail.missouri.edu
1-017(54)
- Dawes, Nickki**
nickki.dawes@umb.edu
1-017(35)
- Day, Kyla**
kyla.day@kzoo.edu
1-017(11)
- De Hart, Tracy**
Tdehart@luc.edu
1-017(32)
- Debnam, Katrina J**
kdebnam1@jhu.edu
1-017(16), 1-017(17)
- Del Razo, Jaime**
jaime_del_razo@brown.edu
1-007
- Del Toro, Juan**
jdt283@nyu.edu
1-005, 3-006

Author Index

- Derlan, Chelsea**
cderlan@asu.edu
2-006
- Di Stefano, Anna**
anna.j.distefano@gmail.com
1-017(34)
- Dorman, Hillary London**
hidorman@umich.edu
2-006
- Dorman, Hillary**
dormanhi@umich.edu
1-017(56)
- Dumas, Florence**
florence.dumas@unimes.fr
1-017(30)
- Dunbar, Angel**
asdunbar@uncg.edu
1-017(57)
- Durand, Tina M**
tdurand@wheelock.edu
1-017(9)
- Dyer, Nazly**
nazly@utdallas.edu
1-017(49)
- Eddy, Laura D**
eddyld@vcu.edu
1-017(36)
- Edwards, Renee C**
rcduffy@uchicago.edu
1-017(24)
- El-Sheikh, Mona**
elshemm@auburn.edu
1-017(27)
- Ellefson, Michelle**
mre33@cam.ac.uk
1-017(60)
- Ellis, James M.**
jmellis@unc.edu
1-017(29)
- Ellis, Lillian**
lellis12@emich.edu
1-017(68)
- English, Devin**
de5@gwu.edu
1-005, 1-017(62)
- Erath, Stephen A.**
sae0001@auburn.edu
1-017(27)
- Espinosa-Hernandez, Graciela**
hernandezm@uncw.edu
1-017(22), 1-017(58)
- Esposito, Cassandra**
cesposito@emich.edu
1-017(68)
- Faison, Milton Omar**
mfaison@vsu.edu
1-017(8)
- Fernandez, Veronica**
vfernandez17@gmail.com
1-017(39)
- Finan, Laura J.**
lfinan@udel.edu
1-017(63)
- Fitzgerald, Hiram E.**
fitzger9@msu.edu
2-008
- Foster, Aysha**
aysha.foster@gmail.com
1-017(60)
- Frausto, Angelica**
afrausto@nd.edu
1-017(61)
- Fuller, Khalil**
Khalil_fuller@brown.edu
1-007
- Gaona, Patricia**
pattycgh@gmail.com
1-017(39)
- Garcia-Reid, Pauline**
garciareidp@mail.montclair.edu
1-017(71)
- Gardner-Neblett, Nicole**
ngn@unc.edu
2-008
- Garfield, Craig**
c-garfield@northwestern.edu
1-006
- Garnett, Mallory**
mlgarnettma@gmail.com
1-017(34)
- Gaylord-Harden, Noni**
ngaylor@luc.edu
1-017(64), 1-017(66), 1-017(70), 2-016, 3-005
- Gebre, Azeb**
azeb.gebre@temple.edu
1-017(51), 1-017(52)
- Gibbons, Frederick**
rick.gibbons@uconn.edu
1-017(62)
- Golden, Alex**
arg457@nyu.edu
2-006, 3-007
- Gonzales, Nancy A.**
nancy.gonzales@asu.edu
2-017
- Gonzales-Backen, Melinda A.**
mgonzalesbacken@fsu.edu
1-017(23)
- Gonzalez, Henry**
henryg@email.arizona.edu
1-017(47)
- Graves, Scott**
gravess@duq.edu
1-007
- Greytak, Emily A**
emily.greytak@glsen.org
1-017(15)
- Griffin, Charity**
charitybrowngriffin@gmail.com
2-006
- Guillaume, Casta**
castag@umich.edu
1-017(53)
- Gutierrez, Estefania**
eg5000@uncw.edu
1-017(58)
- Guzman, Lina**
lguzman@childtrends.org
1-006
- Habteselasse, Sham**
habteselasssm@vcu.edu
1-017(8)
- Halberstadt, Amy G**
amy.halberstadt@ncsu.edu
1-014
- Halgunseth, Linda C.**
lindachalgunseth@gmail.com
1-017(58)
- Handyside, Lisa M**
dmlisa@bgsu.edu
1-017(14)
- Hannon, Lonnie**
lonniehannon@yahoo.com
1-017(33)
- Hans, Sydney L**
s-hans@uchicago.edu
1-017(24)
- Harden, Brenda Jones**
bjharden@umd.edu
1-017(37)
- Harris, Christian**
csh7399@uncw.edu
1-017(58)
- Harris, Gregory J.**
gjharris@fsu.edu
1-017(23)
- Harris, Johari**
harrisjohari25@gmail.com
1-017(28)
- Harrison, Aubrey**
aharri31@gwmail.gwu.edu
1-017(62)
- Hennrick, Heather**
hhennric@emich.edu
1-017(68)
- Henson, Linda G**
lhenson@uchicago.edu
1-017(24)
- Hill, Oliver**
ohill@vsu.edu
1-017(8)
- Hines, Caitlin**
chines4@masonlive.gmu.edu
2-015
- Hitti, Aline**
ahitti@umd.edu
1-013
- Ho, Hsiang-Ju**
hjho@mail.ncyu.edu.tw
1-017(7)
- Hoffman, Adam J.**
ajhoffma@live.unc.edu
1-017(29), 1-017(30)
- Holcomb, Pamela**
pholcomb@mathematica-mpr.com
1-017(25)
- Holemo, Natalie**
natalieholemo28@gmail.com
1-017(56)
- Hughes, Diane L.**
diane.hughes@nyu.edu
1-002, 1-003, 1-005, 2-009, 2-011, 2-012, 3-006, 3-009
- Ialongo, Nicholas**
nialong1@jhu.edu
1-017(26)

Author Index

- Im, Jihee**
jjbm5@mail.missouri.edu
1-017(38)
- Ingrole, Smriti**
sj08e@my.fsu.edu
1-017(43)
- Inniss-Thompson, Misha N.**
m.innisstompson@gmail.com
1-017(32)
- Ippolito, Peter**
PI811152@wcupa.edu
1-017(34)
- Iruka, Iheoma U.**
iiruka@nebraska.edu
2-008
- Irving, Miles A.**
iam@gsu.edu
1-017(28)
- Ispa, Jean Mona**
ispaj@missouri.edu
1-017(38)
- Jagers, Robert J.**
rjagers@umich.edu
1-010, 3-005, 3-006
- Janisse, Heather**
hjanisse@emich.edu
1-017(68)
- Jaramillo, Ricardo**
Ricardo_jaramillo@brown.edu
3-006
- Jensen, Michaeline**
mjensen5@asu.edu
2-017
- Jett, Christopher C.**
cjett@westga.edu
1-017(31)
- JIANG, ping Yan**
1132549727@qq.com
1-017(67)
- Johnson, Deborah J.**
john1442@msu.edu
1-017(42), 1-017(44)
- Johnson, Sara K**
s.johnson@tufts.edu
1-017(59)
- Jones, Heather A**
hjones7@vcu.edu
1-017(36)
- Jones, Kelsey**
keljones@gse.upenn.edu
2-007
- Kanchewa, Stella**
skanchewa@gmail.com
1-017(65)
- Kaplow, Julie**
julie.b.kaplow@uth.tmc.edu
1-017(66)
- Karberg, Elizabeth**
ekarberg@childtrends.org
1-006
- Keiley, Margaret K.**
keilemk@auburn.edu
1-017(27)
- Kelly, Annalee**
akelly@mathematica-mpr.com
1-013
- Kelly, Kelsie D**
kdk5eq@virginia.edu
1-017(20)
- Kilber, Nicole**
nkilber@emich.edu
1-017(68)
- Kitchens, Karin**
karinkitchens@gmail.com
2-015
- Knas, Emily**
eknas@mathematica-mpr.com
1-017(25)
- Kogan, Steven**
smkogan@uga.edu
1-017(18), 3-007
- Kosciw, Joseph G.**
joseph.kosciw@glsen.org
1-017(15)
- Kruger, Ann C.**
ackruger@gsu.edu
1-017(28)
- Kuhns, Catherine Emily**
ckuhns@umd.edu
1-006, 1-017(55), 3-006
- Kurtz-Costes, Beth**
bkcostes@ad.unc.edu
1-017(29), 1-017(30)
- Lambert, Sharon**
slambert@gwu.edu
1-017(26), 1-017(62), 2-006, 2-015
- Langberg, Joshua**
jlangberg@vcu.edu
1-017(36)
- Lardier, Jr., David T.**
lardier1@mail.montclair.edu
1-017(71)
- Layne, Christopher**
cmlayne@mednet.ucla.edu
1-017(66)
- Lee, KyungSook**
leekyun3@msu.edu
2-008
- Lee, Yookyong**
yoolee@uab.edu
1-017(33)
- Leerkes, Esther**
amleerke@uncg.edu
1-017(57)
- Lepora, Maxwell**
Mlepora@gmail.com
1-017(56)
- Lofton, Heather Claire**
loftonhe@msu.edu
1-017(44)
- Loose, Florence**
florence.loose@univ-montp2.fr
1-017(30)
- Lopez, Michael**
michaeltlopez@gmail.com
1-017(21)
- Lozada, Fantasy T.**
ftlozada@umich.edu
1-014, 3-006
- Luca, Francesca**
fluca@wayne.edu
2-006
- Lukashanets, Serge**
slukashanets@mathematica-mpr.com
1-013
- Lyons, Emily A**
ealyons@uchicago.edu
1-017(12)
- Macaulay, Taylor**
taylor.macaulay@wayne.edu
1-017(21)
- Mahgoub, Lana**
lmahgoub@wisc.edu
1-008
- Malin, Jenessa**
jmalin89@gmail.com
1-006, 3-006
- Malone, Lizabeth**
lmalone@mathematica-mpr.com
1-013
- Markowicz, Katrina**
katrina.markowicz@wayne.edu
2-006
- Martin, Austin**
Austin_martin@brown.edu
1-007
- Mashburn, Andrew**
mashburn@pdx.edu
1-017(10)
- Mayfield, Keiana**
kmm7001@psu.edu
1-017(46)
- McHale, Susan M.**
x2u@psu.edu
1-014, 1-017(46), 1-017(50)
- McKenna, Sean**
smckenna@mcvh-vcu.edu
1-017(36)
- McLaughlin, Milbrey**
milbrey@stanford.edu
2-017
- McNall, Miles A**
mcnall@msu.edu
1-017(42)
- McPherson, Jenna L.**
jlm8952@uncw.edu
1-017(22)
- Mechammil, Molly**
mechammil@aggiemail.usu.edu
1-017(69)
- Metzger, Isha**
metzgeri@musc.edu
3-007
- Mills, Britain**
Britain.Mills@UTSouthwestern.edu
1-017(49)
- Mills, Kristen J.**
millskr1@gmail.com
1-017(44)
- Minor, Kelly A.**
kminor@prc.utexas.edu
1-017(13)

Author Index

- Mitrano, Cara**
cara.mitrano@wayne.edu
2-006
- Mitsuzuka, Masataka**
MM757479@wcupa.edu
1-017(34)
- Mufti, Fatima**
muftifm@gmail.com
1-017(56)
- Mumma, Kaitlyn**
kmumma@gmu.edu
2-015
- Murry, Velma**
velma.m.murry@vanderbilt.edu
1-016, 2-006, 2-012, 2-014,
2-018, 3-005, 3-009
- Nasim, Aashir**
anasim@vcu.edu
1-017(8)
- O'Neal, Catherine Walker**
cwalker1@uga.edu
1-017(19)
- Ochoa, Wendy**
wendyo@uci.edu
1-017(55)
- Ohannessian, Christine
McCauley**
cohannessian@connecticut
hildrens.org
1-017(63)
- Oshin, Linda**
linda.boamah-
wife@uconn.edu
1-017(63)
- Oshri, Assaf**
oshria@uga.edu
3-007
- Owen, Margaret Tresch**
mowen@utdallas.edu
1-017(40), 1-017(49)
- Padilla, Jenny**
jzp170@psu.edu
1-017(50)
- Panlilio, Carlo**
ccp15@psu.edu
1-017(37)
- Parada, Mayra**
mparada2@masonlive.gmu.edu
1-017(6)
- Parr, Teresa**
tisparr@gmail.com
1-017(60)
- Pas, Elise T**
epas1@jhu.edu
1-017(16), 1-017(17)
- Philbrook, Lauren E.**
lep0031@auburn.edu
1-017(27)
- Phillips, Beth M**
bphillips@fcrr.org
1-017(43)
- Phillips, Deborah**
deborah.dap4@gmail.com
2-015
- Pierre, Cynthia L.**
cpierre@luc.edu
1-017(70)
- Pinderhughes, Ellen E**
Ellen.Pinderhughes@tufts.edu
1-015, 1-017(59)
- Qi, Cathy Huaqing**
hqi@unm.edu
1-017(1), 1-017(2)
- Qin, Desiree Baolin**
qindesiree@gmail.com
1-017(42)
- Quintana, Stephen M.**
stephen.quintana@wisc.edu
1-008, 1-010
- Rana, Meenal**
meenal.rana@humboldt.edu
1-017(42)
- Raveau, Hasti**
hasti.raveau@wayne.edu
1-017(21), 1-017(56), 2-006
- Reich, Stephanie**
smreich@uci.edu
1-017(55)
- Reid, Alexander**
Alexander.Reid@uconn.edu
1-017(58)
- Reid, Robert J.**
reidr@mail.montclair.edu
1-017(71)
- Rhodes, Jean E.**
jean.rhodes@umb.edu
1-017(65)
- Richardson, Malachi**
mar5da@virginia.edu
3-005
- Richardson, Patty**
panri@wayne.edu
1-017(21), 2-006
- Ricks, Elizabeth**
elizabethdricks@gmail.com
3-006
- Riggs, Jessica**
jriggs8@emich.edu
1-017(68)
- Riley, Tennisha**
rileytn2@vcu.edu
1-007, 1-017(60)
- Robins, Richard**
rwrobins@ucdavis.edu
1-017(69)
- Rowley, Stephanie J.**
srowley@umich.edu
1-017(29)
- Rutsohn, Joshua**
Joshua.rutsohn@northwestern.edu
1-006
- Régner, Isabelle**
isabelle.regner@univ-amu.fr
1-017(30)
- Saini, Ekjyot Kaur**
eks0016@auburn.edu
1-017(27)
- Saleem, Farzana**
fsaleem1@gwu.edu
1-017(62), 2-006
- Sanchez, Dorothy**
d.sanchez17@umiami.edu
1-017(39)
- Savastano, Giovanna**
giovanna.savastano@wayne.edu
1-017(21)
- Schwartz, Sarah E.O.**
seoschwartz@suffolk.edu
1-017(65)
- Schwartz, Seth J.**
sscswartz@med.miami.edu
1-017(54)
- Scott, Judith C.**
Judith.Scott@tufts.edu
1-015, 1-017(59)
- Scott, Mindy**
msscott@childtrends.org
1-006
- Serpell, Zewelanj**
znserpell@vcu.edu
1-017(8), 1-017(60)
- Shaffer, Anne**
ashaffer@uga.edu
1-017(48)
- Shearer, Rebecca**
rshearer@miami.edu
1-017(3), 1-017(39)
- Sideris, John**
john.sideris@unc.edu
2-008
- Skinner, Olivenne**
ods3@psu.edu
1-014, 1-017(11)
- Smeding, Annique**
Annique.Smeding@univ-
savoie.fr
1-017(30)
- Smith, Emilie**
emilie.smith@uga.edu
1-010, 2-014, 3-007
- Smith, Nina P**
nsmith42@nccu.edu
1-007
- Smith-Bynum, Mia A.**
msbynum@umd.edu
2-006
- So, Suzanna**
sso@luc.edu
1-017(64)
- Starks, Abigail M.**
astark@suffolk.edu
1-017(65)
- Stevenson, Howard C.**
howards@gse.upenn.edu
1-015, 2-007, 2-011, 2-012,
3-002, 3-003, 3-009
- Stewart, Ashley**
as8779@nyu.edu
1-005
- Stock, Michelle**
mstock@email.gwu.edu
1-017(62)
- Su-Russell, Chang**
cszm3@mail.missouri.edu
1-017(38)
- Sun, Xiaoran**
xbs5014@psu.edu
1-017(46)

Author Index

- Szapocznik, Jose**
jszapocz@med.miami.edu
1-017(54)
- Tache, Rachel M.**
rmtache@gwu.edu
1-017(26)
- Talley, Lloyd Matthew**
ltalley@gse.upenn.edu
2-007
- Tarullo, Louisa**
ltarullo@mathematica-
mpr.com
1-013
- Tavassolie, Tanya**
ttavasso@masonlive.gmu.ed
u
2-015
- Taylor, Ashley Evans**
Ashley.taylor@gcsu.edu
1-014, 1-017(11)
- Taylor, Ronald**
rdtaylor@temple.edu
1-017(51), 1-017(52)
- Terleckyj, Stefan**
stefanterleckyj@gmail.com
1-017(21), 1-017(56)
- Thomas, Khia**
kthomas2@broward.edu
1-017(11)
- Thomas, Krystal**
kthomas22@vcu.edu
1-017(8)
- Thorpe, Jr., Roland J.**
rthorpe@jhu.edu
1-011
- Thullen, Matthew**
thullenm@health.missouri.ed
u
1-017(24)
- Tolan, Patrick H.**
pht6t@virginia.edu
2-017, 3-005
- Tremaine, Elizabeth**
tremaine@pdx.edu
1-017(10)
- Turner, Kimberly**
kturner@childtrends.org
1-006
- Umana-Taylor, Adriana J.**
adriana.umana-
taylor@asu.edu
1-017(50)
- Unger, Jennifer B.**
jenniferbethunger@gmail.co
m
1-017(54)
- Updegraff, Kimberly A.**
kimberly.updegraff@asu.edu
1-017(50)
- Valdez, Carmen R.**
cvaldez@wisc.edu
1-008
- Valdovinos D'Angelo,
Angela**
adangelo@mathematica-
mpr.com
1-017(25)
- Van Horn, M Lee**
MLVH@unm.edu
1-017(1)
- Varner, Fatima**
fvarner@utexas.edu
1-017(45)
- Velazquez, Efren**
velazquezea@vcu.edu
1-017(22)
- Villenas, Christian**
christian.villenas@glsen.org
1-017(15)
- Vogel, Cheri**
cvogel@mathematica-
mpr.com
1-013
- Vuletich, Heidi A.**
vule978@live.unc.edu
1-017(29)
- Washington-Nortey,
Princess-Melissa Tracey**
washingtonnprm@vcu.edu
1-017(60)
- Waters, Damian M.**
dmw23georgetown@gmail.c
om
1-014
- Watford, Jon Alexander**
jw4058@nyu.edu
1-015
- Way, Niobe**
niobe.way@nyu.edu
1-005, 3-002, 3-003, 3-006
- Webb, Felecia**
frwebb@umich.edu
1-017(11)
- West, Jerry**
jwest49@umd.edu
1-006
- Wickrama, Kandauda A. S.**
wickrama@uga.edu
1-017(19)
- Wilson, Stephanie Ann**
wilsonsa2@vcu.edu
1-017(36)
- Winsler, Adam**
awinsler@gmu.edu
1-017(6), 2-015
- Wong, Jessie**
Jessie.j.wong@gmail.com
2-017
- Wood, Dana**
dana.wood@gcsu.edu
1-014, 1-017(11)
- Yeh, Yu-Ching**
ycyeh@mail.ncyu.edu.tw
1-017(7)
- Yelverton, Rita**
yelver2@pdx.edu
1-017(10)
- Yoon, Junghee**
jhyoon312@gmail.com
1-017(44)
- Yu, Dian**
dy73046@uga.edu
3-007
- YU, fu Cheng**
yuchengfu1206@qq.com
1-017(67)
- ZHANG, Wei**
zhangwei@scnu.edu.cn
1-017(67)
- ZHU, jun Jian**
576758547@qq.com
1-017(67)