



**Construction of the 'Other': Development, Consequences, and  
Applied Implications of Prejudice and Discrimination**

**May 2 - 4, 2022 • Rio Grande, Puerto Rico, USA**

**2022 SPECIAL TOPIC MEETING**

# Program Guide



## 2022 SPECIAL TOPIC MEETING

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# Welcome

Dear Attendees,

Welcome to Puerto Rico and the 2022 SRCD Special Topic Meeting!

We are thrilled that you are joining us for our Construction of the “Other”: Development, Consequences, and Applied Implications of Racism, Prejudice, and Discrimination! We expect an exciting meeting that brings interdisciplinary scholars from around the world on what is known and what needs to be known about racism, prejudice, and discrimination. Racism and bigotry are major social diseases affecting the everyday lives of millions of persons across the world. Despite its prevalence and destructive consequences, research aimed at understanding the origins and development across the life span is surprisingly sparse. The scarcity of rigorous, systematic developmental and interdisciplinary research has resulted in a relative vacuum of evidence-based interventions and policies.

This conference is a timely and strong effort to begin to redress the gaps. Our goal is to create a three-day, intensive venue to learn and share state-of-the-art scholarship on racism, prejudice, and discrimination. We also aim to provide a springboard to jump-start new team efforts that are needed to adequately address the major gaps in this area of study. These collaborative efforts will likely require the development of new theories and methodologies, and an interdisciplinary, culturally-grounded approach.

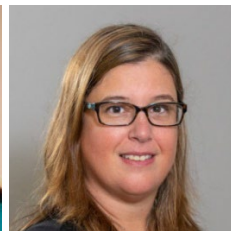
To accomplish these goals, we have an outstanding slate of invited distinguished speakers, a strong lineup of symposia, roundtable discussions, flash talks, and posters. We have dedicated presentations addressing developmental issues, the various consequences of racism, prejudice, and discrimination, and the applied implications of this work across the three days. We have also scheduled social events to spark interactive collegial collaborations, and we have various opportunities to support and encourage junior scholars seeking to pursue research in this area of interdisciplinary and developmental science.

Our hope is that we will all leave this gathering with new knowledge, ideas, and inspiration to do better and greater good scholarship to address the many social injustices and inequities in our societies.

Please browse through the program and set up your conference schedule to maximize your experience. We thank you kindly for your engagement and program contributions, and we look forward to listening and learning!

Sincerely,

Cynthia García Coll, Gustavo Carlo, Linda C. Halgunseth, Lisa M. López, and Norma J. Perez-Brena



P.S. Don't forget to enjoy and explore, “La Isla del Encanto,” (the island of enchantment) Puerto Rico!



## 2022 SPECIAL TOPIC MEETING

### General Information

#### Registration Desk Hours

**Location:** Rio Mar Atrium

#### **Registration Hours**

Sunday, May 1	4:00 PM - 7:00 PM
Monday, May 2	6:30 AM - 5:00 PM
Tuesday, May 3	7:00 AM - 5:00 PM
Wednesday, May 4	6:30 AM - 3:15 PM

To encourage better respect towards people's boundaries, SRCD attendees are encouraged to use colored lanyards provided to help attendees communicate their comfort around physical touch. While some are excited to get back to up-close-and-personal socializing, others are fiercely protective of their physical space. Please be sure to select your colored lanyard at the registration desk to signify to other attendees your comfort level.

<b>RED Lanyard</b>	No physical contact, "no exceptions"
<b>YELLOW Lanyard</b>	Only elbow and fist bumps allowed
<b>BLUE Lanyard</b>	Welcomes high fives and handshakes, "Hugs are Welcome"

#### Poster Sessions with Evening Receptions

SRCD will host three poster sessions.

We ask that all presenters mount your poster on the designated board on the morning of your scheduled session (*or no later than 15 minutes before the start time of your scheduled presentation*) so that attendees can view it at their leisure before the evening session. ***Your poster must be removed at the end of the session.***

**Location:** Caribbean Ballroom

#### **Poster Session Hours**

Monday, May 2	5:15 PM - 7:00 PM	Sponsored by the <a href="#">William T. Grant Foundation</a>
Tuesday, May 3	5:15 PM - 7:00 PM	Sponsored by the <a href="#">National Science Foundation</a>
Wednesday, May 4	3:30 PM - 4:30 PM	Sponsored by the <a href="#">National Science Foundation</a>

#### **Poster Set-up Times**

Monday, May 2	6:30 AM - 8:00 AM	5:00 PM - 5:15 PM
Tuesday, May 3	7:00 AM - 8:00 AM	5:00 PM - 5:15 PM
Wednesday, May 4	6:30 AM - 8:00 AM	3:15 PM - 3:30 PM

**Thank you to our Poster Session Sponsors**



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## 2022 SPECIAL TOPIC MEETING

### Meetings and Events Code of Conduct and Compliance Agreement

We ask that all attendees of SRCD events, both in-person and virtual, be mindful of inclusivity and respect for persons in their conduct and when preparing presentations, making every effort to frame discussions as openly and inclusively as possible. SRCD expects that all participants will be considerate and respectful in language and behavior, and communicate professionally and constructively, in person and virtually. SRCD is dedicated to providing a harassment-free event experience for everyone, regardless of gender, gender identity and expression, age, sexual orientation, ability, physical appearance, body size, race, ethnicity, religion (or lack thereof), or technology choices.

[VIEW THE FULL MEETINGS AND EVENTS CODE OF CONDUCT](#)

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### COVID-19 Safety Protocol

SRCD is committed to creating a safe space for in-person events, with our top priority being the health and well-being of attendees, speakers, and staff. We are closely monitoring COVID-19, its variants, and the impact they might have on the *Construction of the 'Other': Development, Consequences, and Applied Implications of Racism, Prejudice, and Discrimination*.

All attendees of SRCD-sponsored in-person events are required to comply with SRCD's COVID-19 Safety Protocol. This includes:

- Show proof of being fully vaccinated against COVID-19 **AND**
- Show proof of either a negative PCR molecular or antigen test (at rapid home test) for COVID-19 **taken 24 hours before the start of the conference.**
- **A face mask must be worn in all meeting spaces unless actively eating or drinking.**
- All attendees are required to upload documentation to an online portal to verify that both requirements have been met.

Touch-free hand sanitizing stations will be placed throughout of meeting space. The Wyndham Grand Rio Mar Puerto Rico has taken additional measures beyond our industry-leading cleaning standards by welcoming travelers back by enhancing the cleaning and disinfection of guest rooms and public spaces, with EPA approved disinfectants from EcoLab, easy access to COVID-19 health essentials and implementing training in coordination with the AHHA Safe Stay Advisory Council's recommendations and industry best practices.

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### Nursing Room

**Location:** El Morro 1

A private nursing room will be open during regular meeting hours. Please see the SRCD registration desk for a key to access this room.

### Zen Room

**Location:** El Morro 2

**What Is a Zen Room?** This is a multi-purpose space that's dedicated to noise-free activities. Most of the time, these activities are for stress relief, getting away from everything for a few minutes, catching your breath, slowing your heart rate, and dialing down the madness. **Open to all attendees.**





## 2022 SPECIAL TOPIC MEETING

### Restrooms / All Gender Restrooms

Restrooms are located throughout the 1<sup>st</sup> level of the Conference Center of the Wyndham Grand Rio Mar Puerto Rico. The Wyndham Grand Rio Mar Puerto Rico offers restroom facilities that are physically accessible (ADA compliant) and open to people of all genders.

#### Locations:

- Gender-Specific Restrooms, Level 1 of the Conference Center of the resort near Salon 2
- All Gender Restroom, Level 1 of the Conference Center of the resort near the Caribbean Ballroom

### Food and Coffee Outlets

SRCD will provide some meals and beverages during the meeting. During times when food and beverages are not provided, the Wyndham Grand Rio Mar Puerto Rico has several food and beverage outlets onsite. *If you have requested accommodations special food allergy; please see the meeting registration desk for assistance.*



#### Marbella

Start your day the right way with an energizing breakfast, overlooking morning views of sparkling seas and dense tropical gardens.

**Breakfast** from 6:30 am to 11:00 am



#### Roots On the Go

Savor the unique tastes of farm-to-table beach fare from Roots Coastal Kitchen on-the-go!



#### Hole-in-One

Enjoy your meal alongside a drink menu with a wide range of wines, beers, and Caribbean cocktails.



#### Roots Coastal Kitchen

This creative haven of Caribbean comfort food was opened by Executive Chef Ramón Carrillo in collaboration with Top Chef finalists Jeff McInnis and Janine Booth.



#### Palio Ristorante

Enjoy an exquisite dinner at our Italian Cuisine restaurant.



#### Barista Cafe

This charming coffee shop serves up tasty treats alongside delicious brews of locally sourced coffees and teas.



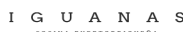
#### Tiki Hut

This colorful, no-walls outdoor tiki bar combines tropical cocktails with Puerto Rico-inspired dishes.



#### 5 O'Clock Somewhere

This poolside bar and restaurant is the quintessential spot for a slice of paradise.



#### Iguanas Cocina Puertorriqueña

Delight yourself into authentic Puerto Rican Flavors.



#### Caicu Bar & Tapas

Settle into our indoor cocktail lounge overlooking a beautiful beach bordering vibrant reefs.



Check out our daily Grand Happenings for hours of operation  
and more everyday fun!



## 2022 SPECIAL TOPIC MEETING



### William T. Grant FOUNDATION

The William T. Grant Foundation selected 14 Graduate Student/Early Career Professionals who were accepted into the submitted program. As part of the award, winners will receive a Diversity Travel Award in the amount of **\$500 USD**. This award is to support their attendance at the #ConstructingTheOther meeting.

#### **Congratulations to our Winners!**

Özlü Aran  
L. Diego Conejo Bolanos  
Michael Gerald Curtis, Jr.  
Ariana Munoz-Salgado  
Victoria Rodriguez-Operana

Shannon Savell  
Ananya Tiwari  
Sonya Xinyue Xiao  
Rebecca Peretz-Lange  
Jennifer Medina Vaughn

Luis A. Parra  
Anne Partika  
Jellie Sierksma



### National Science Foundation

The National Science Foundation (NSF) has accepted **30 Scholars** to its NSF Mentee-Mentor Emerging Scholars Program. Each of the 30 Emerging Scholars is from underrepresented groups and are authors of an accepted symposium presentation, paper, or poster accepted for presentation at the #ConstructingTheOther meeting.

As part of this program, mentees are awarded a Travel Award in the amount of **\$500 USD** after each of the program's meetings (#ConstructingTheOther and #SRCD23). This award is to support their attendance at each of the meetings. Under the conditions of this program, mentees will be paired with a mentor who will also attend the #ConstructingTheOther and #SRCD23 meetings.

#### **Congratulations to our Scholars!**

Ana Katrina (Anika) Aquino  
Özlü Aran  
Diego Barcala-Delgado  
Vanessa Bermudez  
Alejandra Bermudez Torres  
Corinne Blake  
Karina Cahill  
Betsy Centeno  
Diego Conejo Bolaños  
Vanessa Esquivel

Dan Gao  
Gorana Gonzalez  
Anna Kimura  
Dominique La Barrie  
Minji Lee  
Vivian Liu  
Melissa Lucas  
Michelle Miller  
Alejandra Miranda  
Lucinda Okine

Sarah Pedonti  
Bernardette Pinetta  
Katelyn Pitcher  
Meredith Powers  
Brenda Rincon  
Erika Roach  
Christina Rowley  
Ekjyot Saini  
Shruthi Venkatesh  
Yuan Zhan

If you have any questions regarding logistics for the **2022 SRCD Special Topic Meeting: Construction of the 'Other': Development, Consequences, and Applied Implications of Racism, Prejudice, and Discriminations**, please get in touch with SRCD Meetings & Events Team using the information below.

**Julia K. Johnson, CGMP**  
Special Event and Exhibit Manager  
Email: [jjohnson@srcd.org](mailto:jjohnson@srcd.org)

**Natasha J. Ross, MBA, CMP, VEMM**  
Director of Meeting and Events  
Email: [nross@srcd.org](mailto:nross@srcd.org)



## 2022 SPECIAL TOPIC MEETING

### Day 1: May 2<sup>nd</sup>

7:00 AM - 8:00 AM

Location: Rio Mar Salon Foyer

#### Monday Breakfast

Join colleagues and other attendees for breakfast in the Rio Mar Foyer near the General Session Room (Salon 5-6).

8:00 AM - 8:30 AM

Location: Salon 5-6

#### Monday Breakfast (continues) with Welcome and Opening Address

##### Welcome to #ConstructingTheOther

SRCD and the program organizers look forward to welcoming you during breakfast in the Ballroom with opening comments beginning at 8:00 AM. Be sure to attend as they set the stage for the next three days!

##### Speakers:

*Nancy E. Hill, Harvard University, SRCD President*

*Saima Hedrick, SRCD Executive Director*

*Cynthia García Coll, Universidad de Puerto Rico*

*Gustavo Carlo, University of California, Irvine*

*Linda C. Halgunseth, University of Connecticut*

*Lisa M. López, University of South Florida*

*Norma J. Perez-Brena, Texas State University*

8:30 AM - 10:00 AM

Location: Salon 5-6

#### Invited Speaker Presentation: *Systemic Racism Is... Mapping the Micro Element in the Racial Structures of Everyday Life in the U.S.* - **Eduardo Bonilla-Silva**, Duke University

Eduardo Bonilla-Silva will speak on systemic racism and describes its practices in the Post-Civil Rights Era, deconstruct the dominant color-blind language and tropes we use to discuss racial affairs, and discuss the centrality of Whites' normative behavior for the reproduction of racism.

10:15 AM - 11:45 AM

Current Breakout Sessions

#### Flash Talk Session: *Family and Relationships*

Location: Salon 1

##### Moderators: *Michael Cunningham and Diane Hughes*

Digitally-Mediated Ethnic-Racial Socialization among African American College Students and their Parents

*Michelle Y. Martin Romero, Morgan Taylor Brown, Michele Chan, Michaeline Jensen, Gabriela Livas Stein*

Observed Maternal Racial Socialization, Positive Self-Perceptions, and Resilience in Response to Racial Discrimination

*Angel Sia Dunbar, Mia A. Smith-Bynum, Erica Coates, Lydia Harim Ahn*

Juggling Parenting, Work, School, and Welfare: Low-Income African American Women and the Pursuit of Education

*Cecily R. Hardaway, Megan Pittas*

Equivalence of Family Measures between African American, European American, Latinx, Multiethnic, and Native American Parents

*Daisy E. Camacho-Thompson, Vanesa Perez, Nancy A. Gonzales, Jenn-Yunn Tein, Hardian Thamrin*

Centering Chicana M(other)work to understand the psychological impact of forced family separation at/beyond the U.S./Mexico border

*Janay Mae Garrett*

U.S. Latino/as' Romantic Partner Support and Prosocial Behavior towards Family, Friends, and Strangers

*Sarah L. Pierotti, Gustavo Carlo, Sarah Killoren*

Maternal Spiritual Coping and Children's Joy in African American Families

*Kimberly Stokes, Tasha Turner, Erika London Bocknek*

Sociopolitical Discussions, Everyday Discrimination, and Mental Health among Late Adolescents during the 2020 Election

*Danny Rahal*





## 2022 SPECIAL TOPIC MEETING

**Paper Symposium:** *Social Learning in Childhood: New Experiments on the Formation and Change of Explicit and Implicit Attitudes*

**Location:** Salon 2

**Integrative Statement:** Childhood is a formative period of learning and exploration, especially when it comes to learning about the social world. Understanding how and when children form and change beliefs and attitudes about the social world is important both for advancing theories of social cognition and for informing practices on reducing prejudice and discrimination. This symposium integrates the most recent research on this topic to offer a new look at the mechanisms of implicit and explicit attitude formation and change in childhood. The first speaker explores implicit attitude formation by comparing the effectiveness of brief verbal statements versus paired pictures (evaluative conditioning) in creating novel implicit attitudes. The second speaker further examines processes of attitude formation through more elaborate parent-child discussions of race. The third speaker moves into the question of attitude change, testing reductions in children's implicit and explicit attitudes after cross-race physical exercise. Finally, the fourth speaker considers the change in children's explicit gender stereotypes following subtle linguistic cues of non-generics. Together, these diverse experiments – varying in age groups, measures (implicit and explicit), topics (gender, race, and novel groups), and methods of intervention – can shed new light on our theories of how explicit and implicit attitudes are acquired, socialized, or changed in early life. Such findings are also necessary to develop the most effective interventions to reduce harmful social biases at their point of inception.

**Designate Chair:** *Tessa Charlesworth*

**Chair 2:** *Miao Qian*

Children's Implicit Attitude Acquisition: Evaluative Statements Succeed, Repeated Pairings Fail

*Tessa Charlesworth, Benedek Kurdi, Mahzarin Banaji*

Investigating the Influence of Dyadic Conversations about Racial Incidents on White American Parents' and Children's Implicit Attitudes

*Sylvia Perry, Adilene Osnaya, Allison Skinner*

A Coordinated Movement Approach to Reducing Children's Implicit and Explicit Racial Biases

*Miao Qian, Gail D. Heyman, Paul C. Quinn, Genyue Fu, Kang Lee*

Harnessing Language to Counteract Stereotypes and Boost Science Engagement among Children from Underrepresented Groups

*Amanda Cardarelli, Marjorie Rhodes, Sarah-Jane Leslie*

**Paper Symposium:** *The Recognition, Perpetuation, and Repercussions of Racial Discrimination within the School Context for Black Youth*

**Location:** Salon 3

**Integrative Statement:** African American youth encounter racial discrimination in multiple settings, and these experiences often contribute to mental health and academic racial disparities (Brown et al., 2000; Garcia Coll et al. 1996). The school context is one setting in that African American adolescents report exposure to racial discrimination from multiple sources (e.g., peers, teachers) (Fisher et al., 2000; Rosenbloom & Way, 2004; Scott, 2003). Experiencing racial discrimination within the school context (e.g., academic tracking, achievement, disciplinary practices) can be particularly harmful on youth's academic trajectories, mental health, and racial identity development (e.g. Wong et al., 2003). Youth also report exploring the meaning of race and bias at school (Desai, 2016; Douglass et al., 2016), while attempting to process and cope with racial stressors (e.g., racial joking, biased teacher expectations). However, research suggests that many teachers and school staff often do not recognize, or do not feel equipped to address race or discrimination (e.g., Young, 2003). Worst, many schools take an egalitarian or color-blind ideological approach to race (Schofield, 2006), which can invalidate youth experiences and perpetuate racial stress in a context that should be safe. Utilizing multiple methodologies, the current symposium is designed to highlight how different forms of racial discrimination are socialized, manifested, and perpetuated within the school context, which ultimately influence academic and psychological outcomes for African American youth. The symposium was created to stimulate future research and interventions on the topic. Implications for research and practice regarding how to reduce and address racial discrimination within schools will be discussed.

**Designate Chair:** *Farzana T. Saleem*

Racial Discrimination, School Misconduct, and Academic Efficacy: Internalizing Symptoms as Mediators among Black Adolescents

*Danielle Busby, Nkemka Anyiwo, Farzana T. Saleem*

Daily Teacher-Perpetrated Microaggressions targeting Black American Adolescents

*Devin English, Sharon Lambert*

"Excuse me, I have a Voice Too!" Black Youth Perspectives on an "Unfair Education System"

*Tierra T. Ellis*

What Do Teachers (Not) See: Teacher Perceptions of Students' Racialized School Experiences

*Kamilah Legette*



## 2022 SPECIAL TOPIC MEETING

**Paper Symposium:** *Racial and Political Socialization Among Black and Latinx Families:  
A Multi-Method Examination*

**Location:** Salon 4

**Integrative Statement:** In reaction to societal prejudice, parents of color are tasked with helping their children recognize and combat discrimination. Responding to such endemic marginalization, these parents strive to instill resilience and a sense of agency in their adolescents. The first study examined how Black adolescents learn about political and racial issues from their parents and how these messages relate to their own perceptions and actions against social inequality. Findings revealed that adolescents who had more politically related conversations at home and whose parents exemplified more civically engaged behaviors reported more messages of racial pride from their parents and had greater awareness of structural inequalities. The second study explored connections between Latinx adolescents' ethnic-racial socialization (ERS), political conversation with parents, their ethnic-racial identity (ERI), and sociopolitical development. Results indicated that youth whose parents engaged in cultural transmission and had more political discussions at home felt a greater sense of responsibility in helping their community. Additionally, sociopolitical discussions with parents were related to higher ERI exploration among adolescents. The third paper examined qualitative accounts of Black and Latinx parents' ERS with their adolescents. Preparing youth for societal marginalization and ways to protect themselves were prevalent messages shared by both groups of parents. These studies provide complementary insights—both quantitatively and qualitatively—into socialization practices employed by parents of color and how they prepare their children to navigate oppressive environments for people of color in the United States. They also shed light on the impact of contending with societal marginalization on youth's development.

**Designate Chair:** Fernanda L. Cross

**Discussant:** Shauna M. Cooper

Exploration of Critical Social Analysis and Action: Latinx Immigrant Young Adults' Responses to Anti-Immigration Policies

*Andrea Negrete, Laura Ramirez-Arellano, Melissa Lucas, Noelle Hurd*

Inherently Political? Associations of Parent Ethnic-Racial Socialization and Sociopolitical Discussions with Latinx Youth's Emergent Civic Engagement

*Bernardette Pinetta, Saraí Blanco Martinez, Fernanda L. Cross, Deborah Rivas-Drake*

Raising Children to Navigate a Racialized Society: Ethnic-racial Socialization Practices in Latinx and Black families

*Aixa Daphne Marchand, Fernanda L. Cross, Deborah Rivas-Drake, Stephanie Johnson Rowley*

**Conversation Roundtable:** *(In)visible Racism: The Racialized Experiences of Asian  
American Youth and Families*

**Location:** Salon 5-6

**Integrative Statement:** The Asian American population is the fastest-growing racial or ethnic group in the United States (Census, 2013), but remains largely invisible in the U.S. racial landscape. If developmental science is to take the development of all youth seriously, it is critically important to understand how racialized experiences affect Asian American youth and families. Part of the invisibility of the Asian American experience stems from research that builds off of existing models focused on Black and Latinx experiences. And while there are certainly similarities across minoritized groups, there are important and noteworthy differences. In this roundtable conversation, four Asian American developmental scientists trained in different subfields of psychology and child development will discuss the (in)visibility and othering of Asians in America, including new models, measures, and methods to study the racial (in)visibility of Asian Americans. The presenters will highlight their approach to studying racism and discrimination among subgroups of Asian American youth, including how Asian immigrant families do and do not address racism and discrimination, and its impact on child development. Each presenter will discuss the challenges and opportunities working mainly or peripherally with Asian American youth, including intersections with other domains (education, poverty, religion, migration, health) and contexts (K-12, higher education, neighborhoods).

**Moderator:** Richard M. Lee

**Panelists:**

*Tiffany Yip*

*Charissa S. L. Cheah*

*Rashmita S. Mistry*



## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *Observational Measurement of Teachers' Culturally Responsive Classroom Practice*

**Location:** Salon 7

**Integrative Statement:** This symposium will highlight advances and challenges in the use of classroom observational measures to assess the effectiveness of teacher culturally responsive practice (CRP) interventions. Papers will review existing and emerging classroom observational measures of CRPs, highlighting both live and video data collection methods and applying qualitative and quantitative approaches.

Paper 1 employed item response theory to examine psychometrics of a live classroom observational measure of teacher CRPs; although most items discriminated well, results suggest they were also fairly difficult. Significant associations with a teacher self-report measure of classroom practices provide initial support for the convergent validity of the measure. Paper 2 turns our focus to video observational assessment approaches, which may be an underutilized strategy for capturing the presence of CRPs in K-12 classrooms. A positive overall association was found between two different observational measures of CRPs used to code the Measures of Effective Teaching (MET) video, though varying effects among subscales raised questions about the construct's operationalization. Paper 3 leveraged grounded theory to understand the perspectives of Black and Latino/a students regarding their classroom environment with the purpose of identifying observable, malleable practices that define CRPs. Findings revealed specific teacher behaviors that students consider to be culturally responsive; in addition, an orthogonal construct related to harmful and differential treatment emerged.

A discussant with expertise in applying mixed methods to understand experiences of cultural dissonance in schools will facilitate discussion and explore persistent challenges and future solutions for the measurement of equitable and culturally responsive school and classroom practices.

**Designate Chair:** *Jessika Bottiani*

**Discussant:** *Christy Michelle Byrd*

Measurement Properties and Convergent Validity of a Live Classroom Observational Measure of Culturally Responsive Practices

*Jessika Bottiani, Wes Bonifay, Chelsea Duran, Katrina Debnam, Keith Herman, Catherine P. Bradshaw*

Observational Assessments of Culturally Responsive Teaching: Leveraging the Measures of Effective Teaching (MET) Study

*Meredith Dentes Powers, Jessika Bottiani, Juliana Karras*

Black and Latina/o Students' Call for Cultural Responsiveness in the Classroom

*Katrina Debnam, David Aguayo, Keith Herman*

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### **Paper Symposium:** *Dismantling Educators' Psychological and Cultural Barriers: A Pathway to Equity*

**Location:** Salon 8

**Integrative Statement:** Faced with persistent racial achievement gaps, many U.S. educators want to improve outcomes for racial minority students. However, a variety of social, psychological, and cultural barriers (e.g., uncertainty during cross-race interactions; lack of cultural knowledge or engagement) prevent White teachers -- the majority of teachers -- from engaging minority students in ways that foster academic success. This symposium examines how barriers to successful cross-race teaching manifest in everyday classroom interactions, practices, and pedagogies -- and how addressing these barriers can foster educational equity. The first talk demonstrates that buffering White teachers from psychological threats in cross-race teaching contexts leads teachers to report better relationships with their students and greater personal well-being and to teach with greater rigor to foster student academic growth. The second talk examines how teachers' beliefs about student potential manifest in their feedback to White vs. Black students. Qualitative and quantitative data suggest that encouraging teachers to use high-agency feedback practices (i.e., challenging and scaffolding student growth) can improve teachers' feedback to and expectations for minority students. The third talk describes an intervention that provides educators with a framework for understanding cultural differences and creating culturally matching learning environments (i.e., leveraging students' cultural backgrounds as a learning asset). The intervention increased school leadership's sense of control and responsibility for improving student outcomes, increased teachers' use of culturally relevant teaching practices, and enhanced students' everyday learning experiences. Together, these talks highlight theory-driven strategies for empowering educators to engage with diverse students in culturally relevant, growth-oriented ways.

**Designate Chair:** *Laura Brady*

**Discussant:** *Stephanie Fryberg*

Teaching Across Racial Lines: For New White Teachers, Values Affirmation Improves Relationships and Rigor

*Shannon Brady, Camilla Griffiths, Geoffrey Cohen*

"What Do You Mean by That?": Utilizing Feedback as a Way to Bolster Teachers' Beliefs in Student Potential

*Camilla Griffiths, Lisel Murdock-Perriera, Jennifer Eberhardt*

Creating Culturally Matching Educational Environments: A Research-Practice Partnership Approach to Equity

*Laura Brady, Camilla Griffiths, Perla Rodriguez, David Parker, Hazel Rose Markus, Stephanie Fryberg*

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## 2022 SPECIAL TOPIC MEETING

**Paper Symposium:** *Early Education Strength-based Research with Latine Families: Funds of Knowledge, Co-design, and Culturally Situated Assessment*

**Location:** Salon 9-10

**Integrative Statement:** This symposium highlights strength-based approaches to supporting Latine children's early learning. These studies adopted a Funds of Knowledge (FoK) theoretical framework and co-design methodologies to understand Latine families' everyday experiences and create programs connecting home, school, and community practices. They also used culturally situated assessments to describe children's learning environments and evaluate program impacts. The first study used a household teaching task and a wordless picture book sharing the task with Latine caregivers to characterize preschoolers' home math language environment. Caregivers incorporated math concepts in both interactions but used more math language during the household task, a more culturally relevant activity. The next two studies involved research-practice partnerships with community-based organizations to design early education programming. The second study uncovered Latine mothers' values and family practices involving STEM concepts in home and community environments. Mothers also co-designed prototypes of playful installations enhancing early STEM learning in community spaces aligned with their experiences. The third study incorporated community leaders' expertise and insights from teachers and families to co-create a survey tool and workshops that help teachers identify families' FoK and home-school strategies to promote early math learning. The last study used an RCT and culturally-grounded assessment to evaluate a culturally-responsive early learning intervention. Findings showed large positive impacts on kindergarteners' narrative language skills, and a cost analysis indicated low costs for implementing the program. Together, these studies provide examples of rigorous strength-based program design and assessment models that leverage families' cultural assets and align practices across contexts for meaningful early learning experiences.

**Designate Chair:** *Vanessa Noemy Bermudez*

**Chair 2:** *Andres Sebastian Bustamante*

Latine Head Start Parents' Math Talk Across Contexts

*Gigliana Melzi, Veronica Mesalles, Paola Montufar Soria*

Codesigning Playful Community Spaces for Early STEM Learning: Building on Latine Families' Funds of Knowledge

*Vanessa Noemy Bermudez, Leiny Garcia, Wendy Roldan, Gladys Aguilar Del Real, Brianna Romero, Paola Padilla, Rigoberto Rodriguez, Kathy A. Hirsh-Pasek, June Ahn, Andres Sebastian Bustamante*

Co-constructing Tools for Teacher-Family Collaboration on Early Math Learning in Latinx Communities: A Research-Practice Partnership

*Eric Dearing, Graciela N. Borsato, Eric Dearing, Veronica Goei, Nereyda Hurtado, Gigliana Melzi, Sara Schnitzer*

Positive Impacts of a Strengths-based Family Program on Latino Kindergarteners' Narrative Language Abilities

*Diana Leyva, Anna Shapiro, Gloria Yeomans-Maldonado, Christina J. Weiland*

**12:00 PM - 1:30 PM**

**Location:** Salon 5-6

**Invited Speaker Lunch Presentation:** *Group and Moral Matters in the Inclusion and Exclusion of the 'Other' through late childhood into adolescence - Adam F. Rutland*, University of Exeter

Adam F. Rutland will discuss how the role of group processes in social exclusion and resource allocation relates to children's development of prejudice and/or discrimination.

**1:45 PM - 3:15 PM**

**Current Breakout Sessions**

**Flash Talk Session:** *Contextual Influences*

**Location:** Salon 1

**Moderator:** *Lisa M. López*

How and When Teacher-Child Demographic Match Matters in Public Preschool: Associations with School Readiness

*Anne Partika, Anna D. Johnson*

Disparities in Developmental Screening and Special Education Referral and Identification in Migrant and Seasonal Head Start

*Sarah Pedonti, Kathryn Anne Leech, Sandra L. Soliday Hong*

Student and Teacher Perspectives on the Use of Culturally Responsive Practices in a Tribal School

*Lora Jelise Henderson, Jessika Bottiani*

"It's like feeding them to the wolves": Caregivers Narratives of School-Based Trauma and Its Impacts

*Addison M. Duane, Heather Bishop, Kathleen Leedy, Lauren Mims*

U.S. Mexican Adolescents' Well-Being in the Context of Neighborhood White Concentration

*Rebecca M. B. White, Carmen Kho, Rajni L. Nair, Chang Zhao, Claudia A. Vega, Ana Maria Melendez Guevara, Rachael Karina Perez*

"If I didn't fit the black girl they wanted me to be": Understanding and Affirming Identities formed in Elite White Social Spaces

*Shannon R. Audley, Maddison Baisden, Steffanie Dube, Mylia Marshall, Eliza Mankin*





## 2022 SPECIAL TOPIC MEETING

The Effects of Parental Incarceration on Children's Mental Health: A Critical Race Perspective

*Melissa Gordon, Bridgette Johnson*

Peer Relationships, School Belonging, and Structural Disadvantage: A Multilevel Analysis of the Neighborhood-School Context

*Naomi Duran, Christy L. Lleras*

**Paper Symposium:** *Sexual Orientation and Gender Identity and Expression (SOGIE)-Based Prejudice in Middle Childhood and Adolescence*

**Location:** Salon 2

**Integrative Statement:** Stigma, prejudice, and discrimination based on sexual orientation and gender identity/expression (SOGIE) are well-documented experiences for sexual and gender minority individuals (Herek, 2016). SOGIE-based prejudice is often directed at individuals who do not conform to socially accepted or prescribed gender roles, particularly among children and adolescents (Horn, 2019). We know relatively less, however, about SOGIE-related attitudes, beliefs, and experiences among samples of children and adolescents, as well as from an intersectional perspective and using multiple methods. Studying youth diverse in racial/ethnic and sexual identities, we seek to address three related research questions (across three individual papers, respectively) in this symposium on the broad topic of SOGIE-related prejudice: (1) What are young children's perceptions of sexual minority individuals and their families? (2) How do beliefs regarding SOGIE-based harassment develop across adolescence? (3) How do gender conformity pressures and typicality relate to sexual harassment among sexual minority and heterosexual adolescent girls? Each paper highlights unique design strengths such as the inclusion of both qualitative and quantitative data, an accelerated longitudinal design, and large sample size. Aligned with SRCD's Strategic Goals, the collective findings from these studies contribute to and enrich developmental science by describing SOGIE-related perceptions and experiences of children and adolescents who themselves are diverse in sexual and racial/ethnic identities. With the inclusion of a discussant who is an expert on these topics, the symposium will also highlight future research recommendations and translational implications for interventions, practice, and policy-relevant to reducing SOGIE-based stigma, prejudice, and discrimination among all youth.

**Designate Chair:** *Rachel H. Farr*

**Discussant:** *Stephen T. Russell*

Children's Implicit Bias, Explicit Attitudes, and Gendered Stereotypes Regarding Same-Gender Couples and Families

*Rachel H. Farr, Ilyssa Salomon, Jazmin L. Brown-Iannuzzi, Christia Spears Brown*

Developmental Changes in Adolescents' Beliefs about SOGIE-based Harassment

*Stacey Horn, Paul Poteat, Safe Spaces Collaborative*

Sexual Harassment and Conformity Pressure among Adolescent Girls Diverse in Sexual Orientation and Gender Typicality

*Christia Spears Brown, Samuel Bruun, Rachel H. Farr*

**Paper Symposium:** *The effects of immigration climate and policy changes on Latinx youth and families*

**Location:** Salon 3

**Integrative Statement:** Latinx youth represent the fastest-growing percentage of the United States (U.S.) population and are coming of age during a time of unprecedented change in U.S. immigration policy. These policies "other" Latinx youth and families both explicitly through limited access to resources and physical barriers, as well as indirectly through increased anti-immigrant sentiment and social exclusion. This symposium will cover research on each of these domains using a variety of both quantitative and qualitative methods – beginning with the risks associated with having a family member detained or deported (Study 1), and moving to families' experiences of social exclusion at the national-, local-, and interpersonal-level (Study 2). Finally, we will discuss parents' perceptions of the effects of U.S. immigration actions and policy changes on their children and adolescents (Study 3). Despite immense risk due to the harsh immigration climate, Latinx youth and families demonstrate remarkable resilience as advocates for social change, suggesting important implications for policy and prevention.

**Designate Chair:** *Ashley Ann Walsdorf*

**Discussant:** *Rajni L. Nair*

Links Between Family Member Detention or Deportation in 2017 and Latino/a Adolescents' Later Adjustment

*Kathleen M. Roche, Rebecca M. B. White, Sharon Lambert, John E. Schulenberg, Esther J. Calzada, Gabriel Paul Kuperminc, Todd D. Little*

The Views of Mexican Immigrants Related To Others in Their Community in the Context of Anti-Immigration Climate

*Carmen Valdez*

Latinx parents' perceptions of how the changing immigration climate has affected their adolescent children

*Ashley Ann Walsdorf, Kathleen M. Roche, Margaret O'Brien Caughy, Maria Ivonne Rivera*





## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *Racial Discrimination and Youths' Physiological and Biological Processes*

**Location:** Salon 4

**Integrative Statement:** Racial discrimination impacts minority youths' mental and physical health, academic functioning, and identity processes. Numerous theoretical frameworks posit that physiological and biological processes underlie experiences of racial discrimination. For instance, the weathering hypothesis posits that health disparities are driven by an accumulation of racial discrimination that fundamentally changes physiological processes (Geronimus et al., 2006). Related, the biopsychosocial model posits that racial discrimination sets in motion physiological processes that, in turn, impact physical health (Clark et al., 1999). And finally, intergenerational transmission models suggest that racial discrimination and trauma can be passed down via changes in fundamental biological processes (e.g., Sullivan, 2013). Despite ample theory, there remain few studies among youth populations that consider the physiological/biological impact of racial discrimination experiences, while also accounting for the diversity in individual experiences and contexts during this developmental period. This symposium takes a developmental perspective to understanding the biological and physiological processes that are enacted when youth encounter racial discrimination. Our studies draw from youths' and young adults' experiences and consider multiple indicators of physiology (i.e., diurnal cortisol, cortisol reactivity, cardiovascular functioning, sleep behaviors). Further, we attend to contextual and individual characteristics by examining how racial discrimination experiences change as young adults navigate new contexts and how aspects of ethnic-racial identity mitigate the physiological effects of racial discrimination. The proposed symposium represents multidisciplinary and methodologically rigorous research conducted among marginalized youth populations, which will contribute to our understanding of the physiological/biological costs of racial discrimination across the lifespan.

**Designate Chair:** *Eleanor K. Seaton*

Latinx Adolescents' Experiences of Ethnic-Racial Discrimination and Physiological Stress Reactivity Across College Transition

*Michael R. Sladek, Saul Castro, Leah D. Doane*

Racial Discrimination and Stress across the College Transition

*Tiffany Yip, David Chae*

Racial Discrimination and Adolescent Executive Functioning: The potential mediating role of sleep

*Ednah Nwafor, Sarah Collier-Villaume, Jacquelyn Stephens, Rachael Ellison, Alexandra Ehrhardt, Emma Kristine Adam*

Daily Racial Discrimination Experiences, Racial Identity and Diurnal Cortisol among Black Young Adults

*Eleanor K. Seaton, Katharine Zeiders*

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### **Paper Symposium:** *(Meta-)Stereotypes and Internalizing Problems Among Chinese Youth in the U.S. and Mainland China*

**Location:** Salon 7

**Integrative Statement:** Immigrants and migrants are often viewed as outgroup members and treated differently. Differential treatment can take the forms of stereotyping, marginalization, and discrimination. For Asians or Asian Americans living in the U.S., they may be exposed to racial/ethnic stereotypes such as model minority stereotypes and seen as "the perpetual foreigner" (e.g., Lee, 2008). Furthermore, the literature has documented that Asian American adolescents experience the highest levels of peer discrimination and victimization relative to other minority groups in the U.S. (e.g., Fisher, Wallace, & Fenton, 2000). For Asians living in Asia, migrants may be treated differently and become aware that others view them negatively because of their migrant status (Vorauer, Main, & O'connell, 1998). Increased exposure to discrimination and to stereotypes that often become internalized over time elevate risks for maladjustment and health problems (Sue & Sue, 2008), including anxiety (Lee, 2009), depression (Chen, 1995), and somatic distress (Yoo et al., 2010). This symposium includes 4 papers focused on Chinese or Chinese American youths and the different types of internalized or internalizing problems that these youths are vulnerable to, including loneliness, marginalization and discrimination, and stereotypes or meta-stereotypes. Collectively, the papers in this symposium will explore how children's and adolescents' sociocultural contexts shape their identity development and how internalized stereotypes or meta-stereotypes and exposure to marginalization and discrimination have long-standing impacts on Chinese immigrant and migrant youths' adjustment and life trajectories.

**Designate Chair:** *Daphne Hill*

**Chair 2:** *Jeffery Liew*

Discrimination and Marginalization among Chinese American Youth: A Longitudinal Mixed Methods Study

*Danni Li, Jeffery Liew*

Meta-stereotype and Intergroup Relationship between Migrant and Urban Children in China

*Jun Wang, Dubin Ma, Xinwei Zhang*

Cultural Values, Intergenerational Transmission of Internalized Racism, Education, and Career Goals in Chinese American Families

*Daphne Hill, Danni Li, Jun Wang, Jeffery Liew*

Parenting, Problem Behaviors, and Loneliness of Chinese Youth in America and Inner Mongolia in China

*Jun Wang, Xin Li, Jeffery Liew*



## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *The Neurobiological Consequences of Experiencing Discrimination for Ethnically and Sexually Diverse Youth*

**Location:** Salon 8

**Integrative Statement:** Adolescents and emerging adults who do not identify as being members of majority groups associated with power and privilege, due to differing on the basis of cultural, ethnic, national, sexual or other characteristics, are marginalized and made to feel devalued when they experience discrimination against aspects of their social group identities. Experiencing discrimination is known to convey risks for healthy psychological development, and evidence is mounting that discrimination experiences also can “get under the skin” to affect healthy neurobiological development. In the symposium, three novel investigations will present evidence that experiencing discrimination on the basis of non-majority ethnic identity and sexual orientation is associated with variability in neural, adrenocortical, and autonomic functioning in Mexican-origin (predominantly heterosexual) adolescents, same-sex attracted (predominantly European-American) adolescents, and Latinx LGBTQ emerging adults. Collectively, the studies apply a developmental lens to the minority stress model, the allostatic load model, and intersectionality theory in order to identify biopsychological mechanisms of internalization that may convey the effects of discrimination on the development of identity and mental health. In lieu of a discussant, the presenters will reserve time for an extended interactive discussion period with the attending SRCD members on the value and challenges of bringing neurobiological procedures into the developmental science of discrimination and identity.

**Designate Chair:** Paul David Hastings

**Chair 2:** Luis A. Parra

Experiencing ethnic discrimination at school predicts asymmetrical adrenocortical hyporesponsivity and sympathetic hyperreactivity to an acute social stressor in Mexican-origin adolescents

*Paul David Hastings, Luis A. Parra, David G. Weissman, Lisa Johnson, Ryan T. Hodge, Lauren C. Gonzalves, Richard Whitney Robins, Amanda E. Guyer*

High ventral striatal reward reactivity protects against depressive symptoms in sexual minority adolescents

*Kristen Eckstrand, Luis Flores, Jr., Melissa Nance, Brian Toma, Michael Paul Marshal, Erika E. Forbes*

Heterosexist and racist discrimination predict reductions in salivary cortisol over time via conflicts to identity integration in LGBTQ Latinx emerging adults

*Luis A. Parra, Paul David Hastings*

### **Conversation Roundtable:** *Shattering the Ivory Illusion: Empowering Diverse Voices, Experiences, and Agendas*

**Location:** Salon 9-10

**Integrative Statement:** Voices and experiences that are closely aligned with “the norm” set by a predominantly white society have dominated the expectations for research, policy, and practice. It is time for the field of developmental science to elevate the voices and lived experiences of diverse individuals and communities in the U.S. In line with SRCD’s strategic goals to 1) advance developmental science, 2) integrate diversity, and 3) engage the broader SRCD membership, the overarching goal of this session is for SRCD members to engage in supporting diverse scholars and communities served through cutting edge, culturally-relevant, developmental research. Panelists will highlight ways the broader SRCD community can align the state of developmental science to be more representative and appropriately responsive to the U.S.’s racially, culturally and linguistically diverse populations.

This roundtable session will be led by Dr. Lorena Aceves, Latinx scholar and AAAS/SRCD Federal Policy Fellow, who will ask thought-provoking questions to the panelists. The roundtable panelists will include: Dr. Michael López, Latinx scholar and Vice President for Education and Child Development at NORC at the University of Chicago; Dr. Caroline Ebanks, Black scholar and the Early Childhood Team Lead for National Center for Education Research at the Institute of Education Sciences; Dr. Andrea Negrete, Latinx scholar and Assistant Professor of Psychology at Wesleyan University; and Dominique L. La Barrie, Afro-Latina graduate student at the University of Georgia in the Behavioral and Brain Sciences Program.

**Moderator:** Lorena Aceves

**Panelists:**

*Caroline M. Ebanks*

*Michael L. Lopez*

*Dominique Luisa La Barrie*

*Andrea Negrete*



## 2022 SPECIAL TOPIC MEETING

3:30 PM - 5:00 PM

Current Breakout Sessions

**Flash Talk Session: Poverty and Environment**

**Location: Salon 1**

**Moderators:** *Rashmita S. Mistry and Charissa S. L. Cheah*

Constructing the Socioeconomic 'Other' in Middle Childhood: Class-based Biases among Children of Immigrants

*Stephen H. Chen, Tracy Gleason, Michelle Wang, Mohan Li, Cindy H. Liu, Leslie Wang*

Shift-&-Persist in Mexican-Origin Youth: A Longitudinal Test

*Gabriela Livas Stein, Michaeline Jensen, N. Keita Christophe, Rick Cruz, Michelle Y. Martin Romero, Richard Whitney Robins*

Social Class Discrimination in Childhood: Dimensionality and Predictive Validity of a New Measure

*Thomas E. Fuller-Rowell, Olivia Nichols, Lydia Homandberg*

African American Girls' Narratives Surrounding the Power of Guns and Community Neglect

*Rebekah Pollock, Johari Harris, Faith Zabek, Josephine Grant Lindsley, Joel Meyers, Ann Cale Kruger*

Building a Strong Identity and Coping Skills: Preventive Intervention for Youths in High Poverty Contexts

*Martha Wadsworth, Jarl Ahlkvist*

Social class discrimination and adolescent sleep

*Ekjyot Kaur Saini, Megan Zeringue, Olivia Martin-Piñón, Thomas E. Fuller-Rowell, Mona M. El-Sheikh*

Seeking Support and Sharing Wisdom among Latino Migrant Youth: Undocumented Adolescents in U.S. Agriculture

*Fiorella L. Carlos Chavez, Antonella Bariani, Gustavo Carlo*

**Paper Symposium: Children's Attitudes, Empathy, and Behaviors Towards Various In-Group and Out-Group Peers**

**Location: Salon 2**

**Integrative Statement:** Research on children's attitudes, empathic responses, and interactions with others identified as in-group or out-group members provides important information regarding the origins of prejudice. This symposium reflects new research on group dynamics and includes the perspective of perpetrators as well as victims of discrimination. In Paper 1, Dutch children could help in-group or out-group members (i.e., those wearing the same or different t-shirt color) that were either in high or low need of help. Results indicated group membership alone did not predict differences in prosocial behavior, as 10-12-year-olds took need into account. In Paper 2, rather than creating artificial outgroups, the authors focused on age differences in European-American children's race-based biases in sympathy, prosocial behavior, and racial attitudes towards victims of social rejection. Results indicated that facial sympathy and prosocial behavior increased with age when the victims were Black but not White. The authors of Paper 3 examined how children and adolescents think about outgroups considering both wealth and race factors. The results of this work reveal that participants used stereotypes about wealth to understand inequalities and considered race in relation to wealth inequalities. In Study 4, European-American children's attitudes and prosocial behavior towards "the other" were predicted by parents' sympathy and prosocial behavior toward diverse others. Results indicated that children who were more extensive in their prosocial behavior and attitudes had parents who modeled similar behaviors. Together, this symposium offers novel insight into children's equitable attitudes, inclusion, and compassion toward marginalized others.

**Designate Chair:** *Tracy L. Spinrad*

Not all help is equal: Do children help competent and incompetent children differently?

*Jellie Sierksma*

Children's race-based biases in sympathy, prosocial behavior, and attitudes toward White and Black children

*Tracy L. Spinrad, Diana Elena Gal-Szabo, Sonya Xinyue Xiao, Jingyi Xu, Rebecca H. Berger, Sarah L. Pierotti, Nancy Eisenberg,*

*Deborah J. Laible, Gustavo Carlo*

Conceptions of Social Inequalities Based on Wealth and Race

*Melanie A. Killen, Amanda Rose Burkholder, Riley N. Sims*

Patterns of prosocial responsiveness by parents: Implications for children's racial attitudes and children's prosocial extensivity

*Deborah J. Laible, Sarah L. Pierotti, Diana Elena Gal-Szabo, Tracy L. Spinrad, Nancy Eisenberg, Gustavo Carlo, Afra Elif Aglar, Sonya Xinyue Xiao, Jingyi Xu*



## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *Racialized Experience and Its Influence on Development of Asian American Adolescents and Young Adults*

**Location:** Salon 3

**Integrative Statement:** Asian Americans (AA) are the fastest-growing population, reaching 14% of the U.S. population by 2065. However, they remain understudied and often excluded in the discourse on race and immigration. This organized symposium aims to fill this gap by investigating the racialized experience of young AAs and its influence on their developmental outcomes. The papers used data from MLSAAF, a longitudinal study of Filipino and Korean American families in a Midwest metropolitan area that examines the impact of culture, race/ethnicity, and immigration on youth development.

The first paper investigates how young Asian Americans internalize conflicting racial stereotypes, i.e., the model minority stereotype and perpetual foreigner stereotype, and the impact of that internalization on their developmental potentials. This study moves beyond the racial binary framework by investigating the influence of multi-dimensional socio-historical factors of the racial positionality of AA and its impact on development. The second paper investigates a longitudinal trend of mental health among AA youth and identifies explanatory factors that may account for the increased vulnerability of mental distress among this population, such as parent-child conflict and racial discrimination. The third study investigates the pathways in which racial/ethnic socialization practices influence mental health, mediated by racial discrimination. This study is unique in that it examines both parental and children's perspectives of racial/ethnic socialization. Together, the findings contribute to our understanding of the racialized experience of AA and its complex impact on AA youth development. These findings provide important policy and intervention implications to target the negativity of racism.

**Designate Chair:** *Michael Park*

Profiles of Asian American racial stereotypes

*Michael Park, Yoonsun Choi, Brandon Yoo, Miwa Yasui, David Takeuchi*

Trajectories of parent-child conflict, racial discrimination, and depressive symptoms among Asian American adolescents

*Eunseok Jeong, Yoonsun Choi, Eunseok Jeong, Michael Park*

Youth or parent report? Examining differential predictive effects of racial socialization on Asian American mental health

*Mina Lee, Miwa Yasui, Mina Lee, Yoonsun Choi*

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### **Paper Symposium:** *Color-Aware, But Still Color-Blind: The Ethnic-Racial Socialization of White Children*

**Location:** Salon 4

**Integrative Statement:** Children of color now represent more than 50% of the U.S. population under 15-years-old (Frey, 2019). At the same time, the polarizing rhetoric following the 2016 presidential election has seeped into children's proximal contexts. This symposium is motivated by the current sociopolitical context which highlights the need to understand how prejudice is socialized—especially for white children. Discussing race-related events with white children is essential, as a lack of explicit conversations about race may lead children to develop their own—often stereotypic—ideas (Bigler & Liben, 2007). This symposium examines the messages transmitted to children across multiple settings (e.g., from parents, teachers, media) that shape their understanding of race.

Current understandings of if, when, and how white children are socialized about race (i.e., ethnic-racial socialization; ERS) are limited (Loyd & Gaither, 2018). Research suggests white parents engage in more colorblind ERS compared to parents of color who employ cultural socialization (Priest et. al, 2014). Less is known about ERS from teachers and the media, which are also crucial socialization agents.

The first two papers in this symposium suggest that white parents and teachers are aware of the importance of race-related conversations, but oftentimes still engage in colorblind practices. Paper one is a qualitative examination of white parents' ERS of their white children. Paper two explores how white children in a diverse rural elementary school are socialized about race from their teachers. Finally, paper three offers a theoretical framework for moving beyond colorblind practices to practices that promote anti-racist white identities.

**Designate Chair:** *Taylor Hazelbaker*

**Discussant:** *Brigitte Vittrup*

Where's my handbook? White parents' socialization goals

*Cari Gillen-O'Neel, Virginia W. Huynh, Asya Harrison, Taylor Hazelbaker*

"Colorblind is the worst thing. We have to see race.": White teachers' ethnic-racial socialization practices

*Taylor Hazelbaker, Rashmita S. Mistry*

Confronting Whiteness: Conceptual, Contextual, and Methodological Considerations for Socialization Research to Illuminate White Ethnic-Racial Identity Development

*Juliana Karras-Jean Gilles, Erika Y. Niwa, Fiyinfoluwa Adesina, Martin D. Ruck*





## 2022 SPECIAL TOPIC MEETING

**Conversation Roundtable:** *Select All that Apply: Conceptualizing Afro-Latinidad for Developmental Research*

**Location:** Salon 5-6

**Integrative Statement:** Developmental researchers studying the racial identity, socialization, and discrimination experiences of children and youth of color have contributed much to the field of developmental science. However, as researchers continue to adapt to the changing racial landscape of the United States (U.S. Census Bureau, 2014) it is imperative that we consider the ways in which our current understanding of race and ethnicity has been taken for granted. Afro Latinxs are one population of Americans that complicate the conventional conceptualization and methods of assigning race and ethnicity within developmental research. Therefore, the purpose of this roundtable is to consider how historical, social, and cultural definitions of race influence the developmental experiences of Afro Latinx children and adolescents residing in the U.S., to contemplate how the experiences of Afro Latinx children and adolescents may differ from both non-Latinx Black and non-Black Latinx children and adolescents, and to discuss methodological strategies for capturing the experiences of this group.

**Moderator:** *Marlena Debreaux*

**Panelists:**

*Eleanor K. Seaton*

*Damien Domenack*

*Carlos E. Santos*

**Paper Symposium:** *Contextual and Sociocultural Factors Related to Marginalized Youth's Positive Development.*

**Location:** Salon 7

**Integrative Statement:** Many racial-ethnic minority youth experience discrimination on regular basis in multiple contexts (Rosenbloom & Way, 2004). Whereas Black and Latinx youth tend to experience more institutional discrimination (e.g., by their teachers in school or police in the community; Sellers & Shelton, 2003), Asian American youth tend to experience more peer discrimination (e.g., verbal, physical harassment; Fisher et al., 2000; Melissa et al., 2006). These discrimination experiences can have a negative impact on youth's behavioral and academic outcomes (Benner & Kim, 2009; Tobler et al., 2013). It is therefore important to identify factors that can promote youth's positive development and protect them from negative experiences of discrimination or prejudice.

This symposium brings together three studies that examine the effects of contexts and socio-cultural processes within these contexts on youth's positive development, with a special focus on racial-ethnic minority youth. The first paper examines the effects of neighborhood connectedness and a sense of belonging to school on Black and Latinx youth's behavioral and emotional school engagement and academic performance. The second paper examines the role of perceived racial-ethnic barriers and racial-ethnic affirmation on youth's behavioral and academic outcomes. The third paper uses latent profiles and examines how different profiles comprised of racial socialization, school-racial climate, discrimination in multiple contexts, and neighborhood characteristics are related to youth's ethnic-racial identity and academic outcomes. Together, these studies will provide novel insight into the unique role of multiple contexts and sociocultural processes in promoting youth's positive development.

**Designate Chair:** *Sakshi Bhargava*

**Chair 2:** *Emilie Phillips Smith*

Belongingness in Context: Role of School and Neighborhood Belonging in Middle School Youth's Academic Outcomes

*Sakshi Bhargava, Dawn Paula Witherspoon, Diane L. Hughes, Niobe Way*

Not Postracial: Exploring the Contexts and Outcomes of Children's Racial-Ethnic Affirmation and Perceived Barriers Among Majority and Minoritized Children

*Emilie Phillips Smith, Dian Yu, Zehua Cui, Margaret O'Brien Caughy*

The Joint Influences of Multiple Contexts of Racial Socialization on Ethnic-Racial Identity and Academic Outcomes

*Christy Michelle Byrd, Lydia Harim Ahn*

**Paper Symposium:** *Lifespan Examination of Ethnic-Racial Discrimination and Academic Outcomes During Childhood, Adolescence, and Emerging Adulthood*

**Location:** Salon 8

**Integrative Statement:** Ethnic-racial stressors have major academic implications for minority youth during each developmental period from kindergarten to college graduation. We utilize a lifespan perspective to examine the unique academic consequences of ethnic-racial stressors among Black and Latinx youth during childhood and emerging adulthood. Each paper examines protective factors to reduce the academic consequences of ethnic-racial stressors. Paper 1 examines the relationship of ethnic-racial discrimination and ethnic-racial identity (ERI) among bilingual Latinx elementary school children to determine how these factors influence school test scores. Paper 2 examines the longitudinal relationship between ethnic-racial microaggressions and college attitudes (college satisfaction and graduation expectations) among Black and Latinx college students from multiple historically White institutions. Additionally, this study tests mediating pathways to determine which academic factors best explain the relationship between microaggressions and college attitudes over time. Using the same





## 2022 SPECIAL TOPIC MEETING

data source, Paper 3 conducted latent profile analyses to identify unique profiles of entering college students based on similar high school experiences: standardized test scores, academic identity, ERI, and high school ethnic-racial composition. These latent profiles predicted distinct academic trajectories through college, including major discrepancies in college retention and on-time college graduation. Implications and policy recommendations for reducing the detrimental consequences of ethnic-racial stressors on academic outcomes among underrepresented children and youth will be discussed.

**Designate Chair:** *Myles I. Durkee*

Discrimination Cues and Ethnic-Racial Identity in Latinx Elementary School Children

*Luis Mendez, Teresa Satterfield*

Academic Affect Shapes the Longitudinal Relationship Between Ethnic-Racial Microaggressions and College Attitudes

*Myles I. Durkee, Elan Hope*

What School Do I Choose: Higher Percent Same Race-Ethnicity or Higher Average Test Scores?

*Micere Keels, Alexandra Ehrhardt, Myles I. Durkee, Elan Hope*

**Paper Symposium:** *The "Others" in the construction of models of human development: contributions from South America*

**Location:** Salon 9-10

**Integrative Statement:** Diversity has become widely recognized as a necessary starting point to the scientific research on child development during the last decades, even when anthropological and cross-cultural research challenged culturally grounded views of human development since the beginning of the 20th century. Cultural research has contributed to "denaturalize" children's life trajectories. Indeed, it criticizes the tendency of "othering" children that don't fit with assumed patterns of normality. Despite this, we still find that abstract, idealized, and biased conceptualizations of what is "normal" continue to permeate evaluations of growth, development, and learning processes without considering cultural diversity as well as socio-economic heterogeneity and inequalities. The purpose of this symposium is to discuss the cultural biases that characterize hegemonic disciplinary approaches to human development. Based on empirical research from South American populations we seek to contribute to the construction of inclusive theoretical and methodological approaches to child development. Our discussion will be organized around the following questions: \*How "otherness" is represented, ignored, marginalized, and dealt with in contemporary approaches to children's life trajectories?; \*In what evidence models, instruments, and practices to study and to evaluate children's growth and development are based?; \*In what extent some children are been subject to "othering" and become invisible or excluded by these "normative" models, instruments, and practices?; \*What do we know about the life trajectories of those children in our countries?; \*How can social scientists contribute to the public use of science with innovative knowledge, based on the commitment with those others' claims and daily concerns around children's wellbeing?

**Designate Chair:** *Carolina Remorini*

**Discussant:** *Cynthia García Coll*

Variation in growth trajectories in indigenous children of northern Argentina: an evolutionary and biocultural approach

*Claudia Rita Vaggia, Sofia Irene Olmedo, Melanie Ann Martin*

Barriers and paradoxes of the institutionalization of indigenous pedagogies for early childhood education

*Maritza Díaz*

Invisible others, invisible childhood: the cultural bias of childhood development studies and public policies

*Carolina Remorini, Esteban Rowensztein*



## 2022 SPECIAL TOPIC MEETING

5:15 PM - 7:00 PM

Location: Caribbean 1-3

**Monday Poster Session with Reception:** Visit the posters while enjoying the reception sponsored by the [William T. Grant Foundation](#).



### Context: Cultural, Neighborhood, School, and Social

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|----------|---|---|
| <u>3</u> | Bullying Experiences of Children of Immigrants  | <i>Alyssa Sullivan, Linda C. Halgunseth, Emily Mendoza, Michelle Miller, Alaina Brenick, Erin Donohue, Yuan Zhang</i> |
| <u>4</u> | Profiles of Multidimensional Social-Ecological Risk and Protective Factors and Sexual Behavior                              | <i>Sara A. Vasilenko, Caitlin S. Smith, Terese Millet Joseph</i>  |
| <u>5</u> | Promise of Pediatric Care: The Need for Accessible Media-Usage Information among Socioeconomically Diverse Latinx Families. | <i>Maritza Morales-Gracia, Guadalupe Diaz, Wendy Ochoa</i>  |
| <u>6</u> | The Role of Implicit Racial Bias in Racial Differences in Perception of ADHD Behaviors                                      | <i>Sungha Kang, Elizabeth A Harvey</i>  |
| <u>7</u> | Theory of Change as Innovative Methodology for Inclusion: Latino/a/x Parents, Students, and Staff as Stakeholders           | <i>Jacqueline Nguyen, Mikaely T. Schmitz, Myah Pazdera</i>  |

### Cultural Processes

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|-----------|--|---|
| <u>8</u>  | Familism Among Hispanic/Latino Individuals: A Meta-Analysis Linking Familism to Externalizing and Educational Adjustment | <i>Karina Cahill, Kimberly Updegraff, José M. Causadias, Kevin Michael Korous</i> |
| <u>9</u>  | Family Responsibilities and Mental Health Stressors: The Experiences of First Generation Latinx Women                    | <i>Erick Carranza, Alejandra Bermudez-Torres, Mariana Marquez, Omar Ruvalcaba</i> |
| <u>10</u> | MACVS Measurement: The Structure of Familism in Latinx Adolescents   | <i>Mariani Weinstein, Brendesha Tynes, Michaeline Jensen</i>                      |

### Discrimination, Equity, and Justice

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|-----------|---|--|
| <u>11</u> | "Let's wear sombreros and ponchos!": Dismantling the White Racial Frame to address cultural biases in youth programs        | <i>Corliss Outley, Aishia Brown, Daniel Theriault, Maria Leon</i>  |
| <u>56</u> | Early Childhood Relations Between Indirect Discrimination Stress, Racial Socialization, and Behavior Problems               | <i>Keira Leneman, Meriah L. DeJoseph, Alyssa Palmer, Clancy Blair, Daniel Berry</i>  |
| <u>13</u> | Mobilizing students in higher education towards social action: a service-learning and social justice education approach     | <i>Lizette Ruiz, Hanieh Fakhrai, Jean Abigail Saavedra, Lucia Alcalá</i>   |
| <u>14</u> | Narrative Constructions of 'Being Othered': A Mixed Methods Analysis of Developmental Stories                               | <i>Jayanthi Mistry, Claudia Hyman</i>  |
| <u>15</u> | No More Stolen Sisters: Attitudes and Beliefs Impacting Support for Ending MMIWG Crisis                                     | <i>Jamie Lee Yellowtail</i>  |
| <u>16</u> | Online Discrimination and Exposure to Traumatic Events Online Among Adolescents and Emerging Adults                         | <i>Ashley Maxie-Moreman</i>  |
| <u>17</u> | Perceived Discrimination, Internalizing Symptoms, and Academic Achievement in Latinx Students Across the College Transition | <i>Saul Castro, Jessica Sills, Leah D Doane</i>  |
| <u>18</u> | The effects of racial discrimination on anxiety and depression in African American in the context of interpersonal violence | <i>Colleen A. Halliday, Devin Banks, Zachary W. Adams, Jane Joseph, Lisa McTeague, Casey Calhoun, Greg Hajcak, Carla Kmett Danielson</i> |
| <u>19</u> | The Experience of Racial Microaggressions and the Cultural Congruity on College Stem Students                               | <i>Yoselin Quinonez, Luis Paz de la Vega, Gabriela Chavira</i>   |
| <u>20</u> | The Role of Racial Microaggressions on STEM Students' Well-being, Academic Persistence and Aspirations                      | <i>Gabriela Chavira, Ilene Cruz, Lorena Rincon, Yoselin Quinonez</i>   |



## 2022 SPECIAL TOPIC MEETING

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|-----------|---|--|
| <u>21</u> | Variations in maltreatment reports and access to services among adolescents in the United States                        | <i>Lucinda Okine, Rebecca Rebbe</i>  |
| <u>22</u> | Youth Perceived Racial Discrimination and Depression: Moderating Effects of Positive Parenting and Parental Involvement | <i>Harlee Onovbiona, Colleen A. Halliday, Devin Banks, Zachary W. Adams, Jane Joseph, Lisa McTeague, Casey Calhoun, Greg Hajcak, Carla Kmett Danielson</i> |

### Education

- |           |   |   |
|-----------|---|---|
| <u>23</u> | "Originally You Weren't Allowed Here": Students of Color Respond to Racist Institutional History                            | <i>Kimalee Dickerson, Latisha Ross, Johari Harris</i>                                   |
| <u>24</u> | Black and Latinx STEM Students' Identity Integration, Feelings of Racial Rejection, and Self-Esteem.                        | <i>Brennan J. Miller</i>  |
| <u>25</u> | Do You See What I See? Teacher-Student Concordance in Reported Aggression and Student-Teacher Relationship                  | <i>Jasmin Castillo, Kelly Rulison, Jason Downer, Joshua L. Brown</i>                    |
| <u>26</u> | Findings from a Pilot of a Professional Development Program for Teachers of Preschool DLLs                                  | <i>Carol Scheffner Hammer, Barbara A. Wasik, Annemarie H. Hindman, Kelly Escobar</i>    |
| <u>27</u> | Latino Adolescents' Academic Self-Efficacy: Explaining the Link between Ethnic Identity and Academic Performance            | <i>Rayni Thomas, Melissa Y. Delgado, Rajni L. Nair, Kiera Coulter, Elia Hilda Bueno</i> |
| <u>28</u> | Motivations for Attending College and Latinas' Experiences with Discrimination  | <i>Edna C. Alfaro, Amy A. Weimer</i>  |
| <u>29</u> | Teacher discrimination and student engagement in the context of classroom quality: The mediating effect of relational trust | <i>Krystal Renay Thomas, Latisha Ross, Erik Ruzek</i>                                   |

### Families, Parenting, and Relationships



*William T. Grant Foundation Diversity Travel Award Recipient*

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|-----------|--|--|
| <u>30</u> | Acculturative stress and Latinx adolescent adjustment: The moderating role of parental involvement and ethnic-racial socialization | <i>Valentina Iturriaga, Melinda A. Gonzales-Backen</i>   |
| <u>31</u> | Coparenting Alliance as a Buffer Between Economic Hardship and Child Development among Families of Color.                          | <i>Maria Belinda Vasquez, Melissa A. Barnett, Priscilla Leticia Zambrano, Victoria Cooper</i>  |
| <u>32</u> | Cultural Stress and Internalizing Symptoms in Mexican-origin Adolescents: The Moderating Role of Parent-child Alienation           | <i>Wen Wen, Jiaxiu Song, Shanting Chen, Su Yeong Kim</i>   |
| <u>33</u> | Mexican Immigrant Mothers' Childrearing Beliefs and Socialization Strategies   | <i>Marta Benito-Gomez, Linda C. Halgunseth, Michelle Miller</i>  |
| <u>34</u> | Moderating Role of Family Environment in the Development of Ethnic Identity  | <i>Dominique Luisa La Barrie, Violeta J Rodriguez, Miriam Zegarac, Kaela Yamini, Funlola Are, Anne E Shaffer</i>   |
| <u>1</u>  | Parental racial attitudes and White children's prosocial bias toward racial outgroups: The moderating role of parental warmth      | <i>Sonya Xinyue Xiao, Tracy L. Spinrad, Wen Wang, Diana Elena Gal-Szabo, Jingyi Xu, Rebecca H Berger, Nancy Eisenberg, Deborah J. Laible, Gustavo Carlo</i>  |
| <u>35</u> | Preferences for Same-Race Partners: Exploring Discrimination and Cultural Identity as Contributing Factors                         | <i>Bethany Cruz, Alan Meca, Kelsie Allison, Kenneth L. Ayers, Jr., Myles Anderson</i>  |
| <u>36</u> | Promoting Two Cultures: Understanding the Parenting Experiences of Foreign and U.S.-Born, English-speaking Latino Parents          | <i>Wendy Ochoa, Christine M. McWayne, Gigliana Melzi</i>   |
| <u>37</u> | The Influence of Parental Gender Roles on Child Self-Regulation  | <i>T. Caitlin Vasquez-O'Brien, Elizabeth Rellinger Zettler</i>   |
| <u>38</u> | The Influence of Parent-Child Relationships on Racial Discrimination   | <i>Megan Renee Hicks, Steven M. Kogan</i>  |
| <u>39</u> | The Relations of White Parents' Implicit Racial Attitudes to Children's Racial Bias in Empathy-Related Responding                  | <i>Wen Wang, Tracy L. Spinrad, Diana Elena Gal-Szabo, Deborah J. Laible, Sonya Xinyue Xiao, Jingyi Xu, Rebecca H. Berger, Nancy Eisenberg, Gustavo Carlo</i> |
| <u>40</u> | The Roles of Multiple Socialization Processes for African American Adolescents Experiencing Racial/Ethnic Discrimination           | <i>Nestor Tulagan, Jr., Jacquelynne S. Eccles</i>  |



## 2022 SPECIAL TOPIC MEETING

### Health and Wellbeing

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|-----------|--|---|
| <u>41</u> | Coping with Discrimination and Community Trauma: Factors Related to Posttraumatic Stress and Health Behaviors Following Ferguson | <i>Rachel Wamser-Nanney, John Thomas Nanney</i>       |
| <u>42</u> | Discrimination and Mental Health among Migrant Families with Young Children  | <i>Celenia L. Delapp, Sandra Barrueco</i>             |
| <u>43</u> | Role of Acculturative Stress in Relationship Between Maternal Depression and Rural Midwest Latino Children's Behaviors           | <i>Kimberly Greder, Doris Cancel-Tirado, Juan Bao</i> |

### Identity

- |           |  |   |
|-----------|--|---|
| <u>44</u> | A Mixed Methods Study of Multiracial Americans' 2020 census race choices, identity, and Self-esteem                                | <i>Annabelle Atkin, Mackensie Minniear</i>            |
| <u>45</u> | Intersectionality-Informed Bioecological-Oriented Developmental Science: Examining Social Construction and Black Boys' Development | <i>Wallace Grace, Demond Hill</i>                     |
| <u>46</u> | Princesses and Superheroes: Influences on Gender Role Adherence and Self-Esteem in LGBTQ+ Youth                                    | <i>T. Caitlin Vasquez-O'Brien</i>                     |
| <u>47</u> | The Role of Influential Others on Black Women Student-Athletes' Identity Development   | <i>Miray Seward, Joanna Lee Williams, Paul Harris</i> |

### Internal Psychological Processes: Cognitive, Emotional, and Language

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|-----------|--|---|
| <u>48</u> | Dual Language Input from Adults and Older Children in Two Communities  | <i>Anele Villanueva, Adriana Weisleder, Margaret E. Cychosz</i> |
| <u>49</u> | Exploring the Relationship Between Social Cognitive and Environmental Influences in the Underrepresentation of Females in STEM | <i>Whitney Szmodis, Brook Sawyer</i>                            |
| <u>55</u> | The Psychophysiology of White Fragility  | <i>Keira Leneman, Daniel Berry</i>                              |

### Risk, Intervention, and Prevention

- |           |   |   |
|-----------|---|---|
| <u>51</u> | Teacher Perceptions of Young Children Receiving Mental Health Consultation: Impact of Child/Family Identity Characteristics | <i>Annie Davis, Reagan Leibovitz, Callie Silver, Eva Marie Shivers, Deborah Perry</i> |
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### Social Intergroup Processes



*William T. Grant Foundation Diversity Travel Award Recipient*

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|-----------|--|--|
| <u>52</u> | Dimensions of Belonging and "Othering" in Middle School: Voices of Immigrant and Puerto Rican Adolescents          | <i>Tina M. Durand, Ronald Blackwell</i>  |
| <u>53</u> | Helping Kids! The Role of a Children's Supraordinate European Identity in Four Divided Societies                   | <i>Laura K. Taylor, Bethany Corbett, Edona Maloku, Ana Tomovska, Jasmina Tomašić Humer, Jocelyn B. Dautel</i>  |
| <u>54</u> | The Impact of Racial/Ethnic Discrimination on Parenting Processes in U.S. Mexican Fathers                          | <i>Chang Zhao, Rebecca M. B. White, Michelle Christine Pasco, Claudia A. Vega, M. Dalal Safa, Ana Maria Melendez Guevara, Nancy A. Gonzales, George P Knight, Jenn-Yunn Tein, Carmen Kho, Rachael Karina Perez</i> |
| <u>2</u>  | They understand me: The role of race-based empathy in graduate students' relationships with their faculty advisors | <i>Ariana Munoz-Salgado, Denise Sekaquaptewa</i>   |







## 2022 SPECIAL TOPIC MEETING

### Day 2: May 3<sup>rd</sup>

**7:30 AM - 8:30 AM**

**Location:** Rio Mar Salon Foyer

#### Tuesday Breakfast

Join colleagues and other attendees for breakfast in the Rio Mar Foyer near the General Session Room (Salon 5-6).

**8:30 AM - 10:00 AM**

**Location:** Salon 5-6

**Invited Speaker Presentation:** *Addressing Institutional and Interpersonal Racism to Create Healthy Environments for All Our Children* - **David R. Williams**, Harvard University

David R. Williams will address the impacts of discrimination on health from a national and international perspective.

**10:15 AM - 11:45 AM**

**Current Breakout Sessions**

**Flash Talk Session:** *Intersectionality and Identity*

**Location:** Salon 1

**Moderator:** *Stephen T. Russell*

Self-Esteem Among Sexual and Gender Minority Youth: The Role Of Victimization, Family, Bullying, And Microaggressions

*Ryan J. Watson, Lisa Eaton*

Using the Minority Stress Model to Capture the Experiences of Gender Non-Conforming Children Ages 10 to 11

*Hannah Marie Loso, Alexandra Potter, Sarahjane L. Dube*

Feeling Your Child's Pain: Adolescent-Experienced Racial Discrimination and Black Mothers' Racial Identity and Mental Health

*Elizabeth Jelsma, Fatima A. Varner*

Children's implicit attitudes toward targets who differ by both race and gender

*Jennifer Steele*

Identity-Based Discipline Disparities: Examining the Intersection of Youth's Gender, Sexual Orientation, and Race/Ethnicity

*Shannon D. Snapp, Paul Poteat, Nikole Babcock*

Social-Environmental Influences on a Positive Sense of Self Among Diverse Adolescents

*Kate Melissa Wegmann, Ashley Dyke*

Experiences with Victimization, Outness, and Well-Being Among Asian American and Pacific Islander LGBTQ Youth in the U.S.

*Nhan Truong, Joseph G. Kosciw*

Longitudinal Effects of Sinophobia on Chinese American Youth's Self-Acceptance: Racial Socialization's Interaction with Identity

*Ana Katrina Aquino, Huiguang Ren, Christa Schmidt, Yao Sun, Charissa S. L. Cheah*





## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *Constructing & Deconstructing Inequality: Group, Family & Neighborhood Factors Inform Children's Thinking about Economic "Others"*

**Location:** Salon 2

**Integrative Statement:** Around the world, children live in communities where economic inequalities are growing and social class prejudice is increasingly salient. With a focus on early and middle childhood, each speaker in this symposium will present novel empirical evidence from the U.S. on how group, family, or neighborhood factors contribute to the construction (or deconstruction) of children's views on economic inequality and social class groups, either alone or in intersection with race, gender, or novel groups. Investigating group influences, Paper 1 provides evidence that the experience of being advantaged relative to their peers leads 3–8-year-olds to express more ingroup biases and view gender inequalities as more "natural", less wrong, and less worthy of correction. Yet when considering what should be done to address inequality, Paper 2 reveals that 4-12 year-olds support the members of poor novel groups who claim resources from the members of rich novel groups. Investigating neighborhood contributions, Paper 3 indicates that 3-9 year-olds' racial stereotypes about wealth do not seem to stem directly from the economic conditions of their home communities. However, Paper 4 provides evidence for family influences, revealing that parent-child discussions about current events alert 8-14 year-olds to economic inequality in society while discussions about compassion and change equip them with the tools to behave equitably and support others' efforts to redress economic inequalities. Together, these findings highlight children's perceptions, beliefs, judgments, and behavior concerning economic disparities, and point to the potential for early intervention at multiple levels to reduce the development of social class biases.

**Designate Chair:** *Laura Elenbaas*

**Chair 2:** *Rashmita S. Mistry*

The Role of Status in Children's Responses to Social Inequalities

*Michael Thomas Rizzo*

Children's Concern for Equity and Ownership in Contexts of Individual-Based and Group-Based Inequality

*Margaret Echelbarger, Steven Othello Roberts, Susan A. Gelman*

Children's Encoding and Representations of Race and Wealth in their Communities

*Tara Mandalaywala, Jordan Legaspi*

Parents' Messages about Compassion and Change Inform Children's Actions to Redress Economic Inequality

*Laura Elenbaas, Rashmita S. Mistry*

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### **Paper Symposium:** *The Role of Key Socializers in Promoting Messages Regarding Race and Racism for Children and Adolescents*

**Location:** Salon 3

**Integrative Statement:** Children and adolescents are constantly processing implicit or explicit messages regarding race and racism from key socializers, including parents and teachers. Through their practices, socializers may promote color-blind or avoidant messages (i.e., ignore the role of race/racism in perpetrating inequities), deficit messages (i.e., place blame for disparities on students instead of the system), or anti-bias messages (i.e., recognize and counteract systemic inequities). These messages impact children's and adolescents' interpretation of race and racism within society. Whereas anti-bias approaches may empower youth to actively counteract prejudice and discrimination, colorblind and deficit approaches maintain an inequitable status quo. This paper symposium focuses on how the practices of key socializers (i.e., parents, teachers) promote messages regarding race and racism that may enhance, or undermine, equity.

Paper 1 examines the relation between parents' color-blind ideology and their use of color-blind or color-conscious socialization practices. Paper 2 uses person-centered approaches to identify how teachers apply color-blind, anti-bias, and other practices in response to situations of gender and racial discrimination. Paper 3 examines teachers' perceptions of racialized practices in their schools and their own complicity in perpetrating racial inequities. Paper 4 builds from these observational studies and presents results from an intervention designed to reduce implicit bias and enhance cultural responsiveness within the context of student-teacher relationships. These papers span multiple ages and use mixed methodologies to provide rich descriptions of the racialized practices of parents and teachers. They provide important implications for researchers and practitioners regarding the role of key socializers in promoting racial equity.

**Designate Chair:** *Larissa Michelle Gaias*

The Longitudinal Relations of White Parents' Color-blind Racial Ideology to their Racial Socialization Practices

*Diana Elena Gal-Szabo, Jolivette Williams, Tracy L. Spinrad, Sonya Xinyue Xiao, Rebecca H. Berger, Deborah J. Laible, Nancy Eisenberg, Gustavo Carlo*

A Latent Profile Analysis of Early Childhood Educators' Racialized and Gendered Classroom Strategies

*Jayley Janssen, Larissa Michelle Gaias, Diana Elena Gal-Szabo, Diana Jenkins, Tracy L. Spinrad, Sonya Xinyue Xiao, Rebecca H. Berger, Jingyi Xu, Nancy Eisenberg, Deborah J. Laible, Gustavo Carlo*

The Complexity of Racism: Teachers' Understanding of Systemic Racism and their Complicity in Perpetuating Inequity

*Kamilah Legette, Alison N. Cooke, Iheoma U. Iruka, Amy Halberstadt*

Integrating an Equity-Explicit Approach to the Establish-Maintain-Restore Intervention to Improve Student-Teacher Relationships for Students of Color

*Larissa Michelle Gaias, Mylien Duong, Eric Brown, Catherine Corbin, Stephanie Brewer*



## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *Important Directions in Cultural Identities Among Ethnic/Racial Minorities*

**Location:** Salon 4

**Integrative Statement:** An extensive body of research emphasizes the important role identity plays among ethnic-racial minorities (Rivas-Drake et al., 2014; Rosario, Schrimshaw, & Hunter, 2004). Extending this body of work, our symposium outlines three important future directions: Contextualization, Intersectionality, and Psychometrics.

Scholars have increasingly emphasized the need to contextualize identity development within the family context (Koepke & Denissen, 2012). Addressing this point, our first paper examines personality as a moderator in the links between familial ethnic socialization (FES) and ethnic-racial identity (ERI). Findings point to important interactions between personality and FES - highlighting the importance of goodness-of-fit between adolescents' characteristics and their environment (Lerner & Lerner, 1994).

Additionally, because individuals often embody multiple marginalized identities, scholars have highlighted the importance of attending to intersectionality (Crenshaw, 2005). Accordingly, our second manuscript examines the role sexual and gender minority (SGM) identity plays in moderating the association between intersectional stigma and mental health among SGM ethnic-racial minorities. Results suggested that intersectional stigma may undermine the benefits of a positive SGM identity.

Finally, although there have been substantive advancements in measurement of ERI (see Schwartz et al., 2014), continued evaluation of existing measures is critical towards advancing identity research (Causadias, 2013). Our last manuscript examines the role item-wording plays within the affirmation subscale of the Ethnic Identity Scale (Umaña-Taylor et al., 2004). Findings highlighted an operational, and potentially theoretical, distinction positively and negatively worded items.

Collectively, these three manuscripts point to important future directions within the growing literature on the role identity plays among ethnic-racial minorities.

**Designate Chair:** *Alan Meca*

Familial Ethnic Socialization and Ethnic-Racial Identity among Latino Adolescents: The Moderating Role of Personality

*Melinda A Gonzales-Backen, Alan Meca*

Intersectional Stigma, Positive Identity and Mental Health in Sexual and Gender Minority Youth of Color

*Gregory Swann, Michael E. Newcomb, Sarah W. Whitton*

The Ethnic Identity Scale: Affirmation, Really?

*Alan Meca, Julie Rodil, Isis Cowan, Sangeeta Sharma, Taylor Webb, Melinda A. Gonzales-Backen*

### **Conversation Roundtable:** *Inviting Everyone To The Table: Research With Marginalized Communities*

**Location:** Salon 5-6

**Integrative Statement:** Centering research efforts around ethnic and racial minorities can better inform policies and practices that impact the lives of children, youth, and families in the targeted communities. However, even well-intentioned researchers can face challenges and barriers stemming from participants' mistrust or limited understanding of research activities, researcher's limited understanding of the target community's social and historical contexts, inattention to language, socio-economic issues, immigration status, or mobility (Rivas-Drake, Camacho, & Guillaume, 2016). Fortunately, there are researchers who have been effectively in recruiting, engaging, and retaining ethnic and racial minority participants in research activities as informed by the community-based participatory research (CBPR) approach. This conversation roundtable invites researchers from across the career spectrum to discuss the ways developmental scientists have established trust and responsiveness toward ethnic and racial minorities and their communities and have explored their own identity as researcher both from an insider and outsider perspective. The roundtable discussion will also focus on attaining and influencing institutional and mentorship support when working with and focusing research activities around ethnic and racial minorities.

**Moderator:** *Sabrina A. Mendez-Escobar*

**Panelists:**

*Tissyana C. Camacho*

*Fiorella L. Carlos Chavez*

*Gabriela Livas Stein*

*Leoandra Onnie Rogers*



## 2022 SPECIAL TOPIC MEETING

**Paper Symposium:** *Classroom Environments and Understanding the 'Other': Racial and Critical Consciousness Socialization at School*

**Location:** Salon 8

**Integrative Statement:** Classrooms are important places where students learn to construct the 'other'. Schools provide formal and informal opportunities to explore the history and traditions of their ethnic-racial group, interact with same-race peers and adults, and to understand the current and historical relationships between their group and other ethnic-racial groups. However, further research is needed to understand the process through which this learning occurs. Recent work has identified key aspects of school racial socialization (Aldana & Byrd, 2015; Byrd, 2017). The papers in this symposium explore how critical consciousness socialization in particular occurs and can be promoted in the classroom. Critical consciousness socialization refers to opportunities to learn about privilege and oppression in society and how one can work for social change.

The three papers in this symposium fill important gaps by exploring how informal and formal teaching can promote critical consciousness (or a lack thereof). In the first, the authors show how peer relationships function as a form of academic capital, but with benefits that accrue unequally to Black, Latinx, and White students. Thus, informal relationships can teach youth important lessons about who can be academically successful. In the second paper, the authors show how middle schoolers' formal learning about race is centered on historical and Eurocentric narratives with a lack of messages supporting critical consciousness. The third paper introduces a new framework of Critical Positive Youth Development and shows how a youth-centered podcast provides opportunities to integrate critical consciousness socialization into the classroom.

**Designate Chair:** *Christy Michelle Byrd*

Classroom Relationship as Academic Capital: Race, Inclusion, and Academic Outcomes in Middle School

*Haley E. Johnson, Joanna Lee Williams, Lauren Molloy Elreda, Amanda Kibler*

"Mainly it's, like, US history": Students' Perceptions of Racial Knowledge in Middle School

*Joanna Lee Williams, Haley E. Johnson, Miray Seward, Andrea Negrete*

Centering Critical Consciousness in Positive Youth Development: The Example of #PassTheMicYouth

*Maru Gonzalez, Christy Michelle Byrd, Michael Kokozos*

**12:00 PM - 1:30 PM**

**Location:** Salon 5-6

**Invited Speaker Lunch Presentation:** *The Role of Race in the Normative Development of African American Youth* - **Robert M. Sellers**, University of Michigan

Robert M. Sellers will speak on the effect of race on the psychological distress, mental health, and self-confidence of African American youth.

**1:45 PM - 3:15 PM**

**Current Breakout Sessions**

**Flash Talk Session:** *Reducing Exclusion and Bias*

**Location:** Salon 1

**Moderator:** *Cynthia García Coll*

Priming Attachment and Diversity Ideologies: Effects on Children's Altruistic Behavior in the Dictator Game

*Ymke de Bruijn, Rosanneke A. G. Emmen, Daudi van Veen, Judi Mesman*

Children's and Adolescents' Bystander Evaluations of Immigrant Exclusion: The Role of Peer Group Norms

*Ayşe Şule Yüksel, Sally B. Palmer, Eirini K. Argyri, Joanne Smith, Professor Adam Rutland*

Using Peer Influence to Address Weight-Based Victimization in Adolescence: A Social Norm-Based Intervention

*Leah Marie Lessard, Rebecca M. Puhl*

The Multi-Informant Approach in the Evaluation of the School-Based Intervention Program CEPIDEA among Colombian Adolescents

*Flavia Cirimele, Maryluz Gomez Plata, Antonio Zuffiano, Maria Gerbino, Liliana Maria Uribe Tirado, Gonzalo Tamayo Giraldo, Carmelina Paba Barbosa, Beatriz Marin Londoño, Mariela Narváez Marín, Marcela Ruiz García, Eriona Thartori, Bernadette Paula Luengo Kanacri, Sr, Mrs Concetta Pastorelli*

Intervening Role of Racism Awareness on the Association Between Cultural Assets and Racial Discrimination

*Natasha Johnson, Stephanie Johnson Rowley*

Reducing Children's Intergroup Bias: Colorblindness, Multiculturalism, and Explanations

*Vivian Liu, Andrei Cimpian*

Constructing Risk: Actuarial-Based Risk Assessment and the Creation of the Risky Parent

*Emily Bosk, Megan Feely*



## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *Preempting Racial Bias and Promoting Intergroup Friendships:*

**Location:** Salon 2

#### *Insights from Longitudinal and Intervention Approaches*

**Integrative Statement:** Racial biases are pervasive throughout the U.S., evident early in development, and lead to numerous detrimental outcomes for members of marginalized groups. Yet, racial biases are neither innate nor inevitable. Across four presentations, this symposium will examine the key psychological processes implicated in the emergence of racial bias and discuss three distinct, innovative approaches to combating racial bias and promoting positive intergroup friendships in childhood. Specifically, the first paper will discuss the results of longitudinal research documenting how beliefs about social norms and racial disparities developmentally predict the emergence of explicit racial biases in preschool-aged children. The second paper will present a novel approach to individuation interventions that have yielded a sustained decrease in implicit anti-Black biases over a two-month period. The third paper will review an intervention using racially diverse children's books to decenter whiteness and the results of two studies documenting significant changes in infants' and children's representations of people of color in their creative play. Finally, the fourth paper will outline an innovative web-based curriculum tool that has been successfully implemented in elementary school classrooms using an RCT design, yielding significant treatment effects over baseline and control in children's evaluations of intergroup exclusion and inclusion.

Following the presentations, an interactive discussion between the speakers and audience will center on the generalizability and scalability of the interventions, how intervention approaches are experienced by members of majority and minority racial groups, and future directions for interventions aimed at reducing racial biases and promoting positive intergroup friendships in childhood.

#### **Designate Chair:** *Michael Thomas Rizzo*

Developmental Predictors of Racial Bias in Childhood: Beliefs about Social Norms and Explanations for Racial Inequalities

*Michael Thomas Rizzo, Emily Green, Maisy M. Rohrer, Yarrow C. Dunham, Emile Bruneau, Marjorie Rhodes,*

An Individuation Approach to Reducing Racial Bias

*Gail D. Heyman, Miao Qian, Paul C. Quinn, Kang Lee*

Exposure To Racial Diversity in Books Leads Children to Decenter Whiteness

*Lori Markson, Sarah Blair, Shreya Sodhi, Elizabeth Williams*

Dismantling social and racial injustice in childhood: A multi-site randomized control trial

*Melanie A. Killen, Amanda Rose Burkholder, Tracy Sweet, Laura Stapleton*

### **Paper Symposium:** *Children of Immigrants Making Meaning During Expanded*

**Location:** Salon 3

#### *Immigration Enforcement: Unequal Citizenship, Discrimination & Family Separation*

**Integrative Statement:** The expansion and harsh enforcement of restrictive immigration policies and simultaneous anti-immigrant rhetoric, have short- and long-term developmental impacts on young children of immigrants. An increasing number of Latino US-citizen children are affected by the constant threat of deportation of their parent(s) and related family separation. The vast majority of those detained and deported are Latino males (Rosenblum & McCabe, 2014)—and many are parents of U.S.-citizen children. As such, this symposium will focus on the experiences of Latino children—a generation at high risk. First, we begin by highlighting Latino, school-aged children's perceptions of immigrants' experiences in the US. Rich qualitative narratives will emphasize experiences with discrimination, family separation, and the search for opportunities. Second, using mixed-methods, we present findings indicating that Latino citizen children tend to conflate ICE with law enforcement irrespective of precarious parental legal status, often resulting in heightened fear and worry about parent-child separation and confusion about children's own citizenship rights and protections. Third, informed by baseline data from a longitudinal, randomized control trial, we present data from preschool-aged children and examine the relationship of immigration enforcement threat to children's executive functioning, observed attention and impulsivity, and separation anxiety. Lastly, based on data from the National Survey of Children's Health, we examined the mediating role of social cohesion in the relationship between low SES neighborhoods and behavior problems among preschoolers with foreign-born parents. Recommendations for actionable research and intervention agendas to effectively address the best interests of citizen children in these turbulent times are presented.

#### **Designate Chair:** *Liseth Rojas-Flores*

Latinx Children's Perceptions of Immigrants' Experiences in the US: Discrimination, Family Separation and the Search for Opportunities

*Cecillia Ayon*

Latino children's perceptions of citizenship, immigration enforcement, and the threat of parental deportation

*Liseth Rojas-Flores, Josephine Hwang Koo, Marissa Nunes-Moreno, Christina Zalvaza, Jennifer Medina Vaughn*

Immigration Enforcement Threat and Child Functioning In PreK

*Gabriela Barajas-Gonzalez, Alexandra Ursache, Dimitra Kamboukos, Keng-Yen Huang, Spring Dawson-McClure, Laurie Brotman*

Young Children of Immigrants' Behavioral Problems: The Mediating Role of Social Cohesion in Under-Resourced Neighborhoods

*Jennifer Medina Vaughn, Liseth Rojas-Flores,*





## 2022 SPECIAL TOPIC MEETING

**Federal Session:** *Federal Perspectives on Strengthening Research with Children and Families that have Been Marginalized*

**Location:** Salon 4

**Integrative Statement:** This session will focus on two federal agencies and one philanthropic organization and their efforts to address issues of marginalization and inequality by funding and promoting research to fill key knowledge gaps. Specifically, the session will highlight the unique missions and goals of each organization and the research strategies employed to conduct sensitive, valid, and inclusive work with marginalized populations. In addition, the session aims to engage attendees in a bi-directional conversation about using cross-sector collaboration through funding opportunities as well as expert and stakeholder engagement and secondary data analysis (e.g., expert panels and technical working groups and access to archived data) to progress further toward equity.

**Designate Chair:** *Amanda Clincy Coleman*

Administration for Children and Families' (ACF) research arm, the Office of Planning, Research and Evaluation (OPRE)

*Ann Christine Rivera*

Office of Tribal Affairs and Strategic Alliances within the Centers for Disease Control and Prevention

*Eduardo O'Neill*

William T. Grant Foundation

*Adam Gamoran*

**Paper Symposium:** *Ingroup/Outgroup: Disrupting Prejudice and Developing Solidarity Among Marginalized Adolescents*

**Location:** Salon 7

**Integrative Statement:** In an American political climate characterized by vitriol and discrimination, it is particularly timely and important to understand how youth react to experiences of prejudice directed both at their own group and toward others. This panel explores how youth from a range of backgrounds learn to identify, make sense of, and react to discrimination towards the self and towards others, with a focus on factors that disrupt prejudice and foster respect, inclusion, and solidarity with the "Other."

Paper 1 examines the effects of prejudice on mental health in a sample of sexual and gender minority youth through multi-level modeling, and qualitatively explores strategies LGBTQ youth develop to support each other in discussions about President Trump's policies and negative statements about both LGBTQ people and other marginalized communities. Extending this theme of community support, paper 2 discusses adolescents' motivations for joining GSAs (Gender and Sexuality Alliances/Gay-Straight Alliances), identifying both the desire to find a safe space for oneself, and the drive to make schools safer for students facing marginalization based on other facets of identity, such as race. Paper 3 continues with the theme of intraminority support, using mixed methods to explore the role of critical consciousness in generating solidarity among youth who identify with a range of historically marginalized racial/ethnic identities and sexualities. Following these explorations of reactions to prejudice and attempts to disrupt it among youth from traditionally marginalized communities, paper 4 turns to a different sample, exploring how experiencing discrimination based on race or gender influences rural white adolescents' development of awareness of inequality and appreciation for diversity.

Taken together, these papers explore the development of metacognitions about prejudice during adolescence, a key period in the development of intergroup attitudes.

**Designate Chair:** *Esther Burson*

Discussions of the 2016 Election in Gender & Sexuality Alliances: A Mixed-Methods Analysis of Mental Health Implications from 2016-2018

*Michael O'Brien, Jerel P. Calzo, Paul Poteat, Chris Ceccolini*

Queer Voices, Queer Rooms: Understanding LGBTQ+ Students' Rationales for Joining Their Gender and Sexuality Alliances

*Robert Marx, Cole Mehring, Paul Poteat*

Intraminority solidarity among adolescents: The role of critical consciousness

*Esther Burson, Erin Brooke Godfrey*

Understanding Awareness of Inequality and Cultural Appreciation among Rural White Adolescents

*Laura Wray-Lake, Aaron Metzger, Amy K. Syvertsen, Sloane Glover Strauss*





## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *Why are all the Latinx Kids Sitting Together in the Cafeteria? Latinx Student Identities and Academic Achievement*

**Location:** Salon 8

**Integrative Statement:** The academic potential of Latinx students is stymied by experiences of marginalization and oppression within the education system, as within mainstream society more generally. Latinx students are “othered” based on social categories such as race, country of origin, immigrant/documentation status, and home language/English-language proficiency. Students find themselves at intersections of these social categories, which collectively create interlocking systems of marginalization that impact students’ education journey. Using this intersectionality framework, the proposed symposium explores the various social identities of Latinx students in relation to their educational experiences and outcomes. The first presentation examines academic achievement in 3rd grade and finds differences between Latinx students based on race (skin color), country of origin, gender, and home language. The second presentation examines the STEM identity of Latinx students in middle school and finds that STEM identity is associated with a range of positive achievement indicators. The third presentation focuses on differences among Latinx adolescents based on language use and shows that students who are efficacious language brokers have better academic competencies. The final presentation explores the educational experiences of Latinx and other college students who hold multiply marginalized social identities. Collectively, the presentations advance understanding of the diverse and complex educational experiences of Latinx students across all levels of schooling (elementary, middle, high school, college). Discussion within and across presentations will center on 1) how social identity intersections may facilitate or hinder achievement and 2) interventions and strategies to address the interlocking sources of marginalization faced by Latinx students with intersecting identities.

**Designate Chair:** *Lainey Sevillano*

Academic Achievement in Grade 3: Exploring Sources of Heterogeneity in Latinx Students

*Esther J. Calzada, Gabriela Barajas-Gonzalez, Keng-Yen Huang*

Bilingual Language Broker Change Profiles across Adolescence and Academic Competency

*Jiaxiu Song, Minyu Zhang, Su Yeong Kim*

Fostering STEM Commitment in Latinx Students: Examining STEM Identity and Academic Factors

*Kiera Midori Coulter, Melissa Y. Delgado, Rajni L. Nair, Elia Hilda Bueno, Margarita Ruedas*

Exploring Latinx Student Identities and the Impact of Intersectionality on Educational Experiences

*Marisol McDaniel, Lainey Sevillano*

**3:30 PM - 5:00 PM**

**Current Breakout Sessions**

### **Flash Talk Session:** *Bias, Stress, and Emotion Regulation*

**Location:** Salon 1

**Moderator:** *Tiffany Yip*

The Impacts of Causal Theories of Body Size on Anti-Fat Bias Over Development

*Rebecca Peretz-Lange, Keri Carvalho, Paul Muentener*

Ethnic-Racial Socialization, Ethnic-Racial Identity, and Depressive Symptoms in Korean Adolescents in the United States and China

*Yishan Shen, Hyunkyung Lee, Yoonsun Choi, Yueqin Hu, Kihyun Kim*

Stressors, Depressive Symptoms, and Prosocial Behaviors: The Mediating Role of Stress Appraisals among Latino/a Adolescents

*Fiorella L. Carlos Chavez, Joy Roos, Clara Lopez, Gustavo Carlo, Lisa J. Crockett*

Relations Between Immigration-Related Threats and Negative Emotions Among Latino/a Youth: The Mediating Role of Stress Appraisals

*Lisa J. Crockett, Cara Streit, Gustavo Carlo, Fiorella L. Carlos Chavez*

Investigating the Interplay Between Sociocultural Risk and Protective Factors in Mexican-Origin Children’s Internalizing Problems

*Chelsea Derlan Williams, Ashlynn Bell, Eryn DeLaney, Adriana J. Umaña-Taylor, Laudan B. Jahromi, Kimberly Updegraff*

Examining Connections Between Discrimination and Mental Health in the Context of the COVID-19 Pandemic

*Minji Lee, Colin T. Mahoney, Maria Margarita Galano*

The Association Between Race-Related Stress and Trauma and Emotion Dysregulation in Youth of Color

*Erika Lisette Roach*



## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *One Talk at a Time/Una Plática a la Vez: The Development Of A Racial Socialization Intervention For Minoritized Families*

**Location:** Salon 2

**Integrative Statement:** A significant body of research suggests that minoritized youth benefit from parental racial/ethnic socialization (RES) messages that promote racial/ethnic identity and prepare youth to cope with experiences of discrimination (Neblett, et al., 2006). However, parents struggle with how to provide balanced messages that attend to developmental readiness and do not overinflate distrust for other groups (Hughes et al., 2006). Further, new models of RES explicate the important role of parental efficacy in having RES conversations (Anderson & Stevenson, 2019). Thus, developing programming aimed at increasing parental efficacy and confidence in having RES conversations is critical. To meet this need, this set of talks focuses on the development of an online video series One Talk at a Time/Una Plática a la Vez (OTAAT). The first two papers describe findings from focus group data across major racial/ethnic groups in the United States that identified key barriers and facilitators for having these conversations. Barriers included perceptions of racial/ethnic discrimination, emotions surrounding these conversations, and supporting the autonomy of youth (Paper 1). Facilitators focused primarily on the quality of the parent-child relationship as well as good communication skills (Paper 2). Paper 3 focuses on describing the actual intervention and how it was developed with the key facilitators and barriers in mind. Finally, Paper 4 presents pilot data showing the promise of the OTAAT program where parents reported post-intervention increases in their efficacy at having these conversations. OTAAT was designed to reflect true, authentic conversations between family members that resonate with each racial/ethnic sub-group.

**Designate Chair:** *Gabriela Livas Stein*

*Why We Don't Talk About It: A Cross-Cultural Exploration of the Barriers to Prep for Bias Conversations Among Families From Minoritized Racial/Ethnic Groups*

*Laura M. Gonzalez, Gabriela Livas Stein, Michelle Y. Martin Romero, Stephanie Irby Coard, Lisa Kiang*

A cross-cultural exploration of the facilitators to preparation for bias conversations among families from minoritized racial/ethnic groups

*Steph, Lisa Kiang, Michelle Y. Martin Romero, Laura M. Gonzalez, Gabriela Livas Stein*

*One Talk at A Time: Developing a Racial/Ethnic Socialization Intervention for African American, Asian American, and Latinx American Families*

*Lisa Kiang, Gabriela Livas Stein, Stephanie Irby Coard, Laura M. Gonzalez*

*Parental Efficacy in Racial/Ethnic Socialization: Preliminary Results from an Intervention for African American, Asian American, and Latinx American Families*

*Gabriela Livas Stein, Laura M. Gonzalez, Stephanie Irby Coard, Lisa Kiang*

### **Special Session:** *Identifying Barriers to Increasing Equity in Developmental Science*

**Location:** Salon 3

The goal of this workshop is to identify and tackle the conceptual/theoretical, methodological, and institutional barriers that are impeding equity at different levels of the academy and, specifically, in developmental science. In this session, we aim to imagine an equitable academy by facilitating connections among participants to generate coalitions that promote additional progress towards equity and justice. Attendees can select to join one of three breakout groups to discuss conceptual/theoretical, methodological, or institutional challenges. Within these breakout sessions, the session organizers will moderate informal conversations following the "What? So What? Now What" model to promote critical reflections and collective dialogues among attendees to help identify actionable next steps. Bring your ideas, your experiences, and your collaborative minds to this interactive session.

#### **Organizers:**

*Mona Abo-Zena, University of Massachusetts Boston*

*Alan Meca, University of Texas at San Antonio*

*Gorana T. González, University of Massachusetts Amherst*

*Norma J. Perez-Brena, Texas State University*

*Keira B. Leneman, University of Minnesota*

*Sonya Xinyue Xiao, Northern Arizona University*



## 2022 SPECIAL TOPIC MEETING

### **Conversation Roundtable:** *Supporting DLLs through Culturally Inclusive Classrooms: Evidence from Classroom Practice, Professional Development, and Policy*

**Location:** Salon 5-6

**Integrative Statement:** This roundtable will focus on classroom and instructional supports currently in place for dual language learners (DLLs) within early childhood classrooms in the United States. Moderated by Dr. Kelly Escobar, four experts on DLLs and early childhood education and policy will discuss the implications of their extensive research within early childhood classrooms serving DLLs. There is a convergence of evidence that classroom instructional quality for DLLs is low with little attention to their needs as bilingual learners with emerging English abilities. The focus of this conversation will be on important innovations and directions in our national research agenda to more strategically influence practices in the field to have a greater and more immediate impact on the outcomes of DLLs. Using the framework of implementation science, we will discuss innovations needed in classroom practices, promising professional development approaches, and policy implications. Our goal is to highlight the need to accelerate the application of research to practice given the significant need for improving quality. Our panel argues that we need to move beyond isolated studies to a more comprehensive and coordinated approach to systems change to pave the way for a more meaningful and timely impact on these pressing issues. Young DLLs are one of the fastest-growing demographics in the United States. How can we continue to leave so many behind with nominal attention to their needs for effective culturally and linguistically responsive early childhood education? Research and practice must focus on building a strong foundation for academic success.

**Moderator:** *Kelly Escobar*

**Panelists:**

*Lillian Karen Duran*

*Carol Scheffner Hammer*

*Lisa Maria López*

*Ann C. Rivera*

### **Paper Symposium:** *The Impact of Discrimination Experiences and Beliefs on Black and Latino Youth: Exploring Parenting Practices*

**Location:** Salon 7

**Integrative Statement:** Within the context of parenting, ethnic minority families experience multiple stressors that can impact their practices and relationships with their children and adolescents. Furthermore, because they are more likely to experience poverty and cultural stressors such as discrimination than their counterparts, these issues may cause detrimental outcomes. This paper symposium explores the impact of discrimination on parenting in three different contexts in the U.S. Paper 1 examined the lifetime and daily experiences of discrimination for Latino parents and adolescents in a new destination area and found that these Latino families experienced discrimination related to language ability, which was perpetrated mostly by peers and neighbors. Experiencing this form of discrimination daily impacted perceived family cohesion but did not impact parent-youth relationship quality. Paper 2 examined how neighborhood characteristics impacted Black and Latino parents' cultural assets (ethnic-racial identity [ERI]) and stressors (ethnic-racial discrimination), which in turn was associated with parent- and youth-reported ethnic-racial socialization (ERS) beliefs and practices that shaped youth's own outcomes. Parents' living in more diverse neighborhoods reported more discrimination experiences that impacted ERS and youth's own ERI. Paper 3 examined ERS profiles of Black families and determined the degree to which profiles varied by job-related and general discrimination experiences, discrimination expectancies, and parenting practices. Four ERS profiles using parent- and adolescent reported ERS were found and they varied by parents' experiences with discrimination. Together these papers highlight the coercion of discrimination experiences on family functioning and the variability of discrimination experiences between marginalized groups of Black and Latino families.

**Designate Chair:** *Meeta Banerjee*

**Discussant:** *Sharon Lambert*

Lifetime and Daily Discrimination associations with Daily Family Life in Latino Parents and Adolescents

*Mayra Y. Bamaca, Kingsley Schroeder, Griselda Martinez, Jasmin Castillo, Daniel Cooper, Dawn Paula Witherspoon*

The Contextualized Impact of Ethnic-Racial Socialization on Black and Latino Youth's Self-System and Behavioral Outcomes

*Ashley McDonald, Dawn Paula Witherspoon, Saskia Boggs, Joonyoung Park, Mayra Y. Bamaca,*

Racial Socialization Profiles of African American Parents and Youth: Its Relation to Parenting, Gender and Racial Discrimination

*Meeta Banerjee, Jacquelynne S. Eccles*

### **Flash Talk Session:** *Ethnic Racial Identity and Socialization*

**Location:** Salon 8

**Moderator:** *Jenee' C. Duncan*

Patterns of Racial Socialization Competency and Content among Minoritized Parents

*N. Keita Christophe, Gabriela Livas Stein, Shawn Christopher Tracey Jones, Nkemka Anyiwo, Michele Chan, Lisa Kiang, Natasha Johnson, Puja Patel, Howard C Stevenson, Jr, Riana Elyse Anderson*

School Ethnic-Racial Socialization and Critical Action Among Black Youth

*Gabrielle Kubi, Christy Michelle Byrd, Matthew A. Diemer*



## 2022 SPECIAL TOPIC MEETING

AN EXPLORATION OF FAMILY RACIAL-ETHNIC SOCIALIZATION OF EAST ASIAN AMERICANS IN RACIALIZED AMERICA

*Sei Eun Kim, Russell B. Toomey*

Links between shared and non-shared ethnic-racial heritages peers' ethnic-racial socialization and ethnic-racial identity

*Michele Chan, Gabriela Livas Stein*

Associations between Chinese American Parents' Discrimination Experiences, Racial Socialization, and Child Difficulties

*Huiguang Ren, Charissa S. L. Cheah, Ana Katrina Aquino, Bumo Zhang*

Racial-Ethnic Socialization and Identification among White Youth: A Person-Centered Approach

*Mariya Khan, Rachel A. Gordon, Amelia Branigan*

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**Paper Symposium:** *Peer Networks and Discrimination: Contributions from Social Network*

**Location:** Salon 9-10

*Analysis*

**Integrative Statement:** The interplay between peer relationships and ethnic-racial discrimination is multifaceted. Peers can perpetrate discrimination (Wang, 2020) and microaggressions (Sue et al., 2008) or buffer the negative impact of ethnic-racial discrimination on psychological adjustment (Benner & Wang, 2017). The quality and quantity of peer relationships can also suffer when one experiences discrimination (Liang et al., 2007). These complex and reciprocal effects are embedded in peer networks. Limited research has been directed to understanding the role of peer network mechanisms in how youth experience, cope with, and combat discrimination. This symposium addresses this gap by using social network analysis (SNA) to generate insights into how composition, structure, and dynamics of peer networks promote, protect against, or perpetuate discrimination among peers in adolescence and young adulthood. We focus on friendship networks in schools and extracurricular settings and multiple aspects of diversity (ethnicity, race, gender, and sexual minority). Using SNA to understand peer network mechanisms will advance developmental theory and translational research (informing the design of youth-led peer-messaging interventions).

Paper 1 conducts a systematic review of evidence on peers and discrimination and identifies how SNA methods can advance this research.

Paper 2 reveals that youth experience ethnic-racial discrimination from teachers both directly and vicariously via their peer networks.

Paper 3 examines the role of discrimination and peer influence in friendship networks as predictors of critical consciousness in a predominantly African American sample of young adults.

Paper 4 studies the role of peer network structures in LGBTQ-status-related victimization.

**Designate Chair:** *Olga Kornienko*

Peers and Discrimination: A Systematic Review and Next Steps with Social Network Analysis

*Olga Kornienko, Nicole, Marissa*

Vicarious Discrimination and Peer Contagion: The Influence of Peers on Perceptions of Teacher Discrimination in Middle School

*Leslie Echols, Sandra Graham*

Critical Collective: The Role of Friendship Networks in Development of Critical Consciousness Among HBCU Students.

*DaSean Lucas Young, Thalia Raquel Goldstein, Olga Kornienko*

The Role of Social Network Structure in Sexual Orientation and Gender Identity-Based Victimization

*Sarah Rosenbach, Hirokazu Yoshikawa, Elise Capella, Henny Bos*

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## 2022 SPECIAL TOPIC MEETING

5:15 PM - 7:00 PM

Location: Caribbean 1-3

**Tuesday Poster Session with Reception:** Visit the posters while enjoying the reception sponsored the [National Science Foundation](#).



National Science Foundation

### Context: Cultural, Neighborhood, School, and Social

<u>3</u>	Ethnic-Racial Identity, Discrimination, and Physical Appearance among Spanish-English Bilingual Speaking Children	<i>Luis Mendez, Teresa Satterfield</i>
<u>4</u>	How do First Generation Latinas Navigate Academia: Sources of Support and Working Through Challenges	<i>Rubysela Rodriguez, Omar Ruvalcaba</i>
<u>5</u>	Leaving Home: Push-Pull Factors of Rural Chinese Young Adult Women Migrating to Beijing	<i>Jiayi Liu, Ellen E. Pinderhughes</i>
<u>6</u>	Links between environmental/structural stress, symptoms of depression, and positive parenting in undocumented Latina mothers.	<i>Rafael Esau Hernández, Bethany L. Letiecq, Tara M Chaplin</i>
<u>7</u>	The Role of Racial Attitudes in the Education of Youth of Color	<i>Alexandra Nicole Davis, Gustavo Carlo</i>

### Cultural Processes

<u>8</u>	Culture-Specific and Moral Correlates of Prosocial Behaviors Toward Family, Friends, and Strangers Among Indian Young Adults	<i>Sahitya Maiya, Gustavo Carlo</i>
<u>9</u>	Latinx's behavioral socio-cultural values: Implications for well-being	<i>Nairan Ramirez-Esparza, Adrian Garcia-Sierra, Gloriana Rodriguez-Arauz, Shu Jiang</i>

### Discrimination, Equity, and Justice

<u>10</u>	Asian American Parents' Experiences of Stress, Discrimination, and Mental Health during COVID-19	<i>Cindy Y. Huang, Annie Fanta, William Tsai</i>
<u>11</u>	Black Lives Matter Movement Attitudes and Experiences among Latinx Families: A Mixed Method Approach	<i>Kayla M. Osman, Neshat Yazdani, Nicola Forbes, Emily Romero, Violeta Rosario, Jordan Uribe, Lindsay T. Hoyt, Antoinette M. Landor, Ada M. Wilkinson-Lee, Katharine H. Zeiders</i>
<u>12</u>	Developmental timing effects of ethnic/racial discrimination on U.S. Latino/a youth prosocial behaviors	<i>Roushanac Partovi, Gustavo Carlo, Richard Whitney Robins, Paul David Hastings, Professor Amanda E Guyer</i>
<u>14</u>	Examining the Relationship among Discrimination, Mental Health Distress, and Resilience in Asian American Parents	<i>Sylvia H.M. Wong, SeiEun Kim, Cindy J Huang, Cindy Y. Huang, William Tsai</i>
<u>15</u>	Exposure to and beliefs about racial inequalities predicts development of anti-Black racial bias in 4-8 y.o. White children.	<i>Tobi Britton, Marjorie Rhodes, Michael Thomas Rizzo</i>
<u>16</u>	School-Based Interventions for Reducing Youths' Racial and Ethnic Prejudice	<i>Charity Brown Griffin, Jeffrey M. Brown, Shereen C. Naser, Sally L. Grapin, Sherrie L. Proctor</i>
<u>13</u>	The mediating role of attention problems in linking ethnic/racial discrimination and Latino/a adolescents' academic success	<i>Roushanac Partovi, Kathleen M Roche, Sharon Lambert</i>
<u>17</u>	The Physical and Psychological Toll of 'Othering': Evidence From a Longitudinal Dataset of Youth	<i>Jessica Koslouski, Michelle V. Porche, Lisa R. Fortuna</i>

### Education



William T. Grant Foundation Diversity Travel Award Recipient

<u>1</u>	Assessing the measurement characteristics of prominent socioemotional skills among marginalized Indian girls
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Ananya Tiwari, Vaibhav Kumar, Arzoo Shakir, Chris Napolitano



## 2022 SPECIAL TOPIC MEETING

<b>18</b>	A Systematic Review of Math Achievement and Dual Language Learners: Individual Differences, Instruction, and Assessment	<i>Matthew E. Foster, Sara A. Smith, Ester García Plaza</i>
<b>19</b>	Culturally and Linguistically Appropriate Assessments for Spanish-speaking Children	<i>Alejandra Miranda, Lillian Karen Duran, Carlos Chavez, Alisha K. Wackerle-Hollman</i>
<b>20</b>	From Struggling to Thriving: Teachers' Perceptions of School Climate Profiles & Latinx Student-Teacher Relationship Quality	<i>Melissa Lucas, Natalia Palacios</i>
<b>21</b>	Gaining Equity In Inequitable Spaces: A K-12 STEM Education Model for Latinx Students	<i>Alina Adamian, Daniel Garcia</i>
<b>22</b>	Marginalized Students' Exposure to Inclusive Pedagogy	<i>Adriana Paola Méndez-Fernández, Ashli-Ann Douglas, Bethany Rittle-Johnson, Rebecca ADLER</i>
<b>23</b>	Minority students' STEM self-concept in middle and high schools in Germany	<i>Christopher Osterhaus, Susanne Koerber</i>
<b>24</b>	Relations of Discrimination and School Climate on Academic Efficacy in Latinx Youth in Farmworker Families	<i>Fabiola Herrera, Zoe Ellen Taylor, Lucrecia Mena Melendez, Yumary Ruiz</i>
<b>25</b>	Special Education Pre-Service Teachers' Attitudes Towards Children With Disabilities	<i>Dorit Aram, Yael Roth-Barkai</i>
<b>26</b>	Student-Teacher (Mis)Match in Preschool: The Association Between Mismatch and School Readiness for Black Students	<i>Tamika L. McElveen, Tanya Maria Paes, Sara Anne Schmitt, Robert Duncan, David James Purpura</i>
<b>27</b>	The Role of Gender and Ethnicity on Educational Beliefs Among Elementary Students	<i>Elizabeth Lillie Curtis, Lorey A. Wheeler, Cindy Faith Miller</i>

### Families, Parenting, and Relationships

<b>28</b>	Acculturative Stress and Risky Behaviors: The Possible Moderating Roles of Parental Monitoring and Gender	<i>Deziah Bermudez, Emmanuel Manhiri, Melinda Gonzales-Backen</i>
<b>29</b>	Discrimination, Social Support, and Internalizing Symptoms in Latinx Youth from Agricultural Families in the Midwest	<i>Olivya Anne Reyes, Zoe Ellen Taylor, Lucrecia Mena Melendez, Yumary Ruiz</i>
<b>30</b>	Examining Parental Racial-Ethnic Socialization Processes Among Asian American Families with Young Children	<i>Anna M. Kimura, Rashmita S. Mistry</i>
<b>31</b>	Examining the study of familial influences on ethnic minority youth: A systematic review	<i>Jenee C. Duncan, Norma J. Perez-Brena, Mayra Y. Bamaca</i>
<b>32</b>	Family Rituals and Children's Joy in African American Families	<i>Tasha Tuner, Erika London Bocknek, Luwayne Harris, Ashley Garcia, Joseph Calhoun, Holly Elisabeth Brophy-Herb</i>
<b>34</b>	Love's True Colors: How self-esteem and skin tone impact relationship quality of African American and Latino young adults?	<i>KeLa Allen, Jasmine Pool, ANTOINETTE M. LANDOR, Katharine Zeiders</i>
<b>36</b>	Maternal Warmth Moderates the Relation between Religious Discrimination and Maladjustment among Muslim-American Adolescents	<i>Ghizlane Moustaid, Hatice Gursoy, Charissa S. L. Cheah</i>
<b>37</b>	Nurturing Hmong language development in Preschool Age Children within Community and Preschool Settings	<i>Alisha K. Wackerle-Hollman, Gao Vang, Kory Vue, Lori Erickson</i>
<b>38</b>	Racial Socialization Predicts Children's Emotion Reactivity to Racism Stimuli: Parental Reactivity and Child Empathy as Moderators	<i>Angel Sia Dunbar, Erica Coates, Nya Ferguson, Lydia Harim Ahn</i>
<b>39</b>	Relationship functioning's mediating effects on parental depression and child behavior among fragile African American families	<i>Taylor Webb, Alicia Moulder, James Paulson, Kelsie Allison</i>
<b>40</b>	Youths' Cross-Ethnic Friendships and Perceived Challenges in Getting Along with People Different from Themselves	<i>Katelyn Jane Pitcher, Rhiannon L. Smith</i>

## 2022 SPECIAL TOPIC MEETING

### Health and Wellbeing

- 41** Correlates of Internalizing Symptoms during the Pandemic: Differences between LGBTQ+ and Cisgender-Straight College Students  
*Mary B. Eberly Lewis*
- 42** Pre-Migration Factors and Post-Migration Attitudes Towards Mental Health and Mental Healthcare Service Use.  
*Lisa S. Fuentes, Miriam Ortiz, Oswaldo Moreno*
- 43** The Impact of Omitting and Misrepresenting Natives on Perceived Group Discrimination and Psychological Well-being  
*Julisa Lopez, Arianne E. Eason, Stephanie Fryberg*

### Identity

- 44** Anchoring Measurement Development in Minority Experiences – Developing an Inclusive Measure of Gender for Adolescents  
*Sarahjane L. Dube, Evan Eyler, Masha Ivanova, Kara DeLeonardis Kraus, Hannah Marie Loso, Alexandra Potter*
- 45** Ethnic Identity and Academic Adjustment: What Role do School Friends Play?  
*Michael Alan Medina, Adriana J. Umaña-Taylor, Deborah Rivas-Drake*
- 46** From “whether” to “when”: How is sexual minority identity disclosure timing associated with educational experience and attainment?  
*Meg Bishop, Stephen T. Russell*
- 47** Impact of School Dress Code Bias on Adolescent Development  
*Pamela Linton Norcross, Alexandra Howell, Miranda Hoisington, Alexis Tennant*
- 48** Lived Experiences, Higher Order Processes, and Identity Construction in Adolescent African American Girls’ Narratives  
*Rebekah Pollock, Faith Zabek, Johari Harris, Josephine Grant Lindsley, Joel Meyers, Ann Cale Kruger*

### Internal Psychological Processes: Cognitive, Emotional, and Language

- ★ *William T. Grant Foundation Diversity Travel Award Recipient*
- 49** Hearts, Eyes, and Hands: Cognitive Factors’ Moderating Relations between Ethnocultural Empathy and Critical Civic Action  
*J. Andan Sheppard, Ashley Jimenez Fraser*
- 50** Racial Salience As A Promotive Factor Of Coping  
*Adithi Rajagopalan, Martha Wadsworth, Esha Vaid*
- 51** The Associations Between Cultural Related Stressors and U.S Latinx Youth Prosocial Behaviors: The Mediating Roles of Ethnic Identity  
*Marixza Torres, Alexandra Nicole Davis, Alysia Cruz, Gustavo Carlo*
- 2** The Influence of Childhood Adversity on Black American Men’s Masculine Ideology ★ *Michael Gerald Curtis, Jr., Steven M. Kogan*

### Risk, Intervention, and Prevention

- 52** Black Parenting Strengths and Strategies Program (BPSS): Lessons Learned for Effective ‘Real World’ Implementation  
*Ashley Gabrielle Evans, Keadija C. Wiley, Stephanie Irby Coard*

### Social Intergroup Processes

- 53** (De)Constructing national groups: Longitudinal change in essentialist beliefs among American and Chinese university students  
*Xuan Li, Yian Xu, John D. Coley*
- 54** Adolescents’ experiences with sectarian violence, ingroup bias, and adjustment  
*Joy Roos, Laura K. Taylor, Gustavo Carlo*
- 55** Children’s Generalization of Negative Information About a Group to Its Novel Members  
*Pinar Aldan, Gaye Soley*
- 56** How do parents socialize their children about economic inequality? Psychometric properties of a new measure  
*Andrea Kinghorn Busby, Ethan C. Busby*
- 57** Intergroup Contact and Bystander Behaviors in a Divided Community  
*Christine Elizabeth Merrilees, Laura K. Taylor, Dinka Corkalo-Biruski, Dean Ajdukovic, E. Mark Cummings*
- 58** Linking Peer Ethnic/Racial Interactions to Adolescents’ Empathy and Perspective Taking  
*Sylvia Lin, Yijie Wang*



## 2022 SPECIAL TOPIC MEETING

### Day 3: May 4<sup>th</sup>

7:00 AM - 8:00 AM

Location: Rio Mar Salon Foyer

#### Wednesday Breakfast

Join colleagues and other attendees for breakfast in the Rio Mar Foyer near the General Session Room (Salon 5-6).

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8:00 AM - 8:30 AM

Location: Salon 5-6

#### General Session (SRCD Caucuses Panel): "What Have We Learned at the Meeting?" Where Does the Field Go from Here?

Members of each of the SRCD Caucuses will lead this discussion on what we have learned from this meeting and how we can take this back to our field. What are the next steps and where do we go from here?

Panelist:

Richard M. Lee, SRCD Asian Caucus

Diane L. Hughes, SRCD Black Caucus

Cynthia García Coll, SRCD Latinx Caucus (Moderator)

Stephen T. Russell, SRCD SOGIE Caucus

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8:30 AM - 10:00 AM

Location: Salon 5-6

#### Invited Speaker Presentation: *Ethnic-Racial Identity: A Malleable Developmental Competency* - **Adriana J. Umaña-Taylor**, Harvard Graduate School of Education

Adriana J. Umaña-Taylor will talk about her recent applied work promoting ethnic identity and research on the role of ethnic identity as a cultural resilience tool.

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10:15 AM - 11:45 AM

Current Breakout Sessions

#### Flash Talk Session: *Health Disparities*

Location: Salon 1

Moderator: *Gustavo Carlo*

Children's Perceptions of Discrimination and Psychological Well-being: Emotional Self-Regulation as a Mediator

*Christia Spears Brown, Derek Kahng*

Examining Pathways to Adverse Birth Outcomes: The Role of Discrimination and Stress During Pregnancy

*Christina Albina Rowley, Alexandra Craft, Diego Barcala-Delgado, Maureen A. Perry-Jenkins, Rachel Herman*

Vicarious Racism: Black Caregivers' Experiences of Racial Discrimination and Children's Behavioral Wellbeing

*Nneka Renee Ibekwe-Okafor, Jacqueline P. Sims, Sihong Liu, Stephanie Michelle Curenton*

Neurobiological Effect of Racism On Neural Processing Of Emotions Among Black American Adolescents

*Ava Jane Reck, Assaf Oshri, Steven M. Kogan, Landry Goodgame Huffman*

Parents' Experiences of Workplace Discrimination, Mental Health, and their Interactions with Infants

*Diego Barcala-Delgado, Maureen A. Perry-Jenkins, Rachel Herman*

Transgenerational effect of mothers' experiences of discrimination on Black youths' hormone coupling

*Shannin Moody, Jenny Mai Phan, Elizabeth A. Shirtcliff, Stacy Drury, Katherine Theall*

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## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *The Racial and Gender Implications of Immigration and Immigration Enforcement on Latinx Populations*

**Location:** Salon 2

**Integrative Statement:** Although immigration policy is drafted as neutral with respect to the populations it targets, there is ample evidence that it disproportionately targets Latinx populations, and especially Latinx men (Golash-Boza & Hondagneu-Sotelo, 2013). For example, a national analysis of detention by Ryo and Peacock (2018) revealed that the bulk of deportees are men (79%) and individuals from Mexico, El Salvador, Guatemala, and Honduras (89% combined). Although women are less likely to be removed from the U.S. than men, communities of reception are increasingly hostile toward women, whose reproductive rights are viewed as a social burden (Chavez, 2014). Thus, immigration policy and enforcement has gendered and racial consequences for many U.S. families. The proposed symposium consists of four presentations focused on these issues and include (1) Racialized experiences of anti-immigration climate among US-citizen and migrant Latinos, (2) Female migratory flows to Puerto Rico and health experiences, (3) Alienage of indigenous Mayan families in Mexico and the U.S., and (4) Marital rupture and commitment following the deportation of Guatemalan cisgender men and women. Presenters bring an interdisciplinary and developmental perspective to their research and represent institutions in the contiguous United States and Puerto Rico.

**Designate Chair:** *Carmen Valdez*

*"We're all in This Together": Anti-immigration Experiences Among US-Citizen and Migrant Latinos*

*Miguel*

*Transnational Alienage: How the U.S. Immigration Enforcement Regime Impacts Indigenous Mayan Families in Mexico and the U.S.*

*Oscar*

*Marital Rupture and Commitment of Men and Women Raising Children Following Deportation*

*Carmen Valdez*

### **Paper Symposium:** *Exploring the Complex Associations Between Ethnic-Racial Socialization and Discrimination Experiences For Black Youth*

**Location:** Salon 3

**Integrative Statement:** Black individuals continue to be marginalized. To combat discrimination, parents engage in ethnic-racial socialization (ERS) to prepare and protect their youth from these experiences and their consequences. This symposium drills down on the associations between ERS, discrimination, and youth's outcomes in nuanced and innovative ways. Paper 1, a mediational meta-analysis, examined the impact of ERS dimensions on Black youth's academic adjustment and mental health through ethnic-racial identity and discrimination. Using 39 studies, the meta-analysis revealed that ERS had a negative indirect effect on mental health and academic adjustment through discrimination experiences. However, ERS had a positive indirect effect on mental health (cultural socialization only) and academic adjustment through ethnic-racial identity. Using profile analyses, Paper 2 identified four ER and parent-youth relationship quality profiles that ranged from Developmentally responsive to Unengaged, culturally silent parenting. Profiles were predicted by parents' discrimination experiences, expected youth discrimination, and structural discrimination reported 3 years earlier. Paper 3 explored the degree to which ERS moderated the links between community violence, discrimination, and mental health of Black college students and found that cultural socialization moderated the effect of community violence on aggressive behaviors via discrimination experiences. Together, using different methods, these studies explore the links between ERS and discrimination across adolescence and young adulthood to demonstrate the nuanced and complex associations of ERS and discrimination for Black youth. Implications of these findings will be discussed in relation to the current racial climate where Black families and youth are "othered" in implicit and explicit ways.

**Designate Chair:** *Dawn Paula Witherspoon*

**Discussant:** *Shawn Christopher Tracey Jones*

*Meta-Analysis of Ethnic-Racial Identity and Discrimination as Mediators of Associations between Ethnic-Racial Socialization and Academic and Mental Health Outcomes*

*Fantasy T. Lozada, Dawn Paula Witherspoon, Meeta Banerjee, Riana Elyse Anderson, Shauna M. Cooper, Farzana T. Saleem, Ciara Smalls Glover, Enrique W. Neblett, Jr., Deborah Rivas-Drake*

*Parenting Profiles in African American Families: Impact of Parent's Racial Discrimination Beliefs and Experiences*

*Naila Antonia Smith, Ashley McDonald, Wei Wei, Shadane Johnson, Dzifa Adeji, Dawn Paula Witherspoon*

*Exploring the Moderating Effects of Racial Socialization on Community Violence, Discrimination & Mental Health in African Americans*

*Meeta Banerjee*



## 2022 SPECIAL TOPIC MEETING

**Paper Symposium:** *Developing and Testing Culturally-Responsive Approaches for Preventing Disproportionality and Racial Bias in Secondary Schools*

**Location:** Salon 4

**Integrative Statement:** The racially disproportionate disciplinary removal of Black students from learning environments (e.g., suspensions) continues to plague the U.S. educational system (Losen et al., 2015). The inappropriate use of these disciplinary actions can increase stigma and differential treatment by teachers, staff, and other students (Morrison & Skiba, 2001). The field lacks research-based approaches for preventing these harmful and potentially damaging experiences (Bottiani et al., 2017). This session features a set of three school-based interventions for adolescents, which aim to increase the use of culturally-responsive practices and programs with the goal of reducing disproportionality and student discipline problems. All three models are currently being tested using the randomized controlled trial (RCT) designs to determine the impact of these approaches. The first presentation will focus on the Double Check model, which is a framework for culturally-responsive behavior management that builds on school-wide positive behavior support and promotes data-based decision-making through professional development and coaching in culturally sensitive classroom management and student engagement strategies. The second presentation will describe a novel approach for determining whether coupling violence prevention with training in racial bias and racial stress prevention results in stronger effects, over and above violence prevention alone. The final presentation will report the impact of the Coping Power program (Lochman & Wells, 2004), an indicated preventive intervention that was developmentally, culturally, and contextually adapted for high schoolers in an urban school district. Each presentation will provide an overview of the conceptual basis for the program, a summary of program content, and preliminary findings from ongoing RCTs.

**Designate Chair:** *Catherine P. Bradshaw*

**Discussant:** *Riana Elyse Anderson*

Promoting Cultural Proficiency and Student Engagement through Coaching of Classroom Teachers: An Efficacy Study of Double Check in Middle Schools

*Catherine P. Bradshaw, Katrina Dehnam, Jessika Bottiani*

Preventing Youth Violence by Targeting Racial Bias and Racial Stress: A Collaborative Intervention with Middle Schoolers And Their Teachers

*Jessika Bottiani, Catherine P. Bradshaw, Katrina Dehnam, Duane Thomas*

Promoting Healthy Coping among Urban High Schoolers: Preliminary Findings from The Coping Power in the City Project

*Katrina Dehnam, Catherine P. Bradshaw, Heather Lasky McDaniel, Duane Thomas*

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**Flash Talk Session:** *Cultural Stressors and Communication*

**Location:** Salon 7

**Moderator:** *Linda C. Halgunseth*

Mexican And Mexican American Children Distinguish Spanish Varieties, But Minimally Use Them During Social Judgments

*Maria Mercedes Arredondo, Marissa Vasquez Martinez, Susan A. Gelman*

In Their Words: Strengths and Challenges of Black and Latinx Families Affected by HIV

*Nada Mussad Goodrum, Jamee S. Carroll, Rosa Felix, Ivette Avina*

Arizona Latinx and White Young Adult Perceptions of Discrimination as Captured Through Photovoice

*Michelle Christine Pasco, Anais Roque, Brittany Romanello*

Cultural Markers: The Role of Gesture in Identifying In- and Out-Group Members

*Cristina Ioana Galusca, Kayden Stockwell, Miss Sweta Kaman*

Children's (Surprising) Perceptions of Hate Crimes

*Vivian Liu, Andrei Cimpian*

Adolescents' Perspectives on the Colombian Armed Conflict and the 2016 Peace Accord

*Laura Pareja Conto, Angelica Restrepo, Vilma Escorcia Vera, Holly E Recchia*

"It just makes me feel different": Cultural Stressors and Coping Among Latinx High School Students

*Elma Lorenzo-Blanco, Kim Henriquez*

Examining the Relationship Between Racial Discrimination, Racial Identity, and Activism Among Black College Students

*Brianna Ross*

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## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *Innovative Programs and Policies to Promote the Well-Being of Economically Disadvantaged Immigrant Children and Parents*

**Location:** Salon 8

**Integrative Statement:** Nearly 18 million children under the age of 18 in the United States have at least one immigrant parent, and half of foreign-born adults have limited English proficiency. Moreover, current national discourse is dominated by anti-immigrant rhetoric. The intersection of poverty, language barriers, and immigrant/citizen status places many immigrant families with children at high risk. The purpose of this symposium is to explore innovative programs and policies designed to promote the development of economically disadvantaged immigrant children and their parents.

The first paper frames the issue by examining the home and school experiences of two groups of Latinx children. Using a sample of 750 children in 24 public elementary schools in New York City, the study compares the experiences of Mexican and Dominican children across the school, classroom, and home contexts and by measures of school readiness. The second paper presents the effects of a two-generation intervention designed to promote parents' English language skills and school involvement while their children attend Head Start. Based on a sample of 196 immigrant families in a randomized control experiment, results suggest that a two-generation program promotes parents' English language skills, psychological well-being, and informal school engagement at the end of one year. The third paper examines major barriers to access of U. S. public safety-net programs experienced by youth in mixed-status families and recommends specific mitigating strategies.

Together, these papers suggest the benefits of designing policies and programs according to the strengths and barriers of specific immigrant groups and across a range of contexts.

**Designate Chair:** *Lauren Adams Tighe*

**Discussant:** *Natalia Palacios*

An In-Depth Look at the Early Learning Context of Young, Latinx Students

*Esther J. Calzada, R. Gabriela Barajas-Gonzalez, Keng-Yen Huang*

The Effects of a Two-Generation ESL Program on Parent and Child Outcomes

*Teresa Eckrich Sommer, Lauren Adams Tighe, Terri Sabol, Lindsay Chase-Lansdale, Hirokazu Yoshikawa, Jeanne Brooks-Gunn, Amanda Sheffield Morris, Christopher King*

How States Can Protect Youth Access to the Safety Net during Increased Federal Immigration Enforcement

*Seth Hartig, Sarah Rendon Garcia, Ajay Chaudry, Hirokazu Yoshikawa*

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### **Conversation Roundtable:** *The Construction of the "Other" and Its Consequences in a Colonial*

**Location:** Salon 9-10

**Integrative Statement:** In this roundtable, we aim to share our own personal and research/professional experiences as products of living or knowing intimately a 500+ year old colony, Puerto Rico.

Participants will share their own personal experiences of internal colonization, racism, prejudice, and discrimination, both personal and structural, and the cultural constructions that these practices are based on. A comparative approach will be used to expose similar processes in Mainland USA. All participants will propose practices to dismantle the oppression and disparities of marginalized groups in both contexts.

One perspective proposes that colonialism permeates the way people develop a sense of "self" and of "others". It will be argued that it is imperative to develop models of human development that consider the influences of coloniality and how they permeate on child and youth identity and socioemotional well-being. Elements of a model of human development centered on the complex influences of colonial relations in our constructions of the "self", will be presented.

Another will be used to discuss how the intersection of colorism and transgender identity has been constructed in Puerto Rico and has resulted in an increase in violence towards those groups.

Finally, we will draw parallels with a new initiative to address disparities in educational outcomes for Black and Latino youth in California who are disproportionately represented in the foster care and juvenile justice system. We will address the school-to-prison pipeline that reflects the systemic racism faced by minoritized youth, both in Puerto Rico and the USA.

**Moderator:** *Aida Lizette Jiménez*

**Panelists:**

*Eduardo Lugo*

*Aquiria M. Santiago Ortiz*

*Taysha N. Bruno*

*Michelle V. Porche*



## 2022 SPECIAL TOPIC MEETING

12:00 PM - 1:30 PM

Location: Salon 5-6

**Invited Speaker Lunch Presentation:** *People and Places that act as Social Vaccines for Underrepresented Students in STEM - Nilanjana (Buju) Dasgupta*, University of Massachusetts

Nilanjana (Buju) Dasgupta, will present on how implicit stereotypes about STEM ability impact adolescents' self-concept in middle school, especially for girls and students of color. She will also identify what types of learning environments reduce these implicit biases.

1:45 PM - 3:15 PM

Current Breakout Sessions

**Flash Talk Session:** *Peer and Educational Context*

Location: Salon 1

**Moderators:** *Sandra Barrueco and Mariela M. Pérez*

Teachers and Families in Two-Way Immersion Programs: Discussing Language and Literacy Development

*Melissa Lucas, Alexa Quinn, Judith Paulick, Natalia Palacios, Amanda Kibler*

Language And Biographical Information Guide Children's Thinking About Nationality

*Jasmine M. DeJesus, Katherine D. Kinzler*

The Influence of Peer Discrimination on Adolescents' Bicultural Competence Development

*M. Dalal Safa, Rebecca M. B. White, Chang Zhao, Claudia A. Vega, Michelle Christine Pasco, Ana Maria Melendez Guevara, George P. Knight, Nancy A Gonzales, Jenn-Yunn Tein*

Something About the Way You Speak: A Meta-Analysis on Children's Linguistic-Based Social Preferences

*Jessica Spence, Professor Matthew Hornsey, Dr. Kana Imuta*

Transnational Students as the "Other": Experiences of Students and their Teachers in Jalisco and Texas.

*Dina Carmela Castro, Nydia Prishker, Araceli Perez*

Changes in University Students' Ethnocultural Empathy: Insights from a University Afterschool Program for Underprivileged Youth

*Mark Vincent Yu, Elizabeth Nicole Ojeda, Odorico D. San Nicolas, Sandra Simpkins*

Development of Prosocial Behavior Subtypes in LMICs versus HICs: Influence on School Performance During Adolescence

*Antonio Zuffiano, Mrs Concetta Pastorelli, Flavia Cirimele, Jennifer E. Lansford, Dario Bacchini, Laura Di Giunta, Marc H. Bornstein, Lei Chang, Kirby Deater-Deckard, Kenneth A. Dodge, Paul Oburu, Ann T. Skinner, Emma Sorbring, Laurence Steinberg, Sombat Tapanya, Liliana Uribe Tirado, Saengduean Yotanyamaneewong, Liane Peña Alampay, Suha Al-Hassan*

**Paper Symposium:** *The role of adults in the development and maintenance of children's social biases*

Location: Salon 2

**Integrative Statement:** The present symposium focuses on the role of adults in the development and maintenance of children's intergroup biases. The first half of the symposium considers two pathways by which young children learn from adults how to think about and evaluate groups. The second half of the symposium addresses whether adults are, or could become, aware of how children think about and evaluate groups. Paper 1 provides evidence that the kind of language adults use to talk about group members affects children's tendency to dehumanize members of the group. Paper 2 reveals that adults' behavior toward social groups—i.e., whether or not they offer help to a group—impacts children's judgments of group members' intelligence. Paper 3 reveals that parents are unaware of children's racial biases and are particularly likely to underestimate their own children's bias. Paper 4 then highlights how caregivers might see and become aware of children's racial bias—in particular by tuning into children's intergroup inclusion and exclusion decisions. Taken together, the symposium highlights two ways to think about the role of adults in children's intergroup bias: First, children learn biases from adults. Second, caregivers are unaware of children's intergroup biases, which could undermine suggestions they receive to address their own and their children's biases; in other words, lack of awareness could contribute to the maintenance of children's biases. Together, the talks highlight both challenges and opportunities in involving adults in efforts to reduce children's intergroup biases.

**Designate Chair:** *Katharine Scott*

Examining Children's Expressed Versus Behavioral Racial Attitudes

*Brigitte Vittrup*

When Helping Hurts: Children Think Groups That Receive Help Are Less Smart

*Jellie Sierksma*

Parents Underestimate Children's Racial Bias, Especially When Considering Their Own Children

*Katharine Scott, Patricia G. Devine, Kristin Shutts*





## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium: An Analysis of Diverse Youths' Responses to Racial Discrimination and White Supremacy**

**Location:** Salon 3

**Integrative Statement:** Much remains unknown regarding how youth interpret and are emotionally impacted by racial discrimination. For example, little is known about how social identities such as gender and race/ethnicity may condition effects. Further, few studies have explored youths' abilities to effectively interpret and respond to white supremacist narratives and discriminatory content online. The proposed symposium aims to advance our knowledge base in these domains by investigating responses to discriminatory experiences (ranging from individual to community-wide) among a sample of racially/ethnically diverse adolescents. Paper one applied an intersectionality lens to unpack black girls' experiences with and responses to interpersonal discrimination. Findings indicated that girls engaged in a range of resistance responses that were differentially associated with psychological wellness. Papers two and three explored racial/ethnic variability in youths' responses to a community-wide white supremacist attack. Findings from paper two suggested that youth of color were more likely to experience emotional distress in response to the event whereas white youth tended to show more cognitive and less emotional engagement in response. Paper three findings were consistent with this pattern and suggested that white youth were more concerned with the consequence of the attack on their university's and community's image and less focused on the harm that was inflicted by the attack on members of their community. Paper four uses a critical media lens to explore youths' abilities to recognize racism online. Implications of study findings for the development of interventions to enhance youths' ability to critically evaluate race-related materials online will be discussed.

**Designate Chair:** Noelle Hurd

Forms of Resistance: Black Adolescent Girls' Reports of and Responses to Discrimination

*Leoandra Onnie Rogers, Lily Sahaguan, Shari Gordon, Yi Ting Hwang, Jason Schwartz, Olivia Quinn, Rozahnea Charles*

From Apathy to Vigilance: Middle School Students' Responses to White Supremacy in Charlottesville

*Joanna Lee Williams, Haley E. Johnson, Lauren Mims, Kimalee Dickerson, Miray Seward, Andrea Negrete*

Black and White University of Virginia Students' Reactions to the Aftermath of White Supremacist Violence

*Noelle Hurd, Haley E. Johnson, Janelle Billingsley*

Constructing Meaning Online: Adolescents' Critical Media Literacy Need and Skills

*Ashley Stewart, Brendesha Tynes, Henry Willis, Matthew Hamilton*

### **Paper Symposium: Navigating a Sense of "Otherness:" The Experiences of Latinx Adolescents and Emerging Adults**

**Location:** Salon 4

**Integrative Statement:** Learning how to navigate a sense of "otherness" in the U.S. is particularly salient for Latinx adolescents and emerging adults, especially given the current political climate. Although Latinx youth face unique, culture-related stressors (e.g., discrimination, acculturative stress, immigration stress) that can negatively affect their development and well-being, they are conferred certain cultural strengths (e.g., cultural identity) that facilitate their capacity to navigate these cultural stressors. This symposium consists of four papers that each explore how different contexts – school, family, community – affect Latinx adolescents' and emerging adults' identities, as well as the importance of cultural strengths to their development and well-being. Paper 1 identifies the messages that Latina adolescents receive from peers, coaches, and schools about their participation in sports. This paper also examines how these messages are racialized, gendered, and classed, as well as investigates the impact of these messages on Latina adolescents' identity as athletes. Paper 2 takes a family systems approach to the study of cultural identity development by examining how Latinx parents' cultural identity is related to their adolescents' identity and vice-versa. Papers 3 and 4 both examine the experience of Latinx young adults within the larger community. Paper 3 explores the relationship between the perpetual foreigner stereotype and health outcomes, as well as focuses on identifying factors that may affect this association. Paper 4 identifies the reactions that first-generation Latinx emerging adults have about the current political climate, with a focus on identifying cultural strengths that may affect their experiences.

**Designate Chair:** Rosalie Corona

**Chair 2:** Oswaldo Moreno

The "Othering" of Latina Girls in School Sport Contexts

*Vera Lopez*

The Cultural Identity Family System Among Recently Immigrated Latinx Families: Directional Effects in Caregivers' and Adolescents' Cultural Identity

*Alan Meca, Rosalie Corona, Cory Cobb, Elma Lorenzo-Blanco, Seth Schwartz, Miguel Cano, Byron L. Zamboanga, Melinda A. Gonzales-Backen, José Szapocznik, Jennifer B. Unger*

Perpetual Foreigner Stereotype and Latinx Young Adults' Well-Being: Impact of Interpersonal Relationships and Bicultural Self-Efficacy

*Selena Carbajal, Rosa I. Toro*

Latinx Cultural Factors around the Immigration Political Climate among First-generation Emerging Adults

*Oswaldo Moreno, Lisa S. Fuentes, Miriam Ortiz, Isis Garcia-Rodriguez, Rosalie Corona*



## 2022 SPECIAL TOPIC MEETING

### **Paper Symposium:** *The Role of Culturally Specific Coping Among Black Youth and Adolescents*

**Location:** Salon 7

**Integrative Statement:** The unique race-related stressors that Black youth navigate in their daily lives is well-documented (Hope, Hoggard, & Thomas, 2015; Sellers, Copeland-Linder, Martin, & Lewis, 2006) and has significant implications for a myriad marker of positive development (Chavous, Rivas-Drake, Smalls, Griffin, & Cogburn, 2008; Priest et al., 2013). In considering the litany of stressors that may offset positive developmental trajectories, it is important to recognize the inherent resiliency among Black youth (Gaylord-Harden, Burrow, & Cunningham, 2012; Jones & Neblett, 2017) and the mechanisms that may explain the heterogeneity in responses to stress. The studies in this symposium explore the utility of culturally specific coping as a means to combat and adaptively navigate stress among Black youth and adolescents. Specific contributions of this symposium include: 1) exploring implications of stress and culturally specific coping across developmental stages (mid-adolescence; emerging adulthood) and outcomes (mental health, activism); 2) examining the link between stress and culturally specific coping from different theoretical perspectives and disciplines; and 3) utilization of different methodical approaches (e.g., quantitative and qualitative). The first study examines the effects of direct and vicarious discrimination on Black youth's activism. The second study examines the role of institutional racial composition and John Henryism as moderators of the association between the impostor phenomenon and well-being among Black college students. The third study examines how sociopolitical development among Black emerging adult women is informed by spirituality and religiosity. In sum, this innovative symposium highlights the significance of culturally specific mechanisms among Black youth that may promote well-being across different developmental stages.

**Designate Chair:** *Donte Bernard*

**Discussant:** *Riana Elyse Anderson*

Racial Discrimination, Discrimination Stress, and Black Youth's Sociopolitical Development

*Nkemka Anyiwo,*

Racial Discrimination, Discrimination Stress, and Black Youth's Sociopolitical Development

*Donte Bernard*

The Spiritual is Political: Religiosity and Spirituality in Black Emerging Adult women's Everyday Manifestations of Sociopolitical Development

*Gordon Palmer*

### **Paper Symposium:** *Constructing the Other in the Elementary Classroom: Perspectives of Students, Teacher, and the Physical Environment*

**Location:** Salon 8

**Integrative Statement:** Developmental science in bilingual language development has demonstrated the strong positive benefits of bilingualism for creativity (Garcia & Kleifgen, 2018), attentional control (Bialystok, 2009), and negotiating interpersonal relationships (Myers-Scotton, 1994, 1990). However, federal education policy continues to treat emergent bilinguals as outside the norm. State plans for the Every Student Succeeds Act take a deficit view of bilingualism, such as Florida's focus on the remedial education of those classified as English learners, accountability measures for progress in English proficiency, and academic achievement in English-only (Broughton, Soto, & White, 2019). In this paper symposium, three researchers present how teachers perpetuate these othering policies in the elementary classroom setting. Paper 1 explores how teacher language use during shared reading lessons situates the Spanish language as an othering characteristic. Paper 2 examines the linguistic landscape of early primary classrooms and how what teachers choose to include in the physical learning environment privileges English over Spanish or other languages. Paper 3 illustrates how fourth-grade Latinx youth experience being "othered" in the classroom through the absence of cultural artifacts, practices, and lack of supports for home language use. Through using a digital story as a method of data collection and medium, students express and explore their ethnic and academic identities. Through providing critical perspectives on how hegemonic English-only policy plays out in the classroom, we hope to engage developmental scientists in a discussion of how to support the preparation and professional development of teachers to engage in pedagogical practices which counter-act othering policies and empower students.

**Designate Chair:** *Troya Latrice Ellis*

**Discussant:** *Lisa Maria López*

How Teacher Language Others Emergent Bilinguals during Shared Reading Groups

*Joy Broughton, Lyn Scott*

The Linguistic Landscape of the Learning Environment and Students' Sense of Belonging

*Lyn Scott*

Cuéntame: Tell me your Digital Story, a multicultural approach to academic identity

*Jennifer Barreto*



## 2022 SPECIAL TOPIC MEETING

3:30 PM - 4:30 PM

Location: Caribbean 1-3

**Wednesday Poster Session with Reception:** Visit the posters while enjoying the reception sponsored by the [National Science Foundation](#).



National Science Foundation

### Context: Cultural, Neighborhood, School, and Social

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|----------|--|--|
| <u>3</u> | Dynamics of Family Poverty, Single Parenthood, and Immigrant Children's Socioemotional Development and Executive Functioning     | <i>Martha Jailene Aguirre, Christy L. Lleras</i>             |
| <u>4</u> | Ethnic Denigration and Prosocial Behaviors among U.S. Latino/a Youth: The Mediating Role of Expressive Suppression               | <i>Alexia Carrizales, Sahitya Maiya, Gustavo Carlo</i>       |
| <u>5</u> | Increasing Activism or Inducing Trauma? An Investigation of Differential Impacts when Sharing Police Videos in the Digital Age   | <i>Chloe Jeanne Andre</i>                                    |
| <u>6</u> | Measurement Invariance of Teacher-Rated Externalizing Behaviors Across Race and Time in a Majority-Minority Preschool-age Sample | <i>Eric Daniel Hand, . Christopher J. Lonigan</i>            |
| <u>7</u> | Otherness in College: Latent Classes of Perceptions of Belonging and Representation Predict Mental Health Outcomes               | <i>Terese Millet Joseph, Caitlin S. Smith, Corinne Blake</i> |

### Cultural Processes

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|----------|---|---|
| <u>8</u> | Development of the Color Conscious Parenting Scale  | <i>Dr. Brigitte Vittrup, Marianne Grace Dunn</i>            |
| <u>9</u> | Examining U.S. Mexican-Origin Mothers' and Youths' Bicultural Difficulties and Concurrent Depressive and Anxiety Symptoms | <i>Selena Carbajal, Katharine Zeiders, Dr. Su Yeong Kim</i> |

### Discrimination, Equity, and Justice



William T. Grant Foundation Diversity Travel Award Recipient

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| <u>15</u> | "You guys are FOBs": Filipino American Adolescents' Experiences of Racial Discrimination and Microaggressions in the Classroom |  <i>Victoria Rodriguez-Operana</i> |
| <u>10</u> | Black/African Psychology in the Study of Justice-Involved Youth  | <i>Evan Auguste</i>   |
| <u>11</u> | Cultural Socialization and Chinese American Youth Civic Engagement: The Role of Youth Racial-Ethnic Identity                   | <i>Bumo Zhang, Huiguang Ren, Charissa S. L. Cheah</i>   |
| <u>12</u> | Discrimination, Teacher-student Relationship Quality, and Early Adolescent Functioning   | <i>Madison K. Memmott-Elison, Gustavo Carlo, Joy Roos</i>   |
| <u>13</u> | Ethnic Racial Socialization and Proactive Coping with Discrimination   | <i>Valerie Salcido, Gabriela Livas Stein</i>  |
| <u>14</u> | Examining Perceived Discrimination and Poverty-Related Stress with Psychopathology in Low SES and Diverse Preadolescents       | <i>Esha Vaid, Martha Wadsworth</i>  |
| <u>16</u> | Links between Racial Hassles, Daytime Sleepiness, and Academic Competence in Early Adolescents                                 | <i>Queenisha Crichlow, Catheryn Orihuela, Sylvie Mrug</i>   |
| <u>17</u> | Online Racial Discrimination and Mental Health: The Moderating Role Of Ethnic-Racial Identity And Self-Compassion              | <i>Evelyn Danilova Sarsar, Katharine H. Zeiders, Ada M. Wilkinson-Lee, Lindsay T. Hoyt, Antoinette M. Landor</i>      |
| <u>18</u> | Promotive or vulnerability factor? Prosocial attitudes relate to perceived stress from discrimination.                         | <i>Allison Pequet, Martha Wadsworth, Esha Vaid</i>  |
| <u>19</u> | The Contestation of Ideologies about African Americans in YMCA discourse during the Great Depression                           | <i>Daniel Theriault, Corliss Outley</i>   |

### Education

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| <u>20</u> | Bilingual Education and Linguistic Minority Students' Increased Adulthood Socioeconomic Status | <i>Yishan Shen, Eunjin Seo, Ari Rios Garza, Amy A Weimer</i> |
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## 2022 SPECIAL TOPIC MEETING

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|-----------|---|--|
| <b>21</b> | Book Preferences of Black, White, and Hispanic Early-Elementary Children Based on the Race of Book Cover Characters   | <i>JaNay E. Brown-Wood</i>   |
| <b>22</b> | Ethnicity Moderates the Relation Between Executive Function and Academic Achievement                                  | <i>Christopher A. DeCamp, Christopher Lonigan</i>  |
| <b>23</b> | Examining Students' Perspectives on the Impacts of Restorative Circles in High Suspending Schools                     | <i>Michelle Miller, Andrew Martinez, Lama Hassoun Ayoub, Lina Villegas</i>                               |
| <b>24</b> | Exploring The Association of Home Math Environment Items and Math Performance In Preschool-Age Dual Language Learners | <i>David James Purpura, Jimena Cosso, Susana Beltran Grimm, Alexa Ellis, Sara Anne Schmitt</i>           |
| <b>25</b> | Latino/a/x Families as Collaborators and Agents of School Change  | <i>Mikaely T. Schmitz, Jacqueline Nguyen, Myah Pazdera</i>   |
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Administration for Children &  
Families, DHHS

**Michael Rizzo**

New York University

**Erika Roach**

University of California,  
Berkeley

**Kathleen Roche**

George Washington University





## 2022 SPECIAL TOPIC MEETING

**Rubysela Rodriguez**

California State University  
Northridge

**Violeta Rodriguez**

University of Georgia

**Victoria Rodriguez-Operana**

San Diego State University / UC  
San Diego

**Leoandra Onnie Rogers**

Northwestern University

**Lisbeth Rojas-Flores**

Fuller Graduate School of  
Psychology

**Joy Roos**

University of Missouri

**Sarah Rosenbach**

New York University

**Brianna Ross**

University of Michigan

**Christina Rowley**

University of Massachusetts  
Amherst

**Nidia Ruedas-Gracia**

University of Illinois at Urbana-  
Champaign

**Lizette Ruiz**

California State University,  
Fullerton

**Stephen Russell**

University of Texas

**Adam Rutland**

University of Exeter

**Jean Sack**

University of Illinois at Chicago

**M. Dalal Safa**

Harvard Graduate School of  
Education

**Roun Said**

University of Minnesota - Twin  
Cities

**Ekjyot Saini**

Pennsylvania State University

**Valerie Salcido**

University of North Carolina at  
Greensboro

**Farzana Saleem**

Stanford University

**Aquiria Santiago Ortiz**

University of Puerto Rico

**Carlos Santos**

University of California, Los  
Angeles

**Marla Sarmiento**

Texas A&M University-  
Department of Psychological  
and Brain Sciences

**Evelyn Sarsar**

The University of Arizona

**Shannon Savell**

University of Virginia

**Brook Sawyer**

Lehigh University

**Mikaely Schmitz**

UW-M ; CUW

**Katharine Scott**

University of Wisconsin-  
Madison

**Lyn Scott**

California State University, East  
Bay

**Eleanor Seaton**

Arizona State University

**Robert Sellers**

University of Michigan

**Lainey Sevillano**

The University of Texas at  
Austin

**Miray Seward**

University of Virginia

**Anne Shaffer**

University of Georgia

**Yishan Shen**

Texas State University

**J. Sheppard**

Brigham Young University

**Jellie Sierksma**

Utrecht University

**Callie Silver**

Georgetown University Center  
for Child & Human  
Development

**Michael Sladek**

Harvard University

**Emilie Smith**

Michigan State University

**Naila Smith**

The Pennsylvania State  
University & Dickinson College

**Teresa Sommer**

Northwestern University

**Tracy Spinrad**

Arizona State University

**Christopher Stanzione**

Georgia Institute of Technology

**Jennifer Steele**

York University

**Gabriela Stein**

UNC Greensboro

**Ashley Stewart**

Assistant Professor of  
Educational Psychology, Georgia  
State Univ.

**Kayden Stockwell**

University of Virginia

**Gregory Swann**

Northwestern University

**Kristel Tardif-Grenier**

Université du Québec en  
Outaouais (Canada)

**Laura Taylor**

University College Dublin

**Daniel Theriault**

Appalachian State University

**Krystal Thomas**

SRI International

**Rayni Thomas**

University of Arizona

**Lauren Tighe**

Northwestern University

**Ananya Tiwari**

University of Illinois, Urbana  
Champaign

**Marixza Torres**

University of California Irvine

**Nhan Truong**

GLSEN



## 2022 SPECIAL TOPIC MEETING

**Dominique Tunzi**

Vanderbilt University

**Tasha Turner-Freeman**

Wayne State University

**Adriana Umaña-Taylor**

Harvard University

**Esha Vaid**

Pennsylvania State University

**Carmen Valdez**

The University of Texas at  
Austin

**Claudia Valeggia**

Yale University

**Fatima Varner**

University of Texas at Austin

**Sara Vasilenko**

Syracuse University

**Maria Vasquez**

University of Arizona

**T. Vasquez-O'Brien**

Eastern Connecticut State  
University

**Jennifer Vaughn**

Pepperdine University

**Claudia Vega**

Arizona State University

**Shruthi Venkatesh**

UNC Greensboro

**Victoria Vezaldenos**

University of Michigan- Ann  
Arbor

**Anele Villanueva**

Northwestern University

**Brigitte Vittrup**

Texas Woman's University

**Alisha Wackerle-Hollman**

University of Minnesota

**Martha Wadsworth**

Penn State University

**Ashley Walsdorf**

University of Texas at Austin

**Jun Wang**

Texas A&M University

**Yueyao Wang**

University of Minnesota Twin  
Cities

**Kristia Wantchekon**

Harvard University

**Ryan Watson**

University of Connecticut

**Taylor Webb**

Old Dominion University

**Kate Wegmann**

University of Illinois--Urbana  
Champaign

**Mariani Weinstein**

UNC Greensboro

**Wen Wen**

HDFS, The University of Texas at  
Austin

**Rebecca White**

Arizona State University

**Keadija Wiley**

University of North Carolina at  
Greensboro

**Chelsea Williams**

Virginia Commonwealth  
University

**David Williams**

Harvard University

**Joanna Williams**

Rutgers University

**Dawn Witherspoon**

The Pennsylvania State  
University

**Sylvia Wong**

Teachers College, Columbia  
University

**Katey Workman**

Brigham Young University

**Christine Wu**

Oberlin College

**Sonya Xinyue Xiao**

Arizona State University

**Xiaoye Xu**

Arizona State University

**Yian Xu**

NYU

**Jamie Yellowtail**

University of Michigan-  
Graduate Student

**Tiffany Yip**

Fordham University

**DaSean Young**

George Mason University

**Ayşe Şule Yüksel**

University of Exeter

**Priscilla Zambrano**

University of Arizona

**Katharine Zeiders**

University of Arizona

**Bumo Zhang**

University of Maryland,  
Baltimore County

**Yuan Zhang**

Human Development and  
Family Sciences, UConn

**Chang Zhao**

Arizona State University

## 2022 SPECIAL TOPIC MEETING

## Hotel Map

