

# The Psychology of Boys at Risk: Indicators from 0-5

*A conference presented by  
the Santa Fe Boys Educational Foundation  
in conjunction with the Infant Mental Health Journal*



SANTA FE BOYS  
EDUCATIONAL FOUNDATION

**November 5 & 6, 2015**  
**Eldorado Hotel**  
**Santa Fe, New Mexico**

**INFANT MENTAL  
HEALTH JOURNAL**

© Michigan Association  
for Infant Mental Health

The mission of the Santa Fe Boys Educational Foundation is to broaden the conversation by supporting public discourse, projects, and research to better understand the unique developmental needs of young males.



[santafeboys.org](http://santafeboys.org)

## Table of Contents

Welcome	1
Agenda at a Glance	2
Conference Keynote & Plenary Presenters	4
Panel: Bio/Evolutionary Perspectives on Boys at Risk	4
Panel: Boys at Risk as Seen Through Longitudinal Studies	6
Panel: Focusing on Cultural Context and Boys at Risk	8
Conference Organizers & Panel Moderators	11
Symposia & Workshops: Topics & Presenters	13
Group A—Day 1 2:50–3:40, November 5th	13
Group B—Day 1 4:00–4:50, November 5th	15
Group C—Day 2 11:40–12:30, November 6th	17
Information for Conference Attendees	20
Floor Plan of Conference Area	21

# Welcome to the Conference on the Psychology of Boys at Risk: Indicators from 0-5

This event is the result of a unique partnership between the Santa Fe Boys Educational Foundation and the *Infant Mental Health Journal*, which is to say it is primarily the result of a collaboration between Hiram Fitzgerald, the immediate past-editor of the journal, Distinguished Professor in the Department of Psychology, prolific writer, and collaborator on the subject of infant mental health, and currently a Associate Provost at Michigan State University, and me, the President of the foundation.

Hi and I first began discussing the organizational work for this conference at the Zero to Three National Training Institute last December in Fort Lauderdale, Florida where he participated in a plenary presentation on the early life of boys, and I was on a panel discussing the same topic. We both had a strong sense that many different groups—communities, foundations, institutions, and others—needed to focus more closely on the early years of boys' development if the problems now associated with too many adolescent males—school failure, anti-social activity, and poor mental health—are to be dealt with effectively and holistically.

Almost all children are born with the prospect of reaching their developmental potential through healthy minds. If these can be properly nourished, cared for, and related to, many children who are now often a burden on society can lead fulfilling existences both for themselves and for the benefit of others. Unfortunately, this is not happening for large numbers today. The qualitative loss of civic and family life perpetuates and magnifies a crisis, creating a vicious cycle that continues into future generations. Hence, one question this conference aims to address is how do we, as a society, become more aware of what is missing for boys. As such, this is a conference about what we currently know about boys, their unique needs, and where our knowledge falls short.

This inquiry looks at boys' beginnings in infancy because our society has come to realize the importance of the first months and years of life in laying a foundation for the future. This point cannot be overemphasized; if we, as a society, agree that the early years are crucially important in the development of the person as manifest in the increasing expenditures on home visiting, preschool education, and infant mental health care, for example, then we must apply what we know of those early years to understand what happens later when we confront the adolescent problems too many young males exhibit.

This is only a first step, and one that the active participation of those who are present in this conference helps to establish as important. Thank you for attending.

Sincerely,  
Paul Golding, PhD  
President, Santa Fe Boys Educational Foundation

## Day 1 | Thursday, November 5

7:30–8:30

Registration and Complimentary Continental Breakfast, Eldorado Hotel | Eldorado Grand Ballroom

8:30–9:00

Welcome by Paul Golding, PhD, President, Santa Fe Boys Educational Foundation | Eldorado Grand Ballroom B

9:00–10:00

Keynote Address | Allan Schore, PhD, UCLA

**The Developmental Neurobiology and Psychology of Boys at Risk**

10:00–10:20

Coffee Break | Concourse

10:20–10:25

Paul Spicer, PhD, University of Oklahoma

**Introduction of Plenary Presenters on Boys at Risk as Seen Through Longitudinal Outcomes**

10:25–11:00

Daniel Shaw, PhD, University of Pittsburgh

**Early Childhood Predictors of Boys' Antisocial Behavior and Adjustment in Adolescence and Early Adulthood**

11:00–11:30

Devi Miron, PhD, Tulane University

**Stress and Psychopathology Following Severe Deprivation: Differential Effects on Boys and Girls**

11:30–12:00

Marjorie Beeghly, PhD, Wayne State University

**Sex Differences in Early Indicators of Developmental Vulnerability during Early Childhood: Risk, Resilience, and Relationships**

12:15–1:15

Lunch | Eldorado Grand Ballroom A

1:30–2:00

Leon Puttler, PhD, University of Michigan

**Early Risk Factors in the Development of Alcohol and Other Substance Use Problems**

2:00–2:40

Panel Discussion & Q&A

**Boys at Risk as Seen Through Longitudinal Outcomes**

Moderated by Paul Spicer, PhD, University of Oklahoma

2:50–3:40

**Symposia and Workshops A**

3:40–4:00

Coffee Break | Concourse

4:00–4:50

**Symposia and Workshops B**

5:00–6:00

Reception | Concourse

## Day 2 | Friday, November 6

7:30–8:30

Complimentary Continental Breakfast | Eldorado Grand Ballroom A

8:30–9:00

Introduction to Day 2 by Paul Golding, PhD, President, Santa Fe Boys Educational Foundation | Eldorado Grand Ballroom B

9:00–10:00

Keynote Address | Melissa Hines, PhD, University of Cambridge

**Testosterone and the Development of Human Gender-Related Behavior**

10:00–10:30

Marco Del Giudice, PhD, University of New Mexico

**Attachment and Developmental Risk in Boys: An Evolutionary Perspective**

10:30–10:50

Coffee Break | Concourse

10:50–11:30

Panel Discussion & Q&A

**Bio/Evolutionary Perspectives on Boys at Risk**

Moderated by Hiram Fitzgerald, PhD, Michigan State University

11:40–12:30

**Symposia and Workshops C**

12:30–1:30

Lunch | Eldorado Grand Ballroom A

1:40–1:45

Marvin McKinney, PhD, Michigan State University

**Introduction of Plenary Presenters on Focusing on Cultural Context and Boys at Risk**

1:45–2:15

Iheoma Iruka, PhD, Buffett Early Childhood Institute, University of Nebraska

**Revising Early Childhood Education for Black Boys: Seizing Opportunities and Minimizing Risks**

2:15–2:45

Natasha Cabrera, PhD, University of Maryland

**The Early Experiences of Latino Boys: A Risk and Protective Approach**

2:45–3:05

Coffee Break | Concourse

3:05–3:35

Michelle Sarche, PhD, University of Colorado at Denver

**American Indian and Alaska Native Boys: Risk and Resilience amidst Context and Culture**

3:35–4:15

Panel Discussion & Q&A

**Focusing on Cultural Context and Boys at Risk**

Moderated by Marvin McKinney, PhD, Michigan State University

4:15–4:30

**Summary Reflections**

Closing Overview by Paul Spicer, PhD, University of Oklahoma

4:30–4:40

Closing Comments by the Conference Sponsor, Paul Golding, PhD, President, Santa Fe Boys Educational Foundation

# Conference Keynote & Plenary Presenters

## Panel: Bio/Evolutionary Perspectives on Boys at Risk

*Among the invited presenters will be the keynote speakers—Allan Schore of UCLA and Melissa Hines from the University of Cambridge. They will deliver overviews of boys' development from two different perspectives, and will be joined by Marco Del Giudice of the University of New Mexico on a panel that will discuss Bio/Evolutionary Perspectives on Boys at Risk.*

### Allan Schore, PhD, UCLA:

#### *The Developmental Neurobiology and Psychology of Boys At Risk*



Dr. Schore is the author of four seminal volumes of affect regulation, disorders of the self, and

psychotherapy. His first, *Affect Regulation and the Origin of the Self*, is in its 14th printing. He is past editor of the Norton Series on Interpersonal Neurobiology

and a reviewer on the editorial staff of 40 journals across a number of scientific and clinical disciplines. Dr. Schore has received numerous honors for his work, including an award for Outstanding Contributions to Practice in Trauma Psychology from Division 56 (Trauma Psychology) and the Scientific Award from Division 39 (Psychoanalysis) of the American Psychological Association.

**Summary:** The alarming increased risk of boys for educational, behavioral, and mental health problems is well documented, and yet few studies have been done on the early development of these deficits. Utilizing an interdisciplinary perspective, Dr. Schore will discuss this problem through the lens of neurobiologically-informed modern attachment theory and current research on gender differences in

early brain development. Focusing on early affective more than later cognitive functions, he will describe how social and emotional deficits of the early developing right brain represent the core of the risk factors in male development over the rest of the lifespan. He will also discuss the relevance of interpersonal neurobiology for early assessment and interventions with infant and toddler boys.

**Melissa Hines, PhD, University of Cambridge:**

***Testosterone and the Development of Human Gender-Related Behavior***



Dr. Hines is the Director of the Hormones and Behaviour Research Lab, University of Cambridge. Her

background is in personality and developmental psychology, as well as neuroscience and clinical practice. She is Past-President of

**Summary:** Dr. Hines will evaluate evidence that testosterone, before and shortly after birth, influences the development of human gender-related behavior. She will describe the behaviors

the International Academy of Sex Research and a recipient of the Shephard Ivory Franz Award for Distinguished Teaching at UCLA. In over 75 publications appearing in *Child Development*, *Psychological Science*, and other prestigious outlets, Dr. Hines and her colleagues have investigated both nature and nurture in children's gender development.

that have been studied in relation to early testosterone exposure, and will present current thinking regarding the mechanisms by which testosterone might exert its influences on human behavior.

**Marco Del Giudice, PhD, University of New Mexico:**

***Attachment and Developmental Risk in Boys—  
An Evolutionary Perspective***



Dr. Del Giudice's main research area is the evolutionary study of human development across the life course, with a

focus on the origin of individual and sex differences. His work is highly interdisciplinary and emphasizes theoretical synthesis and integration

**Summary:** Attachment styles play an important role in boys' developmental trajectories and are associated with outcomes spanning from friendship and sexuality to violence and psychopathology. Dr. Del Giudice will show how an evolutionary perspective can

illuminate attachment development across levels of analysis. He has published over 50 papers and book chapters whose topics include the transition between early and middle childhood, the development of sex differences in parent-child and romantic attachment, the role of early stress in the organization of personality and neurobiology, and the evolutionary classification of mental disorders.

illuminate attachment development in boys at risk. He will present evidence that attachment styles become sexually differentiated in middle childhood, leading to a male-typical pattern of higher avoidance and lower anxiety that persists into adulthood.

## Panel: Boys at Risk as Seen Through Longitudinal Studies

*A series of speakers will present on longitudinal research about the development of boys. Over the last several decades, researchers have followed the development of populations of very young children from prenatal and postnatal periods to adolescence and adulthood. The conference will feature researchers' findings about boys from several longitudinal studies, which will permit consideration of how biological, neurological, environmental, and other experiences may combine to influence the life of young males under differing circumstances.*

**Daniel S. Shaw, PhD, University of Pittsburgh:**

***Early Childhood Predictors of Boys' Antisocial Behavior and Adjustment in Adolescence and Early Adulthood***



Dr. Shaw's primary interest has been studying the development and prevention of early problem behavior among

at-risk children. He currently leads or co-directs four NIH-funded longitudinal studies investigating the early antecedents and prevention of childhood conduct problems and substance use. His recent work applies an ecologically-

and developmentally-informed intervention: the Family Check-Up for low-income toddlers and older children at risk for conduct problems. For mentoring of trainees, he was awarded the Friend of Early Career Preventionist Network Award by the Society for Prevention Research (2011). Dr. Shaw has more than 200 publications on risk factors associated with the development and prevention of conduct problems from early childhood through adolescence.

**Summary:** Dr. Shaw will review select findings from a 20-year longitudinal study of the developmental precursors of boys' antisocial behavior and other facets

of adjustment (e.g., substance use, occupational functioning). The study was initiated when children were approaching 18 months of age.



**Devi Miron, PhD, Tulane University:**  
*Stress and Psychopathology Following Severe Deprivation—  
Differential Effects on Boys and Girls*



Dr. Miron is a clinician, educator and researcher focused on enhancing the recovery of young traumatized

children involved in the child welfare

**Summary:** Dr. Miron will describe some of the differential effects on boys after the first 10 years of the Bucharest Early Intervention Project with regard to attachment and

system. She has been involved with the Bucharest Early Intervention Project team since 2011. She completed an internship in Child and Adolescent Clinical Psychology at the University of New Mexico Children's Psychiatric Center.

psychopathology. In this controlled trial, infants were studied in various groups depending upon whether they continued to live in institutions or were assigned to foster families.

**Marjorie Beeghly, PhD, Wayne State University:**  
*Sex Differences in Early Indicators of Developmental Vulnerability  
During Early Childhood—Risk, Resilience, and Relationships*



Dr. Beeghly's research evaluates how biologic and social risk and resilience factors alter parent-child interactive

processes, parental adaptation, and children's developmental, and social-emotional outcomes, in at-risk and normative samples of children from varying racial/ethnic and socioeconomic backgrounds. A

**Summary:** Taking a biopsychosocial perspective, Dr. Beeghly will present findings from several longitudinal projects to evaluate whether sex differences exist in potential early risk indicators such as patterns of early caregiver-infant social interaction, related physiological

primary goal is to identify specific factors from multiple ecological levels of influence (child, parental, dyadic, familial, and socio-ecological) that foster resilient child and parental outcomes. She has published numerous peer-reviewed articles and reviews, and has co-edited several books. Dr. Beeghly was a fellow in the John D. and Catherine T. MacArthur Foundation Research Network on the Transition from Infancy to Early Childhood.

processes, and other child, parental, and contextual factors assessed during infancy, and whether these indicators presage the emergence of behavioral or cognitive problems in toddlerhood and the preschool period.

**Leon Puttler, PhD, University of Michigan:**

***Early Risk Factors in the Development of Alcohol and Other Substance Use Problems***



Dr. Puttler is the Project Director of the Michigan Longitudinal Study where he has worked for 22 years. Current

research interests include the

development of addictions with an emphasis on related risk factors, resilience in deviating from expected pathways, and the effects of recovery status of parental alcohol problems on the functioning of children and their parents.

**Summary:** The Michigan Longitudinal Study (MLS) is an ongoing prospective, high-risk for alcoholism and other substance use disorders, family study that began in the mid-1980s. Dr. Puttler will demonstrate that young boys studied in the MLS are embedded in a dynamic system

of genes, epigenetic processes, brain, family, peers, community, and culture, which themselves undergo change as development proceeds and enhances their risk for future problems if nothing is done to disrupt the risky development pathways.

**Panel: Focusing on Cultural Context and Boys at Risk**

*To understand what is happening to small boys requires more than looking at the parent-boy dyad; it also means understanding the culture and historical context within which development takes place. The conference has invited three presenters with extensive research experience in the question of how to appreciate the cultural and historical context of early childhood development with a focus on boys.*

**Natasha Cabrera, PhD, University of Maryland:**

***The Early Experiences of Latino Boys—A Risk and Protective Approach***



Dr. Cabrera focuses on father involvement and children’s development; adaptive and maladaptive

factors in parenting as well as ethnic and cultural variations. She has published in peer-reviewed

journals and is the co-editor of the *Handbook of Father Involvement: Multidisciplinary Perspectives, 2nd Edition* (Taylor & Francis, 2013) and *Latina/o Child Psychology and Mental Health: Vols 1 and 2* (Praeger, 2011). Dr. Cabrera is the Associate Editor of *Early Childhood Research Quarterly* and *Child Development* and the recipient of the National Council

and Family Relations award for Best Research Article regarding men in families in 2009. In 2015 The National

**Summary:** In this presentation, Dr. Cabrera will address the following questions: What do we know about Latino boys' early development across developmental

Academy of Sciences appointed her to its committee supporting the parents of young children.

domains? What are the individual, parenting, and contextual factors that result in inequality in Latino boys' development?

**Iheoma U. Iruka, PhD, Buffett Early Childhood Institute, University of Nebraska:**  
*Revisiting Early Childhood Education for Black Boys—Seizing Opportunities and Minimizing Risks*



Dr. Iruka's research focuses on determining how early experiences impact poor and ethnic minority children's

learning and development (ages 0-8) and on how the role of the family and education environments and systems affect this process. She is engaged in projects and initiatives concerned with the way that evidence-informed policies, systems, and practices in early education can support the optimal development and experiences of

**Summary:** Comprehensive early education is gaining steam as a strategy to support children's development and learning, and eventually pathways to excellence as a strategy to eliminate the achievement gap. With Black boys likely to show lower academic and social competence compared to their White peers as early as 24 months, concentrated attention is focusing on how early childhood programs and services can best be

low-income and ethnic minority children, such as through quality rating and improvement systems, home visiting programs, and high quality preschool programming. In particular, she has been engaged in addressing how best to ensure excellence for young Black children, particularly boys. She has published extensively, including a textbook and short-format book about early care and education practitioners working with diverse populations. She serves on numerous national boards and committees, including the White House African American Educational Excellence Workgroup.

strengthened to be more effective for young Black boys. In addition to presenting data on indicators of risks, this presentation will deliver information about Black boys' assets and about how early education programs and services can best support their development and learning and eventually their excellence and life success.



**Michelle Sarche, PhD, University of Colorado at Denver:**  
*American Indian and Alaska Native Boys—Risk and Resilience amidst Context and Culture*



Dr. Sarche has worked with both urban and reservation tribal communities for nearly 20 years to better

understand the challenges to, and supports for, health and development across the lifespan. Her work has focused on parenting, early care environments such as

**Summary:** This presentation will review the epidemiology of risk among young American Indian and Alaska Native boys, contextual sources of risk unique to American Indian and Alaska Native communities, including historical trauma, tribal sovereignty, and federal trust obligations. Further, the presentation will consider cultural

Head Start and Early Head Start, and children's early development. Her current projects include serving as the Associate Director of the Tribal Early Childhood Research Center, co-directing the Native Children's Research Exchange, and leading a project to understand the relationship between stress and early development among American Indian children and their parents.

supports for early development that operate through parenting and participation in the broader familial and community life. Last, opportunities for researchers and practitioners for supporting young American Indian and Alaska Native boys in their early development and later life course will be discussed.

# Conference Organizers & Panel Moderators

## Hiram Fitzgerald, PhD, Michigan State University



Hiram Fitzgerald is Associate Provost for University Outreach and Engagement and University Distinguished

Professor in the Department of Psychology at Michigan State University. He is past president and executive director of both the Michigan Association for Infant Mental Health and the International Association for Infant Mental Health, and for 16 years (1992-2008) served as executive director of the World Association for Infant Mental Health. He has been associated with the Michigan Longitudinal Study of Family Risk

for Alcoholism over the Life Course for 27 years, is a member of the American Indian/Alaska Native Head Start Research Center, the Native Children's Research Exchange, and the Tribal Research Center for American Indian/Alaska Native Early Childhood Education, the advisory board for the University of Nebraska Buffett Early Childhood Institute, the Executive Committee of the State of Michigan's Early Childhood Investment Corporation, and a variety of interdisciplinary research teams focusing on evaluation of community-based early preventive-intervention programs in Michigan. He is a past editor of the *Infant Mental Health Journal*.

## Paul Golding, PhD, President, Santa Fe Boys Educational Foundation



Paul Golding, PhD, founded the Santa Fe Boys Educational Foundation in 2013 after studying the

challenges facing boys in Santa Fe, in New Mexico, and in the United States for the last 17 years. Formerly an economist, he received a doctorate in Depth Psychology at the Pacifica Graduate Institute in 2012.

## Paul Spicer, PhD, University of Oklahoma

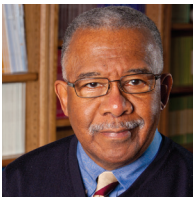


Paul Spicer is a Professor of Anthropology and a Director at the Center for Applied Social Research at the

University of Oklahoma, where he has been since 2008. He was previously Associate Professor of Psychiatry at the University of Colorado. Dr. Spicer is a cultural anthropologist who has led studies

in addiction, obesity, genetics, and child development with funding from the Administration on Children and Families, the National Institutes of Health (NHGRI, NIAAA, NICHD, and NIEHS), and the Robert Wood Johnson Foundation (Active Living and Substance Abuse Policy Research Programs). He is a board member of Zero To Three: The National Center for Infants, Toddlers, and Families and Editor-in-Chief of the *Infant Mental Health Journal*.

## Marvin McKinney, PhD, Michigan State University



Marvin McKinney, PhD, is a senior consultant with University Outreach and Engagement at Michigan State

University. He is also a principal with Kaleidoscope Consulting, in Durham, North Carolina. Prior to his work at Michigan State University, he was co-principal investigator for the Promoting Academic Success Program (PAS) for young boys of color ages 3-8 at the FPG Child Development Institute, University of North Carolina. Dr. McKinney received his PhD from the University of Michigan and completed a Bush Foundation post-doctorate fellowship in child development and public policy at the University of

North Carolina. He was a program director for Youth and Education programs at the W.K. Kellogg Foundation in Battle Creek Michigan. He also served as associate director/ community scholar in residence for the Institute for Children, Youth, and Families at Michigan State University where he conducted ethnographic research in the area of pervasive poverty and young children. Earlier in his career, he served as director of planning and community services at the Mott Children's Health Center in Flint, Michigan. Before assuming that role he served as state coordinator for early childhood education with the Michigan Department of Education. He began his professional career as a fifth grade teacher in Ypsilanti, Michigan.

# Symposia & Workshops: Topics & Presenters

Group A—Day 1 | 2:50–3:40, November 5th

## Boys at Risk: Biological and Experiential Influences on Intersubjectivity and the Origins of Self

*Eldorado Grand Ballroom A*

Presenter: **Hiram Fitzgerald** is past president and executive director of both the Michigan Association for Infant Mental Health and the International Association for Infant Mental Health, and for 16 years (1992-2008) he served as executive director of the World Association for Infant Mental Health. He is currently Associate Provost for University Outreach and Engagement and University Distinguished Professor in the Department of Psychology at Michigan State University.

**Summary:** Ammaniti & Gallese propose a framework for tracking neurobiological representations of sensory perceptions to representational models implicit to the concept of the intersubjective self. We will examine their framework covering genetic, epigenetic, neurobiological and experiential organizers of self, self-other differentiation, and the emergence of self-identity and intersubjectivity with a focus on the organization of risk for boys from conception to postnatal age 5.

## Intersection of Personal and Professional: Understanding and Supporting Infants, Toddlers, and Families through Reflective Practice

*Eldorado Grand Ballroom B*

Presenter: **Deborah Weatherston** is the Executive Director of the Michigan Association for Infant Mental Health where her focus has been on preparing professionals to work with infants, toddlers, and families within an infant mental health framework. She has served in this capacity since 2001. She is a member of the World Association for Infant Mental Health (WAIMH) and is the current Editor of WAIMH Perspectives in Infant Mental Health.

**Summary:** After introducing core components of infant mental health practice that support and sustain early developing parent-child relationships, we will consider ways in which professionals may be challenged by work with infants and toddlers at risk and their families. Encouraged to be reflective, professionals are invited to explore their own relationship histories that influence their capacity to understand and support families, holding and containing their own emotions, especially related to boys and fathers.

## Boys at Risk Becoming Fathers at Risk: A Developmental Perspective

Zia A&B

Presenter: **Pam Segel** has an extensive history of work as an educator and practitioner in the field of early childhood. Her professional work scope includes part-time faculty in the Early Childhood Multicultural Education Department at Central New Mexico Community College in Albuquerque, New Mexico, early childhood development and Infant Mental Health consultation, and provision of reflective consultation. Pamela is the Endorsement Coordinator for the New Mexico Association for Infant Mental Health. The focus of

her research is related to the study of early relationships between fathers and their very young children.

**Summary:** Pam will provide information about young men who experienced adverse childhood experiences as young boys and risk factors that may carry into parenting behavior. Discussed will be information about “at risk” father-infant relationships. Strategies for parent education, intervention, and implications for training professionals will be identified.

## On the Importance of Informing Social Policy about Boys at Risk

Zia C

Presenter: **Marvin H. McKinney**, PhD, is a senior consultant with University Outreach and Engagement at Michigan State University. He is also a principal with Kaleidoscope Consulting, in Durham, North Carolina. Prior to his work at Michigan State University, he was co-principal investigator for the Promoting Academic Success Program (PAS) for young boys of color ages 3-8 at the FPG Child Development Institute, University of North Carolina. Dr. McKinney received his PhD from the University of Michigan and completed a Bush Foundation post-doctorate fellowship in child development and public policy at the University of North Carolina. Dr. McKinney will also co-present with Patrick Babcock.

**Summary:** Social Science research resulting in insight and positive

practices and programming is crucial, particularly as it influences and expands our knowledge and understanding about young boys of color ages 0-5. Moreover, in many instances, it should be possible to use the knowledge we have garnered from these insights in Social Science research to impact large numbers of children over a long period of time by actively using our findings to inform and influence policy. With large numbers of our focused population “at great risk” for positive health, other developmental outcomes, and early school success, it is critically important for researchers, practitioners, and policy makers to engage in productive activities, interactions, and information sharing that will aid children, families, and communities. This session will discuss and explore



a focused definition of policy as it pertains to young boys of color and the importance of involving multiple

communities in figuring out how to work together for the benefit of our children.

## Group B—Day 1 | 4:00–4:50, November 5th

### Boys at Risk: Biological and Experiential Influences on Intersubjectivity and the Origins of Self

*Eldorado Grand Ballroom A*

Presenter: **Hiram Fitzgerald** is past president and executive director of both the Michigan Association for Infant Mental Health and the International Association for Infant Mental Health, and for 16 years (1992-2008) he served as executive director of the World Association for Infant Mental Health. He is currently Associate Provost for University Outreach and Engagement and University Distinguished Professor in the Department of Psychology at Michigan State University.

**Summary:** Ammaniti & Gallese propose a framework for tracking neurobiological representations of sensory perceptions to representational models implicit to the concept of the intersubjective self. We will examine their framework covering genetic, epigenetic, neurobiological and experiential organizers of self, self-other differentiation, and the emergence of self-identity and intersubjectivity with a focus on the organization of risk for boys from conception to postnatal age 5.

### Intersection of Personal and Professional: Understanding and Supporting Infants, Toddlers, and Families through Reflective Practice

*Eldorado Grand Ballroom B*

Presenter: **Deborah Weatherston** is the Executive Director of the Michigan Association for Infant Mental Health where her focus has been on preparing professionals to work with infants, toddlers, and families within an infant mental health framework. She has served in this capacity since 2001. She is a member of the World Association for Infant Mental Health (WAIMH) and is the current Editor of WAIMH Perspectives in Infant Mental Health.

**Summary:** After introducing core components of infant mental health practice that support and sustain early developing parent-child relationships, we will consider ways in which professionals may be challenged by work with infants and toddlers at risk and their families. Encouraged to be reflective, professionals are invited to explore their own relationship histories that influence their capacity to understand and support families, holding and containing their own emotions, especially related to boys and fathers.

## Cumulative Risks to Language, Social-Emotional Functioning, and Behavior in Boys

*Zia A&B*

Presenters: **Deb Harris & Jane Clark**

Jane Clarke, PhD, is a consultant and trainer for the New Mexico Infant Teams and is on the faculty of the Infant and Early Childhood Mental Health Leadership Academy at the University of New Mexico Center for Development and Disability. Her background is in Speech-Language Pathology and Special Education with post-doctoral work in Infant Mental Health. Jane has extensive assessment and intervention experience with high-risk families, regulatory-sensory processing disorders, and prenatal drug exposure, as well as trauma informed and developmentally informed practices.

Deborah Harris is a consultant and trainer for the NM Infant Teams and is faculty at the Infant and Early Childhood Mental Health Leadership Academy at the University of New Mexico Center for Development and Disability, UNM-CDD. She has a

master's degree in Social Work with post-graduate work in family therapy and infant-parent psychotherapy at the Infant Parent Program started by Selma Fraiberg. Along with Jane Clarke, Deborah started the first Infant Team in New Mexico providing infants, birth to 3 in custody, and families with integrated services to promote permanency planning and positive developmental outcomes. She is a leader in trauma-informed as well as developmentally-informed practices and interventions for high-risk families.

**Summary:** This presentation will provide a dynamic view of language development, social emotional functioning, and behavior in boys, birth to five, with cumulative social risk factors. We will integrate different content domains and discuss interventions that address developmental change and resilience—both in meaning-making and individual pathways.

## The Boy Crisis as an Infant Mental Health Issue

*Zia C*

Presenter: **Paul Golding**, PhD, founded the Santa Fe Boys Educational Foundation in 2013 after studying the challenges facing boys in Santa Fe, in New Mexico, and in the United States for the last 17 years. Formerly an economist, he received a doctorate in Depth Psychology at the Pacifica Graduate Institute.

**Summary:** Considerable empirical research from attachment theory in the last two decades indicates that many boys and girls begin life with different emotional tendencies based upon the influence of gender-specific innate and environmental factors. This workshop will relate these findings from developmental psychology to the problematic behaviors that make up the boy crisis.

## Group C—Day 2 | 11:40–12:30, November 6th

### The Socialization of Aggression in Boys and Men: Theory, Research, and the Potential for Change

*Chapel*

Presenters: **Carolyn Dayton & Erika Bocknek**

Erika London Bocknek is Assistant Professor of Early Childhood Education in the College of Education at Wayne State University and the Merrill Palmer Skillman Institute. She is also Adjunct Research Investigator in Psychiatry at the University of Michigan Health System and a licensed Marriage and Family Therapist as well as an Endorsed Research Mentor (Level IV) with the Michigan Infant Mental Health Association. Dr. Bocknek studies risk and resilience in the social-emotional development of infants and toddlers with a special focus on the ways parenting and family-level processes can shape childhood developmental trajectories.

Carolyn Dayton is an Assistant Professor of Social Work at Wayne State University. She holds a joint appointment at the Merrill Palmer Skillman Institute for Child and Family Development where she serves as the Associate Director of the Infant Mental Health Program. Her research is focused on early parenting processes with an emphasis on fathering in urban

settings. She has many years of experience providing clinical interventions to the families of infants and young children in a wide range of settings including home-based, center-based, and hospital programs. Dr. Dayton's program of research is fundamentally translational and transdisciplinary; it is informed by her clinical work with families and aims to identify biological and psychosocial risk and resilience factors that influence early parenting process and early child development.

**Summary:** Societal, cultural, familial, psychological, and biological processes contribute to the expression of aggression and violence in boys and men. Understanding the cognitive, emotional, and behavioral regulatory strategies that are influenced by these processes and lead to the expression of aggressive behaviors is the topic of this workshop. Using a developmental lens, the intergenerational transmission of aggression and violence will be highlighted and potential intervention/change strategies within each area of influence will be examined.

## A Community Based Participatory Research Partnership: Perceptions of Children's Adaptive Behaviors in Tribal Head Start Programs

*Eldorado Grand Ballroom B*

Presenters: **KyungSook Lee & Hiram E Fitzgerald**

KyungSook Lee, PhD, is a research associate for the University Outreach and Engagement (UOE) at Michigan State University and has extensive experience working in UOE since 2008 on community-based research projects, including Wiba Anung, PAS, Healthy Babies, and HSOS in which she serves as data manager, data analyst, and report writer. Her work focuses on maintaining complex longitudinal data sets and conducting sophisticated analyses of quantitative data using various statistical software tools. She collaborated with the following on the research she will be presenting: Jessica V. Barnes-Najor, PhD (associate director for Community Evaluation and Research Collaborative in University Outreach and Engagement at Michigan State University), Hope Gerde, PhD (associate professor in the department of Human Development and Family Studies at Michigan State University), Ann Belleau (Head Start Director of the Inter-Tribal Council of Michigan, Inc., Head Start and

Early Head Start Programs), Patricia Farrell, PhD ((Taos Pueblo) Assistant Provost Emeritus, Michigan State University).

**Summary:** A partnership with 9 tribes in the Midwest created a community-based participatory research study of the status of children attending Tribal Head Start programs. The Behavioral Assessment System for Children (BASC) was used to assess children's adaptive behavior. Initial analyses revealed discrepancies between BASC standardized scale factor structures and item configurations for both parent and teacher ratings. We report new analyses based on newly generated factor structures. Boys are perceived to have high levels of activity and aggressive behaviors, coupled with low attention and social skills, suggesting that they are challenged to manage childhood adversities, including those associated with school classroom contexts and interpersonal relationships. We review differences in perceptions of parents and teachers (including tribal and non-tribal teachers).

## Disparities in Disability Identification Based on Gender, Race/Ethnicity, and Language Use: Findings and Implications

*Zia A&B*

Presenter: **Paul Morgan**, PhD, is an associate professor in the Department of Education Policy Studies at Penn State University and the Director of the Educational Risk Initiative. His work tries to

understand why some children are more likely to struggle academically or behaviorally while attending preschools or schools in the United States, and how these children might be better helped

by educational professionals and policymakers. A particular focus of this work has been examining racial/ethnic disparities in disability identification and treatment. Dr. Morgan has received funding from the U.S. Department of Education, the National Institutes of Health, and the Spencer Foundation. His work has appeared in *Pediatrics*, *Journal of Child Psychology and Psychiatry*, *Exceptional Children*, *Child Development*, *Educational Researcher*, and many other high-impact journals. Dr. Morgan will be joined in his presentation by Professor George Farkas of UC Irvine and Professor Marianne Hillemeier of Pennsylvania State University.

**Summary:** We examine how children's gender, race/ethnicity, and home language use is associated

### Actualizing the DREAAM: Focusing on Black Boys and Kindergarten Success

Zia C

Presenters: **Tracy D. Dace** is a social justice educator and builds bridges between campus and community to achieve deeper community impact. He is the Visionary Director of the DREAAM House and also an Assistant Professor of Humanities at Parkland College. In a previous role, Tracy was the Juvenile Justice Liaison for a local system of care. He also co-founded a mentoring program called Motivating More Males (M3) to reach and support young men involved and/or impacted by juvenile justice and mental health systems. **Staci Ward** is the DREAAM Teacher and is also employed as an Instructional Coach

with or predictive of their risk for being identified as disabled as they attend preschools and elementary schools in the United States. We do so based on analyses of nationally representative and longitudinal datasets. Overall, boys are at higher risk of being identified as disabled. However, and contrary to many prior studies, we find that those who are racial/ethnic or language minorities are less likely to be identified as disabled, even when compared to white, English-speaking children displaying similar levels of cognitive, academic, or behavioral functioning. We discuss potential underlying mechanisms for these observed disparities, as well as implications for early childhood policymakers, researchers, and practitioners.

and Literacy Interventionist for Champaign Unit #4 Schools. **Miatta Echetebe** is a doctoral student in the Department of Psychology's Clinical-Community Division at the University of Illinois at Urbana-Champaign and is an APA Minority Fellow. She has served on the evaluation projects for local and statewide system-of-care efforts and spearheads social justice-focused community projects.

**Summary:** Driven by the need to increase kindergarten success for Black boys placed at risk, a team was formed to design and pilot a program intervention called the DREAAM

House. DREAAM, an acronym for Driven to Reach Excellence and Academic Achievement for Males, is a community-school collaborative partnership to reach, teach, and support Black boys as they transition to kindergarten. DREAAM House's goal is to increase kindergarten readiness in the

areas of reading, math, and social emotional learning. In this workshop, the project team will present results of the program intervention, partnership building, culturally responsive methods, and family engagement. The workshop will end with participants brainstorming with the project team.

## Information for Conference Attendees

### Conference Registration:

The Conference Registration Desk is located outside of the Eldorado Grand Ballroom. Conference attendees must check-in to pick up a name badge, conference program, and additional information. The conference registration desk is open from 7:00 am-6:00 pm on Thursday,

November 5th and from 7:00 am-5:00 pm on Friday, November 6th.

Registration fees include admission to the General Sessions, Symposia and Workshops, Breakfast, Lunch, Coffee, and Refreshment Networking Breaks, and the Thursday Evening Reception.

### Parking:

Valet parking is available to Eldorado Hotel guests at \$18.00 per day. For conference attendees NOT staying at the Hotel, there is a daily parking rate of \$12.00, subject to space availability. Diagonally across

the street from the hotel is a City of Santa Fe public parking lot, Sandoval Garage, at 216 W. San Francisco Street (corner of Sandoval and San Francisco). The cost is \$2.00 per hour with a \$10.00 maximum.

### Continuing Education Units (CEUs):

The conference has been approved for 11.5 Continuing Education Units (including 1.5 cultural CEUs) by the National Association of Social Workers (NASW) New Mexico Chapter and 12 Continuing Education Units by the New Mexico Psychological Association (NMPA). The NM Counseling and Therapy

Practice Board accepts continuing education units approved by other regulatory boards of related mental health fields, including psychology and social work. All attendees requesting CEUs must maintain their own records for reporting to their respective credentialing board.

**The NMPA requires psychologists to sign-in for each session.** Sign-in sheets will be available at the registration desk for general sessions and in each workshop/symposia room. Psychologists must attend the entire conference to receive credit; no partial credit can be awarded.

### Certificate of Completion:

Certificates of Completion will be distributed on Friday, November 6th at the Registration Desk from

4:40–5:00 pm. You must turn in your name badge to receive your Certificate of Completion.

### Conference Evaluation:

We value your opinion and feedback! The Conference Evaluation Form will be emailed to the email address you provided when you registered. Please take some time to complete the

evaluation. If you do not receive the evaluation form by email by Friday, November 6, please notify the Registration Desk staff or contact them at 505 508 2999 or email to [Corrina@mgr-events.com](mailto:Corrina@mgr-events.com).

### Conference Tips:

- Out of respect for presenters and your fellow attendees, please make sure your cell phones are turned off or set to the vibrate or silent mode. If you must take a call, please step out of the meeting room.
- Please wear your name badge at all times. The badge identifies you as conference

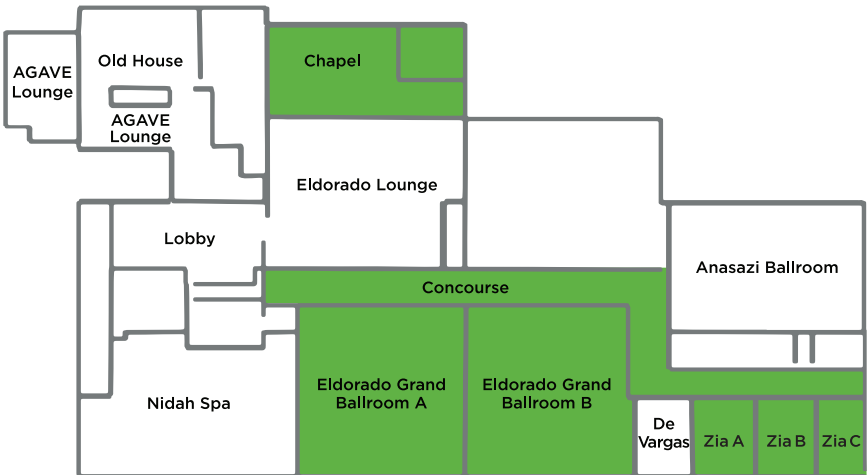
attendee and provides access to General Sessions, Symposia and Workshops, Breakfast, Lunch, Coffee, and Refreshment Networking Breaks, and the Thursday Evening Reception.

- If you need assistance at any time, please go to the Registration Desk and we will be happy to help you!

### Navigating the Eldorado Hotel and Spa:

Please refer to signage throughout the Eldorado Hotel and Spa and the Eldorado hotel floor plan below to direct you to conference sessions and events.

### Floor Plan of Conference Area





**SANTA FE BOYS  
EDUCATIONAL FOUNDATION**

[santafeboys.org](http://santafeboys.org)

Post Office Box 1312 | Santa Fe, NM 87504-1312 | [info@santafeboys.org](mailto:info@santafeboys.org)