

3rd Emerging Adulthood Conference
Tucson, AZ - February 15-16, 2007
Poster Submissions

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Psychosocial Development as Correlates of Internalizing Symptoms

This study examined whether psychosocial development indicators predicted internalizing symptoms during emerging adulthood and whether feeling “in-between” adolescence and adulthood mediated this relation. Students in their senior year of college (N = 131) completed measures of psychosocial development, feeling “in-between”, and internalizing symptoms. As hypothesized, both autonomy and separation-individuation predicted internalizing symptoms; however, feeling “in-between” did not mediate the relation. Exploratory analyses were conducted to examine the effect of sex on the relations between developmental tasks and internalizing symptoms revealed that sex moderated the relation between autonomy and separation-individuation with internalizing symptoms as well as between autonomy and feeling “in-between.”

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Gender differences in sexual decision making during emerging adulthood

This qualitative study examined gender differences between perceptions of “self” and “others” in sexual decision making. One hundred and fifty four second year college students answered 3 open-ended questions coded for the presence or absence of partner and relationship characteristics. Participants perceived that “other” male students were more concerned about their partner’s physical appearance whereas “other” female students were more concerned about their partner’s social standing. Respondents perceived that they were more concerned about relationship factors compared to “other” students of their same gender. Female participants also perceived that they were more concerned about relationship issues than “other” male students.

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The role of social competence, self-esteem and peer interactions in undergraduates’ loneliness

Given the primacy on social interactions in college, being lonely is often difficult for young adults. As emerging adulthood is an important period in building social relationships, loneliness can be detrimental. Thus, it is important to understand the factors that contribute to loneliness. The present study examined the extent to which social competence skills (e.g., conflict resolution), self-esteem, and peer interactions contributed to young adults’ loneliness. The respondents (132 undergraduates, aged 18-29) completed a questionnaire packet. Regression analysis indicated that competence, esteem and peer interactions collectively accounted for approximately 25% of loneliness variance. Self-esteem and peer interactions were unique predictors.

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Foster Youth Emerging into Adulthood: Victimization, Education, and Emotional Well-being

The present study examines the psychosocial adjustment of emerging adults who aged out of foster care. Results suggest that these emerging adults are at great risk to receive inadequate educations, as well as experience personal victimization. Both of these experiences are related to emotional and behavioral problems. However, mediation analyses suggest that victimization mediates the relationship between education and mental health, such that emerging adults without

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high school degrees experience more victimization, and in turn, experience greater problems. Implications of findings are discussed.

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Title???

Abstract???

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Racial Identity Attitudes among Trinidadian Emerging Adults

This study examined themes regarding racial identity among young adults in Trinidad. Twenty-three qualitative interviews captured issues related to racial discrimination, skin color, and race relations from the perspective of a university sample. Several patterns and common themes emerged, including discrimination based upon skin color, sentiments about interracial relationships, racial pride, and the role of education in racial identity development. Findings from this study have implications for understanding the salience of race among Trinidadian young adults and demonstrate a need for research in these areas in Trinidad.

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Emerging profiles of emerging adults : adults-in-progress vs. adolescents-in-closure

Although rich in conceptual assessment, transition to adulthood theories usually fail to consider the increasing diversity of industrialized societies and the underlining cultural changes amongst them. In-depth interviews identify the life-course of young Great Lakes Africans, through their sexual transition and their arrival in Montréal (Canada) in the 1990s. Compared to pathways of long-time settlers of European descent, we find that two types of self-identification emerge: Adults-in-progress and Adolescent-in-closure, where sexual activity and romantic relations constructs the perception of adulthood in very divergent manners. Culture seem to rise as important factors shaping perceptions of the transition to adulthood.

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*The Experience of Emerging Adulthood for People With and Without Motor Disabilities:
Exploring Subjective Age*

This study examined whether the experience of subjective age (how old one feels) is similar for emerging adults with and without motor disabilities. Seventy-six individuals with and 72 without a motor disability participated (M age = 25, range 20 – 30). Regression results revealed that the negative association between chronological and subjective age did not hold for the group with motor disabilities. However, both groups were similar in that perceptions of psychosocial maturity were more important in predicting subjective age than were educational and occupational achievements. Individuals with motor disabilities should be included when considering what it means to be an emerging adult.

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Assessing Victimization in Romantic Relationships among Emerging Adults: Use of the Timeline Followback Method

The Timeline Followback (TLFB; Sobell & Sobell, 1992) interview assessment has been reliably used to assess patterns of substance use, but it may also be helpful for assessing patterns of violence and conflict in romantic relationships among emerging adults. This study evaluated the utility of a modified TLFB assessment, TLFB-RV, for assessing the frequency of conflicts and violent incidents involving romantic partners. Additionally, the amounts of distress accompanying conflicts and helping seeking behaviors following incidents were also evaluated.

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Maternal Depression and Early Childhood Behaviors: The Role of Mother-Daughter Relationships

This study examined family of origin and family of procreation characteristics as they relate to a mother's depression and her child's behaviors. The results showed that mother (i.e., grandmother)-daughter relationships characterized as "close" in adolescence and during emerging adulthood were related to lower levels of reported depression and that lower levels of reported depression were related to child behaviors characterized as less problematic. The results of this study point to the importance of the mother-daughter relationship to the emotional well-being of women who have children during emerging adulthood and their children.

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Trends in Research in Developmental Journals

The great majority of studies on adolescence focus on the early through late periods. Emerging adulthood seldom appears in the leading developmental journals. Certain content areas and topics are emphasized at different ages. Studies of cognitive development are more prevalent in school age children than in adolescence. *Journal of Research on Adolescence* focuses almost exclusively on adolescents but not on emerging adulthood. Studies on adolescents include more minority subjects than studies on preadolescents, more studies of atypical or "at risk" youth, and seldom use experimental designs. New data from selected journals should provide insights into the type and content of research being conducted on emerging adulthood.

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Disconnected Youth: The Influence of Family, Programs, Peers, and Communities on Becoming Disconnected and on Re-Connecting

The transition to adulthood can be a difficult process. Youth at risk for becoming disconnected from school and work are those in poverty, have parents with minimal education, and minority youth. Since many factors influence disconnection of youth, we use an ecological framework in this study. We analyze data from the National Longitudinal Study of Youth, 1997 cohort. Characteristics such as poverty, parental education and employment, race-ethnicity, gender, age, and family structure are significant predictors of disconnection. In addition, among those youth who disconnect, slightly fewer than half re-connect. Family processes have been found to be significant predictors of re-connection.

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The purpose of this study was to explore how the Internet is related to emerging adults' romantic relationships. One hundred and forty undergraduates completed questionnaires assessing Internet behaviors and relationship factors. Results indicated that Internet use was significantly related to relational functioning, including relationship satisfaction and conflict resolution. For example, individuals who used the Internet more frequently to communicate with those they were romantically interested in reported higher relationship satisfaction. In addition, gender differences were found for how useful the Internet was when resolving relational conflict. Findings suggest emerging adults actively utilize the Internet to maintain relational intimacy.

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This study links Authoritative parenting styles (Baumrind, 1971) to Emotional Intelligence in emerging adults. Sixteen 18-26 year olds have filled out the Parental Authority Questionnaire (PAQ) (Buri, 1991) and taken the EQi (MHS 1997); ten of their parents have also filled out the PAQ. A step-wise regression of the participant PAQ responses for permissive, authoritarian, and authoritative behaviors did indicate a significant effect of Authoritative behavior, but, dropped Permissive and Authoritarian behavior as variables. R for the regression was significantly different from zero, $F(1,14) = 7.026$, $p < .05$. Thus the use of induction which characterizes the Authoritative parent may yield a higher EQi score in emerging adults.

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Examining Parental Correlates of College Adjustment: The Role of Attachment and Intrusiveness

This longitudinal study examined whether parental attachment and intrusiveness predict self processes, psychological distress, and adjustment for first year college students. 488 freshmen completed surveys during the first and eleventh week of the semester. Attachment indices were significantly correlated with nearly all measures of psychological functioning and adjustment. Higher maternal intrusiveness was associated with lower perceptions of academic and intellectual ability, and higher paternal intrusiveness was associated with lower self worth and perceptions of intellectual ability, higher depression and anxiety, and lower adjustment scores. Parental intrusiveness added significantly to the prediction of college adjustment scores over and above attachment.

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Creativity as experienced by emerging adults in college: Associations with intra- and interpersonal contexts

To investigate the experience of creativity, 50 college students participated in the experience sampling method (ESM), reporting their daily experiences on up to 49 occasions in one week. They also completed questionnaires on engagement in courses, autonomy support, social support, and divergent thinking. Their most creative moments were spent doing hobbies, schoolwork

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outside of class (but not in class), active recreation, and socializing. The experience of creativity was associated with positive affect, intrinsic motivation, flow, and feeling that the current activity had both current and future importance. Other analyses focus on comparisons between creative experience and the ability to create a creative product.

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Suicide Risk from Adolescence to Emerging Adulthood

While suicide rates remain high into emerging adulthood, we know little about suicide risk during this period or about the impact of earlier adolescent suicide risk on young adult suicide risk and well-being. In this presentation we report on 759 Seattle-area emerging adults who were adolescent participants in a suicide prevention study, all who were at-risk for high school drop-out as youth. Study results indicate that significant differences were apparent in adolescence that would lead to risk during emerging adulthood, and that these risk factors differed for those who had been at risk in adolescence versus those who had not.