Lab Highlights

Student Accomplishments

- Ryne Pulido, Jessica Vaughn-Jensen, and Anna Antony’s presentation proposal on the adjustment and friendships of children who are bully-victims has been accepted to the 2012 National Association of School Psychologists (NASP) Annual Convention!

- Emily Lund, Courtney Banks, and Heidi Ewing’s manuscript on school counselors and school psychologists’ real world bullying intervention and prevention practices has been invited for resubmission to a journal.

- Alicia Darenbourg’s manuscript from her dissertation on the influence of behavioral engagement and achievement values on African American youth’s achievement has also been invited for resubmission to a journal.

Notable Mentions

PRA Lab Stand Up to Bullying Study makes the news:

- TAMU times [http://www.cehd.tamu.edu/articles/standing_up_to_bullying](http://www.cehd.tamu.edu/articles/standing_up_to_bullying)


Dr. Blake receives Montague –CTE Teaching Scholar Award:

Current Projects & Progress

A few things we’ve been working on...

Professional Psychology Recruitment and Retention

The racial/ethnic and linguistic diversity of the field of school psychology has been a topic of concern for nearly three decades. The increasing lack of diversity in School Psychology has prompted many scholars to ask “How do school psychology programs recruit culturally and linguistically diverse graduate students to their programs?” To answer this question, in 2010 and 2011 former PRA Lab member, Leann Smith, surveyed 69 School Psychology programs from across the United States to assess their recruitment and retention practices of CLD students. Her results suggested that given advances in technology many programs primarily relied on their program webpages to recruit CLD students (Smith, Blake, & Graves, 2011). To further explore this finding, PRA Lab members Ryne Pulido, Courtney Banks, Emily Lund, and Jessica Vaughn-Jensen conducted a follow-up study in the Summer 2011 to investigate the type of content that school psychology programs include on their websites that might facilitate the recruitment of CLD students. Results from both studies are currently under review.

Victimization in Children with Disabilities

Using a national longitudinal data set of children and adolescents in special education, we collaborated with Dr. Michael Benz to explore the risk and protective factors that predict children with disabilities’ risk for being victimized. Preliminary findings suggest that prior history of victimization or chronic victimization was most predictive of risk for victimization as well as being identified as having Emotional Disturbance. Findings from this study were presented at the national APA conference in August 2011 and have been submitted for journal publication. Additional manuscripts are currently underway. Dr. Blake is leading this project, and is collaborating with Drs. Benz and Kwok and assisted by Qiong (June) Zou and Emily Lund, graduate students in the Department of Educational Psychology.

Stand Up to Bullying

Recent research suggests that when bullying occurs, the passive inaction of witnesses (bystanders) may reinforce the bully’s behavior. Therefore, it is believed that by empowering bystanders to take action against bullies, incidents of peer victimization may decrease. Dr. Blake in collaboration with Drs. Stephenson and Hughes and community youth development programs in Bryan-College Station are teaming up to conduct a pilot study on factors that influence bystander intervention in bullying situations. The purpose of the Stand Up to Bullying study is to first develop an interactive video measure to assess what factors influence bystanders’ willingness to intervene in a bullying situation. Second, this study seeks to pilot a drama-based bullying prevention program that aims to reinforce bystander intervention in bullying situations. Data collection began this fall and is scheduled to continue through May of 2012. This study is funded by a grant from the Society for the Study of School Psychology awarded to Drs. Blake & Stephenson.

Meet a Few of Our Community Collaborators!

Beth Simple is the director of Golden Keys Learning Center, a preschool in College Station. She has led Golden Keys in collaborating with the PRA Lab team on the Early Development of Relational Aggression study. Mrs. Simple is a native of West Columbia, TX and has worked in childcare for almost 20 years. She loved being a teacher, but was grateful for the opportunity to help open Golden Keys in 2003 and become its director. A few of her goals include preparing children for school and meeting the needs of families. Mrs. Simple is eager to help Texas A&M reach children in the community, especially preschoolers. She hopes to continue collaborating with us and open the doors of Golden Keys to others in the public as well.

The PRA Lab is teaming with Kid’s Klub, an afterschool program that operates in elementary and intermediate schools within the College Station area, to collect data for the Stand Up Against Bullying Project. Kids Klub was formed in 1987 as a partnership between the City of College Station Parks and Recreation Department and the College Station ISD. It is a recreational-based program that aims to mix enrichment with fun activities that promote healthy child development.
Early Development of Relational Aggression

Considerable research indicates that girls are more likely to engage in relational aggression than physical aggression, with gender differences in relational aggression evidenced as early as 3 years of age. Unfortunately, limited research has controlled for other gender-linked behaviors or characteristics that might explain gender differences in childhood aggression such as gender socialization practices and biological factors. Thus, in collaboration with Drs. Gerianne Alexander and Jeffrey Liew, we are examining whether gender differences in relational aggression persist among preschool children after controlling for other gender-linked behaviors. Data collection began this fall with preschools in the Bryan-College Station area and will continue into 2012.

Upcoming Conferences

Lab members are currently working hard to prepare proposals for the APA conference that will be held in Orlando, FL and the Trainers of School Psychology conference that will be held in conjunction with NASP in Philadelphia, PA. Good luck to everyone involved!

National Association of School Psychologists

* February 21-25 in Philadelphia,

Society for Research on Adolescence

* March 8-10 in Vancouver, BC

American Educational Research Association

* April 13-17 in Vancouver, B.C

American Psychological Association

* August 2-5 in Orlando, FL
* Deadline for proposals is Dec 1st!
Lab Spotlight

Anna Antony is a volunteer in the PRA Lab from Longview, TX. She recently graduated with a B.S. in Psychology from Texas A&M. Anna has been actively involved in a number of projects here. She helped collect data for the Relational Aggression and Recruitment and Retention studies, and is currently working with the Stand Up to Bullying study. Anna also contributed her artistic skills to the development of a self-report relational aggression measure utilized in the Early Development of Relational Aggression study. Anna’s research interests include child abuse, family dynamics, and the healing process. She is currently applying to graduate programs in clinical and general psychology in TX. Thanks and good luck, Anna!

Need Funding? Try these awards and grants!

TAMU School Psychology Student Travel Awards
School Psychology students who present at professional conferences may be eligible to receive up to $300 in travel reimbursement! All students may apply, even if they already receive funding from other sources. Please note that application materials must be submitted both before and after attending the conference! Award decisions are made in January and July.

APAGS Grants
Apply for the Basic Psychological Science Research Grant, CEMA Training Grant and the APAGS Disabilities Grant now. The deadline is Wednesday, December 7th at 12pm (EST). You must be a current APAGS member to be eligible to apply.

Awards and Grants from Psi Chi
APA Newman Graduate Research Award: Deadline Feb. 1st
APS Bandura Graduate Research Award: Deadline Feb. 1st
Graduate Assistantship Grants: Deadline Jan. 1st
Graduate Research Grants: Deadline Feb. 1st

Peer Relations & Adjustment Lab
Harrington Tower 704J
Texas A&M University
College Station, TX
979.862.4322 ph
pralab.tamu.edu