

# DEVELOPMENTS

A Newsletter of the Developmental Psychology area



Developmental area, Fall 2017

## What's Inside



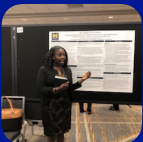
Page 2  
**Message from the Chair**



Page 3  
**Welcome to the Department**



Page 9  
**Milestones**



Page 12  
**Conference Spotlight: SRA**



Page 13  
**Special Report: Training Grant**

# Message from the Chair



**Dr. L. Monique Ward**

It has been an exciting and productive year for the Developmental Area. Last September, we expanded our psychology family with one new faculty member, **Felix Warneken**, and an amazing group of first-year students: **Yeonjee Bae, Michael Demidenko, Ruoyu (Lexie) Huang, Dominic Kelly, Young-eun Lee, Jessica Montoro, and Andrea Mora** (joint with Social Work), who are all featured in this issue of the newsletter. Also, I am pleased to welcome our incoming group of graduate students, who will be joining the program this September: **Sarah Probst, Mercy Tran**, and the following students who are joint with Social Work: **Joonyoung Cho, Rita (Xiaochen) Hu, Brittani Parham, and Kaitlin Ward**. It is an impressive group of students with diverse research interests. Welcome! Our second annual Arnold Sameroff Lecture in Developmental Theory was a wonderful event. The area greatly appreciates Arnold's generosity and vision in making this event

possible. **Alison Gopnik** from UC Berkeley delivered a thoughtful lecture that was well attended and included faculty and students from across the campus. Following the talk, we hosted a reception at the Ross School of Business. The food was delicious, and the conversations were lively. The event provided a perfect opportunity for faculty and students to socialize.

It was also a productive year for the developmental area's training grant. During the 2017-2018 academic year, the training grant supported four students (**Kevin Constante Toala, Petal Grower, Jaime Munoz Velazquez, and Neelima Wagley**) and two postdoctoral fellows (**Melissa Peckins** and **Lauren Bader**) who all participated in a weekly seminar and integrated new dimensions and advisors into their research. The training grant seminar and developmental area were also honored with presentations from scholars across the country, including Kate McLaughlin in the Fall, and Edward Hubbard and Cristine Legare in the Winter. We are pleased to announce that students **Leigh Goetschius** and **Nick Waters** and postdoctoral fellow **Elif Isbell** were selected for training grant funding for next year. Elif will work with Fred Morrison and Bill Gehring.

I want to take this opportunity to highlight and celebrate the many accomplishments of our students and faculty. Among the many student honors, **Arianna Gard** received the 2018-2019 Rackham Predoctoral Fellowship. **Tyler Hein** received the Eric Bermann Research Award. **Ka Ip** received the Rachel Upjohn Strategic Translational Research (STAR) Award. **Steven Roberts** was awarded the Proquest Distinguished Dissertation Award. **Lauren Tighe** received the Robert Kahn Fellowship for the Scientific Study of Social Issues and the Elizabeth Douvan Junior Scholar Fund in Life Course Development. The faculty, too, had a successful year. Among the many faculty honors, **Luke Hyde** was promoted to Associate Professor with tenure, and **Deborah Rivas-Drake** was promoted from Associate to Full Professor. **Adriene Beltz** received the Brenda Milner Award from APA Division 6 for her Hormones and Behavior paper on oral contraceptives and cognition. **L. Monique Ward** was awarded the 2017 Distinguished Leader for Women in Psychology Award from the APA Committee on Women in Psychology. **Susan Gelman, Luke Hyde, Brenda Volling, and Felix Warneken** were awarded lucrative new grants. **John Hagen** was selected to serve on the Executive Committee for the 2018 Planning Committee for the National Research Conference on Early Childhood. We also thank **Chris Monk** for his service as interim Associate Chair of the department.

Finally, as is part of the cycle of academic life, we bid a fond farewell and a "Hip-Hip-Hooray" to the following developmental students who completed their doctoral training some time from Spring 2017 to Spring 2018: **Margaret Echelbarger, Hanna Giasson, Elise Hernandez, Jasmine Manalel, and Preeti Samudra**. Go forth and continue to make us proud!

# Welcome to the Department!

## New Students

By Change Kwesele



**LEFT TO RIGHT:**  
ANDREA MORA,  
JESSICA MONTORO,  
YEONJEE BAE,  
DOMINIC KELLY,  
RUOYU (LEXIE)  
HUANG, MICHAEL  
DEMIDENKO,  
YOUNG-EUN LEE



Yeonjee Bae

**Prior Institution:** Seoul National University, Child Development and Family Studies, B.A. & M.A.

**What were you doing before coming to the University of Michigan?** Finishing up my master's thesis.

**Current Advisor:** Dr. Brenda Volling

**Research Interests:** How family and culture influences the socio-emotional development over time.

**A teacher that changed the way you felt about learning?** My undergraduate and master's advisor, Dr. Gyounghae Han.

**If you were not in developmental psychology what endeavors would you be pursuing instead?** Owner chef of an experimental restaurant, or a laundry machine tester (I love watching a laundry machine washing).

**One thing you are looking forward to doing this summer?** Meeting my parents in Seattle for an Alaskan cruise!

**Favorite thing about Michigan so far?** Trees, summer, and Spencer.

**What are some of your hobbies or recreational interests?** Since the program started, cooking and watching movies have been my only recreational activities.

**If you could have any superhuman ability, what would it be?** Teleportation.

**Words you live by?** I'm not a quote person, but these days, I want to tell myself not to look back, to keep walking forward.





Michael Demidenko

**Prior Institution:** Portland State University

**What were you doing before coming to the University of Michigan?**

Research Coordinator on study focused on opioid discontinuation in pain patients, and motivational interviewing on sexual practices in >50-year-olds living with HIV. I was also a research volunteer in a developmental brain imaging lab, doing fMRI data preprocessing.

**Current Advisor:** Dr. Daniel Keating

**Research Interests:** Neural & neurocognitive predictors of substance use profiles & risk behaviors, neural network development and sensitive periods in adolescents.

**A teacher that changed the way you felt about learning?**

Angela Nurre, HS Freshman year. Always looked for positives in her students and kept me motivated through the low times.

**If you were not in developmental psychology what endeavors would you be pursuing instead?**

Travel photography, and I would several ideas engineered/manufactured.

**One thing you are looking forward to doing this summer?** Spend two weeks exploring the mountains in OR/WA and get some longitudinal analyses going.

**Favorite thing about Michigan so far?** The amazing personalities within the Department.

**What are some of your hobbies or recreational interests?** Hiking, photography, videography, basketball, reading.

**If you could have any superhuman ability, what would it be?** Flight – so I don't have to deal with turbulence on planes anymore.

**Words you live by?** "What we do for ourselves dies with us. What we do for others and the world remains and is immortal." – Albert Pike



Ruoyu (Lexie) Huang

**Prior Institution:** University of Illinois in Urbana-Champaign (M.A. Teaching English as a Second Language) and Zhejiang Normal University in Jinhua, China (B.A. Psychology)

**What were you doing before coming to the University of Michigan?**

I was learning English, learning how to teach English to non-native speakers, and teaching academic writing to international graduate students.

**Current Advisor:** Dr. Twila Tardif

**Research Interests:** My current focus is second language acquisition of regular and irregular morphological marking among bilingual children, including first language influence, the relationship between neural network, and behavioral performance in early second language learning.

**A teacher that changed the way you felt about learning?** My former advisor, Dr. Gonzalo Munevar, who taught me that human happiness

should be a key value for science, art, and whatever I am passionate about.

**If you were not in developmental psychology what endeavors would you be pursuing instead?**

Being a screenplay writer, a novelist, working in a world class art gallery with a PhD degree in Art History, doing maintenance or repair on exhibitions in a museum.

**One thing you are looking forward to doing this summer?** Collecting data in China for my 619. Visiting different museums in China.

**Favorite thing about Michigan so far?** Movie theaters (there are many people with good taste in movies in Ann Arbor), the University Musical Society (UMS), and the Detroit Institute of Art.

**What are some of your hobbies or recreational interests?** Writing stories about me and my imaginary friends in my journal entries. Listening to podcasts while playing American Truck Simulator. Watching movies, reading books and jogging.

**If you could have any superhuman ability, what would it be?** I wish I did not need to sleep so that I can do a million more things I love.

**Words you live by?** “Human happiness is the key value for science.” – my former advisor, Dr. Gonzalo Munear

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Dominic Kelly

**Prior Institution:** Pembroke College, University of Cambridge

**What were you doing before coming to the University of Michigan?:** Completing my Masters program in Social & Developmental Psychology and doing some work for the International Baccalaureate Organization.

**Current Advisor:** Dr. Adriene Beltz, Dr. Pam Davis-Kean

**Research Interests:** Sex differences in cognition, women in STEM, replication and reproduction in psychology.

**A teacher that changed the way you felt about learning?** Dr. Brian Little; an incredible speaker and very inspiring academic.

**If you were not in developmental psychology what endeavors would you be pursuing instead?:** I would probably be working in scientific communication and/or journalism

**One thing you are looking forward to doing this summer?:** Lots of concerts! I’m going to Weezer, Radiohead and Smashing Pumpkins all within a three week-span.

**Favorite thing about Michigan so far?** Blank Slate Creamery.

**What are some of your hobbies or recreational interests?** I’m a huge Michigan sports fan and I attend most basketball and football games. I also go to a lot of concerts and of course, our monthly developmental cohort social!

**If you could have any superhuman ability, what would it be?** Time management.

**Words you live by?** “Pizza lunch provided.”

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Young-eun Lee

**Prior Institutions:** Yonsei University (B.A. and M.A. in Psychology), Harvard University (A.M. in Psychology)

**What were you doing before coming to the University of Michigan?** Before coming to Michigan, I spent two years at Harvard working with my current advisor.

**Current Advisor:** Dr. Felix Warneken

**Research Interests:** My research focuses on children’s interventions on selfish behaviors. Specifically, I am interested in children’s punishment of those who violated fairness norms or cooperation norms and their reasoning about various types of interventions.

**A teacher that changed the way you felt about learning?**

My old advisor in Korea, Dr. Hyun-joo Song. She introduced me how amazing and interesting developmental psychology is.

**If you were not in developmental psychology what endeavors would you be pursuing instead?** Ph.D. in social psychology. I've always been interested in what makes human a social being.

**One thing you are looking forward to doing this summer?** I'm looking forward to data collection! I hope I can be productive this summer.

**Favorite thing about Michigan so far?** Amazing department and friendly atmosphere

**What are some of your hobbies or recreational interests?** I love watching Youtube videos on cats. Watching cats do silly things makes me feel happy.

**If you could have any superhuman ability, what would it be?** I wish I could teleport through space, especially when I have to travel 13 hours to visit my family in Korea.

**Words you live by?** "Just don't give up trying to do what you really want to do." – Ella Fitzgerald

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**Prior Institution:** University of California, Los Angeles (UCLA)

**What were you doing before coming to the University of Michigan?** I was working with individuals with developmental and intellectual disabilities by helping them gain independence skills. I was also working as a teacher assistant for a Psychology Research Methods course at my local community college.

**Current Advisor:** Dr. Rosie Ceballo

**Research Interests:** I am interested in exploring how cultural values such as

\_\_\_\_\_ *familismo* act as protective factors for culturally-based stressors  
Jessica Montoro experienced by Latino adolescents.

**A teacher that changed the way you felt about learning?** In 3<sup>rd</sup> grade, Mrs. Bell pushed me outside of my comfort zone and encouraged me to embrace failure. Had it not been for her faith in me, I would not have *almost* been crowned Spelling Bee Champion for my school district. She taught me that the most learning happens when you do not fear failure and you embrace the process.

**If you were not in developmental psychology what endeavors would you be pursuing instead?** I would most likely be pursuing a career in fashion or interior design.

**One thing you are looking forward to doing this summer?** I am looking forward to attending a conference in Pittsburgh, collecting data in Chicago and visiting my family and friends in Los Angeles.

**Favorite thing about Michigan so far?** I enjoy Blank Slate Creamery, Literati Café, exploring Kerrytown and jogging through the Arb when the weather allows.

**What are some of your hobbies or recreational interests?** I enjoy browsing fashion and interior decorating blogs, jogging, reading fiction novels and discovering new podcasts.

**If you could have any superhuman ability, what would it be?** To foresee the future.

**Words you live by?** "You are not here merely to make a living. You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourself if you forget the errand."

- Woodrow Wilson



Andrea Mora  
joint w/Social Work

**Prior Institution:** University of California, Santa Barbara

**What were you doing before coming to the University of Michigan?**

Completing my B.A. in Psychology at UCSB, while working as an intern at the Non-Traditional Student Resource Center on campus and as a Rape Crisis Counselor for Santa Barbara's rape crisis center.

**Current Advisors:** Dr. Rosario Ceballo & Dr. Robert Ortega

**Research Interests:** My current research examines how community violence exposure and sexual harassment impact Latino/a adolescents' psychological outcomes.

**A teacher that changed the way you felt about learning?** My 5th grade teacher, Ms. Bagish. She encouraged me to look for opportunities that can help me be successful academically, to always persevere against all odds, and never, ever give up.

**If you were not in developmental psychology what endeavors would you be pursuing instead?** Pursuing a PhD in Counseling Psychology.

**One thing you are looking forward to doing this summer?** Traveling around Michigan to the different lakes and parks with my family. I am also looking forward to completing my MSW field work hours!

**Favorite thing about Michigan so far?** I love experiencing the seasons!

**What are some of your hobbies or recreational interests?** Cooking authentic Mexican food (with homemade tortillas), embroidering, and spending time with husband, Alfredo, and my kiddos.

**If you could have any superhuman ability, what would it be?** Teleportation. I'd love to be able to visit my family in California & Mexico at any given time in a matter of seconds.

**Words you live by?** "They tried to bury us but they didn't know we were seeds." - Mexican Proverb

## New Postdoc

By Change Kwesele



Adam J. Hoffman

**Prior Institution:** University of North Carolina at Chapel Hill

**What were you doing before starting your post-doc position at the University of Michigan?:** Completing my Ph.D.

**Faculty Advisor:** Dr. Deborah Rivas-Drake

**What are your research interests and what current projects are you working on?**

I am interested in the development of social identities among adolescent youth and how identities can impact academic, mental health, and psychosocial outcomes. Also, I am interested in understanding how identities can be shaped to ensure they promote positive outcomes for adolescents. In the CASA Lab in the Department of Psychology I

am helping in the collection of data for the TIDES Study. The primary purpose of this study is to examine how ethnic-racial identity and peer relations influence the academic and social adjustment of adolescents in ethnically diverse schools. I am also working on developing an intervention to help shape social identities to be congruent with academic success.

**If you were not in developmental psychology, what would you be doing instead?** Either a cultural anthropologist or a baker.

**Favorite thing about Michigan so far?** Cooler weather!

**What are some of your hobbies or recreational interests?** Weightlifting, travel, baking, and hiking

**What is one thing you are looking forward to doing this summer?** Traveling “locally” to the Upper Peninsula and Ontario.

**Fun fact about yourself:** I used to competitively show pigs and cattle.

**Best advice you can give to graduate students currently pursuing a PhD?** Always look out for opportunities that are unique that will challenge you to grow as a scientist and as a person.

**Words you live by?** “To live is the rarest thing in the world. Most people exist, that is all.”  
- Oscar Wilde

## New Faculty

By Nick Waters



### Dr. Felix Warneken, Associate Professor

Felix joined the department in the fall of 2017. Prior to coming to the University of Michigan, he spent 9 years as an Assistant and later Associate Professor of Psychology at Harvard University. Felix completed his Ph.D at the Max Planck Institute for Evolutionary Anthropology and University of Leipzig, and a postdoctoral fellowship at Max Planck. His research interests include the origins of human social behavior, with a focus on the development and evolution of cooperation and morality. He uses developmental and cross-cultural studies with children, as well as comparative studies with nonhuman apes. He has received several awards, including an NSF CAREER Award, the Janet Taylor Spence Award for Transformative Early Career Contributions from the Association for Psychological Science, and the Boyd McCandless Award by the American Psychological Association.



**PRIOR INSTITUTION**  
Harvard University



**INTERESTS**  
altruism, social cognition



**RESEARCH LAB**  
Social Minds Lab



# Milestones

By Leigh Goetschius

## Student Achievements & Awards

**Michael Demidenko** received an NSF Honorable Mention.

**Arianna Gard** received the 2018-2019 Rackham Predoctoral Fellowship.

**Leigh Goetschius** received the departmental training grant.

**Petal Grower** presented "Body appreciation and emerging adult women's sexual agency" at the Society for the Study of Emerging Adulthood.

**Tyler Hein** received the Eric Bermann Research Award.

**Ka Ip** received Rachel Upjohn Strategic Translational Research (STAR) Award and the Rackham Conference Travel Grant Award.

**Change Kwesele** received a Ford Foundation Pre-Doctoral Fellowship Honorable Mention.

**Lolita Moss** received a Ford Foundation Pre-Doctoral Fellowship Honorable Mention.

**Stephen Roberts** received the Proquest Distinguished Dissertation Award.

**Lauren Tighe** received the Robert Kahn Fellowship for the Scientific Study of Social Issues and the Elizabeth Douvan Junior Scholar Fund in Life Course Development.

**Nick Waters** received the departmental training grant and the Nan Donald Award.

## Faculty Achievements & Awards

**Adriene Beltz** became a core faculty in MIDAS.

**Adriene Beltz** received the Brenda Milner Award from APA Division 6 for her Hormones and Behavior paper on oral contraceptives and cognition.

**Susan Gelman** received the 2017 Graduate Mentoring Award from our Psychology Department.

**Susan Gelman** was awarded an NICHD R03 grant, "Archiving natural language data sets of parent-child conversations" and received a subcontract on a 5-year NICHD R01 grant, "Views of gender in early childhood" (Kristina Olson, PI).

**John Hagen** is serving on the Executive Committee for the 2018 Planning Committee for the National Research Conference on Early Childhood (in Arlington, VA. He was also invited to present at a symposium on Universal Design for Learning at the 2018 APA Convention in San Francisco, CA. Dr. Hagen also served as a member of the Dissertation Award Committee (2014-2017) for Division 15 (Educational Psychology), as well as the APA Committee on Disability Issues in Psychology (CDIP). His work on a resolution on Universal Design moved forward and awaits review by American Psychological Association (APA) Council of Representatives.

**Luke Hyde** was promoted to Associate Professor with tenure.

**Deborah Rivas-Drake** was promoted from Associate to Full Professor.

**Felix Warneken** received a grant: " A longitudinal study of reciprocal sharing across diverse cultural contexts" with Prof. Tara Callaghan (PI).

## Completed 619s and Dissertations

**Margaret Echelbarger** defended her dissertation, "The Influence of Variety and Scarcity on Children's Decision Making."

**Petal Grower** completed and submitted her 619, titled: "The power of positivity: Body appreciation and sexual agency among young adult women."

**Jasmine Manalel** defended her dissertation entitled, "Social Networks over the Life Course: Continuity, Context and Consequences."

## Significant Publications

**Arredondo, M. M.**, Hu, X.-S., Satterfield, T., & **Kovelman, I.** (2017). Bilingualism Alters Children's Frontal Lobe Functioning for Attentional Control. *Developmental Science*, 20(3). <https://doi.org/10.1111/desc.12377>

**Beltz, A. M.** (2018). Connecting Theory and Methods in Adolescent Brain Research. *Journal of Research on Adolescence*, 28(1), 10–25. <https://doi.org/10.1111/jora.12366>

**Beltz, A. M.**, & Gates, K. M. (2017). Network Mapping with GIMME. *Multivariate Behavioral Research*, 52(6), 789–804. <https://doi.org/10.1080/00273171.2017.1373014>

Berenbaum, S. A., **Beltz, A. M.**, Bryk, K., & McHale, S. (2018). Gendered Peer Involvement in Girls with Congenital Adrenal Hyperplasia: Effects of Prenatal Androgens, Gendered Activities, and Gender Cognitions. *Archives of Sexual Behavior*, 47(4), 915–929. <https://doi.org/10.1007/s10508-017-1112-4>

Bouwman, M. E. J., **Beltz, A. M.**, Bos, E. H., Oldehinkel, A. J., de Jonge, P., & Molenaar, P. C. M. (2018). The person-specific interplay of melatonin, affect, and fatigue in the context of sleep and depression. *Personality and Individual Differences*, 123, 163–170. <https://doi.org/10.1016/j.paid.2017.11.022>

Foster, K. T., & **Beltz, A. M.** (2017). Advancing statistical analysis of ambulatory assessment data in the study of addictive behavior: A primer on three person-oriented techniques. *Addictive Behaviors*. <https://doi.org/10.1016/j.addbeh.2017.12.018>

Gach, E. J., **Ip, K. I.**, Sameroff, A. J., & Olson, S. L. (2018). Early cumulative risk predicts externalizing behavior at age 10: The mediating role of adverse parenting. *Journal of Family Psychology: JFP: Journal of the Division of Family Psychology of the American Psychological Association (Division 43)*, 32(1), 92–102. <https://doi.org/10.1037/fam0000360>

Heitzeg, M. M., Hardee, J. E., & **Beltz, A. M.** (2018). Sex differences in the developmental neuroscience of adolescent substance use risk. *Current Opinion in Behavioral Sciences*, 23, 21–26. <https://doi.org/10.1016/j.cobeha.2018.01.020>

**Ip, K. I.**, Jester, J. M., Puttler, L. I., & Zucker, R. A. (Accepted). Alcoholic family marital heterogeneity aggregates different child behavior problems both pre- and post-separation. *Development and Psychopathology*.

Lane, S., Gates, K., Pike, H., **Beltz, A.**, & Wright, A. G. C. (2018). Uncovering general, shared, and unique temporal patterns in ambulatory assessment data. *Open Science Framework*. <https://doi.org/None>

McGinnis, E., McGinnis, R., Hruschak, J., Bilek, E., **Ip, K. I.**, Morelen, D., ... Muzik, M. (Accepted). Wearable sensors outperform behavioral coding as valid marker of childhood anxiety and depression. *PLoS ONE*.

Melis, A. P., Engelmann, J. M., & **Warneken, F.** (2018). Correspondence: Chimpanzee helping is real, not a byproduct. *Nature Communications*, 9(1), 615. <https://doi.org/10.1038/s41467-017-02321-6>

Nigg, J. T., Jester, J. M., Stavro, G. M., **Ip, K. I.**, Puttler, L. I., & Zucker, R. A. (2017). Specificity

- Olson, S. L., & **Ip, K. I.** (2017a). Developmental Pathways to Aggression and Violence. In *The Wiley Handbook of Violence and Aggression*. Hoboken, NJ: John Wiley & Sons, Inc.
- Olson, S. L., & **Ip, K. I.** (2017b). Oppositional Defiant Disorder: Cultural Factors. In *The Sage Encyclopedia of Abnormal and Clinical Psychology*. Thousand Oaks, CA: SAGE Publications.
- Olson, S. L., & **Ip, K. I.** (2018). Impulsivity. In *Encyclopedia of lifespan human development*. Thousand Oaks, CA: SAGE Publications.
- Song Ju-Hyun, Oh Wonjung, Gonzalez, Richard, **Volling, Brenda L.**, & Yu Tianyi. (2017). V. developmental trajectories of children's attention problems after the birth of a sibling. *Monographs of the Society for Research in Child Development*, 82(3), 72–81. <https://doi.org/10.1111/mono.12311>
- Trinh, S. L.**, Lee, J., Halpern, C. T., & Moody, J. (2018). Our Buddies, Ourselves: The Role of Sexual Homophily in Adolescent Friendship Networks. *Child Development*. <https://doi.org/10.1111/cdev.13052>
- Volling, B. L.**, Gonzalez, R., Oh, W., Song, J.-H., Yu, T., Rosenberg, L., ... Stevenson, M. M. (2017). Developmental trajectories of children's adjustment across the transition to siblinghood: Pre-birth predictors and sibling outcomes at one year. *Monographs of the Society for Research in Child Development*, 82(3), 1–216.
- Ward, L. M.**, Seabrook, R. C., **Grower, P.**, **Giaccardi, S.**, & Lippman, J. R. (2018). Sexual Object or Sexual Subject? Media Use, Self-Sexualization, and Sexual Agency Among Undergraduate Women. *Psychology of Women Quarterly*, 42(1), 29–43. <https://doi.org/10.1177/0361684317737940>
- Warneken, F.** (2018). How Children Solve the Two Challenges of Cooperation. *Annual Review of Psychology*, 69, 205–229. <https://doi.org/10.1146/annurev-psych-122216-011813>

## Personal Milestones



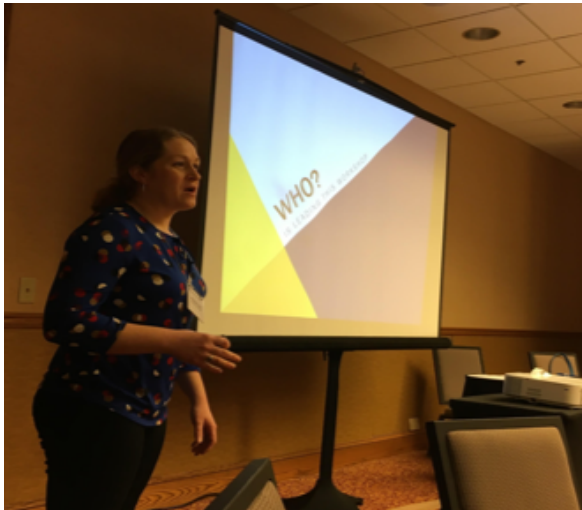
**Luke Hyde** and Kelley Kidwell welcomed a second child, Caleb Kidwell Hyde, on March 8, 2018.

# Conference Spotlight: SRA's Biennial Meeting

April 12-14, 2018, Minneapolis, Minnesota

By Nick Waters

The 2018 Biennial Meeting contained topics with empirical, theoretical, historical, and methodological research from all disciplines related to adolescence. Common themes included diversity, international, and interdisciplinary perspectives, weaving in neuroscience, intervention research, social policy, and cutting-edge methodology to help us better study development to pinpoint mechanisms and consequences.



## Clockwise from top left

1. Dr. Adriene Beltz leads a workshop on the GIMME technique for network analysis.
2. Kevin Costante Toala presents his research at a paper symposium.
3. Dr. Deborah Rivas-Drake (center) and the CASA Lab enjoy dinner in Minneapolis.
4. Change Kwesele and Dr. Rona Carter during a poster session where Change presented her work.



# Special Report: Developmental Training Grant

By Nick Waters and Leigh Goetschius

The Developmental Area received an NICHD Developmental Psychology Training Grant fellowship for doctoral students and post-docs. The objective of the fellowship is to train individuals across three pillars of knowledge: (1) the developmental science of social context (e.g., families, social-communicative context, culture, socioeconomic status, media, and social cognition); (2) aspects of human developmental neurobiology (e.g., brain imaging, genetics, epigenetics, and endocrine function); and (3) advanced research methods (e.g., quantitative statistics appropriate for combining and analyzing longitudinal data from different levels of functioning). This cross training aims to produce researchers that are well positioned to develop cutting edge work that advances knowledge about how neurobiological factors interact with environmental contexts to influence development across several domains.

Here the individuals who are currently receiving the fellowship, a brief explanation about what they are working on, and a short discussion of how the training grant has helped to expand and develop their research programs.

## Graduate Student Fellows



Kevin Costante Toala

### **What project are you working on as part of the training grant?**

Prior to the training grant, I studied how youth form connections to their ethnic group and its implication on their psychosocial well-being, academic outcomes, and physical health. Ultimately, I would like to understand how youths' connection to their ethnic-group shape the neuro-mechanisms that underlie the behavioral, cognitive, and affective processes involved in doing well in school, engaging in less health risk-behavior, and in one's abilities to cope with stressful experiences. The training grant has allowed me to start examining the relationship between ethnic identity and neural networks involved youth's risk-taking behaviors.

### **Which cross-disciplinary element (social or neurobiological) did you add to your research?**

I have incorporated a developmental (cultural) neuroscience perspective to my research.

### **Since joining, how has the training grant helped you develop your research program (e.g., new analytical methods, content areas, etc.)?**

The training grant has allowed me to gain the technical skills for doing fMRI research. I learned how to code and build scripts for processing and managing fMRI data. Further, the training seminar has also been very influential in thinking about how to navigate and become successful in interdisciplinary work.



Petal Grower

**What project are you working on as part of the training grant?**

The project I'm working on right now examines how women's pubertal timing (relative to their peers) may influence their tendency to self-sexualize. I'm particularly interested in understanding if and how sexualized media content mediates this association.

**Which cross-disciplinary element (social or neurobiological) did you add to your research?**

Since joining the training grant, I've integrated puberty into my models linking women's media use and their feelings about their bodies.

**Since joining, how has the training grant helped you develop your research program (e.g., new analytical methods, content areas, etc.)?**

I have been very excited to integrate the pubertal timing literature into my work, as it brings an important developmental angle to the objectification literature (primarily focused on young women rather than adolescents or children). I have also enjoyed learning new statistical techniques as a part of my training.

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**What project are you working on as part of the training grant?**

I am currently developing a project that examines how lifetime experiences with racial discrimination, a form of chronic stress, alter brain development and function in Black youth. I am hypothesizing that these brain disruptions support the emergence of depressive symptoms. However, because not everyone who experiences racial discrimination develops depressive symptoms, I am also interested in examining contextual protective factors. In particular, I am studying how youth's ethnic identity buffers the brain from these negative mental health outcomes.



Jaime Munoz-Velazquez

**Which cross-disciplinary element (social or neurobiological) did you add to your research?**

I added two different elements to my work. First, I focused on learning about racial discrimination for the social context piece. Second, I incorporated a complementary biological element of cortisol hormones and examined how the stress response is altered when experiencing racial discrimination.

**Since joining, how has the training grant helped you develop your research program (e.g., new analytical methods, content areas, etc.)?**

The training grant has been helpful in exposing me to the challenges of doing interdisciplinary work. These challenges present opportunities to seek out new methodology and knowledge in new content areas. I am incorporating and SEM framework with neuroimaging/behavioral data. I am adding a stress cortisol piece to my work, which provides strong support for examining the brain. The interdisciplinary training has allowed me to tackle different pieces of my questions at different levels of analysis, made possible by working with other people across disciplines. Lastly, while on the training grant, I was afforded time to develop a strong theoretical foundation by combining literature from across multiple research disciplines (e.g., neuroimaging, anthropology, social psychology) that will yield a lifetime of work.



Neelima Wagley

**What project are you working on as part of the training grant?**

I am working on a project to better integrate cognitive measures of bilingual language development with neurobiological correlates of language and reading networks, and parental socio-cultural and environmental influences. Together, I am looking at how these different components interact to influence bilingual language and reading outcomes in 7-9 year old Spanish-English speaking children.

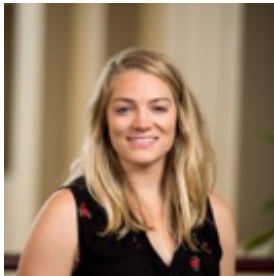
**Which cross-disciplinary element (social or neurobiological) did you add to your research?**

I added the socio-cultural component to my research under the bilingualism context. Specifically, I am studying quality and quantity of language use in and outside of the home, parental ethnic and academic socialization variables of interest, and variability in language dominance profiles.

**Since joining, how has the training grant helped you develop your research program (e.g., new analytical methods, content areas, etc.)?**

I have gained skills across all my content areas of research. I have expanded my research area from studying spoken language to also include reading development, specifically, reading comprehension. I also collected data on about 160 bilingual children using fNIRS and parent questionnaires, which has allowed me to develop methodological and programming skills in analyzing survey data, neural data, and explore methodologies such as structural equation modeling and Bayesian statistics.

## Post-Doctoral Fellows



Lauren Bader

**What project are you working on as part of the training grant?**

I am working on a project that looks at the links between maternal sensitivity and attachment and mother-infant physiological attunement.

**Which cross-disciplinary element (social or neurobiological) did you add to your research?**

I would say that I have added a bit of both social and neurobiological elements to my research. In other words, I am strengthening both areas with my current work.

**Since joining, how has the training grant helped you develop your research program (e.g., new analytical methods, content areas, etc.)?**

The training grant has allowed me to work on and strengthen my analytical methods. Brenda Volling and Rich Gonzalez have been wonderful mentors in all aspects of my research, but especially in guiding me on how to analyze the data in a way that best answers my research questions.



Melissa Peckins

**What project are you working on as part of the training grant?**

I am studying how adversity across development affects neurobiological processes and externalizing behavior in children and adolescents.

**Which cross-disciplinary element (social or neurobiological) did you add to your research?**

I added structural and functional neuroimaging to my research.

**Since joining, how has the training grant helped you develop your research program (e.g., new analytical methods, content areas, etc.)?**

While on the training grant, I gained many skills including the processing and analysis of structural and functional MRI data. I have also been working closely with my mentors and training grant faculty to integrate neurobiological processes into my research on childhood adversity from a developmental perspective.

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**Newsletter Committee**

**Editor**

Lolita Moss

**Contributors**

Leigh Goetschius

Change Kwelese

Nick Waters

**Faculty Advisors**

Margaret Evans

Ioulia Kovelman