

SECTION ON

CHILD MALTREATMENT INSIDER



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In Memoriam: Penelope K. Trickett, 73

Jennie Noll, Elizabeth Susman and Ferol Mennon

It is with sadness to announce the death of Penelope (Penny) Trickett, the David Lawrence Stein/Violet Goldberg Sachs Professor of Mental Health at the USC School of Social Work, died July 15 in San Pedro, California, of complications from heart failure. She was 73 years old.

The daughter of Nathaniel and Marjorie Keith, Penny was born in New York City and came to Washington, DC as a young child. She graduated from the Hawthorne School in Washington, DC and Bryn Mawr College with a BS in Psychology. Later she received a PhD from the New School for Social Research, New York, NY. She is survived by two daughters, Jennifer Loryn Trickett and Katechen Alyssa Trickett, both of San Pedro, CA. Her husband, John Horn was deceased in 2006.

She began her research career as a Research Associate in the Department of Psychology at Yale University in 1976, later becoming a senior fellow at the National Institute of Mental Health in Bethesda, MD. She subsequently joined the Psychology Department faculty at the University of Southern California as an Associate Research Professor and later as a Professor and David Lawrence Stein/Violet Goldberg Sachs Professor of Mental Health in the School of Social Work where she served for 27 years. Her career was illustrious and she was among the first to conduct research on the consequences of child abuse and/or neglect.

Penny was highly regarded for her groundbreaking research monitoring the developmental trajectories of girls who experienced sexual abuse. Now in its 30th year when these women are entering their 40's, this study has documented that sexual abuse is associated with earlier onsets of puberty, cognitive deficits, maladaptive sexual development, high rates of obesity, more major illnesses, psychiatric problems, revictimization, teen motherhood, and domestic violence. Being the first study of its kind to document intergenerational transmission, this study also showed that offspring born to these abused mothers were at increased risk for child maltreatment and overall maldevelopment. A unique aspect of her studies was that she combined biomarkers of stress, specifically cortisol, with dimensions of psychological development which earned Penny and her team the 2012 Excellence in Research Award from the Society for Social Work and Research. This paper was instrumental in reconciling long-standing discrepancies across the child and adult literatures by demonstrating that early over activation of the stress-response system can manifest in later-life attenuated stress-response—a condition tied to antisocial behaviors, post-traumatic stress disorder, and a number of long-term physical health problems.

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Society for Child and Family Policy and Practice
Division 37 of the American Psychological Association



Penny was also principal investigator of another longitudinal study where many of the mechanism and consequences of her 30-year study are being explicated with greater precision including; endocrine-autonomic asymmetry, predicting mental health effects over time, the impact of early puberty on later development, and characteristics of caregivers, such as custody arrangements and depression, that impact victim well-being.

Being some of the first long-term research to document the deleterious consequences of child abuse, the impact of Penny's work is far-reaching and is used to influence child welfare policy decisions, research funding priorities, and prevention and treatment appropriations. In fact, her passion for impacting policy led her to design an annual policy immersion experience in Washington DC for Master of Social Work students—the first of its kind for USC's School of Social Work.

She served as a member and later president of the American Psychological Association's Society for Child and Family Policy and Practice Section on Child Maltreatment. Penny was also active in the Society for Research on Child Development, Society for Research on Adolescents, American Association for Psychological Sciences, the Society for Social Work and Research, and American Professional Society on the Abuse of Children. Among her many accolades were several federally funded research grants including the Independent Scientist Award from the National Institute of Mental Health for her work "*The Developmental Consequences of Child Abuse and Violence*" and the Sterling C. Franklin Faculty Award for Research and Scholarship from the School of Social Work.

We have lost a magnificent friend, colleague, mother, mentor, scholar, and advocate to maltreated children throughout the world. She was so loved by all who came into her life. Her elegance, modesty and gentle spirit are sorely missed.

In lieu of flowers, the family requests donations be made in Trickett's name to the South Bay Center for Counseling's Preventative and Aftercare Program at 540 N. Marine Ave., Wilmington, CA 90744. Because of Trickett's love for her gardens, family, friends, and good food and wine, a private memorial service will be held at her home in Rancho Palos Verdes, California, at a later date.

Impaired Emotion Recognition in Maltreated Children: Implications for Empathic Concern

Kelli Dickerson and Jodi Quas, PhD
Psychology and Social Behavior
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In this era of heightened public awareness about violence in society, psychological science has turned increasing attention not only toward understanding factors that contribute to that violence, but also toward understanding how compassion, empathy, and altruism can be promoted, particularly in those populations at greatest risk for violent behavior. Maltreated children constitute one such population. They routinely exhibit a range of aggressive behaviors; they are at increased risk for violence, delinquency, and crime; and they tend to be re-victimized at particularly high rates. They also, unfortunately, can be less helpful, sensitive, and concerned about others, and may react with hostility toward others' distress. These diminished prosocial tendencies not surprisingly can lead to negative responses from others, perpetuating maltreated children's hostile behaviors and contributing to the cycle of maladaptive response proclivities that have come to define many of these children's lives.

We would like to highlight here a potential mechanism that may contribute to maltreated children's aggressive behavior and underlie their apparent deficits in compassion and empathic concern. This mechanism, though theoretically plausible, has not yet been adequately established. Our hope is to increase awareness of its potential influence and, in doing so, increase scientific and practical attention toward this important topic in maltreated populations. Specifically, when maltreated children fail to react empathically or engage in prosocial behavior, it is often assumed that they do not feel empathy or they simply do not care about others' distress. An alternative explanation, however, is that maltreated children do not feel empathy because they do not recognize the negative emotions in others that give rise to empathic concern. That is, empathy is defined as the tendency to share or respond to others' emotions or feelings (Feshbach, 1975; Strayer, 1987). An implicit assumption in this definition is that individuals actually recognize others' emotions. Any impairments in this ability would lead to a reduction in empathic behavior, not because individuals cannot feel empathy, but instead because individuals fail to recognize the emotions that should actually motivate empathy in the first place (Feshbach, 1983). Several lines of research suggest that these impairments exist in maltreated children and may well be affecting their empathic tendencies.

For one, fairly consistent evidence indicates that exposure to compromised home environments, such as those involving maltreatment or other forms of severe deprivation, influences children's understanding of emotions, leading to deficits in recognition of some emotions and concurrently to biases toward seeing others (Leist & Dadds, 2009; Pollak & Kistler, 2002; Wismer Fries & Pollak, 2004). For example, in several studies, Pollak and colleagues have shown that compared to non-maltreated children, neglected children have difficulty discriminating among emotional expressions, and physically abused children are poorer at recognizing sadness (e.g., Pollak et al., 2000). Other research has revealed that children who live in high conflict families or who have experienced maltreatment are especially quick and accurate at recognizing anger, and in fact tend to perceive anger even in ambiguous situations. This "anger bias," though perhaps adaptive in an unpredictable and potentially violent environment gradually extends well beyond that environment,

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leading to heightened perceptions of anger across a range of contexts, whether warranted or not (Dodge, Bates, & Pettit, 1990; Shackman et al., 2007; Pollak, 2008).

Finally, evidence suggests that recognizing emotions in others, particularly sadness, may be related to children's empathic concern for those others. In a recent study, for example, we investigated emotion recognition and empathy in children and adolescents growing up in Swaziland, a small impoverished country in southern Africa (Quas, Dickerson, Matthews, & Harron, under review). Many of the children had experienced persistent adversity due to parental loss, maltreatment, or chronic deprivation. We were interested in whether this persistent adversity exposure was associated with reduced empathic concern for others, and if so, whether the children's ability to recognize emotions mediated the association. Stated another way, we investigated whether adversity exposure predicted impairments in emotion understanding, and whether these impairments in turn predicted a reduction in empathic concern. We showed the children images varying in emotional content. We then asked them how the characters in the images felt, and how they felt for the characters. As would be expected, children exposed to greater adversity indeed perceived less sadness and more anger in the characters, both when the images depicted negative scenes and when the images were ambiguous. Perceiving less sadness, in turn, predicted less empathic concern. Our findings are consistent with the view that at least one mechanism through which adversity exposure reduces empathic concern is via difficulties in emotion recognition, particularly sadness. We suspect that similar patterns of associations would emerge in maltreated children (the children in Swaziland had experienced maltreatment as well as other chronic stressors), and we are now testing this possibility in a sample of children here in the United States who are living in a residential facility following removal from home due to substantiated abuse or neglect.

In closing, recognizing sadness in others, and experiencing sadness in response does not always lead to empathic concern, compassion, or altruistic tendencies. However, recognizing and understanding sadness in others is likely one important precursor. Additional research, particularly that which examines multiple forms of maltreatment and violence exposure, emotion recognition in a range of contexts, and different facets of not only empathic concern but also altruistic responding and prosocial behaviors, is needed to understand, in a more complex manner, the intricate relations among adversity, emotion recognition, and empathy-related behaviors. Not only will this research provide much-needed insight into mechanisms underlying empathy and altruism in maltreated children, but it may also provide concrete directions for intervention research with these populations to promote empathy, prosocial behaviors, and possibly more positive relationship functioning.

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Fundraising for the Denver Indian Family Resource Center (DIFRC)



This year, the Section of Child Maltreatment has chosen to raise money for the Denver Indian Family Resource Center (<http://difrc.org/>). DIFRC is a non-profit organization created about fifteen years ago to respond to the overrepresentation of American Indian and Alaska Native families involved in the child welfare system. DIFRC's mission is to strengthen vulnerable American Indian and Alaska Native children and families through collaborative and culturally-responsive services. DIFRC provides a range of therapy, advocacy, and support services for children and their families. The Section on Child Maltreatment chose this organization because of their meaningful mission and services, along with their location in Denver, where this year's APA convention took place.

The Section was also excited to have DIFRC Project Supervisor Sarah Nelson join us for the ECP social hour (see picture below). Sarah took time out of her busy schedule to tell our members about the services they provide, and we were impressed by her passion and commitment to families involved in the child welfare system.

The DIFRC fundraising page can be accessed at <https://www.coloradogives.org/APAdivision37>

So far, our members have donated \$460. Our fundraising goal is to reach \$2500. Please consider contributing for this meaningful cause!



DIFRC's mission is to strengthen vulnerable American Indian and Alaska Native children and families through collaborative and culturally-responsive services.

Source of photographs for this article: DIFRC

ECP Spotlight

Spotlight on Early Career Psychologists

Anna Westin, PhD
ECP Committee Chair

The ECP column will continue to spotlight early career psychologists within the field of child maltreatment. The ECP columns will spotlight successful ECPs with a variety of career paths to help graduate students, interns, and early ECPs in making wise training and career choices. Our third spotlighted ECP is a great role model for members interested in a primarily research-oriented career path with a nonprofit organization. This role includes research analysis, technical report writing, supervision, chairing various committees, and informing state policy.



Lindsay Malloy, PhD, is Assistant Professor in the Department of Psychology at Florida International University. Her role includes research as the director of the Development, Context, & Communication (DCC) lab, teaching, and service. Dr. Malloy has an impressive publication record of 23 peer reviewed articles primarily in the area of child maltreatment disclosure, forensic interviewing, and child testimony. She is passionate about the intersection of psychology and law, and emphasizes that child maltreatment is an interdisciplinary field where psychology, law, social work, public policy, and medicine have to work together. This can work in favor of those looking for jobs, as positions in a variety of departments may be relevant.

Thinking back about her career path, Dr. Malloy reflects that it developed over time rather than being planned out far in advance. As a high school student, Dr. Malloy knew she wanted to be the first person in her family to complete a college education. She enrolled at Central Michigan University with interests in both psychology and law, without having plans for a specific career path or graduate school training. While completing her BS, she met Debra Poole, PhD, who became her mentor. Dr. Poole was passionate and knowledgeable about the intersection of psychology and law, and Dr. Malloy loved doing research in her lab. Dr. Poole helped guide Dr. Malloy's career journey by showing her that combining law with psychology was possible, and also through specific guidance on where to apply to get further education in this area.

When applying for graduate programs, Dr. Malloy picked the program where faculty research interests best matched hers. She entered the Developmental Psychology program at UC Irvine in 2002 and completed her PhD in 2008. Her education was heavily influenced by her mentor Dr. Jodi Quas, as well as other research faculty at UC Irvine (Dr. Elizabeth Cauffman) and University of Southern California (Dr. Thomas Lyon). Towards the end of graduate school, she recalls sharing, jokingly, during a conversation at a conference that she would love to do her post doc with Dr. Michael Lamb at Cambridge, UK (one of the most influential researchers in her field). Someone else happened to know Dr. Lamb was advertising for a post doc, and she applied even though she did not meet the language



Dr. Malloy is Assistant Professor in the Department of Psychology at Florida International University. Her research foci include child maltreatment disclosure, forensic interviewing, and child testimony.

Source of photographs for this article: Dr. Malloy

requirements for that particular position. While she did not get the advertised position, Dr. Lamb had another position for which she was qualified. The post doc was “the perfect position” and she “lucked out.” Dr. Malloy encourages others to apply for positions that are great matches, regardless of their location, and also to reach out to ideal mentors whether or not they have positions listed.

After spending almost three years in the UK as a post doc, Dr. Malloy returned to the US for her first job. She recalls applying for a number of positions across the UK, US, and Canada primarily based on match with her interests. She reflects that it is difficult to be focused on a particular location when you have specialized training. There are only a handful of jobs that will be a great match, and your “dream job” may not be available if you restrict your search to a particular location. She also shares that depending on your life circumstances, moves may be more or less realistic. She was lucky that she had flexibility to move to the UK for her post doc, and also that her husband, whom she met in the UK, was willing and able to move with her to Miami for her first job.

Dr. Malloy’s research is relevant to policy, and she makes conscious efforts to disseminate results broadly to reach the appropriate audience. Publishing in peer reviewed journals is important from an academic perspective, but giving presentations to specific policy groups can be more helpful to ensure use in practice. While some policymakers are open and excited about her sharing research results, others may be less interested in input from “outsiders.” It can be hard to know whether your findings have an impact in the policy world and she was pleased to know that some of her findings were recently cited in an amicus brief to the Supreme Court. She recommends that ECPs develop a tough skin and are persistent in their efforts. Getting “rejected” is a big part of being a scientist, whether in the context of the policy arena, peer review for articles, or grant funding reviews. It is easy to be discouraged in the early stages of your career, but over time you will learn to “adjust your expectations and reframe rejections.”

Another important factor to be aware of for early career professionals interested in policy applications of their research is that academic settings may not encourage time spent on policy efforts. It takes significant time to develop policy relationships, and academia rewards productivity in terms of academic publications. Therefore, policy-relevant work likely has to happen “on your own time.” Dr. Malloy encourages ECPs to be strategic in their policy efforts, and focus on policy collaborations that can be mutually beneficial. For example, your relationships may help increase access to research data. With regard to starting to build policy relationships, she recommends first networking at your university and building on others’ relationships. If that is not possible, “cold calling” can have some positive results.

Other advice for graduate students and ECPs include focusing time and effort on the specific aspects of your education that will make you more competitive for your career. For many students, this will be core skills in research methodology and statistics, and publication productivity. Sometimes students can get bogged down in classes or other service activities even though their time is likely better spent on writing. More generally, the transition from undergraduate to graduate school can be difficult and discouraging for many students. Students may be “used to being the best in their class,” and that classes are the most important thing. In graduate school, the focus is more on “creativity and independent thought,” and everyone else is also a top student. She believes

Student's Corner

Write On! Tips for a Successful Writing Career in Graduate School

Lindsay Huffhines & Grace Bai

Section Student Representative and Student Co-Representative

Graduate school consists of numerous tasks and responsibilities – coursework, teaching, clinical practica, research, and of course the writing of a thesis, dissertation, and perhaps a number of research articles. With so many demands, it can be challenging for graduate students to find time in their schedules to write, especially for major projects. Even when time is available, the actual practice of writing is often difficult. What follows is a list of tips compiled from our personal experiences writing in graduate school, some sage advice from others, as well as resources to help you along your path. Whether you are just beginning your first journal article or are working to complete your dissertation, thinking about how you write, and how you can write better, will be time well spent.

1. Protect your writing time. As impossible as it may seem, block off a chunk of at least 3 hours per week just for writing. You should see this time as a firm commitment, like a class or a research team meeting – something that you can't get out of easily. Write it in pen in your planner. Get into the habit of using this time each week. Remember, other tasks/obligations/people will always try to sneak into this time, but if you can make writing a regular practice, you will meet your grad school writing goals.
2. Make concrete, achievable writing goals. These goals include things like completing one manageable section of a manuscript or document, or writing several pages. Small doable goals can help make a daunting writing task smaller. Write your goals down on a whiteboard each week and hang it where you write.
3. Make a priority list for writing tasks. It can be easy to get sucked into the millions of little things to do each week, leaving little time for those major projects. Once you have a priority list, you can make sure that you're attending to your priorities and not just focusing on the immediate.
4. Write and then revise. Getting something down on paper is usually the hardest part. While the desire to revise as you go is tempting, and it feels good to get every sentence perfect, it will take a lot of time and you will see much less movement.
5. Read extensively. I've found that printing off relevant articles allows me to engage with them more, as well as to highlight and make notes of things that might be useful for me later. I always carry several of these articles with me, in case I'm stuck waiting somewhere.
6. For writers' block, it sometimes helps to read those fantastic articles related to my research. If I'm really stuck, I will type up a paragraph that I particularly admire. Weirdly, this almost tricks my body into thinking that it's writing something itself, and it will often spur me to write something of my own.
7. Get a group! Whether it be a thesis/dissertation group hosted by your university library, or a group of graduate students in your program, having fellow writers to commit time to their projects can be very helpful. I personally enjoy setting up "writing dates" with an out-of-state friend over Skype. We book two hours and write with each other on screen.

Student's corner column continued on p. 9

Excellent Writing Help

by Paul J. Silvia, PhD

by Paul J. Silvia, PhD

gradPSYCH, American Psychological Association
<http://www.apa.org/gradpsych/2005/01/starting.aspx>

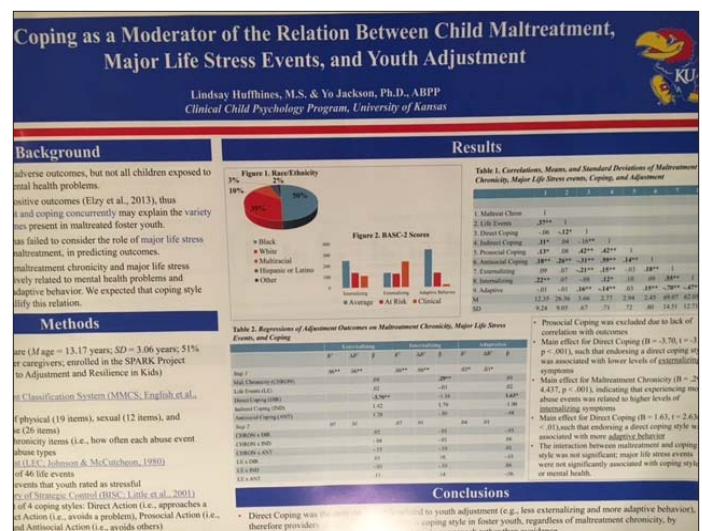
GradMatters, Tufts University
<http://sites.tufts.edu/gradmatters/2012/04/24/cant-miss-tips-for-writing-a-thesis-or-dissertation>

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10. Remember why you do it: the bigger picture. It's easy to get bogged down in requirements, and can be helpful to recall why you are writing in the first place. Dr. Silva reminds us in his book: "Unlike writing for mere publication, writing for impact seeks to influence peers, to change minds about something that the field cares about. Science is a grand conversation that anyone with a good idea can enter" (In *Write It Up*, pg. 9).

Student Poster Award

Lindsay Huffhines is a doctoral student at the University of Kansas working with Dr. Yo Jackson and Dr. Christopher Cushing. Lindsay is interested in examining the roles of family environment and social support, along with other risk and protective factors, in the development of mental and physical health problems in children and adolescents exposed to maltreatment. Her APA poster submission entitled, ***Coping as a Moderator Between Child Maltreatment, Major Life Stress Events, and Youth Adjustment***, has been selected for the Student Poster Award from the Society for Child and Family Policy and Practice (Division 37 of APA), Section on Child Maltreatment. Congratulations!!



Division 37
Interview

Interview with Dr. Stephanie Block

Michelle Brown, MA
Student Advisory Board Newsletter Member



We are excited to follow-up with Section Award winner Dr. Stephanie Block. Dr. Block was awarded the Section Dissertation Award in 2006 for her dissertation examining different types of false memory in sexually abused and non-abused adolescents and adults and investigating the effects of trauma and memory. Dr. Block earned her PhD in Developmental Psychology from University of California-Davis in 2008 where she worked with Dr.

Gail Goodman. She then went on to complete a 3-year postdoctoral fellowship, funded by an NIH T32 at the Center for Developmental Science and the Injury Prevention Research Center, both at University of North Carolina-Chapel Hill. During her postdoc, she primarily worked with pediatrician Dr. Desmond Runyan. Dr. Block is currently working as a tenure-track Assistant Professor in the Department of Psychology at University of Massachusetts-Lowell. She is also the current Secretary for the Section on Child Maltreatment and previously served as the Program Chair for APA Division 37.

During her graduate career, Dr. Block focused her research on children's memory for trauma and their experiences in the legal system. Her dissertation incorporated memory research that examines people's susceptibility to false memory for word lists by counting the number of false reports made. Through a series of experiments, she created her own Dese-ROediger-McDermott (DRM) paradigm – an oral presentation of a list of related words to study false memory – that was specific to child sexual abuse (CSA). The purpose of her dissertation was to see if people perform different on CSA-specific lists vs. neutral lists. For this study, she recruited adolescents and adults with and without histories of CSA. Her findings indicated that the group of adolescent CSA survivors with high PTSD symptomatology had higher rates of false memory compared to both non-abused controls with high PTSD symptomatology and the CSA survivor group with low PTSD symptomatology.

Dr. Block describes her current position as an Assistant Professor as 40% research, 40% teaching, and 20% service. She teaches undergraduate and graduate level courses in child maltreatment, psychology and law, and an honors introductory psychology course. She will also be taking on her first doctoral students this year for a newly created PhD program in Applied Psychology and Prevention Science. Dr. Block continues to conduct research on

child maltreatment and because of her work, she has the opportunity to occasionally help with the legal piece of CSA by disseminating the latest findings on survivors to attorneys.

She was also recently awarded her first large federal grant working with district attorneys in Massachusetts looking at 500 cases of CSA survivors to examine the types of evidence, demographic factors, and family factors that determine who gets charged and prosecuted and why, considering that very few CSA cases make it to trial. Congratulations Dr. Block! In addition to research, teaching, and advising students, the service aspect of Dr. Block's position includes starting a club (alongside colleague Dr. Dorreen Arcus) at her institution for young adults who have aged out of the foster care system called the NAVIGATORS. This club helps former foster youth "navigate" the college system. Through this club, Dr. Block and her collaborators were able to open up a food pantry on campus and change housing policies to have 12-month housing options for students who do not have a place to go during breaks. They have also established a system for these students to identify faculty who are willing to mentor and be supportive of them. She cites the creation of this club as one of the things she is most proud of.

Given her impressive work in the field of child maltreatment and ongoing research, teaching, and service efforts, we asked Dr. Block what advice she would give to graduate students doing research in child maltreatment. Her response was to simply do it! She states that this is such an important field and she has been very fortunate and lucky to have such amazing, brilliant, and supportive mentors. The best advice she could give is to surround yourself with good strong mentors. Further, Dr. Block feels that in order to really do applied, meaningful work, we have to collaborate with communities, practitioners, and people who are not just academic psychologists. An interdisciplinary approach with pediatricians, lawyers, those in public health, and others is essential for change despite the challenges associated with it. Thank you Dr. Block for the sound advice and for your contribution to the field of child maltreatment!



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"building resilience" is key to being successful throughout graduate school. It helps to focus on the "process" rather than achievements, and students who are "eager and passionate about learning and improving" tend to do best.

The transition from student to ECP can also be challenging. Many ECPs may not feel completely competent when they start out, and also have the added pressure that students rely on their research productivity. However, while increased independence is expected after graduation, Dr. Malloy emphasized that mentors do not stop being mentors from one day to the next. She still shares ideas with old mentors, and also relies on exchange of ideas and support from her colleagues. In addition, in Dr. Malloy's experience, the first years of building curricula and lab are the toughest. Time management likely also gets better with time and increased responsibilities. Furthermore, realizing that we always grow with regard to competence is helpful.

In addition to conducting quality research, Dr. Malloy also teaches seminar style classes in psychology and the law to undergraduate and graduate students, provides mentorship, and is involved in a number of service activities. Current service activities include serving as ad-hoc reviewer for a number of journals, serving on several department committees, editing the newsletter for APA Division 7 (Developmental Psychology), serving on the Dissertation Award Committee for the American Psychology-Law Society, and serving as the Early Career Network Representative of Division 7. It is also relevant that Dr. Malloy was the student representative of the Section of Maltreatment in 2004, where she was part of developing the still used curriculum guide accessible on our website. Dr. Malloy's passion and commitment to all aspects of her work have earned her several recognitions, including the Florida International University Provost Award for Outstanding Mentorship of Graduate Students in 2016, the Saleem Shah Award for Early Career Excellence in Psychology and Law in 2014, and the Diane J. Willis Early Career Award in 2013.

Dr. Malloy has already made remarkable contributions to the field of child maltreatment via research, teaching, mentoring, and service. She remains passionate about her policy-relevant research agenda and plans to do research in the area of human trafficking next. We wish her the best of luck in her future endeavors and thank her for her insights to our students and ECPs!

Recent Member Publications

April 2016 - September 2016

- Arbel, R.**, Perrone, L., & Margolin, G. (2016). Adolescents' daily worries and risky behaviors: The buffering role of support seeking. *Journal of Clinical Child & Adolescent Psychology*, 1-12.
- Timmons, A. C., **Arbel, R.**, & Margolin, G. (2016). Daily patterns of stress and conflict in couples: Associations with marital aggression and family-of-origin aggression. *Journal of family psychology*.
- Garcia, D., Barroso, N. E., Kuluz, J., & **Bagner, D. M.** (2016). Parent–Child Interaction Therapy and moderate pediatric traumatic brain injury: A case study. *Evidence-Based Practice in Child and Adolescent Mental Health*.
- DeLucia, C., Bergman, B. G., **Beitra, D.**, Howrey, H. L., Seibert, S., Ellis, A. E., & Mizrachi, J. (2016). Beyond abstinence: An examination of psychological well-being in members of narcotics anonymous. *Journal of Happiness Studies*, 17(2), 817-832.
- Aparicio, E. M., Denmark, N., Berlin, L. J., & Jones Harden, B. (2016). First-generation Latina mothers' experiences of supplementing home-based early head start with the Attachment and Biobehavioral Catch-up program. *Infant Mental Health Journal*.
- Brodowski, M. L.**, & Rudisill, S. (2016). From thought to action: Bridging the gap in early childhood for our most vulnerable children and families. In *Innovative Approaches to Supporting Families of Young Children* (pp. 171-194). Springer International Publishing.
- McCrae, J.S., Brown, S.M., Yang, J., Groneman, S. (2016). Enhancing early childhood outcomes: Connecting child welfare and Head Start. *Early Child Development and Care*, 186(7), 1110-1125.
- Finkelhor, D.**, Shattuck, A., Turner, H., & Hamby, S. (2016). A behaviorally specific, empirical alternative to bullying: aggravated peer victimization. *Journal of Adolescent Health*.
- Jud, A., Fegert, J. M., & **Finkelhor, D.** (2016). On the incidence and prevalence of child maltreatment: a research agenda. *Child and Adolescent Psychiatry and Mental Health*, 10(1), 17.
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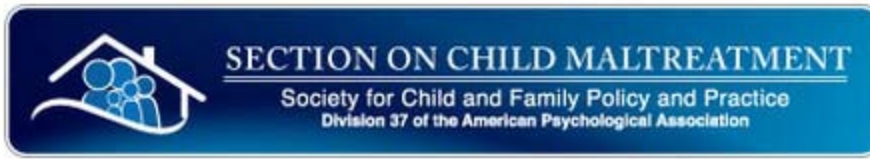
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The Section on Child Maltreatment of the Division of Child, Youth, and Family Services supports and promotes scientific inquiry, training, professional practice, and advocacy in the area of child maltreatment.

PURPOSES

The purpose of the Section on Child Maltreatment is to promote the general objectives of the American Psychological Association and the Division of Child, Youth, and Family Services; to support and encourage the development of the scientific study of child maltreatment and of sound professional practice relevant to child maltreatment; to provide up-to-date information about maltreatment; to encourage networking across Divisions/Sections in the area of maltreatment; and to advance scientific inquiry, training, and professional practice in the area of child maltreatment as a means of promoting the well-being, health, and mental health of children, youth, and families.



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