



College of Education &
Human Development

DEPARTMENT OF HUMAN DEVELOPMENT
& FAMILY STUDIES

Marion H. Steele

Symposium

&

Honors

Celebration

April 20, 2012

Dare to make a difference!



<http://www.hdfs.udel.edu/>

27th Marion H. Steele Symposium

Marion Harlan Steele, a 41-year member of the American Home Economics Association Headquarters staff, died September 23, 1985 in Elsmere, Delaware. In 1928, as a recent University of Delaware graduate, she first served as secretary to AHEA Journal editor Helen W. Atwater. Named assistant to the editor in 1937 and assistant editor in 1945, she became managing editor of the *Journal of Home Economics* [now, *The Journal of Family and Consumer Sciences*] in 1946, holding this position until her retirement in 1969.



Not only did Marion dedicate herself to producing high-quality copy for the journal, she also took an active interest in the development of the International Scholarship Program. Her devotion was a major factor in the success of the program, and because of her personal involvement, she had many friends worldwide. Upon her retirement she received a book of letters at the Pacesetter dinner from over sixty former international students, and a generous contribution was made in her name to the International Scholarship Program. The 1969 Assembly of Delegates passed a resolution of appreciation for her commitment. Her loyalty and devotion to AHEA and to the International Scholarship Program continues, for Marion gave a generous bequest to the International Scholarship fund. Many students will benefit from her generosity and thoughtfulness.

Sponsored by

Department of Human Development and Family Studies
College of Education and Human Development
University of Delaware

In cooperation with

Delaware Association of Family and Consumer Sciences

Supported by the family of Marion H. Steele



The Department of Human
Development and Family Studies
wishes to extend a special thank you to
the Steele Family for their continued
support of the Marion H. Steele
Symposium, of undergraduate and
graduate student scholarship, and of
our future leaders in Family and
Consumers Sciences

Donald G. Unger, Ph.D.

Professor and Chair

Human Development & Family Studies

Bahira Sherif Trask, Ph.D.

Professor and Associate Chair

Human Development & Family Studies

Human Development and Family Studies
27th Annual Marion H. Steele Symposium
April 20, 2012

Welcome – Dr. Donald Unger, Professor and Chair
Department of Human Development and Family Studies

Recognition of Benefactors-Dr. Lynn Okagaki, Dean
College of Education and Human Development

Recognition of Marion H. Steele – Dr. Barbara H. Settles, Professor
Department of Human Development and Family Studies

Presentation of First Place Papers – Dr. Jennifer Vu, Assistant Professor,
and Chair, Honors and Scholarship Committee
Department of Human Development and Family Studies

Erin Lawlor – First Place Undergraduate paper
Shan Jiang, Doctoral Candidate, - First Place Graduate paper

***Financial support of the symposium is provided by the
Family of Marion H. Steele***

Presentation of Department Awards –Dr. Jennifer Vu
(Awards are listed at the back of the program)

Announcement and Presentation of Awards

Closing & Reception

**Members of the 2012
Marion H. Steele and Honors Symposium
Committee**

Dr. Jennifer Vu, Chair
Dr. Rena Hallam
Dr. Norma Gaines Hanks
Dr. Cynthia Paris
Dr. Bahira Sherif-Trask
Dr. Lynn Worden

**Members of the 2011
Marvin B. Sussman Dissertation Prize Committee**

Steven M. Eidelman, H. Rodney Sharp Professor of Human
Services Policy & Leadership
Dr. Ruth Fleury-Steiner, Associate Professor
Dr. Barbara Settles, Professor,
Dr. Bahira Sherif-Trask, Professor

*Special thank you to the Staff of the
Department of Human Development and Family Studies.*

Kappa Omicron Nu Honorary Society

**Christa Bramante, Early Childhood Education major,
Spanish minor**

**Rina Bronstein, Human Services, Clinical Services major,
Disability Studies minor**

Theresa Digiacomo, Early Childhood Education major

**Julia Levin, Human Services, Administration and Family
Policy major, Spanish minor**

**Erin Page, Human Services, Clinical Services major,
Psychology minor**

**Polly Reinicker, Human Services, Clinical Services major,
Psychology major**

**Joanne Sampson, Human Services, Administration and
Family Policy major**

MARION H. STEELE SYMPOSIUM UNDERGRADUATE PAPERS

Intercountry Adoption and Identity Development: Effects of Cultural Socialization Practices

First Place Undergraduate Paper

Erin Lawlor

Human Services – Administration and Family Policy major
Disability Studies minor

Faculty Sponsor: Rob Palkovitz, Ph.D.,
Human Development & Family Studies

Abstract: Intercountry adoptions (ICAs) between parents in the United States and children from other countries, particularly Asia, Latin America, Eastern Europe and Africa, have been and are continuing to increase and the effects of this type of parent-child relationship can be far reaching. A related concept is transracial adoption (TRA), which is most commonly associated with adoption of black children by white parents. The legal and moral positions put forth by organizations and conventions regarding these topics have been varied and have influenced both societal attitudes and the practices of adoption and child welfare agencies. Some of these factors that have played a major role in the prevalence of TRA in the United States are the National Association of Black Social Workers (NABSW) and their statement regarding TRA, the United Nations Declaration on Adoption of 1986, the Hague Convention of 1993, and the resulting creation of the Intercountry Adoption Agency in the United States. The impact of parental motivations and parental cultural competence on developing positive ethnic identity is also discussed, as well as how adoption agencies are currently providing support for families of cross-culturally and cross-racially adopted children. Finally, suggestions for future goals and directions for agencies and individuals involved with the practice of ICA are addressed.

**The Hidden Victims of the Criminal Justice System:
Children of Incarcerated Parents**

Second Place Undergraduate Paper

Lauren Renaud

Human Services – Administration and Family Policy major
Urban Education minor

Faculty Sponsor: Jason Hustedt, Ph.D.
Human Development & Family Studies

Abstract: This paper looks into the many challenges that children with one or both of their parents in jail face on a daily basis. As well as looking at the problem, the paper addresses possible policy options and implementations of new policy in order to best help the target population; children with parents in prisons.

Van Camp/Remage

An award to a student who demonstrates academic ability, exhibits an ability to overcome special problems and demonstrates potential for future contributions to the field of education and the community.

Shelby Johantgen, Early Childhood Education major

Outstanding Student Teachers Awards

Recognize student teachers who have demonstrated their abilities as scholars, problem solvers, and partners in a classroom environment. The awardees demonstrated abilities in planning and implementing exceptional lessons; developing rapport with children, colleagues, and parents; and incorporating suggestions and new ideas into their best teaching practices.

Ahren Lewis, Early Childhood Education major

Meghan McLean, Early Childhood Education major

UNIVERSITY TEACHER EDUCATION AWARDS

Delta Kappa Gamma International Society Award, Alpha Chapter awards are presented to a full-time freshman, sophomore, junior and senior enrolled in a teacher education program. Selection is based upon outstanding scholarship and active participation in education-related activities. The student should exhibit qualities that demonstrate future promise in the field of education.

Rebecca Vitelli, Early Childhood Education major, Honors

Phi Delta Kappa Award presented by the Delaware Chapter of Phi Delta Kappa to an undergraduate teacher education student who shows evidence and promise of excellence in educational research.

Rebecca Godwin, Early Childhood Education major, Honors

Strattner-Gregory Graduate Child Advocacy Award is awarded to a graduate student with advanced standing in Human Development and Family Studies who, by reason of scholarship ability, professional orientation, communication skills, and personal commitment shows promise of becoming a strong advocate for children.

**Alison Seefeldt, Human Development & Family Studies
Master of Science candidate**

Amy Rextrew An award presented to a senior and a junior in fashion and apparel design; hotel, restaurant and institutional management; human development and family studies; leadership; or nutrition and dietetics who possess outstanding qualities of scholarship, leadership and character, plus an appreciation of the values that are basic to success in their chosen fields.

Rising Senior

**Melody Yoo, Early Childhood Education major
Honors, English minor**

Rising Junior

**Kristin Loomis, Human Services-Clinical Services major
Honors, Disability Studies minor, Sociology minor**

Amy Rextrew Graduate Student

An award presented to Masters and/or Ph.D. candidate(s) who are working toward graduate degrees in human development and family studies, hotel, restaurant and institutional management, or nutrition and dietetics. In addition to outstanding scholarship, the students should demonstrate potential leadership to the profession.

**Latiayna Tabb, Human Development and Family Studies
Master of Science candidate**

Knowledge is Power: Educating Students to Prevent Adolescent Pregnancy

Staci Benaroya

Human Services – Clinical Services major
Disability Studies minor
Sociology minor

Faculty Sponsor: Mary Lou Liprie, Ph.D.
Human Development & Family Studies

Abstract: This report was written for an administrator of a local high school in Delaware.

Delaware is ranked 4th highest in abortion rates and 6th highest in pregnancy rates in adolescents ages 15-19 in the United States. (Guttmacher Institute, 2010). This report examines the effectiveness of school-based sexuality education and provides recommendations as to how to make the administrator's school's sexuality education program the most effective at preventing adolescent pregnancy.

Is Unpaid Maternity Leave Harming Society's Children?

Tara Bogseth

Human Services – Administration and Family major
Interpersonal Communication major

Faculty Sponsor: Jason Hustedt Ph.D.
Human Development & Family Studies

Abstract: Currently under the Family and Medical Leave Act, new mothers have the opportunity to take unpaid maternity leave for up to 12 weeks. However, the requirements that an individual must meet to take advantage of the act place restrictions on those who actually can. As a result, affluent white families are often the ones to take advantage of the act while low-income minority families are left to struggle. These low-income mothers and families are often the ones who need maternity leave the most, in order to improve the newborn's environment. Because the leave is unpaid, low-income families cannot afford to go on leave and, ultimately, the children are the ones who suffer most.

Thus, reforms need to be made to the current federal job leave program.

I propose that the federal government adopt a program similar to California's State Disability Insurance program, which guarantees at least six weeks of paid maternity leave. By combining aspects of California's program with the current Family and Medical Leave Act, more mothers would have the opportunity to stay at home with their newborns because they would be receiving disability benefits. Combining aspects of these two programs would reform the Family and Medical Leave Act into 12 weeks of paid maternity leave, ultimately cultivating healthy child development through maternal care.

Lila C. Murphy Award for Women's Equity and Leadership is awarded to a female student in Human Development and Family Studies in acknowledgment of her student leadership activities and/or contributions to women's equity issues.

**Ashley Ridler, Human Services-Clinical Services major
Honors, Psychology minor, Spanish minor**

Lila Murphy Community and Family Services Scholarship is awarded to a Human Services major who has demonstrated outstanding service to the local community through voluntary involvement in programs benefiting children, youth, elderly, and/or their families

**Rebecca Godwin, Early Childhood Education major
Honors**

Richard S. Sharf Award for Outstanding Performance in Graduate Preparation in College Counseling Practice is given to a graduate student who has completed at least 36 hours of course work in the College Counseling concentration

**Ashley Fry, Counseling in Higher Education
College Counseling
Masters candidate**

Stuart J. Sharkey Award for Outstanding Performance in Graduate Preparation in Student Affairs Practice is given to a graduate student who has completed at least 36 hours of courses work in the Student Affairs Practice concentration.

**Richard Brown, Counseling in Higher Education
Student Affairs Practice in Higher Education
Masters candidate**

Julie Mapes Wilgen Award in Human Sexuality & Gender Studies recognizes outstanding achievement by an undergraduate or graduate student who has demonstrated a commitment to the field of human sexuality and gender studies and who has shown an appreciation for diversity and for the betterment of society. This award honors Dr. Wilgen's lifelong work and dedication to the field of sexuality education and family studies.

**Brett Remkus, Political Science
and International Relations
Doctoral candidate**

Alice P. Eyman Professional Development Award is presented to a recipient who demonstrates a strong commitment and passion for building effective partnerships with children and their families and exemplifies, through his/her work with children and families, the philosophy of the Laboratory Preschool. Exceptional qualities of professionalism including advocating for the needs of children and families, participating in professional growth experiences and ability to use reflection as learning tool are also considered.

**Austin Northcutt, Early Childhood Education major
Human Services-Clinics Services major**

Catherine Bieber Scholarship for Academic Achievements and Leadership in HDFS is awarded to a student who has demonstrated academic achievement and provided leadership in human development and family studies. The award is made possible by Catherine Bieber, M.S., a former University of Delaware faculty member, Associate Dean and Acting Dean of the College of Human Services.

**Mia Eckstein, Human Services-
Administration and Family Policy major
Psychology minor, Sociology minor**

Families Influence on Childhood Obesity

Aubrey Dailey

Human Services, Clinical Services major

Faculty Sponsor: Barbara H. Settles, Ph.D.

Human Development & Family Studies

Abstract: "The value of families is a crucial source of health behavior change for children. Therefore, the entire family is needed in order to combat the rapidly growing epidemic of childhood obesity. Current statistics indicate that 1 in 3 children are overweight or obese ("Childhood Obesity", 2008).

Obesity is the result of learning specific behaviors surrounding food from their parents. This paper will show that families affect all aspects of a child's weight whether it is negative or positive. In order to combat obesity, professionals need to be educated on how families affect obesity so that they can give proper assistance and recommendations.

Transracial Adoption: Can Policy Protect Racial Identity?

Sarah Feirstein

Human Services – Clinical Services major

Faculty Sponsor: Jason Hustedt, Ph.D.
Human Development & Family Studies

Abstract: The number of minority children in foster care in the United States is very high, and the amount of time these children are staying in the system is higher than that of other races (Butler-Sweet, 2011). The long length of stay in foster care may have many harmful effects on the minority children.

The large number of minority children in the foster care system is a result of the controversy over transracial adoption and its effects on the adopted child's racial identity formation.

The current policy dealing with transracial adoption, the Multiethnic Placement Act, needs to be altered because its failures are stronger than its successes. The numbers of minority children in the foster care system are still high and the transracial adoptive families are not being prepared for the racial differences between them and their adopted child well enough. To fix the problems with the current policy on transracial adoption, it is recommended that the Multiethnic Placement Act be revised with plans to further increase the recruitment of potential same-race adoptive parents and include support programs for transracially adopted children and their families, in order to ensure that these children are experiencing their culture and ethnic heritage.

Department of Human Development & Family Studies Awards

Swank Human Services Disabilities Scholarship

The Howard W. Swank, Alma K. Swank, and Richard Kemper Swank Foundation awards the Swank Human Services Disabilities Scholarship to a Human Services major with a Disabilities Studies minor in the Sophomore year who are concentrating their studies in disabilities services. The Scholarship covers tuition, books, fees, and related expenses for their Junior and Senior years, up to \$18,000 per student.

**Audrey Rossi, Human Services-Clinical Services major
Disability Studies minor**

**Jennifer Matlack, Human Services-Clinical Services major
Disability Studies minor
Psychology minor**

Jane I. Davidson Laboratory Preschool Award is awarded to a student in Early Childhood Education to honor the memory of Jane I. Davidson for her extraordinary ability to teach young children and families. The student exemplifies the philosophy of the Laboratory Preschool and has demonstrated unusual desire and skill in teaching children with special needs and/or extraordinary ability to create and implement curriculum through play.

Jodi Stark-Thorpe, Early Childhood Education major

**Extra Special Desserts:
Special Diets Applied to Restaurant Dessert Offerings**

Alicia Fretz

Hotel, Restaurant and Institutional Management major

Honors

Foreign Languages and Literatures major

Honors

Faculty Sponsor: Ronald Cole, M.S.

Food & Beverage Management

Abstract: With food allergies, diabetes, and other special diets like vegetarianism or veganism on the rise, restaurants are being forced to find ways to respond and micro-market like never before. The Technomic 2011 Trend "Healthful vs. Indulgent" summarizes restaurant operators' current struggle to satisfy an oxymoron in customers' desires to indulge and be healthy at the same time—and restaurant desserts present the perfect challenge to illustrate this complexity. This article focuses on the application of three special diets to restaurant dessert offerings--gluten-free, sugar-free, and vegan--discussing pros and cons, providing ideas for adoption, and spotlighting operations that have successfully conquered this strategy. It also goes further to test desserts in each category for application and feasibility at University of Delaware's student-run restaurant, Vita Nova.

2011 Marvin B. Sussman Dissertation Prize

Celiac Disease: Research and Interviews

Rebecca Guterman

Dietetics major
Honors
Biological Sciences minor

Faculty Sponsor: Dr. Shannon Lennon-Edwards
Behavioral Health & Nutrition

Abstract: The paper is a compilation of many primary source research articles, properly cited in the Journal of American Dietetic Association

(JADA) format. It analyzes these findings and then compares them to interviews done by the writer. The interviews were all conducted with people who have celiac disease. The paper contains a lot of information that could be useful to anyone suffering from or interested in learning more about celiac disease.

Family Support and Institutional Support

Jean Marie St.Clair-Christman, Ph.D.

Abstract: First generation college students are a diverse group of students, who enter college with unique challenges and varying abilities. Many first generation college students face challenges in pursuing a college degree. Understanding the college experience for first generation students involves an examination of their background characteristics as well as the barriers and supports that impact their college success.

This study explores within group differences in a diverse sample of first generation college students. Unlike many other studies that compare first generation students to their continuing generation peers, this study takes a more in-depth look at first generation student characteristics such as gender, race/ ethnicity, income, parents' education, sibling education and institution type and their relationship to academic integration, social integration, goal commitment, institutional support and family support.

Using a Social Exchange and Life Course framework, as well as elements of Tinto's model of student persistence in college, this study finds differences in student support and integration based on student characteristics and institution type. Findings indicate differences in family support and institutional support based on race, income, parents' education, and sibling education. The findings also reveal differences in social integration and academic integration based on gender, race, parents' education, and sibling education. Implications for research, policy, and practice are discussed

**Dr. St.Clair-Christman's
Dissertation Committee**

Martha Buell, Ph.D., Professor in charge of dissertation
Michael Gamel-McCormick, Ph.D.
Penny Deiner, Ph.D.
Linda Gordon, Ph.D.

**Our appreciation is extended to the
27th Marion H. Steele Symposium
Paper and Poster Evaluators:**

Steven M. Eidelman, MSW, MBA
H. Rodney Sharp Professor of Human Services Policy & Leadership
Department of Human Development & Family Studies

Dr. Michael Ferrari, Professor
Department of Human Development & Family Studies

Dr. Ruth Fleury- Steiner, Associate Professor
Department of Human Development & Family Studies

Dr. Norma Gaines-Hanks, Associate Professor
Department of Human Development & Family Studies,

Dr. Jason Hustedt, Assistant Professor
Department of Human Development & Family Studies

Dr. Brian Miller, Associate Professor
Department of Hotel, Restaurant & Institutional Management

Dr. Cynthia Paris, Associate Professor
Department of Human Development & Family Studies

Dr. Kelebogile Setiloane, Associate Professor
Department of Behavioral Health & Nutrition

Dr. Barbara Settles, Professor
Department of Human Development & Family Studies

Dr. Bahira Sherif-Trask, Professor
Department of Human Development & Family Studies

Dr. Jennifer Vu, Assistant Professor
Department of Human Development & Family Studies,

Dr. Lynn Worden, Assistant Professor
Department of Human Development & Family Studies

**The Misattribution between Self-Esteem and
Bullying: Research and Application in Bully
Prevention in Schools**

Alexandra Harrsch

Human Services – Clinical Services major
Psychology major

Faculty Sponsor: Rob Palkovitz, Ph.D.
Human Development & Family Studies

Abstract: Bullying is a pervasive occurrence which has recently received increasing public interest due to heightened media coverage and more intensive scientific studies. Although we are all educated on the ill effects of bullying, attention is now shifting towards the root causes of bullying – specifically, what creates a bully. Although many are eager to write off bullying as an act carried out in an attempt to compensate for some kind of internal suffering of low self-esteem, this paper demonstrates that the root causes of bullying may be drastically different. Bullies are individuals whom must be viewed in their multiple contexts; therefore, changing family trajectories, school policies, and cultural values may contribute to the cause. Although we live in an age where high self-esteem is viewed as the “cure-all” for most problems, this paper presents research that displays the negative effects of possessing high self-esteem that may contribute to bullying. Despite our best efforts to raise happy, healthy children, we may in fact, be inadvertently cultivating bullies.

**Colonial vs Modern:
The Pros and Cons of Changing Times for a Modern
Family with an Autistic Child**

Christy Mannering

Human Services – Administration and Family Policy major

Faculty Sponsor: Bahira Trask, Ph.D.
Human Development & Family Studies

Abstract: This paper takes a look at Colonial American families and Modern American families, comparing and contrasting the two units. The discussion takes a look at how families coped with all they had to tackle three hundred years ago and sees how times have changed. In conjunction, an interview has been placed with a modern family who has an autistic child to correlate how their family manages in spite of daily struggles. There are many different elements touched on to show just how American families and the community structure in relation to families has evolved.

**“Strong Black Woman”:
Messages of Resilience in the Black Community**

Latiaynna Tabb

Human Development & Family Studies
Master of Science candidate

Faculty Sponsor: Ruth Fleury Steiner, Ph.D.
Human Development & Family Studies

Abstract: Girls’ voices are critical in designing effective intervention programs, as they would reveal experiences, knowledge and targeted intervention opportunities. Those interested in low-income, Black, adolescent female populations should particularly understand strength-training and the Strong Black Woman Identity which impacts thoughts, feelings, and behaviors

Brady et al., (2009) found that leaders within various disability organizations overwhelmingly reported good leadership as an essential factor to quality services; however very little research has been conducted to understand the effectiveness of leadership within the field over time. Additionally, publicly funded programs that do provide training generally focus on children rather than organizational leadership. The scope and focus of leadership training opportunities are, by and large, lacking and inadequate. Programs and systems of services and support, whether through government or provider agencies, need leaders who will continue the shift towards individualized person centered supports, while honoring the needs of both people with disabilities and their families; this is especially true in this era of diminished resources. Leaders of organizations need the skills to navigate and adapt to continually changing social and economic landscapes. Particularly, in times of shortages and significant changes in funding structures, the need for strong leaders with a solid grounding in the values of inclusion, independence, productivity and self-determination is more important than ever. This poster will examine some of the past and current efforts, lay out a plan for purposeful development of organizational leaders for the future and present preliminary data from a leadership development program.

Inspiration for Leadership Choice

Christopher Mitchell

Hotel, Restaurant & Institutional Management major

Faculty Sponsor: Donna Laws, Assistant to the Chair
Hotel, Restaurant & Institutional Management

Abstract: This paper highlights Charles Carroll's Leadership Lessons from a Chef: Finding Time to be Great. It focuses on the human development aspect of the symposium by explaining ways in which to improve upon your workplace and yourself while simultaneously building a team atmosphere."

Comparative Perspectives of Two Aging Americans

Polly Reinicker

Human Services – Clinical Services major
Psychology major

Faculty Sponsor: Julie Wilgen, Ph.D.
Human Development & Family Studies

Abstract: According to the 2010 US Census (Werner, 2011), in the last 10 years, the elderly population (people over age 65) has increased at a faster rate than the growth rate of the total population of the United States. As this population continues to grow, it is receiving increasingly more attention from researchers, policymakers, the media, and the general public. While many view this population as one homogeneous group, most overlook how unique historical and personal life experiences in different cohorts impact the outlook, personality, and overall well-being of aging Americans. This paper takes a “life course approach” in analyzing two older Americans’ lives and how their interactions and experiences with major historical events such as The Great Depression, the women’s rights movement, the civil rights movement and World War II combined to make them who they are today. The two interviewees differed in many aspects after experiencing these movements at different times in their life courses, and ultimately ended up with philosophies and outlooks on life that were products of their time.

Judy is a 90-year-old middle-class Caucasian woman who moved around the country with her husband during WWII but has mainly resided in Pennsylvania and Delaware, while Larry is a 70-year-old African American middle class male who has lived in Delaware his entire life. Judy and Larry are contrasted with each other and also compared to the growing research on the experiences of aging Americans. This paper demonstrates that Larry and Judy, are not simply “old” but, like many aging Americans being lumped into the “elderly category”, are uniquely the products of their age cohorts, family and historical experiences, class and gender.

Creating Leaders in the ID/DD Field: Too Important to Leave to Chance

Amanda Rich

Human Development & Family Studies
Doctoral Candidate

Caitlin Bailey

Human Development and Family Studies
Master of Science candidate

Faculty Sponsor: Steve Eidelman, H. Rodney Sharp Professor of
Human Services Policy and Leadership,
Human Development & Family Studies

Abstract: Changes in supports over time have expanded and improved the services and supports available to people with IDD and their families. Quality of supports depends largely upon the leadership within an organization. This poster centers on leadership in multiple arenas within disability field over time, in order to understand where the field has come from to see where we are and give us insight into where we need to go, and how to get there. The nature of services and supports for people with intellectual and developmental disabilities (IDD) have been evolving since the inception of, what is now, AAIDD in the late 1800’s. A number of inter-related factors, including new funding streams, growing advocacy movements, political and legislative arenas and the field of services and supports continue to shape the direction of this change, driven by dedicated leadership. The number of people with IDD residing in institutional settings in the United States has dropped from 83,328 in 1999 to 58,871 in 2008 (Lakin, et al., 2009). Although these trends are associated with increased inclusion, choice and quality of life, especially for adults (Lakin & Stancliffe, 2007), there are many with IDD who remain without the services and supports needed to live lives of their choosing in the community. The effectiveness and quality of policies and services that people with IDD and their families experience depend on the quality of the people who work for them (Parish, 2005). Thompson

To Bulge or Not To Indulge

Dana Sivak

Dietetics major

Coaching Science minor

age. Step 2 included parental limit setting and adolescent-parent communication, and Step 3 included the interaction terms between parental limit setting and adolescent-parent communication.

For boys, more communication problems with mothers predicted more texting ($\beta = .21, p < .05$). In contrast, more communication problems with fathers predicted less phone use ($\beta = -.21, p < .05$). A significant interaction was found for parental limit setting and open communication with fathers ($\beta = -.25, p < .01$). This interaction indicated that less open communication with fathers and more parental limits predicted more phone use, whereas more open communication with fathers and less parental limits predicted less phone use.

For girls, positive communication with parents consistently was related to less technology use. More specifically, more open communication with fathers predicted less phone use ($\beta = -.20, p < .05$) and less texting ($\beta = -.17, p < .05$). In addition, more communication problems with mothers ($\beta = .18, p < .05$) predicted more phone use. In general, fewer parental limits and more open communication with parents were associated with less phone use (talking and texting). In addition, adolescent-parent communication was found to moderate the relationship between parental limit setting and adolescent phone use. When parental limit setting was low, more open communication with fathers was associated with less phone use. These findings suggest that positive communication with parents may mitigate potentially negative effects that low parental limit setting may have on adolescent technology use.

Faculty Sponsor: Professor Ellen Fox, Department of English

Abstract: First-year weight gain, otherwise known as the “freshman-15,” is a growing issue amongst entering college students. Because it is a time of change for these students now free to make their own decisions, social habits of drinking, binge eating, and consuming meals before bed are common, and since many student do not include physical activity into their day, this reoccurring trend of weight gain is being seen amongst campuses nationwide. Steps should be taken to break these bad habits so that once students leave their college setting, they will be more likely motivated to live a healthier lifestyle.

The Economy of Obesity

Holly Spier

Hotel, Restaurant & Institutional Management major

Business Administration minor

Faculty Sponsor: Professor Christine Kidd, Department of English

Abstract: This was a paper that I wrote for my Introduction to English Class. It was a response to an article that we read about the Obesity Epidemic, and how food companies and book/diet companies are working together to keep America Fat. It was a very interesting article, and this paper reflects my response.

Evolution of Gender Roles

Rebecca Vitelli

Early Childhood Education major
Honors

Faculty Sponsor: Bahira Trask, Ph.D.

Human Development & Family Studies

Abstract: Gender is the greatest separation of the species; a clearly observed divide that has prompted countless studies to probe the physical and psychological contrasts between the sexes. Despite innate biological variations, society does influence and mold role expectations for men and women. In addition, because gender roles are learned, they reflect changes in social attitudes over time, and demonstrate variation due to cultural differences. While the United States and other modern societies have experienced tremendous upheaval and revising of traditional gender roles in the last generation, men and women in other countries still experience restrictions of freedom and opportunity because of their biological sex. For the most part, fairly rigid gender roles and widespread gender stereotypes persist in society; there are expectations about how men and women should look, act, think, and feel. Gender roles affect all individuals to some degree, whether at home, in school, or in the workplace: this makes gender a social construct worthy of closer examination.

The Moderating Effect of Adolescent-Parent Communication on Parental Limit Setting and Adolescent Phone Use

Second Place Graduate Poster

Jessica Schulz

Human Development & Family Studies
Doctoral Candidate

Faculty Sponsor: Christine Ohannessian, Ph.D., Human Development & Family Studies

Abstract: During adolescence, adolescents and parents renegotiate their relationship as adolescents strive for more autonomy. As a result of this increased push for autonomy, parents may feel the need to increase their monitoring and place stricter limits on their adolescent, including limits on their adolescent's use of technology. There is likely to be wide variation in parents' limit setting depending on characteristics of the adolescent-parent relationship. For instance, the quality of communication between adolescents and parents may influence the amount of freedom that parents give their adolescents to use technology. Therefore, the goal of the present study was to examine whether adolescent-parent communication moderates the relationship between parental limit setting and technology use.

The sample included 1,036 15-20 year-old adolescents (58% Caucasian, 53% female) from the Mid-Atlantic region of the United States. The adolescents completed surveys during the spring of 2007 (Time 1) and the spring of 2008 (Time 2). The survey included The Parental Limit Setting Measure (PLSM; Turner, Irwin, & Millstein, 1991), the Parent-Adolescent Communication Scale (Barnes & Olson, 2003), and a questionnaire assessing frequency of technology use. Talking on the phone and texting were included in the present study. Hierarchical linear regression models were conducted separately by gender.

Parental limit setting and adolescent-parent communication (open communication and communication problems) were assessed at Time 1 and adolescent phone use and texting were assessed at Time 2. Step 1 included control variables – parents' education and adolescent's

**MARION H. STEELE SYMPOSIUM
POSTER SUBMISSIONS —GRADUATES**

**The Role of Diet on Vascular Function in Young Healthy
Adults**

First Place Graduate Poster

Taylor Schellhardt

Human Nutrition
Master of Science candidate

Faculty Sponsor: Shannon Lennon Edwards, Ph.D.
Behavioral Health & Nutrition

Abstract: Hypertension (HTN) is an extremely prevalent form of cardiovascular disease and currently afflicts 78 million Americans. Dysfunction of the vasculature may predispose an individual to developing HTN or high blood pressure (BP). Lifestyle factors such as diet may play an important role in influencing blood pressure (BP) and hence vascular function. Research has shown that diets high in sodium (Na⁺) can raise BP, whereas a high potassium (K⁺) diet may be protective against this. Evidence is mounting that a high Na⁺ intake may be detrimental to the vasculature. The purpose of this Na⁺ study was to perform a cross-sectional examination of the role of Na⁺ and K⁺ intake on vascular function in young healthy adults. 24 subjects (15M, 9F) age 24 + 3.4 years with an average BMI of 24.3 were recruited for this study.

Participants recorded their dietary intake for 3 days and following the third day, underwent vascular function testing to determine pulse wave analysis (PWA), carotid-femoral pulse wave velocity (PWV), and flow-mediated dilation (FMD) of the brachial artery. Na⁺ and K⁺ excretion was measured using a 24-hour urine collection. Analysis of the dietary data indicates that subjects consumed above recommended levels of Na⁺ (4091±351 mg/day) and below recommended levels of K⁺ (3033±163 mg/day) over the 3 days. However given this, there was no relationship between sodium consumed nor sodium excreted and FMD, PWA, or PWV.

Further, there was no relationship between potassium and these measurements. In conclusion, in this small sample size, a high sodium intake did not adversely affect vascular function. Need the FMD, PWA, PWV data

The Spirit and Aging of Mary

Douglas Zak

Human Services –Administration and Family Policy major
Disability Studies minor

Faculty Sponsor: Julie Wilgen, Ph.D.
Human Development & Family Studies

Abstract: Some elderly people are able to maintain independent, healthy, and vital lives well into their old age while others become dependent, disease-ridden, and defeated, forced to have home health care or enter senior residences. In this report I examine three factors that can affect the well-being of elderly people. The first factor is the type and effect of social networks on the lives of seniors, and how the size and amount of support gained from these networks affects an aging adult. The next factor is the desire to be independent and how that influences the spirit and health of the elderly. The final factor is the relevance of having a meaningful existence in old age and the part it plays in the mental health of the elderly. I interviewed a vigorous and independent 88-year-old woman for insight into how these factors affect her life and attitudes about aging, and assess how she developed her incomparable spirit and was able to overcome the life-changing transitions she experienced. Her thoughts about aging and my interpretations are intertwined with research supporting the factors examined.

Divorcing Your Abuser

David Comer

Human Services Administration and Family Policy major
Bachelor of Science candidate

Faculty Sponsor: Barbara Settles, Ph.D.
Human Development & Family Studies

Abstract: Getting away from your abuser can be a difficult process and it is important to know how to go about it in a safe way. This poster details what is considered domestic violence and what should be done to safely get away from your abuser as well as various statistics on domestic violence and divorce.

Over thirty percent of all divorces in the United States will involve domestic violence of some kind and on average, more than three women and one man are murdered by their intimate partners in this country every day. With this being said, domestic violence is a serious problem and victims of domestic violence need to be informed of what they can do to safely escape their attacker for good.

Child Abuse: Importance of Reporting Abuse

Amber Banks

Human Services – Clinical Services major
Bachelor of Science candidate

Faculty Sponsor: Barbara Settles, Ph.D.
Human Development & Family Studies

Abstract: Child abuse is a topic that has definitely made headlines over the last several years: The Casey Anthony Case, The Penn State Scandal, and more close to home Dr. Earl Bradley of Lewes, Delaware raping his patients. The issue is everywhere and with every case the world sees those that do not speak up.

Reporting child abuse is essential to provide intervention for those children being abused. Mandated reporters should do their part and report suspected abuse, if not fines and imprisonment may occur due to their neglect of the child's welfare. Every professional should know the child abuse laws for their state and abide by them. The way we define child abuse is important to how we handle the situation. One should know how to recognize the warning signs and then know how to make a report if necessary. The process of reporting involves intake, assessment and investigation, and case management.

There are also several resources online for child abuse including hotlines and departments of services for children and their families.

MARION H. STEELE SYMPOSIUM GRADUATE PAPERS

Parenting and sibling relationship: Conflict management and differential treatment

First Place Graduate Paper

Shan Jiang

Human Development & Family Studies
Doctoral Candidate

Faculty Sponsor: Ruth Fleury Steiner, Ph.D.
Human Development & Family Studies

Abstract: As one of the most common and enduring relationships, the sibling relationship can play a critical role in shaping individuals' social, cognitive, and psychosocial developments. Parenting style and quality have direct impacts on sibling interactions. In this paper, recent empirical studies are reviewed to summarize these impacts for two areas of parenting practices: conflict management and differential treatment. It is shown that new insights were gained on how these two categories of parenting practices affect sibling and parent-child relationships. For example, benefits of parental intervention were documented during intense sibling conflicts, providing evidence to support the need for parental intervention.

Acknowledging the fact that there is no absolute equal treatment, recent empirical studies in the area of parental differential treatment consistently emphasized the importance of children's perceptions. Perceived differential treatment was identified to have adverse impacts on sibling relationships.

These research results can be useful in providing parenting guidelines to foster positive parent-child interactions and sibling relationships.

**Family and School Life of Children
Raised by Their Grandmothers**

Second Place Graduate Paper

Yoonjoo Lee

Human Development & Family Studies
Doctoral Candidate

Faculty Sponsor: Jennifer Vu, Ph.D.
Human Development & Family Studies

Abstract: This review paper shows the family and school life of children raised by their grandmothers, based on the concepts of microsystems and mesosystems and the properties of each concept in Bronfenbrenner's ecological theory. Two properties of microsystems, reciprocity and beyond the dyad, were applied to organizing the research results about their family life. Two other properties, recognizing the functional social system and indirect impact of physical factors, were used to explain the understudied area about their family and school life. All properties of mesosystems, interactions between settings and ecological transition, were applied to summarizing previous results and suggesting future research topics. The lack of explanations about the roles of individual factors and about reasons and ways that individuals and environments interplay are discussed as the limitations of the theory.

Advocating For Your Child With Disabilities

Second Place Undergraduate Poster

Rachel Bahar

Human Services –
Community Education major
Bachelor of Science candidate

Christine Feil

Human Services –
Administration and Family Policy major
Bachelor of Science candidate

Faculty Sponsor: Barbara Settles, Ph.D.
Human Development & Family Studies

Abstract: You are your child's best advocate for their education because you understand them best. Educate yourself on your rights as a parent and the rights of your child. Understanding this information will help you be a more successful advocate for your child's needs and help you be more prepared when discussing their education plan. This poster presents a list of different resources that help families become more informed advocates with children who have disabilities.

**MARION H. STEELE SYMPOSIUM
POSTER SUBMISSIONS—UNDERGRADUATES**

**The impact of maternal attachment and child anxiety on
presence and placement of preschool stuttering**

First Place Undergraduate Poster

Natalie Goldstein

Psychology major, Honors
Cognitive Science major, Honors
Disability Studies minor

Faculty Sponsor: Jennifer Vu, Ph.D.,
Human Development & Family Studies

Abstract: The purpose of this study was to examine the impact of maternal attachment and child anxiety on the presence and placement of stuttering. Participants were 26 preschool children, 7 categorized as children with stutter (CWS) and 19 categorized as children with no stutter (CWNS). Children were administered the MacArthur Story Stem Battery (MSSB; Bretherton & Oppenheim, 2003; Emde, Wolf, & Oppenheim, 2003) to capture the children's representation of the child-mother relationship; parents completed the Social Competence and Behavior Evaluation: The Short Form (SCBE-30; LaFrenière & Dumas, 1996) to measure child social competence, anger aggression, and anxiety-withdrawal.

Findings indicated that the presence of stuttering is state, not trait dependent. When stuttering occurs, it is significantly more likely to be during a point in conflict than during no conflict; however, CWS did not significantly have lower secure maternal attachment or higher anxiety-withdrawal ratings than CWNS. Additionally, findings indicated placement of stuttering might vary by maternal attachment and child anxiety. For CWS, those with lower maternal security significantly had a more equal ratio of stuttering not in conflict to stuttering in conflict compared to those with higher maternal security ($r = -.882$ $p < .05$). CWS with higher anxiety-withdrawal ratings were almost significantly more likely to stutter during the main conflict than children with lower anxiety-withdrawal rating ($r = .502$ $p = n.s$). The discrepancies in placement of stuttering may be important to consider when beginning speech therapy for stuttering. Knowing this, it may be helpful to screen for child anxiety and maternal attachment before stuttering treatment to determine the most beneficial therapy.

**Infants and Caregivers in Cultural Context:
Questioning the Universality of Attachment Theory**

Second Place Graduate Paper

Megan Barolet-Fogarty

Human Development & Family Studies
Doctoral candidate

Faculty Sponsor: Bahira Trask, Ph.D.
Human Development & Family Studies

Abstract: One of the central tenets of attachment theory posits its universal application across the human species. Numerous empirical studies and meta-analyses seem to support similar distributions of attachment classifications in a wide variety of global settings. Nevertheless, some scholars continue to debate the validity of data gathered through the classic attachment theory measure, the Strange Situation, across such disparate cultural contexts. I argue that while attachment theory provides a foundational framework appropriate for cross-cultural application, the current focus on decontextualized quantitative analysis of a rather artificial interaction between caregiver and child can hardly capture the complexity of childrearing traditions and values worldwide. Examining caregiver-child interactions and attachment through naturalized observation with a more nuanced and in-depth understanding of the role of culture allows us to draw upon the invaluable contributions of attachment theory without encouraging inappropriate and ethnocentric comparisons.

Identifying the Relation between Emotion Regulation and Academic Achievement Using an Ipsative Approach

Alison Seefeldt

Human Development & Family Studies
Master of Science candidate

Faculty Sponsor: Rena Hallam, Ph.D.
Human Development & Family Studies

Abstract: How children learn to regulate emotions is a popular topic of research in early childhood development. This paper explores how the development of emotion regulation skills and later academic achievement are related in young children. Children with strong emotion regulation have been found to have higher academic achievement when they enter school, while children with poor emotion regulation often struggle to achieve academically. The use of an ipsative approach, which stresses the study of intraindividual differences, is suggested to gain insight into how emotion regulation and academic achievement are related. The paper highlights the strengths and limitations of viewing these two topics from an ipsative approach. One key strength is that the approach considers how a child's individual traits interact with his or her environment to affect the development of emotion regulation skills.

The Experience of Siblings in Pediatric Cancer: A Systematic Review

Neda Moinolmolki

Human Development & Family Studies
Doctoral Candidate

Faculty Sponsor: Bahira Trask, Ph.D.,
Human Development & Family Studies

Abstract: Research regarding siblings of children with pediatric cancer continues to be both theoretically and methodologically limited in scope.

Despite the fact that there has been a drastic increase in the number of studies emphasizing the inclusion of siblings in pediatric cancer there are still lingering limitations. The purpose of this literature review is to bring to light the current limitations in these studies meanwhile helping to guide researchers to incorporate more effective theoretical and methodological strategies in the future Studies.

Comparison between mainland Chinese and Chinese immigrants in the United States

Shan Jiang

Human Development & Family Studies
Doctoral Candidate

Faculty Sponsor: Myae Han, Ph.D.
Human Development & Family Studies

Abstract: Culture shapes parents' beliefs on play. Parents' play beliefs may serve as a medium to pass cultural and societal norms to the next generation, thus affecting children's play. It is well known that academic performance is highly emphasized in traditional Asian societies, contrasting the play beliefs in the Western countries. Today's China is undergoing significant changes. While adopting Western educational principles, the Chinese society and government also promote traditional cultural norms. Furthermore, the social structure and education system in China are also experiencing drastic transformation. There are limited studies focusing on Chinese parents' beliefs of play in this dynamic society. This study examines the comparison of parents' play beliefs between mainland Chinese and Chinese immigrants in the United States (U.S.). The former group may carry more elements of traditional play beliefs and, yet, indirectly influenced by the Western principles. The latter group is directly influenced by the Western culture and education.

A pilot survey was conducted to investigate parents' play beliefs of these two groups. Largely adopted from the Parent Play Beliefs Scale (PPBS), the survey collected parents' view about importance of their child's play, parents' involvement of play and their enjoyment of play, and how much they value play compared with academic activities. The pilot study showed that responses from the Chinese immigrants in the U.S. and those from the mainland Chinese were largely similar, both positive toward play. The two groups differed in their responses in the area of academic focus. The surveyed mainland Chinese emphasized more on academic performance than the Chinese immigrants in the U.S.

Peer Rejection through Erikson's Theory of Psychosocial Development

Katie Borrás

Human Development & Family Studies
Master of Science candidate

Faculty Sponsor: Steve Eidelman, H. Rodney Sharp Professor of
Human Services Policy and Leadership
Human Development & Family Studies

Abstract: Peer rejection and victimization can be defined as “a traumatic stressor that compromises children's long-term mental health” (Rudolph, 2011). It is often characterized as by a child being not accepted by their peers due to behavior that is not accepted by the norm. Peer socialization and rejection is a topic that is widely discussed among researchers, teachers and parents alike. Students who are exposed to rejection amongst peers in elementary school generally display detrimental behavior in adolescent years. Erikson's Theory of Psychosocial Development emphasizes the importance of early intervention in peer rejection and socialization.