The Frances McClelland Institute for Children, Youth & Families invites you to the Pamela J. Turbeville Colloquium

CAROLINE F. D. BLACK, PH.D., NORTHERN ARIZONA UNIVERSITY
ASSISTANT PROFESSOR OF EARLY CHILDHOOD EDUCATION

"DIRECT AND INDIRECT EFFECTS OF SUPPORTIVE COPRENTING RELATIONSHIPS ON CHILDREN’S SOCIAL AND BEHAVIORAL DEVELOPMENT: DOES COPARENTING MATTER MORE FOR CHILDREN OF TEENAGE PARENTS THAN ADULT PARENTS?"

FRIDAY, SEPTEMBER 17, 2021 FROM 1:15 PM – 2:30 PM

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Abstract: Although research suggests that supportive coparenting relationships promote children’s positive development, we know very little about processes that explain these associations and for whom supportive coparenting relationships matter most. The goal of this study is to examine whether warm-stimulating parenting explains the association between supportive coparenting relationships and child social and behavioral outcomes and if these effects differ by parental age. We used maternal and paternal data from Fragile Families and Child Well-being Study (N= 3,420) and structural equation modeling to test for direct and indirect effects of supportive coparenting on children’s developmental outcomes and moderation analyses to test whether effects differ by parental age. Findings suggest that supportive coparenting relationships relate differently to children’s developmental outcomes based on maternal and paternal age. For children of adult and teenage mothers, warm-stimulating parenting fully explained the association between supportive coparenting relationships and child prosocial behaviors, while this association did not hold for adult or teenage fathers. Paternal age moderated the direct association between supportive coparenting and child prosocial behaviors, with children of teenage fathers benefiting more than children of adult fathers. Finally, warm-stimulating parenting mediated the association between supportive coparenting and child problem behaviors for adult mothers and fathers, while supportive coparenting relationships directly related to lower levels of child problem behaviors for teenage mothers and fathers. Programs supporting young mothers and fathers may benefit by targeting supportive coparenting relationships as a means to promote positive child development and responsive parenting behaviors.

Dr. Caroline Black is an Assistant Professor of Early Childhood Education at NAU. Prior to obtaining her doctorate, Dr. Black worked as a preschool teacher and early childhood administrator in New York City, NY. She has three primary strands of research, (a) understanding linkages among family relationships, parenting, and children’s psychosocial development, (b) identifying implementation and evaluation processes required of effective early childhood and family support programs, and (c) engaging in community-based participatory research to address social inequities of young mothers in Northern Arizona.