# CCHD Fall 2004

***Resilience in Development***

Organizing Committee:

Lynne Baker-Ward (Developmental Psychology, NC State), Natasha Bowen (Social Work, UNC-CH), Ken Dodge (PPS-Duke University), Mary Haskett (School Psychology, NC State), Ann Schulte (School Psychology, NC State)

Discerning the processes by which children develop and function in adaptive or competent ways despite extreme stress, disadvantage, or adversity offers considerable promise for elucidating developmental theory, as well as for guiding prevention, intervention, and policy initiatives. The traits which contribute to resilience and the mechanisms that facilitate its operation will be explored, as will the potential clinical applications of that knowledge. Based on a view of resilience as a transactional process that occurs in the context of an organizational framework, the goal of the planning committee is to incorporate discussions of genetic, biological, psychological, and sociological factors as they relate to resilience among children and adolescents.

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| **Date** | **Speaker** | **Affiliation** | **Topic** |
| August 30 | Organizers |  | Opening session |
| September 6 | Labor Day |  | No session |
| September 13 | Gian Vittorio Caprara | University of Rome | “Personal Determinants of Prosocial Behavior Beneficial Effects Across the Lifespan” |
| September 20 | Jane Costello | Duke University | “Maltreatment and resilience: Evidence from a longitudinal study” |
| September 27 | Frances Campbell and Elizabeth Pungello | UNC Chapel Hill | “The Abecedarian/Care Studies: Then and Now” |
| October 4 | Paul Smokowski | UNC Chapel Hill | “Products and Processes: Mixed-Methods Approaches to Understanding Risk and Resilience” |
| October 11 | Robyn Fivush | Emory University | “Stressing memory: Relations among narratives, stress and resilience” |
| October 18 | Emmy E. Werner | University of California-Davis | “Resilience:Lessons from the Kauai Longitudnal Study” |
| October 25 | Suniya Luthar  | Columbia University | “Reconceptualizing resilience: Considerations for research and interventions” |
| November 1 | Natasha Bowen | UNC Chapel Hill | “Developmental predictors of resilience in children with serious emotional disturbance and aggressive behavior” |
| November 8 | Bonnie Klimes-Dougan  | University of Minnesota | “Resilience in Children at Risk for Depression” |
| November 15 | Margaret Burchinal | UNC Chapel Hill | “Risk and protective factors: Comparing various methods for computing risk indices” |
| November 22 | Kenneth Dodge  | Duke University | “Gene-Environment Interaction Effects as a Window into Resilience” |
| November 29 | Organizers |  | CANCELLED |

# CCHD Spring 2005

***School Transitions***

Organizing Committee:

Oscar Barbarin, Tom Farmer, Nancy Hill, Mike Shanahan, Lynne Vernon-Feagans

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| **Date** | **Speaker** | **Affiliation** | **Topic** |
| January 24 | Organizers |  | “School Transitions: Opportunities and Challenges in Development” |
| January 31 | Fred Morrison | The University of Michigan | “The Transition to School: Emerging Themes in Early Development” |
| February 7 | Bob Pianta | University of Virginia | “The Social Ecology of the Transition to School: Classrooms, Families, and Children” |
| February 14 | Carol Hammer | The Pennsylvania State University | “Latino Children’s Language and Literacy Development From Head Start through First Grade” |
| February 21 | Lorraine Taylor | UNC Chapel Hill | “Recollections about School and Parental Use of Transition Practices: Are there Links?” |
| February 28 | Nancy E. Hill | Duke University | “Family School Involvement: Developmental and Demographic Variations at the Transition to Middle School” |
| March 7 | Wendy S. Grolnick | Clark University | TBA |
| March 14 | No Session |  | Spring Break |
| March 21 | Jacque Eccles | The University of Michigan | TBA |
| March 28 | Nancy Gonzales | Arizona State University | “Puentes A La Secundaria: An Intervention to Reduce School Disengagement and Mental Health Problems for Mexican American Adolescents” |
| April 4 | Kathryn Schiller |  | “Stratification of Opportunities during the Transition to High School: Findings from Adolescent Health and Academic Achievement” |
| April 11 | Jennifer Maggs | The Pennsylvania State University | “Fluctuations in Alcohol Use During the Transition to College: The Importance of Studying Predictors of Variability in Addition to Change” |
| April 18 | Carol Stack | University of California at Berkeley | “Tales of Luck and Pluck, with Fries” |
| April 25 | Post Doctoral Speakers |  | Closing |

# CCHD Fall 2005

***The Emergence of Self-regulation: Emotional and Cognitive Control in Early Development***

Organizing Committee:

Lynne Baker-Ward (NCSU), Susan D. Calkins (UNC-G), Patricia Bauer (Duke University), Mary Haskett (NCSU), Ashley Hill (UNC-CH & UNCG), Peter A. Ornstein (UNC-CH), Mike Willoughby (UNC-CH)

Despite general agreement within the discipline of developmental and clinical psychology that self-regulation skills emerge and support competent functioning during early childhood, there has been considerable conceptual ambiguity, as well as a lack of specificity, with regard to the processes that comprise the construct of self-regulation. Recently, the field of child temperament has offered an explanation of how the toddler’s emerging repertoire of self-initiated and independent behavior is supported by a class of control mechanisms that are observed across multiple levels of analysis. In this approach, advocated by Posner, Rothbart and others, self-regulation is defined as the child’s ability to modulate behavior according to the cognitive, emotional, and social demands of a particular situation, with attentional control mechanisms playing a critical role in such behavioral modulation. During this semester, we will examine the construct of self-regulation from a conceptual and empirical perspective with guest speakers who study self-regulatory processes at different levels of analysis. Our goal is to describe the state of the field, evaluate the conceptual and empirical approaches currently in use, and think about future directions and implications of this area of developmental science.

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| **Date** | **Speaker** | **Affiliation** | **Topic** |
| Sep 12 | Susan Calkins | UNC Greensboro | “Introduction: Current Issues, Definitions and Controversies in the Study of Self Regulation” |
| Sep 19 | Ginger Moore | Duke University | “Dynamic Patterns of Infant Affect and Gaze During Challenge Situations: Evidence for Regulation?” |
| Sep 26 | Kimberly Andrews Espy | University of Nebraska-Lincoln | “The Development of Executive Control in Preschool Children” |
| Oct 3 | No Session |  | Rosh Hashanah |
| Oct 10 | Philip Zelazo | University of Toronto | “Mechanisms Underlying the Development of Hot and Cool Executive Function” |
| Oct 17 | Ross Thompson | University of California at Davis | “Emotion Regulation From Within and Around the Emoting Child” |
| Oct 24 | Stephen Hooper | UNC Chapel Hill | “Executive Functions in Children with Psychotic Disorders” |
| Oct 31 | No Session |  | Halloween |
| Nov 7 | Kathleen Thomas | University of Minnesota | “Implicit Learning in Childhood: Perspectives from Behavioral, Neuroimaging, and Lesion Studies” |
| Nov 14 | Pamela Cole | Pennsylvania State University | “Observing Emotion Regulation in Very Young Children” |
| Nov 21 | Martha Ann Bell | Virginia Tech | “Attentional Control and the Integration of Cognition and Emotion during Early Development” |
| Nov 28 | Frederick Morrison | University of Michigan | “Self-regulation and the transition to school: contributions of parenting and schooling” |
| Dec 5 | Nathan Fox | University of Maryland | “The Enduring Effects of Child Temperament: Taking a Human Developmental Neuroscience Perspective” |

# CCHD Spring 2006

***Development in African American Children and Youth: Contextual, Cultural, Family, Individual, and Interactive Influences***

Organizing Committee:

Vonnie C. McLoyd (UNC-CH, Committee Chair), Stephanie Coard (Duke University), Shauna Cooper (UNC-CH), Nancy Hill (Duke University), Deborah Jones (UNC-CH), Shawn Latendresse (UNC-CH), Pamela Martin (North Carolina State University)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Topic** |
| January 23 | Planning Committee |  | Introduction |
| January 30 | Tom Farmer | UNC Chapel Hill | “Educating Out and Giving Back: Issues in Planning for the Future for African American Adolescents from Low Resource Rural Communities” |
| February 6 | Gene Brody | University of Georgia | “Perceived Discrimination and the Adjustment of African American Youths: A Five Year Longitudinal Analysis with Contextual Moderation Effects” |
| February 13 | Dalton Conley | New York University | “Family Background in Black and White:How and When Class of Origin and Race Matter” |
| February 20 | Emilie Smith | Pennsylvania State University | “A Place to Be Somebody: Building Community Support for Positive Youth and Family Development” |
| February 27 | Robert Sellers | University of Michigan | “Racial Identity in African American Adolescent Development” |
| March 6 | Amanda Lewis | University of Illinois – Chicago | “The Everydayness of Race” |
| March 13 | No Meeting  |  | Spring Break |
| March 20 | William Cross | CUNY Graduate Center | “Racial identity as a lived experience: Vygotsky’s Activity Theory and the Discourse on Race” |
| March 27 | Pamela Martin | North Carolina State University | “Beyond Religiosity: Religious Socialization Among African American Adolescents” |
| April 3 | Judi Smetana | University of Rochester | “Adolescent-Parent Relationships in Middle-Class African American Families” |
| April 10 | Stephanie Coard | Duke University | “The Black Parenting Strengths and Strategies Program: A Randomized Pilot Study” |
| April 17 | Cleopatra Howard Caldwell | University of Michigan | “Parental Support, Racial Identity, and Psychological Well-being among African American and Caribbean Black Adolescents: Findings from the National Survey of American Life” |
| April 24 | Margaret Burchinal | UNC Chapel Hill | “Social Risk and Protective Factors for African American Children’s Academic Achievement and Adjustment During the Transition to Middle School – Results from Two Longitudinal Studies” |

# CCHD Fall 2006

***Early Experiential Influences on Later Development: From Choline to Culture***

Organizing Committee:

Lynne Baker-Ward (North Carolina State University), Patricia Bauer (Duke University), Steve Reznick (University of North Carolina at Chapel Hill)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Topic** |
| September 11 | Tina Williams | Duke University | “Food for thought: Choline availability during pregnancy leads to long term alterations in memory and neuroprotection of the offspring” |
| September 18 | Scott Robinson | University of Iowa | “Ontogeny of action systems in the rat fetus” |
| September 25 | Julie Mennella | Monell Chemical Senses Center | “Flavor programming in humans” |
| October 2 | Yom Kippur |  | No Session |
| October 9 | Susan Brunssen | UNC Chapel Hill | “Inflammation in the brain at mid-gestation” |
| October 16 | Michael Georgieff | University of Minnesota | “The role of nutrients in brain development” |
| October 23 | Lawrence Harper | UC Davis | “Epigenetic inheritance: Trans-generational effects of early experience” |
| October 30 | George Michel | UNC Greensboro | “The meaning of experience – early or otherwise” |
| November 6 | Susan Rose | Albert Einstein College of Medicine | “Information Processing in Full-terms and Preterms: Infant Abilities and their Consequences” |
| November 13 | Maria Kroupina | University of Minnesota | “Neurobiologic effects of earlyadversity-institutionalization on the developing brain” |
| November 20 | Allyson Bennett | Wake Forest University | “Identifying Developmental Risk Pathways with Nonhuman Primate Research” |
| November 27 | Daphne Maurer | McMaster University | “Sensitive Periods Re-examined: Evidence from Children treated for Cataract” |
| December 4 | Amy Needham | Duke University | “Effects of early simulated reaching experience on infants’ subsequentbehavior” |

# CCHD Spring 2007

***Early Experiential Influences on Later Development: From Choline to Culture***

Organizing Committee:

Lynne Baker-Ward (North Carolina State University), Patricia Bauer (Duke University), Steve Reznick (University of North Carolina at Chapel Hill)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Topic** |
| January 22 | Elissa Newport | University of Rochester | “What Do We Do with Early Experience? Statistical Learning in Language and other Domains” |
| January 29 | Marcia Herman-Giddens | UNC Chapel Hill | “Up, Down, and Sideways: Earlier Puberty, Does It Matter, Should We Care?” |
| February 5 | Seth Pollak | University of Wisconsin-Madison | “Radical changes in human experiences as test cases for understanding how social experience gets under the skin.” |
| February 12 | Linda Adair | UNC Chapel Hill | “Developmental Origins of Cardiovascular Disease Risk: Methodological Challenges and Findings from a Longitudinal Study in the Philippines” |
| February 19 | Jane  Brown | UNC Chapel Hill | “Growing up in a Mediated World: The Mass Media and Adolescents’ Health.” |
| February 26 | Des Runyan | UNC Chapel Hill | “Shaken Baby: A Major Cause of Mental Retardation in the Developing World” |
| March 5 | Catherine Haden | Loyola University Chicago | “Conversational Influences on Children’s Event Memory” |
| March 12 | NO SESSION |  | Spring Break  |
| March 19 | David Dickinson | Vanderbilt University | “Preschool Classrooms as Contexts for Studying and Fostering Language and Literacy Development” |
| March 26 | NO SESSION |  | SRCD |
| April 2 | NO SESSION |  | Passover |
| April 9 | Qi Wang | Cornell University | “The Socialization of Autobiographical Memory in Cultural Contexts” |
| April 16 | Joan Stiles | University of California, San Diego | “The development of language and spatial processing following pre- or perinatal focal brain injury: Profiles of deficit and development” |
| April 23 | Ann Masten | University of Minnesota | “Research  on Resilience in Development: Reflections as the Fourth Wave Rises” |

# CCHD Fall 2007

***Developmental Perspectives on Psychosocial Interventions***

Organizing Committee:

Oscar Barbarin (UNC-Chapel Hill, Chair), Karen Appleyard (Duke University), Lisa Berlin (Duke University), Kathleen Gallagher (UNC-Chapel Hill), Wallace Hannum (UNC-Chapel Hill), Mary Haskett (NCSU), Judith Meece (UNC-Chapel Hill), Lynne Vernon-Feagans (UNC-Chapel Hill)

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| **Date** | **Speaker** | **Affiliation** | **Topic** |
| Aug 27 | Oscar Barbarin | UNC Chapel Hill | Introduction to the Issues |
| Sep 3 | NO SESSION |  | Labor Day, No Classes |
| Sep 10 | Lynne Vernon-Feagans | UNC Chapel Hill | “An Assessment Based Reading Intervention: Helping Struggling Readers Become Successful in Early Elementary School” |
| Sep 17 | Sheila Eyberg | University of Florida | “Developmental Considerations in the Application of Parent-Child Interaction Therapy” |
| Sep 24 | Marge MilesDiane Holditch-Davis | UNC Chapel HillDuke University | “Intervening with Rural African American Mothers of Preterm Infants from a Developmental Perspective” |
| Oct 1 | Frank Putnam | Cincinnati Children’s Hospital Medical Center | “A Developmental Approach to Transgenerational Risk” |
| Oct 8 | David Rabiner | Duke University | “Attention Problems and Academic Achievement – Developmental and Intervention Findings” |
| Oct 15 | Ken Dodge | Duke University | TBA |
| Oct 22 | Larry Aber | NYU Steinhardt(on leave at Duke & UNC-CH) | “Integrating Social-Emotional Learning and Literacy Development Interventions in New York City Elementary Schools: Making Sausage or Making Change?” |
| Oct 29 | Anna Gassman-Pines | Duke University | “The New Hope anti-poverty program: Effects on children’s developmental outcomes and potential meditating pathways” |
| Nov 5 | Mark Greenberg | Pennsylvania State University | “Self-Regulation: The Interface between School-Based Prevention and Neuroscience” |
| Nov 12 | Howard Stevenson | The University of Pennsylvania | “Lion’s Story: The Challenges of Developing Culturally Relevant Interventions for Parents and Youth” |
| Nov 19 | Session cancelled. |  | N/A |
| Nov 26 | Linda Collins | Pennsylvania State University | “New Strategies for Building More Potent Behavioral Interventions” |
| Dec 3 | Michael Foster | UNC Chapel Hill | “Does day care quality really affect children’s long-term development?” |

# CCHD Spring 2008

***Gender Differences in the Meanings and Functions of Peer Relationships***

Organizing Committee:

Mitch Prinstein (UNC Chapel Hill, Chair), Steve Asher (Duke University), Jill Hamm (UNC Chapel Hill), Martha Putallaz (Duke University), Sam Song (UNC Chapel Hill)

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| **Date** | **Speaker** | **Affiliation** | **Topic** |
| January 14 | 3:00 Class Only.No 5:00 Meeting! |  | Introduction to the Issues |
| January 21 | NO SESSION |  | MLK Holiday, No Classes |
| January 28 | Lynn Smith-Lovin | Duke University | “A Structural View of Gender Development: Networks, Culture and Meaning” |
| February 4 | Jeff Parker | University of Alabama, Tuscaloosa | “Life Beyond the Dyad: Friendship Networks, Jealousy, Aggression, and Gender” |
| February 11 | Heidi Gazelle | UNC Greensboro | “At the Intersection of Child and Environment: Anxious Solitude, Peer Adversity, and Gender Moderation” |
| February 18 | Amori Mikami | University of Virginia | “Peer Relationships among Girls with Attention-Deficit/Hyperactivity Disorder” |
| February 25 | Marion Underwood | University of Texas at Dallas | “Social Aggression: Gender, Origins, and Outcomes” |
| March 3 | Mitch Prinstein | UNC Chapel Hill | “Gender Differences in Dyadic Peer Relations” |
| March 10 | NO SESSION |  | Spring Break |
| March 17 | Margaret Clark | Yale University | “The Jekyll and Hyde-ing of Relationship Partners” |
| March 24 | Amanda Rose | University of Missouri-Columbia | “Co-rumination in the Friendships of Girls and Boys” |
| March 31 | CANCELLED |  | Rescheduled for April 21st |
| April 7 | Niobe Way | New York University | “Examining the meaning and function of friendships among adolescent boys from diverse cultural contexts” |
| April 14 | Julie Hubbard | University of Delaware | “Reactive and Proactive Aggression in Childhood: What’s Gender Got To Do With It?” |
| April 21 | Steve Asher | Duke University | “Gender Differences in Relationship Competence: A Social Tasks and Social Goals Perspective” |

# CCHD Fall 2008

***Emerging Perspectives on Gene-environment Interplay and Contributions to Development and Health***

Organizing Committee:

Vangie Foshee (UNC Chapel Hill, Chair), Adrian Angold (Duke University), E. Jane Costello (Duke University), Jean-Louis Gariepy (UNC Chapel Hill), Carolyn Halpern (UNC Chapel Hill), Mike Shanahan (UNC Chapel Hill)

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| **Date** | **Speaker** | **Affiliation** | **Topic** |
| August 25 | David DeMarini | EPA | Genetics Terminology: Graduate Seminar Participants Class Meeting 3:00–5:00No 5:00 Consortium Meeting |
| September 1 | No Session |  | Labor Day |
| September 8 | Gerald McClearn | Pennsylvania State University | “Genes in Context” |
| September 15 | Mike Shanahan | UNC Chapel Hill | “Genetic Propensity and Environmental Contingency: An Appreciation for Variation” |
| September 22 | David Reiss | Yale Child Study Center | “Genetic Strategies for Exploring the Ontogeny of Parenting” |
| September 29 | No Session |  | Rosh Hashanah |
| October 6 | Sara Jaffee | King’s College London | “Genetic effects on birthweight among children whose mothers smoked during pregnancy: A discordant dizygotic twins design” |
| October 13 | Brian D’Onofrio | Indiana University | “Quasi-experimental studies of early risk factors for mental health problems” |
| October 20 | Jason Boardman | University of Colorado at Boulder | “Gene-environment interplay among adolescents and young adults” |
| October 27 | Frances Champagne | Columbia University | “Epigenetics and the Long-Term Effects of Early Experience” |
| November 3 | Jenae Neiderhiser | Pennsylvania State University | “Using behavioral genetics to understand the role of the environment: The importance of genotype-environment correlation and interaction within the family” |
| November 10 | Danielle Dick | Virginia Commonwealth University | “Gene Environment Interplay in the Development of Alcohol Problems: From Twin Studies to GWAS and Back” |
| November 17 | Allyson Bennett | Wake Forest University | “Using longitudinal studies in macaques to understand the role of early events and genes in lifespan health” |
| November 24 | Jane Costello | Duke University | “GEDI: (Gene-Environment-Development Initiative): Ethics in the next generation of genomics research” |
| December 1 | Doug Wahlsten | UNC Greensboro | “Implications of advances in molecular genetic technology for mental health and intelligence” |
| December 8 | Postdoc Integration Session3:00 Predoc and Graduate Student Wrap-up during graduate seminar time |  | 5:00  Consortium Session:Postdoc Integrative Discussion, lead by Postdoctoral Fellows |

# CCHD Spring 2009

***Implications of Advances in Neuroscience for Understanding Social, Emotional, and Cognitive Development***

Organizing Committee:

Peter A. Ornstein (UNC Chapel Hill, Chair), Susan Calkins (UNC Greensboro), Martha Cox (UNC Chapel Hill)

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| **Date** | **Speaker** | **Affiliation** | **Topic** |
| January 12 | No Speaker |  | Graduate Seminar Participants Class Meeting Only 3:00–5:00 PM No 5:00 PM Consortium Meeting |
| January 19 | NO SESSION |  | Martin Luther King, Jr. Holiday |
| January 26 | Patricia Bauer | Emory University | “On the Road to Developmental Neuroscience” |
| February 2 | Kevin Pelphrey | Yale University | “A Primer on Investigating the Development of the Social Brain” |
| February 9 | Helen Egger | Duke University | “Preschool Anxiety Disorders:From Epidemiology to Neural Substrates” |
| February 16 | Joe Piven | UNC Chapel Hill | “Imaging the Developing Brain in Autism” |
| February 23 | Geraldine Dawson | UNC Chapel Hill | “Early Intervention, Brain Plasticity, and the Prevention of Autism” |
| March 2 | Michael Lewis | University of Medicine and Dentistry of New Jersey | “Emotional development, socialization and brain maturation.” |
| March 9 | No Session |  | Spring Break |
| March 16 | Jodi Quas | University of California, Irvine | “Stress, Social Context, and Event Memory in Children” |
| March 23Cancelled | Leslie Carver | University of California, San Diego | “Challenges and opportunities in the study of the brain basis of social cognitive development”CANCELLED |
| March 30 | Carol Cheatham | UNC Chapel Hill | “Potential Neural Factors in the Development of Declarative Memory” |
| April 6 | No Session |  | Monday after SRCD |
| April 13 | John Colombo | University of Kansas | “The developmental cognitive neuroscience of attention: Response to regulation in typical and atypical development.” |
| April 20 | Martha Ann Bell | Virginia Tech | “What neuroscience can tell us about early brain organization and cognitive development.” |
| April 27 | Kathleen Thomas | University of Minnesota | “Neurobehavioral Measures of Cognitive Development in At-Risk Children” |
| May 04 | Integration Session |  | Carolina Consortium Postdoctoral Fellows |
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# CCHD Fall 2009

***Motivation to Learn & School Engagement:  A Developmental Science Perspective***

Organizing Committee:

Judith Meece (UNC Chapel Hill, Chair), Martha Cox (UNC Chapel Hill), Beth Kurtz-Costes (UNC Chapel Hill), Lisa Linnenbrink-Garcia (Duke University), Marion O’Brien (UNC Greensboro)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Topic** |
| August 31 | Graduate Class Meets 3:00 – 5:00 |  | No 5:00 – 6:30 Session |
| September 7 | No Session |  | Labor Day |
| September 14 | Panel Discussion(Judith Meece, Beth Kurtz-Costes, Marion O’Brien, Lisa Linnenbrink-Garcia, Dale Schunk) |  | “Theoretical Perspectives on Motivation to Learn” |
| September 21 | Eva Pomerantz | University of Illinois | “Involvement in Children’s Learning: The Case of the United States and China” |
| September 28 | No Session |  | Yom Kippur |
| October 5 | Bob Pianta | University of Virginia | “Improving the impacts of classrooms: Professional development and classroom observation” |
| October 12 | Kathryn Wentzel | University of Maryland | “Understanding School Success of Young Adolescents: The Role of Self-Processes and Social Supports” |
| October 19 | Ann Renninger | Swarthmore | “Interest and Learning” |
| October 26 | Jacque Eccles | University of Michigan | “Stage Environment Fit: How should we think about a developmentally appropriate sequence of educational experiences for 10-20 year old?” |
| November 2 | Judith MeeceBeth Kurtz-Costes | UNC Chapel HillUNC Chapel Hill | “Theoretical Perspectives on Gender and Motivation Stereotypes about Gender and Race Differences in Academic Abilities: The Nexus of Identity and Motivation” |
| November 9 | Roslyn Mickelson | UNC Charlotte | “Overcoming Racial Gaps in High School Mathematics and Science: Lessons Learned from a Community-Based Approach” |
| November 16 | Jim Connell | Institute for Research and Reform in Education (Philadelphia, PA) | “First Things First: From Theory to Action and Back” |
| November 23 | Lisa Linnenbrink-GarciaHeather Davis | Duke UniversityNC State University | “Emotion and Motivational Processes” |
| November 30 | Gary Bowen | UNC Chapel Hill | “Pathways to School Persistence” |
| December 7 | Integration Session |  | N/A |

# CCHD Spring 2010

***Adolescence in a Global Perspective: From Biology to Culture***

Organizing Committee:

Eleanor Seaton (UNC Chapel Hill, Chair), Sharon Christ (UNC Chapel Hill), Susan Ennett (UNC Chapel Hill), Jill Hamm (UNC Chapel Hill), Pamela Martin (NCSU), Karolyn Tyson (UNC Chapel Hill), Dawn Witherspoon (UNC Chapel Hill)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Topic** |
| January 11 | Graduate Class Meets 3:00 – 4:30 |  | No 5:00 – 6:30 Session |
| January 18 | No Session |  | Martin Luther King, Jr. Holiday |
| January 25 | Alexander Vazsonyi | Auburn University | “‘Description’ versus ‘Explanation’ in Cross-Cultural Comparative Research: From Biology to Culture, and Back?” |
| February 1 | Vincent Francisco | UNC Greensboro | “Transdisciplinary and Transtheoretical Approaches to Developmental Theory” |
| February 8 | Carolyn Halpern | UNC Chapel Hill | “Biosocial Investigations of Adolescent Sexuality: Coactional Challenges in the Integration of Developmental and Population Perspectives” |
| February 15 | Vonnie McLoyd | UNC Chapel Hill | “How Money Matters for Youth Socioemotional Adjustment: Family Processes and Parental Investment.” |
| February 22 | Glen Elder | UNC Chapel Hill | “Overcoming Disadvantage: Perspectives on Adolescence in Context.” |
| March 1 | Dina Birman | University of Illinois at Chicago | “Acculturation and Adjustment of Immigrant Adolescents.” |
| March 8 | No Session |  | Spring Break |
| March 15 | Lisa Pearce | UNC Chapel Hill | “Complexities of Understanding the Meaning and Influence of Religiosity in Adolescence.” |
| March 22 | Laurence Steinberg | Temple University | “A Social Neuroscience Perspective on Adolescent Risk-Taking.” |
| March 29 | No Session |  | Passover |
| April 5 | Rob Crosnoe | University of Texas at Austin | “Schools, Peers, and the Big Picture of Adolescent Development.” |
| April 12 | Reed Larson | University of Illinois at Urbana-Champaign | “Globalization and Positive Adolescent Development” |
| April 19 | Lisa Kiang | Wake Forest University | “Ethnic Identity in Adolescence: Developmental Change and Protective Mechanisms.” |
| April 26 | Postdoc Integration Session |  | N/A |

# CCHD Fall 2010

***Exploring the Relation Between Parent Psychopathology and the Development of Children’s Emotion Regulation***

Organizing Committee:

Andrea Hussong (UNC Chapel Hill, Chair), Mark Fraser (UNC Chapel Hill), Mary Haskett (NCSU), Deborah Jones (UNC Chapel Hill), Lilly Shanahan (UNC Greensboro)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Topic** |
| August 30 | Graduate Class Meets 3:00 – 5:00 |  | No evening seminar! |
| September 6 | No Session |  | Labor Day |
| September 13 | Susan Calkins | UNC Greensboro | “Parenting, emotion regulation, and psychopathology: Conceptual and empirical challenges” |
| September 20 | Ken Dodge | Duke University | “Parenting and children’s emotion regulation” |
| September 27 | Jenny Macfie | University of Tennessee | “A challenge for offspring of mothers who have borderline personality disorder: the development of emotion regulation” |
| October 4 | Rina Das Eiden | University at Buffalo, State University of New York | “Regulatory behaviors among children of substance using parents” |
| October 11 | No Session |  | Fall Break |
| October 18 | Paul Frick | University of New Orleans | “Callous-unemotional traits and developmental pathways to conduct problems” |
| October 25 | Bruce Compas | Vanderbilt University | “Coping, Emotion Regulation and the Prevention of Depression” |
| November 1 | Ahmad Hariri | Duke University | “Biological pathways to individual differences in behavior and risk for psychopathology” |
| November 8 | Lisa Berlin | Duke University | “Maternal Psychopathology and Infant Emotion Regulation in the Context of Early Interventions for High-Risk Families” |
| November 15 | Wendy Kliewer | Virginia Commonwealth University | “The role of parent emotional competence in the socialization of coping with stress” |
| November 22 | Helen Egger  | Duke University | “Anxiety Disorders in Preschoolers” |
| November 29 | Mark Cummings | University of Notre Dame | “Parental depression, emotional security and relationships in families, and child adjustment” |
| December 6 | Postdoctoral Fellows |  | Integration session |

# CCHD Spring 2011

***Getting the Social “Under the Skin:” Developmental Perspectives on Embodiment***

Organizing Committee:

Allyson Bennett (Wake Forest University), Susan Calkins (UNC Greensboro), Michael Shanahan (UNC Chapel Hill, Chair), Keith Whitfield (Duke University)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Topic** |
| January 10 | Graduate Class Meets 3:00 – 4:30 |  | No 5:00 session |
| January 17 | No Session |  | Martin Luther King, Jr. Holiday |
| January 24 | James Jackson | University of Michigan | “Affordances Framework for Understanding Physical and Mental Health Disparities”\*Note: Held at Planetarium: Science Stage. |
| January 31 | Louise Hawkley | University of Chicago | “Loneliness Matters: Concepts, Consequences, and Mechanisms” |
| February 7 | Susan Lutgendorf | University of Iowa | “From Mind to Brain To Cancer Cell: A Systemic Approach to Cancer Progression” |
| February 14 | Allyson Bennett | Wake Forest University | “Long-term Consequences of Early Life Stress in Nonhuman Primates” |
| February 21 | Shevaun Neupert | North Carolina State University | “‘Under the Skin’: Individual and Contextual Considerations” |
| February 28 | Staci Bilbo | Duke University | “Early-Life Programming of Later-Life Brain & Behavior: A Critical Role for the Immune System” |
| March 7 | No Session |  | Spring Break |
| March 14 | Jon Hussey | UNC Chapel Hill | “The Programming of Chronic Disease” |
| March 21 | Stephen B. Manuck | University of Pittsburgh | “Species of Gene-Environment Interaction in Development: Diathesis-Stress, Vantage Sensitivity, and Differential Susceptibility” |
| March 28 | Janet DiPietro | Johns Hopkins University | “In the Beginning: The Maternal-Fetal Relationship” |
| April 4 | Jane Costello Bill Copeland | Duke UniversityDuke University | “Vulnerability to Psychopathology: The Interplay between Stressors and Biomarkers” |
| April 11 | Postdoc Integration Session |  | Postdoctoral Fellows |

# CCHD Fall 2011

***Taking Stock of Developmental Science***

Organizing Committee:

Andrea Hussong (UNC Chapel Hill), Jennifer Coffman (UNC Chapel Hill), Jill Hamm (UNC Chapel Hill), Peter A. Ornstein (UNC Chapel Hill), Mike Shanahan (UNC Chapel Hill)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Topic** |
| August 29 | Class Meeting Only 3:00 – 5:00 |  | TBA |
| September 5 | No Session |  | Labor Day |
| September 12 | Panel Discussion: Adrian Angold, Jane Costello, Glen Elder, Tom Farmer, Peter Ornstein |  | CDS Founders Reflect on the Field Of Developmental Science: What It Is, How It has Worked, and Where It is Going |
| September 19 | George Michel | UNC Greensboro | “Developmental Science and Developmental Psychobiology” |
| September 26 | Tom Farmer Lisa Gatzke-Kopp | Pennsylvania State University | “Developmental Science and Subtypes of Aggressive Boys: Social Dynamic and Neurodevelopmental Perspective” |
| October 3 | Peter Ornstein | UNC Chapel Hill | Developmental Science and the Socialization of Memory |
| October 10 | Class Meeting Only 3:00 – 5:00 |  | No 5:00 Session |
| October 17 | Glen Elder | UNC Chapel Hill | Scientific Biographies and Developmental Science: A Life Course Journey |
| October 24 | CDS Discussion Forum, Moderated by Andrea Hussong |  | Crafting a Research Agenda to Advance the Transdisciplinary Field of Developmental Science |
| October 31 | No Session |  | Halloween, Franklin Street Closes |
| November 7 | Clancy Blair | New York University | The Experiential Canalization of Self-Regulation Development in Early Childhood |
| November 14 | Jane Costello Adrian Angold | Duke University | “Developmental Science and Developmental Epidemiology” |
| November 21 | Mike Shanahan | UNC Chapel Hill | The “System” in Developmental Systems and the Transition to Adulthood as an Empirical Example |
| November 28 | CDS PostdocsAndrea Hussong | UNC Chapel Hill | Training across the Career Trajectory for the Next Generation of Developmental ScientistsNOTE: The consortium on the 28th will be held in the CDS basement classroom from 5:00 to 6:30. |
| December 5 | Richard Lerner | Tufts University | Developmental Science, Relational Developmental Systems Theory, and the Study of Positive Youth DevelopmentNote: To be held in The Great Room of the Top of the Hill. |

# CCHD Spring 2012

***The Developmental Science of Health-Risk Behaviors***

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| January 9 | Class Only |  |  |
| January 16 | No Session |  | Martin Luther King Jr. Holiday |
| January 23 | Andrea Hussong | UNC Chapel Hill | “Early-emerging risk for an internalizing pathway to substance use and disorder” |
| January 30 | Daniel Bauer | UNC Chapel Hill | “How Mixture Models Can and Cannot Further Developmental Science” |
| February 6 | Angela Bryan | University of Colorado at Boulder | “Adolescent response to interventions to reduce HIV/STD risk behavior: Integrating genetic factors and neurocognitive activation” |
| February 13 | Phil Costanzo | Duke University | “Social Influence, Self Persuasion and the Reduction of Substance Abuse Risk in Adolescents: Employing “Old-Fashioned” Social Psychology with Modern Day Youth” |
| February 20 | Kelly Rulison | UNC Greensboro | “Assembling the Peer Influence Puzzle: Using Social Network Analysis to Clarify How Peers Promote (or Prevent) the Development and Spread of Health Risk Behaviors” |
| February 27 | Christina Meade | Duke University | “Drug abuse and HIV risk across the lifespan” |
| March 5 | No Session |  | Spring Break |
| March 12 | Carl Lejuez | University of Maryland | “Measuring Positive and Negative Reinforcement Processes Underlying Adolescent Risk-Taking Behavior” |
| March 19 | Myles Faith Peggy Bentley Phil Costanzo  | UNC Chapel HillUNC Chapel HillDuke University | Panel discussion: “The Development of Obesity: Longitudinal and Global Perspectives” |
| March 26 | Jed RoseEd LevinScott Swartzwelder | Duke University | “Vulnerabilities to Drug Abuse and Improved Therapeutic Treatments” |
| April 2 | Craig Colder | SUNY at Buffalo | “Developmental pathways to adolescent substance use: The role of internalizing problems?” |
| April 9 | Deborah Jones | UNC Chapel Hill | “Addressing the Role of Maltreatment in the Initiation and Prevention of Adolescent Risky Behavior” |
| April 16 | Rob Foss | UNC Chapel Hill | “Adolescents’ Transition to Driving: Dealing with Developmental Issues through Policy” |
| April 23 | Bob Zucker | University of Michigan | “Brain to Health Risk Behavior to Context/Context to Brain and Behavior: Transactions across developmental time” |

# CCHD Fall 2012

***Causal Inference in Developmental Science***

Organizing Committee:

Patrick Curran (UNC Chapel Hill, Chair), Dan Bauer (UNC Chapel Hill), Jeff Green (UNC Chapel Hill), Rick Hoyle (Duke University), Kelly Rullison (UNC Greensboro)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| September 10 | Andrea Hussong | UNC Chapel Hill | “Framing the Question of Causality in Developmental Science” |
| September 17 | No Session |  |  |
| September 24 | Lisa Gennetian | The Brookings Institution | “Poverty and Children’s Development” |
| October 1 | Fan Li | Duke University | “Causal Effects in Randomized Experiments with Noncompliance: The role of Multivariate Outcomes” |
| October 8 | Thomas D. Cook | Northwestern University | “Within-Study Comparisons of Experimental and Adjusted Non-Experimental Estimates: Which Quasi-Experimental Procedures Reproduce Experimental Estimates?” |
| October 22 | Jerry Reiter | Duke University | “Missing Data in Longitudinal Studies: The Case for Refreshment Samples” |
| October 29 | CANCELLED |  |  |
| November 5 | Patrick Shrout | New York University | “Thinking about Daily Support as Causal Events” |
| November 12 | Felix Thoemmes | Cornell University | “The Use of Propensity Scores in Developmental Science: Promises & Pitfalls” |
| November 19 | No Session |  |  |
| November 26 | Ken Bollen | UNC Chapel Hill | “Causality and Measurement Models” |
| December 3 | Steve Raudenbush | University of Chicago | TBA |

# CCHD Spring 2013

***Developmental Mechanisms in Racial and Ethnic Minority Children and Youth***

Organizing Committee:

Enrique Neblett (Chair), Jessica DeCuir-Gunby, Jonathan Livingston, Pamela Martin, Eleanor Seaton, Gaby Stein, Makeba Wilbourn

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| February 4 | Linda Burton | Duke University | “Hiding in Plain Sight:  Racialization, Colorism, and the Intimate Union and Childbearing Behaviors of Adolescent and Young-Adult Rural Mothers” |
| February 11 | Enrique Neblett | UNC Chapel Hill | “Racial and Ethnic Protective Mechanisms in Ethnic Minority Youth Development” |
| February 18 | Carol Markstrom | West Virginia University | “Risk, Protection, and the Role of Culture in Identity Formation of Indigenous North American Adolescents” |
| February 25 | Richard M. Lee | University of Minnesota | “Acknowledgment of race and difference in transracial, transnational adoption” |
| March 4 | Natasha Cabrera | University of Maryland | “Father Engagement and  Children’s Social Development: Evidence from Early to Middle Childhood” |
| March 11 | No Session |  | Spring Break |
| March 18 | Margaret Beale Spencer | University of Chicago | “Urban  Adolescents’ Skin Tone Perception and the Prediction of Ego Resiliency:  Examining influences of  demographics and achievement” |
| March 25 | Adriana J. Umaña-Taylor | Arizona State University | “Latino Adolescents’ Ethnic Identity: A promotive and/or protective factor” |
| April 1 | Lisa Kiang | Wake Forest University | “Ethnic Identity and Beyond: Exploring Positive Resources in Adolescent Development” |
| April 8 | Velma McBride Murry | Vanderbilt University | “Translating Longitudinal Research into Preventive Intervention Programs for Rural African American Parents and Youths” |
| April 15 | Karolyn Tyson | UNC Chapel Hill | “Making Sense of Race and Place: Black Students and Racialized Tracking in a “Color-blind”  Society” |
| April 22 | Rob Sellers | University of Michigan | “Racial Socialization Experiences in the Daily Lives of African American Youth” |

# CCHD Fall 2013

***The Development of Individual Differences in Emotion Regulation and Dysregulation Across the Life Span***

Organizing Committee:

Eric Youngstrom (UNC Chapel Hill, Chair), Susan Calkins (UNC Greensboro), Avshalom Caspi (Duke University), Jennifer Coffman (UNC Chapel Hill), Andrea Hussong (UNC Chapel Hill)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| September 16 | Eric Youngstrom | UNCChapel Hill | “Hunting Chimera: Towards a Developmental Psychopathology Perspective on Bipolar Disorder” |
| September23 | Gabriel Dichter | UNCChapel HillDuke University | “Emotion Regulation Deficits in Autism: Implications for the Development of Core Autism Symptoms” |
| September30 | Barbara Fredrickson | UNCChapel Hill | “Positivity Resonates” |
| October7 | Mona El Sheikh | AuburnUniversity | “Child Sleep and Development: Biobehavioral, familial, and socio-cultural considerations” |
| October21 | Megan Gunnar\*Cairns Capstone Lecture: Hyde Hall | University of Minnesota | “Early Experience and the Development of Stress Reactivity and Regulation” |
| October28 | Avshalom CaspiTerrie Moffitt | Duke University | “Young Children’s Self-control and the Health and Wealth of their Nation” |
| November 4 | Douglas Teti | Pennsylvania State University | “The Social Environment of Infant Sleep” |
| November 11 | Pamela Cole | Pennsylvania State University | “Language and the Early Development of Emotion Regulation” |
| November 18 | Esther Leerkes | UNC Greensboro | “Implications of Maternal Arousal and Regulation for Maternal Sensitivity and Infant Adjustment” |
| November 25 | Heidemarie Laurent | University of Oregon | “Stress System Development as a Window into Self-Regulation” |
| December 2 | Stephen Porges | RTIUNC Chapel Hill | “The Polyvagal Theory: Neural mechanisms mediating social behavior, emotion regulation, and health” |

# CCHD Spring 2014

**New Applications of Intense Longitudinal Analysis in Developmental Science**

Modern developmental science posits individuals as part of a larger multifaceted dynamic system. Yet, traditional statistical methods are not in accord with this conceptualization of individual behavior. Methodological advances apt for developmental science and their integration with current research is the focus of this semester’s consortium series.

Data analytic issues come to the forefront with our improved understanding of developmental processes. One issue relates to the increased interest and availability of intense longitudinal data (i.e., time-series data) of psychological phenomena. These data allow researchers to investigate the dynamic structure of processes and the dynamic interplay among variables. However, the analysis of intense longitudinal data in psychology presents unique challenges. Traditional time-series models are employed with one unit of analysis at a time because the goal is to understand the unique characteristic dynamics of such unit. Thus, if developmental applications with time-series data are of interest, one must decide how to adapt these models to provide information about multiple (rather than single) individuals. In this context, we must devise how to identify subgroups of individuals for which dynamic processes operate in similar ways.

A second issue entails the consideration of models for dyads, triads, quads, or even larger social networks. When individuals’ data are collected as part of a larger related group, there are dependencies that must be incorporated into statistical models. As such, we need analytical tools that help us consider these dependencies. How can dyadic (or larger group) models be used with time-series data? This question is even more challenging when we consider another core aspect of developmental science; namely, the inclusion of multiple levels of analysis for improving our understanding of development. How can biological, contextual, and cultural measures be integrated analytically to obtain an improved account of development? By narrowing down our research questions, our modeling techniques can also be simplified. However, this simplification might come at the expense of more realistic and accurate description of developmental processes.

What are the cutting-edge methods in developmental science? Is the complexity of these methods balanced by their unique contributions to understanding development?

How can you take advantage of advanced methodology to increase the quality of your own research?

Is developmental science as a field adopting modeling techniques that keep up with its goals? Alternatively, are statistical models that align with core research questions in developmental science available?

The majority of research in developmental science is based on data that are collected at large time intervals across long periods of time (i.e., panel data).  As time-series data become more prevalent in the future, how can developmental science profit most from these data?

Please note that the Proseminar will meet on Mondays from 2:00 – 3:15 PM, in the CDS lower level classroom, with the exception of our capstone lecture to be held in Hyde Hall on October 21st. Although we strongly encourage in-person attendance, we will also webcast the seminar to classroom locations at our affiliated institutions (again with the exception of our capstone lecture). For more information about webcasted seminars, [visit this link](http://cds.web.unc.edu/consortium/web/).

Organizing Committee:

Laura Castro-Schilo (UNC Chapel Hill, Chair), Daniel Bauer (UNC Chapel Hill), Kenneth Bollen (UNC Chapel Hill), Jennifer Coffman (UNC Chapel Hill), Patrick Curran (UNC Chapel Hill), Andrea Hussong (UNC Chapel Hill), Cathi Propper (UNC Chapel Hill)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| January 13 | Class Meeting Only |  |  |
| January 20 | No Meeting |  | Martin Luther King Jr. Day |
| January 27 | Introduction and Panel Discussion |  |  |
| February 3 | Patrick Curran | UNC Chapel Hill | “Separating Person-Specific and Time-Specific Components of Developmental Change” |
| February 10 | Pascal Deboeck | Kansas University | “One person’s error is another’s treasure; Using derivatives to describe intraindividual variability“ |
| February 17 | Nilam Ram | Penn State University | “Moving into a Data Rich World: Implications for Developmental Theory and Method” |
| February 24 | Laura Richman | Duke University | “Measuring the relationship between discrimination, ambulatory blood pressure, and emotion over a 24-hour period” |
| March 3 | Andrea HussongNisha Gottfredson | UNC Chapel Hill | “Time sampling dynamic processes: Examples from the study of self-medication” |
| March 10 | No Meeting |  | Spring Break |
| March 17 | Jean-Philippe Laurenceau | University of Delaware | “Using Intensive Longitudinal Methods to Study Dyadic Relationships” |
| March 24 | Michael Macy | Cornell University | “Big Data and Temporal Rhythms” |
| March 31 | Candice Odgers | Duke University | “Small phones, ‘big data’, and what developmental scientists may learn from bringing the two together” |
| April 7 | Laura Castro-Schilo | UNC Chapel Hill | “Idiographic models: Benefits, promises, and extensions” |
| April 14 | Scott Hofer | University of Victoria | “Intensive Measurement Designs: Optimizing Detection of Within-Person Changes in Cognition and Health” |
| April 21 | John Nesselroade | University of Virginia | “Units of Analysis, Measurement, and Modeling Process: If Only I Were Beginning to do Developmental Science Again…” |
| April 28 | Andrea HussongNisha Gottfredson | UNC Chapel Hill | “Time sampling dynamic processes: Examples from the study of self-medication” |

# CCHD Fall 2014

**Research at the Intersection of Developmental Science and Education**
EDUC 881 Advanced Seminar in Human Development: Developmental Science and Education.
The goal of this seminar is to bridge diverse research agendas on successful schooling processes and outcomes for children. We will focus on schools as developmental contexts from basic research, prevention/intervention, and policy perspectives. We aim to facilitate discussion about the ways in which Educational Research and Developmental Science can inform one other.

Please note that the proseminar will meet on Mondays from 2:00 – 3:15 PM, in the CDS lower level classroom, with the exception of our capstone lecture to be held in Hyde Hall on October 20th. Although we strongly encourage in-person attendance, we will also webcast the seminar to classroom locations at our affiliated institutions (again with the exception of our capstone lecture). For more information about webcasted seminars, visit this link.

Organizing Committee:
Jill Hamm (UNC Chapel Hill, Chair), Jennifer Coffman (UNC Chapel Hill), Lora Cohen-Vogel (UNC Chapel Hill), DeLeon Gray (UNC Chapel Hill), Judith Meece (UNC Chapel Hill), Peter Ornstein (UNC Chapel Hill)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| August 25 | Class Meeting Only |  |  |
| September 1 | No Meeting |  | Labor Day |
| September 8 | Paul LeMahieu | Carnegie Foundation for the Advancement of Teaching | “Networked Improvement Communities: Helping America’s schools get better at getting better” |
| September 15 | Lora Cohen-VogelKirsten KainzChristopher Harrison | UNC Chapel Hill | “Panel Discussion – “Improving at Scale: Illustrations and Critique” |
| September 22 | Jennifer CoffmanPeter Ornstein | UNC Chapel Hill | “Studying Cognitive Development in the Classroom: From Observation to Intervention” |
| September 29 | David Klahr | Carnegie Mellon University | “Developmental Science and Educational Practice: merging traffic or dangerous interstions?” |
| October 6 | DeLeon Gray | North Carolina State University | “Using Social Psychological Perspectives to Understand Adolescents’ Social Experiences in Achievement Contexts” |
| October 13 | No Meeting |  | Fall Break |
| October 20 | Jacque Eccles | UC Irvine | “Linking Social Contexts and Human Development”\*Cairns Capstone LectureCo-sponsored by the School of Education |
| October 27 | Tanner LeBaron Wallace | University of Pittsburgh | “Challenging Simplistic Exposure-Outcome Frameworks in Classroom-Based research: Adolescents’ Perceptions and Valuing of Teacher Talk as the Source Material of Developmentally-Significant Variability Within and Between Classrooms” |
| November 3 | Aprile Benner | University of Texas at Austin | “The Role of Schools in Adolescents’ Well-being: Unpacking Person-Context Interactions” |
| November 10 | Adam Gamoran | WT Grant Foundation | “Inequality is the Problem: What’s Our Response?” |
| November 17 | Lynne Vernon-Feagans | UNC Chapel Hill | “Diverging and Converging Destinies of Rural Children: Families, Classrooms, and Early Language and Literacy” |
| November 24 | Tom Farmer | Virginia Commonwealth University | “Disability and Adaptation: the Awesome Shared Responsibility of Developmental Science and Special Education” |
| December 1 | Jill Hamm | UNC Chapel Hill | “Bridging Education and Developmental Science Perspectives to Understand Teachers’ Influence on Peer Cultures” |

# CCHD Spring 2015

**Cultivating a Developmental Science of Flourishing**
PSYC 781—Proseminar in Developmental Science

There are many converging streams of research that focus on how children do more than simply avoid negative outcomes but in fact, by some metric, do much better. Studies on positive youth development, resilience, thriving and flourishing come from different disciplinary traditions but all speak to the idea that there is more to development than just avoiding negative outcomes. In this CCHD series, we explore the commonalities among these traditions, search for the boundaries on an interdisciplinary perspective to understanding the developmental science of flourishing, and identify a compelling research agenda necessary to advance this line of fundamentally important inquiry. Our speakers will address these issues with a focus on such issues as moral development, gratitude and empathy, resilience and well-being and draw from examples across the lifespan, with an emphasis on children, youth, and families. We strive to understand the state of the art in the field of flourishing and to identify how Developmental Science can consolidate, enrich, and motivate the next generation of studies in this area.

Please note that the proseminar will meet on Mondays from 2:00 – 3:15 PM, in the CDS lower level classroom. Although we strongly encourage in-person attendance, we will also webcast the seminar to classroom locations at our affiliated institutions (again with the exception of our capstone lecture). For more information about webcasted seminars, [visit this link.](http://cds.web.unc.edu/consortium/web/)

Organizing Committee:

Andrea Hussong (UNC Chapel Hill, Chair), Jennifer Coffman (UNC Chapel Hill), Phil Costanzo (Duke University), Jamie Hanson (Duke University), Melissa Lippold (UNC Chapel Hill), Johnathan Tudge (UNC Greensboro), Robert Whitaker (Temple University, Guest)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| January 12 | Class Meeting Only |  |  |
| January 19 | No Meeting |  | Martin Luther King Jr. Holiday |
| January 26 | Felix Warneken | Harvard University | “The Origins of Human Cooperation: Evidence from Children and Chimpanzees” |
| February 2 | Seminar cancelled; rescheduled for 3/23/15 |  |  |
| February 9 | Andrea Hussong | UNC Chapel Hill | “The Developmental Science of Gratitude: Initial Findings from the Raising Grateful Children Project” |
| February 16 | Seminar cancelled; rescheduled for 4/27/15 |  |  |
| February 23 | Sue Carter | Indiana University | “Neuroendocrinology and Love: The Oxytocin Hypothesis” |
| March 2 | Connie Flanagan | University of Wisconsin | “Adolescent Thriving via a Larger Sense of Community” |
| March 9 | No Meeting |  | Spring Break |
| March 16 | Carol Ryff | University of Wisconsin – Madison | “Well-being, Context, and Development: Tales of Resilience and Vulnerability” |
| March 23 | Darcia Narvaez | Notre Dame | “Identifying and Testing Baselines for Human Development and Flourishing” |
| March 30 | Sara Algoe | UNC Chapel Hill | “Understanding positive interpersonal processes within close relationships” |
| April 6 | Stephanie Coard | UNC Greensboro | “The Overlooked and Undervalued: Relevance, Resilience, and the Reframing of Black Youth” |
| April 13 | No Meeting |  | CDS Advisory Board |
| April 20 | Mark Greenberg\*Cairns Capstone Lecturer | Pennsylvania State University | “Watering the Seeds of Compassion” |
| April 27 | Johnathan Tudge | UNC Greensboro | “A Virtuous Approach to Flourishing: the Development of Gratitude in Different Cultures” |

# CCHD Fall 2015

**The Family as a Context for Development, Continuity, and Change in Externalizing Behaviors in Early Childhood**

The proseminar meetings will be on Monday afternoons from 2:00 – 3:15 PM in the CDS lower level classroom. During this series, we will explore aspects of family relationships and experiences that are associated with the development, maintenance, or change in externalizing behavior across childhood and the pathways through which those associations seem to occur. We will also consider issues of decoupling genetic and environmental influences, and the role of families in the diagnosis, treatment and management of externalizing behaviors.

A graduate seminar associated with the weekly Proseminar presentations at the Carolina Consortium on Human Development will be offered this fall on Mondays from 12:30- 1:45 (please note the new time) and will be led by the faculty chairs. Spaces in this class are limited, and graduate students who are interested are asked to contact Jennifer Coffman at coffman@unc.edu, to express their interest in the seminar.

Organizing Committee:
Martha Cox (UNC Chapel Hill, Co-Chair), Roger Mills-Koonce (UNC Greensboro, Co-Chair), Michael Willoughby (RTI International, UNC Chapel Hill), Terrie Moffitt (Duke University), Mary Haskett (NCSU)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| August 24 | Class Meeting Only |  |  |
| August 31 | Class Meeting Only |  |  |
| September 9 | No Speaker; No Class |  |  |
| September 14 | No Speaker; Class remains in session |  |  |
| September 21 | Rhea Chase | Duke University | “Parent child interaction therapy: family as the agent of change in the treatment of child disruptive behavior” |
| September 28 | Kara HumeLauren Turner-BrownBrian Boyd | UNC Chapel Hill | “Challenging behavior in toddlers with autism: a family focused intervention” |
| October 5 | Linda BeeberMaria Martinez | UNC Chapel Hill | “Promoting Healthy Mother-child Interactions in the Context of Depressive Symptoms, Economic Hardship and Severe Life Stressors: Outcomes of the HILDA and Proyecto ALAS (WINGS) studies” |
| October 12 | No Speaker |  | Fall Break |
| October 19 | Andrea Chronis-Tuscano | University of Maryland | “Parental Psychopathology & Parenting: Impact on Developmental & Treatment Outcomes for Children with ADHD” |
| October 26 | Jennifer Lansford | Duke University | “An international perspective on parenting and the development of children’s externalizing behaviors” |
| November 2 | Class Meeting: No Speaker |  |  |
| November 9 | Luke Hyde | University of Michigan | “The role of parents and genes in the development of externalizing: from early callous-unemotional behavior to later brain functioning” |
| November 16 | Sara Jaffee | University of Pennsylvania | “Get me to the church on time: Marriage as a turning point out of men’s antisocial behavior” |
| November 23 | Daniel Shaw\*Cairns Capstone Lecture in Hyde Hall | University of Pittsburgh | “The Development and Prevention of Early Conduct Problems: Translating Basic Research to Prevention” |

# CCHD Spring 2016

**Cognitive Development from a Neuroscience Perspective** (Psychology 781)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| January 25 | Panel Discussion |  |  |
| February 1 | Adriana Galvan | UCLA | “Ontogenetic changes in the adolescent striatum: implications for learning and decision-making” |
| February 8 | Kelly Giovanello | UNC Chapel Hill | “Functional-anatomic correlates of relational memory in healthy aging” |
| February 15 | Aysenil BelgerPostponed due to inclement weather. | UNC Chapel Hill | “Imaging and electrophysiological markers of cortical pathology in adolescents at risk for psychosis” |
| February 22 | Jessica Cohen | UNC Chapel Hill | “The segregation and integration of distinct brain networks and their relationship to cognition: implications for development and disease” |
| February 29 | Susan CalkinsMargaret Swingler | UNC Greensboro | “Integrating cognition and emotion in early development: Brain, behavior, and environment” |
| March 7 | Ahmad Hariri | Duke University | “Identifying biomarkers of risk for mental illness” |
| March 14 | No class or speaker |  | Spring Break |
| March 21 | Thanujeni Pathman | UNC Greensboro | “Episodic memory from a developmental cognitive neuroscience perspective” |
| March 28 | Jessica Cantlon | University of Rochester | “Math, monkeys, and the developing brain” |
| April 4 | David Madden | Duke University | “Varieties of attentional control in aging” |
| April 11 | Daphne Maurer | McMaster University | “Critical periods re-visited: evidence from children treated for dense cataracts” |
| April 18 | Nathan Fox\*Cairns Capstone Lecture | University of Maryland | “Effects of deprivation on the developing brain and behavior: Lessons from the Bucharest Early Intervention Project: |
| April 25 | Simona Ghetti | UC Davis | “Neurocognitive mechanisms underlying the development of episodic memory” |

# CCHD Fall 2016

**Socializing Other-focused Behaviors, Emotions, and Values in Children** (Psychology 781)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| September 12 | Audun Dahl | UC Santa Cruz | “The development of infant helping through social interactions” |
| September 19 | Joni Sasaki | York University | “A bio-cultural approach to studying religion’s effects” |
| September 26 | Parissa Ballard | UC Berkeley | “Socializing community-focused behavior in adolescence: Civic development across social contexts” |
| October 3 | Class meeting only; No Speaker |  | Rosh Hashanah |
| October 10 | Gustavo Carlo | University of Missouri | “Fostering prosociality in Latino/a youth: Practices, values, and prosocial behaviors” |
| October 17 | No class or speaker |  | Fall Break |
| October 24 | Michael Tomasello | Duke University | “Young children are naturally motivated to cooperate” |
| October 31 | Class Meeting |  | Presentation Planning |
| November 7 | Ariel Knafo | The Hebrew University of Jerusalem | “Do children have values? Revisiting current notions of moral development”Note: Dr. Knafo will be speaking at the Great Room at TOPO at 5:00PM |
| November 14 | Jennifer Jenkins | University of Toronto | “Pursuit of the common ground: the role of individuals, dyads and families in the development of other-orientation” |
| November 21 | Andrea Hussong | UNC Chapel Hill | “Updates from the Raising Grateful Children Project” |
| November 28 | Student Presentations |  |  |
| December 5 | Judith Smetana\*Cairns Capstone Lecture Hyde Hall | Rochester University | “Emerging moral minds: Moral judgement development in early childhood” |

# CCHD Spring 2017

**Modeling Heterogeneous Patterns and Pathways in Development: What Have We Learned?** (Psychology 781)

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| --- | --- | --- | --- |
| **Date** | **Speaker** | **Affiliation** | **Title** |
| January 16 | No Meeting |  | Martin Luther King Jr. Holiday |
| January 23 | No speaker; Class meeting only |  |  |
| January 30 | Gitta Lubke | Notre Dame | “Issues to consider when fitting mixture models” |
| February 6 | Doug Steinley | University of Missouri | TBA |
| February 13 | Heathe Luz Reyes | UNC Chapel Hill | “Pitbulls and Vipers? Modeling heterogeneity in teen dating violence using person-centered approaches” |
| February 20 | Dan Bauer | UNC Chapel Hill | “Using mixture models to study development: Problems and opportunities” |
| February 27 | Stephanie Zerwas | UNC Chapel Hill | “Trans-generational cycle of risk for eating disorders through infancy, childhood and adolescence” |
| March 6 | No speaker; Class meeting only |  |  |
| March 13 | No Meeting |  | Spring Break |
| March 20 | Candice Odgers | Duke University | TBA |
| March 27 | Elena Erosheva | University of Washington | “Understanding individual differences in criminal careers: to group or not to group?” |
| April 3 | Katherine Masyn | Georgia State University | “Nomological or nomo-illogical networks for longitudinal mixtures? Relating observables to unobserved heterogeneity in developmental processes” |
| April 10 | No Meeting |  |  |
| April 17 | Richard Van DornStephen TuellerKiersten Johnson | RTI | “Heterogeneity in Mental Health Services Research: Context-Driven Methods” |
| April 24 | Kenneth Sher | University of Missouri | “Personality Processes Related to the Development and Resolution of Alcohol Use Disorders”\*Cairns Capstone Lecture |
| May 1 | Class Meeting |  | Student Presentations/Debate |

# CCHD Fall 2017

**Parenting Adolescents in a Multicultural Context: Defining, Refining, and Extending Theory and Research**

Organizing Committee:

Andrea Hussong (Chair), Deborah Jones, Melissa Lippold, Roger Mills-Koonce, and Lisa Pearce

Demographic trends reveal increasing diversity among families, including those in the United States (U.S.). For the first time, for example, two-parent families are no longer the norm in U.S., while blended families (i.e., households that include a step-parent, step-sibling, or half-sibling) are on the rise (Pew, 2015). U.S. families are also increasingly multicultural, with European American families constituting only half (56%) of families, and Asian Americans replacing Latin Americans as the fastest growing U.S. immigrant group (Pew, 2015). Moreover, families are themselves increasingly racially and ethnically diverse, with the current rate (15%) of intermarriage (i.e., marital partners representing more than one race and/or ethnicity) more than doubling among newlyweds since 1980 (6%) (Pew, 2012). Finally, although it is true that ethnic and racial minority families in the U.S. are more likely to be low, rather than high, income, at least one- third of the 13 million children living in poverty are Caucasian, a trend attributed to two recessions (2001, 2007-2009), the slow pace of economic recovery, the housing market crisis and, in turn, a shrinking middle class (National Center for Child Poverty, 2015; Pew, 2015; also see Jones et al., 2017 for a review). As our awareness of such diversity expands, however, it is less clear whether and, if so, to what extent and how, our theory and research on parenting adolescent children has and/or needs to be refined and extended to meet the ever-changing definition of family.

Accordingly, we propose this series to explore how the parenting of adolescents, defined broadly to include parenting styles and behaviors, may or may not be shaped by increasing diversity defined broadly. We are interested in both (a) the negotiation of diverse contexts as a developmental competency that parents must foster in youth to help them successfully navigate adolescence and (b) the ways that diverse family contexts may or may not alter the functions and tools of parenting. Some of the talks in this series provide context for this exploration and others will address specific dimensions of diversity and parenting. In so doing, we hope to address the following questions over the course of the semester.

What are the dominant approaches to conceptualizing parenting in adolescents and the function of family as posited in classic sociobiological theories? How might (or might not) this function be challenged by the context of parenting today in an increasingly diverse world (both internal to and external to the U.S.)?

Given major demographic trends that reflect increasing diversity in the U.S., are there innovations in methodological approaches that may allow the field to more optimally capture nuances within and between adolescents and their families?

Are novel parenting tools and approaches needed for parents to help youth negotiate experiences of diversity as related to race and ethnicity, socioeconomic status, parental sexual orientation, and family structure. How do parents help children of different backgrounds negotiate the diversity around them (e.g., children of color and European American children; children of high, middle and low income families; children of gay/lesbian and heterosexual parents; and children from non-traditional and traditional family structures)?

We do not assume that all parents hold a similar value for increasing multicultural competence in their children, but we do assume that parenting occurs in context and, therefore, parents must navigate and adapt their parenting values, choices, and behavior within increasingly diverse, multicultural settings. Which contextual factors are most relevant for understanding how parents make choices about helping their children negotiate diverse contexts?

What are the practical implications of this line of research? And what are the most important future directions for research in this area to achieve desirable impact?

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| **Date** | **Speaker** | **Affiliation** | **Title** |
| September 18 | Panel Discussion  | SRA Working Group | “Everything Old is New Again in The Parenting of Adolescents” |
| September 25 | Velma McBride Murry | Vanderbilt University | “Parenting Practices in Diverse Family Structure: Examination of Adolescents’ Development and Adjustment” |
| October 2 | Lisa Pearce | UNC Chapel Hill | “The Increasing Diversity and Complexity of Family Structures for Adolescents” |
| October 23 | Deborah Jones | UNC Chapel Hill | “Parent-Adolescent Socialization of Social Class” |
| October 30 | Gabriela Stein | UNC Greensboro | “The intersection of ethnic/racial socialization and adolescence: A closer examination at stage-salient issues” |
| November 6 | Michaeline Jensen | UNC Chapel Hill | “Parenting Adolescents in the Digital Age” |
| November 13 | Jennifer Lansford | Duke University | “Parental Warmth and Control in Diverse International Contexts” |
| November 27 | Tiffany Taylor Smith | Cultural Learning Partners | “Parents and Children Navigating Tough Cultural Conversations in an Era of Increased Cultural Tensions” |
| December 4 | Laurie Chassin\* Cairns Capstone Lecture in Hyde Hall | Arizona State University | “Parenting in the Context of Parental Substance Use Disorder” |

# CCHD Spring 2018

**Developmental Considerations in Health Disparities Research**

Organizing Committee:

Gabriela Stein (UNC Greensboro), Shauna Cooper (UNC Chapel Hill), Irby Coard (UNC Greensboro), Lisa Kiang (Wake Forest), Sherika Hill (Duke University), Linda Burton (Duke University), Enrique Neblett (UNC Chapel Hill)

Despite the goal set by Healthy People 2010 to eliminate health disparities (USDHHS, 2000), African Americans and Latinos continue to be disproportionately affected by life-threatening diseases relative to non-Hispanic Whites (e.g., diabetes, cardiovascular disease, hypertension). While evidence supporting these disparities is clear, the incorporation of a developmental science framework to understanding them is lacking. We do not understand how these racial and ethnic disparities develop over time, whether there are critical or sensitive periods of development when these disparities come online, or what contextual factors contribute to and influence the trajectories of health outcomes over the life course. A developmentally sensitive study of the trajectories of health care disparities needs to take a more expansive view of health that includes individual, familial, and social capacities that promote coping and stress management, school readiness and academic performance, peer competencies, healthy family functioning, and indicators of well-being. Moreover, the study of the development of health disparities also requires a focus on the unique socio-cultural risk and protective processes to identify key mechanisms at play (Neblett, Rivas-Drake & Umaña-Taylor, 2012). Unpacking the causal pathways that link social determinants of health and related intervening and interacting factors over the life course will play a pivotal role in developing effective ways to address social factors and design multidimensional interventions that address multiple social determinants of health (Braveman et al., 2011, Williams & Mohammed, 2013b).

Over the course of this semester, we will explore developmental mechanisms underlying health disparities from an interdisciplinary perspective. Reflecting the complexity of this issue, we will examine health disparities in conjunction with a number of other existing disparities (i.e., educational) with particular attention paid to the role of intersecting identities and identifying key developmental periods. Presentations will strive to identify individual, social, cultural, and structural factors that are directly and indirectly related to the emergence and mitigation of these disparities. We will also focus on definitional and measurement issues in developmentally-focused disparities research.

Definitional questions: In your work, how do you conceptualize, differentiate, and measure racial/ethnic differences, disparities, and discrimination (e.g., across levels, contexts, family, personal vs. institutional, as embedded in current events)?  How does the operationalization of racial/ethnic discrimination influence distinct health outcomes? How should the field tackle operationalization and conceptualization throughout development?

Impact and Mechanisms: What health disparity does your work tackle and how do you incorporate a health disparities perspective in your work? What stress-related outcomes are key to understanding the development of health disparities across time as beginning in childhood (i.e., Cortisol; G x E; Sleep; allostatic load)? What other outcomes has this literature not considered fully as shaping health disparities across time? What are the possible pathways or mechanisms between discrimination and health (mental health, physical health, health behavior, educational pathways) disparities? What protective mechanisms do you examine in your work and do you see as central to understanding the development of health disparities?

Development: How do you consider developmental processes in your work on racial/ethnic discrimination and health disparities? What is the role of timing or developmental period on the impact of racial/ethnic discrimination on health disparities?

Intersectionality: How do you see your work addressing issues of intersectionality (e.g., SES, gender, immigration status, sexuality)? How should the field tackle intersectionality in our understanding of health disparities? How do you tackle within group variability in your understanding of the impact of racial/ethnic discrimination on health disparities?

Intervention/Prevention: How does your work translate to intervention or prevention efforts? For future research in this area, how can a focus on minority health (i.e., within group) or disparities research (comparative approach) be used to inform interventions and advance the field?

Speakers reflect a variety of areas of expertise, and include such presenters as Howard Stevenson (University of Pennsylvania), Dawn Witherspoon (Penn State University), Hiro Yoshikawa (NYU), Tiffany Yip (Fordham University), and Ezemenari Obasi (University of Houston).

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| **Date** | **Speaker** | **Affiliation** | **Title** |
| January 15 | No Meeting |  | Martin Luther King Jr. Holiday |
| January 22 | Panel |  |  |
| January 29 | Keisha Bentley Edwards |  | “Racism Just Finds You: Outcomes and Resilience in the Face of Racism Stress for African Americans” |
| February 5 | Howard Stevenson |  | “Keep on Belonging But I Don’t Fit In: Racial Socialization as Stress Management for Relational Literacy” |
| February 12 | Dawn Witherspoon | Vanderbilt University | “Exploring Place in Developmental Research with Families and Children of Color: It’s More Than Disadvantage” |
| February 19 | Class only |  |  |
| February 26 | Sherika Hill | Duke University | “Differences, Disparities, and Discrimination in Cannabis Use and Related Consequences” |
| March 5 | No Meeting |  | Spring Break |
| March 12 | No Meeting |  | Spring Break |
| March 19 | Ezemenari Obasi | University of Houston | “Stress and Drug Use Vulnerability in the African American Community – a Biopsychosocial Investigation” |
| March 26 | Tiffany Yip | Fordham University | “A Peek Inside the Black Box: Linking Discrimination to Adolescent Outcomes” |
| April 2 | Sean Joe | Washington University in St. Louis | “Suicidal Behaviors Among U.S. Parents” |
| April 9 | Rashmita Mistry | University of California | “Exploring social class identity in childhood and adolescence: What, when, and why?” |
| April 16 | Jayne Ifekwunigwe | Duke University | “Conceptualizing ‘mixed race,’ identities and health: intersectional, interdisciplinary, and life course perspectives” |
| April 23 | Hirokaza Yoshikawa\*Cairns Capstone Lecturer | NYU Steinhardt | “Effects of Unauthorized and Refugee Status on Child Development: Implications for Programs and Policy in the United States and in the Syrian Refugee Response Region” |

# CCHD Fall 2018

**A Developmental Science Approach to Understanding and Addressing Child Maltreatment**

Organizing Committee:

 Andrea Hussong (Chair), Karen Appleyard Carmody, Ken Dodge, Mary Haskett, Helen Milojevich (CCHD Postdoctoral Fellow), Cathi Propper, Meghan Shanahan, Margaret Sheridan, Rebeccah Sokol (CCHD Predoctoral Fellow)

Although data are not consistent, the federally-funded National Child Abuse and Neglect Data System suggests recent increases in child maltreatment in the United States. From 2012 to 2016, the estimated number of children who received a child protective services (or alternative) investigation response increased 9.5% to 3,472,000. Estimated rates of victimization (or substantiated cases)  fluctuated but show an overall increase of 3% in the same period, with 676,000 estimated victims (including 1,750 child deaths) in 2016. Despite decades of research, intervention and policy efforts to address child maltreatment, the problem at best persists and at worst continues to grow.  This seminar seeks to address pernicious challenges in this field that forestall progress in diminishing this problem. The pernicious challenges inherent in understanding and, in turn, addressing the problem of child maltreatment rest at familiar intersections in Developmental Science: persons and context, biology and ecology, family and societal systems. Addressing these challenges through an inherently transdisciplinary framework, this seminar series applies a Developmental Science lens to draw together experts from the fields of public health and public policy, clinical psychology and social work, and developmental psychology and neuroscience. The intended goal is to generate a more holistic understanding of what portends, sustains, prevents, and redresses problems associated with child maltreatment both within a single generation and across successive generations. To promote productive cross-disciplinary engagement, we provide the following questions to guide speakers and seminar participants to work at salient intersections (across levels of analysis and disciplinary perspectives) that are likely to advance research, policy, prevention, and treatment surrounding maltreatment.

What are the intersecting neurobiological, psychological, family systems/relationship, socioeconomic, sociocultural, community, or policy factors that underlie maltreatment itself as well as intergenerational patterns of child maltreatment more broadly?

What are key mechanisms that influence how children, adolescents, families, and the institutions that serve them respond to child maltreatment, both in terms of risk and resilience? For the child/adolescent and family, what is the developmental patterning of those influences (in terms of plasticity, sensitive periods, dynamic variation, etc.)?

How can multiple stakeholders (researchers, practitioners, child welfare professionals, school personnel, families, advocates, and policy makers) best work together to address the prevention of maltreatment and to redress the negative sequelae of maltreatment? For example, what are examples of research-practice and research-policy collaborations that have been successful?

What policy, prevention and treatment approaches show actual or potential for population impact or community change in address child maltreatment?

What are promising new directions for addressing this problem that advance the research, prevention, treatment, and policy that occur at the disciplinary intersections within Developmental Science?

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| **Date** | **Speaker** | **Affiliation** | **Title** |
| August 27 | Class Meeting |  | Developmental Science Seminar |
| September 3 | No Class, No Speaker |  | Labor Day Holiday |
| September 10 | Class Meeting |  | Semester Focus |
| September 17 | CANCELLED FOR WEATHER |  |  |
| September 24 | Regina Sullivan | NYU | “Developmental Transition in Neural Network Processing of Attachment and Trauma in Infancy” |
| October 1 | Chad Shenk | Pennsylvania State University | “Improving Risk Estimation and Target Identification in Child Maltreatment Research: Novel Methods for Informing Preventive and Clinical Interventions” |
| October 8 | No Class, No Speaker |  | Fall Break |
| October 15 | Margaret Sheridan | UNC Chapel Hill |  |
| October 22 | Helen Milojevich | NCSUUNC Chapel Hill | “Exposure to early adversity: Developmental trajectories and the family context” |
| October 29 | Mairin Augustine | UNC GreensboroUNC Chapel Hill |  |
| November 5 | Adam Miller | UNC Chapel Hill | “Examining psychological and biological mechanisms in the link between child maltreatment and adolescent suicide” |
| November 12 | Mary Haskett Karen Carmody | NCSUDuke University |  |
| November 19 | Meghan Shanahan | UNC Chapel Hill | Thanksgiving Thursday Nov 22nd. |
| November 26 | Mary Dozier | University of Delaware | “Intervening early with children who have experienced maltreatment: Effects on behavior and biology” |
| December 3 | Desmond Runyan\*Cairns Capstone Lecturer | University of Colorado at Boulder |  |