APPLIED DEVELOPMENTAL PSYCHOLOGY
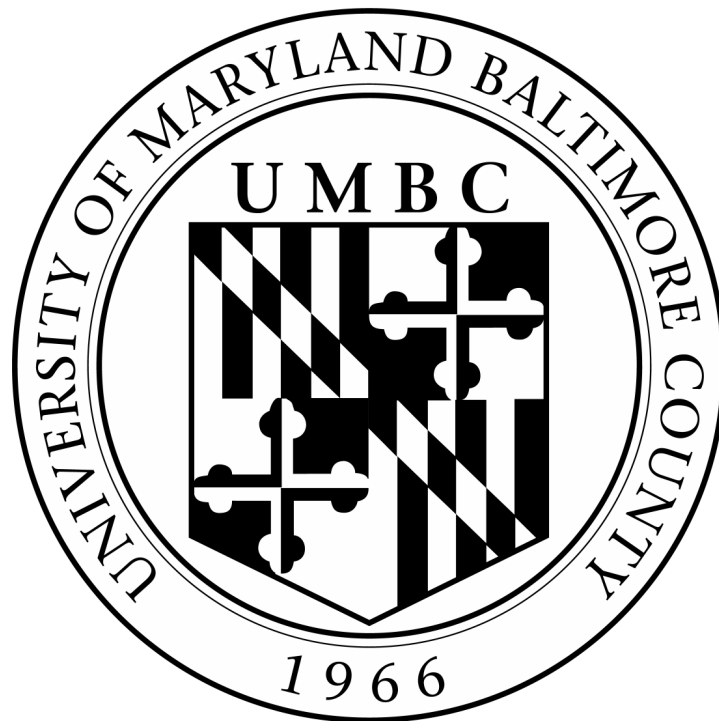
DOCTORAL PROGRAM
Student Handbook

2023-2024

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

DOCTORAL PROGRAM IN APPLIED DEVELOPMENTAL PSYCHOLOGY

This handbook provides an overview of the program and its requirements, resources, and faculty interests. Detailed information about courses and general requirements can be found in the University of Maryland, Baltimore County Graduate School catalog and the ADP website.

PROGRAM DESCRIPTION

The field of Applied Developmental Psychology reflects the intersection of developmental psychology and applied science by considering questions of developmental import within the social context of children's everyday lives. Some of the themes addressed within Applied Developmental Psychology include: 1) the reciprocal influence of culture, neighborhoods, school climate, and families on children's social, emotional, and cognitive development, 2) the complexity of public health concerns such as living in poverty, teen parenthood, and learning to read, and 3) developing interventions and assessments based on developmental theory.

Graduates from the Applied Developmental Psychology program will have received a strong foundation in developmental psychology, research methodology, and promoting healthy child development via families, schools, and communities. The core courses provide students with an in-depth understanding of social, emotional, and cognitive development and the family, community, cultural, and societal influences on these. Through taking courses in methods and statistics and engaging in research, students will acquire the analytic tools to design studies addressing important research questions, to analyze and interpret their findings, and to disseminate these findings to others. Through completing courses in policy, prevention and/or intervention along with hands-on experiences doing practica, students will have first-hand familiarity with the practicalities of intervention in the real world.

Topics of current research interest to faculty in the program include the role of parenting, parental beliefs, and family emotional climate in fostering individuals' cognitive and social growth; the social, emotional, and cognitive/educational development of individuals in different socio-cultural environments; early family intervention to support healthy infant development; young children's peer conflicts; the effects of educational innovations such as the internet; environmental predictors of child-parent relationships and early sibling and peer relationships; the processes involved in children learning to read, write, and do arithmetic; the role of motivational and affective factors in cognitive development and academic achievement; and child and family social policy. Our research involves work with both typically developing children and children with learning or behavioral and emotional challenges, families representing a variety of racial/ethnic identities and incomes, immigrant children, and adolescent mothers and their children.

PROGRAM OBJECTIVES

The program is designed to prepare its graduates for careers as practitioner researchers: people concerned with the design, evaluation, and improvement of effective ways of enhancing the quality of human life. Although many of the opportunities for this kind of career are likely to be found in close association with existing health and education services, the roles of an applied developmental psychologist are more varied than those of a school psychologist or therapist and are likely to be more innovative. In consultation with their advisor, students enrolled in the program develop a program of course work, research, and practicum experiences tailored to the needs of their career aspirations that builds on and complements their previous studies and work experiences. Students interested in careers involving teaching can also obtain teaching experiences relevant for pursuing an academic career.

In addition to obtaining employment as a faculty member at a college or university, graduates will be well-prepared to:

- Aid curriculum designers in matching educational programs to the developmental needs of children
- Work with pediatricians and family practitioners in detecting early precursors of sensory and learning disabilities
- Provide technical advice to government and human-service agencies on effective strategies for enhancing human development opportunities among disadvantaged sections of the population
- Develop and evaluate intervention programs
- Consult for community-based organizations concerned with problems faced by children and youth (such as substance abuse, school violence, teenage pregnancy and parenthood)
- Participate in the work of advocacy organizations concerned with the rights and welfare of individuals and of individuals with special needs (such as those arising from developmental delays, learning disabilities, and sensory or motor impairments)
- Develop and administer parent advice and training programs for families with a disabled child/youth
- Consult with courts and lawyers
- Develop and evaluate media programs directed at children and families
- Design and evaluate primary prevention programs.

The program has strength in four general areas. Students can specialize in one of these areas OR tailor a program that combines elements from more than one area.

- The **Early Development/Early Intervention** concentration focuses on genetic, biological, and environmental factors that impede and promote development in the early years and on established and innovative intervention approaches for infants and young children at risk. Students specializing in this area will be prepared to conduct and supervise research on factors that affect development in infancy and early childhood and to develop, tailor, and evaluate intervention programs designed to foster development. Students will also be trained in the assessment of cognitive, socioemotional, and linguistic development of infants, toddlers, and children, and parent-child relationships. They will be prepared to work in interdisciplinary settings to evaluate young children and their families, to assist in formulating intervention plans to promote development, and to facilitate parenting in families at risk. Graduates with this concentration may opt for careers in academia, research and program evaluation institutes, child development and pediatric settings, social policy/child advocacy organization, government, and foundations or in other contexts concerned with the development and welfare of infants, young children, and their families.
- The **Socioemotional Development of Individuals Within and Across Cultures** concentration focuses on the interactions between individual, peer, and parenting/family factors in the social emotional development of individuals in different socio-cultural contexts. Students specializing in this area will be prepared to conduct and supervise research on factors that affect the social emotional development of individuals from not only ethnic minority and immigrant families in the U.S. but also families in different cultures around the world.
- The **Learning and Educational Development** concentration focuses on the cognitive, social, and motivational factors that impact on different aspects of individual's learning. Topics of interest range from cognitive/academic content, such as literacy and mathematics, to socialization of cognitive skills, such as the impact of parents, teachers, and peers as

socialization agents, to the effects of educational interventions on students' outcomes. Students specializing in this area will learn about the effects of families, neighborhoods, and cultural contexts on individual's learning, and about individual differences, such as learning and developmental disabilities. Graduates with this area of emphasis may pursue careers in academia and/or in settings to assess individuals for learning difficulties and other developmental disabilities, to collaborate with schools and school systems to evaluate the efficacy of different educational programs, and to design individual and group interventions. They will also be prepared to work in educational and social policy settings to help interpret research findings and translate research results into relevant policy. As well, they can work in government settings to help formulate policy about educational issues.

- The **Contexts of Development** focuses on how the contexts within which children live—such as income, neighborhoods, and cultures—impact development. For example, do children tend to have different educational or social-emotional trajectories depending on if they live in lower-income, middle-income, or higher-income households? Or, how are parenting styles similar and/or different across different ethnicities and cultures? Graduates with this area of focus will be well-prepared to conduct research understanding the entire ecological system within which children live or applied positions working within diverse communities.

PROGRAM REQUIREMENTS (effective Fall 2017)

ADP Core Courses		Credits
Cultural Aspects of Human Dev	PSYC 653	3
Social and Personality Development	PSYC 781	3
Cognitive Development	PSYC 651	3
Total ADP Core		9

Methodology		
Data Analytic Procedures I	PSYC 611	4
Data Analytic Procedures II	PSYC 711	4
Research Methods	PSYC 710	3
Elective in statistics or methods		3
(e.g., Measurement of Behavior, Qualitative Methods,		
Program Evaluation, Advanced Quantitative Topics courses)		
Total Methods		14

Basic Psychology Core Courses		
Learning, Development, and Biological Bases	PYSC 602	4
Individual Differences, Social, and Diversity	PSYC 603	4
Total Basic Core		8

Other ADP Program requirements		
Public Policy Issues OR Prevention OR Intervention[1] (e.g., PSYC 736)		3
Assessment	(e.g., PSYC 720 ; PSYC 721)	3
Ethical and Professional Issues	PSYC 686	3
Topics in ADP[2]		no credit
Diversity (when offered)		no credit
Field Experience[3]	PSYC 690	3
Total additional		12

Specialization courses 9

At least 6 credits must be from regular taught courses. Additional credits may come from courses, practica, or independent study. Courses that are used to fulfill the general requirements for ADP may not count as part of the specialization. Additional measurement and statistics courses may not count towards specialization unless the student is specializing in one or both of those areas.

Total Course Requirements **52**

Research Requirements

Master's thesis (or research competency)	PSYC 799	6
Dissertation	PSYC 899	18
Total research		24

Total number of credits for Ph.D. degree **76**

[1] Based upon consultation with their advisors, students must choose a minimum of one course in Public Policy, Prevention, OR Intervention. Of course, students can choose to take a course in each of the 3 domains.

[2] Both *Topics in ADP* and *Diversity* are no credit, required courses. Students must "take" *Topics* at least twice, preferably in their first and second years. Students must take *Diversity* once, in their first or second year when the course is offered.

[3] Up to 12 credits of field experience (practica) can be taken in partial satisfaction of degree requirements, 3 credits of which are required. Practica are typically taken in 3-credit blocks (150-180 hours). To receive credit for practica beyond the 3-credit minimum, each practicum experience must be uniquely defined, in consultation with one's academic advisor and on-site practicum supervisor. If the circumstances warrant, a student may be given permission to register for a 2-semester practicum at the same site; advance approval of the program director is necessary. No more than 6 credits of practicum are permitted prior to the completion of the master's thesis. Under most circumstances, a student taking more than 6 practicum credits will graduate with more than 54 course credits.

Students may decide to take more than the 76-credit minimum to acquire the background and experience they seek for their own career goals. It is possible to complete the program within four years, but students often take more time to acquire practicum experiences beyond the minimum requirement. Core course and research credit requirements may be adjusted for students entering the program with master's degrees or acceptable graduate course credit from other institutions.

Students entering with credits from another graduate program may request that some of their courses be accepted in fulfillment of ADP program requirements. Such consideration will be based upon review of transcripts and syllabi as well as possible other information. Students wishing to have courses waived should consult with their mentor and the program director.

Students are assigned to an academic advisor based on mutual research interests. Students will work with their advisors to develop their program of study, and they will work with their advisor during the first year on various research-related tasks. Students may change advisors in subsequent semesters if research interests change.

REQUIREMENTS FOR THE MA DEGREE IN APPLIED DEVELOPMENTAL PSYCHOLOGY

1. PSYC 611	Data Analytic Procedures I	3 credits
PSYC 611L	Data Analytic Procedures I Lab	1 credit
2. PSYC 711	Data Analytic Procedures II	3 credits
PSYC 711L	Data Analytic Procedures II Lab	1 credit
3. PSYC 710	Research Methods in Psychology	3 credits
4. PSYC 651	Cognitive Development	3 credits
5. PSYC 781	Social and Personality Development	3 credits
6. PSYC 653	Cultural Aspects of Human Development	3 credits
7. PSYC 602	Core Course I: Learning, Bio, & Dev.	4 credits
8. PSYC 601	Topics in Applied Developmental Psychology	0 credits
9. PSYC 799	Master's Thesis Research	6 credits
	TOTAL	30 credits

Note that the ADP program does not require a formal master's degree nor is it a terminal master's program. Students in the program are encouraged to receive a master's degree en route to their Ph.D., but in some cases a research competency may be sufficient. On occasion, a decision is made either by the student or by the ADP faculty that a student will leave the program with a terminal master's degree. It is NOT expected that students will complete all of these program requirements within the first two years given that most courses are not offered every year. All of the above courses are required for the Ph.D. as well.

Course substitutions may be made with the consent of the student's advisor and the program director. Substitutions are usually approved only if the student has taken relevant courses at another institution.

RESEARCH

Students are expected to be involved in research their entire time at UMBC. Early in the program, students typically participate in ongoing research projects in the mentor's lab. As students' progress through the program, they typically make more independent contributions or conduct their own research. These experiences help students learn how to define, conceptualize, and operationalize issues within their fields of interest as well as conduct studies, analyze data, and interpret and communicate results.

Thesis or Research Competency

All students are required to demonstrate competence in all phases of the conduct of research prior to beginning work on their doctoral dissertation. For students entering the program with bachelor's degrees, this requirement should be satisfied typically with the completion of a master's thesis, or alternatively with a research competence paper. More information about this is available on the ADP Box site. Students entering the program with master's degrees possibly may

waive the research competency requirement by submitting a research-based master's thesis completed at another university. However, the thesis must be approved by the student's mentor and one other UMBC reader.

Dissertation

The doctoral dissertation, demonstrating the student's ability as an independent scholar and scientist, represents an original piece of research. Planning for the dissertation begins with the selection of a dissertation advisor who is knowledgeable about the student's area of research interest. Dissertations are expected to be on topics consistent with the goals of the ADP program and relevant to the student's future career. Students should consult the Graduate School catalog and web pages as well as the ADP website for further details on dissertation requirements. In brief, students have two choices of dissertation formats. The traditional one includes one or several studies on a topic. The second option is a set of three related papers, written as journal articles. Additional information is available on the ADP Box site. Of course, students should consult with their mentor as to which choice is the better one for them.

Beyond the research undertaken to satisfy the thesis or research competence requirement and the dissertation, students are strongly encouraged to engage in other research projects, either independently or in collaboration with faculty or other students. This is particularly important for students considering traditional academic or research careers.

PRACTICUM

Practica are opportunities for students to apply what they are learning in the classroom, to network, and to test whether vocational aspirations are appropriate. Students are expected to complete at least 3 credits (PSYC 690) of practicum. More information about this is available on the ADP Box site. In brief, students prepare a contract, signed by their site supervisor and UMBC mentor, which specifies what the student will do during the practicum. For all psychology practica, students are expected to conduct themselves in a professional manner, consistent with the ethical principles of the American Psychological Association and relevant state regulations governing the practice of psychology.

COMPREHENSIVE EXAM

The purpose of the Comprehensive Examination is for students to develop a professional identity and demonstrate professional competencies prior to embarking on a doctoral dissertation. Students will create a portfolio that contains: 1) a precis which describes the student's area of interest, career aspirations, and relevant experiences at UMBC, 2) a 1st authored publishable manuscript, 3) a grant proposal, and 4) an article review. More information about this is available on the ADP box site. Students must have completed their course requirements, including the master's thesis or research competency, before the comprehensive examination.

ADMISSION TO CANDIDACY

Students officially become candidates for the Ph.D. degree upon acceptance of their application for admission to candidacy by the UMBC Graduate School. The application form for admission to candidacy is available from the Graduate School. It is the student's responsibility to submit this form promptly when all the requirements for candidacy have been fulfilled. To be eligible for doctoral candidacy within the ADP program, the student must have successfully completed the Comprehensive Examination. University guidelines require that students be admitted to candidacy within 5 years after admission to the doctoral program, that they remain in candidacy for at least two semesters before receiving the doctoral degree, and that they complete all requirements for the doctoral degree within 4 years after advancement to candidacy.

ADP EXPECTATIONS FOR PROGRESS TOWARD THE DEGREE

Continuation in the program and receipt of financial support from the department are contingent on a student's making good progress. Good progress is defined as follows:

- At the end of the first year: The student has earned at least a 3.0 average in coursework (required by the graduate school), with a minimum of two taught courses taken for a letter grade each semester. Student has identified a thesis topic and started hypothesis development.
- At the end of the second year: The student continues to maintain a 3.0 average and has successfully defended his/her master's thesis proposal or has had his/her research competency proposal approved by committee. By the end of the summer the student has defended his/her thesis. The student has completed at least 6 of the 8 required core courses in ADP, Methods and Statistics, and Psychology.
- At the end of the third year: The student continues to maintain a 3.0 average and has finished comprehensive exam. Decide (with mentor) type of dissertation.
- At the end of the fourth year: The student continues to maintain a 3.0 average. The student has been admitted to candidacy. Ideally, the focus in year 4 should be on dissertation research and, if warranted, additional practica and specialization courses.
- At the end of the fifth year: The student conducts and completes dissertation.

EVALUATION OF STUDENT PROGRESS

The progress and performance of all students is evaluated annually, at the end of the spring semester, by the ADP faculty. First year students and those perceived as experiencing difficulties are also evaluated at the end of the fall semester. Advisors provide students with a written report of these evaluations and meet with students to discuss the evaluation.

Evaluations are based upon:
a) Academics: Quality of academic achievement in coursework
b) Progress: Timely progress toward the completion of a degree
c) Research: Quality of research and scholarly skills and abilities as reflected through high quality work and participation in research activities, publications, and presentations
d) Professionalism & Ethics: Professional demeanor in interpersonal relations and professional activities with faculty, peers, and colleagues
e) GA Performance
f) Misc. Writing, Health, Personal adjustment
g) Collegiality/Citizenship: Contributions to Department, University, and Lab

1. If a student is doing poorly in a course (i.e., likely to get a C or poorer), the problem should be brought to the attention of the ADP faculty so that measures can be taken to provide extra support, writing assistance, recommend remedial tutoring or background courses, etc. Whenever possible, this should be done by mid-semester, to maximize opportunities to help the student successfully complete the course.
2. A student who receives a letter grade of C in a class will be reviewed by the ADP faculty during the end of semester student evaluations to determine whether remediation or other intervention is needed.
3. The Graduate School requires that students maintain a GPA of 3.0 or better. If a student's cumulative GPA falls below 3.0, the student will be placed on probation at the end of the semester in which the substandard GPA was achieved.
4. If the student's cumulative GPA does not reach or exceed 3.0 by the end of the subsequent semester, the student may be terminated from the program.
5. Receiving a letter grade of D or F in any course is sufficient grounds for termination from the program.

6. All decisions regarding termination from the program will be decided by the ADP faculty.

RECOMMENDED SPECIALIZATION COURSES

As part of the requirements for the Ph.D. in Applied Developmental Psychology, students are required to take certain foundational courses in psychology and, more specifically, developmental psychology. These include (but are not limited to) content courses such as *Cognitive Development* (Psyc 651) *and Social Development* (Psyc 781) and analytic courses such as *Data Analytic Procedures I and II I* (Psyc 611, 711). In addition, students are required to take at least 3 courses in their area of specialization. This enables students to acquire more expertise in a subtopic within the field. The specialization requires completion of a cohesive set of courses. Courses that are used to fulfill the general requirements for ADP may not count as part of the specialization. Additional measurement and statistics courses may not count towards specialization unless the student is specializing in one or both of those areas.

A student's area of expertise typically will fall within one of the following four areas: 1) early development/early intervention, 2) socio-emotional development, 3) educational of development, or 4) the contexts of development (e.g., culture, income, neighborhoods). In some cases, however, a student's area of expertise will cross areas or not be well-captured by these areas. Students should consult with their mentor about their areas of specialization and which courses are pertinent. What courses or practica students take are also based upon their career goals. Again, students should discuss this with their mentor. As part of the review for admission to candidacy, the mentor will review a student's courses and practica to ensure a cohesive program of study has been completed.

ADP FACULTY

The Department of Psychology at UMBC includes 33 full-time faculty members, many of whom play an active role in the Applied Developmental Psychology program. The faculty offer a broad background in the psychological and behavioral processes associated with practical problems of development. A brief description of interests and a list of representative publications are included for the ADP core program faculty. Although core ADP faculty members typically serve as mentors to graduate students in the program, students also take courses with other members and, sometimes, can work with them as well. Reprints for articles cited below are available on request, by writing or e-mailing the faculty member. In some cases, links to publications are available on a faculty member's website which is accessible through the ADP Faculty webpage.

Core Program Faculty

Dr. John C. Borrero is a Board Certified Behavior Analyst and Licensed Behavior Analyst whose research focuses on: (a) the assessment and treatment of severe problem behavior, (b) the assessment and treatment of pediatric food refusal, and (c) programming effective learning environments for typically developing preschoolers.

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Borrero, J. C., Rosenblum, A. K., Castillo, M. I., Spann, M. W., & Borrero, C. S. W. (2022). Do children who exhibit food selectivity prefer to save the best (bite) for last? *Behavioral Interventions, 37*(2), 529-544. https://doi.org/10.1002/bin.1845

Castillo, M. I., Frank-Crawford, M. A., Liesfeld, J. E., Doan, T. M., Newcomb, E. T., Rooker, G. W., & Borrero, J. C. (2022). Do persons with intellectual and developmental disabilities prefer to save

the best for last in an MSWO? A preliminary investigation. *Behavioral Interventions.* https://onlinelibrary.wiley.com/doi/epdf/10.1002/bin.1883

Frank-Crawford, M. A., Borrero, J. C., Newcomb, E. T., Doan, T., Fisher, A. L, & Rooker, G. W. (2021). Accumulated and distributed response-reinforcer arrangements during the treatment of escape-maintained problem behavior. *Journal of Applied Behavior Analysis, 54*(4), 1566-1585. doi.org/10.1002/jaba.870

Dr. Mirela Cengher is a Board Certified Behavior Analyst and a Licensed Behavior Analyst. Her research focuses on: (a) variables that foster language development and concept formation, and (b) the assessment and treatment of problem behavior in individuals with developmental disabilities.

E-mail: cengher@umbc.edu

Cengher, M., Bowman, M., Shawler, L., Ceribo-Singh, M. (2022). Motivating operations and mands for information: a systematic review. *Behavioral Interventions, 37*(3), 864-886. https://doi.org/10.1002/bin.1893

Shawler, L., Cengher, M., & Miguel, C. F. (2022). Establishing derived reinforcers via stimulus equivalence. *Journal of the Experimental Analysis of Behavior, 117*(2), 180-200, https://doi.org/10.1002/jeab.739

Cengher, M., O'Connor, J. T., & Strohmeier, C. W. (2022). Assessment and treatment of problem behavior maintained by escape from attention. *Behavioral Interventions, 37*(2), 204-221, https://doi.org/10.1002/bin.1838

Cengher, M., & Strohmeier, C. W. (2021). Behavioral assessment and treatment of aerophagia. *Clinical Case Studies,* 21(3), 249-265, https://doi.org/10.1177%2F15346501211064584

Cortez, M., da Silva, L., Cengher, M., Mazzoca, R., & Miguel, C. F. (2021). Teaching a small vocabulary to children using tact and listener instruction with a prompt delay. *Journal of Applied Behavior Analysis, 55*(1), 249-263, https://doi.org/10.1002/jaba.885.

Cengher, M*.,* Clayborne, J. C., Crouch, A. E., & O'Connor, J. T. (2021). Assessment and treatment of selective mutism in a child with autism spectrum disorder. *Clinical Case Studies, 20*(3), 248-264. https://doi.org/10.1177%2F1534650120983451

Cengher, M., Clayborne, J. C., & O'Connor, J. (2020). When attention is not a reinforcer: assessment and treatment of escape from attention. *Behavioral Interventions, 36*(1), 21-39. https://doi.org/10.1002/bin.1754

Cengher, M. & Fienup, D. M. (2020). Presession attention affects the acquisition of tacts and intraverbals. *Journal of Applied Behavior Analysis, 53*(3), 1742-1767*.* https://doi.org/10.1002/jaba.657

Cengher, M., Budd, A., Farrel, N., & Fienup, D. M. (2018). A review of prompt-fading procedures: Implications for selecting effective and efficient prompting strategies. *Journal of Developmental and Physical Disabilities, 30,* 155-173*.* doi: 10.1007/s10882-017-9575-8

Dr. Cheah utilizes mixed-method approaches to explore how individual characteristics, relationships, socialization agents, and contexts interact to influence the development of social-

emotional, mental, and physical health. She is particularly interested in understanding these processes among Asian and Muslim families in the United States and other countries, considering their ethnic-racial/religious, immigrant, minoritized and marginalized intersecting statuses.

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Website: https://ccadlab.umbc.edu

Ren, H., Cheah, C. S. L., Zong, X., Wang, S., Cho, H. S., Wang, C., & Xue, X. (in press). Age-varying associations between Chinese American parents' racial-ethnic socialization and children's difficulties during the COVID-19 pandemic. *Asian American Journal of Psychology.*

Xiaofang, X., Cheah, C. S. L., Hart, C. H. (in press). Risk and protective processes linking racial discrimination and Chinese American mothers' psychologically controlling parenting. *Cultural Diversity and Ethnic Minority Psychology.*

Vu, K. T. T., Cheah, C. S. L., & Halberstadt, A. (2022). Chinese immigrant child and maternal reactions to disappointment: Cultural fit impacts the bidirectional associations. Social Development. Advance online publication. https://doi.org/10.1111/sode.12619

Cheah, C. S. L., Zong, X., Cho, H. S., Ren. H., Wang, S., Xue, X., & Wang, C. (2021). Chinese American adolescents' experiences of COVID-19 racial discrimination: Risk and protective factors for internalizing difficulties. Cultural Diversity and Ethnic Minority Psychology, 27(4), 559-568. http://dx.doi.org/10.1037/cdp0000498

Seo, Y. J., Cheah, C. S. L., & Hart, C. H. (2021). Longitudinal relations among child temperament, parenting, and acculturation in predicting Korean American children's externalizing problems. *Cultural Diversity and Ethnic Minority Psychology.* Advance online publication. Advance online publication. https://doi.org/10.1037/cdp0000493

Cheah, C. S. L., Wang, C., Ren, H., Zong, X., Cho, H. S., & Xue, X. (2020). COVID-19 racism and mental health in Chinese American families. *Pediatrics, 146 (5).* https://doi.org/10.1542/peds.2020-021816

Cho, H. S., Cheah, C. S. L., Vu, K. T. T., Selçuk, B., Yavuz, H. M., Şen, H. H., & Park, S.-Y. (2021). Culturally shared and unique meanings and expressions of maternal control across four cultures. *Developmental Psychology, 57*(2), 284–301. https://doi.org/10.1037/dev0001136

Cheah, C. S. L., Gursoy, H., & Balkaya-Ince, M. (2021). Parenting and social identity contributors to character development in Muslim American adolescents. *International Journal of Intercultural Relations, 81,* 68-78. https://doi.org/10.1016/j.ijintrel.2021.01.002

Zong, X., & Cheah, C. S. L. (2021). Multiple dimensions of religiosity, self-regulation, and psychological adjustment among emerging adults. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues.* Advance online publication. https://doi.org/10.1007/s12144-021-01780-x

Balkaya-Ince, M., Cheah, C. S. L., Kiang, L., & Tahseen, M. (2020). Exploring daily mediating pathways of religious identity in the associations between maternal religious socialization and Muslim American adolescents' civic engagement. *Developmental Psychology, 56*(8), 1446–1457. https://doi.org/10.1037/dev0000856

Cheah, C. S. L., Barman, S. Vu. K. T. T., Jung, S., Mandalapu, V., Masterson, T., Zuber, R., Boot, L., & Gong, J. (2020). Validation of a virtual reality buffet environment to assess food selection processes among emerging adults. *Appetite, 153.* https://doi.org/10.1016/j.appet.2020.104741

Vu, K. T. T., Cheah, C. S. L., Sun, S., Zhou, N., & Xue, X. (2020). Adaptation and assessment of the Child Feeding Questionnaire for Chinese immigrant families of young children in the

U.S. *Child: Care, Health and Development, 46,* 74-82, https://doi.org/10.1111/cch.12715

Dr. Erika Fountain's research lies at the intersection of developmental psychology, law, and public policy and broadly focuses on how adolescents interact with the juvenile justice system. Currently, Dr. Fountain's research examines adolescent legal decision making, parent engagement in the juvenile court process, and how attorneys and parents facilitate adolescent legal decision making. Dr. Fountain has several ongoing projects focusing on juvenile plea bargaining, parent engagement in the plea bargain process, and attorney-client-family relationships. Her goal is to inform juvenile justice practice and policies that impact justice-involved youth and their families.

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Fountain, E.N., Ducat, C.R., & Lloyd, A. (in press). Alternative paths for youth. In Redlich, A & Quas, J. (eds.) The Oxford Handbook of Developmental Psychology and the Law.

Haney-Caron, E. & Fountain, E.N. (2021). Young, black, and wrongfully charged: The cumulative disadvantage of overcharging normative adolescent behavior. *Dickinson Law Review, 125*(20), 653-726. https://bit.ly/3hVZIIH

Fountain, E. N., & Woolard, J. (2021). Negotiating with parents: Attorney practices in the juvenile plea bargain process. *Law and Human Behavior, 45*(2), 112–123. https://doi.org/10.1037/lhb0000439

Fountain, E., Mikytuck, A., & Woolard, J. (2021). Treating emerging adults differently: How developmental science informs perceptions of justice policy. *Translational Issues in Psychological Science.* Advance online publication. https://doi.org/10.1037/tps0000248

Fountain, E.N. & Mahmoudi, D. (2020). Mapping juvenile justice: Identifying existing structural barriers to accessing probation services. *American Journal of Community Psychology.* Advance online publication. https://doi.org/10.1002/ajcp.12474

Grisso, T., Fountain, E.N., NeMoyer, A., & Thornton, L.C. (2019). The role of translational psychological science in juvenile justice reform. *Translational Issues in Psychological Science, 5*(2), 113-120. *http://dx.doi.org/10.1037/tps0000197*

Fine, A., Fountain, E.N., & Vidal, S. (2019). Juveniles' expectations and experiences on probation predict technical violations and delinquency. *Psychology, Public Policy, and Law, 25*(2)*,* 116-125. http://dx.doi.org/10.1037/law0000195

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Dr. Karrie Godwin's research examines how cognitive and environmental factors shape children's development and learning. Her research interests include the development of attention, executive function, language acquisition, and categorization.

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