SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

SRCD

Working Roundtable Abstracts

Roundtable Title: *"Some people will tell jokes to you; some people be racist:" Racist jokes and adolescents' well-being*

Roundtable Abstract:

Experiences of racism and discrimination may be particularly harmful during adolescence (Benner et al., 2018) since social evaluation and peer relationships are markedly important (Somerville, 2013). Preliminary research has identified peer-perpetrated ethnic/racial teasing, or racist jokes, as a distinct form of discrimination salient during adolescence (Douglass et al., 2016). While perceived as socially acceptable and harmless, racist jokes may have camouflaged harmful effects on adolescent well-being (Douglass et al., 2016).

How do adolescents make meaning of exposure to racist jokes? How does daily exposure to racist jokes perpetrated by friends, known others, and strangers impact adolescents' mental health and well-being? The current study addresses these critical research questions and expands the limited literature on racist jokes during adolescence. This study utilizes interview and 14 days of diary data from an ethnically diverse (42% Latino/a/x, 10.7% Asian American, 6.7% Black, 21.7% White, 19% Biracial) and majority female (54.2%) sample of 10th graders (N = 256) recruited from a larger longitudinal study of discrimination and adolescent well-being (Fall 2019 and summer 2020).

Initial interview data suggests that adolescents differentiate between racist jokes made by others versus friends and largely dismiss their friends' jokes or find them innocuous. Despite these cognitions, preliminary findings from multilevel models demonstrate a positive relation between experiences of racist jokes and anxious mood, depressed mood, sleep quality, and overall health. On days when adolescents experienced and were more upset by a racist joke by a friend, their anxious mood (B = 0.14, p < . 001) and depressed mood (B = 0.11, p = < .001) were higher, sleep quality was poorer (B = 0.10, p = .018), and ratings of overall health were lower (B = -0.06, p = .044). At the between-person level, students who, on average, experienced more racist jokes by friends and were more upset by these across the study period also had higher daily anxious mood (B = 0.81, p = .001) and depressed mood (B = 0.46, p = .033), and poorer sleep quality (B = -0.33, p = .030). Additionally, at the between-person level, experiencing and being more upset about racist jokes by strangers was associated with higher daily anxious (B = 0.33, p = .008) and depressed mood (B = 0.23, p = .019). Racist jokes by known others were not related to any of the outcomes of interest at the within- or between-person levels.

These findings highlight the harmful effects of racist jokes on adolescent well-being but represent a small chapter in the larger story of the negative impact of racist jokes on adolescent development. Further study through collaborations with relationship scientists and social psychologists who specialize in close relationships is needed to untangle the nuance of discrimination occurring between friends. Incorporating diverse methodological approaches through cross-discipline interactions will not only expand this research field, but also aid in the development of school interventions to combat the ubiquitous and harmful effects of discrimination.

Roundtable Title: *A Head Start on Happy: Students Who Love Their Work*

Roundtable Abstract:

Flourishing in adulthood entails more than achievement. Indeed an obsessive focus on achievement may actually hinder adult well-being! We are a research team made up of two psychologists and two social workers, and we are interested in how students can thrive as multifaceted, whole people in educational settings.

In an initial study of ~100 college students, we identified a set of young adults who we argue have a "head start on happy." Their grades and accomplishments were no better than their peers, yet they reported exceptionally high enjoyment of the "work projects" in their lives (school, sports, hobbies, etc.) Using iterative thematic coding combined with LIWC analyses and quantitative "checks," we found that the happiest young adults narrated their work high points, low points, flow points, and relationships with others differently than less happy young adults. More specifically, they: (1) expressed more in-the-moment enjoyment in their high points, (2) demonstrated a clear understanding of what went wrong in their low points (less happy students wrote "foggy" low points), (3) described moments of "flow" that happened because of an innate interest in a topic (less happy students wrote about moments of flow that happened despite a lack of interest in the work), and (4) narrated a variety of social relationships (less happy students usually wrote about adults who could confer or take away advantages).

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

We now turn our attention to expanding and contextualizing this work. We have new, related data on work narratives from ~800 high school students, and we plan to run a follow-up study with additional college students. We desire to explore new ways of analyzing our data so we can learn what students who are flourishing in schools have to teach us. We seek the input of scholars across fields who can help us understand what holistic thriving looks like for young people, think through multidisciplinary ways to analyze our data, and creatively consider what future data we should collect to illuminate this question.

Roundtable Title: *Advancing parental involvement research in education and mental health services*
Roundtable Abstract:
Over one in six students struggle with emotional or behavioral conditions (Whitney & Peterson, 2019) and are at greater risk of experiencing poor academic outcomes (Bradley, et al., 2008; Kutash, et al., 2015). Parental involvement in education has been found to be predictive of improved academic outcomes for students (Fan & Chen, 2001; Jeynes, 2005; 2007). Yet, the parents of students with emotional or behavioral conditions often report feelings of blame and stigma from schools and service providers, hindering effective parental engagement. My research is focused on researching strategies to improve parental engagement for students with emotional or behavioral conditions. Specifically, I recently conducted a randomized trial of a parent-to-parent phone support intervention to assist families of students with emotional or behavioral conditions to become better engaged with their child's school and mental health services. Simultaneously, my colleagues and I have been conducting quantitative studies using national datasets to examine the psychometric properties of different conceptualizations of parental involvement. We found that a three-factor conceptualization (Hill & Tyson, 2009) based on three core domains of school-based, home-based, and academic socialization and a more nuanced six-factor conceptualization had strong psychometric properties for high school freshman and the models retained their measurement properties when tested with a sample of students with elevated emotional and behavioral risks. I will discuss highlights from this ongoing research exploring parental involvement domains with at-risk students and share how these findings informed my other line of research focused on parent-to-parent support interventions.

To date, the parent-to-parent support model has been focused on the school-based domain of helping parents understand school services, engage in productive parent-school communication, as well as the counterpoint for mental health services of understanding community mental health services and improving parent-therapist communication (see Figure 1). I am now submitting research proposals to incorporate additional aspects of parental involvement, specifically home-based and parent-child communication, regarding both education and mental health services (see Figure 1). While there is research focused on parental involvement in their child's mental health services (Haine-Schlagel & Walsh, 2015), that work is more focused on basic issues such as attendance and does not seem to incorporate the ideas of parental involvement commonly found in educational services research. I primarily operate from a quantitative perspective to test intervention strategies, but this integrated line of research--exploring how parental involvement domains might be applied in both educational and mental health services --would benefit from a variety of methodological lenses. There is a fundamental issue of meaningful assessment of these complex constructs as well as the importance of understanding the experiences of families that are often lost in many quantitative designs.

The session will begin with highlights from the past six years of my research focused on parental engagement of families of students receiving mental health supports. We will then pivot to discussing research questions surrounding family engagement of students with emotional or behavioral conditions and explore methodological and conceptual issues surrounding these complex constructs.

Roundtable Title: *Affirming Trauma-Informed Homeless Services for Affectional and Gender Minority Youth*
Roundtable Abstract:
Youth experiencing homelessness are a uniquely vulnerable population with high rates of trauma that accumulates over time. Affectional and gender minority (AGM) youth, especially youth of color, are disproportionately impacted by homelessness; moreover, the homeless service system often neglects the particular psychosocial and developmental needs of this subpopulation. These youth endure high levels of victimization and trauma, both prior to and during homelessness, yet they underutilize shelter services (Carlson et al., 2006; Kort-Butler & Tyler, 2012;

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

Ng et al., 2013). Homeless shelters provide life-saving referrals, resources, and assistance often needed to exit homelessness. Prior social work research suggests AGM shelter underutilization may be due to intentional avoidance (e.g., strict shelter rules, unsafe sleeping arrangements for transgender youth, prior experiences of discrimination), lack of awareness of existing resources, or physical barriers to access (e.g., transportation and no available youth beds). However, the extant literature is limited to small, geographically specific samples and cross-sectional designs which limit our understanding of long-term outcomes, contextual factors, and the lived experience of hard-to-reach populations. This research project draws upon minority stress theory (Meyer, 2003) and the Gelberg-Andersen Behavioral Model for Vulnerable Populations (Andersen 1968, 1995). According to minority stress theory, the chronic stress AGM individuals face due to homophobia and cis-heteronormativity is connected to higher rates of psychiatric disorders. Through a minority stress lens, shelter avoidance is inextricably linked to diminished resources and social capital among AGM youth resulting from cis-heteronormative social and systemic structures. Furthermore, service use is impacted by trauma, which effects one's neurobiology, relationships, beliefs, and responses to services (Herman, 1992; van der Kolk, 2015). According to the Gelberg-Andersen Model, service use is a function of an individual's predisposition to use services, factors that enable or impede use, and need. Taken together, these frameworks provide structure for conceptualizing the salient factors related to homeless service utilization among marginalized populations.

Trauma-Informed Care (TIC) is one promising program approach for addressing the problem of shelter underutilization among AGM youth. While TIC has been employed in care settings across disciplines, homeless services have been slow to recognize its utility and empirical support is lacking (Davies & Allen, 2017). TIC principles of transparency, empowerment and validation call for homeless services that go beyond tolerating, to centering and celebrating queerness. Shelter services that fail to center queerness and address the specific trauma AGM people face because of homophobia and transphobia are neglecting an important need of this population to feel affirmed and safe (Shelton, 2015). A comprehensive solution to AGM shelter underutilization will require developmental, neurobiological, and public policy perspectives that focus on the needs and perspectives of traumatized service users as well as the policy demands and resources of providers, organizations, and communities. This mixed methods participatory action research project will contribute to gaps in the literature, including the feasibility and acceptability of TIC in shelter settings for AGM youth and their providers, while promoting agency and empowerment among youth participants who have been devalued by society (Hernandez & Wiewel, 2020; Hudson et al., 2010).

Roundtable Title: *Building an early language foundation to bolster academic success*
Roundtable Abstract:
Twenty-one percent of children under the age of 3 in the United States live in poverty. The effects of poverty are varied and create a developmental cascade that often sets up children to have difficulties in school. We know that many of these risk factors can be ameliorated if children have strong language abilities going into school. My research program uses observational and experimental methods to understand the social, cognitive, and contextual mechanisms that influence children's language acquisition in an effort to identify ways to promote children's academic success. Understanding how these processes relate to one another helps us better understand how children acquire language. Specifically, my research explores how parent-child interactions connect child attention and language development. In an ongoing analysis of secondary data, I am examining how a child's affect and attention co-contribute to the quality of parent-child interactions. The results suggest that infants' gaze behavior at 4 months of age is related to the dynamic, dyadic back-and-forth during interactions with caregivers at 14 months of age. However, infants' affect is not predictive of later interaction quality. Thus, early attention seems to play a key role in shaping parent-child interactions. I further examined how children's allocation of attention and parent-child interaction quality co-relate to language outcomes, finding that infants' sustained attention at 4 months is directly related to the quality of their interactions with caregivers at 14 months, and indirectly related to their vocabulary through the quality of their interactions; children who have better sustained attention at 4 months have higher quality interactions at 14 months and larger vocabularies. Understanding the interrelationships between these independently well-understood mechanisms may allow us to target interventions that may promote better language acquisition, as well as facilitating the development of broader cognitive skills that are fundamental to later academic success, yet vulnerable to contextual factors (such as poverty). My studies have begun to examine these relations, and I aim to further connect with others to better understand how language may act as a protective factor for children experiencing adversity.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

Roundtable Title: *Building Cognitive and Emotional Foundations for Co-conspirator Development with Critical Pedagogy in a University Classroom*

Roundtable Abstract:

This reflective study of a particular cohort of child development students describes how early childhood educators and emerging scholars who may have been socialized with oppressive (i.e., racist, culturally biased, sexist, ableist) developmental scholarship re-engage with a critical perspective. Given that identity development is holistic and that all adults are actively developing, the instructor co-created a classroom environment that fostered critical consciousness and encouraged students to engage in self-reflection about their biases, knowledge, skills, and behaviors in their own work spaces. The intention was to motivate a shift in the students toward becoming co-conspirators - individuals who work, courageously and in solidarity with others, toward unlearning and understanding systems of privilege and oppression (Love, 2019). When a critical lens problematizes "evidence-based" scholarship, professionals and scholars find themselves needing to disrupt and re-evaluate their orientation and practices (e.g., assessment, learning tools and pedagogy, curriculum and standards, behavioral expectations) so as to partner with children and families in a developmentally, culturally, and contextually sensitive manner.

Method: This study integrates practitioner-as-researcher and auto-ethnographic methods to outline key experiences in the iterative teaching-learning process of a critical child development course. Three types of data included: primary source materials from students' and faculty's engagement with course assignments (e.g., written and oral, online discussion posts, process oriented emails to class); instructor's interpretation of and reflections on students' participation; autoethnographic comments collected during and after the course from the students and the faculty.

Results: The results describe students' reactions to intentionally designed encounters within critical scholarship, how the cohort navigated dissonant experiences with developmental scholarship, and how they cognitively and emotionally recalibrated to support vulnerable self-work and calls for anti-oppressive, co-conspiring efforts. The combination of reflective practice, the vulnerability of self-work, and critical engagement with course materials through abolitionist teaching strategies led the professor to invite students to become co-conspirators who apply a critical, developmentally holistic lens to inform their praxis.

Conclusion: Critical pedagogical and theoretical approaches push educators, researchers, and practitioners to challenge the viewpoints and theories of developmental science and examine how stratified contexts and oppressive systems affect us all. Through structured experiences and intentional reflection, the college classroom became a learning community that facilitated the development of co-conspirators. Implications frame how to promote co-conspirators through sustaining just praxis within anti-oppressive frameworks to support critical work by all stakeholders.

Roundtable Title: *Building Frameworks of Equity and Sustainability for Minoritized STEM Majors Experiencing Adversity*

Roundtable Abstract:

This roundtable discussion aims to share preliminary findings from a newly developed longitudinal project that will generate multidisciplinary collaborations that 1) translate basic research findings to inform community-based outreach and 2) operate the former using models of sustainability and equity. This study is grounded in Bronfenbrenner's (2006) ecological framework, which proposes that human behavior does not occur in a vacuum; it is shaped by the ecologies surrounding the individual. There is a need for input from multiple disciplines to inform the 1) conceptualizations of equity and sustainability in the research to outreach link, 2) measurement of adversity, and 3) development of systems that support the use of basic research for informing community outreach efforts.

We will present pilot data from an NSF-funded, multi-site, longitudinal study examining adversity experiences among those underrepresented in STEM at Minority Serving Institutions. Preliminary findings of the types of adversity that students most often reported and how they are associated with achievement in STEM, course grades, and overall GPA will be discussed.

Our emerging data consists of 263 participants, where 91% were first-semester freshman and 9% identified as second-semester freshmen students at a large, Minority Serving Institution (Mage = 18.43, SD = 0.96. Forty percent of the sample identified as African American/Black, 31% identified as Asian, 12% as European American/White, 8% Latinx/Hispanic, 7% Multiracial, and 2% Other. The study examines five domains of adversity (Institutional, Racial, Household, and Childhood and Adulthood Adverse Life Experiences; ACES) and their associations with achievement

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience
SRCD

in STEM courses. Participants reported experiencing racial discrimination (M = 6.73, SD = 5.46), childhood ACES (M = 6.38, SD = 4.26), household stress including caregiving (M = 2.44, SD = 1.13), and familial obligation (M = 3.20, SD = 0.93). Two-thirds of Black and 56% of Latinx reported five or more adversities in childhood.

Sixty-one percent of African American and 50% of Latinx participants reported experiencing 5+ racialized experiences (e.g., racially motivated killings, witnessing racial discrimination).

Initial findings in the relationship between adversity and academic achievement demonstrate a significant negative association between racial discrimination and GPA (r = -.16, p = .01).

Conclusion: Findings will be used as a springboard for equity and sustainability plans for developing and funding community-based interventions. Education, STEM disciplines, public policy, and others can inform unique lenses to address these questions. Roundtable questions to consider:
-What process do other disciplines use to examine the multidimensional adversity of minoritized STEM majors?
-How can basic research inform interdisciplinary teams to develop transformative research and address racial discrimination and other adversities?
-How would other disciplines build an equitable and sustainable ecosystem that tackles accessibility, partnerships, and the intersectionality of race, gender, class, and immigration status for minoritized students?

Roundtable Title: *Caregiver Perspectives on Play Promotion in Well-Child Visits: A Qualitative Study*
Roundtable Abstract:
Background: Recent research has shown the critical importance of play for problem solving; collaboration; creativity; and building children's social, emotional, and cognitive skills. Play is fundamental for development and gives opportunities to practice and hone the skills needed to live and thrive in a complex world. Furthermore, research shows that play and learning are intricately linked, recognizing that learning occurs when children actively engage in play activities within a supportive social context. The benefits of play are extensive and include improvements in executive functioning, language, social development, peer relations, and physical development and health. Learning through play is most beneficial through a multidisciplinary approach, engaging healthcare providers and caregivers to promote active play habits to support early childhood development.

Intervention Description: Prescription for Play is a program that promotes learning through play by providing pediatric healthcare professionals with free LEGO DUPLO brick kits and educational resources to distribute to caregivers and their 18- to 36-month old children during routine well-child care visits. Providers are trained to implement the program and have conversations with their pediatric families to promote active caregiver involvement in their child's play habits.

Methods: The purpose of this pilot study was to assess the feasibility of implementing Prescription for Play within pediatric well-child care visits. We conducted 30 semi-structured interviews (n=30) with caregivers to understand their experiences with the Prescription for Play program and how their behaviors changed in terms of playing with their child. Data was analyzed using an inductive approach, and key themes highlighted positive and negative aspects of the program as well as recommendations to improve the program.

Results: After exposure to the program, caregivers reported playing with their children more and expressing a new perspective on play. Most caregivers recalled the discussion about play with their provider and retained key points. They found that introducing the kit during the well-child care visit created a positive clinical environment, building trust between provider, caregiver, and patient. The benefits of the program extended beyond the patient visit. Most caregivers reported that their children regularly use the LEGO brick kit at home, and some reported sharing the knowledge gained with their social circles. The key challenge with the program were inconsistencies in the discussions about play with providers, particularly for Spanish-speaking caregivers. Recommendations to improve the program include more resources to help encourage caregiver play with their children and to learn more about the role of play in development.

Discussion: This pilot study of the Prescription for Play program shows the benefits of disseminating key information related to early childhood development through pediatric providers. However, the program could be enhanced by providing tailored educational opportunities for caregivers, in addition to provider conversations with caregivers, to ensure the maximum benefit of the program.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD   #HolisticDevScience

Roundtable Title: *Child advocates moving beyond ethnocentrism*

Roundtable Abstract:

Disciplines that study child development, such as psychology or education, often use deficit model narratives when portraying children and families from historically underrepresented and underserved communities (e.g., Cole & Bruner, 1971; Ladson-Billings, 2021; Rogoff & Gutierrez, 2003; Valencia, 2010)

Practices from highly schooled Western families such as European-American middle-class families are described as "normal," and researchers sometimes assume that practices from non-dominant communities need fixing (Wang et al., 2021). Indigenous and Black children are often portrayed as "lacking" something (e.g., word gap, academic language, executive function, etc.). However, these perspectives rarely explore what is happening in these other cultural contexts or what are some of the goals for development that non-dominant communities have. Schooling and literacy have been the most important goals for child development in Western societies in the last century. However, those are not the only goals families around the world have for their children (Rogoff, 2003).

A strengths-based approach could help developmental sciences dismantle deficit models of child development. Instead of only focusing on underserved communities' challenges, why not examine and describe the practices that have helped these communities succeed?

Collaboration and being community-minded are strengths for learning in Indigenous and Mexican heritage communities (Rogoff, Coppens, Alcalá, Aceves-Azuara, Ruvalcaba, López, & Dayton, 2017) that are often disregarded in schools or other institutions that serve children and families (Adair, & Sánchez-Suzuki, 202).

I am interested in having conversations with researchers, practitioners, and policymakers who want to move beyond ethnocentrism. Together, we can challenge Western and positivist traditions by thinking about how to incorporate diverse perspectives. Indigenous Knowledge systems offer alternatives that promote inclusion and sustainable ways of living.

It is not only a matter of including diverse samples in our research; it is about asking different questions and using various methods that include the perspectives of communities that have not been accurately represented or taken into account in developmental research.

Roundtable Title: *Children's Perception of their Care Arrangements: A Study in Urban India.*

Roundtable Abstract:

Children have views about family life and they understand, reflect and contribute to it (Brannen, 2010). The study gathered the perception of children about their own care arrangements. A total of 118 children aged 3 to 10 years participated in the study. Children were approached in day cares and schools in urban India. The group from the school included children from families who only had a faint idea of what a group care system would be. Two tools were used with children to gain insight into their experiences of care. The first tool used was "Drawing-and-Dialogue" which is a qualitative needs assessment tool developed by Shaver, Francis and Barnett (1993) was used. The aim of this exercise was to enable and encourage children to draw and talk about their care settings. The second tool used with children was picture reading. Children are able to explain their child care arrangement reflecting their understanding of daily rhythms and rituals. Children attuned to their child care arrangement were found to at peace and well adjusted. Their notions of care include every day routine tasks such as storytelling, feeding, bathing and transporting. Children were also aware of emergency care and regular care. Some children also reported the multiplicity of their child care arrangements. Children in day cares spoke about being with peers as the best part of being day care whereas children in other arrangements mentioned about their siblings. Children's drawings generated diverse forms of out of family childcare. They validated the choices parents made from institutional to family based to care by relatives. Children are alert to objects, spaces and events in their environment and equally unaware of unfamiliar experiences. Just as parents believe the presence of affectionate care givers to be of significance, children indicated the significance of the day care teacher by making her presence in drawings and conveying their affection for the caregiving adult.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

Roundtable Title: *Co-creating Community Indicators of Child Well-being and Resilience*

Roundtable Abstract:

Introduction

Early childhood is an optimal time in development to promote the success of all children. We will discuss and solicit input from the working roundtable on the conceptualization of a multidimensional measure of community and child resilience that our inter-disciplinary team is creating using a mixed method approach in a diverse urban County. The measure is comprised of indicators guided by social determinants of health and bioecological models, such as poverty, access to affordable housing, healthcare, built environment, and early childhood programs.

Method

Initial quantitative descriptive analysis of census tract variables was conducted in concert with exploratory geographic information systems (GIS) analysis to examine the geographic distribution of neighborhood assets and risks. Based on models created by the UCLA Center for Healthier Children, Families and Communities (www.healthychild.ucla.edu), we combined two sets of data aggregated at the census tract level: (a) a population-based measure of children's developmental skills in kindergarten, the Early Development Instrument (EDI; Janus & Offord, 2007) and (b) the Bruner Child-Raising Vulnerabilities Index (Bruner, 2007). The EDI measures physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. The Bruner index comprises 10 census tract indicators of social, educational, and economic risk, from the American Community Survey (ACS 2012-16 5-year estimate). For three cohorts of kindergarten children (N=19,868) the EDI and Bruner scales were aggregated across 519 census tracts. We mapped areas where children were developmentally "on track" despite experiencing high neighborhood risks (see Figures 1 and 2). We overlaid community assets such as affordable housing, health, and education programs.

Results

We found that on average, higher neighborhood risk was associated with higher developmental vulnerabilities (r =.39). A small number of census tracts were identified as "resilient" where on average children were performing better than expected on kindergarten developmental skills given the number of neighborhood risks. At the child-level, Black non-Latinx children were more likely to live in neighborhoods with higher number of risks, least likely to access high-quality preschool, affordable housing, and display developmental strengths at kindergarten entry, compared to children of all other race/ethnic backgrounds (White non-Latinx, Latinx, Asian). Assets such as access to quality early childhood programs were associated with more resilience.

Next Steps and Discussion Points

A community-based participatory approach (Jackson et al., 2018) is in process to convene community members knowledgeable and invested in the well-being of children to provide input, validity checks and contribute to the creation of a multidimensional measure capturing assets and risks appropriate in our culturally, racially and linguistically diverse, urban county. As there was considerable variation by census tract of residence in risk and resilience, we are planning to conduct focus groups and surveys with trusted leaders and community members, to better understand the strengths and assets available within neighborhoods that might be underlying these patterns. Our on-going work using strength-based models, will help us develop deeper collaborations and work in culturally responsive ways to define community expectations and assets valued for all children to achieve success.

Roundtable Title: *Conceptualizing trauma-informed youth-adult partnerships to promote positive development and wellbeing for immigrant youth*

Roundtable Abstract:

Childhood trauma has been associated with adverse psychological and physical health that can persist throughout life (Burke et al., 2011). With the improved understanding of trauma, there has been increased efforts at multiple levels to make youth-serving systems more "trauma-informed." The effectiveness of trauma-informed efforts have been found across settings, including schools (Thomas et al., 2019) and mental health settings (Bendall et al., 2021) among others. Todate efforts to contextualize trauma-informed psychosocial interventions for youth of immigrant origin specifically remain scarce. An even less discussed fundamental critique of trauma-informed care practices however, especially in work with youth, is that evidence-based trauma interventions are directive in nature where the adult practitioner serves as the expert to promote the healing of the traumatized child. One promising conceptual and practice framework for supporting youth's healing while remaining responsive to power imbalances is youth-adult partnerships (Y-APs). Y-APs are an innovative conceptual and practice model of positive youth development in which shared decision-making power, mutual respect, trust and reciprocal learning shape

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

relational transactions among youth and adults as a strategy to counter societal conditions of oppression and youth's lack of control over their life trajectories (Camino, 2000; Ginwright & Cammarota, 2002). Despite their wide adoption across various contexts of youth development, Y-APs have not been rigorously studied or applied in the context of work to promote wellbeing for immigrant origin youth nor have such partnerships been conceptualized from a trauma-informed perspective. We propose to conduct a scoping review of the literature on trauma-informed care and youth-adult partnerships, with the goal of conceptualizing the active ingredients for a trauma-informed youth-adult partnership approach to promote wellbeing for youth of immigrant origin.

The hallmark of trauma is the erosion of trust and psychological safety in interpersonal relationships (Herman,1992). Youth of immigrant origin experience trauma pre-migration/migration, resettlement, and post-migration stages (Ellis et al., 2020). We will conceptualize "the Four R's" of trauma-informed care: Realizing the widespread impact of trauma, recognizing the signs and symptoms of trauma among clients and staff, responding by integrating knowledge about trauma into practice and policy, and proactively resisting Re-traumatization (SAMHSA, 2014), for each stage of the migration trajectory for youth of immigrant origin. We will then draw on the Search Institute's evidence-informed "Developmental Relationships Framework" (2021) and our prior work in Applied Psychology that examined the challenges of enacting Y-APs from a multi-level perspective (Nalani et al., 2021)—as well as the findings from our review—to propose a framework for trauma-informed Y-APs to promote wellbeing among youth of immigrant origin. Conceptualizing trauma-informed Y-APs therefore necessitates (a) robust understanding of the impact of trauma on relational, individual, and setting/organizational functioning, in the context of societal inequality and oppression and (b) reinterpreting the challenges of enacting partnership approaches from a trauma-informed perspective, that considers multiple levels of analysis. By leveraging synergistic collaborations among clinical, community and organizational researchers and practitioners, this interdisciplinary effort will contribute towards a holistic developmental science with actionable insights for bettering the lives of youth of immigrant origin.

Roundtable Title: *Cross-Cultural as Transnational Research*
Roundtable Abstract:
Conducting developmental science research with communities of various cultural dimensions is now a gold standard to strive for. Likewise, approaches to conducting and interpreting cross-cultural research has also undergone critiques and revisions over the decades (Maynard, 2008; Saxe, 2012). Research conducted in two or more countries is one example of cross-cultural work, where cultural distinctions are the basis of comparison. In the following discussion, I discuss approaching cross-cultural research from a position of how living conditions in each location is shaped by each other, and not from what is distinct or different. This is what is considered as transnational. In particular, I will discuss transnational processes between the U.S. and Honduras related to policing and community violence and their implications for child developmental research.

A transnational framework begins with the proposition of how two locales in two nation-states are linked either through legal-political, economic, or other social-cultural policies or non-policy practices that shape the living conditions of both locales. Just as importantly, there is a disparate power dynamic between countries in influencing which policies will be enacted and where. Another aspect of the transnational processes is that said policies shape both the local communities of the country where the policy is developed and the local of the country where the policies are imported and implemented. Tracing the migration of policies (i.e., decisions made by human beings at different positions of power) will provide a clearer understanding of the cultural practices or 'factors' for analyses, we, as developmental researchers, examine in relation to child development. I conclude with implications for research and examples from current work on exposure to community violence in the US and in Honduras.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

Roundtable Title: *Cross-sector collaboration to develop a multi-level, mind-minded community resilience plan*

Roundtable Abstract:

University faculty are partnering with a local non-profit organization to create a holistic, place-based, Community Resilience Plan to interrupt intergenerational-transmission of trauma. This plan will focus on parents and families living in neighborhood contexts characterized by high levels of adversity and trauma exposure (e.g. poverty, child-maltreatment) as well as service providers who work with families in those neighborhoods. The effort is guided by Ungar's (2008) two-part conception of resilience as an individual's capacity to navigate to resources AND the ability of the social and cultural context to provide those resources in culturally meaningful ways.

Establishing Need: In the 2020 County Community Health Needs Assessment, residents identified stress, mental health issues and secondary stress from dealing with the trauma of others around them as having significant impact on their well-being (KCHD, 2020 p.65-66). Additionally, 69.3% of adults in the state report having experienced at least one Adverse Childhood Experience (ACE) during childhood (BRFSS, 2016) and our current research assessing maltreating parents in the county has documented significantly higher rates of multiple types of childhood trauma exposure in the maltreating parent population as compared to the general adult population (See Figure 1).

Facilitating individual capacities: We will offer parents and children education about the effects of trauma on human development and opportunities to engage in a host of evidence-based activities (e.g. mindfulness exercises) designed to help strengthen social ties within and between families. All programming will be integrated with the existing family support options currently provided by the partnering community organization (e.g. home visiting services, parent coaching and developmental screenings).

Improving the availability of culturally meaningful resources: We will provide trainings for helping professionals in the community about how trauma impacts individuals and how to help foster their own and their client's individual resilience. We will also work with organizations to improve their capacity to address compassion fatigue in their staff and to identify policies and practices that might be unnecessary barriers to individuals' access to available resources.

In an attempt to move the community and professional context towards a more resilience-fostering stance we will be infusing all aspects of programming with trauma-informed language and modeling a focus on the history of experiences, thoughts and feelings that underlie human behaviors. Additionally, all trainings will introduce the concept of mind-mindedness (MM), defined as a caregiver's proclivity to view her child as having an autonomous mind and being capable of accurately inferring the mental states behind her child's behavior (Meins, 1997). We have established a scalable procedure to assess MM for parents (See Table 1), and are currently piloting an MM intervention designed to dovetail with the existing universal developmental screening program. We are also hoping to partner with local pediatric practices to increase their staff knowledge about MM and developmental norms.

Roundtable goals: We are hoping to connect with colleagues with interests in trauma, resilience and mind-mindedness interventions as well as experience designing, implementing and evaluating large-scale, holistic community intervention projects.

Roundtable Title: *Defining and Developing Multi-Paradagimatic Research in Cultural-Historical Theory*

Roundtable Abstract:

In this presentation, I argue that there are two broad categories of research: paradigmatic and meta-paradigmatic research. Paradigmatic research is capable of identifying characteristics of development but cannot move toward principles of development. In this sense, researchers have focused on either cause-effect relationships or accepted the assumption that development is fundamentally heterogenous. I argue that over the past 80 years, paradigmatic research has become the dominant approach, resulting in ahistortical research that fails to grasp the systemic factors that characterize the education field.

In this sense, research must move toward a meta-paradigm, based on certain assumptions and causal understandings within a dialectical framework. To demonstrate the appropriateness of such an understanding, I discuss historical characteristics of meta-paradigmatic research conducted by Vygotsky and Luria, during the development of cultural-historical theory in the early part of the 20th century. Such research is distinct. First, it adopts a focus on understanding the development of a "whole" characterized by certain parts in certain

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

SRCD

relationships to identify principles of development. Second, it is dialectical in its scope. As researchers we seek to resolve contradictions within the system by identifying positive and negative characteristics in the process of dynamic reorganization.

I identify 4 types of experiments which align to the qualitative characteristics necessitated by cultural-historical theory and conclude by discussing modern examples of this research. For context, I provide an overview of international research on word meaning structure. These studies have suggested the importance of certain theoretical concepts. Then, I conclude by giving an overview of my research agenda on intervention for children identified as having a disability: a pilot study with adolescents and a study with early-childhood interventionists that have supported children during the pandemic. This group of studies adapted a particular approach used in certain participatory research designs but aligned to the classical cultural-historical experiments. Findings suggest that intervention is a complex activity that supports the internalization of social relationships during moments of qualitative change.

Roundtable Title: *Developing the Young Practitioners Who Guide Children's Development*
Roundtable Abstract:

We propose to share a practitioner perspective on using college students to deliver programs to children and youth in a community setting. A university-based community outreach center promoting adolescent resiliency (the Center) offers two social-emotional learning and development (SELD) programs to local schools and juvenile justice agencies. One program directly targets late elementary and early secondary students cycling between school and alternative placements. Participants meet weekly with trained volunteer advocates (most of whom are university students) to support a successful return to their "home" school. The Center's other initiative is an after-school program for 5th and 6th-grade students promoting positive youth development, civility, and peer leadership. Student volunteers from the university are assigned to different elementary or middle school campuses where they facilitate weekly program delivery across the academic year.

   -Volunteers for the Center's two programs are drawn largely from service learning classes, internships/practica, and student organizations; a handful of volunteers come from community partnerships with local health care providers and business organizations. The Center's programs utilize structured curricula based on the Positive Youth Development (PYD) model articulated by Lerner and colleagues at the Institute for Applied Research in Youth Development. The staff and volunteers who deliver and facilitate the Center's programs typically would be represented as contextual assets in the PYD model. However, it is the Center's experience that the college-aged volunteers who appear to be integral to program effectiveness should, in fact, be trained, supported and evaluated in ways comparable with the youth receiving the Center's programs. Indeed, volunteer reflections and feedback suggest that – like their early adolescent counterparts – they benefit from on-going training that builds competencies, character, and confidence and provides meaningful connections to the staff and faculty who oversee their efforts.

   -The Center partners with faculty and graduate students from the university to collect, analyze, and interpret program evaluation data for the purpose of understanding and reporting the impact of the program on youth participants (as well as for curricular improvements). However, we believe these standard evaluation practices would be strengthened by parallel evaluation of the recruiting, training, and supporting processes for program volunteers who are themselves still in a late adolescent phase of development. The volunteers act not only as mentors and facilitators, but also as co-learners alongside youth participants.

   -In summary, most college students have a genuine desire to engage with their community, but don't always know how best to get involved and stay involved. Their time volunteering should guide them in acquiring valuable and translatable skills while also being supported in their own development as emerging adults. When students complete a volunteer experience, they should leave with valuable professional competencies and a sense of accomplishment in being encouraged to use their abilities to make a difference which is, after all, what we as youth practitioners want our young participants to experience. We believe that those practitioners who are integral to the development of children and youth are worthy of further study in their own right.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

Roundtable Title: *Diverse Representations in Children's Online Content: Depictions of BIPOC characters in YouTube Content*

Roundtable Abstract:

YouTube attracts hours of weekly viewing from children (Rideout & Robb, 2019; Rideout et al., 2022) and for young children (0-8 years of age), time spent on video sharing sites now exceeds time spent watching TV (Rideout & Robb, 2020). Despite the large presence YouTube plays in children's daily lives, it is not known whether children are exposed to balanced ethnic-racial representations on this platform, which may be an important contributor to children's ethnic-racial development (Rogers et al., 2021). Determining how often ethnic-racial groups are depicted in media as well as the quality of the depictions and inclusion of stereotypes are important for studying the effects of media use on ethnic-racial processes and outcomes, such as ethnic-racial identity development.

Existing research suggests that ethnic and racial minorities are often underrepresented in traditional media (e.g., Mastro, 2017; Behm-Morwitz & Ortiz, 2013), and when they are present, are often presented in stereotypical ways (e.g., Dixon et al., 2019). Because quality of representation matters, exposure to positive or negative depictions of different ethnic-racial groups in YouTube videos may be related to children's self-esteem, career aspirations, and views about one's group in society.

This submission will build on this research by presenting results from a 2020-2021 study analyzing 1,242 YouTube videos watched by 114 0- 8-year-olds. Parents or children provided a list of the last videos they had watched on the main YouTube site (as opposed to "YouTube Kids"). Videos were coded for ethnic-racial representation and analyzed for BIPOC representation, stereotypes, and content type. Results highlight inequities that exist in YouTube portrayals of race and ethnicity, especially shallow portrayals of BIPOC characters (e.g., a "token" background character to depict diversity). This includes differences in representation quality (e.g., character development, time on screen) and representation characteristics (including negative content like violence) and perpetuation of negative stereotypes.

When taken together, study results suggest that in videos watched by young children, portrayals of BIPOC characters are disproportionately negative when compared to White characters. Additionally, shallow portrayals of BIPOC characters occurred in 10% of videos watched by 0- to 8- year-olds, and 38% of videos did not include any BIPOC characters at all. For example, nursery rhyme videos often have one BIPOC child as a "token" background character in an effort to depict diversity, but there is no development of the child's story or identity. Only 29% of videos had BIPOC characters that were considered fully developed or nuanced.

Understanding the way media representations can shape children's knowledge of ethnic-racial groups is an important step for supporting parents and educators as they tackle complex issues of diversity in representation. Bringing in other perspectives and research methodologies can continue to examine nuances of online content representation. By critically examining the way diversity is portrayed in media, this submission encourages parents and educators to select high quality representative media to support ethnic-racial development and can connect with other researchers examining diversity in children's media content.

Roundtable Title: *Early Childhood Educators' Values, Behaviors, and Perceived Barriers of STEM Education*

Roundtable Abstract:

Digital technology and outdoor teaching and learning are often viewed as being in conflict with one another, although both are seen as vital in STEM (science, technology, engineering, math) education for young learners. Educators in early childhood programs are responsible for teaching STEM with little to no support and contradictory messages in policies. PreK - 12 STEM education has become an international focus and a lever toward building equitable experiences and a responsible global citizenry. Both digital technology and outdoor teaching and learning have been found to increase STEM knowledge, skills, and interest. Digital technology for this study was operationalized as educational online games, digital media such as videos and animated storybooks, and digital tools such as mobile phones, tablets, computers or laptops. Outdoor teaching and learning was operationally defined as using outdoor space to engage children in structured STEM lessons where the outdoor space is viewed as an extension of the classroom walls where children learn STEM content and practices through hands-on, guided exploration. This study fills a gap in the literature by exploring the interaction between open-access digital teaching resources and outdoor teaching and learning as an interdisciplinary, pragmatic approach to STEM education.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

The study used a fully integrated mixed methods approach in a cross-sectional survey design where the researcher intentionally mixed the quantitative and qualitative data throughout the steps of the research process to identify and explore early childhood educators' (ECEs) values, reported behaviors, and perceived barriers to implementing STEM education in preschool settings. The participants consisted of a national sample of ECEs who teach children between the ages of three and six years old. Three research questions drove the investigation: (1) Is there a difference between early childhood educators' values, reported behaviors, and perceived barriers for early childhood educators who use the open access digital resources and those who do not use the open access digital resources? (2) What are the relationships between early childhood educators' values, reported behaviors, and perceived barriers of digital technology and outdoor teaching and learning? (3) What profiles exist that can describe the collective values, behaviors, and perceived barriers of early childhood educators who use the open access digital resources and those who do not? Quantitative analysis included Multivariate Analysis of Variance (MANOVA), correlations, and cluster analysis. Qualitative analysis incorporated phenomenographic approach which added to the interpretation of the cluster analysis. Rich, descriptive educator profiles were created to inform meaningful policy and curriculum decisions. Results of the study will be shared in the presentation.

Roundtable Title: *Enacting Black emancipatory action research to address gun violence and youth exposure to complex trauma*
Roundtable Abstract:
Gun violence has risen globally with youth involved shooting incidents having increased significantly surrounding the COVID-19 pandemic. Studies have demonstrated that post-pandemic exposure to community gun violence has disproportionately affected Black youth resulting in further disparities in other adverse child outcomes. This is further aggravated by the absence of mental health screening and treatment for Black youth that is culturally adapted and trauma informed. Our ability to document how race shapes Black youth's experiences remains critically necessary for the development of sensitive practices and policies. Failure to do so perpetuates anti-Black racism through the invisibilization of structural forms of violence leading to dangerous racist discourse within public, media and government spaces related to several key social issues. Thus the 'social blame' for the soar in shootings becomes squarely attributed to gang-involved youth. The psychological suffering, loss of community space, pivot to social media far, from the watchful gaze of parents and community groups serving vulnerable and at-risk Black youth, and the impact of multiple forms of precarity (financial, housing, education etc.) exacerbated by the pandemic do not garner the attention of government, the media, or the general public.

Community accountability is a framework for enacting power and resisting domination. Used within a research paradigm, research is directed collectively by community members as a tool through which to name circumstances of oppression, to define social issues, to build capacity and to operationalize strategies for change. Community accountability in data collection demands that data be collected for and with Black communities. It recognizes the historical harm and misrepresentation of Blackness in research and demands that research be used, not only for policy change, but more importantly, for community empowerment. Central to this perspective, is the premise that data must be returned to communities to help them reflect on themselves and work towards social justice and emancipation.

This study provides a case example of a study undertaken by a Black community collective made up of researchers, activists and service providers who sought community accountability in developing responses to the complex trauma experienced by youth exposed to gun violence. Principles of Black emancipatory action research for the development of community accountability were used to ground an analysis of our research-activist process in order to illuminate how knowledge gained through the collection of data can be used to help inform Black communities on the realities, needs and concerns of their members, to advocate for rights and entitlements, and to work towards community accountability in research that empowers Black communities.

Roundtable Title: *Family Resilience During the Pandemic: Parental Perceptions of Family Stressors & Coping Strategies*
Roundtable Abstract:
Background
The onset of the COVID-19 pandemic had a dramatic effect on family interaction and communication. Parents and children were forced to make changes during the initial lockdown period causing a great deal of familial stress. Some families were able to cope with the challenges and grow closer, while others struggled to make it through

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

daily tasks. Research suggests that the difference may be due to the concept of family resilience (Prime, Wade, & Brown, 2020). McCubbin and McCubbin (1988) describe family resilience as qualities "which help families to be resilient to disruption in the face of change and adaptive in the face of crisis situations" (p. 247). Resilience literature identifies key components that contribute to successful coping during situations of adversity (Black & Lobo, 2008) including factors such as positive outlook (Rutter, 1993), flexibility (McCubbin & McCubbin, 1988), communication (DeFrain, 1999), time together (McCubbin & McCubbin, 1988), recreation (Hill, 1988), and routines (Eales et al., 2021; Fiese et al., 2002; Spagnola & Fiese, 2007). Changes in media use in the family have also emerged as an important consideration (Eales et al., 2021; Jurgens & Helsloot, 2018; Udwan, Leurs, & Alencar, 2020) impacting many of the elements that lead to family resilience. The current study seeks to integrate media and family development research in order to assess resilience during the COVID-19 lockdown.

RQ1: What did parents perceive as the top stressors for their families during the lockdown and did they enact changes to better endure?

RQ2: Did parental stress relate to the frequency and quality of family communication during the lockdown?

RQ3: Did parental stress relate to changes in parental decision-making with respect to media use during the lockdown?

Method
A nationwide online survey was used to obtain qualitative and quantitative data to address research questions. Items focused on family stress, communication, and media use during the lockdown period (March - May 2020). Open-ended survey content was entered into Leximancer software for computer-based content analysis. This textual analytic tool identifies recurring concepts within text and creates a visual map displaying interrelationships leading to dominant themes.

Participants were recruited via Qualtrics' online panel. 989 parents (51% mothers and 49% fathers; 67% White, 11.5% Black, 15.5% Hispanic, 5.1% Asian, .5% Native American, .2% Pacific Islander and .2% "Other.") from across the U.S. completed the survey about themselves and their children. Parents with more than one child (age 0 - 18) at home during lockdown were given the option to answer questions for one or more of their children.

Findings/Implications
Findings indicate a variety of stressors impacting families during the lockdown including work/school, staying home, and social isolation. Parents made several changes in an effort to endure with many centered on creating time together, new routines, and creative forms of entertainment (Figure 1). Parental stress was significantly correlated with a variety of media and communication decisions (Table 1). Most notably, increased stress was positively correlated with leniency in children's technology use and decreased communication quality.

Roundtable Title: *Growing Up Black with the Media: Minimizing Trauma, Maximizing Opportunity*
Roundtable Abstract:
This proposal emerges from the collective efforts of investigators and graduate students in the disciplines of Psychology and Communication and Media. The team, led by two media psychologists, is currently embarking on two studies relevant to Blackness, youth, and media.

The first study concerns Black stoicism. Much attention has been paid to white-savior media narratives and their characterization of Black characters as all-vulnerable. This framing casts Black characters as helpless and denies Black youth role models with agency and vitality. On the other hand, narratives that characterize Black bodies as all-agentic and strong enough to withstand any hardship are plentiful but have received almost no research attention vis-à-vis their consequences for viewers' expectations of themselves and others. This is cause for concern for several reasons. First, research shows that Black patients are perceived as experiencing less pain than white patients in medical settings (Hoffman et al., 2016). Second, this bias extends to Black children, who receive less pain medication in the emergency room than white children (Goyal et al., 2015). Third, the belief that Black bodies can tolerate hardship better than white bodies is documented in white children as young as 7 (Dore et al., 2014). Therefore, our first project aims to test the effects of exposure to four kinds of Black-stoicism narratives—Black superhero narratives; strong-Black-woman tropes; depictions of Black achievement in sports; and news showing Black citizens withstanding hardship—on Black and white adolescents' estimates of the amount of physical and emotional pain Black and white people can stand. This project is scheduled to begin in February 2022.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

The second study concerns online anti-racist activism among Black adolescents. Defined broadly, anti-racist activism includes not only in-person work like protesting, but also online labor dedicated to sharing information and resources and spreading the word about racial injustice through social media. In spite of its undeniable value, online activism runs the risk of vicariously traumatizing Black youth involved in such activism by exposing them repeatedly to depictions of violence against Black bodies and episodes of racist speech and action on the part of politicians, law enforcement, white nationalists, and others with the power to harm them (Williams et al., 2018). How do young Black activists connect with one another and build community online without becoming immobilized by vicarious trauma or overwhelmed by fear of violent victimization? For this study, we plan to recruit a snowball sample of Black adolescents who participate in anti-racist activism online and conduct semistructured interviews about their approach to online activism, their methods for protecting themselves and one another, and their experiences with vicarious trauma. This project is scheduled to begin in April 2022.

Our goal for the proposed roundtable is to connect with scholars who are also interested in anti-racism, media, racial stereotypes, and youth development, especially those who use participatory methods to involve Black youth as co-generators of knowledge about how they manage fear and hope for the future while developing optimistic yet realistic expectations of their own strengths and weaknesses.

Roundtable Title: *Hair Combing, Colorism, chemicals, culture and attachment: Research, Theory & Practice*
Roundtable Abstract:
There has been little research on the role that racial bias and discrimination based on skin tone bias and hair type plays in the developmental paths of young children of color. In 2021 the American Professional Society on Abuse of Children has proclaimed that, "When directed at youth, racism is child abuse. It is a form of psychological maltreatment and toxic like physical and sexual abuse." Toxic stereotypes associated with a child's racialized features includes the practice of Colorism, defined as the "prejudicial or preferential treatment of same-race people based solely on their color." This worldwide practice is one legacy of historical trauma of slavery. As internalized oppression the practice of colorism and preferences for straighter hair types in children by caregivers, may interact with other factors in determining the quality of parent-infant attachment relationships. Few guidelines exist warning caregivers of the dangers of chemical treatments of hair on infants and young children. Colorism has been found to be related to a broad range of cognitive, social, and emotion-related outcomes for children and adolescents that include anxiety, depression, and behavioral problems (e.g., Breland-Noble, 2013); substance use (e.g., Wallace, 2013); and day care and school suspensions (e.g., Gilliam, & Shahar, 2006; Hannon & DeFina, 2013). There are few longitudinal studies that have investigate developmental pathways that link colorism with family processes and child or adolescent outcomes.

In this roundtable we present an interdisciplinary discussion of theory and research on the hair combing ritual and routine as an opportunity for bonding and parent-child attachment, as well as the risks and vulnerabilities for young children's development. We report research on predictive role parent's early childhood experiences of acceptance, rejection and discrimination based on stereotypes of racialized physical characteristics such as skin color and hair type. A clinical psychologist, and hairstylist, presents the cultural history and psychological meaning African textured hair styling practices. A sociocultural psychologist presents findings from two sets of basic research: A quantitative analysis of videotaped hair combing interaction, free play, and a structured task and standardized measures of colorism and acceptance and rejection (Rohner, 1979) of a sample of African American mothers (N=65). The findings are reported of individual differences in verbal, physical touch, and responsivity emotional attunement during the everyday routine of hair combing interaction. Findings from a sequential-mixed method online survey (N = 434) of a multicultural sample of adults examined individual differences of adult's skin tone using the VISTA or Visual Inventory for Skin Tone Assessment in (Spencer, 2005) and hair type and standardized measures of colorism, racial coping, and skin tone satisfaction. A qualitative analysis of open-ended questions explored childhood experiences of racial acceptance and rejection, and positive racial socialization experiences. A chemist then discusses the physical risks to young children's brain development of specific hair care products often used with young children such as 'kiddie perms'. The legal ramifications of child endangering hair styling practices are presented by a juvenile judge from the child welfare system. The Roundtable discussion ends with a presentation of a manualized, community-based interventions designed to help parents and caregivers recognize the impact of colorism on young children and the opportunity for nurturing child wellbeing during positive hair combing interaction.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

SRCD

Roundtable Title: *Hair stories: Empowering intentional, inclusive, intersectional narratives*
Roundtable Abstract:
Practitioner inquiry (Cochran-Smith & Lyte, 2009) and autoethnographic methods (Chang, 2013) highlight evidence that hair stories are central to lived experiences (e.g., hair products, "not liking" or labeling hair as "good" or "bad, wearing hair in a disapproved style or color). While essentially biological, hair and the related stories we tell, are deeply embedded in bioecological contexts (Bronfenbrenner, 2006), with intersectional phenomenological meanings (Spencer, 2017) that reflect our gender, religion, race, ethnicity, geographic, and socioeconomic identities and other experiences. How we cut, style, tweeze, pluck, bleach, wax, laser, thread, wear, color, perm, straighten, curl, cover our hair has deep implications on our sense of self, and how others see us. Relatedly, hair issues vary throughout development (e.g., puberty and hair growth or loss and the gendered and cultural hair management).

Given racist and other structural forces, however, many children (and their grown ups) have deeply conflicted feelings about their hair and other aspects of their appearance, which affects our well-being and development. For example, a young Brazilian girl asked her aunt (a student in a development class), "Why can't my hair be straight like yours?" and the aunt, taken by surprise by how the fusion of social pressures had already occupied her four year old niece, asked peers and her professor what a developmentally appropriate answer would be while contemplating whether she should stop straightening her own hair (Abo-Zena, 2018).
Negative socialization messages may have a range of deleterious effects on individual and groups of children and their development. Despite youth receiving affirming messages about their intersectional identities in home contexts, implicit messages regarding the relative merit of aspects of their social identities create dissonance between private regard, (i.e., a feeling about one's own affiliation and beliefs) and public regard (i.e., what an individual thinks about other people's perceptions of their group (Rivas-Drake, Hughes, & Way, 2009). Further, a child may receive generally positive messages from their ethnic or racial group, but still navigate and internalize negative messages from in-group members about hair.

This roundtable explores ways to develop hair love (Cherry, 2019) drawing on resources within and beyond applied developmental science. In particular, we seek to engage community partners (e.g., artists, stylists, barbers) to promote and document social connections such as everyday hair caretaking practices that center hair and other health-promoting interactions (Lewis, 1999; Stevenson et al., 2021). This action research supports children and adults' needs to author counter-narratives that affirm their threatened identities (Nelson & Lindemann, 2001). This affirmation requires resisting damaging messages, including how some U.S. states and the federal government legally sanction hair discrimination against Afro-textured hair (Garvey, 2021). Throughout this inquiry, co-participants will document the range of lived experiences related to hair that are salient to child development from inclusive, intersectional perspectives. From an equity lens, we seek to develop intentional practices (e.g., link or create youth centered media to care for varying curl types) and invite stakeholders to narrate their stories in order to expand applied research and inform praxis.

Roundtable Title: *Helping Community Coalitions Achieve Improved Outcomes for Youth: The Coalition Check-Up Model*
Roundtable Abstract:
Over 5,000 community anti-drug coalitions operating in the U.S serve as a cornerstone of federal drug prevention (CADCA, 2016; Feinberg, 2012). These coalitions, however, have only demonstrated efficacy in preventing substance use when they use technical assistance and implement evidence-based programs (EBP) (Hawkins et al., 2014; Spoth et al., 2015). The absence of technical assistance and EBP implementation by coalitions is a key research-to-practice gap (Chilenski et al., 2018). Consequently, we would like to share information about the Coalition Check-Up (CCU), a technical assistance system for supporting community coalition implementation of evidence-based drug prevention programs. The Coalition Check-Up supports coalitions by identifying and addressing gaps in EBP implementation capacity. CCU works with a broad range of coalition models and EBPs.

We built the CCU TA system through a series of projects over 10 years with over 100 coalitions. We learned that validated assessments of EBP implementation and coalition capacity provide critical insights to bolster EBP implementation (Feinberg et al, 2008; Brown et al., 2012). Based on the assessments, a CCU TA provider works with the coalition to: a) review the assessment feedback report; b) identify priority areas for improvement; c) develop an action plan addressing prioritized issues; and d) monitor and support action plan implementation. To

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

ground planning in each coalition's goals, TA providers employ motivational interviewing techniques which have been shown to enhance intrinsic motivation for action (Romano, 2016). By using prior experience and research to help coalitions address their operational and program challenges, the CCU should decrease the research-to-practice gap in community drug prevention. Formative research has supported CCU development and provided preliminary evidence of effectiveness. A randomized trial is currently occurring to test the efficacy of the CCU model under real-world conditions with 68 already existing community coalitions in Pennsylvania and Missouri (Brown et al, 2021).

Thus far, the CCU has assisted community coalitions in identifying elements of coalition resources and coalition functioning that are likely to impact their ability to support EBPs and their sustainability, both of which are likely to impact desired youth outcomes. That said, early indications are also signaling the need for additional input from public system representatives such as education, child welfare, health, the Cooperative Extension System, and even public policy, to name a few, as those are frequent decision-makers and hosts for youth and family prevention and health promotion programs. This is not surprising as creating an enabling context within the organizational or system "home" for EBPs is more frequently being recognized as an important component of supporting positive youth developmental outcomes (Louison & Fleming, 2016-2017).

In addition, this research could benefit from additional coordination with experts in participatory methods. The CCU draws from participatory methods, but more could be done to expand in this area. Additional areas of interest also include connecting with experts in youth engagement and leadership, and civic engagement.

Roundtable Title: *Humanity's Developmental System for Raising the Young: A Baseline for Studying Optimal Development?*
Roundtable Abstract:
Emerging research suggests that avoiding toxic stress and adverse experiences in childhood is not enough for healthy development (Garner et al., 2021). Positive, supportive and nurturing experiences not only prevent illness but support wellness, adaptability and developmental optimization. Developmental science can benefit from engaging evolutionary systems theory and establishing baselines for species-normal optimal development. Evolutionary theory suggests that similar to other animals, humans developed systems for caregiving that match the maturational schedule of the young and optimize development. This system is one of many inherited beyond genes (Jablonka & Lamb, 2005; West-Eberhard, 2003), and it is particularly intensive because infants are born highly immature with only 25% of adult brain volume at full-term birth. In fact, biological anthropology human infants resemble fetuses of other animals until at least 18 months of age (Montagu, 1968; Trevathan, 2011). Moreover, humans are more plastic and epigenetically shaped than other primates (Gomez-Robles et al., 2015), meaning that the context of early caregiving is particularly important for the establishment of healthy physiological and neuropsychological architecture.

The components of humanity's evolved developmental niche (EDN) have been identified by ethnographers as common among hunter-gatherer communities worldwide (Hewlett & Lamb, 2005; Konner, 2005). Such communities likely represent the kind of society in which humanity spent 99% of its history since its genus came into existence over six million years ago and 95% of homo sapiens existence since speciation around 300,000 years ago. Even so, many EDN characteristics, such as breastfeeding, are found to have evolved over 75 million years ago, representing successful adaptations across species (Weaver et al., 2021). The components of humanity's EDN include soothing perinatal experiences, several years of breastfeeding on request, extensive affectionate touch and no corporal punishment, a welcoming social climate, self-directed play with multi-aged playmates, alloparenting, nature immersion and attachment, and routine healing practices (Konner, 2005). Many of these components have longitudinal effects on child and adult wellbeing [published work not included for blind review; poster submitted simultaneously with several new studies described]. Evolutionary systems theory suggests that that EDN may not only support developmental optimization but mitigate long-term negative effects of toxic stress and trauma. Although the importance of trauma-informed science and practice are increasingly recognized, the EDN is fundamental to a wellness-informed science aimed at optimizing human capacities.

Our lab investigates the EDN utilizing different methodologies, including behavioral observation and self-report in childhood and adulthood as well as neurobiological metrics. We are particularly interested in the ways in which the different components of EDN-consistent care might relate to physiological and psychological outcomes, especially the development of sociomoral orientation. We are interested in collaborating with other researchers who

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience
SRCD

investigate wellness and developmental optimization, hoping to expand methodological approaches to studying human optimization in light of evolutionary systems theory.

Roundtable Title: *If Antiracism is Continuous, How Do We Measure It?: The Case for Antiracist Action Preparedness*

Roundtable Abstract:

White youth uphold and perpetuate White supremacy and racism. However, White youth can also unlearn the master narratives of colorblindness and White supremacy, and consequently engage in antiracist attitudes and behaviors (Hagerman, 2018;Taylor Bullock, 2018). However, there is very little empirical research about youth engagement in antiracism (Aldana et al., 2019; Scott et al., 2020; Perry et al., 2021). Part of this may be due to difficulties in measuring antiracism. As a continuous and ongoing process, antiracism itself cannot truly be examined with quantitative measures. Scales that explore antiracist actions should be interpreted cautiously, as past actions or actions at one point in time may not fully capture future likelihood of engaging in antiracist actions. I suggest that, in lieu of antiracist behavior scales, a measure of antiracist action preparedness is needed (see Figure 1). Such a measure would capture antiracist actions, as well as five additional components derived from the definition of antiracism as "a system of equity based on race that is created and maintained by a dynamic interplay between psychological factors and sociopolitical factors" (Roberts and Rizzo, 2021, p. 483). These components include understandings of: race and one's racial identity; racism perpetuated both interpersonally and structurally; whiteness as an invisible norm; the relationship between one's racial identity and racism/whiteness [e.g., "personalizing" whiteness]; and how systems change and power operates. Such a holistic framework can provide context to better interpret past and likelihood of future antiracist actions. This may be particularly useful for youth, whose actions may be due to convenience and opportunity and not sustained into adulthood (Seider et al., 2021). Data to explore these six constructs of anti-racist preparedness will be collected in early Spring 2022 with preliminary findings ready by June 2022. The sample will consist of approximately 500 white adolescents. Existing measures of each of the six constructs will be used. Factor analysis will then be utilized to explore whether anti-racist preparedness can be a general factor, and if the six components proposed here are distinct.

I believe that the development of a quantitative measure of antiracist action preparedness is necessary to support individual and organizational efforts to develop and support antiracism in youth, particularly to aid evaluation of intervention and curricula. What I have proposed above focuses predominantly on cognitive and behavioral components. Additionally, the existing measures used are validated for adolescents and/or young adults. I believe this work should be conducted alongside scholars focusing on affective and emotional components of antiracist engagement and those who examine these constructs with younger children across methodological approaches. Moreover, this construct focuses specifically on White youth, acknowledging that, given their social location in the US racial hierarchy, they are likely to have different trajectories and socialization needs (i.e., own White privilege) compared to youth of color (e.g., Pieterse et al., 2016). However, collaborating with scholars who focus on young activists can help strengthen what is known about similarities and differences in what is needed to support all young people's engagement in antiracism.

Roundtable Title: *Interdisciplinary collaborations and multi-method approaches to understanding developmental change*

Roundtable Abstract:

Given infants' limited abilities (e.g., non-verbal), researchers who study infant development rely heavily on their attention (looking behavior) for understanding perceptual, cognitive, and social responses. Yet, looking behavior can typically inform investigators only whether infants visually prefer a novel or familiar stimulus or find something interesting or unusual. It does not reflect how deeply infants processed the information, nor does it provide researchers data regarding emotional responses to the stimuli. To enhance our understanding of infant development, researchers need to integrate various measures into their empirical investigations.

For example, our lab examines how infants' early social experience affects the development of their face perception and processing abilities. Parents provide data regarding their infants' experience with faces (age, race, gender) and motor abilities (which can affect approach and avoidance behaviors) during the week prior to coming to the lab. In the lab, we measure looking time and sustained attention. Infant responses to faces (e.g., familiar vs. unfamiliar genders or races), however, could also elicit an affective response but to our knowledge such responses have not yet been investigated.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

Linking infants' emotional expression, via the Baby Facial Action Coding System (Baby FACS; Oster, 2016), to other behavioral and physiological measures could broaden our understanding of their perceptual, cognitive, and social development. One drawback, however, is that acquiring the necessary skills requires a substantial time investment in learning to code the facial action units and levels of emotional intensity. Even once these skills are acquired, manually coding Baby FACS is laborious (i.e., a one-minute video can take one hour to annotate), thus limiting its utility.

Thanks to technological advancements, it is possible collect multiple forms of data and temporally align these measures within time sequences, enabling researchers to determine how changes in responses unfold in real-time and across time. Such techniques, however, are only possible through the creation of tools that allow for measurement of developmental change. Although developmental psychologists have been innovative in creating different paradigms for studying infants, most do not have the expertise to leverage technological advances.

Interdisciplinary collaborations, however, can help move the field forward. For example, although computer vision systems for automated FACS and Facial Emotion Recognition now exist, those were developed for processing adult faces. Researchers from our university's computer engineering and psychology departments therefore joined together to automate coding the valence of infant's facial affect (positive, negative, or neutral). This tool can reduce research time (e.g., classify emotional valence from 1 minute of video in 30 seconds) and help advance research progress and the questions we investigate. For example, we can assess whether infants show affective responses when viewing certain stimuli, thus providing data as to why they might be directing their attention toward the stimulus. Such emotional responding might serve as precursors to the development of positive and negative biases for certain face types (i.e., social groups).

This contribution to a roundtable discussion serves as a starting point to encourage both interdisciplinary collaborations and multi-method approaches to understanding developmental change.

Roundtable Title: *Introduction Raising Helpful Toddlers Training: A Feasibility Study*
Roundtable Abstract:

When people help others, they benefit by fostering both strong relationships and personal well-being; and helping others is fundamental to maintaining a functioning society. We propose discussing new applied developmental research paradigms leveraging the experimental power of intervening in helping behaviors early in the lifespan. Raising Helpful Toddlers (RHT) is a novel training for parents/caregivers of toddlers 1 to 3 years old that encourages caregivers to support toddlers in engaging in helping behaviors. RHT's feasibility has been demonstrated through a preliminary clinical trial based on a theoretical stance grounded in years of cross-cultural, developmental research. RHT focuses on parent beliefs and practices previously identified from cross-cultural studies with Indigenous-heritage families of the Americas (Alcalá et al., 2014; Coppens et al., 2014, 2016; Coppens & Rogoff, 2017; Rogoff, 2003), and addresses a key problem evident in White, European-heritage families: they endorse the importance of raising a child who helps others, yet simultaneously undermine this goal with practices associated with children taking less initiative to help and acting to benefit others less (Ochs & Kremer-Sadlik, 2013; Whiting, 1978) .

In RHT (a brief, single session prevention program with two follow-up coaching "boosters"), parents are taught that toddlers like to help, they are capable of doing so, and toddlers' helping with household work constitutes quality time. Across two cohorts (Cohort 1: n = 13; Cohort 2: n = 17), qualitative and quantitative measures suggested parents changed relevant beliefs, actions, and speech pre- to 2-week-post-RHT. A repeated-measures t-test indicated parenting self-efficacy (PSE) increased at 2-week-post-test (M=3.6, SD=5.05, SE=.92), t(29)=3.942, p=.0005, d=.72. Parents described many benefits, including less stress when doing chores, consistent with a repeated measures t-test on Cohort 2 stress scores (M=1.82, SD=2.30, SE=.56), t(16)=3.272, p=.005, d=.79 (not measured in Cohort 1). Results support the hypothesis that RHT helps parents better align practices with values, and suggest that some parenting practices from non-Euro-heritage cultures might be universally beneficial.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

developmental research. RHT focuses on parent beliefs and practices previously identified from cross-cultural studies with Indigenous-heritage families of the Americas (Alcalá et al., 2014; Coppens et al., 2014, 2016; Coppens & Rogoff, 2017; Rogoff, 2003), and addresses a key problem evident in White, European-heritage families: they endorse the importance of raising a child who helps others, yet simultaneously undermine this goal with practices associated with children taking less initiative to help and acting to benefit others less (Ochs & Kremer-Sadlik, 2013; Whiting, 1978) .

In RHT (a brief, single session prevention program with two follow-up coaching "boosters"), parents are taught that toddlers like to help, they are capable of doing so, and toddlers' helping with household work constitutes quality time. Across two cohorts (Cohort 1: n = 13; Cohort 2: n = 17), qualitative and quantitative measures suggested parents changed relevant beliefs, actions, and speech pre- to 2-week-post-RHT. A repeated-measures t-test indicated parenting self-efficacy (PSE) increased at 2-week-post-test (M=3.6, SD=5.05, SE=.92), t(29)=3.942, p=.0005, d=.72. Parents described many benefits, including less stress when doing chores, consistent with a repeated measures t-test on Cohort 2 stress scores (M=1.82, SD=2.30, SE=.56), t(16)=3.272, p=.005, d=.79 (not measured in Cohort 1). Results support the hypothesis that RHT helps parents better align practices with values, and suggest that some parenting practices from non-Euro-heritage cultures might be universally beneficial.

This program of research bridges methodological and disciplinary lenses of cross-cultural/anthropological research and prevention science, with important developmental science implications and a wide array of possibilities for future, collaborative research. This work intersects with that done by Rogoff and colleagues (see submission by Itzel Aceves-Azuara requesting roundtable participation) and suggests parent supports that might be both preventive of future problems and contribute to individual, family and societal well-being (i.e., a positive ecological state). Western-style schooling has been suggested to inadvertently perpetuate White, European-heritage practices that limit children's helping throughout development due to age segregation, a focus on individuals competing against each other for attention and advancement, and a belief that adults should control children's learning (Rogoff, 2003). It is also important for future researchers to explore the phenomenon of parents using practices that work against their own explicit goals. We thus propose bringing together researchers and professionals in early education, child welfare, policy, and/or parenting/childcare to brainstorm future research that incorporates aspects of the frameworks outlined in this work and better integrates cross-cultural evidence into study designs to improve societal systems supporting children's development.

Roundtable Title: *M(ai)cro: Toward a holistic framework to study race conversations and racial justice in society and developmental science*
Roundtable Abstract:
Human development is nested within a multi-layered sociopolitical system, from the macro-system of inequality, ideologies, and structural racism to the micro-systems of families, friends, and schools. The macro influences the micro, yet the separation of these systems means that research on human development, particularly within psychology, often centers individuals while casting sociopolitical ideologies as peripheral (McLean & Syed, 2020; Rogers & Way, 2021). This plenary session takes up the new theoretical concept "m(ai)cro" (Rogers et al., 2021) as a transdisciplinary framework for conceptualizing the development of self and society as mutually constituted. The m(ai)cro framework is holistic, requiring us to see the personal as political. This framework prompts critical questions around how to measure and interpret micro-developmental processes as interwoven with macro-system inequities. Our intent is to broaden and deepen developmental research in ways that disrupt normalized structural inequities, with implications for our communities and scientific work.

Conversations about race are relevant to racial attitudes, identities, and critical consciousness regarding inequity. From a m(ai)cro lens, race conversations not only shape outcomes for the individual; they are sociopolitical processes – reinforcing or disrupting oppressive ideologies in society. For example, not talking about or minimizing race (and thus racism) reinforces racial colorblindness – for the participants in the conversation and in communities more broadly. In this plenary session, we bring together three studies, spanning developmental periods from middle childhood through adulthood, that examine race conversations between peers and between parents and children. These studies use surveys and written narratives to assess how individuals from diverse racial, socioeconomic, and geographic backgrounds reflect and resist macro-system ideologies in their micro interactions. Panelists engage the m(ai)cro framework to discuss the challenges and opportunities of measuring such processes with the aim of catalyzing racial justice research applying this transdisciplinary frame.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

Project 1 explores parental reflections (N=300) from a socioeconomically diverse, majority white sample on how they talk to their middle-school aged children about racial inequality. Parents reported on their conversations about inequality and race with their children in everyday life. They were also presented with real-world data on test scores showing a disparity between Black, Latinx, and white children, and asked how they would explain this disparity to their child. Open-ended responses were coded for attributions for this disparity (controllable or uncontrollable factors), as well as responses that dismissed the facts (e.g., the test scores are not that different), or that lacked engagement with the issue. Results indicate that parents discuss controllable causes of inequality most frequently with their children; for example, while 97% of parents reported discussing the importance of hard work with their children (n=290), only 50% said they discussed societal barriers in inequality (n=151). This project showcases the role that parents have in transmitting racial inequality to maintain the status quo, and how parents' approaches differ by their own background and experiences.

Project 2 uses written narratives about race related conversations, gathered around the U.S. Presidential election in November 2020 and inauguration in January 2021 among 47 college-going emerging adults (Mage=19.71, SD=1.72). Most students reported conversations with their peers, with the majority centering racial justice and discrimination. How students made meaning about these conversations varied widely, however, with stark differences between participants of color and white participants; the latter group engaged in less critical reflection and made fewer links to their own identities. These preliminary findings underscore the importance of everyday conversations between peers for the development of (in)equity-oriented beliefs and behaviors, as well as the need for developmental scholars to examine the content and context of such micro-level interactions rather than just the quantity.

Project 3 analyzes open-ended response data from 746 Black and white parents of 8-11-year-old children about political race events. We find most parents (n=573) report talking to their child about Black Lives Matter (84%) and the murder of George Floyd (77%). Among this majority, the content of conversations varied considerably overall as well as systematically by parents' race. For those parents not having conversations about Black Lives Matter (n=152) or George Floyd (n=173), they emphasized the inappropriateness of the topic ("I don't want my child to think about that" / "He doesn't need to know about that right now"). Also prevalent were parents' own indifference toward such conversations or explicit efforts to delegitimize ("Because black lives don't matter. ALL LIVES MATTER!!!" / "Because George Floyd was a criminal and not a hero"). We discuss our data-driven coding scheme through a m(ai)cro lens to trace how parents' ideologies of racial (in)justice are transmitted in the context of political racial reckoning.

Roundtable Title: *Mind-mindedness and risk of developmental delay: developing a scalable, community-wide mind-mindedness intervention*

Roundtable Abstract:

Parental mind-mindedness (MM) is defined as a caregiver's proclivity to view her child as having an autonomous mind and being capable of accurately inferring the mental states behind her child's behavior (Meins, 1997). Research has reported higher levels of MM are associated with better developmental outcomes (for reviews see, McMahon & Bernier, 2017 and Aldrich, Chen, & Alfieri, 2021).

In this study, we measured MM in a community sample of 716 children (336 females, Age M= 32 months) enrolled in a community-based universal developmental support program provided by a non-profit organization that offers developmental screening using the Ages and Stages Questionnaires (ASQ). ASQ is a standardized developmental screening tool used to identify potential developmental delays in five domains: communication, gross motor, fine motor, problem solving, and personal-social. Children are considered at increased risk for developmental delay in a domain if they received a low score (2SD below the mean). MM was assessed by coding child descriptions provided by parents using the MM coding manual developed by Meins & Fernyhough (2012). MM was scored as the proportion of the number of mental attributes to the total number of attributes given in the descriptions.

A series of generalized linear mixed models estimated the relationship between MM and the chance of receiving a low score. After accounting for the nesting of children within families and controlling for a variety of potential confounding variables, and adjusting for multiple comparisons, MM score was found to be negatively associated with risk for developmental delay in the problem-solving domain ($F_{(1,101)}=7.87$, $p=0.006$, see attached table for other domains).

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SR
CD

#HolisticDevScience

To our knowledge, this is the first study that has revealed a significant relationship between MM scores and risk for developmental delay in a specific domain measured by a widely used parent completed screening tool in a community-based sample. We were able to establish the feasibility of assessing MM within a large, community-based sample and are working towards developing an evidence-based, community-level MM intervention to try to reduce the number of children at risk for developmental delay.

MM interventions reported in the literature such as using video feedback (Schacht et al., 2017; Crugnola et al., 2019) or a smart phone APP (Larkin et al., 2019) may not be suitable for large community samples. The next step of this study is to not only develop scalable MM interventions but also to properly measure their effectiveness. We have developed and are currently testing a pilot program aimed at increasing MM among parents who have enrolled their infants under age one in a developmental screening program. However, implementing an intervention program, especially if we attempt to include children of all ages served by the community organization, presents challenges different from traditional laboratory research. In this working roundtable discussion, we are eager to seek input from colleagues who are experienced at conducting this type of translational research involving delivering large-scale interventions through community-based organizations and collecting data directly from the population the interventions are intended for.

Roundtable Title: *PAR within Social Movements: Creating Abolitionist Educational Realities with Youth, Parent, Educators, and Community Organizers*
Roundtable Abstract:
School decision making processes, the quality of education for youth and families, and the responsiveness of schools to the communities they serve all fall short within Black, Latinx, immigrant, and working class (BLIWC) communities. In the context of families being policed by school referrals to the Agency of Child Services, the continued lack of culturally responsive education and practices, punitive forms of discipline and police in schools, BLIWC communities are further marginalized within urban education systems (Scott et al., 2017). However, despite the in/mis-actions of educational and governing institutions, a growing number of youth, parent leaders, organizers, and educator advocates, are leading an abolitionist movement for education justice aimed to repair harms enacted by schools and abolish the systems that allow for harm to occur in the first place. (Kaba, 2021; Love, 2019).

In New York City, community members involved in the movement for education justice confront the oppressive educational realities placed by the Department of Education and the mayoral control of public education in the city (Coalition for Education Justice; Urban Youth Collaborative). In the current project, we draw on participatory action research (PAR) methods (Torre, Fine, Stoudt, & Fox, 2012) to approach emerging questions and tensions posed by BLIWC youth, parents, and community organizers within the abolitionist movement for education justice in New York City. There is limited understanding within literature and in the practice of community organizing of how PAR methods may contribute to the building and strategies of social movements (e.g., Nalani, Yoshikawa, & Carter, 2021). The role of PAR in working with change agents at the community and practice level to advance social movements remains understudied. The growing abolitionist education movement serves as an interesting case to explore this as it is particularly relevant to PAR for youth development.

The goals and research questions for the current project were developed iteratively in partnership with our PAR group made up of 17 youth, parents leaders, community organizers, and educator advocates (Fox et al., 2010). Our PAR group is reflective of the coalition of organizers in the abolitionist movement for education justice in New York City– centering key stakeholder groups: BLIWC youth and families. The preliminary research/organizing goals of the current project is to 1. conceptualize a multi-level framework of "abolition" as related to educational systems across stakeholder groups 2. Identify needs and tensions of the movement among youth, parent, teacher, and community organizing efforts and 3. Mobilize our PAR group to support the creation of evidence-driven abolitionist educational spaces.

In the working roundtable, I and 2 members of our PAR group will discuss our research question development, the role of PAR within social justice movements, our ongoing work interviewing individuals in our own organizing networks regarding needs and tensions within the movement and subsequent interview data analysis. Interdisciplinary perspectives in a working roundtable setting would be an opportunity to consider new and alternative directions for the project as broader themes of PAR and engagement within social movents spans research and practical knowledge.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

Roundtable Title: *Parenting and children's digital media use*

Roundtable Abstract:

Children's capacity for behavioral self-regulation develops gradually, shaped by the child's neurocognitive characteristics and the environment. In the context of children and adolescents' screen use, ample evidence links poor self-regulation with problematic screen use, leading to negative long-term social, emotional, and cognitive consequences. Nonetheless, while much is known about dysregulated screen use, little is known about youth's adaptive and regulated screen use and the developmental processes underlying this capacity. Moreover, since screen media use can be challenging for regulation (given its craving and engagement enticing features), developing an ability to self-regulate screen use may require higher levels of parental mediation and support.

In our current line of research, we investigate parental role in the context of screen use. In a recent study, we surveyed 340 early Israeli adolescents and their parents (M =11.84, SD =1.40), measuring parenting practices, children's screen use time, children's problematic screen use (defined as children's difficulty controlling their screen use) and child's emotional, behavioral and academic functioning. The study results indicated a differential effect for screen use time and problematic screen use. While problematic screen use was positively correlated with socioemotional and academic functioning (r =.35, p <.01), screen use time was only indirectly related to the child's functioning through the level of problematic screen use (B = .12, SE = .02, 95% CI = .08, .17). Children's problematic screen use was explained by both the child's characteristics (e.g., impulse control) and hostile and coercive parenting. The results highlighted the salience of the parent-child relationship to children's regulation of screen use. In a follow-up study, we asked 80 Israeli parents to describe their practices to manage children's problematic screen use. A thematic analysis of the answers revealed a high prevalence of controlling and intrusive intervening forms (i.e., shutting down computers and taking away smartphones). In rare instances, parents reported using open communication or pre-setting structure to solve these problems. Most parents did not refer to the meaning or purpose of the child's screen use as relevant to their responses.

The prevalence of controlling and intrusive parenting practices in our study was not surprising given the public call to parents to restrict screen media use and the prevalence of technology-based solutions promoting parental monitoring and control. However, the high prevalence of control is alarming given the importance of autonomy supporting parenting practices to children's independent ability for self-regulation. Our goal in the current round table presentation is to promote a revised conceptualization of parental role in the context of children's screen media use. For this aim, we are interested in broadening the discussion on children's screen media use by asking how adaptive screen use can be defined and by whom? Is there a need for a new definition that parents and youth can share? And how can parents become involved in the children's screen world in a fashion that increases parental acquaintance with the child's world and support the child's regulated use of it?

Roundtable Title: *Promoting Equity during Transition to Adulthood through Job Training and Education Programs*

Roundtable Abstract:

My current research on youth development involves two projects. The first is the Job Corps project and the second is an education intervention project. The Job Corps project is nearing completion and I plan to develop a new education intervention project for which I invite collaborators.

My first project studies the Job Corps program. This program and its experimental evaluations have had profound influences on the design of many labor market programs in the U.S. Despite its influences, the program is relatively little studied. Moreover, prior Job Corps evaluation research had mainly focused on a cost-benefit aspect of the program, ascertaining if its benefits outweigh its costs. In my Job Corps project, I use a new comprehensive approach. Drawing on a developmental trajectory perspective, I posit that there are various types of vulnerable youth, and program experiences of these youth differ by individuals and program conditions. The current literature largely neglects this heterogeneity, considering average program effects without taking account of differences among participants and their different program experiences. My project seeks to fill this gap.

To achieve the goal, I analyze data from the National Job Corps Study. I examine the impact of education and job training programs on five socioeconomic youth outcomes: employment and earnings; educational attainment; welfare receipt; and health and drug use. I create a new outcome measure of degree of criminal involvement. My analytic approaches include analysis of variance, machine learning techniques, and multivariate generalized nonlinear models. My analysis yielded important findings and generated new hypotheses about mechanisms to test in the next phase of the study. I found that program participant's different length of stay plays a key role in

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD
#HolisticDevScience

determining the program effect. For example, staying for less than eight months in the program does not have a positive influence on youth criminal involvement. More importantly, less than two months of stay has deleterious effects on all youth outcomes. At the 48 months follow-up, earnings gains were experienced for the older participants aged 20-24, but not for the younger ones aged 16-19. The older participants were more motivated than the younger ones, so they may have gained more from their Job Corps experiences.

Utilizing key findings and new knowledge acquired through the Job Corps project, I plan, design, and conduct an adapted education intervention project using a cluster randomized trial. The planned project will begin with conducting site visits and focus groups to understand how program elements are perceived and responded to. The project will focus on improvements in both program content (evidence-based intervention) and delivery of the intervention (implementation strategies). In designing a new program, the importance of residential component of the program will be emphasized. The lesson from my first project may be that supportive residential care leads to positive turning points in the lives of disadvantaged youth. In implementing a program, the project will adopt "an adaptation-based approach to resilience." This approach is an attempt to leverage participants' unique strengths and abilities that develop in response to high-stress environments.

Roundtable Title: *Reimagining Culturally Sustaining Social-emotional Learning for Indigenous Children through Community-engaged Research*

Roundtable Abstract:

This article examines how reimagination and transformation occurs during a three-year community-based participatory design research (PDR; Bang & Vossoughi, 2016). By partnering with the Indigenous communities of the [name of tribe in state], we explored how to disrupt existing systemic racism and colonialism through developing and implementing a culturally sustaining social-emotional learning (SEL) program for Indigenous children in one public elementary school. Guided by the tribal critical race theory (Brayboy, 2006) and transformative SEL (Jagers et al., 2019), we attended to key PDR principles of critical historicity, power, and relational dynamics that shaped process of partnering with stakeholders from the tribe, community, and school (Goforth et al., 2021). Collaborating with these stakeholders through community dinner meetings, focus groups and interviews, as well as SEL program co-design meetings, we reimagined SEL that is culturally sustaining and place-based for indigenous youth, while foregrounding the historical dimensions of the community's culture, values, and practices.

The central research question that guided this study was: During this co-design process, how did different stakeholders negotiate their perspectives, voices, and ontologies in making the decisions regarding the research as well as reimagining a future-oriented SEL program for the Indigenous children? To address this question, we examined data collected from the past three years of the study, including researcher memos, audio recordings and transcripts of eight community dinner meetings, 15 SEL program co-design meetings, and three focus groups with educators and students. We analyzed the data by focusing on themes that emerged through cycles of evaluation (Vaismoradi et al., 2013). Using critical reflexivity to enhance trustworthiness of the process, we engaged in data analysis individually and then reviewed that data as a larger group. Finally, we conducted member checking with community members and incorporated their comments into the themes.

Results from the thematic analyses highlighted how perspectives, voices, and ontologies of diverse stakeholders spoke to the historical and contemporary contexts of the community, and demonstrated how, by defining common goals through the co-design process, these divergent voices can be represented and bridged in leading to a wholistic and inclusive approach to program design. The results also illustrated the importance of centering traditional values from the community, such as reciprocity and reverence, as the foundation for envisioning and enacting culturally sustaining and future-oriented SEL. We conclude with a discussion of the significance of relationship building and practicing reciprocity, reverence, responsibility. We also emphasize the importance for amplifying the potential of community-based PDR in making substantial and long-term impact in promoting cultural competence and racial equity among Indigenous children.

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA
Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

Roundtable Title: *Research over the internet, in the home, and beyond - expanding the relevance of online platforms for the developmental sciences*

Roundtable Abstract:

In the last two years, research with infants and children has been fundamentally altered by the COVID19 pandemic. Out of necessity, many researchers have turned to remote methods to replace in-person sessions that took place in lab settings. While many studies will return to in-person testing when it is safe to do so, remote data collection presents an enormous opportunity. Many modalities of research can only be conducted face-to-face, but removing an in-person visit can make many studies more accessible to families: they can participate in research at the time and place of their choosing, even if they don't live close to a university lab.

I am the executive director of Lookit, an online study platform. Parents browse the website to find studies, and (after providing a verbal statement of consent to participate) proceed to complete a study with their child, with webcam video recorded and sent to the lab for later analysis. Researchers can set age and other criteria for participants, start and stop data collection as needed, and communicate with participants. More recently, the platform has expanded to allow for scheduled studies (conducted over video chat) and data collected using platforms such as Qualtrics.

Lookit is used by research teams around the world: as of November 2021, there are 62 labs from 50 institutions with signed access agreements. However, the great majority of activities available for families are experimental studies or surveys; there is little to no representation of e.g. community participatory research or qualitative methodologies, and an under-representation of studies that directly address policy-relevant (vs. basic science) research questions.

Some of this pattern is very likely due to network effects - it was started by cognitive development researchers- but I strongly suspect that the current platform presents unnecessary barriers to researchers in other disciplines. A broader perspective will help Lookit to better prioritize between planned features, such as tools for longitudinal studies. But more importantly, it can reveal what we are unconsciously omitting or constraining which makes other types of research cumbersome, awkward, and even impossible. As just one example, our standard setup assumes that a child will be with their legal guardian (the person who consents verbally) when they participate, which would not be the case for research taking place in schools.

The families who visit Lookit, by and large, are not interested only in experiments about basic processes in cognitive development. They are interested in the lives of babies and children, and in contributing to scientific inquiry that supports their development. Likewise, the Lookit platform should support the researchers who conduct these inquiries. To do this, we will need to pay close attention to the breadth of researcher, practitioner, policymaker, and participant perspectives on remote study participation, and to the technical and logistic needs of a diverse range of study methodologies.

Disclosure: parts of this abstract were also included in a symposium submission for ICIS 2022, for a different audience and topic.

Roundtable Title: *School-based Social-Emotional Learning Programs: Amplifying Stakeholder Voice*

Roundtable Abstract:

Programs to support students' social-emotional skills are improved when feedback from stakeholders who are directly impacted by programs – building leaders, teachers, students, parents – and from subject matter experts is gathered and implemented. This kind of data helps the creators of social-emotional learning (SEL) curricula provide programs that teachers can implement with fidelity (deliver the core components as intended) and students find relevant and engaging.

Universal, classroom-based SEL programs are designed to improve students' ability to manage emotions, thoughts, and behaviors. These skills are necessary for children to succeed both socially and academically. Studies on the impact of elementary, middle, and high school SEL programs found that high-quality SEL implementation had more positive student outcomes including academic gains and reductions in conduct problems and emotional distress than low-quality implementation (Battistich et al., 2000; Durlak et al., 2011; Rimm-Kaufman et al., 2014).

Programs that lack relevance to the school context and students' lived experience are barriers to strong implementation fidelity. To address these barriers, we proactively sought feedback from teachers from demographically and geographically diverse school systems as well as culturally responsive teaching subject matter

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

experts when developing our suite of SEL curricula (which is used in an estimated 40% of U.S. schools). The resulting data informed our curricula from the unit planning stage through the final lessons. For instance, teacher feedback identified topics and approaches that would be difficult to teach or wouldn't meet the needs of the students. Feedback from the culturally responsive teaching experts increased the relevance of lesson content to students from different backgrounds, including more opportunities for students to actively participate in the lessons.

What is missing from our current research is a participatory methodological approach that includes feedback directly from students and families. Elevating student and family feedback throughout the curriculum development, evaluation, and interpretation of results will strengthen our current methodology by allowing us to include these stakeholders as co-constructors of knowledge. This approach will: 1) highlight the SEL skills that families perceive as most important at different developmental levels and grades, 2) identify effective approaches for SEL-skill building from the perspective of different cultures in varied school settings, and 3) provide opportunities to extend SEL skill-building beyond the school and into the home and the broader community.

Combining our current approach with a student and family participatory approach will strengthen curricula development and related research. It will also support the development of materials that will help parents understand the purpose and goals of SEL and support their children's SEL at home. These additional benefits would be especially beneficial considering recent parent protests in different parts of the country in which the value of SEL in schools is being debated.

Roundtable Title: *Silver Linings of COVID-19: Adolescent Peer and Parent Interaction Shifts During a Global Pandemic*
Roundtable Abstract:
The development of social connections outside the family is an essential milestone in adolescence as young people begin to connect to their peer groups and family members in unique ways (Steinberg, 2016). Parents and peers play an important role in adolescent socialization. The COVID-19 pandemic has changed many of the traditional ways that adolescents seek out others for social connectedness. This study examines relationships between screen media ownership and the importance of media for staying connected with others both during the pandemic and planned interaction post-pandemic.

Social connectedness and interpersonal relationships can develop both in face-to-face and online environments as social networking sites and other media may provide an additional way for adolescents to connect to their peer groups (Ray, 2007). While much of the pre-pandemic research regarding social networking sites and personal media device (e.g., tablet, smartphone, computer) use has considered the harmful effects of over-use (Toh et al., 2019) or possible mental health effects (Guinta & John, 2018), the pandemic has shifted the ways many individuals use personal media devices (Rideout et al., 2022). Social interaction that previously occurred mostly or partly offline is now occurring almost entirely online. And when technology is being used to help foster positive relationships and social connections, research finds that it can take the place of or bolster face-to-face interactions in ways that are positive for social connectedness (e.g., Ray, 2007; Subrahmanyam & Greenfield, 2008).

Using data from a nationally representative, online survey of 1,318 American adolescents (age 8 to 18, mean age = 12.95 years, sd = 3.11), we examined relationships between personal media device use, perceived importance of media for staying connected with friends/family, and a desire to stay connected with others after the pandemic is over.

Results show that personal media device use is positively and significantly correlated with perceived importance of connecting with others online and a desire to connect more online after the pandemic is over. Open-ended data also shows that the greatest "silver lining" of the pandemic for tweens and teens was the ability to spend more family time. Together, these results suggest that the pandemic may shift the ways adolescents connect with others, including their family, in ways that may be beneficial for social connectedness. Research such as this could be strengthened by including qualitative representations examining adolescent well-being and family/peer satisfaction during the pandemic.

As we near the end of the pandemic, none of us can accurately assess its full impact on the lives of young people whose normal course of development has been interrupted in such a unique and impactful way. But as we evaluate and seek to redress the negative effects, we should also consider the ways the pandemic might simply shift interaction patterns moving forward and any positive consequences that may emerge from these changing

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

interaction patterns. This research suggests that there is a bright side to these findings and that, while the way they socialize might change, young people are still seeking and building important social connections.

Roundtable Title: *Technology Assisted SEL: Supporting Student's Development as Their Own Interventionists*

Roundtable Abstract:

During a time when mental health and stress of children in schools is outpacing traditional models of support, it has become critical to develop widely applicable intervention strategies. We argue that innovative applications of technology in the educational space may work to aid students in the development of their own self-care. In our work, we consider technology as a coach or an extension of one's person, working alongside students to increase their self-awareness and provide baseline support when human-agents are inaccessible or unavailable. Our line of work has begun exploring this student to technological-coach dyad in two ways. First, we have begun pilot studies of health-trackers as tools to help students manage their stress. We see health trackers as a viable option given their bio-feedback features (which send a discrete vibration to the student when they detect increasing stress levels in real time) and self-monitoring properties (which allow students to track their stress levels over time). Literature has shown that biofeedback aids in skill adaptation and has been successful at changing maladaptive behaviors in a variety of psychological disorders (DeWitte et al., 2019; Schoenberg & David, 2014). Together, we hypothesize these features will help students become more aware of their own stress patterns and help them find more opportunities to practice actively coping with their stress. In parallel to this project, we are also working to develop ways of deploying mindfulness and other stress relieving interventions in response to student's heightened stress levels. Secondly, we are in the process of developing an adaptable digital apothecary that can work in tandem with established interventions, or as its own resource for students by providing a wide array of tools (including an integrated user portal, user profiles, geo-mapping, change promoting messaging, digital badging, cross device integration with self-recruited praise, a calendar integration, and intelligent journaling). Inspired by the works of Muñoz and colleagues (2016, 2018) and informed by the Reasoned-Action Approach (Fishbein & Ajzen, 2010) we hope that the customizable digital space will support positive behavior change and eventually allow participants to gain mastery of, and independence with, the skills they learn.

From this opportunity for collaboration, we hope to learn from others in the field of development and prevention how best to integrate and apply technology as a coach for students to improve their overall well-being. We imagine the insights of our colleagues will help shape how we approach the issues of stress management and broad mental health support in schools. We also hope to integrate others' findings on behavior change and stress management into our current project conceptualization. We would benefit from interdisciplinary ties that would allow others to weigh in on how we can better develop these tools for students. We feel collaborations would be bidirectionally beneficial as much of our work to date has been in understanding the landscape of digital tools in supporting socio-emotional development.

Roundtable Title: *The Importance of Hormones for Development: Considering Conceptualization and Measurement*

Roundtable Abstract:

Rises in pubertal hormones (e.g., testosterone, estradiol, DHEA) mark the biological transition from childhood to adulthood (Juraska & Willing, 2017), but hormonal development is understudied in the developmental sciences compared to social psychology or medical sciences. The advent of novel samples such as the Adolescent Brain and Cognitive Development (ABCD) study may change this, providing opportunities for studying developmental change in hormone levels across a population-level sample, but best practices and guidelines for inclusive and reproducible research with pubertal hormones are needed to inform both secondary data analysis and primary data collections. In this working round table, we seek to identify critical gaps in our understanding of hormone development and discuss novel research questions and methodologies that can be used to propel the field of developmental neuroendocrinology forward.

The extant literature often examines individual hormones (e.g. testosterone, estradiol) in isolation without considering interactions or relationships between hormones in concordance with each other. Further, in childhood and adolescence, hormonal processes are primarily studied cross-sectionally without consideration of timing (e.g., onset of change), lability (e.g., shape of change), chronicity (e.g., length of change), or synchrony (e.g., how hormones develop in concert or in reference to one another). A consideration of time-scales from micro (e.g.,

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

reactivity) to macro- (e.g., annually) is also essential. For example, the length of hormonal exposure has implications for health and cognition with research finding that early maturers might exhibit more sex-types behaviors and cognitions (Beltz et al., 2013). At the same time, there are individual differences in hormone receptor sensitivity and how hormonal processes are influenced by the environment (e.g., stress) that can result in considerable heterogeneity in research findings.

Further research is needed to move the field of hormone and pubertal development forward, but to do so, the field must first reach some consensus on how to best sample, measure, and assess hormone levels during adolescence. In this working round table, we hope to meet with other early career and established researchers to discuss novel research ideas, and methodologies for the collection and analysis of pubertal hormones with a focus on (1) identifying the most suitable research techniques for collecting hormone data (lab-based experiment versus ecological momentary assessment); (2) creating open and reproducible pipelines for cleaning and analyzing hormone data; (3) expanding hormone collection to include diverse or underrepresented populations and; (4) considering heterogeneity and individual differences (e.g., understanding how we can take advantage of complex analytic tools to fully understand processes specific to subgroups or even individuals). We hope that this working round table will result in collaborations with other researchers interested in research at the intersection of neuroendocrinology and developmental science. Further, we hope to propose updated guidelines for collection and analysis of steroid hormones, perhaps as part of a special issue on hormones and development in adolescence and young adulthood.

Roundtable Title: *The Role of Parental Racial Discrimination Concerns on Parental Racial Discrimination Experiences and Mental Health*
Roundtable Abstract:
Guided by both the stress proliferation theory (Pearlin et al., 2005) and the phenomenological variant of ecological systems theory (PVEST) (Spencer et al., 1997) the current study examined whether Black parents' racial discrimination concerns about their children's future experiences with discrimination influenced the association between their own personal racial discrimination experiences and mental health (anxiety, depressive symptoms, and perceived stress). In addition, we also examined the potential moderating roles of parent and adolescent gender (i.e., dyad type). Participants in the study included 576 Black parents (Mage = 44.68 years old, SD = 4.31; 56.1% female, 43.9% male) from the cross-sectional nationally representative Black Parent's Survey. We conducted regression analyses using PROCESS macro in SPSS (Version 28) to test the links between Black parent's experiences of racial discrimination on parental mental health and whether parental racial discrimination concerns moderated these associations. We found a significant interaction between parental racial discrimination experiences and parental racial discrimination concerns for parents' anxiety and depressive symptoms, but not for parental perceived stress. There were stronger positive associations between racial discrimination experiences and anxiety and depressive symptoms when parents had high racial discrimination concerns (see figures 1 and 2). There were no significant interactions for dyad type. The findings emphasize the cumulative effects of race-related stressors and indicate that Black parents with multiple race-related stressors are more vulnerable for negative mental health outcomes. Presently, we are running the current model in SEM to address correlations between outcomes and any missing data using FIML.

As the three-way interaction between gender, parental racial discrimination, and parental racial discrimination concerns on parental mental health was nonsignificant I would welcome the opportunity to examine these associations in collaboration with others who study gender and intersectionality more broadly. Additionally, I am eager to develop new research projects that investigate the processes by which race-related stressors, such as racial discrimination experiences and racial discrimination concerns accumulate and interact with personal characteristics/social identities (e.g., gender) to influence family processes and individual mental health more deeply. I propose to do this using various methodologies including qualitative and/or observational research methods. For example, the less studied construct of parental racial discrimination concerns for their child would greatly benefit from in depth interviews with Black parents to understand how these concerns may vary based on factors like gender, their child's developmental age, geography etc. and how these potential differences influence mental health. Further, as the current study only investigated Black parents between families, investigating these associations within the same families would also be of interest to explore as there may be important differences. Lastly, it is of the utmost importance to include both Black mothers and Black fathers in this body of research as Black fathers are a severely understudied, but salient, population when it comes to the study of Black families. I

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

aim to engage with other scholars on best practices in which to recruit and retain Black fathers in my future research studies.

Roundtable Title: *To support the whole child, we must first understand them*
Roundtable Abstract:

Education nonprofit Digital Promise's Learner Variability Project (LVP) aims to support a richer and more equitable education for each learner. The team works with leading researchers and teachers to conceptualize a whole child framework and create a free, open-source web tool that puts the latest evidence-based practices at educators' fingertips. Learning sciences research provides insights into the many factors that impact PreK-12 learning and how best to support and engage today's learners, recognize their strengths and challenges, and open the door to learner-centered, culturally-responsive, and asset-based approaches.

In this role of research broker, the LVP team surveys the academic literature to synthesize the Learner Factors (e.g., working memory) that affect individual students' outcomes in areas such as literacy and math - these factors include cognitive, social and emotional, student background, and content skills. From this review, we create interactive models that include clear definitions and main ideas for each factor, and highlight the connections between factors. For example, we explain the components of working memory and describe its importance for learning, while also elucidating how working memory connects to other critical factors (e.g., emotion, stereotype threat, sleep, socioeconomic status, literacy skills). By showcasing connections between these key factors, it becomes possible to see how factors are indirectly connected across the whole learner, even when research has not shown these connections directly (e.g., sleep is closely connected to cognitive performance which underlies many aspects of math and literacy). For each factor, we present research-based pedagogical strategies that can be used by teachers in the classroom or by edtech product developers to support learners with different strengths and needs.

In working at the intersection of academia, practitioners, and the edtech industry, we aim to provide actionable information to these stakeholders to personalize learning, but the recommendations we can provide are only as robust as the research available. Some researchers use a valuable interdisciplinary approach that examines the intersection of cognition and social-emotional learning. For example, studies on the impact of stereotype threat on marginalized learners show that the uncertainty and anxiety over confirming stereotypes may deplete their working memory capacity, which leads to impaired academic performance (Maloney, Schaeffer, & Beilock, 2013). This holistic approach has also led to evidence-based strategies such as expressive writing that ease anxiety and that our project can recommend to educators to support their students. Without this holistic approach, our recommendations are lacking.

Today, as practitioners seek to center equity and students' sense of belonging in the classroom, the science of learning must expand as well to study the effect of implementing culturally responsive strategies. While some empirical research exists, more needs to be done to consider the intersectionality of learners' identities and study the role of inclusive practices on long-term student outcomes, not only for learners from marginalized backgrounds but for all children as they grow up in a multicultural society.

This session will share the work of conceptualizing and creating these whole child frameworks, in partnership with research and practitioner advisory boards, for application by education stakeholders. We will also discuss how this work highlights currently understood connections between the factors of learning and where there may be gaps or missing research that would illuminate needed areas of future work to address problems of practice.

Roundtable Title: *Toward a Participatory Vision & Conceptualization of Black Girls' Wellness*
Roundtable Abstract:

Black girls are regularly exposed to physical, emotional, and psychological violence in schools, families, and communities. However, in the face of these assaults on their personhood, Black girls seek and carve out spaces that honor their needs to thrive and feel safe. Over the past few years, I have been engaged in participatory qualitative research (using semi-structured interviews and photovoice) exploring Black adolescent girls' identity development and conceptualizations of wellness and safety. Thus far, this work has resulted in two papers.

In the first paper, I used photovoice and semi-structured interviews to illuminate 17 Black girls' (15 – 18 years old) descriptions and visualizations of mental health and wellness (from a holistic perspective, which considers the interconnections among their social, spiritual, and emotional wellness). Participants captured images of people, places, and symbols that represented being mentally healthy. Photos were used to elicit responses during semi-

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

structured interviews. Data were analyzed using an iterative, flexible coding approach, which put the data in conversation with Black Girl Cartography (Butler, 2018), a conceptual framework that highlights the importance of places and spaces that support Black girls. Analyses suggested that participants defined mental health in terms of dealing with emotions, feeling stable/at peace, coping with stressors, and being shaped by the external environment. Further, their wellness was facilitated by spirituality, resistance, and community.

In the second paper, I used semi-structured interview data to highlight the experiences of 7 Black girls who participated in an afterschool program created for and by Black girls focused on their identity development, mental health, and literacy. Analysis was guided by the following research question: How did the program support Black adolescent girls' safety? Data were analyzed using a flexible coding approach, which put the data in conversation with the psychological framework for radical healing (French et al., 2021) and Black girl cartography (Butler, 2018). Findings demonstrated that Black girls saw the program as a safe space because they were able to: 1) "encourage and empower each other," 2) "break out of their shell," and 3) freely express themselves.

Taken together, findings from these papers suggest the intentional use of photography and participatory methodologies can produce rich grounded narratives which can contribute to a holistic understanding of Black girls' mental health and wellness. My work demonstrates a need for developmental psychologists to conceptualize and measure mental health and well-being constructs in ways that are more nuanced, culturally relevant, and asset focused. Moving forward, I am interested in thinking about how to use qualitative research that foregrounds Black girls' voices to refine how we conceptualize constructs such as wellness and psychological safety. Consequently, I would greatly benefit from the opportunity to be in conversation with scholars about the process by which they begin to (re)conceptualize existing terminology and how that reconceptualization can inform creating new scales that are more representative of Black girls' lived experiences.

Roundtable Title: *Using Geographic Data to Understand Implicit Socialization about Social Inequality*
Roundtable Abstract:
Developmental Intergroup Theory emphasizes that children learn about social groups from both explicit and implicit messages (Bigler & Liben, 2006). Despite the inherent unconscious nature of implicit messages, they can still play a powerful role in the development of attitudes and beliefs about social groups. In this submission, I will discuss the role that geographic data can play in understanding the implicit socialization of children about social groups. I will provide a short description of a current project that I am working on and propose ways that my methodological approach can be used in collaboration with other researchers interested in how children develop understandings of social groups.

Geographic data provides information about location on the Earth. Knowing children's geographic contexts allows researchers to account for the demographic characteristics of the people with which children are likely to interact. In addition, geographic contexts can provide information about the relationships between social groups such as the extent of residential segregation or the achievement of groups relative to each other. Geographic information can provide a broader context of implicit socialization within which research about explicit socialization can be situated.

I am currently using geographic data analyses to understand how parents implicitly socialize their children about economic inequality. I collected data about explicit socialization practices and geographic contexts from approximately 800 Black and White parents of children ages 6-11 in the United States. Parents provided information about where they live, where they and their spouse or partner work, where their child attends school, and their child's activity space in the previous week. This allows me to understand the environments to which children are exposed and therefore the implicit messages about economic inequality to which children are exposed. Furthermore, because geographic data is coupled with survey questions about why parents live and send their children to school where they do, I can make inferences about how parents' decisions about where to live and work are based on efforts to control the demographic context in which their children are raised.

I designed Qualtrics survey questions specially coded to allow participants to enter geographic information in a user-friendly Google Maps form. The survey question connects to the Census Bureau API to only collect broader geographic data (e.g., census tract, county, state) rather than exact locations (e.g., addresses, latitude and longitude). For schools, parents input information about their child's school which is then linked to the GreatSchools API to gather data on school demographics and academic achievement without recording the exact

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

SRCD

#HolisticDevScience

name or location of the school. This allows survey takers to have a convenient interface while also maintaining participant privacy by not recording identifiable information.

I seek opportunities to collaborate with other researchers who are examining how children develop attitudes and beliefs about social groups (i.e., economic groups, racial groups, etc.). My team can add geographic questions to existing projects and incorporate geographic analyses that provide insight into children's implicit socialization about the social world.

Roundtable Title: *Using Intensive Longitudinal Designs to Understand Intraindividual Development and Advance Developmental Science*

Roundtable Abstract:

Each individual varies in their development and no average score can adequately represent the breadth of this variation (Cantor et al., 2021). The study of human development often does not fully capture or articulate the developmental pathways or trajectories of individual people, yet development is specific to individuals, times, domains, and contexts (Bornstein, 2017). By acknowledging the person-specific pathways of development, we can not only develop more precise understandings of development, but also avoid making comparisons of individual young people to norms that may not apply to them (Cantor, Osher, Berg, Steyer, & Rose, 2019; Yu et al., 2021). Intensive longitudinal designs, where data is collected repeatedly from the same students over time, have the potential to improve understanding of person-specific development.

In our research, we conducted an intensive repeated measures longitudinal study to assess intra- and interindividual associations between sleep and goal setting and potential moderators of such associations. Thirty-nine seventh through 12th graders reported on their sleep quality and propensity to set goals in their daily lives several times per week for approximately four months. We used a combination of multilevel modeling with time-varying covariates and centering techniques to partition within- and between-person variance. We found significant and positive associations between sleep and goal setting within individuals, but no such associations between individuals. That is, students were more likely to set goals for their work after getting a good night's sleep relative to their own average sleep quality but getting good sleep on average relative to other individuals was not associated with average goal setting. These relationships were not moderated by participant age, gender, or sociodemographic status as indexed by maternal education. In summary, differences in average sleep between adolescents matter less for their propensity to set goals than whether they experienced better- or worse-than-usual sleep the previous night given their own average. Our findings highlight the individuality of sleep needs and point to new directions for sleep-related practice and policy aimed at youth.

Scholars inside and outside of the United States in interdisciplinary settings are exploring measures and methodologies to examine person-specific learning and development using intensive longitudinal designs (e.g., Könen, et al., 2016; Neubauer et al., 2021; Yu et al., 2020). These efforts span various outcomes, including cognitive performance, psychological adjustment, socio-moral development, self-regulation, empathy, and executive function within school and home contexts, and use a variety of measures that include direct assessments, daily diaries, and surveys. A great deal of work has been done to advance the designs and methods to better understand individual trajectories at specific times and within specific domains and contexts. There is much more to learn in terms of the feasibility of data collection in real-world settings, as well as how to make the findings most useful to those who live and work directly with young people. We hope to build on our own work, learn from others, and cultivate future collaborations that span disciplines, developmental periods, developmental phenomena, and methods in order to further address these questions.

Roundtable Title: *Using Moral Theory to Inform Policy for Individuals with Intellectual and Developmental Disabilities*

Roundtable Abstract:

Concepts such as normalization, person-centeredness, and self-determination are foundational principles in the treatment and support of individuals with Intellectual and Developmental Disabilities (I/DD). In practice, these concepts have led to an emphasis on protecting the rights of people with I/DD to ensure that individuals in this population are treated, "just like everyone else", with the same opportunities and control over their own lives as neurotypical individuals are afforded (Glicksman, 2017). While this focus on rights has succeeded in protecting people with I/DD from many of the most insidious abuses of the past, it leads to an interesting question: Do neurotypical people truly have the freedoms that current regulations afford to people with Intellectual Disability?

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

Using the Social Interactional Theory (aka Domain Theory) of moral development (Turiel, 1983; Smetana, et al., 2014; Turiel, 2015) this presentation argues that many of the current rights-based regulations regarding individuals with I/DD fail to distinguish between different domains of social thought that developmental science has identified, specifically the domains of personal decisions and social conventions. By bringing the language of Domain Theory into the discussion of normalization in the area of I/DD and using this language to inform policy, it is believed that the lives of individuals with Intellectual and Developmental Disabilities will be enhanced and their truly person-centered aspirations more effectively realized.

Roundtable Title: *Using Neuroscience in Real-world Settings to Understand Student Attention and Engagement*

Roundtable Abstract:

I examine the ways in which school experiences shape children's cognitive development, with the ultimate goal of using science to help educators create environments that support the diverse needs of students. Cognitive control skills involving attentional processes – such as the ability to resist distraction, and selectively sustain and/or control attention – are shaped by experiences in school and are important student learning. However, because these skills are hard to measure by observing behavior or self-report, our understanding of them in real-world settings is limited. Over the past decade my lab has been developing methods for collecting electroencephalography (EEG) recordings and assessing event-related potentials (ERPs) directly in schools and classrooms to examine the neural correlates of cognitive processes in young children in real time. By linking measures of brain function, behavior, and classroom observations, we have been exploring the complex interactions between children and their environments that propel developmental change. In addition, applying these methods has allowed us to begin examining the mechanisms underlying associations between specific classroom experiences and children's brain and behavior development.

Understanding the development of cognition is an essential first step in developing school-based strategies to promote these skills, but our brain and behavioral measures are limited in terms of insight they provide into other important factors that impact cognition in the classroom. In our conversations with teachers about student attention, they highlight behaviors reflecting regulation of emotion and cognition, such as frustration and avoidance in the face of a challenge or exuberance when students are excited and engaged. Although teachers observe the interactions between emotions, cognition, and resulting behavior in their students every day, our understanding of the relations between emotion regulation and cognitive regulation in children and youth in the context of school is limited. To address gap, my goal is to incorporate an understanding of the biological processes underlying student emotion and arousal into our work on cognitive control in the classroom.

A related goal is expanding our understanding of the role that teachers play in shaping children's cognitive control processes. Numerous observational tools exist to examine the classroom factors that promote student academic success. Despite this, we still have surprisingly little evidence on which to base specific recommendations for practice. To this end, incorporating qualitative methods, I would like to develop a richer understanding of educator practice, focusing on two main questions: 1) how does teacher knowledge regarding cognition and learning inform how they work to promote these skills in their classrooms, and 2) how might teacher perceptions of student cognitive and behavioral skills impact the experiences of individual students in their classrooms?

Roundtable Title: *What Black and White parents say about race: An integrative approach to studying racial socialization*

Roundtable Abstract:

The United States has become increasingly diverse over the past few decades, which has brought significant cultural shifts in people's attitudes toward, and engagement with others from a range of different social groups (e.g., cross-race interactions). However, progress is slow; parents of White children might talk about race and racism with their children, but this is often viewed as an elective process, whereas parents of racially minoritized children must typically provide early racial socialization practices to insulate their children from discrimination. A substantial body of research examines racial socialization practices among Black families, encompassing the content, processes, and implications of parents' communication about race to their children (Coard et al., 2004). The racial socialization practices of White parents have been less understood as they have only recently moved away from a colorblind approach to racial socialization after a decade of research findings highlighting the presence and development of racial biases in children (McGlothlin & Killen, 2006; Dunham et al., 2006, 2008;

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

Vittrup, 2018 Waxman, 2021). Even in the aftermath of recent national events sparking an increase in racial support, Black parents had more conversations about race than White parents, who were often still conveying colorblind messages (Sullivan, Eberhardt, & Roberts, 2021). Crucially, prior research findings show that when adults neglect to talk about race, children extrapolate from their observations of the inequitable and segregated environments in which they live, but which are rife with racial messages (Vittrup, 2018). More recent research has begun to look at White parents' racial socialization practices highlighting the importance of White parents talking about race and the role of parents in addressing children's bias (Perry et al., 2021; Scott et al., 2020). These practices differ from the protective strategies employed by Black parents to ensure the well-being of their children when encountering race-related experiences and instill beliefs and meanings about the role of race in an individual's life (Hughes et al., 1999, 2006).

The present work explores this disconnect in the messaging that Black and White children receive from parents regarding race in a single study with children attending the same elementary schools and their parents. We used a mixed-methods design to examine the race-related beliefs and messaging of approximately 45 families Black and White families. This multi-methods approach (using quantitative surveys and behavioral tasks, and qualitative structured interviews) was designed to address independent questions, that combined, allow us to answer a series of questions relevant to parents' race-related experiences and their children's social interactions (i.e., peer group choices) that could not be addressed using separate participant samples. Critically, this research unites two developmental psychologists who have been tackling the problem of racial inequality from different approaches and perspectives, testing different age groups, and different populations. This new collaboration has allowed us to partner, tackle an important scientific issue more deeply from different viewpoints, and learn from one another.

Dependent Measures
Quantitative Measures
Surveys: Demographic background variables.
Race-Related Beliefs & Parenting Practices. Parents were assessed with the Ethnic Racial Socialization Scale (Hughes & Johnson, 2001), which assesses the range of parental behaviors and communications to their children about race and intergroup relations (CITE). Racial Apathy was used to assess blank, and other group orientation was assessed to measure parents blank (cite). Ethnic racial identity was assessed to blank (CITE).
Behavioral Tasks: Experiments. Children participated in a battery of behavioral tasks to measure their racial attitudes and preferences. Figure 1 illustrates three of these tasks.

Qualitative Measures
Interviews. Structured individual interviews were conducted with one parent on Zoom. The questions were based on an interview protocol designed by the researchers based on the extant literature on racial socialization messaging.

We will present data collected across the different measures from roughly 45 Black and White families (i.e., one parent and one child) from K-5 attending two public schools in districts that vary in social class and ethnic-racial composition. Data was collected via Zoom in the 2020 and 2021 academic school years, and in the lab from Fall 2021-2022. The findings will address: (1) the relationship between Black and White parents' race-related beliefs and the messages communicated to their children, and (2) how the content of parents' messaging about race affects children's explicit and implicit racial attitudes. If time permits, we will also discuss aspects of our new research collaboration, how it has enriched our research, and the road ahead.

Roundtable Title: *Young Children's Task Engagement in Early Childhood: A Systematic Review For Potential Collaboration on a Subsequent Meta-Analysis*
Roundtable Abstract:
Research suggests that engagement in challenging academic tasks predicts positive outcomes such as higher grades and lower involvement in delinquency, substance abuse, and problem behavior (Wang & Degol, 2014). Few researchers investigated the developmental trajectories of engagement in challenging tasks from early childhood to school ages (Wang & Degol, 2014). Studies found young children's task engagement related to school readiness (Sabol, Bohlmann, & Downer, 2018), emerging literacy skills (Bohlmann & Downer, 2016), pre-academic skills and later school performance (Halliday, Calkins, & Leerkes, 2018). It is possible that young children's engagement,

SEPTEMBER 29 – OCTOBER 1, 2022
St. Louis, Missouri, USA

Toward a Holistic Developmental Science:
Catalyzing Transdisciplinary Multi-Sector Collaborations
to Understand and Support Human Development

#HolisticDevScience

especially in challenging tasks, evolves into academic engagement at school ages (Wang, Algina, Snyder, & Cox, 2017) with challenges being norms in academic tasks for learning to happen (Vygotsky, 1978).

Researchers, however, diverge in examining young children's task engagement. For example, McWilliam, Scarborough and Kim (2003) defined engagement as the amount of time children spend appropriately interacting with their environment/activities. Vitiello and Williford (2016) studied child engagement using global rating scales. Lee, Wargo and Porretta (2018) examined children's on-task behaviors with compliance and attention. Others focused on qualitative differences in children's emotional, attentional and cognitive efforts in cognitively challenging tasks (Wang et al., 2017).

A need exists to synthesize the current research on young children's task engagement to facilitate further understanding of engagement over time. In this systematic literature review, we aim to examine how task engagement is defined and assessed in early childhood as well as its role as an outcome, a predictor, a moderator, or a mediator variable in studies. We define task engagement as a child's emotional, cognitive, and/or behavioral efforts toward a defined activity as informed by engagement literature with school aged children (Fredricks, Blumenfeld, & Paris, 2004).

 We conducted a standard multi-step literature search (Snyder, Reichow, Carta, Trivette, & McLean, 2018) by first searching eight databases with title, abstract and full-text screening progressively (inter-screener agreement at or above 89%) for studies meeting inclusion criteria (i.e., published between 1950 to October 2021, peer-reviewed article, available in English, aged from 0 to 5, assessment of engagement via observation, and directed to tasks). A snowball search process (Greenhalgh & Peacock, 2005) including cited work search and ancestral search was conducted to identify additional relevant studies based on screened-in articles from the full-text screening. Figure 1 shows details of article identification, screening and inclusion process.

At least 70% of final entries were double coded based on coding manuals of relevant codes (inter-coder agreement at 85% or above). Findings from analyzing the coded data will be presented at SRCD 2022 Special Topic Meeting to detail our understanding of the available research on young children's task engagement, should this abstract be accepted.

A future direction of this research involves collaborating with researchers specialized in meta-analysis to quantitively evaluate how task engagement in early childhood predicts school outcomes using the current screened-in articles with necessary statistical information. The working roundtable of the SRCD Presidential Special Topic Meeting offers a unique platform to explore such a collaboration opportunity.