



CENTER FOR YOUTH DEVELOPMENT AND INTERVENTION

Fall 2022 Newsletter

PARENTS NIGHT OUT!

OCTOBER 7TH, 5-8PM



Join us for our Halloween themed Parents Night Out on **October 7th!** Drop the kids off for movies, games, crafts, pizza, and fun! This **FREE** event is first come first serve.

Ages 5-11 yrs

RSVP to cydi@ua.edu

EMBRACING THE CHANGES & CHALLENGES OF PUBERTY IN GIRLS

Join us on **October 17th, 5:30PM CST** via **ZOOM** for a talk by Dr. Blythe Corbett from Vanderbilt University.

REGISTER in advance here:

<https://tinyurl.com/cydi10-17-22>



\$100 GIFT CARD GIVEAWAY!

All families on our registry will be entered for a chance to win a **\$100** gift card! Three gift cards will be awarded on **October**

1st

scan here!



Recent Study Publications

Experiences of Students with Autism in Online Postsecondary Education: A Consensus-Building Investigation Using the Nominal Group Technique

Authors: Cailee M. Nelson, Susan W. White, Laura Stoppelbein, Margaret L Paul, Madelyn L. Armstrong & Laura M. Morett

Due to COVID-19, a new issue has presented itself for many students—learning effectively in online education. Despite autistic college students' preference for online courses, research investigating the challenges these students face online, particularly in emergency remote instruction that occurred due to COVID-19, is limited. As such, this project asked autistic and non-autistic college students to explain the challenges they have faced and the resources that were available to them during emergency remote instruction. Themes such as struggling to form relationships, poor communication, and a need for increased accessibility emerged from the autistic and non-autistic participants. Ultimately, these findings highlight differences and similarities in the challenges that autistic and non-autistic college students faced during emergency remote instruction and emphasize supports that could be beneficial in these types of educational experiences.

Social-ecological Considerations for the Sleep Health of Rural Mothers

Authors: Alexandra Fischer, Sha-Rhonda Green, and Heather Gunn

During the transition to motherhood, women are more likely to experience sleep problems such as insomnia and fatigue from lack of sleep. Geographic location, social relationships, and public policy may be factors that contribute to sleep problems in mothers from different communities across the US. Mothers who live in rural communities have unique protective factors of sleep health such as a close-knit community; however, they also experience challenges to their sleep health such as low access to healthcare and financial stress. Considering social factors that contribute to poor sleep health in rural mothers may benefit future research, public health programs, and clinical interventions. Using this model, a study was just completed, in collaboration with rural health care providers, exploring sleep health in mothers of infants and young children who live in a rural Alabama County. Findings from this study will be reported shortly.

Substance Use Outcomes from Two Formats of Cognitive-Behavioral Intervention for Aggressive Children

Authors: John Lochman, Caroline Boxmeyer, Chuong Bui, Steve Hakim, Shannon Jones, Francesca Kassing, Kristina McDonald, Nicole Powell, Lixin Qu, and Thomas Dishion

This study examined an important, unstudied question about whether it was more effective to reduce later risk for substance use among aggressive preadolescent by offering a cognitive-behavioral intervention in small group format or in one-to-one sessions. Following teacher-rated screening for aggression in 4th grade, 360 children in 20 elementary schools in central Alabama were randomly assigned to receive the Coping Power intervention in either group or individual formats in their schools throughout the fifth-grade year, and were assessed through 11th grade. Results indicated that adolescents' rate of increase in substance use was best reduced if they received one-to-one intervention if they initially had very poor self-control, but if the at-risk children had relatively higher initial self-control, the preventive effects of the more efficient group-based intervention was stronger. In addition, if an aggressive child with weak self-control does receive group-based cognitive-behavioral intervention, the current results indicate the intervention can still have good preventive effects on that child's later substance use if the child positively engages in early group sessions. The results indicate that training of counselors leading group interventions should focus on how group leaders can promote children's positive behavioral engagement and therapeutic bonding.

New Research Opportunities!



EXPLORING RELATIONSHIPS BETWEEN TRAUMA, LOCUS OF CONTROL, AND AGGRESSION

- African American adolescents
- 13-17 years old
- 30 minute in-person session
- Contact: Olivia Thompson
othompson1@crimson.ua.edu; 309-373-0247

F.E.E.L.I.N.G STUDY

FAMILY INTERACTIONS AND ADOLESCENT WELL-BEING

- Parent living with an adolescent in middle or high school
- Online surveys (30-45 minutes); earn \$50
- Contact: Dr. Mengya Xia
mxia3@ua.edu; 205-900-5450



FACIAL EMOTION AWARENESS IN CHILDREN

- Children ages 6-11 years old
- 2 hour in-person session; earn \$75
- Computer tasks and questionnaires
- Contact: cydi@ua.edu

ADOLESCENT SLEEP STUDY

- Teens in High School
- All online or via mail, earn up to \$110
- Part 1: 30 mins
- Part 2: 5 mins/day for a few weeks
- Contact: sleephealth@ua.edu,
205-523-5520

