

CHILD DEVELOPMENTAL RESEARCH REPORT



Winter 2015

Welcome!

This report aims to inform parents, the general public and co-operating institutions about the ongoing research in psychology at Grand Valley State University. In this fourth edition, two different researchers present their current projects as well as our featured professor Dr. Naomi Aldrich.

The development lab is located in the Behavioral Research Facility in the Eberhard Center (EC 104) at 301 Fulton Street in Grand Rapids. Our research is primarily funded by internal grants from Grand Valley.

Our primary interest is to gain and spread the knowledge we acquire about the way children think and feel, what they know about the world and themselves, and how this develops over time.

In order for us to fulfill the mission, we cooperate with schools and daycares of the Grand Rapids region, and we also host parents and their children in our Behavioral Facility.

Emotion Lab (EmoLab)



This project aims to expand the cultural knowledge of emotion socialization practices with young children. The study is carried out in collaboration with partners in four other countries: **Feyza Corapci**, Bogazici University in Istanbul, Turkey, **Jenny Kurman** at the University of Haifa, Israel, **Oana Benga** at the Babes-Bolyai University at Cluj, Romania, and **Shagufa Kapadia** at the Maharaja Sayajirao University of Baroda, Gujarati, India.

The project was funded by CSCE through an Interdisciplinary Research Initiative for the academic year 2011/2012. Feyza Corapci and Oana Benga came for a short research stay to GVSU during June 2012. So far, we presented first results at the Biennial SRCD Meeting in Seattle in April 2013, and the IACCP conference in Reims, France, in July 2014..



Feyza Corapci



Jenny Kurman



Oana Benga

About 20 undergraduate and 8 graduate students were and are still involved in the project. About 60 dyads will be tested in each cultural group.

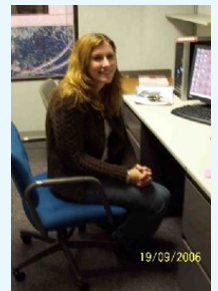
Current Project: Emotion Socialization in Interdisciplinary and Cultural Perspective

The psychological perspective about emotion socialization is complemented by a sociological approach that emphasizes the embeddedness of mothers' socialization beliefs in the broader cultural settings. This part of the project is realized in collaboration with Lisa Hickman from the Sociology Department at GVSU.

Shagufa Kapadia just finished a successful pilot study in 2013 and joined the main study in Fall 2014.



Shagufa Kapadia



Lisa Hickman

Emotion Lab Adviser:
Wolfgang Friedlmeier

Friedlmeier, W., Corapci, F., & Cole, P. M. (2011). Socialization of emotions in cross-cultural perspective. *Social and Personality Psychology Compass*, 5, 410–427. <http://dx.doi.org/10.1111/j.1751-9004.2011.00362.x>

Friedlmeier, W., Corapci, F., & Benga, O. (2014). Cultural perspective on emotional development in early childhood. In L. Jensen (Ed.), *Oxford handbook of culture and development*. New York, NY: Oxford University Press. <http://dx.doi.org/10.1093/oxfordhb/9780199948550.013.9>

Language Lab (Lal)

Started in 2009, the language Lab (Lal) is in its sixth year of operation at the Behavioral Research Facility.

How children learn verb meaning is at the heart of our research program. We wish to help children who encounter difficulties in the domain of language acquisition.

EARLY-LEARNED VERBS AND BASIC EMOTIONS

Ages 2 to 3 years

This current project focuses on looking at 100 English early known verbs to see whether they have a particular basic emotional meaning (happy verbs, sad verbs, angry verbs, etc.) attached to them.

In this study, children are shown five pictures of children's faces that display five basic emotions. They are asked to point at the face they think is the best fit for the orally presented verb.

The study takes place in daycares of the Grand Rapids and Allendale regions. It takes ten minutes and is presented as a game. The children truly enjoy the experience.

EARLY-LEARNED VERBS AND BODY PARTS

Ages 4 to 5 years and Adults

Children and adults are asked to give one body part per one of the 100 early-learned English verbs they heard. Our results indicate that adults and children (4 to 5 years-old) attach body parts such as arms, hands, feet, mouth, etc. to verbs. Examples include, verbs such as go, walk, kick, which are leg-verbs, and speak, sing, drink, which are mouth verbs.

Both theses results will have important consequences on how we teach verbs to children either normally developing or with special needs.

Language Lab Advisor:

Josita Maouene

Specialization:

Developmental
Psycholinguistics



The current members of the lab (left to right): Amaya Guthrie, Alexes Jackson, Sultan Hubbard, Jessica Fritzler, and Grace Wentworth.

Selected Publications

Maouene, J., Sethuraman, N., Laakso, A., & Maouene, M. (2011). The body region correlates of concrete and abstract verbs in early child language. *Cognition, Brain, Behavior*, 15, 449-484.

Maouene, J., Laakso, A., & Smith, L.B. (2011). Object associations of early-learned "light" and "heavy" English verbs. *First Language*, 31, 109-132.

James H. K. & Maouene J. (2009). Auditory verb perception recruits motor systems in the developing brain: an fMRI investigation, *Developmental Science*, 12, F26-F34.

Maouene, J. Hidaka, S. & Smith B. L. (2008). Body parts and early-learned verbs. *Cognitive Science*, 32, 1200-1216.

Smith, L., Maouene, J., & Hidaka, S. (2007). The body and children's word learning, in J. M. Plumert & J. Spencer (Eds.), *Emerging landscapes of mind: Mapping the nature of change in spatial cognitive development*. New York: Oxford University Press.

OUR FEATURED PROFESSOR

Social Cognition Lab (SoCoG)

Storytelling gives children the opportunity to explain the world they live in, make connections with others, and find meaning in their lives.

The SoCoG Lab seeks to answer questions about how children's emotion understanding and perspective-taking ability come together to influence how children talk about others' feelings and their own. In doing so, we hope to develop better ways to assist children who have difficulties relating to others.

TALKING ABOUT ANOTHER'S JEALOUSY: DOES PERSPECTIVE-TAKING MATTER?

By asking 5- to 8-year olds to tell a fictional story about a big frog (bully) who becomes jealous and increasingly aggressive towards his owner's new frog (victim), we found that children's ability to identify a rival is one of the first components of jealousy to emerge, and that for children in this age range, anger is most often associated with feelings of jealousy. We also found that children with more perspective-taking ability understood jealousy better than children with less perspective-taking ability.

TALKING ABOUT ONE'S OWN JEALOUSY: DOES A MOTHER'S TALK MATTER?

We asked 5- to 11-year-olds to talk about their own experiences of jealousy, both by themselves and with their mother. We found that during middle childhood, it is not **what** mothers say, but **how** they say it that influences children's ability to talk about their own emotional experiences by themselves. We also found that mothers often highlight different **cop**ing **str**ategies or ways to deal with jealousy feelings for their children rather than talking about the actual feelings associated with jealousy.



Social Cognition Lab Advisor:

Naomi J. Aldrich

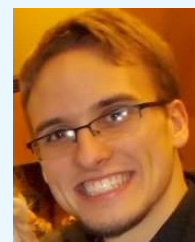
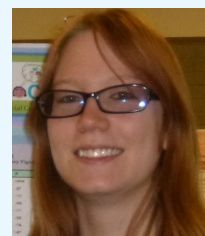
Specialization:

Developmental Psychology



CURRENT RESEARCH

We are currently investigating whether bullies and victims differ in recognizing others' mental states and whether these differences are related to children's talk about traditional (i.e., face-to-face aggression) and cyber (i.e., aggression via technology) conflicts. Presently, we are looking for mothers and their children (7- to 13-year-olds) to participate. The study takes place at the Behavioral Research Facility or in the participants' home based on their preference. We anticipate that the results of this study will provide strategies to help parents talk with their children about bullying, both as victims and as aggressors. In doing so, we hope to improve the quality of life for those who endure the negative outcomes of childhood aggression.



Current Lab members (left to right:) Challie Frostick, Jessica Fritzler, and Nick Lewan.

Selected Publications

Aldrich, N.J., Tenenbaum, H.R., Brooks, P.J., Harrison, K., & Sines, J. (2011). Perspective taking in children's narratives about jealousy. *British Journal of Developmental Psychology*, 29 (1), 86-109.

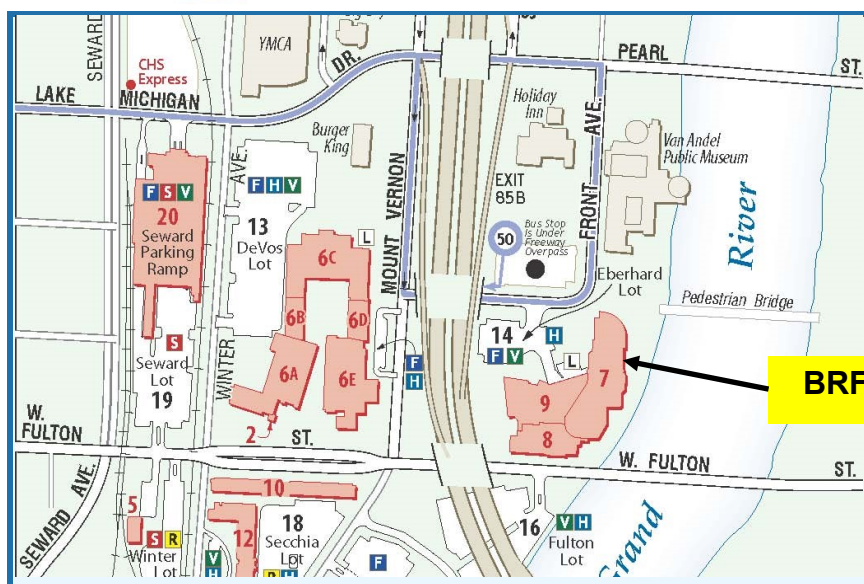
Aldrich, N.J., & Tenenbaum, H.R. (2006). Sadness, anger, and frustration: Gendered patterns in early adolescents' and their parents' emotion talk. *Sex Roles*, 55, 775-785.

Address:

104 Eberhard Center
301 W. Fulton
Grand Rapids, MI 49504
Phone: 331-6835 or 331-6836

How to get to the Behavioral Center?

- The Lab is located in the first floor of Eberhard Center (EC 104); the entrance is around the corner of the information counter
- Paid parking is available for visitors for limited time (parking meters)
- Free parking will be provided for participants in our studies.



Entrance in Eberhard Center



Reception Area



Playroom

If you are interested in participating with your child/children in one of our studies, please contact the Psychology Office for more information about currently ongoing projects.

Grand Valley State University
1 Campus Drive, 2224 AuSable Hall
Allendale, MI 49401
(616) 331-2195
maoueneJ@gvsu.edu, friedlmw@gvsu.edu