

THE NATIONAL CONFERENCE IN CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY

Translating Research into Practice

October 18-20, 2018
Kansas City, MO



THE NATIONAL CONFERENCE IN CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY

Translating Research into Practice

Welcome to Kansas City, and to the **2018 National Conference in Clinical Child and Adolescent Psychology**! We are glad you've joined us for this 13th biennial conference spanning almost 25 years! Our field continues to grow and develop in richness and complexity. The conference speakers and topics were chosen to reflect that growth and development. As we have for the past few years, we are using themed multi-speaker sessions to allow more interactions between speakers and attendees and to help facilitate the translation of research into clinical practice. We hope that you take advantage of this opportunity and bring your questions and observations into the discussion.

The Conference is a "labor of love" of the faculty, staff, and students of the **Clinical Child Psychology Doctoral Program** at the University of Kansas. The Clinical Child Psychology Program is accredited by the American Psychological Association and is a member of the Academy of Psychological Clinical Science. Students receive training from a core faculty with interests in clinical science in developmental psychopathology, psychotherapeutic interventions, pediatric psychology, and policy and advocacy. Practicum training occurs in our *KU Child and Family Services Clinic*, as well as in numerous practicum sites across our area. More information about the program is available at www.ccpp.ku.edu.

The conference is significantly co-sponsored by the **Society of Clinical Child and Adolescent Psychology** (Division 53 of the American Psychological Association). Without this support the conference fees would be much higher. The Society publishes two journals, the *Journal of Clinical Child and Adolescent Psychology* and *Evidence-based Practice in Child and Adolescent Mental Health*. The society also supports web-based effective-child therapy training and provides programming at the annual convention of the American Psychological Association. Membership information is available at conference displays and at www.sccap53.org.

The **American Board of Clinical Child and Adolescent Psychology** (ABCCAP) also co-sponsors this conference. ABCCAP is an association of clinical child and adolescent psychologists who are recognized as specialists in the field through the American Board of Professional Psychology (ABPP) certification process. Representatives of the Board are attending the conference and will be happy to provide information about the specialty certification in Clinical Child and Adolescent Psychology. Look for Board Certified clinicians and ABCCAP Board Members wearing maroon ABPP ribbons on their conference name badges. More information is available at www.clinicalchildpsychology.com and at the informational meeting on Saturday morning.

We are also pleased to have the **Clinical Child and Pediatric Psychology Training Council** (CCaPPTC) join us this year as a co-sponsor of the Conference. Established in 2016, CCaPPTC exists to promote the advancement of graduate and postgraduate education and training within the areas of clinical child and adolescent psychology and pediatric psychology. More information about CCaPPTC, including its history and purpose, member programs, and application procedures, is available at www.ccapptc.org. Please familiarize yourself with CCaPPTC during the informational meeting on Thursday afternoon, or during the reception on Thursday evening.

We hope you find the Conference informative and enjoyable. Our aim is to give you a useful and practical integration of research and practice in clinical child psychology. Please call on the faculty and students of the Clinical Child Psychology Program if you need assistance. They are identified by special Jayhawk emblems on their name badges.

CONFERENCE INFORMATION

Conference Goals

- Provide up-to-date information on research and evidence-based practice in clinical child and adolescent psychology and mental health services for children and families.
- Provide specific learning experiences targeted to topics in externalizing disorders, internalizing disorders, therapy and interventions, prevention, and professional issues.
- Provide opportunities for productive interaction between and among researchers, practitioners, and trainees.

Continuing Education

The University of Kansas Clinical Child Psychology Program is approved by the American Psychological Association to sponsor continuing education for psychologists. The University of Kansas Clinical Child Psychology Program maintains responsibility for this program and its contents. Certificates of attendance will be issued for each poster session and plenary session to each individual who attends the session in its entirety and who completes and returns an evaluation form at the conclusion of the session. Please give your evaluation form and sign-in sheet to the monitors at the end of each session. They will issue your documentation of attendance. Please contact the Clinical Child Psychology Program (ccpp@ku.edu) if you have questions about the continuing education offered at this conference.



Note: Evaluation forms cannot be distributed or accepted after the start of each session. Participants are responsible for submitting their evaluation form immediately at the close of a session. We cannot award certificates for partial attendance at a session.

Poster Sessions

Please visit the poster sessions in the Rooftop Ballroom on Thursday and in Salon II on Friday. A list of poster presenters for each session is located at the back of this program.

Registration

All conference attendees, including presenters, guests, and participants, must register. A conference badge is required for admission to all conference sessions, meetings, and meals.

Meals

A continental breakfast will be available in the Ballroom Foyer between 7:30 and 8:20 a.m. Friday and Saturday. Lunch will be provided on Friday as part of your registration fee. You are invited to explore the beautiful Country Club Plaza for a convenient lunch on Saturday.

Reception

The KU Clinical Child Psychology Program and the Clinical Child and Pediatric Psychology Training Council (CCaPPTC) will host a reception with a poster session on Thursday evening. Please join us from 6:00 to 9:00 p.m. Thursday, October 18, 2018, in the Rooftop Ballroom at the Intercontinental Kansas City on the Plaza. Posters will be staffed from 7:00 to 8:00.

Diversions

Please visit www.countryclubplaza.com for a listing of shopping, dining, and entertainment options in Kansas City's *Country Club Plaza*.

CONFERENCE AGENDA

THURSDAY, OCTOBER 18, 2018

Ballroom Foyer

12:00 **Conference Registration**

Salon III (Ballroom Level)

1:00 **Preconference Workshop^{CE}**

Psychological Interventions for Pediatric Chronic Pain

Tonya Palermo, Ph.D.

Seattle Children's Hospital

Pavilion I

4:00 **Informational Meeting, Clinical Child and Pediatric Psychology Training Council**

Rooftop Ballroom

6:00 **Welcome Reception**

Co-sponsored by the Clinical Child and Pediatric Psychology Training Council (CCaPPTC)

7:00 **Poster Session #1: Pediatric Health, Neurodevelopmental Disorders, and Service Delivery^{CE}**

FRIDAY, OCTOBER 19, 2018

Ballroom Foyer

7:30 **Continental Breakfast/Registration**

Salon 1A/B (Ballroom Level)

8:30 **Welcome and Announcements**

8:45 **Peer Victimization and Aggression: Application of Mediated/Moderated Associations to Clinical Practice^{CE}**

Understanding Risks and Consequences of Peer Aggression and Victimization to Inform Prevention and Intervention

Paula Fite, Ph.D., University of Kansas

Development of Aggression and Peer Victimization Subtypes: Implications for Treatment

Jamie Ostrov, Ph.D., University of Buffalo

10:05 **Coffee Break**

An Interpersonal Approach for Reducing Peer Victimization and Preventing Social Anxiety and Depression

Annette La Greca, Ph.D., ABPP, University of Miami

Discussion, Questions and Answers

Moderated by Brian Chu, Ph.D., Rutgers University

*Rooftop Ballroom*11:45 **Luncheon***Pavilion I*11:45 **Meet the Editors Lunch Session** (*advanced registration required*)

Anne Marie Albano, Ph.D., ABPP

Editor, *Evidence-Based Practice in Child and Adolescent Mental Health*

Brian C. Chu, Ph.D.

Editor, *Cognitive and Behavioral Practice*

Andres de los Reyes, Ph.D.

Editor, *Journal of Clinical Child and Adolescent Psychology*

Tonya Palermo, Ph.D.

Editor, *Journal of Pediatric Psychology*

Jennifer Schurman, Ph.D., ABPP

Editor, *Clinical Practice in Pediatric Psychology**Salon II (Ballroom Level)*1:00 **Poster Session #2: Trauma, Maltreatment and Child Welfare, Peer Victimization, Parenting/Family Issues** ^{CE}*Salon 1A/B (Ballroom Level)*2:00 **Building Cultural Competence among Clinical Child and Adolescent Psychologists** ^{CE}*Evidence-Based Treatment and Youth Diversity: What We Know & Why it Matters***Stan Huey, Ph.D.**, University of Southern California*Deploying Evidence-based Practices (EBPs) to Reduce Mental Health Disparities among Asian American Youth: EBP Selection, Adaptation, and Implementation***Anna Lau, Ph.D.**, University of California at Los Angeles3:20 **Break***Thinking About the Role of Culture in Clinical Child and Adolescent Psychology***Armando Piña, Ph.D.**, Arizona State University*Discussion Questions and Answers*

Moderated by Omar Gudiño, Ph.D., ABPP, University of Kansas

*Pavilion II*5:00 **Conference within a Conference Plenary Address***You are Welcome Here: Taking a Seat at the Grad Psych Table***Anita Jones Thomas, Ph.D.**, University of Indianapolis*Salon II (Ballroom Level)*5:00 **Poster Session #3: Intervention, Assessment, Emotion Regulation, and Internalizing/Externalizing Problems** ^{CE}*Pavilion II*6:30 **Conference within a Conference Discussion Groups**

SATURDAY, OCTOBER 20, 2018

Ballroom Foyer

7:30 **Breakfast**

Pavilion I

7:30 **Informational Meeting**, American Board of Clinical Child and Adolescent Psychology

Grab your breakfast from the Ballroom Foyer and join members of the American Board of Clinical Child and Adolescent Psychology for a discussion of the ABPP specialty certification process.

Salon 1A/B (Ballroom Level)

8:30 **Autism Spectrum Disorders: Evidence-based Identification and Interventions** ^{CE}

A Community Model for Expediting Early Access to Specialized Intervention for Toddlers with ASD.

Wendy Stone, Ph.D., University of Washington

Family-based Interventions for Autism Spectrum Disorder

Tammy Barry, Ph.D., Washington State University

9:50 Coffee Break

Using Telehealth to Enhance Access to Evidence-Based Screening, Diagnosis, and Intervention for Children with Autism

Micah Mazurek, Ph.D., University of Virginia

Discussion Questions and Answers

Moderated by Matthew Mosconi, Ph.D., University of Kansas

11:30 **Lunch** (on your own)

Please visit www.countryclubplaza.com/dining/directory for dining options within a few blocks of the Conference hotel.

Salon 1A (Ballroom Level)

1:00 **Directions in Assessment and Treatment for Children and Adolescents** ^{CE}

Cognitive-Behavioral Treatment for Adolescent Suicidal Behavior: Why and for Whom Does It Work?

Christianne Esposito-Smythers, Ph.D., George Mason University

Beyond Brick and Mortar: Leveraging Remote Technologies to Extend the Reach and Scope of Children's Mental Health Care

Jonathan Comer, Ph.D., Florida International University

Better Decision-makers, Better Clinicians: Bridging the Assessment Research-Practice Gap

Amanda Jensen-Doss, Ph.D., University of Miami

3:15 **Conference Adjourns**

CE—Denotes a session for which Continuing Education for psychologists is available.

CONFERENCE SPEAKERS

Tammy D. Barry, Ph.D., is a Professor in the Department of Psychology at Washington State University (WSU) and the Director of Clinical Training for the clinical psychology doctoral program. She received her Ph.D. from The University of Alabama in 2000. Dr. Barry taught courses and supervised doctoral students' clinical work at four other institutions before joining Washington State University in Fall 2015. Dr. Barry's research focuses on biologically-based and contextual correlates of child externalizing behaviors, including ADHD, aggression, and disruptive behaviors associated with autism. Factors examined in Dr. Barry's WSU Child Externalizing Behaviors Lab include: neuropsychological functioning/endophenotypes, child temperament, parental psychopathology/stress, parenting practices, SES/neighborhood characteristics, and individual difference factors—all from a developmental psychopathology perspective through both cross-sectional and longitudinal studies. Recent work focuses on moderators and mediators of outcomes in family members (including caregivers and typically-developing siblings) of children with autism.

Jonathan Comer, Ph.D., is a Professor of Psychology and Psychiatry at Florida International University, where he directs the Mental Health Interventions and Technology (MINT) Program, an interdisciplinary clinical research program devoted to expanding the quality, scope, and accessibility of quality mental health care. He is President-Elect of the Society of Clinical Psychology, and a Fellow of the American Psychological Association. His program of research focuses, in part, on the assessment, phenomenology, course, and treatment of child anxiety disorders, with focus on early-onset problems. He also evaluates innovative methods to reduce systematic barriers to effective care. To this end he conducts research examining the role of new technologies—such as videoconferencing and mobile platforms—for meaningfully expanding the reach of mental health care. Dr. Comer has published over 130 scholarly articles, chapters, and handbooks, and his research has been funded by NIMH, NICHD, and the NSF, as well as by several private foundations and non-profit organizations.

Christianne Esposito-Smythers, Ph.D., is an Associate Professor in the Psychology Department at George Mason University (GMU), Director of Clinical Training for the Clinical Psychology program at GMU, as well as an adjunct faculty in the Department of Behavioral and Social Sciences at Brown University. She is also a Licensed Clinical Psychologist. Her primary research interests include the design, testing, dissemination, and implementation of family-focused cognitive behavioral treatment and prevention protocols for adolescent suicidal behavior, substance abuse, and other high-risk behaviors. Her work has been funded by the National Institute of Mental Health, National Institute on Alcohol Abuse and Alcoholism, National Institute of Child Health and Human Development, Adolescent Medicine Trials Network for HIV/AIDS Interventions, the American Foundation for Suicide Prevention, and local government and healthcare systems. She is an author of more than 70 peer-reviewed publications, 15 book chapters, and over 100 national/international presentations. She also engages in active training and suicide prevention initiatives in her local community and beyond.

Paula Fite, Ph.D., is a Dean's Professor in the departments of Psychology and Applied Behavioral Science and serves as a core faculty member in the Clinical Child Psychology Program at the University of Kansas. Dr. Fite develops and evaluates developmental models of risk for child and adolescent problem behavior, with emphasis on aggression, delinquency, and substance use. She has more than 150 scholarly publications. Her research has been funded by the National Institute of Drug Abuse, the Kansas State Department of Education, and the American Psychological Foundation. She is on the editorial board of the *Journal of Abnormal Child Psychology*, *Child Psychiatry and Human Development*, the *Journal of Psychopathology and Behavioral Assessment*, and *Substance Abuse: Research and Treatment*. She is Treasurer for APA Division 37 and serves on the Science Committee for the APA Division 53. She was awarded the American Psychological Foundation's Diane J. Willis Early Career Award in 2014 and is a Fellow of the American Psychological Association.

Stanley J. Huey, Jr. Ph.D., is an Associate Professor of Psychology at the University of Southern California, with a joint appointment in American Studies and Ethnicity. He received his Ph.D. in clinical psychology in 1998 and joined the USC faculty in 2000. His research focuses on (1) psychotherapy effects with children and families, (2) cultural issues in psychotherapy, and (3) interventions in criminal justice settings. Dr. Huey teaches courses addressing mental health, therapy, and diversity. Recent courses include abnormal psychology, culture and mental health, the psychology of African Americans, the psychology of racial bias, and race and crime. He is also Director of Graduate Studies in the Psychology Department. As a licensed clinical psychologist, Dr. Huey has extensive experience treating trauma victims and youth with behavioral problems. He also provides clinical supervision to graduate students in clinical psychology. He consults in areas of diversity and cultural competence, evidence-based treatment, parenting and parent training, and program evaluation.

Amanda Jensen-Doss, Ph.D., is an Associate Professor and the Director of the Child & Family Division in the Department of Psychology at the University of Miami. Her research seeks to characterize and improve youth clinical care, particularly by testing the benefits of employing evidence-based assessment tools and treatments in clinical care settings. Her work has been funded by the National Institute of Mental Health, including a currently-funded R01 effectiveness trial focused on testing two evidence-based practices for adolescent anxiety and depression in community mental health clinics. She has numerous articles published in top-tier journals and is co-editor of a book on diagnostic and behavioral assessment in youth. She is a former leader of the ABCT Dissemination and Implementation Science Special Interest Group and currently the Member at Large for Science & Practice for The Society for Clinical Child and Adolescent Psychology, APA's Division 53.

Anita Jones Thomas, Ph.D., is a clinical psychologist and nationally recognized leader in the psychological study of culture and identity. Dr. Thomas originally earned her doctorate in counseling psychology from Loyola University Chicago where she later served on the faculty and as Associate Dean of Academic Affairs. Dr. Thomas currently serves as the Dean of the College of Applied Behavioral Sciences at the University of Indianapolis, her most recent post in a career that spans more than two decades. In that time, Dr. Thomas has been a national leader in promoting interdisciplinary programs and community partnerships. She brings the perspective of both an academic and an administrator to the *Conference within a Conference* programming aimed at supporting Underrepresented Minority Students interested in graduate study in psychology.

Annette La Greca, Ph.D., ABPP, is a Distinguished Professor of Psychology and Pediatrics at the University of Miami and the Director of Clinical Training. Her research has focused on “risk and resilience” in adolescents’ mental health. She studies the impact of peer relations (especially peer victimization) on social anxiety, depression, and physical health. She has published over 300 peer-reviewed articles and chapters and 17 books. Her work has been supported by several foundations, as well as the National Institute of Mental Health, which funded her work to develop a school-based intervention to reduce peer victimization and prevent social anxiety and depression. She is a Fellow of the American Psychological Association (Divisions 12, 38, 53, and 54), the Academy of Behavioral Medicine Research, and the International Society for Affective Disorders. She has been the recipient of research and mentoring awards, including the 2013 Distinguished Women Scholars Award from Purdue University and the 2014 Distinguished Career Award from the Society of Clinical Child and Adolescent Psychology.

Anna S. Lau, Ph.D., is a Clinical Psychologist and Professor of Psychology at the University of California, Los Angeles. Her research focuses on disparities in children’s mental health services, cultural variation in risk and protective factors for child psychopathology, and community implementation of evidence-based practices for ethnic minority youth and families. Her work on risk and protective factors for youth in Asian American immigrant families is informing her efforts to implement school-based interventions for adolescents at risk of depression. Another project involves understanding factors that promote the sustained implementation of evidence-based practices for diverse families in community mental health clinics. Her research is supported by the National Institute of Mental Health and the Spencer Foundation. She supervises and trains doctoral students and teaches courses related to Asian American Mental Health and the Psychology of Diversity. She serves as the Vice Chair for Graduate Studies in the Department of Psychology and the Chair of the Academic Senate Committee on Undergraduate Admissions and Relations with Schools.

Micah Mazurek, Ph.D., is an Associate Professor at the University of Virginia and a licensed clinical psychologist. She received her BA in psychology from Yale University and her MA and PhD in clinical psychology from the University of North Carolina at Greensboro. She completed her pre-doctoral clinical internship at the University of Alabama at Birmingham and her postdoctoral fellowship at the University of Missouri. Prior to her current position, she was an Associate Professor at the University of Missouri and the Thompson Center for Autism and Neurodevelopmental Disorders and Director of the Missouri Leadership Education in Neurodevelopmental Disabilities (LEND) program. Dr. Mazurek has clinical expertise in assessment and treatment of autism and other neurodevelopmental disorders. Her current research focuses on developing new tools, techniques, and technologies for improving diagnosis, treatment, and access to care for individuals with autism and their families.

Jamie M. Ostrov, Ph.D., is a Professor of Psychology in the Clinical Psychology program at the University at Buffalo, The State University of New York. Dr. Ostrov is also the Director of the Social Development Laboratory at the University at Buffalo. As a developmental psychologist, Dr. Ostrov’s research focuses on understanding the development of subtypes of aggression in young children. Dr. Ostrov has published his research in a variety of top peer-reviewed journals including: *Child Development*, *Development & Psychopathology*, and *Psychological Review*. Dr. Ostrov currently serves on 9 editorial boards including: *Aggressive Behavior*, *Child Development*, *Early Childhood Research Quarterly*, *Journal of Applied Developmental Psychology*, *Journal of Clinical Child and Adolescent Psychology*, and *Social Development*. His research is currently funded by the National Science Foundation (NSF) and the National Institute on Drug Abuse (NIDA).

Tonya Palermo, Ph.D., is a Professor of Anesthesiology and Pain Medicine at the University of Washington. She also serves as Associate Director of the *Center for Child Health, Behavior and Development* at Seattle Children's Research Institute. She directs the Pediatric Pain and Sleep Innovations Lab that aims to improve the lives of children with pain and their families through developing, evaluating, and disseminating innovative treatments that can be delivered at low cost. Dr. Palermo has published over 185 peer-reviewed articles and two books on cognitive-behavioral therapy for pediatric chronic pain. Dr. Palermo is active in training clinician-scientists at the postdoctoral and junior faculty level. Dr. Palermo serves on the Executive Boards of the Society of Pediatric Psychology, the International Society for Research on Internet Interventions, and the American Pain Society; she serves as Editor for the *Journal of Pediatric Psychology* and has been elected Fellow of the American Psychological Association.

Armando Piña, Ph.D., is an Associate Professor of Psychology at Arizona State University and Principal Scientist in The Courage Lab. He has authored or co-authored about four dozen peer-reviewed articles and book chapters and serves on editorial boards for the *Journal of Consulting and Clinical Psychology*, the *Journal of Clinical Child and Adolescent Psychology*, and the *Journal of Psychopathology and Behavioral Assessment*. His research has been funded by the National Institute for Mental Health and the National Institute of Child Health and Human Development. Recently, he has been collaborating with school administrators and individuals who deliver social and emotional learning (SEL) curriculum to elementary school youth. Because of these collective experiences, his interests have shifted from working in the laboratory to working in the "real-world." He is interested in child anxiety research and in the study of children's courage. This positive strength-based approach serves community organizations, like schools and providers working with children, adolescents, and caregivers.

Wendy Stone, Ph.D., is a clinical scientist and Professor of Psychology at the University of Washington. Her primary research objective is to optimize outcomes for young children with autism and their families. Toward this end, her research has focused on characterizing the early-emerging behavioral features of autism, implementing targeted NDBI interventions to attenuate symptom development, and evaluating community models for expediting early access to screening and specialized intervention for toddlers with autism. She has received consistent funding from NIH and other federal agencies for over 25 years. Dr. Stone is committed to translating research findings to community settings and is currently working with primary care health providers and early intervention providers to increase their use of evidence-based screening and intervention for toddlers with autism. Her community outreach activities also include her participation on the Autism Advisory Panel for *Sesame Street*[™], which recently premiered a Muppet with autism.

ACKNOWLEDGEMENTS

We gratefully acknowledge and thank the following psychologists for their invaluable assistance with the poster abstract review process:

| | | |
|---------------------|---------------------|-------------------|
| Kris Berlin | Jodi Kamps | Steve Shapiro |
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| David Fedele | Tim Nelson | Jason Van Allen |
| Chris Flessner | Vicky Phares | Andres Viana |
| Kathy Grant | Andres de los Reyes | Yelena Wu |
| Omar Gudiño | Michael C. Roberts | Andrea Young |
| | Marilyn Sampilo | |

We thank the Science Committee of the *Society of Clinical Child and Adolescent Psychology (APA Division 53)* for funding the *SSCAP Student Poster Award for Outstanding Scientific Merit*.

To be considered for this award, abstracts had to be nominated by at least two members of the abstract review team. Nominated posters are denoted with asterisks (*) in the program listings.

A winner will be selected and announced during the Conference.

Finally, we wish to thank the following students for their assistance with key tasks and activities associated with this year's Conference:

Bridget Cho

Student Volunteer Coordinator, Assistant Editor of Conference Program

Jessy Guler & Austen McGuire

Co-Coordiators of Information Technology

Continuing Education Monitors

| | | |
|-------------------------|-------------------|------------------|
| Madeline Abel | Stephanie Guler | Amy Noser |
| Carolina Bejarano | Shannon Kelly | Adrian Ortega |
| Erin Bojanek | Tiffany Kichline | Casey Pederson |
| Jennifer Christofferson | Arwen Marker | Priya Srivastava |
| Kathleen Diaz | Andrew McConville | Katie Stone |
| Rachel Doyle | Walker McKinney | Moneika Sutton |
| Alexandra Golik | Alexandra Monzon | Betsy Tampke |

NOTES AND ELECTRONIC POLLING FOR PANEL DISCUSSIONS

To improve the efficiency and quality of the discussion portion of our multi-speaker sessions, we will utilize an electronic polling system to capture audience questions. Please refer to the specific QR code and/or URL for each of the sessions. Submit your questions or observations during the talks they will be considered for discussion by the panel moderator:

- Scan the provided QR code for the specific topical panel you are attending using any QR scanner app on your smart phone. Your phone will be directed to the correct question portal for the panel you are attending.
- Type the indicated URL directly into the internet browser on your smart phone. Your phone will be directed to the correct question portal for the panel you are attending.

Peer Victimization and Aggression: Application of Mediated/Moderated Associations to Clinical Practice

<http://p2.gg/7px>



Building Cultural Competence among Clinical Child and Adolescent Psychologists

<http://p2.gg/7p9>



Autism Spectrum Disorders: Evidence-based Identification and Interventions

<http://p2.gg/7pn>



Poster Session 1

Pediatric Health Issues, Neurodevelopmental Disorders, and Service Delivery

Thursday, October 18, 2018 • 7:00pm

Rooftop Ballroom

1. **Predictors of greater prevalence of obesity among children with excessive daytime sleepiness**
Xiayang Yu, Jiabin Shen, Kristin Avis, & David Schwebel
2. **Influence of family mealtimes and feeding behaviors in early childhood on weight in late adolescence**
Cathleen Odar Stough, Katlyn Garr, Ashley Albrinck, & Sanita Hunsaker
3. **Feasibility, acceptability, and preliminary efficacy of a Network Underwritten Dynamic Goals Engine (NUDGE) program to promote physical activity in adolescents**
Adrian Ortega, Carolina Bejarano, Tiffany Kichline, Alexandra Monzon, & Christopher Cushing
4. **Associations among executive function, hedonic appetite, and eating behavior in adolescents**
Carolina Bejarano, Adrian Ortega, Alexandra Monzon, Tiffany Kichline, Brooklyn Storrer, & Christopher Cushing
5. **The relationship between executive functioning, affect, and discrepancies between reported and objective physical activity***
Alexandra Monzon, Adrian Ortega, Carolina Bejarano, Tiffany Kichline, & Christopher Cushing
6. **Childhood obesity and the moderation of sleep habits in parent- and child-reported quality of life**
Meredith Ehrhardt, Kristen Gray, Lamiaa Ali, Amy Hendrix, Eden Hemming, Alyssa Brewer, Amanda Adams, Rodriguez Henoc, Jamie Rhudy, & Joanna Shadlow
7. **Factor analysis of a brief sleep habits questionnaire: Do sleep habits predict quality of life in obese children?**
Kristen Gray, Meredith Ehrhardt, Lamiaa Ali, Eden Hemming, Amy Hendrix, Amanda Adams, Alyssa Brewer, Henoc Rodriguez, Jamie Rhudy, & Joanna Shadlow
8. **Health and socioemotional functioning: An exploration in a sample of 9 to 11-year-old youth experiencing homelessness**
Alicia Travis, Alena Kryvanos, & Theresa Lafavor
9. **Body-esteem moderates the relationship between thin-ideal internalization and self-esteem in Latinx youth**
Zohal Heidari, Thomas Parkman, & Jason Van Allen
10. **A longitudinal investigation of adaptive behavior in children with neurofibromatosis type 1**
Danielle Glad, Brianna Yund, Kristin Lee, Christina Casnar, Marie Enderle, & Bonita Klein-Tasman

*Denotes nominee for the SSCAP Student Poster Award for Outstanding Scientific Merit.

11. **The relationship of hope and self-compassion to quality of life among adolescents and young adults with bleeding disorders**
Darci Klein, Debbie Gomez, J. Carrick Carter, Osman Khan, & Sunnye Mayes
12. **Iterative development of a web-based intervention for families of young children with type 1 diabetes: DIPPer Academy**
Arwen Marker, Alexandra Monzon, Mark Clements, & Susana Patton
13. **The relationship between depression, college adjustment, and weight among late adolescents**
Katlyn Garr, Cathleen Odar Stough, Ashley Albrinck, & Sanita Hunsaker
14. **Cognitive appraisals and adjustment among youth and parents in pediatric inflammatory bowel disease (IBD)**
Caroline Roberts, Kaitlyn Gamwell, Marissa Baudino, Clayton Edwards, Rachel Meinders, Noel Jacobs, Stephen Gillaspy, John Grunow, Larry Mullins, & John Chaney
15. **Sex differences in anxiety and depression associated with chronic pain**
Taylor Macaulay, Teresa Andersen, & Catherine Peterson
16. **Using ecological momentary assessment and multilevel modeling to examine the relationship between activity-levels and chronic pain intensity in children with chronic abdominal pain**
Tiffany Kichline, Adrian Ortega, Brooklyn Storrer, Jennifer Schurman, Craig Friesen, & Christopher Cushing
17. **Neurophysiological processes of precision motor control in aging Fragile X premutation carriers**
Walker McKinney, Kathryn Unruh, Zheng Wang, Lauren Schmitt, Mark Bushong, & Matthew Mosconi
18. **Clinical psychology students' and clinical psychology professionals' knowledge regarding fetal alcohol spectrum disorders: A pilot study**
Brooke Matheus, Ann Sauer, Jonathan Perle, & Bradford Czochara
19. **Examining the relationships between attention, auditory processing, and social communication skills in children with autism spectrum disorder***
Jordan Albright, Ashley Muskett, & Angela Scarpa
20. **Inhibitory control of prepotent eye movements in ASD**
Shannon Kelly, Lauren Schmitt, John Sweeney, & Matthew Mosconi
21. **Interactions of inhibitory control and attentional system alterations in individual with autism spectrum disorder**
Caitlyn Maye, Shannon Kelly, Lauren Schmitt, John Sweeney, & Matthew Mosconi
22. **Postural control processes during static and dynamic activities in autism spectrum disorder**
Erin Bojanek, Zheng Wang, & Matthew Mosconi

*Denotes nominee for the SSCAP Student Poster Award for Outstanding Scientific Merit.

- 23. Developmental differences in the expression of childhood anxiety symptoms in children with autism spectrum disorder**
Enrique Varela, Jodi Kamps, Carl Weems, Elliot Beaton, Laura Niditch, Gabriella Pucci, & Randon Dupont
- 24. Internalizing, externalizing and dysregulation symptoms in toddlers with autism spectrum disorders, other developmental delays and typical development**
Chelsea Day, Connor Kerns, Giacomo Vivanti, & Diana Robins
- 25. Effect of diagnostic age and care provider communication satisfaction on distress of parents of children with autism**
Megan Krantz & Cameron Neece
- 26. Predictors of aggression in rural and urban youths with autism spectrum disorder**
Cynthia Brown, Carolyn Heutel, Kaitlin Sheerin, & Charles Borduin
- 27. Discrepancies in parent vs. clinician reporting of autism-specific complex stereotyped body movements between minority and non-minority groups**
Ailish Dougherty, Haley Medeiros, & Ellen Hanson
- 28. Effects of DBT skills training on emotion regulation and social skills of high-functioning autistic adolescents**
Kyle Haney & Kimberly Gilbert
- 29. Barriers to participation in well-child pediatric care for underserved populations**
Shaza Karam, Laura Hoffman, & Celeste Jones
- 30. A re-examination of the factor structure, invariance, and temporal stability of the Pediatric Quality of Life Inventory in a community sample of elementary school-age children**
Tarrah Mitchell, John Cooley, Arwen Marker, Amy Noser, & Ric Steele
- 31. Exploratory analysis of parent-physician communication and parent knowledge of child's ADHD medication use**
Tori Humiston & Catherine Peterson
- 32. Evaluating a training model targeting child and adolescent psychology fellow consultation competencies in integrated primary care settings**
Melissa Carson, Brad Hudson, Sharon Hudson, Emily Haranin, Stephanie Marcy, & Sara Sherer
- 33. An expanded study of psychometric properties of the How I Feel scale in a private practice sample**
Natalie Ridgely, Guangyu Zeng, Sheina A. Godovich, Mary K. Alvord, & Brendan A. Rich
- 34. Principle-guided treatments: Are effects robust across variations in training and implementation?***
Evelyn Cho, Sarah Kate Bearman, Rebecca Woo, & Kristin Hawley

*Denotes nominee for the SSCAP Student Poster Award for Outstanding Scientific Merit.

35. The roles of convergent and divergent thinking in interpersonal problem-solving in preschool children

Meghan Littles, Bethany Leraas, & Karla Fehr

36. Hope and goal attainment: The moderating role of goal importance

Brittany Lancaster, Babetta Mathai, & Jason Van Allen

37. Associations between biological indicators of female puberty and symptoms of anxiety

Sierah Crisler & Alexandria Meyer

Poster Session 2

Trauma, Maltreatment, Peer Victimization, Parenting/Family Issues

Friday, October 19, 2018 • 1:00pm

Salon II (Ballroom Level)

1. Childhood psychological abuse predicts anxiety in adulthood: The mediating role of anxiety sensitivity

Charissa Chamorro, Sara Haden, Nicole Cain, & Linda Penn

2. Engagement in mental health interventions for children in out-of-home care: Considerations for intervention design

Erin Hambrick, Jennifer Collins, Tara Rhodes, & Heather Taussig

3. Beyond the ACE score: Examining relationships between timing of developmental adversity, relational health experiences and functional outcomes in children

Erin Hambrick, Thomas Brawner, Bruce Perry, Kristie Brandt, Christine Hofmeister, & Jennifer Collins

4. Mindfulness as a buffer of psychological symptoms following children's exposure to hurricanes

Emily Padgett, Jacqueline Pabis, Kristina Kochanova, Samantha Awada, Lauren McNeela, & Laura Pittman

5. Parent-adolescent co-remiscing about a devastating tornado: Association with enduring youth anxiety*

Madelaine Abel, Eric Vernberg, John Lochman, Michelle Hendrickson, & Kristina McDonald

6. The association between social support and child PTS symptoms: The moderating role of grade

Jacqueline Pabis, Elizabeth Corning, Emily Padgett, & Laura Pittman

*Denotes nominee for the SSCAP Student Poster Award for Outstanding Scientific Merit.

7. **Adverse Childhood Experiences as predictors of long-term health: assessing the Kaiser model using multiple-mediation**
Tabitha Ostrout, Phillip Hughes, & Michael Feeney
8. **Child/adolescent refugee mental health: Clinical considerations for serving refugee youth resettling in the United States**
Jacqueline Parke, Heidi Wheeler, & Samuel Girguis
9. **Schematic incongruence in refugee parent-child dyads: Service providers perspectives of forced migration and the refugee resettlement experience**
Jessy Guler, Tiffany Kichline, Erin Hambrick, & Eric Vernberg
10. **Depressive symptomatology, exposure to violence, and the role of home chaos among urban low-income preschoolers: Preliminary results**
Jamilah Silver, Tilottama Roy-White, Kelsey Howard, Elizabeth Waldron, & Mark Reinecke
11. **Tracing ripples: How parent ACEs impact next generation child development and the role of resilience**
Laura Hoffman & Celeste Jones
12. **The relationships among diversity inclusion, perceived support, and diversity-related bullying in rural schools of southern Illinois***
Danielle Chambers, Mary Louise Cashel, Austin Gordon, & Daryl Kroner
13. **The protective role of emotion regulation in the prospective associations between peer victimization and internalizing symptoms during middle childhood**
John Cooley, Jennifer Blossom, Elizabeth Tampke, & Paula Fite
14. **Is it my job? Teachers' perceptions of the feasibility, importance, and endorsement of competencies to help chronically bullied children**
Ashley Ormond, Elissa Failes, Elizabeth Ramirez, Timothy Cavell, & Samantha Gregus
15. **Repetitive negative thinking as a mediator of the relationship between relational peer victimization and social anxiety***
Naomi Tarlow & Annette M. La Greca
16. **Measuring adolescent stress: An initial examination of the psychometric properties of a brief stress measure**
Naomi Tarlow, Ruth Bernstein, & Annette M. La Greca
17. **Directly observing the lunchtime peer interactions of rejected victims and popular non-victims: Do they differ?**
Meredith Sourk, Freddie Pastrana, Ayla Mapes, Jeffrey Rogers, & Timothy Cavell

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- 18. Reporters of victimization: Anxiety, depression, social phobia, and reciprocated friendships**
Reagan Broach, Meredith Sourk, Ayla Mapes, Lauren Mutignani, Emily Wish, Freddie Pastrana, Juventino Hernandez-Rodriguez, James Craig, Samantha Gregus, & Timothy A. Cavell
- 19. Concurrent and prospective associations between friendship nominations and peer victimization***
Lauren Mutignani, Elise Everly, Freddie Pastrana, James Craig, Samantha Gregus, Juventino Hernandez Rodriguez, & Timothy A. Cavell
- 20. Bullying as a function of being liked by peers, by teachers, or by both**
Ayla Mapes, Meredith Sourk, Lauren Mutignani, Juventino Hernandez-Rodriguez, Freddie Pastrana, Samantha Gregus, James Craig, & Timothy A. Cavell
- 21. The influence of school resources on anti-bullying efforts in elementary schools**
Elizabeth Ramirez, Elissa Failes, Ashley Ormond, Timothy A. Cavell and Samantha Gregus
- 22. Global self-worth as a mechanism underlying the relationship between peer victimization and depressive symptoms among affluent adolescents**
Samantha Addante, Mira Armans, Gina Erato, & Lucia Ciciolla
- 23. Features of peer victimization: Peak elevation and duration on children's internalizing outcomes**
Freddie A. Pastrana, Lauren Mutignani, Ayla R. Mapes, James T. Craig, Samantha J. Gregus, Juventino Hernandez Rodriguez, & Timothy A. Cavell
- 24. School climate, perceived safety and bullying in relation to observations of playground and lunchroom monitoring behaviors***
Austin Gordon, Mary Louise Cashel, Danielle Chambers, & Daryl Kroner
- 25. Cultural similarity and the relation between lunchtime peer acceptance and peer victimization**
Sanjana Satishkumar, Ayla Mapes, Meredith Sourk, Lauren Mutignani, Freddie Pastrana, Savana Kuhn, & Timothy A. Cavell
- 26. Emotional avoidance as a possible mediator between peer victimization and internalizing problems**
Bailey Mathis, Ayla R. Mapes, Meredith Sourk, Lauren Mutignani, Jeffrey Rogers, Juventino Hernandez-Rodriguez, Freddie Pastrana, James T. Craig, Samantha Gregus, & Timothy A. Cavell
- 27. The role of teachers' school connectedness in anti-bullying prevention efforts**
Elissa Failes, Elizabeth Ramirez, Ashley Ormond, Timothy A. Cavell, & Samantha Gregus

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28. Peer victimization and parental attachment*Mira Armans, Samantha Addante, Gina Erato, & Lucia Ciciolla***29. Youth perceptions of what is helpful during the middle school transition and correlates of transition difficulty***Moneika DiPierro, Paula Fite, Andrew Frazer, & Maddy Abel***30. Parental emotion dysregulation and observed parenting behaviors among families in poverty***Bridget Cho, Alyssa Rodriguez, & Yo Jackson***31. Parental depression mediates the link between interparental relationship quality during pregnancy and postpartum parent-infant bonding****Erin L. Ramsdell & Rebecca L. Brock***32. Associations among stress, parent-child relationship quality, and externalizing symptoms in middle childhood***Kira Boneff, Miriam Goldstein, Heather Hennrick, & Carol R. Freedman-Doan***33. Relational peer victimization moderates the association between parental psychological control and relational aggression in youth***Andrew Frazer & Paula Fite***34. Do teacher-student relationships moderate the relation between parental stress and school belonging for military-connected students?***Deanna Corbell, Meredith Sourk, Ayla Mapes, Lauren Mutignani, Elise Everly, Timothy A. Cavell, & Renee Spencer***35. The effects of punitive and non-punitive discipline on child aggression and rule-breaking behavior in children with prenatal substance exposure***Kerensa McMurphy, Lindsay Richey, Taylor Cowell, Carisa Wilsie, & Elizabeth Bard***36. Predicting psychopathology in youth: The role of gender-related conditional regard***Ilana Seager, Lucas Sohn, Patricia Smiley, & Jessica Borelli***37. Adolescent temperament and physiological reactivity and regulation at rest and during parent-child conflict resolution***Kirsten McKone, Mary Woody, & Jennifer Silk***38. The role of family environment in emotion regulation for youth with internalizing symptoms***Aishvarya Arora, Noah Berman, & Sabine Wilhelm*

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Poster Session 3

Intervention, Assessment, Emotion Regulation, and Internalizing/Externalizing Problems

Friday, October 19, 2018 • 5:00pm

Salon II (Ballroom Level)

1. **Parent perception on child improvement post SOAR treatment**
Miriam Rizk, Abigail Alido, Kaylin Miller, Gabriela Bagnara, Paulina Feghali, & Bryan Cafferky
2. **Youth mental health stigma reduction: A cluster randomized controlled trial of 'Ending the Silence'**
Joseph Deluca & Philip Yanos
3. **To relieve distress or to receive attention? Examining the role of social-emotional functioning on adolescents' reasons for self-harming following a DBT-A program**
Aniel Ponce, Amanda Mendez, Shaina Herman, Kaylin Miller, & Bryan Cafferky
4. **Skill maintenance following stage 2 Dialectical Behavior Therapy for adolescents**
Bianca Kdeiss, Adela Gharabeki, Gabriela Bagnara, Abigail Alido, Shaina Herman, & Bryan Cafferky
5. **Frequency of skill use among parent and child following stage two DBT-A recovery program**
Adela Gharabeki, Bianca Kdeiss, Abigail Alido, & Bryan Cafferky
6. **Managing frustration for children: An open trial of a novel intervention for emotion regulation deficits in children with ADHD**
Paul Rosen, Kelly Slaughter, & Kirsten Leaberry
7. **Calm yourself: Exploring the effectiveness of a school-based self-regulation intervention**
Alexandrea Maffei, Brian Stran, Eileen Joy, Brad Chapin, & Brooke Stover
8. **The impact of a brief social skills group intervention on anxiety symptoms among teens**
Ellen Hart, Alix McLaughlin, Samantha Goldstein, Casey Swick, & Renee Lajiness-O'Neill
9. **Using shared decision-making to plan evidence-based youth mental health treatment: A case report**
Lindsay Holly & David Langer
10. **Characteristics of child residential treatment centers in the united states, with sensitivity to income, intervention type and services offered**
Diksha Bali, Vishal Shah, & Michael Nakkula

11. **Impact of parenting intervention on observed aggressive behaviors in infants at-risk for disruptive behavioral disorders***
Brynna Heflin, Perrine Heymann, Frances Martinez Pedraza, Stefany Coxe & Daniel Bagner
12. **The REARING Coding System (RCS): Validation of a competence coding system for Group Attachment Based Intervention (GABI©) Clinicians**
Kelsey Armusewicz, Jordan Bate, Lorena Lopez, Miriam Steele, Howard Steele, & Anne Murphy
13. **Concurrent validity of the Youth Outcome Questionnaire (YOQ) across gender and ethnicity**
Alyssa Gonzalez, Cynthia Lang, Shasta Ihorn, & William Rae
14. **The orthogonal cultural identification scale in a sample of American Indian parents**
Maddison Lynn, Devanshi Patel, Alvina Marris, & Maureen Sullivan
15. **Influence of child gender, race and SES on parent and teacher ratings of behavior and impairment**
Farnoosh Khan & Liz O'Laughlin
16. **Feasibility, acceptability, and clinical utility of a virtual reality behavioral assessment task for social anxiety**
Schuyler Fox, Lauren Hoffman, & Anne Marie Albano
17. **Adolescent girls' pupillary reactivity is associated with real-world peer feedback and anxiety: Validation of a novel peer expressed emotion task***
Rosalind Elliott, Rebecca Price, Mary Woody, & Jennifer Silk
18. **How well do parent ratings of children's executive functioning correspond with teacher ratings of children's ADHD symptom severity and vice versa?**
Zsofia Imre, & Michelle Y. Kibby
19. **Social media's impact on emotion regulation in adolescents with symptoms of Major Depressive Disorder and Bipolar Disorder**
Jade Perry, Kristin Lacross, Zahra Mousavi, & Victoria Cosgrove
20. **Positive emotion regulation and the reward positivity**
Kelsey Irvin & Debora Bell
21. **Exploring ecological predictors of internalizing symptoms in rural Latino adolescents: A serial mediation model examining the impact of acculturative stress, peer victimization, family conflict, and familism**
Desiree Delgadillo, Hardian Thamrin, Giovanni Ramos, Amy Rapp, Emily Escovar, & Denise Chavira

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- 22. Cultural and familial predictors of emotion regulation and internalizing symptoms among Latino youth**
Kenia Carrera, Cynthia Navarro, Molly Mechamill, Jazmin Lara, & Rick Cruz
- 23. Assessing internalizing risk factors of self-injurious behaviors among Italian youth via the internet**
Taylor Stephens, Shweta Ghosh, Amber Holdren, Marisol Romero, & Cristina Ceccini
- 24. Effects of relationship skills and gender on the association between adolescents' pornography viewing and internalizing symptoms**
Charlie Huntington & Galena Rhoades
- 25. Discrepancy between parent and child reported anxiety in predicting resilience outcomes**
Kristyn Donohue, Mary Alvord, & Brendan Rich
- 26. Predictors of long-term increases in rejection sensitivity**
Katherine Hyde & Joseph Allen
- 27. Links between perceived containment and reactive and proactive functions of aggression among detained youth: Does behavioral inhibition and/or activation matter?**
Elizabeth Tampke, Paula J. Fite, Casey Pederson, Kathleen Diaz, & Moneika Dipierro
- 28. Empirical assessment of callous-unemotional traits in preschool: A comparison of confirmatory factor analysis and network analysis***
Pevitr Bansal & Michelle Martel
- 29. Juvenile crime typologies: Do individual factors matter?**
Rebecca Griffith, Casey Pederson, & Paula Fite
- 30. Further evaluation of associations between reactive and proactive aggression and suicidal behavior in a treatment seeking sample of youth**
Jonathan Poquiz, Andrew Frazer, & Paula Fite
- 31. Reactive aggression and suicidal behaviors in children and adolescents receiving outpatient therapy treatment: The moderating role of attention-deficit and hyperactivity**
Madelaine Abel, Jonathan Poquiz, & Paula Fite
- 32. Parent factors associated with poor compliance among juvenile drug court participants**
Nora Charles, Stacy Ryan, Arielle Sheftall, & Paula Floyd
- 33. Negative urgency, parental monitoring, and substance use among at-risk adolescents**
Paula Floyd, Nora Charles, & Chris Barry

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34. Mental health literacy, stigma, and conduct disorder: Data from parents with and without children with mental health problems

Sarah Rabbitt & Abigail Spatafora

35. Effects of impulsivity and perceived poverty on binge drinking behavior in at-risk adolescents

Margaret Bullerjahn, Nora Charles, & Christopher Barry

36. Do teacher ratings of working memory and ADHD symptoms uniquely predict academic performance?

Jessie D'Amico, Ashley Bazier, & Liz O'Laughlin

37. Differences in driving milestones outcomes between ADHD and non-ADHD college students

Catherine Stachniak, Annie A. Garner, Amina A. Avion, Jeffery N. Epstein, Stephen P. Becker, Aaron M. Luebbe, G. Leonard Burns, Matthew A. Jarrett, & Michael Kofler

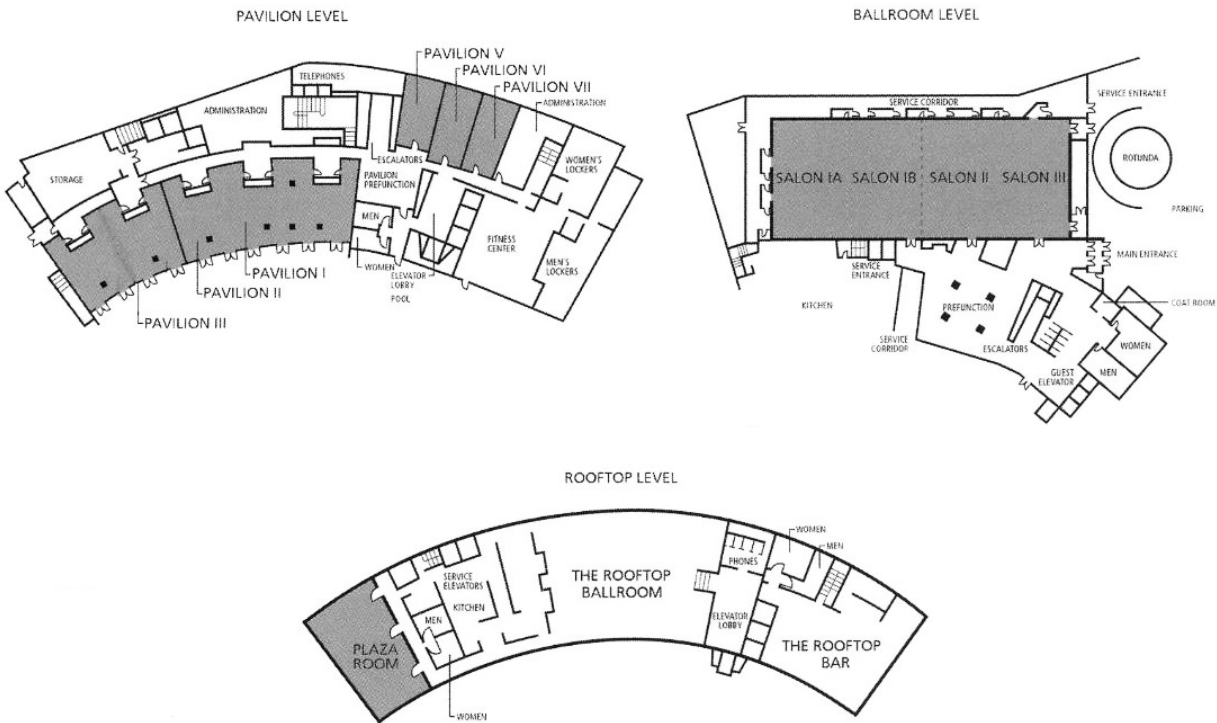
38. Predicting parent and teacher ratings of social impairment among children evaluated for ADHD

Liz O'Laughlin & Prama Chakravarti



INTERCONTINENTAL.
KANSAS CITY
AT THE PLAZA

Hotel Layout



The Salon/Ballroom is located on the downstairs Ballroom level of the Hotel – Elevator Button **‘B’**.

The Pavilion is located one floor above the Ballroom & one floor below the Lobby,
and is accessible by Elevator Button **‘P’**.

The Rooftop Ballroom is located on the very top level of the hotel, located by Elevator Button **‘R’**.
(The Lobby, Pavilion and Downstairs Ballroom Level can all be access by our Grand Staircase &
Escalators, as well as the main set of Tower Elevators).

KU CLINICAL CHILD PSYCHOLOGY PROGRAM

College of Liberal Arts
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American Board of Clinical Child and Adolescent Psychology

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