

Division 16 Collaborative Sessions

for the 2017 Annual APA Convention in Washington, D.C.



About Collaborative Programming: Beginning in 2014, the APA Council designated 125 hours during the convention to be allocated for collaborative programming. The purpose of these special sessions is to pull together multiple perspectives on a significant issue for psychologists and society at large. The sessions listed below are collaborative presentations in which Division 16 is taking part at the 2017 Convention. **Additional information on each, including abstracts, may be found in the following pages.**

THURSDAY AUGUST 3, 2017

Session Title	Time	Location	Collaborating Divisions
Cycle of Injustices – LGBTQ Youth in the Juvenile Justice System (Co-Chair: G. Nic Ryder, PhD, Roberto L. Abreu, EdS, MS)	8:00 AM - 9:50 AM	Convention Center Room 150A	Lead Division: 44 9, 16, 35
Safer Learning Spaces, Practice, Research, and Advocacy for LGBT Students (Co-Chair: Amanda J. Williams, PhD, Nic Ryder, PhD)	10:00 AM - 11:50 AM	Convention Center Room 150A	Lead Division: 44 16, 35, 45
The Walk a Mile Experience: A Families Living in Poverty Awareness Session (Chair: Mirian E. Ofonedu, PhD, LCSW)	2:00 PM - 3:50 PM	Convention Center Room 207A	Lead Division: 37 16, 17, 32, 35, 41, 45

FRIDAY AUGUST 4, 2017

Session Title	Time	Location	Collaborating Divisions
Trans Identity in Middle Childhood – Current Knowledge and Issues (Chair: Lore M. Dickey, PhD)	8:00 AM - 9:50 AM	Convention Center Room 150A	Lead Division: 35 8, 16, 44, 51, 53
Carrots Taste Better than Sticks – Positive Reinforcement for Behavior Change (Chair: David S. Festinger, PhD)	10:00 AM - 11:50 AM	Convention Center Room 151B	Lead Division: 28 16, 25, 41
School-Based Bullying Prevention – Research Policy and Practice (Chair: Clinton W. Anderson, PhD)	4:00 PM - 5:50 PM	Convention Center Room 151B	Lead Division: 16 44

SATURDAY AUGUST 5, 2017

Session Title	Time	Location	Collaborating Divisions
New Frontiers in Bullying of Youth with Disabilities – Research, Social Policy and Law, and Practice (Chair: Michelle K. Demaray, PhD)	8:00 AM - 9:50 AM	Convention Center Room 150B	Lead Division: 16 15, 17, 33, 41
No Youth is an Island – Examining Social Support and Depression Through a Multidisciplinary Lens (Chair: Sandra Y. Rueger, Ph.D.)	10:00 AM - 11:50 AM	Convention Center Room 150B	Lead Division: 53 16, 43, 54
Strategies for Promoting Positive Mental Health Outcomes for Black Youth (Chair: Mirian E. Ofonedu, PhD, LCSW)	12:00 PM - 1:50 PM	Convention Center Room 150A	Lead Division: 37 16, 32, 35, 41, 45

Collaborative Program Descriptions

The Walk a Mile Experience: A Families Living in Poverty Awareness Session

The Walk a Mile Experience is a learning and engagement program that United Way of Central Maryland offers to organizations and corporations across their service area. The program is a hands-on, interactive learning and awareness-building activity. It provides a symbolic experience of what it means to deal with crisis and struggle to make ends meet. Participants assume the role of a family member living near or below the poverty line: it's the last week of the month, they have bills due and limited income coming in. Families are challenged to make difficult life decisions while overcoming a lack of resources and a confusing support system. In their efforts to achieve self-sufficiency for their family, participants visit destinations around the room (such as service providers, retailers, employers), and can take advantage of United Way services, from calling the 2-1-1 Maryland United Way Helpline to seeking assistance from their community partners. (Please note: participants do not literally walk a mile during this session. The session will be held in a large room at the convention center).

Cycle of Injustices: LGBTQ Youth in the Juvenile Justice System

LGBT youth, particularly those of color, are at disproportionate risk for involvement in the juvenile justice system (JJS). Many LGBT youth experience challenges and discrimination in multiple environments including school and home, limiting their access to support networks and increasing chances of negative outcomes including maladaptive coping skills, missed school, mental health challenges, and harsher punishments by authority figures (e.g., school personnel, police officer). This symposium presents an overview of risk factors facing LGBTQ youth in the JJS with a focus on school performance and policies, intersecting identities, maladaptive coping, and intervention and prevention recommendations. Specially, two presenters will discuss discriminatory school policies (e.g., zero-tolerance policies) and its effects on LGBTQ youth in the JJS. These presenters will also include recommendations for prevention strategies. Another presenter will discuss the association between delinquency, substance use, and risky sexual behaviors. Next, presenters will discuss issues facing LGBT girls of color in the JJS and the importance of providing culturally competency trainings for juvenile justice employees. The session will conclude with presenters offering an intervention model focused on transgender and gender creative youth of color in the juvenile justice system.

Safer learning spaces: Practice, research, and advocacy for LGBT students

LGBT children and adolescents are at an increased risk for experiencing harassment and victimization within educational settings. Victimization results in a plethora of negative outcomes at both the individual and school climate level, necessitating appropriate intervention to promote better long-term outcomes for LGBT students. This symposium brings together presenters to discuss multiple important topics related to bullying and harassment in schools. First, presenters will discuss the relationship between harassment faced by LGBT student and later internalizing symptoms. Next, the presentation will include a qualitative analysis of high school student observations of LGBT bullying at school. Then, presenters will focus on two key aspects of culture, specifically recognizing racial differences in student outcomes in middle and high school, as well as the importance of intersectionality as it relates to supporting LGBT students in college. The session will conclude with two presenters reviewing the role school administration and policy can play in attempts to protect LGBT+ students from harassment and bullying.

No Youth is an Island: Examining Social Support and Depression through a Multidisciplinary Lens

This symposium includes a presentation of five papers and an interactive panel discussion that will engage attendees in an interdisciplinary conversation on current scientific knowledge of social support and depression, as well as implications for clinical work with children and families. First, a team of clinical and school psychologists (Rueger and colleagues) will present key findings about social support and depression in youth from their meta-analysis recently published in *Psychological Bulletin*, which provides the overarching framework for the symposium. Second, a team of school psychologists (Fredericks and colleagues) will present findings that extend results from the meta-analysis to highlight the protective effects of social support in relation to suicidality in a sample of high school students. Third, a team of family psychologists (Diamond and colleagues) will focus on AttachmentBased Family Therapy, an empirically supported treatment for adolescent depression, and examine the supportive components in the parent-teen relationship that are important in the effective treatment of youth depression. Fourth, a team from Belgium (Spilt and colleagues) will present findings related to teacher perceptions of the supportive behaviors that they provide and will address bi-directional effects between support and depression with early elementary children. Finally, a clinical/community psychology team (Kang and colleagues) will present a study on mothers living with HIV that provides a closer exploration of youth with medically ill family members to better understand how to support this particularly vulnerable population. The symposium will conclude with a moderated panel discussion focused on: (1) Importance of social support across gender; (2) Stressors that may attenuate the benefits of social support; and

(3) Broader systems, such as schools, families, and communities. Audience participation will be facilitated with the use of Twitter-feed questions and other interactive technological activities.

New Frontiers in Bullying of Youth with Disabilities: Research, Social Policy/Law, and Practice

Bullying ranks as one of the most serious concerns facing schools across the United States (Cook, Williams, Guerra, Kim, & Sadek, 2010). Students with disabilities (SWD) are at far higher risk of bullying (Swearer et al, 2012) and becoming victims of bullying. Victimization may lead to increased rates of anxiety, depression, low self-esteem and confidence, and less social and academic participation (for review see Rose et al., 2011), and outcomes may be worse than for their non-disabled peers (Hartley et al., 2015). Approximately 24.5% of elementary students, 34.1% of middle school students, and 26.6% of high school students with disabilities report experiencing bullying (Blake, Lund, Zhou, Kwok, & Benz, 2012), more than double the rates of bullying for students without disabilities. The presentations in this collaborative program focus on the issues relevant to bullying of SWD and cover multiple core areas of psychology, including research, social policy and law, and applied practice and training issues. Dr. Rose will be presenting research focused on interventions aimed at the social and communication skill deficits in SWD. Dr. Yell will discuss how guidance letters from the Department of Education and recent legal cases should inform school personnel how to respond to bullying of SWD. Dr. Farmer will make connections between students with disabilities' social vulnerabilities and their involvement in bullying with a focus on identifying potential classroom interventions. Lastly, Drs. Malecki and Ogg will present on an innovative training program supported by the Department of Education to train school psychologists to prevent and address bullying in schools. This collaborative session will pull together multiple perspectives on a key problem for youth with disabilities²bullying--and provide attendees with insight into cutting-edge research, practice, and policy. There will be time for questions and discussion.

Strategies for Promoting Positive Mental Health Outcomes for Youth of Color

The Society of Child and Family Policy and Practice (Division 37) is pleased to welcome Dr. Anderson J. Franklin as an invited speaker for a 50 minute long presentation on his research followed by an hour long cross-disciplinary expert panel discussion. Dr. Anderson J. Franklin is holder of an Endowed Chair, the Honorable David S. Nelson Professor of Psychology and Education in the Department of Counseling, Developmental and Educational Psychology at Boston College Lynch School of Education, and Professor

Emeritus from The City College & Graduate School of The City University of New York. He is Director of the Boston College Nelson Chair Roundtable for Networking Community Based Programs and the Nelson Chair Community School Project. Dr. Franklin was a Visiting Scholar at the Nelson Mandela Metropolitan University in Port Elizabeth, Eastern Cape South Africa. Dr. Franklin research focuses on developing his theory of the invisibility syndrome in Black males. He has worked with numerous agencies and groups on intervention programs with Black males, families and community initiatives. His latest articles are Consensual Qualitative Research Analysis of a Therapeutic Support Group Session for African American Men in *Psychology of Men & Masculinity*, and Male attitudes towards children, fatherhood, and childrearing: A descriptive profile from South African Social Attitudes Survey (SASAS) in *The Open Family Studies Journal*. His book, *From Brotherhood to Manhood: How Black Men Rescue Their Relationships and Dreams From the Invisibility Syndrome* by John Wiley & Sons was placed on *Essence* magazine best sellers' list. The panel experts to follow the presentation by Dr. Anderson will include Dr. Alfiee Breland-Noble from Division 37, Dr. Erik Girvan from Division 41, Dr. Clay Cook from Division 16 and 53, and Dr. Erlanger Turner from Division 37 and Division 42. The discussion will provide a unique examination of intervention programs and strategies, which promote positive mental health outcomes for youth of color.

Trans Identity in Middle Childhood: Current Knowledge and Issues

Gender and social transition in middle childhood (ages 5-12) is largely unstudied. The concepts, theoretical assumptions, and measurement paradigms selected must be informed by appropriate understanding of this evolving field. This skill building seminar will address key issues in definition, research and practice. Presenters will address evolving issues and definitions including gender definitions as categories or continuum. Current concepts in identity formation including behavior observation by family and teachers and self-identity statements by the child/adolescent will be presented. Cultural and age appropriate language in the context of definitional fluidity will be offered. Secondly, the program will examine systemic issues including implications and applications for schools, child clinical practice and family perspectives. Presenters will address decisions approaching puberty (e.g. hormone suppression) and research and methodology challenges for this evolving field. The discussant will speak from a social and personality psychology perspective.

Carrots Taste Better Than Sticks: Positive Reinforcement for Behavior Change

Reinforcement procedures are a hallmark of promoting successful behavior change. Reinforcement techniques can be applied through a wide variety of means, and have been

shown in both basic and applied settings to produce sustained outcomes. However, many psychologists are not trained in the use of reinforcement techniques and may not appreciate the breadth of settings in which reinforcing positive behavior change may have impact. This symposium will combine basic and applied researchers who are actively using positive reinforcement to promote sustained changes in a diverse array of different health behaviors. The session will begin with a brief introduction into reinforcement, including the difference between positive and negative reinforcement, as well as punishment, and then will present data from three leading experts regarding the use of reinforcement in applied settings.

School-Based Bullying Prevention: Research, Policy, and Practice

This symposium presents the issue of bullying prevention in schools, with a focus on sexual minority youth, from the lens of a psychologist and researcher, a public health scientist, and a school district leader. Presenters will discuss the science of bullying prevention in schools, the prevalence of bullying among youth, specifically lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth, and what is known about the effectiveness of enumerated bullying policies. The final presentation will describe what bullying prevention looks like in practice within a large urban school district.