**Psyc 780 - Applied Developmental Psychology**

**Course Syllabus - Spring 2023**

**Dr. Adam Winsler**

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Phone: 703 993-1881 Office Hours: M 10:30-12:00 + by appt.

Email: awinsler@gmu.edu URL: <http://winslerlab.gmu.edu>

Schedule MW 9:00-10:15pm Location: Research 201

**Course Description & Goals**

Applied developmental psychology is interested in and/or committed to the following:

• Applied, policy-relevant research on contemporary social/societal issues and optimizing human development

 • Ecologically-valid, developmental research in natural settings

 • Ethics of developmental research • Prevention and early intervention

 • Understanding how research and practice reciprocally influence each other

 • Understanding the dynamic boundaries between normal and abnormal development

 • Understanding the sociocultural context of development and diversity in all its forms

 • Constructing and administering developmental assessments

 • Designing and evaluating interventions • University-community partnerships

 • A life-span perspective on human development

 • Disseminating developmental research findings to parents, professionals, educators, lawmakers, and agencies

 • Analyzing the human and economic costs and benefits of social programs

 • Forging coalitions with families, professionals, policy makers, and institutions for the benefit of individuals and society

**Required Reading**

 Selected articles listed below and on blackboard.

**Course Requirements, Activities, and Assignments**

The activities of this course are designed to provide students with scaffolded learning experiences engaging in the skills and activities required in the cultures of academia and applied developmental practice (i.e. engaging in group discourse, writing scholarly papers, leading discussions, collaborating with others, disseminating research findings...). The course is designed to maximize group discussion and student participation in the learning process. This means that students might be more responsible for both their own learning and for the activities of this course than in other classes.

1) **Class Participation**. This is an advanced graduate seminar course that requires active discussion and contribution from each member of the class. Each student is expected to have had experience with at least some of the issues discussed in the class and the course will be greatly enhanced if we can benefit from each individual student's expertise. Students' participation grade will be based on the a) the quantity and quality of students' verbal participation in both class and the online discussion, and b) the quality of students' discussion leading activities. Obviously, if you are not in class (for whatever reason - even good ones), you cannot participate that day and your participation grade will be affected (about 5% points off for each day missed.) Typically saying 2-3 things in class per day (or posts to BB) is enough to get full participation credit.

2) **Reflection Papers**. Students will turn in their thoughts and personal reflections on the readings for the day. The goals of this activity are many: 1) to serve as a mechanism for students to process and integrate their reading, 2) to give students an opportunity to think critically and reflectively on the articles, 3) to serve as a base of ideas from which we can start our class discussions each week, and 4) to give students multiple opportunities for feedback on their writing. Reflections are intended to be informal, however, ease/flow of reading, coherence, scholarly depth, and grammar/spelling will be taken into account in their grading. Students will turn in a total of seven (7) of these reflection papers. Reflection papers must be turned in (hard copy or emailed) at or by the class the day that the discussed readings are due, and late/make-up papers will not be accepted. Refection papers should be 2-3 pages in length and they must be word-processed, double-spaced, with all margins 1 inch. Students can choose to (and are encouraged to) turn in more than 7 reflection papers if they wish and receive 1-2 extra credit points for each "extra" reflection paper turned in after the required seven. Extra credit points will be added to students’ reflections grade.

3) **Discussion Leading.** Each student will choose 1 class session for which s/he will come prepared to lead the discussion or organize any special class activities or guest speakers for that day. Important here is that the person facilitate a real discussion, not give a lecture. Typically, presenting a brief integrative overview/organizational framework of the week's readings combined with bringing good discussion questions and provocative personal reflections or some kind of creative activity will do the trick. Discussion leaders are required to post discussion questions, notes, or any other advance materials to BB by 8pm the night before the class. Students can do a second day of leading for extra credit participation points.

4) **Mini** **Applied/Dissemination/Brochure Project**. This is due on **March 27.** The topic/content of this assignment must be different from that of the course paper.

* Students will create a dissemination product of some type for a lay audience (i.e., parents, teachers, policy makers...) on a topic of concern to the audience that is related to applied child development. The product can be a *brochure/pamphlet, web site, Youtube video, Wikipedia page creation or significant update, blog at a well-known site, or a policy brief*. The product should include, for example, background statistics on the problem/issue, what the audience should know about the topic, what they can do about the problem, referral sources, references, and recommended reading, but of course will vary depending on topic and format. Content needs to be accurate, appropriate, and research-based.
* 5 extra credit points will be given if either the brochure/doc gets adopted and used by an actual agency, or if the website/ video is officially available on a site, is publicly available and getting views.

5) **Paper**. Students in this course will write a paper that will both a) review the research literature on an ADP topic of your choice but of importance for some kind of policy or practice, and b) argue for/propose specific policy/practice recommendations that are justified given your research review. Students may wish to model their papers after SCRD Social Policy Reports, or APS in the Public Interest pieces such as those we are reading in the course. Hard copy complete papers are first due on **Monday April 10.** Papers will then be graded and returned, and feedback given. Students are then required to revise/re-write their paper and resubmit it on the final deadline of **Thursday, May 4 5:00pm hard copy in my box**. Students can work collaboratively with one other student on the paper and are strongly encouraged to do so. Additional details/guidelines for the course paper will be provided. In the case of collaboration, students will give the instructor feedback on their partner’s contribution.

6) **Oral Presentation**. On the last two days of class, students will give a 8-10 min. oral presentation to their fellow class members briefly summarizing their course paper, described above.

7) **Individual Consultation with Instructor**. By **Feb 15th,** each student/dyad is required to meet briefly with the instructor to discuss plans for and/or rough outline of the paper. This meeting is not a stressful or evaluative event but simply a structured opportunity for the instructor to help each student get started on the paper and to offer whatever guidance may be needed for students to make progress on the work. Of course, while only this one meeting is required, it is expected that students will seek additional help from the instructor as needed.

8) **Final Activity**. At the university-scheduled time for the final exam or another date TBD, students will complete/turn in/engage in some sort of final, cumulative, integrative review, activity/exercise/exam. The nature and format of this final activity will be decided upon and negotiated as a class and determined as soon as possible.

9) **Online Discussion**. We will use BlackBoard to facilitate our discourse both inside and outside of class this semester. Students are encouraged to post questions, issues, problems, suggestions, whatever, as often as they like throughout the semester. This open ended, un-moderated, online discussion will be used to discuss the readings and course content, possible venues for the final activity, or questions/ problems that come up with course assignments.

10) **Agency/Community Outreach**. Students will reach out to some kind of new (for them) ADP organization/agency/workplace and have an “informational interview” with a person at the agency. This can happen anytime throughout the semester but students must turn in a 2-3 page reflection on what they did, where, and what they learned by **Mon May 1**. This can be done jointly with another student if desired. This will count as an 8th reflection paper. Students can do a second one for extra credit if desired.

**Materials Available**

Hard copy examples of reflection papers, brochures, and course papers are available for review during class or in my office.

**Course Technology Use**

We will be using Blackboard to facilitate our discussion and materials exchange both inside and outside of class this semester. Students are encouraged to post whatever questions, answers, tips, issues, problems, suggestions, whatever, as often as they like throughout the semester. Posts relevant to the topic of the week are particularly encouraged. Laptops and other devices in class are OK as long as they are only used for course-related activities (looking at course materials, readings, searching on a class topic, BB).

1) Course materials - Various course materials (syllabus, notes on readings, guidelines/grading criteria for assignments…) are/will be available from this site.

2) Online discussion - Discussion of and reflection on course content, inside and outside of class.

3) Grades/Progress updates - Students may get an update of their current course grades periodically.

4) Advance posting of discussion-leader materials. Discussion leaders will post their questions/materials here by 8pm the night before their day to be discussion leader.

**The Honor Code**

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor Code. <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/> Violations of the Honor Code will not be tolerated in this course and will be reported according to GMU procedures.

For purposes of clarity, the following guidelines for plagiarism will be used in this course:

 *Plagiarism* =

 • Copying, word for word, greater than about 25% of a sentence from someone else's work and having the words appear to be your own words. [Note: This is regardless of 1) the type of other person's work (whether or not it was published) and 2) whether or not you have given the person a citation after the text or a reference in the bibliography].

 • Using greater than 25% of the words in someone else's sentence by switching around the order of words or phrases and having the words appear to be your own words (same notes apply, as above).

 • Paraphrasing someone else's ideas or findings or sentences without giving them a citation and reference.

 • Using the same paper for this course which has been (or will be) turned in for another course.

 • Using text generated by ChatGPT or other AI

Students are encouraged to collaborate and study together as much as possible throughout the course. For collaborative papers, both students must contribute equally to the project, including relatively equal contributions to the actual writing.

**Course Cancellation/Weather and Drop Info**

If there is bad weather and the University is closed, we will meet at our regular time via Zoom. Go to <https://gmu.zoom.us/j/3101561808?pwd=RGUySHplRDVVc1dxeWJJaERCNFFOUT09>. If there is bad weather but the university is open, we will have class as normal, unless you hear from me ahead of time via email. Please note that the deadline for dropping the course/withdrawal is Feb 27th.

**Official Communications via GMU E-mail**

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

**Course Outline**

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| **Date** | **Topic(s)** | **Reading(s)** |
| Mon Jan 23 | Introduction/Overview of the Course |  |
| Wed Jan 25 | *Overarching Issues in Applied Developmental Science*  - Theoretical Foundations/Definitions of ADS | • Fisher et al. (2013) |
| Mon Jan 30 | From Basic to Applied, to University-Community Partnerships, to Community-Based Participatory Research (CBPR) | • Guerra & Leidy (2010)• Tseng et al. (2017)• Parra-Cardona et al. (2020)• Blumenthal (2011) |
| Wed Feb 1 | Needs Assessment and Program Evaluation | • 4 pages from betterevaluation.org• Lee et al. (2016) |
| Mon Feb 6 | Disseminating Science for Policy, Practice, the Public, and the Media  | • Shonkoff (2000)• McCabe & Browning (2010)• Choi et al. (2000)• Lewis (2021) |
| Wed Feb 8 | Social Policy, Research, and Child Development | • Rose et al. (2020)• Oliver et al. (2014)• Xu et al (n.d.) • Pugel & Scott (n.d.)• Ross et al. (2021)• Simmons &Scott (2018) |
| Mon Feb 13 | Ethics and Anti-Racist Developmental Research | • Fisher & Fried (2010)• Buchanan et al. (2021)• Gillborn et al. (2018)• 2 web pages |
| Wed Feb 15 | Culture **(Paper consultation due)** | • Mistry & Dutta (2015)• Wang (2016) |
| Mon Feb 20 | BIPOC Child Development – Racism, Discrimination, Micro-aggressions | • Umaña-Taylor (2016)• Lavner et al. (2023)• Williams (2020) + commentaries |
| Wed Feb 22 | Adaptive Culture - Parental Racial Socialization, Ethnic/Racial Identity  | • Killen et al. (2016)• Dunbar et al. (2017)• Meca et al. (2020)• Scott et al. (2020) + commentaries |
| Mon Feb 27 | *Contemporary Social Issues and Child Development*Immigrants: Policy and Development | • Suárez-Orozco et al. (2018)• Dee et al. (2020)• De Feyter et al. (2020) |
| Wed March 1 | Poverty, Biology, Food, Schools, and Lead | • Schmidt et al. (2021)• Smith & Pollak (2021)• Cole & Winsler (2010)• Gagliano et al. (2023) |
| Mon March 6 | Early Childhood Intervention | • Reynolds et al. (2019)• Yoshikawa et al. (2013)• Ansari et al. (2017)• Winsler & Mumma (2020) |
| Wed March 8 | School Readiness, Retention, & High-Stake Tests | • Carlton & Winsler (1999)• Ricciardi et al. (2021)• Winsler et al. (2012)• Tavassolie & Winsler (2019) |
| March 13-15 | SPRING BREAK – NO CLASSES |  |
| Mon March 20 | The Discipline Gap – School-to-Prison Pipeline | • Barnes & Motz (2018)• Anderson et al. (2019)• Del Toro & Wang (2022)• Ispa-Landa (2018) |
| Wed March 22 | Phone/Tablet Use by Parents and Young Children | • Reed et al. (2017)• Krapf-Bar et al. (2022)• Bochicchio et al. (2022) |
| Mon March 27 | Video Games and Violence**(Brochure Due)** | • APA Task Force (2015, 2019)• Mathur & VanerWeele (2019)• Ferguson et al. (2020)• Halbrook et al. (2019) |
| Wed March 29 | Social Media Use in Teens | • Hamilton et al. (2022)• Thomas et al. (2023)• Kortesoja et al. (2023) |
| Mon April 3 | Sleep and Child Development | • Bernier et al. (2019)• Teti et al. (2016)• Buckhalt (2011)• Winsler et al. (2016) |
| Wed April 5 | Marital Conflict and Children's Adjustment | • Grych et al. (2013)• Cummings & Merrilees (2009)• Manning et al. (2014)• Harman et al. (2019) |
| Mon April 10 | Divorce, Custody, and Law**(Papers Due)** | • Lamb & Malloy (2013)• Emery et al. (2005)• Velez et al. (2011) |
| Wed April 12 | Child Maltreatment and Abuse  | • Cicchetti & Banny (2014)• Chu et al. (2011)• Gershoff et al. (2018) |
| Mon April 17 | Child Sexual Abuse, Memory, & Eyewitness Testimony  | • Lamb & Malloy (2013)• Johnson et al. (2016)• St. George et al (2022) |
| Wed April 19 | Non Traditional Parents – Adoption & Gay & Lesbian Parents | • Patterson (2009)• Farr et al. (2022)• Rivers et al. (2008)• Palacios & Brodzinsky (2010) |
| Mon April 24 | LGBTQ+ Teens – Victimization, Mental Health, Disclosure | • Komosa-Hawkins & Schandling  (2013)• Ryan & Chen-Hayes (2013)• Rosario et al. (2009)• Tierny & Ward (2017) |
| Wed April 26 | Parenting, Genes, and Interventions  | • Bornstein (2006)• Kiff et al. (2011)• Wertz et al. (2019)• Sandler et al (2015) |
| Mon May 1 | • Student Presentations **(Outreach reflection due)** |  |
| Wed May 3 | • Student Presentations   | **Final Papers Due Dec 4 5:00pm** |
| Mon May 15 7:30am | • Integrative Review Activity/Final Exam – TBA |  |

**Accommodation for Students with Disabilities**

It is the policy of the University and this instructor to make reasonable accommodations for qualified individuals with disabilities. Students who may have special needs because of a physical or learning disability are encouraged to contact the Disability Resource Center ASAP <http://ods.gmu.edu/> All academic accommodations must be arranged through that office. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course.

**Grading Procedures**

Students' final grades will be determined as follows:

 • Reflection Papers/Outreach 25% • Paper 30%

 • Dissemination Brochure Project 15% • Participation/ Discussion Leading 10%

 • Presentation 10% • Final Activity 10%

**Reading List**

**Overview/Scope of Applied Developmental Psychology**

Fisher, C.B. Busch-Rossnagel, N.A. Jopp, D.S., & Brown, J.L. (2013). Applied developmental science: Contributions and challenges for the 21st century. In R.M Lerner, M.A. Easterbrooks, J. Mistry, & I.B. Weiner (Eds.). *Handbook of psychology, Vol. 6: Developmental psychology* (2nd ed.) (pp. 517-546). Hoboken, NJ: John Wiley & Sons.

# From Basic to Applied, to University-Community Partnerships, to Community-Based Participatory Research

Guerra, N.G., & Leidy, M.S. (2010). Conducting translational research on child development in community settings: What you need to know and why it is worth the effort. In V. Maholmes & C.G. Lomonaco (Eds.), *Applied research in child and adolescent development* (pp. 155-174). New York, NY: Psychology Press.

Tseng, V., Easton, J.Q., & Supplee, L.H. (2017). Research-practice partnerships: Building two-way streets of engagement. *SRCD Social Policy Report, 30(4),* 1-17.

Parra‐Cardona, R., Hydeen, B.K., & López‐Zerón, G. (2020). Community‐based participatory research (CBPR) for underserved populations.In K.S. Wampler, R.B., Miller, & R.B. Seedall (Eds.), *The handbook of systemic family therapy: The profession of systemic family therapy* (Vol. 1. pp. 491-511). Hoboken, NJ: Wiley Blackwell.

Blumenthal, D. (2011). Is community-based participatory research possible? *American Journal of Preventative Medicine, 40*(3), 386-389. https://doi.org/[10.1016/j.amepre.2010.11.011](https://doi.org/10.1016/j.amepre.2010.11.011)

**Needs Assessment and Program Evaluation**

<https://www.betterevaluation.org/getting-started/what-evaluation>

<https://www.betterevaluation.org/getting-started/choose-methods-processes>

<https://www.betterevaluation.org/getting-started/our-approach-capacity-strengthening>

<https://www.betterevaluation.org/frameworks-guides/rainbow-framework> (and each of 7 components there)

<https://www.betterevaluation.org/frameworks-guides/rainbow-framework> (just browse around a bit here for fun!)

Lee, S.J., Hoffman, G., & Harris, D. (2016). Community-based participatory research (CBPR) needs assessment of parenting support programs for fathers. *Children and Youth Services Review, 66*, 76-84. <https://doi.org/10.1016/j.childyouth.2016.05.004>

**Disseminating Science for Policy, Practice, the Public, and the Media**

Shonkoff, J.P. (2000). Science, policy, and practice: Three cultures in search of a shared mission. *Child Development, 71*, 181-187.

McCabe, M.A., & Browning, A. (2010). Communicating and disseminating your applied research findings to the public. In V. Maholmes & C.G. Lomonaco (Eds.), *Applied research in child and adolescent development* (pp. 247-266). New York, NY: Psychology Press.

Choi, B.C.K., Pang, T., Lin, V., Puska, P., Sherman, G., Goddard, M., Ackland, M.J., Sainsbury, P., Stachenko, S., Morrison, H., & Clottey, C. (2000). Can scientists and policy makers work together? *Journal of Epidemiology and Community Health, 59* (8), 632-637. <https://jech.bmj.com/content/59/8/632>

Lewis, N. A., & Wai, J. (2021). Communicating what we know and what isn’t so: Science communication in psychology. *Perspectives on Psychological Science, 16*(6), 1242–1254. <https://doi.org/10.1177/1745691620964062>

# Social Policy, Research, and Child Development

Rose, D.C., Mukherjee, N., Simmons, B.I., Tew, E.R., Robertson, R.J., Vadrot, A.B.M., Doubleday, R., & Sutherland, W.J. (2020). Policy windows for the environment: Tips for improving the uptake of scientific knowledge. *Environmental Science and Policy, 113*, 47-54. <https://doi.org/10.1016/j.envsci.2017.07.013>

Oliver, K., Lorenc, T., & Innvaer, S. (2014). New directions in evidence-based policy research: A critical analysis of the literature. *Health Research Policy and Systems, 12*, 34. <https://www.health-policy-systems.com/content/12/1/34>

Xu, N., Gay, B., Scott, T., & Herd, T. (n.d.) *Strategies for developing fact sheets*. Research-to-Policy Collaboration.

Pugel, J., & Scott, T. (n.d.) *Messaging Science for Legislators*. Research-to-Policy Collaboration.

Ross, B., Nestor, C., Gay, B., & Scott, T. (2021). *Advocacy vs. lobbying: What’s the difference? Understanding regulations for*

*researchers and nonprofits*. Research-to-Policy Collaboration.

Simmons, C., & Scott, T. (2018). *How a bill becomes law and gets funded: A brief guide for social sciences policy work*. Research-to-Policy Collaboration.

# Ethics and Anti-Racist Developmental Research

Fisher, C.B., & Fried, A. (2010). Ethical issues and challenges in applied research in child and adolescent development. In V. Maholmes & C.G. Lomonaco (Eds.), *Applied research in child and adolescent development* (pp. 131-152). New York, NY: Psychology Press.

Buchanan, N.T., Perez, M., Prinstein, M. J., & Thurston, I.B. (2021). Upending racism in psychological science: Strategies to change how science is conducted, reported, reviewed, and disseminated. *American Psychologist, 76*(7), 1097-1112. <http://dx.doi.org/10.1037/amp0000905>

Gillborn, D., Warmington, P., & Demack, S. (2018). QuantCrit: Education, policy, ‘Big Data’ and principles for a

critical race theory of statistics. *Race Ethnicity and Education, 21*(2), 158–179. <https://doi.org/10.1080/13613324.2017.1377417>

<https://libguides.umn.edu/antiracismlens>

<https://medium.com/national-center-for-institutional-diversity/identifying-and-disrupting-deficit-thinking-cbc6da326995>

## Culture

Mistry, J., & Dutta, R. (2015). Human development and culture. In W. F. Overton & P.C.M. Molenaar (Eds.), *Handbook of child psychology and developmental science* (pp. 369-406). New York, NY: Wiley.

Wang, Q. (2016). Why should we all be cultural psychologists?: Lessons from the study of social cognition. *Perspectives on Psychological Science, 11*(5), 583-596.

**BIPOC Child Development – Racism, Discrimination, Micro-aggressions**

Umaña-Taylor, A.J. (2016). A post-racial society in which ethnic-racial discrimination still exists and has significant consequences for

youths’ adjustment. *Current Directions in Psychological Science, 25*(2), 111-118.

Lavner, J. A., Ong, M. L., Carter, S. E., Hart, A. R., & Beach, S. R. H. (2023). Racial discrimination predicts depressive symptoms throughout adolescence among Black youth. *Developmental Psychology, 59*(1), 7–14. [https://doi.org/10.1037/dev0001456](https://psycnet.apa.org/doi/10.1037/dev0001456)

Williams, M.T. (2020). Microaggressions: Clarification, evidence, and impact. *Perspectives on Psychological Science, 15*(1), 3-26.

Lilienfield, S. O. (2020). Microaggression research and application: Clarifications, corrections, and common ground. *Perspectives on Psychological Science, 16*(5), 27-37.

Williams, M.T. (2020). Psychology cannot afford to ignore the many harms caused by microaggressions. *Perspectives on Psychological Science, 15*(1), 38-43.

**Adaptive Culture - Parental Racial Socialization, Ethnic/Racial Identity**

Killen, M., Rutland, A., & Yip, T. (2016). Equity and justice in developmental science: Discrimination, social exclusion, and intergroup attitudes. *Child Development, 87*, 1317-1336.

Dunbar, A. S., Leerkes, E.M., Coard, S.I. Supple, A.J., & Calkins, S. (2017). An integrative conceptual model of parental racial/ethnic socialization and emotion socialization and links to children’s social-emotional development among African-American families. *Child Development Perspectives*, *11*(1), 16-22.

Meca, A., Gonzales-Backen, M., Davis, R., Rodil, J., Soto, D., & Unger, J. B. (2020). Discrimination and ethnic identity: Establishing directionality among Latino/a youth. *Developmental Psychology, 56*(5), 982–992. [https://doi.org/10.1037/dev0000908](https://psycnet.apa.org/doi/10.1037/dev0000908)

Scott, K. E., Shutts, K., & Devine, P. G. (2020). Parents’ role in addressing children’s racial bias: The case of speculation without

 evidence. *Perspectives on Psychological Science, 15*(5), 1178–1186. [https://doi.org/10.1177/1745691620927702](https://psycnet.apa.org/doi/10.1177/1745691620927702)

Perry, S. P., Skinner-Dorkenoo, A. L., Abaied, J. L., & Waters, S. F. (2022). Applying the evidence we have: Support for having race conversations in White U.S. Families. *Perspectives on Psychological Science*, *17*(3), 895- 900.

<https://doi.org/10.1177/17456916211029950>

Bigler, R. S., Pahlke, E., Williams, A. D., & Vittrup, B. (2022). White parents’ socialization of racial attitudes: A commentary on Scott et al. (2020). *Perspectives on Psychological Science*, *17*(3), 901–910. <https://doi.org/10.1177/17456916211029947>

**Immigrants: Policy and Development**

Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., & Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant-origin children and youth. *American Psychologist, 73*(6), 781–796. <https://doi-org/10.1037/amp0000265>

Dee, T. S., & Murphy, M. (2020). Vanished classmates: The effects of local immigration enforcement on school enrollment. *American*

 *Educational Research Journal, 57*(2), 694–727. [https://doi.org/10.3102/0002831219860816](https://psycnet.apa.org/doi/10.3102/0002831219860816)

De Feyter, J.J., Parada, M.D., Hartman, S., Curby, T., & Winsler, A. (2020). The early academic resilience of children from low-

income, immigrant families. *Early Childhood Research Quarterly, 51, 446-461.* <https://doi.org/10.1016/j.ecresq.2020.01.001>

# Poverty, Biology, Food, Schools, and Lead

Schmidt, K.L., Merrill, S.M., Gill, R., Miller, G.E., Gadermann, A.M., & Kobor, M.S. (2021). Society to cell: How child poverty gets

 “under the skin” to influence child development and lifelong health. *Developmental Review*, 61. doi:10.1016/j.dr.2021.100983

Smith, K.E., & Pollak, S.D. (2021). Rethinking concepts and categories for understanding the neurodevelopmental effects of

childhood adversity. *Perspectives on Psychological Science, 16*(1), 67-93. <https://doi.org/10.1177/1745691620920725>

Cole, C., & Winsler, A. (2010). Protecting children from exposure to lead: Old problem, new data, and new policy needs. *SRCD Social Policy Report*. *24*, (1), 3-23.

Gagliano, K., Yassa, M., & Winsler, A. (in review).Stop the shame and the hunger: The need for school meal program reform.

*Children and Youth Services Review.*

# Early Childhood Intervention

Reynolds, A.J., Ou, S-R, Mondi, C.F., & Giovanelli, A. (2019). Reducing poverty and inequality through pre-school-to-third-grade prevention services. *American Psychologist, 74*(6), 653-672.

Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M.R., Espinosa, L.M., Gormley, W.T., ... Zaslow, M.J. (2013). *Investing in our future: The evidence base on preschool education*. SRCD and Foundation for Child Development Report. Available at <http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>

Ansari, A., López, M., Manfra, L., Bleiker, C., Dinehart, L.H.B., Hartman, S.C., & Winsler, A. (2017). Differential third grade outcomes associated with attending publicly funded preschool programs for low-income, Latino children. *Child Development, 88* (5), 1743-1756. DOI: 10*.1111/cdev.12663*

Winsler, A., & Mumma, K. (2020). Understanding long-term preschool “fade-out” effects: Be careful what you ask for: Magical thinking revisited. In S. Ryan, M.E. Graue, S. Ryan, V.L. Gadsden, & F.J. Levine (Eds.), *Advancing knowledge & building capacity for early childhood research* (pp. 123-148).Washington, DC: American Educational Research Association

**School Readiness, Retention, & High-Stake Tests**

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