

**Thursday, July 17<sup>th</sup>**

**8:15-10:00**

## **Invited Symposia**

### **InvSYM 11 - Socio-cultural Aspects of Emotion Regulation**

8:15 - 10:00

Session Room Lecture Hall

Chair: Mayumi Karasawa, Tokyo Woman's Christian University, Japan

Discussant: Pamela Cole, Pennsylvania State University, United States of America

#### **Is Temperament Really a Stable Characteristic? Identifying the Roles of Context and Biology in Predicting Continuity of Infant Temperament to Child Personality**

Fox N.<sup>1</sup>

<sup>1</sup>University of Maryland, MD, United States of America

#### **Different Pathways to the Development of Early Prosocial Behavior**

Keller H.<sup>1</sup>, Kärtner J.<sup>1</sup>

<sup>1</sup>Universität Osnabrück, Osnabrück, Germany

#### **Social Origins of Emotional and Behavioral Regulations: Japanese Children's Emotional Understanding and Inhibitory Control**

Naito M.<sup>1</sup>

<sup>1</sup>Joetsu University of Education, Joetsu-Shi, Japan

#### **Emotionality and Emotion Regulation in Chinese, Japanese, and US Preschoolers**

Tardif T.<sup>1</sup>

<sup>1</sup>University of Michigan, Ann Arbor, MI, United States of America

**Thursday, July 17<sup>th</sup>**

**10:30 - 12:15**

## **Invited Symposia**

### **InvSYM 12 - Implementation of Evidence-based Prevention and Intervention Programs for Disruptive Behavior Problems: What Works, When, for Whom, and Why?**

10:30 - 12:15

Session Room Lecture Hall

Chair: John E. Lochman, The University of Alabama, Department of Psychology, Tuscaloosa, United States of America

Co-chair & Discussant: Bram Orobio de Castro, Faculty of Social Sciences, Utrecht University, Dept of Developmental Psychology, The Netherlands

#### **An Adaptive Approach to Family Intervention: Linking Engagement in Family-Centered Intervention to Reductions in Adolescent Problem Behavior**

Dishion T.J.<sup>1</sup>, Connell A.<sup>2</sup>

<sup>1</sup>University of Oregon, Child and Family Center, Eugene, United States of America, <sup>2</sup>Case Western University, Department of Psychology, Cleveland, Ohio, United States of America

#### **What Affects Intervention Effects: Probing Person and Situation Moderators of a Developmental-Ecological Preventive Approach**

Tolan P.<sup>1</sup>, Gorman-Smith D.<sup>1</sup>

<sup>1</sup>University of Illinois at Chicago, Institute of Juvenile Research, Chicago, United States of America

#### **Effects of Training Method on Outcomes and Implementation in an Advanced Field Trial of the Coping Power Prevention Program**

Lochman J.<sup>1</sup>, Boxmeyer C.<sup>1</sup>, Powell N.<sup>1</sup>, Qu L.<sup>1</sup>, Wells K.<sup>2</sup>, Windle M.<sup>3</sup>, Roth D.<sup>4</sup>

<sup>1</sup>The University of Alabama, Department of Psychology,, Tuscaloosa, United States of America, <sup>2</sup>Duke University Medical Center, Department of Psychiatry and Behavioral Sciences, Durham, United States of America, <sup>3</sup>Emory University, School of Public Health, Atlanta, United States of America, <sup>4</sup>niversity of Alabama at Birmingham, School of Public Health, Birmingham, United States of America

**Understanding the Fidelity of Implementation Efforts in Taking an Evidence-Based Prevention Program to Scale**

August G.J.<sup>1</sup>, Klimes-Dougan B.<sup>2</sup>, Bloomquist M.L.<sup>2</sup>

<sup>1</sup>Center for Prevention and Children's Mental Health University of Minnesota Medical School, Minneapolis, United States of America, <sup>2</sup>University of Minnesota Medical School, Department of Psychiatry, Minneapolis, United States of America