

Laboratory for the Study of Child and Family Relationships

Director

Dr. Ken Rubin
Office: 1108 Benjamin Building
Phone: 301-467-7520
Email: krubin@umd.edu

Research Coordinator

Dani Novick
Office: 0101 Benjamin
Email: dnovick@umd.edu

Developmental Psychology Graduate Students

Office: 0101 Benjamin

Sara Heverly-Fitt
Email: sfitt@umd.edu

Matt Barstead
Email: barstead@umd.edu

Kelly Smith
Email: ksmith56@umd.edu

Shakeena King
Email: shakeenaking@hotmail.com

THE LAB IS A NUT-FREE ZONE!!!! This includes rooms 0101, 0102, and 1108!

Lab website: <http://www.rubin-lab.umd.edu/>

The primary goal of the LSCFR is to advance our understanding of child and adolescent social and emotional development. We are particularly interested in vulnerability and resilience among children at-risk for maladaptive psychosocial outcomes. Our current projects include basic research on:

- The development of adaptive (social competence; civic engagement) and maladaptive (social withdrawal; aggression) social behaviors and peer relationships (friendship; peer acceptance and rejection; bullying and victimization; early romantic relationships) in childhood and adolescence.
- The determinants and stability of parent-child relationships, parenting behaviors and beliefs about normal and abnormal/dysfunctional development.
- Predicting the development of adaptive and dysfunctional child and adolescent outcomes from the constellation of biological factors (e.g., temperament), context (e.g., culture), parenting and parent-child relationships, and peer relationships. Positive outcomes include social and emotional competence. Negative outcomes include social anxiety, depression, loneliness, rejection sensitivity, and negative self-esteem.
- Cultural influences on parenting, parent-child relationships and children's social and emotional development. The effects of traumatic brain injury on children's social, social-cognitive, and emotional lives at home and school.

Our current projects also involve applied research on:

- The effects of traumatic brain injury on children's social, social-cognitive, and emotional lives at home and school.
- The effects of intervention experiences for socially anxious and withdrawn young children.

Course description

In this course, we will focus on theories, research, and methods pertaining to the study of parenting and parent-child relationships. Particular emphasis will be given to aspects of parenting and parent-child relationships during the early and middle years of childhood and into early adolescence. Several themes will run through the course material: (1) the transactional relation between “child factors” (e.g., *temperament*, *personality*) and “parenting factors” (e.g., *parenting “styles”*); (2) *felt security* (attachment) as a significant developmental phenomenon; (3) the importance of parents’ *belief* structures in setting the stage for parenting styles and strategies; (4) prototypical parenting styles and whether or not they are myths; (5) the *causes*, *correlates*, and *consequences* of parent-child relationship quality, parenting beliefs, and parenting styles; and (6) *cross-cultural* universals and differences related to “all of the above”.

This course provides undergraduates with a research experience in the *Laboratory for the Study of Child and Family Relationships* (Director: Dr. Ken Rubin). Students will participate in a National Institute of Mental Health-funded study involving Drs. Andrea Chronis-Tuscano (Psychology) and Rob Coplan (Carleton University, Canada). This project examines early intervention programs for preschool children at-risk for social anxiety and social phobia, and their parents. Students in the *Laboratory for the Study of Child and Family Relationships* will be trained to code observational data of the preschoolers in the lab as well as of the preschoolers and their parents.

In addition to the above noted experiences, all students *in their senior year who plan to continue their education (e.g., grad school; medicine; law; social work)* can choose to complete a thesis research project. Although not all students in the course will be in an honors program requiring a thesis, it is nevertheless a *Laboratory* requirement that each intern write either an extensive literature review or complete a thesis proposal and a thesis prior to graduation. Thus, it is important for all undergraduates to commit to being in the lab for at least one academic year; it is more reasonable to suggest that undergraduates participating in the activities of the *Laboratory* be sophomores or juniors during their first year of laboratory experience.

Course objectives

Students completing this course will:

1. Become familiar with the literature on parenting and parent-child relationships
2. Become familiar with relevant research methodology and practice.
3. Gain the knowledge and skills necessary to code and enter questionnaire and observational data.
4. Use their research experience to develop and complete a senior literature review or thesis.

Course Requirements

- Students will take EDHD498 for 3 credits, which translates into 10 hours of laboratory work each week. Laboratory meetings will count toward the 10 hours. Students will complete 135 hours per semester.
- Students are required to complete CITI training within the first 1-2 weeks of the semester (<https://www.citiprogram.org/>). The student must turn in an electronic version of their CITI certificate of completion to their direct supervisor by the first weekly meeting.
- **Lab Meetings are at 10:30AM on Fridays in room 1108.** Students are required to attend lab meetings as well as meetings with their direct supervisor. Absences (only in outstanding circumstances) should be discussed with Dani at least 1 week prior to the missed meeting. If lab meetings conflict with class, other arrangements should be made with your supervisor prior to the beginning of the semester.
- Regarding childcare/study visit responsibilities, it is particularly important for you to let us know right away if an emergency arises that will prevent you from coming in. When this happens, we will need to quickly find a replacement for childcare (which can be very difficult, as appointments often occur in the evenings or on weekends), or else we will have to cancel the visit with the family. It is best to send a group email (Dani, Matt, Kelly, or whomever is supervising the visit/is the experimenter role/is the intervention group leader of the visit requiring childcare) so that someone can find a replacement ASAP.
- Students are also required to notify your direct supervisor if you will need to miss your regular hours, at least 1 week in advance. Generally, you will be required to make up any missed hours the following week. Additionally, students are required to keep track of their lab hours using the google doc log that has been sent out and to review their completed hour logs with their supervisor each week. Please email Dani Novick if you need access to this log.
- Students are required to work 10 hours per week in the lab. Research requires meticulous attention to detail; therefore, a high level of conscientiousness will be required. Students will specify times in which they will be available and in the lab (these hours may change some weeks depending on childcare duties). You should meet every week with your direct supervisor to set goals to be accomplished each week, and to check-in on progress toward longer-term goals. Come prepared to ask any questions you may have. Should you run out of tasks to complete during your regular lab hours, email all supervisors in the lab (i.e., grad students and Dani). Also check-in with any RAs who are working in the lab at that time, to see if you can assist with another project. We will try to always keep you busy!
- Students are also required to complete and be prepared to discuss assigned readings during lab meetings. Readings will be distributed via email. Students are required to submit questions about the article to Matt by the morning of lab meeting/when the article is being discussed.

Senior Thesis

Senior project (seniors only): All seniors are expected to complete either a literature review or a thesis research project. Senior students will be assigned a graduate student or post-doctoral mentor who will assist in the review or research project. Students will be expected to complete the proposal by December of their senior year; the final thesis should be finished by mid-to-late April. The literature review must be completed by mid-to-late April. For those students who will be applying to graduate school, the thesis option would be advised.

Recent examples of thesis projects:

Linda Billotti (2014). Level of maternal education determines parenting style through effects on parental beliefs and behaviors. (literature review). (volunteer in the Reforzamiento tutoring program at UPAVIM, Guatemala; Member Board of Directors, UPAVIM Community Development Foundation).

Shakeena King (2015). Shyness, preference-for-solitude, self-esteem, and self-perceived social competence: Mediated by Peer Difficulties (*in Masters program, Human Development & Quantitative Methodology, University of Maryland*).

Marissa Miller (2012). Examining the process of change in an intervention for socially anxious preschoolers (*in Ph.D. program, Psychology, University of South Carolina*)

Rachel Muccino (2013). The effect of birth order on parent-child relationship quality as mediated by parenting style (B.A., Honors thesis Psychology).

Christina Sayre (2014). The relationship between eating disorders and self-esteem and their impact on adolescence. (literature review).

Rochelle Schatz (2012). Perceived academic competence, anxiety, and achievement. (in grad school, Psychology, Indiana University).

Erica Schommer (2012) Friendship development among children with attention problems. (MS in Counseling, Boston U. Now Mental Health Counseling Intern at Boston Health Care for the Homeless Program.)

Emily Utz (2012). The effects of maternal depression on child behavior (literature review). (now in grad school, Masters in Social Work, U. Maryland, Baltimore).

Professional Behavior

- Remember to always interact professionally with your supervisor(s), classmates, and research participants.
- Participant confidentiality must be strictly maintained at all times. Documents (e.g., questionnaires, CDs/DVDs) with identifying information (i.e., names, dates of birth, contact information) must be kept confidential and, when disposing of anything containing identifying information, this should be shredded. Data must never leave the lab. People who are not part of the research team (e.g., friends) should not be allowed to enter the lab or come in contact with the data without permission.
- Dress in appropriate, professional attire whenever you're in the lab. Do not wear:
 - Tattered/cut-off jeans/jean shorts (Bermuda/long shorts are fine)
 - No short-shorts, short rompers/shirts/dresses
 - Shirts with language/graphics that are vulgar, sexually explicit, or may otherwise be offensive
 - Attire that is revealing or provocative
 - Flip-flops (plastic/flimsy ones)
 - See-through blouses, shirts, pants (i.e. yoga pants/leggings) unless covered
 - Halter/tank tops while participants are here (be prepared to cover shoulders)
 - Clothing that allows bare midriff
 - Sweatpants, sweat shorts, workout clothing
 - DO NOT WEAR DRESSES WHEN YOU KNOW YOU WILL BE INTERACTING WITH CHILDREN
 - WEAR CLOSED-TOED SHOES WHEN INTERACTING WITH CHILDREN
- If you have any tattoos, please keep them covered while in the lab. Individuals may be asked to cover/take out any excessive body/facial piercings based on the discretion of the lab director.
- Please keep your hair neatly groomed and a natural hair tone. This also applies to facial hair.
- Please respond in a timely manner (i.e., within 24 hours) to emails or other contacts from your supervisor or other lab members. Please make sure that your supervisor has an e-mail address and cell phone number that you check regularly. **Please “reply all” to group emails looking to find assistance with a specific task (e.g., childcare) so that everyone is in the loop. However, please take note of who you are replying all to and if all of those people need to see your message.**
- Laptop computers may be used for note taking during lab meetings, but do not use laptops to check email or surf the internet during meetings.
- Please note your week to clean the lab on the cleaning schedule.
- **THE LAB IS A NUT-FREE ZONE!!!!**

Grading

A grade will be determined by the following criteria:

- Independent and conscientious completion of lab activities
- Consistent and timely attendance and active participation in lab meetings, including adequate preparation and thoughtful discussion of readings at lab meetings
- Being on time for participant visits/treatment sessions
- Adherence to professional and ethical behavior

Letters of Recommendation

- When requesting a letter of recommendation, students need to provide the supervisor and lab director with transcripts, CV, statement of purpose and/or cover letter, GRE scores (if available), and information regarding nature of position/graduate program, to whom letters should be addressed, and a detailed list of main projects/tasks s/he worked on in the lab.
- All information should be provided to both the direct supervisor and to Dr. Rubin because both individuals will contribute to writing a single letter on your behalf.
- One month minimum notice is required to your direct supervisor and Dr. Rubin. Only under extraordinary circumstances will recommendations be prepared with less than one month advance notice.

Academic Dishonesty

The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware that the consequence for cheating, fabrication, facilitation, and plagiarism in this class is a grade of "F". For more information on the Code of Academic Integrity or the Student Honor Council, please visit:

<http://www.studenthonorcouncil.umd.edu/whatis.html>

Students with Disabilities: If you are a student with a documented disability, please speak to us privately ASAP to discuss academic accommodations that will help you be successful in the lab. You must provide documentation of the disability and the recommendation for accommodations must come from the campus' Disability Support Service office.

Statement of Religious Observances: Students will not be penalized because of observances of religious beliefs. Please note that it is your responsibility to notify Dr. Rubin and your direct supervisor by email ASAP regarding any absences for religious observances.

Inclement Weather or Campus Emergency: If the University is closed due to inclement weather or a campus emergency (you can find this out by looking at the campus website <http://www.umd.edu> or the snow phone line (301-405-SNOW) lab activities will be cancelled.

Scheduling

You will pick 10 hours each week when you will consistently be in the lab. This includes lab meeting if you can make it. Please enter these hours in the “Rubin RAs” google calendar. Here is how to do this:

- 1) Go to google calendar (www.google.com/calendar)
- 2) Click anywhere under the day you are trying to schedule
- 3) Click “edit event”
- 4) Enter your name into the event title box
- 5) Change the date and time of the time block you wish to schedule
 - a. If you are going to be out a certain day, click on “All day”
 - b. If you want to have this time block repeat each week click “Repeat...”
- 6) **Go to the calendar drop down menu and select “Rubin RAs”**
- 7) Click save

Questions about scheduling? First contact Madi Staub, then contact Dani Novick.

Please be sure to update your lab hours for each week. If you are sick one day, you can make up the hours during the weekend or during the next week. We are also collecting your availability outside of these 10 hours just in case an assessment or treatment day is scheduled at a time when no RAs are available. Dani Novick has sent out a google doc to collect all of your availability including times that you could help outside of your 10 lab hours. Please mark whenever you are available with an “x”.

If you want to take a day off for any reason, you will need to get the hours for that day before missing it, rather than making them up afterward.

Example: If you know that you have a big exam on Thursday and want to take your usual 4 Wednesday hours off, you will need to have completed these hours on Monday or Tuesday. You would not be able to make up those 4 hours on Friday after your exam.

If you are sick, want to take off hours, are going on vacation, or have a really great riddle to tell, please let Dani Novick know at your earliest convenience. **If you are starting to feel sick and know that you are helping out with an assessment on a weekday/weekend or are helping out with a treatment session please tell us IMMEDIATELY so that we can find someone to fill in for you.**

****IF YOU ARE FEELING SICK, DO NOT COME TO LAB MEETING****

Turtle Calendar

We will also be sharing a calendar with you called “Turtle”. This is the calendar for the Preschool Shyness Study. This calendar lists when supervision, assessments, and treatment days will be. If you are on an assessment/treatment day, your name and role will be listed in the details section of that assessment or treatment day. Just click on the event or click “edit details” to see the roles. ****This will always be where the most updated info is, but please let Dani know if there is something incorrect on there****

Multimodal Early Intervention Program for Behaviorally Inhibited Preschoolers
(AKA Turtle/The Turtle Study/UMD Preschool Shyness Study)

What is the study?

Dr. Rubin and Dr. Chronis-Tuscano (Dept. of Clinical Psychology) are collaborating on a study examining two early intervention programs for behaviorally inhibited preschoolers. The two programs are called Cool Little Kids (CLK) and Turtle/SSFP (Social Skills Facilitated Play Program). Just in case you are supposed to be blind (not know which participants are in which intervention group), please do not ask about the nature of each intervention- We'll tell you everything that we can!

How does it work?

The study involves phone screening parents to find out if their children are eligible for the study. The phone in Kelly/Dani's office is the Turtle line. If this phone rings and they are not there to answer it please answer saying:

"Thanks for calling the Preschool Shyness Study. This is _____, how can I help you?"

Then take down the caller's:

- 1) Parent's name
 - 2) Child's name
 - 3) Parent's number and email address
 - 4) What they were calling for (school helping us recruit, parent that's already participating and have a questions/update, new possible participant etc.)
- Then please write this down and email Dani with this information.

When families start participating in the study, they have to do a pre-assessment before the start of the 8-week intervention. Then, families will come in at the 4-week mark for a mid-assessment, and a post-assessment at the end of the 8 weeks. All of the assessments occur in the lab. These assessments include collecting heart rate data ("physio"), doing a parent-child interaction observation ("PCI"), and a diagnostic interview called the ADIS (only for pre/post).

We will also be conducting school observations of the children before and after the intervention during a free play/unstructured activity. We will do two visits in order to collect 30 min of data. The coding scheme that we use for these school observations is called the Play Observation Scale (POS). You must first become reliable in this coding scheme before being able to do school observations.

If you have questions about POS, please contact Kelly Smith or Shakeena King

Terminology:

Ax= assessment (i.e. pre-ax, mid-ax, pos-ax)

School ob= school observation

Tx= treatment

ADIS= Anxiety Disorders Interview Schedule (diagnostic interview)

So, to sum it all up:

- Parent does phone screen- is eligible or ineligible
- Before intervention (up to 6 weeks before groups):
 - ➔ Pre-assessment (3-4 hours: consent, physio, PCI, ADIS)
 - ➔ School observations (2)
- First four weeks of treatment
- Mid assessment (~60 min: physio and PCI)
- Last four weeks of treatment
- After finished with 8 weeks of treatment
 - ➔ Post-assessment (3-4 hours: consent, physio, PCI, ADIS)
 - ➔ School observations (2)

What do I get to do?

We expect everyone to help out with the study. Some of the roles for helping out with the study include:

- ➔ Helping with pre/mid/post-assessments:
 - Childcare: playing/supervising children when parents are in interviews or during intervention sessions
 - Tech: Manning the computer during physio and PCI
 - Binkie (RA): Being Binkie for pre/mid/post-assessments
 - Novel: Being the novel role during PCI
- ➔ Helping with school observations:
 - School observer: Going to schools to do school observations (BLIND)
- ➔ Helping out with treatment sessions:
 - Childcare
 - Runner: Taking kids to the restroom/helping with tech during treatment
 - SSFP: Helping out with the social skills training conducted with the children

*****If you are told/see which families are in which treatment group, then you are NO LONGER blind. This means that you cannot conduct school observations. Please remember this when talking about anything concerning the study in front of other RAs, grad students, or lab members, since they may need to stay blind.*****

Attire for assessments/treatment days:

You are representing this lab, this study, and this University when parents are in for treatment or when you are recruiting for the study. Please be mindful of what you are wearing (and how you are behaving!). Please abide by the dress code. Specifically:

- Be sure you are dressed in a way that will allow you to play with children
 - Do not wear open toed shoes/dresses/skirts when playing with kids
- Do not wear anything revealing/ripped
- Do not wear work out clothing
- Do not wear any kind of fraternity/sorority/campus group clothing
- Overall, just dress as neutrally as possible

How will I know what role I have in the study?

Every assessment, treatment session, school observation etc. will be updated on the Turtle Google calendar. Please make sure you consistently check this calendar to find out who is on what visits/observations. **The calendar contains the most updated information.**

If you are on an assessment visit, you will receive an email notifying you of your role. If you cannot make the visit, YOU are in charge of finding a replacement. Please reply all to the roles email saying that you cannot make it and that you will find a replacement. Then email all of the undergraduate RAs **that are not already on this visit** and Dani on that email chain to ask who can help out with this visit.

If you assigned to do a school observation but find that you can no longer make it, YOU are responsible for finding a replacement. Only an RA that is reliable in the coding scheme and blind can help with the school observations. Please respond to Dani, Kelly and all of the RAs (that are school observers aka are BLIND) on that email chain (you may need to add people to the email chain) to find a replacement.

If you are assigned to help out with a treatment session you will be sent an email listing all the roles for the week of the intervention. If you find that you can no longer make it, YOU are required to find someone to fill in for you. Please reply all to the roles email saying that you can no longer attend and that you are sending an email to find a replacement. Then, please email of the undergraduate RAs that are NOT blind/Dani to see if anyone can fill in for you.

****So- if you get an email for an ax or tx and you cannot make it, do not just reply all asking if anyone can fill in for you, because you are most likely responding to people that are already on that visit. Let the people on the visit know that you cannot make it/will find a replacement, then on that chain, change the recipients to those that could fill in for you (and Dani)****

If you something comes up the day of an assessment or treatment group, please contact Dani and the main person running the visit (if it's an assessment, the experimenter role/person doing the ADIS).

THE LAB IS A NUT-FREE ZONE!!!!

Childcare

One of your duties will be childcare for families participating in the Turtle study. Here are some evidence-based techniques to implement when doing childcare:

PRIDE Skills

Behaviors are influenced by what comes before (antecedents) and what comes after (consequences) the action. Remember to focus on both antecedents and consequences when implementing these skills!

P.R.I.D.E	Reason	Examples
<p><u>P</u>raise appropriate behaviors</p> <p><i>Praise behaviors you want to see more of</i></p>	<ul style="list-style-type: none"> • Good to use labeled, specific praises • Increases desired behavior and lets the child know what behaviors you want to see more of • Antecedents: praise child for what s/he is already doing well • Consequences: praise child for following through with a behavior in a positive manner 	<p>I like the way you are sitting so quietly!</p> <p>Great job keeping your hands to yourself.</p> <p>Thank you for sharing those toys with me.</p> <p>I love how you're sitting so quietly while you play!</p>
<p><u>R</u>eflect appropriate talk</p> <p><i>Repeat talk that you want to hear more of</i></p>	<ul style="list-style-type: none"> • Allows child to direct the conversation • Shows the child you're listening and playing along • Increases verbal communication 	<p>Child: I made a drawing You: You made a drawing!</p> <p>Child: I like to play with these blocks! You: These are fun blocks to play with</p>
<p><u>I</u>mitate appropriate play</p> <p><i>Imitate play that you want to see more of</i></p>	<ul style="list-style-type: none"> • Allows child to lead the play • Shows child you are playing along 	<p>Child: I'm building a castle! You: I'm building a castle, too.</p> <p>Child: I'm drawing a house You: I'm going to draw a house in my picture, too.</p>
<p><u>D</u>escribe appropriate behavior</p> <p><i>Verbally describe what child is doing</i></p>	<ul style="list-style-type: none"> • Allows child to lead the play • Shows child you are interested and want to play along • Holds child's attention • Good to describe what child is doing with his/her hands 	<p>You: You're building a house You: You drew a rainbow You: Your truck driver looks happy</p>
<p><u>E</u>nthusiasm</p> <p><i>Show that you're excited to play</i></p>	<ul style="list-style-type: none"> • Gives child positive attention • Shows that you want to play along • Supports positive statements • Models appropriate positive emotions 	<p>You: This is such a fun game! You: That's great! You: Good job!</p>

Antecedents:

- Giving instructions (Good instructions: concise, specific, short)
- Child is sleepy/hungry/bad mood
- Child is in great mood

Consequences:

- Child follows through with instructions
- Child gets angry at command
- Child continues to use a good behavior

Childcare Continued

TIPS	Reason	Examples of what to do
<u>A</u>ctively ignore inappropriate behavior	<ul style="list-style-type: none"> • Decreases bad behaviors • Helps child notice the differences in your responses to good and bad behaviors 	<p><i>Describe appropriate behavior:</i> Child: I hate picking up toys!! You: I love how you're picking up all of your toys and putting them away (ignore fuss/complaining)</p>
<u>A</u>void giving commands	<ul style="list-style-type: none"> • Increases compliance • Doesn't allow child to lead • Can cause unpleasantness 	<p><i>Imitate appropriate behavior</i> Child: sits and draws picture You: also sit and draw picture</p> <p><i>Child is hitting/climbing on you...</i> When child stops, you say: I love how you put your hands by your side! (NOT: I love how you stopped hitting me!)</p> <p><i>Praise things you want to see MORE of</i></p>
<u>A</u>void asking questions	<ul style="list-style-type: none"> • Many are commands or require an answer • May seem like you aren't listening/don't understand the child/disagree with something the child said 	<p><i>Reflect appropriate talk</i></p> <p>Child: I have three cars! You: three cars.</p>
<u>A</u>void criticizing	<ul style="list-style-type: none"> • Doesn't help decrease bad behaviors • Can increase the bad behavior • May create an unpleasant interaction 	<p><i>Instead of telling them what NOT to do, tell them what TO DO</i></p> <p><i>Praise appropriate behavior and be enthusiastic</i> You: I like how you are using your indoor voice!</p>