

ADOLESCENCE **IN THE 21ST CENTURY**

Fostering Agency, Purpose, and Engagement



Second Annual Conference
Saturday, April 2, 2011 • Hudson Auditorium

Mount Saint Mary College
Center for Adolescent Research and Development

Thank you!

The CARD Center Faculty would like to express their sincere appreciation to the following people for their support of the Center and this conference.

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Dr. Iris Turkenkopf, Vice President for Academic Affairs,
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Dr. Frances R. Spielhagen, Associate Professor, Education

Dr. Amanda M. Maynard, Associate Professor, Psychology

Dr. Sarah M. Uzelac, Assistant Professor, Psychology

CARD Conference 2011

Schedule-at-a-Glance

Time	Activity	Location
8:30-9:00 a.m.	Registration	Hudson Atrium
9:00 – 9:30 a.m.	Session 1 : Paper Presentations	Hudson Rooms
9:30 – 9:45 a.m.	Break	
9:45 – 10:15 a.m.	Session 2: Paper Presentations + Research Roundtables	Hudson Rooms
10:15- 10:30 a.m.	Break	
10:30 – 11:45 a.m.	Keynote Address: Dr. William Damon	Hudson Auditorium
11:45 a.m. – 12:30 p.m.	Lunch	Hudson Auditorium
12:30-1:00 p.m.	Session 3 : Paper Presentations	Hudson Rooms
1:00 -1:15 p.m.	Break	
1:15-1:45 p.m.	Session 4: Paper Presentations + Research Roundtables	Hudson Rooms
1:45- 2:00 p.m.	Break	
2:00 – 3:00 p.m.	Panel: Social Service and Educational Agencies	Hudson Auditorium

Schedule and Location of Paper Presentations and Research Roundtables

Session	Time	Title of Presentation	Presenter(s)	Location
1	9:00 – 9:30 a.m.	Doing Social Justice: The MYTI Program and Inner City Students	Rosaria Caporrimo Queens College, City University of New York	HUD 101
		Socio-Psychological Problems of the Youth in Russia in the New Millennium	Professor Olga E. Lomakina, Ph.D. Tatiana I. Gustomyasova, Ph.D. Volzhsky Institute of Humanities, Volgograd State University, Russia	HUD 102
		Embracing Conflict: Another 'C' for youth civic engagement, development, and education	Hugh McIntosh, Ph.D.	HUD 103
		Students Unplugged	Professor Diane Bliss Orange County Community College Dr. Margaret Murphy Mount Saint Mary College	HUD 104
2	9:45 – 10:15 a.m.	Relationships Among Middle School Students' Music Possible Self Beliefs and Their Music Participation	Debra L. Campbell, Ph.D State University of New York at Potsdam: Crane School of Music	HUD 01
		College Student Outcomes and Vocational Reflection Programs	Tim Clydesdale, Ph. D. The College of New Jersey	HUD 02
		The Relationship between Student Service-Learning and Participation in Organizational Citizenship Behaviors	Moira Tolan, Ph.D. Mount Saint Mary College	HUD 03
		Engagement in Complex Learning Tasks in “Beating the Odds Classrooms”	Matt Hollibush, Ph.D. Mount Saint Mary College	HUD 04
		Research Roundtables Informal discussions of common research interests led by CARD faculty		HUD 103

Schedule and Location of Paper Presentations and Research Roundtables

Session	Time	Title of Presentation	Presenter(s)	Location
3	12:30 - 1:00 p.m.	Relationships Among Middle School Students' Music Possible Self Beliefs and Their Music Participation	Debra L. Campbell, Ph.D State University of New York at Potsdam: Crane School of Music	HUD 01
		College Student Outcomes and Vocational Reflection Programs	Tim Clydesdale, Ph. D. The College of New Jersey	HUD 02
		The Relationship between Student Service-Learning and Participation in Organizational Citizenship Behaviors	Moira Tolan, Ph.D. Mount Saint Mary College	HUD 03
		Engagement in Complex Learning Tasks in "Beating the Odds Classrooms"	Matt Hollibush, Ph.D. Mount Saint Mary College	HUD 04
4	1:15 - 1:45 p.m.	Doing Social Justice: The MYTI Program and Inner City Students	Rosaria Caporrino Queens College, City University of New York	HUD 101
		Social Growth and Engagement among Students on the Autism Spectrum	Irene Van Riper, Ph.D. Mount Saint Mary College	HUD 102
		Embracing Conflict: Another 'C' for youth civic engagement, development, and education	Hugh McIntosh, Ph.D.	HUD 103
		Students Unplugged	Professor Diane Bliss Orange County Community College Dr. Margaret Murphy Mount Saint Mary College	HUD 104
		Research Roundtables Informal discussions of common research interests led by CARD faculty		

Session 1: 9:00 -9:30 a.m.

HUD 101: Doing Social Justice: The MYTI Program and Inner City Students

Rosaria Caporrimo, Queens College, City University of New York

This paper will describe a small program developed to interest and recruit “minority” high school students into the education professions. The **MYTI Program (Minority Youth Teaching Initiative)** began almost four years ago with a small internal grant when participating students were freshmen at a New York City high school. Activities have included directly addressing racism and stereotypes in education and community through guest speakers, group discussions on timely topics, critical thinking activities, receiving tutoring, tutoring younger students, and preparing for college. Informal discussions allowed students to simply “be” adolescents and voice their opinions and experiences in a variety of areas.

HUD 102: Socio-psychological Problems of the Youth in Russia in the New Millennium

Olga E. Lomakina, Ph.D. and Tatiana I. Gustomyasova, Ph.D.

Volzhsy Institute of Humanities, Volgograd State University, Russia

Virtually every teenager faces the problem of discrepancy between their views, values, and interests with the surroundings. This article leads to the fact that the teenager can not properly assess a particular situation, and it comes to the question that may negatively affect his future. Moreover, in our time of a global change the values are associated with changes in the socio-political situation in the country. If the usual conditions of any claim of parents to teenagers can be justified, now the imposition of outdated values is unacceptable: they will not be adequately perceived by society.

HUD 103: Embracing Conflict:

Another 'C' for youth civic engagement, development, and education."

Hugh McIntosh, Ph.D.

Conflict is a normal part of political engagement in a democracy such as the United States, as it is in other areas of life. Yet, developmental and educational theory tends to ignore the existence of conflict, label it as deviant, or fail to appreciate its potential to generate new knowledge and understanding. Recent research in civic development suggests that embracing conflict through “discursive action” (discussion and deliberation) is an effective means of promoting youth civic engagement, as well as a positive way to address conflicts of ideas and interests. The set of skills involved in high-quality discursive action may also be important in other areas of life, from elementary school (conflict resolution interventions to reduce fighting) to diplomacy and government (reconciliation initiatives). This paper explores these findings and the idea emerging from them that we, as a society, ought to teach our youth to embrace conflict (conflict is normal) and how to address it in positive ways (via discursive action).

HUD 104: STUDENTS UNPLUGGED

Professor Diane Bliss, Orange County Community College

Dr. Margaret Murphy, Mount Saint Mary College

This research involved students who “unplugged” from all technology for 24 hours. Usage logs and anecdotal responses of undergraduate students from SUNY Orange and MSMC will be presented. The concept of a “Technology Fast” has been experimented with throughout the nation. The impetus for this research developed from participation in a conference on Contemplative Mind in Higher Education, “No Time To Think,” as well as observations from our students seen constantly “plugged in” to cell phones, Ipods, and other electronic devices. Feedback included reports of anxiety and withdrawal symptoms, but also increased awareness of self and others and the environment. Implications for teaching and learning will be discussed.

Session 2: 9:45 -10:15 a.m.

HUD 001: Relationships Among Middle School Students' Music Possible Self Beliefs and Their Music Participation

Debra L. Campbell, Ph.D, State University of New York at Potsdam: Crane School of Music

Adolescence is a time when students elect to withdraw from school musical organizations. These youth may not see themselves playing an instrument or singing as adults. Their self-perceptions provide a conceptual link between cognition and motivation. The purpose of this study was to examine the role of *possible selves* in students' participation in music endeavors. Eighth grade students ($n = 199$) completed a questionnaire based on current and future music self-perceptions and participation. Significant relationships were found among self-perceptions and participation. Significant differences existed between boys and girls. Many additional findings were reported and explained providing connections with educational practice

HUD 002: College Student Outcomes and Vocational Reflection Programs

Tim Clydesdale, Ph. D., The College of New Jersey

Maturity. Resiliency. Intentionality. These are elusive qualities at any age, but especially so among emerging adults. Yet these are the very qualities I found among emerging adults who engaged in theological exploration of vocation during their undergraduate education, and they made for a profound difference in how these young adults navigated their first year after graduating from college. This presentation will highlight results from the national evaluation of Programs for the Theological Exploration of Vocation, as well as share emerging best practices for college student impact – both short- and long-term.

HUD 003: The Relationship between Student Service-Learning and Participation in Organizational Citizenship Behaviors

Moira Tolan, Ph.D., Mount Saint Mary College

The study to be discussed investigated the relationship between student participation in service-learning projects and their future participation in organizational citizenship behaviors (OCBs). This is the first study to associate service-learning to OCBs in a formal manner. The research findings in all three phases of this study supported service-learning as an effective teaching pedagogy that aroused an interest on the part of business students to help others and to participate in the society that they live in. The results of the study should be of interest to both academicians and practitioners.

HUD 004: Engagement in Complex Learning Tasks in “Beating the Odds Classrooms”

Matt Hollibush, Ph.D., Mount Saint Mary College

This research was an investigation of the classroom instructional practices that were common among secondary language arts teachers who had been identified as “beating the odds” when it came to successfully teaching traditionally underserved student populations. Through this examination, commonalities among “beating the odds” teachers were identified and examined that may prove useful to help classroom teachers motivate and engage their traditionally underserved students, as well as help teacher educators who prepare preservice and inservice teachers to work with these students. Presentation of this research will be an interactive experience which will provide educators and others who work with adolescents opportunity to develop ideas to more effectively engage and motivate adolescents to take an active role in their own educational experiences.

Keynote Address: 10:30 – 11:45 a.m.
Hudson Auditorium

The Uncertain Development of Civic Purpose among American Youth Today.

Dr. William Damon
Director, Stanford University Center on Adolescence

One of the world's leading scholars of human development, William Damon is Professor of Education at Stanford University and the Director of the Stanford Center on Adolescence. Prior to joining Stanford in 1997, he was University Professor and Director of the Center for the Study of Human Development at Brown University.

By focusing his work on the positive aspects of “growing up” rather than on the severe behavioral problems of adolescents, Damon has put himself on the forefront of the emerging positive psychology movement in the United States. Damon speaks regularly to public and academic audiences about contemporary trends in child development and has written widely about personal development and moral commitment at all ages of life.

His current research explores how people develop character and a sense of purpose in their work, family, and community relationships. He examines how young people can approach their careers with a focus on purpose, imagination, and high standards of excellence. Damon also has written widely about how to educate for ethical understanding. His work is used in professional training programs in the fields of journalism, law, and business.

Damon is the author of 17 books and numerous book chapters and articles on education and human development, especially character development. His work has been influential for research and theory in academic developmental psychology and in the broader society, especially around questions of childrearing and schooling. His 1995 book, *Greater Expectations: Overcoming the Culture of Indulgence in Our Homes and Schools* helped create a societal push to increase standards for achievement and service and was the recipient of the prestigious Parents' Choice® award. Damon's other books written for general audiences include *The Moral Child*, *Some Do Care*, *The Youth Charter* and *Good Work*. He is founding editor of the well-known series, *New Directions for Child and Adolescent Development* and editor in chief of the definitive *Handbook of Child Psychology*, fifth and sixth editions.

Damon's research and insights have been regularly covered in national publications, including the *Boston Globe*, *The Los Angeles Times*, *New York Times*, *San Francisco Chronicle*, *USA Today*, *Washington Post*. His many national talk show appearances include *Oprah*, *Today*, *Primetime Live*, *Talk of the Nation*, *The Diane Rehm Show*, and *Morning Edition*.

Among many national recognitions, Damon was recently elected to the National Academy of Education. He received his bachelor's degree from Harvard University and his Ph.D. in developmental psychology from the University of California, Berkeley. He lives in Northern California.

Session 3: 12:30-1:00 p.m.

HUD 001: Relationships Among Middle School Students' Music Possible Self Beliefs and Their Music Participation

Debra L. Campbell, Ph.D, State University of New York at Potsdam: Crane School of Music

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Session 4: 1:15 -1:45 p.m.

HUD 101: Doing Social Justice: The MYTI Program and Inner City Students

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HUD 102: Social Growth and Engagement among Students on the Autism Spectrum

Irene Van Riper, Ph.D., Mount Saint Mary College

Three middle school students with low functioning autism were involved in an ABAB reversal single subject design study for reading comprehension utilizing the intervention of Directed Reading-Thinking Activity (Stauffer, 1979). The term “low functioning” was operationalized by IQ score, and classification in a pre-vocational special education program. The students were all verbal, with third grade reading level. They were given no specific reading comprehension strategies for the first three weeks of the study. The next three weeks, the facilitator introduced the DRTA guidelines, and added a discussion component at the end of each session. The results of the study indicated a growth in social skills, and level of social interaction for two of the three students. The two students who showed gain were the two students who engaged in the discussion component. The reading comprehension of these students improved, as well.

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Lunch and Networking

11:45 a.m. – 12:30 p.m.
Hudson Auditorium

Panel Discussion

2:00 – 3:00 p.m.
Hudson Auditorium

*“What challenges do you face in helping adolescents find
purpose in their lives?”*

David Jolly, MSW

Commissioner, Department of Social Services, Orange County, New York

Debbie DeYoung

Assistant Director, Orange County Mental Health

Ed Forgit, MS in Ed

Assistant Superintendent, Newburgh Enlarged Central School District

Thomas D’Amicantonio, MS

Assistant Professor, Criminal Justice, Ulster County Community College

Save the date!

The Third Annual CARD Conference

Mount Saint Mary College

Hudson Hall

Newburgh, New York 12550

Saturday, April 28, 2012



Jeffrey Jensen Arnett, Ph.D.

Emerging Adults in America: Coming of
Age in the 21st Century

Visit our website: www.msmc.edu/card