

Lifespan/Development Cross-Cutting Theme

Faculty and students affiliated with this theme have a broad view of development, and conduct research on developmental life stages and transitions from early childhood through older adulthood in both healthy and pathological populations. Researchers working on this theme examine the basic mechanisms that underlie development across the lifespan, as well as the myriad ways in which individual and environmental factors can shape developmental outcomes both within and across cognitive, interpersonal, neurological, and health-related domains. Several department members affiliated with this theme also share an interest in developing targeted, developmentally-sensitive interventions for children, adolescents, and adults to optimize clinical, cognitive, social, health and neurobiological functioning throughout the lifespan. Faculty and students affiliated with this theme are interested in questions such as:

- How do everyday stressors, major life events, and chronic strains affect emotional well-being, cognitive function, and physical health across the lifespan?
- What are the early antecedents and risk factors for the development of internalizing psychopathology for children, adolescents and emerging adults?
- How do parent- and family-level stressors shape the emergence of emotional and behavioral problems in children and adolescents?
- How do prenatal stress and health behaviors influence maternal, fetal, and infant health?
- How do social challenges differ and emerge across childhood in the context of both typical development and neurodevelopmental disorders?
- How do age-related cognitive changes affect the ability to encode and remember everyday events?
- How does the ability to remember information in social settings change with age?
- How do negative attitudes toward older adults affect the health, social and cognitive well-being, and longevity of older individuals?
- What behavioral and brain mechanisms contribute to cognitive decline in neurodegenerative disorders such as Parkinson's disease?
- How does competence in romantic relationships develop over time?

Representative Publications

Davila, J., Mattanah, J., Bhatia, V., Latack, J.A., Feinstein, B.A., Eaton, N.R., Daks, J. Kumar, S., Lomash, E., McCormick, M., & Zhou, J. (2017). Romantic Competence, Healthy Relationship Functioning, and Well-Being in Emerging Adults. *Personal Relationships*, 24, 162-184.

Klein, D.N., & Finsaas, M.C. (2017). The Stony Brook Temperament Study: Early antecedents and pathways to emotional disorders. *Child Development Perspectives*, 11, 257-263. Doi: [10.1111/cdep.12242](https://doi.org/10.1111/cdep.12242)

Lobel, M. & Dunkel Schetter, C. (2016). Pregnancy and prenatal stress. In H. S. Friedman (Ed. in Chief), *Encyclopedia of Mental Health*, Second Edition (Vol 3, pp. 318-329). Waltham, MA: Academic Press. doi: [10.1016/B978-0-12-397045-9.00164-6](https://doi.org/10.1016/B978-0-12-397045-9.00164-6)

Manza, P., Schwartz, G., Masson, M., Kann, S., Volkow, N.D., Li, C.S., & Leung, H.-C. (2018). Levodopa improves response inhibition and enhances striatal activation in early-stage Parkinson's disease. *Neurobiology of Aging*, 66, 12-22. doi: [10.1016/j.neurobiolaging.2018.02.003](https://doi.org/10.1016/j.neurobiolaging.2018.02.003)

Mendelson, J.L., Gates, J.A., & Lerner, M.D. (2016). Friendship in school-age boys with autism spectrum disorders: a meta-analytic summary and developmental, process-based model. *Psychological Bulletin*, 142, 601 - 622. doi: [10.1037/bul0000041](https://doi.org/10.1037/bul0000041).

Nelson, B. D., Perlman, G., Klein, D. N., Kotov, R., & Hajcak, G. (2016). Blunted neural response to rewards as a prospective predictor of the development of depression in adolescent girls. *American Journal of Psychiatry*, 173, 1223-1230. doi: [10.1176/appi.ajp.2016.15121524](https://doi.org/10.1176/appi.ajp.2016.15121524)

O'Leary, K.D., & Woodin, E.M. (2005). Partner aggression and problem drinking across the lifespan: How much do they decline? *Clinical Psychology Review*, 25, 877-894. doi: [10.1016/j.cpr.2005.03.004](https://doi.org/10.1016/j.cpr.2005.03.004)

Richmond, L. L., Sargent, J. Q., Flores, S., & Zacks, J. M. (2018). Age differences in spatial memory for mediated environments. *Psychology and Aging*, 33, 892-903. doi: [10.1037/pag0000286](https://doi.org/10.1037/pag0000286)

Schleider, J. L., & Weisz, J. R. (2017). Family process and youth internalizing problems: A Triadic Model of etiology and intervention. *Development and Psychopathology*, 29, 273-301. doi: [10.1017/S095457941600016X](https://doi.org/10.1017/S095457941600016X)

Scott, S. B., Ram, N., Smyth, J. S., Almeida, D. M., & Sliwinski, M. J. (2017). Age differences in negative emotional responses to daily stressors depend on time since event. *Developmental Psychology*, 53, 177-190. doi: [10.1037/dev0000257](https://doi.org/10.1037/dev0000257).