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The influence of parental relationship status on children's intellectual and behavioral functioning

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This study focuses on the influence of parental relationship status on children's intellectual abilities and behavioral functioning as measured by the Wechsler Intelligence Scale for Children, fourth edition (WISC-IV), the Wechsler Preschool and Primary Scale of Intelligence, third edition (WPPIS-III) and Wechsler Preschool and Primary Scale of Intelligence, fourth edition the Child Behavioral Checklist (CBCL) parent/teacher rating scales and the Conner's second and third edition (Conner's 2 and Conner's 3). We hypothesize the influence of parental relationship status will affect children's abilities such as decreased intellectual performance, increased maladaptive behavior, increased aggressive behavior, increased emotional instability and lowered interpersonal skills. We hypothesize the impact of divorce will negatively affect children's abilities including decreased performance on cognitive assessments and increased maladaptive behaviors as reported by parents and teachers. The present study examines intellectual and behavioral functioning in children whose biological parents were either married, divorced or cohabitating. Participants who previously completed a comprehensive assessment provided at The Sullivan Center for Children, a children's mental health clinic in Central California will be utilized in this archival study. Participants were included if they were between the ages of 2-17 years old and living with one or both biological parents. Participants were excluded if they did not complete any of the intellectual and all of the behavioral measures listed above. A statistical procedure allowing for multiple independent and dependent variables such as SEM will be utilized.

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A legacy of the historical trauma of slavery, colorism in parent-child relationships: Translating research into community-based interventions for parents

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The practice of Colorism, valuing light skin color and rejection of dark skin and coarse hair texture may be the basis of acceptance or rejection of young children in the United States. In some families these features may symbolize centuries of painful stereotypes and trauma. Racial disparities and Colorism may be unrecognized psychological residuals of the historical trauma of slavery by psychologists and researchers. African American families are disproportionately represented in systems that separate them by placement of children into foster care or the incarceration of the parent and disrupt the normal development of healthy attachment. Hair Combing Interactions (HCI)-verbal interaction, physical touch and responsive listening offers a cost-effective, naturalistic method to strengthen parent-child relationships. The Natural Connections Center for Research & Training's (NCCRT) programs translates the findings from research with African American parents into community-based interventions. These programs enhance parental self-efficacy, emotion recognition, conflict resolution, parental literacy behaviors and social support among parent peers. They provide a psychologically safe place for parents to interrupt intergenerational legacies of colorism and 'good hair' using the routine and rituals of HCI. NCCRT programs are designed to complement the existing services and continued by the sponsoring agency as a regular part of services offered to the communities they serve. This paper will describe the research that served as the basis for the development of the curricula of the Parent Cafe & Miranda's Green Hair Puppet show and the Talk, Touch & Listen While Combing Hair parent support group.

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