

A Message from VP Cynthia Hudley

Inside:

- Program Report p 2
- Graduate Student Representative Report p 3
- Division E Awards p 3
- Graduate Student Seminar p 4
- Affirmative Action Report p 5
- Early Career Faculty p 5
- Spotlight on Research p 6
- Division Officers p 7

Greetings Division E members,

Although it seems like only yesterday that we enjoyed our time in San Diego, the 2010 submission site will close on July 15th, only about 2 weeks from now. Please be sure to submit your work in a timely manner, and remember to send submissions to Division E. Session allocation is based on number of submissions and not on number of members in the division, so the more submissions we receive the greater will be our eventual representation on the 2010 Annual meeting program. Also, please consider volunteering to be a session chair or discussant. Remember, as always, our divisional annual program is only as good as the participants, and that means you and your contributions.

I hope you will enjoy our expanded newsletter with two research briefs included in this edition. The newsletter is an excellent space for the division to showcase the important work that our members are doing. We are fortunate to have a number of submissions that discuss work presented at the 2009 annual meeting,

so you have the chance to read work that you may not have had time to hear in San Diego. Over the next year, we are hoping that you will continue to submit your research for inclusion. We are also asking for a few volunteers to serve as reviewers for our research briefs section. If you are interested, please contact the newsletter editor, Juliana Raskauskas (jraskauskas@csus.edu) and indicate your primary expertise (counseling or human development).

The Division is also still looking for a few good colleagues to volunteer some time. If you are interested in helping get the word out about our wonderful Division to recruit new members, please contact one of the membership co chairs:

Angela Taylor, human development co-chair, artaylor@u.arizona.edu;

Chris McCarthy, counseling co-chair, chris.mccarthy@mail.ute.xas.edu

If you can help out with judging for our 2010 awards please contact me ASAP. I am particularly anxious to

appoint a co-chair and small selection committee for the counseling awards, and Kathy Nakagawa, our Human Development co—chair will need a small selection committee.

In other upcoming events, AERA will soon be issuing another call for Fellow nominations. Do you know someone you would like to nominate for fellow status in the organization, or would you like to be considered for fellow status? Please look for the next call in ER this summer, and contact me if you have any questions.

Finally, thanks to all of you who have contact me about the division's handbook prospectus. Be assured that this project will not suffer from neglect, and I will be in touch with a précis this summer. I may also contact a few of our senior scholars to solicit their participation in this project. The Handbook is Division E's greatest opportunity to showcase our research tradition to the larger AERA and international community of scholars in education, so I am committed to moving this project forward.

As you can see, Division E will have a lot going on for the next year, so please review the possibilities and identify the place where you can get involved.

*Abstract Deadline for
AERA 2010 is now
July 15, 2009.*

*This is earlier than in
previous years.*

*Be sure to submit your
submissions for Division E.*

A Successful San Diego Program: Next, the "Mile High City"

Report from the 2009
Program Committee Co-
Chairs

W. David Wakefield (Human
Development), California
State University—
Northridge
Rodney Goodyear
(Counseling), University of
Redlands

The excellent Division E
program sessions at the 2009
convention in San Diego
included 39 individual papers,
32 posters and 1 symposium,
representing 42% of the 126
submissions we received.

The sessions addressed an
array of contemporary issues,
including:
cognition and creativity among
children;
counseling and mental health
with diverse populations;
life outside of school: The
experiences of children and
adolescents;
school bullying, sexual
harassment, and
cyberbullying: Critical research
agendas for helping today's
adolescents;
and, school counseling
accountability and
effectiveness.

There were also mentoring
sessions for students and
young professionals, including
the well attended fireside chat,
"If I Had Known Then What I
Know Now: Looking Back at
the Graduate School
Experience."

The 2010 conference theme,
*Understanding Complex
Ecologies in a Changing
World*, seems perfect for our
Division as it is at the heart of
what many of us are
concerned with. The July 15
submission deadline for this
year for proposals was earlier
than in the past. AERA
leadership anticipates that
there will be a
correspondingly earlier
release of the convention
program next spring.

That convention will be in the
"Mile High City," surrounded
by beautiful mountain ranges
and in a vibrant, art-focused
community. The Convention
Center is new and more
artistically interesting than
most.

Perhaps the most vivid
example of the whimsy is a
40-foot tall, blue bear
standing on the sidewalk
peering into the convention
center (the work is entitled "I
See What You Mean").
Virtually all convention
programming will occur at the
Convention Center; Division
and Association business will
occur in the adjacent Hyatt.

Finally, from David: Co-
authoring this is my last
official act as the as program
co-chair. I have enjoyed
serving the Division in this
capacity during the past two
years and welcome James
Rodriguez as the new human
development program
cochair.

We look forward to seeing
you in Denver!



"I See What You Mean"

Graduate Student Representative Report

Hello, we hope you are all having a wonderful summer! It was great seeing many of you in San Diego earlier this year! The weather was beautiful and I hope that many of you made it away from the conference and were able to see the city

Shadi and I would like to take this opportunity to introduce ourselves this year as your Division E graduate student representatives.

Capri Brooks (Senior Rep.)

Last year I served as your Division E junior representative and was happy to meet many of you in San Diego. I look forward to working with you this year as the senior graduate student representative. In the Fall, I will be entering my fifth year of my PhD program at Mississippi State University, I am now ABD, which is an exciting milestone for me.

Shadi Roshandel (Junior Rep.) Shadi is currently a doctoral student at the UC Santa Barbara Gevirtz Graduate School of Education. She holds a BA in Psychology and MS in Education. Shadi taught middle school in New York for three years and continues to teach at UCSB. Her current research focuses on how instructional development practices (i.e. curriculum and pedagogy) impact students' attitudes towards course material.

We are on Facebook...make sure to join!

<http://www.facebook.com/groups/edit.php?members&aved&gid=7183030028#/group.php?gid=71830300528>

Remembering San Diego:

Our fireside chat, entitled: *If I Had Known Then What I Know Now: Looking Back at the Graduate School Experience*, had one of the largest attendance.

Faculty provided tips and discussed choices they made in graduate school in terms of opportunities, teaching, research, and how those choices affect them now. We received very positive feedback and look forward to our 2010 Fireside Chat. Please let us know if you have any suggestions.

We also had an informal gathering in the suite where many of us were able to chat about our graduate school experiences over some snacks. Shadi and I are hoping to do the same in Denver. We are so excited about Denver and the many opportunities for learning that await us there.

Capri Brooks
scpbrooks@yahoo.com

Shadi Roshandel
sroshandel@education.ucsb.edu

Division E Awards

One important area of the Division E mission is to recognize and support scholarly research in the areas of counseling and human development.

AERA research awards were evaluated by a panel of reviewers based on potential impact to the field and overall quality of research design. Awards were presented at the Division E business meeting in San Diego.

2009 Award Co-chairs:
Dorothy Espelage
University of Illinois
(Counseling)

Daniel Hart
Rutgers University
(Human Development)

Distinguished Research Award Winners:

Counseling:

Christine Yeh, Associate Professor, University of San Francisco for paper in *Journal of Counseling Psychology* (2008, v. 55, pp. 34-48) entitled "Poverty, loss, and resilience: The story of Chinese immigrant youth."



Human Development:

Juliana Raskauskas, Assistant Professor, Sacramento State paper along with Ann Stoltz in *Developmental Psychology* (2007, v. pp. 43, 564-575) entitled "Relations between traditional and internet bullying among adolescent females."



Dissertation Award Winners:

Counseling:

Sachin Jain, Assistant Professor, University of Idaho, entitled "Test Anxiety and Mathematics Anxiety as a function of Mediated Learning Experience and Metacognitive Skills."



Human Development:

Kathleen Moritz Rudasill, Assistant Professor, University of Louisville, entitled "Teacher-Child Relationship Quality: The Roles of Child Temperament and Teacher-Child Interactions." (No photo available)

Division E Graduate Student Seminar

Announcement

Please continue to encourage colleagues and students to consider joining AERA.

The 2009 Division E Graduate Student Seminar began with a sumptuous sit-down dinner in a secluded room at the Omni Hotel in San Diego that allowed participating graduate students and panelists to meet each other in a relaxed and intimate atmosphere and get to know a little about some of the other participants' backgrounds. The next morning a more formal panel was presented including four panelists with a wide range of perspectives ranging from senior scholar to beginning professor, and included:

Kathryn Wentzel
Angela Taylor
April Taylor
Greg Tanaka

The facilitators, Kimberly Gordon Biddle of California State University Sacramento and Joy Asamen of Pepperdine University, began by asking the graduate students to introduce themselves and their research. Participants included:

Portia Bradley-Lambright, North Carolina State
Seadra Cronk, Pacific Oaks
Sarah Dixon, Arizona State
Joyce Duckles, Univ. of Rochester
Ashlie Fox, CSU, Northridge
Rachael Goodman, Univ. of Florida
Ijumaa Jordan, Pacific Oaks
Heather Mechler, Univ. of Alabama
Tony Perone, Univ. of Illinois at Chicago
Shannon Russell, Univ. of Maryland
Nayssan Safavian, UC Irvine
David Scott Yeager, Stanford
*Two local graduate students from the San Diego joined later.

Each of the panelists told her/his story about what it was like to begin as a scholar and then progress through the

scholarly ranks, covering important topics such as: (1) how to define and launch a research agenda, (2) tips on how to publish, (3) the scholarship of teaching, and (4) how to balance one's personal life with the demands made of a professional in academe. Following these presentations, participants asked many questions of the panelists and enjoyed a limited amount of dialogue with each other.

A special attempt was made this year to invite graduate students to become quickly involved in the activities of Division E. In fact, based on this experience, it was felt next year time should be allotted for students to interact with each other during the seminar so that they could form closer friendships and leave AERA with new contacts from across the country.

Respectfully submitted:
Kimberly Gordon Biddle and
Greg Tanaka
Co-chairs.

Fellows Program

Division E members.. ever thought of becoming an AERA Fellow? AERA has a process for nominating fellows and the call will be in the next issue of ER. The deadline is Sept. 25. People can self nominate or be nominated by others.

Nomination requires 2 letters - one of which must be from an AERA fellow. We encourage interested members to apply

Join the AERA Division E
Facebook Page for
Pictures, Announcements,
and More!.

Future AERA Meeting Sites

2010: Denver
April 30-May 4

2011: New Orleans
April 8-12

2012: Vancouver, BC
April 13-17

AERA is interested in your experiences at the 2009 Annual Meeting. If you have not already done so please respond to the survey online at https://www.surveymonkey.com/s.aspx?sm=MI_2b3GGi84cZE3nux8OthBQ_3d_3d

Affirmative Action

April Taylor
California State
University, Northridge

Greetings Division E
Members,

As we prepare for the 2010 meeting in Denver, I invite you to join the Division E Affirmative Action Committee. As noted in the Affirmative Action Officer Charge (approved by AERA Council, June, 2001), the Affirmative Action Committee aims to address equity and diversity within the program, recruitment and nominating processes, and reporting and communication functions within the Division. In part, the Division Affirmative Action Committee is concerned with:

- recommending annual program offerings related to affirmative action for the Division;
- promoting and monitoring equity in the review process and consideration of proposals for the annual program;
- devising strategies to recruit a more diverse membership; and
- contributing names and supporting documentation for the nomination and appointment process.

Our committee is looked to for greater input as the

AERA programming and assessment process continues to evolve. We have *recently* been charged by the Division to spearhead the formation of the new *Evaluation Committee* that is called to assess and report on session activities (e.g., session attendance, diversity, proposal-session consistency, quality, preparation of discussants, papers available).

We are always welcoming new members. I'm looking forward to another great year!

Early Career Faculty Seminar

Denice Hood
Northern Arizona University

Teresa Fisher
Northern Illinois University

The Division E Early Career Faculty Mentoring Seminar was held Monday April 13th. Teresa Fisher and Denice Ward Hood facilitated the informal seminar. The participants are listed below:

Mentor Faculty
Donald Thompson
Fred Danner
Yuma Tomes
Dorothy Espelage
James Moore
David Wakefield

Early Career Faculty
Echo Wu
Sheila Witherspoon
Roxanne Moschetti

The seminar addressed topics important to new faculty. The topics included **Students** (teaching/ mentoring), **Funding** (grant writing), **Publications** (initiating and maintaining research), **Balancing Priorities** (teaching/research/service), **Collegiality** (departmental politics), **Promotion & Tenure**.

The early career assistant professors and the mentor faculty got acquainted over dinner Sunday evening and continued the lively discussion on Monday morning at breakfast prior to the seminar. We look forward to continue this successful event in Denver in 2010!

WELCOME

Juli Raskauskas,
Assistant Professor in
Child Development at
California State
University at
Sacramento
who is coming in as the
new newsletter editor.

*The Affirmative Action
Committee invites you to
become involved*

Society for Research on
Adolescence (SRA) is
accepting submissions
for Meeting March 11-
13, 2010 Philadelphia,
PA. Website
[http://www.s-r-
a.org/submissions2010/](http://www.s-r-a.org/submissions2010/)

Spotlight on Research

From AERA Session: Promoting Success Among Young Children: Making Early Childhood Education Work!

A Self-management Procedure with Video Self-modeling in the Preschool Setting

Hsia-Yen Tseng and David L. Lee

Self-management procedures has been used in various settings and age levels and had shown to improve children's academic performance and to change children's behaviors. However, the studies that targeted children in the preschool age level are limited. For many children, preschool is their first school experience. In this new environment, young children often need adults' support and guidance. To the contrary, the teacher-child ratio in most preschool classrooms does not provide enough support some children might need. Without proper support, some preschool children are at risk of increasing academic and behavior problems.

In this study, a self-management procedure was taught to preschool children with the intent to increase preschool children's on-task behaviors. The procedure included three elements: video self-modeling, self-monitoring, and self-assessing. The effects of the procedure on the on-task behaviors of preschool children were examined. Furthermore, the effects on these children's transition behaviors, social interactions with peers and/or adults, and aggressive behaviors were investigated. A multiple baseline across subjects design was used to evaluate the effectiveness of the self-management procedures across four dependent variables.

The results of this showed that self-management techniques can be applied effectively to typical preschool children in general and showed children who are younger than age three years and a half could learn to use the self-management procedure to regulate their task engagement behaviors. The results of the present research also indicate that video self-modeling can be used in self-

management to attain better on-task behaviors results in a general education setting for preschool children.

From AERA Session: Counselor Training and Post-degree Professional Development

Are counseling professionals interested and engaging in multicultural training?: An exploratory study on postgraduate professional development

Cheryl B. Warner, Clemson University

All the elements of the counseling profession exist within a dynamic cultural context. Our society continues to experience rapid changes due to demographical, educational, economical, and technological shifts. Completing multicultural counseling (MC) training during graduate studies does not ensure the preparedness to address the constant changes affecting individuals, groups, or society. Yet, the literature tends to focus on graduate and early career training, failing to promote MC training as a necessary and continuous component of professional development. Interesting, most counselors perceive themselves to be multiculturally competent; although there are many professionals who had limited or no multicultural counseling training during their graduate training because of when they completed their training.

MC training reaches most graduate students and trainees due to accreditation standards. MC training can potentially end at the graduate level, if counselors view multicultural competence as a graduate or early career training objective or separate from clinical competency.

This study of 201 counseling professionals determined the extent professional counselors engaged in multicultural counseling and professional development training. Two-thirds of the sample held state licensure in counseling and 1/3 held state certification. The sample mostly represented Caucasian/White Americans (84%) and females (77%), with an average age of 45 and a range of 1 to 50 years since completing graduate

training. The sample was divided into three groups based on years since their professional graduation: (a) "early career" (31%) for 1 to 7 years, (b) "mid-career" (48%) for 8 to 19 years, and (c) "seasoned career" (21%) for those with 20 or more years.

Eighty-four percent (84%) perceived themselves to be competent in at least 1/3 of 21 MC topics often covered in MC textbooks. A similar number of participants desired more training in multicultural issues; however, only a little more than 50% reported completing at least one professional development MC training within 3 years preceding the study. Chi square and one-way ANOVA analyses revealed the early career group significantly exceeded completing courses and being exposed to a broader range of multicultural counseling topics during their training, which reflected in their endorsements of being competent in more areas of multicultural topics than the other career groups. There was no difference between the group regarding those who completed MC training within the past 3 years. The results reflected a consistent occurrence in MC research – counselors, regardless of career level and training, tend to perceive themselves as multiculturally competent. The differences revealed between the career groups may illustrate the changes that occurred within curriculum and training due to accreditation requirements.

Since the inception of the multicultural counseling movement, the field has experienced developmental changes regarding its theoretical foundation, research methodology, and clinical and research practices. These changes, along with sociocultural changes, require continual learning throughout one's career. Professional development training offers opportunity for professionals to stay current on new developments in the field and expand clinical knowledge and MC competency. Without MC professional development training throughout one's career lifespan, many professionals are indeed working at a deficit, which has serious implications for client care and ethical practice.

Division E Officers

Division E of the American Educational Research Association (AERA) is concerned with encouraging research on human behavior, development, and interactions among individuals in educational settings, as well as judicious use of psychological and educational procedures in the school.

Vice-President

Cynthia Hudley
Gevirtz Graduate School of Education
University of California, Santa Barbara
Santa Barbara, CA 93106
805-893-8324
hudley@education.ucsb.edu

Secretary

Denise Beesley
Department of Educational Psychology
820 Van Vleet Oval, Rm 321
University of Oklahoma
Norman, OK 73019
405-325-5974
dbeesley@ou.edu

Graduate Student Seminar Co-Chairs

Kimberly Gordon Biddle
California State University, Sacramento
Department of Child Development
6000 J. Street
Sacramento, CA 95819
916-278-4831
kagordon@csus.edu

Joy Asamen
Pepperdine University
Graduate School of Education and
Psychology
6100 Center Drive
Los Angeles, CA 90045
310-568-5654
joy.asamen@pepperdine.edu

Greg Tanaka
Pacific Oaks College
626-397-1358
gtanaka@pacificoaks.edu

Affirmative Action Officer

April Taylor
Department of Child & Adolescent
Development
California State University, Northridge
Northridge, CA 91330
818-677-7211
april.taylor.11@csun.edu

Grad Student Representatives

Capri Brooks (Counseling)
Dept. of Counselor Education
Mississippi State University
Capriposey@hotmail.com

Shadi Roshandel (Human Development)
Gevirtz Graduate School of Education
University of California, Santa Barbara
Santa Barbara, California 93106
sroshandel@education.ucsb.edu

Program Co-Chairs

Rodney Goodyear (Counseling)
Professor, School of Education
University of Redlands
1200 East Colton Avenue,
P.O. Box 3080
Redlands, CA 92373-0999
909-748-8800
rod_goodyear@redlands.edu

James Rodriguez (Human Development)
California State University, Fullerton
Child & Adolescent Studies
800 N. State College
Fullerton, CA 92834
657-278-4048
jamesrodriguez@exchange.fullerton.edu

Faculty Mentoring Co-Chairs

Denice Ward Hood (Human Development)
Department of Educational Policy Studies
University of Illinois
1310 S. 6th Street
Champaign, IL 61820
602-728--9520
dwhood@illinois.edu

Teresa Fisher (Counseling)
Department of Counseling, Adult and Higher
Education
200 Gable Hall
Northern Illinois University
DeKalb, IL 60115
815-753-1448
TAFisher@niu.edu

Nominating Committee Chair

Jody Newman
Department of Educational Psychology
820 Van Vleet Oval, Room 321
University of Oklahoma
Norman, OK 73019
405-325-5974
jlnewman@ou.edu

Awards Committee Co-Chairs

TBD (Counseling)

Kathy Nakagawa (Human Development)
Mary Lou Fulton College of Education
Arizona State University
Tempe, AZ 85287
480-965-0582
nakagawa@asu.edu

Membership Committee Co-Chairs

Cheryl A. Offutt (Counseling)
Department of Educational, School, and
Counseling Psychology
University of Missouri-Columbia
573-882-2592
RauC@missouri.edu

Angela Taylor (Human Development)
Norton School of Family and Consumer
Sciences
University of Arizona
Tucson, AZ 85721
520-621-7127
artaylor@u.arizona.edu

Web Editor

Angela Nievar
Development and Family Studies
University of North Texas
119H Matthews Hall
P O Box 310829
Denton, Texas 76203
940-891-6800
ANievar@coe.unt.edu

Newsletter Editor

Juliana Raskauskas
California State University
Department of Child Development
6000 J. Street
Sacramento, CA 95819
916-278-7029
jraskauskas@csus.edu