Interventions for Children in Low and Middle Income Countries

by Lonnie Sherrod, SRCD Executive Director

As you know, one of the five parts of SRCD's Strategic Plan is becoming more international, both in membership and program. This goal reflects the increasing globalization of today's world, meaning that developmental science needs to be similarly global. SRCD's international scholars point out that our knowledge of child development is based on only about 5% of the world's children. Clearly the field and hence SRCD needs to address this state of affairs.

SRCD has undertaken several steps to increase its membership from outside the US. We also offer several grants for international travel to the Biennial Meeting. Perhaps even more important is that SRCD is developing numerous program activities. One of the earliest is a collaboration with UNICEF to bring research on early child development (ECD) to ECD policies in the majority world. A volume is just out from Oxford University Press, "Handbook of Early Childhood Development Research and Its Impact on Global Policy." Several efforts are being undertaken to make sure the book reaches policymakers in developing nations. In addition, SRCD co-hosted a workshop on research on early childhood development in low income countries with the Brookings Institute. SRCD is also currently exploring developing a project with UNICEF on adolescence. Additionally, one of the special topic meetings for 2014 will address youth development in global context; this will be SRCD's first meeting held outside the US—probably in Budapest. Look for upcoming announcements on our website. Finally, we are managing a new grant award for international dissertation research, in honor of the late Patrice Engle, an active SRCD international scholar. In this article, I wish to describe one of our newest international program activities.

In recent years, SRCD has initiated specific preconference sessions that relate to the strategic plan. In 2009, Ann Masten and Don Hernandez organized a preconference on immigration and development. In 2011, we organized several preconference workshops on developmental methodology. Of course, in addition to the preconferences organized by SRCD, there are a number of excellent preconference sessions initiated by individual members and/or by one one of the SRCD Committees. But it is new for SRCD to promote the organization of a specific preconference.

For 2013 President Ann Masten and I approached J. Lawrence Aber, NYU, and International Committee Chair Anne Petersen to organize a preconference on an international topic. They chose "Interventions for Children in Low and Middle Income Countries." This preconference is scheduled for the full day of April 17th, before the Biennial begins on Thursday.

NOTES FROM THE EXECUTIVE DIRECTOR

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International development agencies, non-government organizations (NGOs), and governments are engaged in numerous efforts to improve child well-being and developmental outcomes. Nonetheless, just as our science of basic and applied child development is based on a small fraction of the world's children, developmental approaches to the design and evaluation of interventions are equally limited. The main goal of this preconference is to increase participants' awareness of the needs, challenges, and opportunities for advancing research on interventions in the majority world. It will do this in part by showcasing exemplary examples that develop, implement, and evaluate interventions across the globe. In doing so, the organizers (J. Lawrence Aber, Anne Petersen, Carly Tubbs, and Alice Wuermli) hope to motivate and support a diverse group of practitioners and researchers to develop further collaborations. Using a mix of panels and breakout groups, the day is structured to identify opportunities and strength-based strategies to promote healthy development in the context of the threats, risks, and constraints of growing up in a low or middle income country. The processes of design, implementation, and evaluation of developmental intervention will be examined as will the obstacles and opportunities for collaboration.

The organizers invited interventions from low and middle income countries to be presented as examples or case studies of research-practice collaborations. More than 45 case study examples were received, and 8 were selected for breakout groups. During these breakout sessions, programs and their evaluations will be examined with an eye to developing overarching themes or principles that might generalize to other programs and/or countries.

Several dissemination vehicles will follow the preconference, and there is hope of developing a network of case studies who applied for participation in the preconference. The organizers of this preconference do not see its influences ending at day's end; instead they hope to create contacts and reverberations that form the foundation for new global efforts on intervention and evaluation. There is an expectation that some general principles will emerge, making this preconference as relevant to the general design and evaluation of interventions as it is to global child development.

The list of speakers and discussants is very impressive. An agenda is available on our website. The preconference is funded by SRCD and the Jacobs Foundation.

The preconference attendance had to be capped at 100, and it is already filled. This is both good and bad news; it is good news in that the topic appeals to our members, but bad news if you are one of those closed out. If you are closed out, the upshot is that an invited symposium based on the preconference is being held Thursday, April 18th, from 12:30pm-2:00pm, in Room 4C-2 of the convention center. If you have any interest in global child development or in the design and evaluation of interventions, I urge you to attend this symposium and to look for one or more dissemination products that will emerge following the preconference.

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LOOKING FORWARD TO SEATTLE!

The **2013 SRCD Biennial Meeting** is just around the corner! The meeting will be held in Seattle, Washington, USA from April 18th-20th, 2013. We look forward to welcoming over 6,000 attendees for three days of stimulating sessions in many areas of research in child development. Presentations will be in both the Washington State Convention Center and the Sheraton Seattle Hotel. Be sure to attend these special events:

- **Thursday:** SRCD Business Meeting and Awards Ceremony, 6:00pm-7:00pm; Grand Ballroom BCD (Sheraton Seattle Hotel). The 2013 SRCD Business Meeting is open to all members. Please join us to learn more about SRCD and offer your input to the organization. The Awards Ceremony will be held after the Business Meeting to recognize those who have made outstanding contributions to the field of child development. Immediately following will be the Global Reception in the Grand Ballroom Foyer. Celebrating SRCD's growth as a global organization, this reception is open to all biennial meeting attendees. In addition to the opportunity to socialize with old and new friends, there will be gathering points to discuss developmental research in specific regions of the world. Complimentary hors d'oeuvres and cash bars will be available. Please join us!

- **Friday**: Presidential Address, 4:10pm-5:10pm; Grand Ballroom ABCD (Sheraton Seattle Hotel). Come and listen to President Ann Masten speak on *Global Perspectives on Resilience in Children and Youth*. The Presidential Reception will follow immediately in the Grand Ballroom Foyer and all are welcome! Please come and mingle with friends, meet new people, and enjoy refreshments. Hors d'oeuvres will be served and beverages will be available at cash bars.

- **Saturday:** Poster Session 17, 4:00pm-5:00pm; Exhibit Hall 4EF, Washington State Convention Center. **New this year!** Come join us for the final poster session and enjoy complimentary hors d'oeuvres and a cash bar to celebrate the Society for Research in Child Development!

For those who have already registered, please pick up your registration badge at the Registration Desk on the 4th level of the Washington State Convention Center. Online registration is available until April 8th, or you are welcome to register on-site. Please click here for registration hours and other helpful on-site information.

2013 SRCD BIENNIAL MEETING MOBILE APP

In an effort to lessen our carbon footprint, SRCD is eliminating a printed program book for the 2013 Biennial Meeting in Seattle. In its place, we are excited to offer Biennial Meeting attendees a **Mobile App**, an application for smartphones (iPhone, BlackBerry and Android). There is also a web-based app version for all other smartphone types.

Download the Mobile App by scanning the QR Code or download by using auto-detect url www.tripbuilder.com/srcd2013:

Genius Bar Information:

In conjunction with the mobile app, SRCD will staff a "Genius Bar" in Exhibit Hall 4EF during the 2013 Biennial Meeting in Seattle. The Genius Bar will provide technical support at this year's meeting.

In addition to using the Mobile App, attendees may:

- Use the Online Program (Itinerary Planner) on the website to browse the schedule. You may create a personal schedule that can be printed.

- Download the PDF of the program from the SRCD website to a tablet, laptop, or desktop.

- Print a copy of the PDF of the program and bring it with you.

- View the program on computers either in the registration area at the Washington State Convention Center or the Internet Café located in the Exhibit Hall.

- View the program in a hard copy that will be provided for reference in the registration area.

Early Childhood Comes of Age

by Martha Zaslow, Sarah Mancoll, and Sarah Mandell

During President Obama's State of the Union address on February 12th, the field of early childhood research and practice came of age. For those who have worked painstakingly on building the body of rigorous research, it was thrilling to hear the President make multiple references to research as the basis of his proposal, including research on the foundation provided by development in the early years, the gap in school readiness by socioeconomic status, child outcomes in light of variation in early care and education quality, short- and long-term effects of early childhood programs, economic analyses of return on investment, and comparisons of investments made by the US and other countries. Looking at the elements of the President's proposal, we need to pause and appreciate that there is now sufficient evidence to provide the foundation for a major policy initiative to increase access to high quality early care and education, that the focus of the proposal is not on a single pre-K year but on the full period from birth to school entry, that the proposal includes but goes beyond children in poverty, that there is a focus on parenting as well as on early care and education programs, and that quality is a central focus.

How is Quality Included in the President's Proposal?

The President's proposal spans the full period from birth to school entry, with different components for different age ranges:

For the youngest children, the proposal calls for investing in a new Early Head Start-Child Care Partnership, with competitive grants supporting communities to expand the availability of Early Head Start and high-quality child care. Funds would be awarded through Early Head Start on a competitive basis with the aim of supporting full-day comprehensive services. The proposal also calls for investments in evidence-based home visiting programs, expanding the resources already available through the Affordable Care Act.

For preschool-age children, the proposal calls for expanding high-quality public preschool so that it reaches all those whose family incomes are at or below 200% of poverty. Financing would involve a state-federal cost sharing model following a formula. Funds would be distributed by the Department of Education to local school districts and other partner providers.

Cutting across the early childhood years and extending into elementary school. The President would continue to invest in child care and Head Start. In addition, once states have provided preschool to 4-year-olds from low- and moderate-income families, funds could be used to expand full-day kindergarten.

How is Quality Included in the President's Proposal?

The President's proposal specifies that the receipt of federal funds would be contingent upon meeting quality benchmarks. These include a requirement for state early learning standards and a plan for comprehensive data and assessment systems. Quality benchmark for preschool programs includes having qualified teachers who are paid comparably to K-12 staff, meeting class size and ratio requirements, using a rigorous curriculum, and conducting program review and evaluation. It is noteworthy that the quality benchmarks include a requirement for comprehensive services.

What are the Budget Implications?

The President's budget request is expected to be released the week of April 8th. Although the Adminis-

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tration's materials to date do not indicate the requested spending for any part of the birth through kindergarten proposal, the New America Foundation estimates that universal pre-K could cost an additional $10 to $15 billion annually, on top of the $9 billion states and the federal government currently spend on preschool programs. The Center for American Progress estimates that it would cost $98.4 billion over 10 years to implement universal pre-K.

<u>What are the Next Steps for Implementation?</u>

There are important starting points for realizing Obama's proposal. For example, 49 states have comprehensive early learning standards for 3- and 4-year-old children, and a majority have early learning guidelines for infants and toddlers. According to The State of Preschool 2011, 39 states now have state-funded preschool programs, and the percent of 4-year-olds served by state-funded pre-K programs doubled from 14% in 2002 to 28% in 2011. As noted in the 2012 final report of the Advisory Committee on Head Start Research and Evaluation, both Early Head Start and Head Start have grown over time, while putting in place more demanding quality requirements and monitoring processes as well as supports. States have been moving forward with planning for integrated early childhood systems, with 14 states awarded Race to the Top Early Learning funds. State home visiting programs put in place through the Affordable Care Act provide an important illustration of state latitude within federal guidelines: states are free to choose among evidence-based models identified by the federal government and funds are set aside to build the evidence on promising programs as well. At the same time, Education Week's Sarah Mead warns that states may not be in a strong position to match federal funding of early childhood education. As one indication, The State of Preschool 2011 indicates that state funding for pre-K decreased by approximately $60 million in 2010-2011.

Legislatively, the picture is still unclear. As noted in the Early Ed Watch blog, the federal government could take some action through additional rounds of Race to the Top or Race to the Top-Early Learning Challenge by, for example, requiring that state applicants offer no-cost full-day kindergarten as an option in all school districts. Most parts of the proposal, however, will require congressional action. This may occur as part of the Elementary and Secondary Education Act (ESEA) reauthorization, now 6 years overdue, and/or the Child Care and Development Block Grant, which was last reauthorized in 1996. In addition, with the announcement of the President's proposal, we are seeing early childhood legislation introduced in Congress. For example:

- The Ready to Learn Act, introduced in the Senate by Senators Murray (D-WA), Franken (D-MN), Begich (D-AK), and Hirono (D-HI), "would provide funding for states through a competitive process to establish and administer preschool programs" while helping governors build on existing early childhood systems (Smith, 2013).

- A bi-partisan House bill, the Continuum of Learning Act, introduced by Representatives Polis (D-CO) and Young (R-AK), developed primarily by the National Association for the Education of Young Children with input from multiple organizations, would build from high quality early childhood programs into the early grades, requiring states to have developmentally appropriate learning standards from birth through third grade and calling for state early childhood certification for this age range. It would strengthen coordination between schools and community early childhood programs by providing joint professional development for community preschools and schools.

- The Prepare All Kids Act introduced by Senator Casey (D-PA) would provide at least 1 year of voluntary high-quality preschool, focusing on children from low-income families and children with special needs. Specifications for quality including use of a research-based curriculum, limited class size,

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teachers with B.A. degrees, and implementation of monitoring plans. The bill also calls for funding to serve infants and toddlers, expansion of full-day and full-year programs to address the needs of working parents, maintenance of funding for Head Start and child care, supports for parental involvement and assistance for families in getting support services.

What is the Role of Research in Moving Forward?

Just as research provided a foundation for the President's proposal, it will continue to play an important role in implementation. Researchers can inform the development of comprehensive assessment systems, assuring that psychometrically strong child assessments are used, and that the uses of child assessment are appropriate for young children. There will be increased interest in how best to structure early childhood data systems and link them to K-12 data systems. An existing research base on quality in Early Head Start programs and on Early Head Start-child care collaborations can inform the expansion of Early Head Start programs and partnerships. The evaluations of home visiting implemented under the Affordable Care Act will provide an important resource for guiding the further expansion of home visiting programs. Substantial expertise in evaluating and strengthening quality in early childhood programs can be drawn upon in structuring the evaluation and monitoring requirements of expanded preschool. The research on early childhood professional development should be a key resource in guiding the growth of a qualified early childhood workforce. Finally, as early childhood research comes of age, it also comes increasingly into public discourse. We as researchers will need to be watchful to assure that the research base is summarized and used appropriately as it is called upon more widely. Along these lines, SRCD has received support from the Foundation for Child Development to develop a research brief for widespread dissemination summarizing the current state of evidence pertinent to the President's proposal.

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SRCD Book Authors/Editors

SRCD Members are invited to notify either editor, jonathan.santo@gmail.com or alukowsk@uci.edu, about your new publications. These will be listed in the newsletter.

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Integrating Service-Learning into Developmental Science Courses

by A. Nayena Blankson, Spelman College and Shana E. Rochester, University of Michigan

The discipline of developmental science directly lends itself to engagement within the community, and such engagement may have significant impacts on the overall outcomes of our students, such as increasing potential for pursuing graduate degrees in the field or choosing service-oriented careers. One pedagogical approach in which community service is integrated with curricula is service-learning. Service-learning differs from community service in that students in service-learning courses are actively engaged in the community while at the same time connecting their volunteer experiences with course material (Bringle & Hatcher, 1995) rather than serving in the community as a separate component of a course. Service-learning courses have been found to have significant impacts on student outcomes, including positive effects on student civic and ethical development (Seider, Gillmore, & Rabinowicz, 2011), empathy (Lundy, 2007), and career trajectories (Franta, 1994).

Given the relevance of service-learning to the field, it is important to increase opportunities for students to engage in effective service-learning courses during their undergraduate experience. The purpose of this column is to share tips with educators who are interested in developing or modifying a service-learning course.

One key characteristic of service-learning courses is its experiential nature. However, instructors should not assume that the experiences alone will lead to positive student outcomes. Instead, instructors should design their courses with specific outcomes in mind. Three different types of service-learning pedagogy have been identified: skill-set practice and reflectivity, in which students develop competence in their field and practice their skills in the environment; civic values and critical citizenship, in which students are encouraged to investigate their own civic attitudes; and social justice activism, in which students are encouraged to see themselves as active social change agents (Britt, 2012). By clarifying the targeted outcomes as the course is being developed, instructors can increase the potential for the course to make the most impact on students.

A second key characteristic of service-learning courses is the reflective process. Students should take an introspective approach to the service in which they are participating and create meaning from service experiences (Carracelas-Juncal, Bossaller, & Yaoyuneyong, 2009) through reflection activities that occur regularly, such as journaling or blogging. To allow students the opportunity to freely express themselves, reflection exercises can be graded in a manner that is not based on content.

A third key characteristic of service-learning is the establishment of community partnerships. Service-learning should be a reciprocal relationship such that both the service-learner and the served benefit from the experience (Bailey, Carpenter & Harrington, 2002; Furco, 2001; Myers-Lipton, 1998). Students should address a community need as a result of participating in service-learning (Kwak, Shen, & Kavanaugh, 2002). Instructors can and should invite agency directors to be involved at all stages of the course development process so that community needs can be identified. Agencies can be invited to work on developing the course syllabus; they can visit the class during the first few weeks to help students establish an initial relationship; and they can be involved in student and course assessments, among other opportunities for true partnership.

In addition to the identification of student learning outcomes and the establishment of community partnerships, instructors must identify the institutional policies that must be adhered to in developing courses. For example, there may be certain requirements that must be fulfilled so that the course can be

designated as an official service-learning course in the institution's catalog. The instructor may decide to go through the process for receiving this designation, or may decide to add a service-learning component to the course without the official designation. Whatever decision is made, it is important that institutional policies be followed. Additionally, it may be the case that agreements between the institution and the community agency must be set up before students can be placed at the site. Instructors should be prepared to facilitate this process.

In summary, being flexible and being sensitive—to the needs of students, the community, and the institution—are key in developing service-learning courses. The student body at your institution may be comprised of students who work full-time, which will lead to different course designs than one at an institution where students do not hold full-time jobs. Helping students sort out transportation issues is also important. Awareness of community issues that are linked with course content will help guide you towards selecting agencies that will be most compatible with your course while at the same time having the potential to fill a need in the community. Finally, your institution may be one in which community service is required of all students, in which case the service-learning course you design may differ from one at an institution where community service is voluntary. Ultimately, developing an effective service-learning course is a process that will most likely take more than one term–but by following examples of others who have developed similar courses, instructors can use this pedagogical approach to lead to changes not only at the student level, but at the community level as well.

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A Graduate Student's Survival Guide to Finishing on Time

by Terry Stone, University of Nebraska at Omaha

Graduate school can oftentimes seem like an overwhelming, never-ending process in which ideas of graduating and finding a "real job" are mere fantasy. Between courses, researching, teaching, and outside commitments, it is easy to lose sight of the end goal and let years go by without making significant progress towards graduation. It is possible to complete a graduate program in a reasonable amount of time, however, by planning out reasonable goals and timelines, utilizing time management strategies, and prioritizing.

Choose Wisely

The choice of an appropriate advisor is crucial to successfully completing graduate school in a reasonable amount of time. If you are hoping to expedite your time in graduate school, it is prudent to spend time researching faculty members and to find out who has a history of graduating their students in a timely manner. Some professors have multiple commitments that require them to spend a significant amount of time traveling and may have little time to spend with you. If a professor has a reputation for being very difficult to get in touch with, chances are it will take you longer to graduate than if you chose an advisor who is more available. Also, find out which professors are currently engaged in research in which you are interested and could jump right into. Choosing a project that you could realistically complete in a reasonable time frame and that you want to work on is critical to graduating on schedule.

Second, it is wise to choose a graduate program that offers a straight Ph.D. plan as opposed to an M.A./Ph.D. program if you are certain that your ultimate goal is to teach and conduct research at a major university. Writing a master's thesis is a time consuming endeavor which could substantially increase your time in graduate school.

Set a Goal for Graduation

One of the most crucial steps to graduating on time is making a personal commitment as to exactly how long you want to take to complete your graduate program. After consulting with your advisor and considering the amount of coursework and other projects required by your program, set the earliest date at which you could reasonably complete your degree—and commit to it. Never lose sight of this goal and avoid major distractions that could compromise it. For example, while taking on a part-time job might seem like a great way to gain practical experience and earn extra money, it will likely decrease the chance that you will meet your graduation goal.

Make Smaller Goals

After you decide how many years you want to spend in graduate school, make a list of the major and minor tasks you need to complete and when you must have them done in order to graduate on time. For example, find out exactly which courses you need to take, when they are offered, and create a schedule for when you will take each course. Make a goal to finish your coursework as soon as possible so you can devote the rest of your time to research. Find out how long students typically study for comprehensive exams in your program and set a date for when you want to begin studying and when you want to take them. Similarly, set a date for when you want to have your graduate committee formed and when you

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want to have your proposal submitted to your committee. Although you will inevitably face some set-backs, setting deadlines for each aspect of your program will help keep you on track and hopefully guard against feeling completely overwhelmed.

Work Really Hard

Your success in graduate school is based on your ability to think creatively and independently and to work hard—really, really, hard. Therefore, the single biggest obstacle to graduating on time is yourself. Whereas complications with data collection and additional demands from your advisor can slow you down, it is ultimately your response to these challenges that determines whether or not you meet your goals. If you are willing to make graduate school your full-time job and work nights, weekends, and holidays—as well as avoid major distractions—you can accomplish your goal of graduating on time.

In conclusion, graduate school does require a considerable commitment of time, dedication, and hard work, but it doesn't have to be a never-ending process. If you are willing to take the time up front to make a plan and cultivate the discipline to stick to it, you can complete graduate school within a reasonable amount of time.

REINVIGORATING OUR PROCESS OF DISCOVERY:
Research Informing Practice in Service-Learning and Community Engagement

The 13th International Association for Research on Service-Learning and Community Engagement (IARSLCE) Annual Conference
November 6-8, 2013
Hilton Omaha

Hosted by the University of Nebraska at Omaha

For more than a decade, IARSLCE has supported the process of discovery by assembling scholars, practitioners, funders, and students to share and discuss their research related to service learning and community engagement. The *reinvigoration* of this process of discovery calls for us to renew the building blocks for future research and guidance for the implementation of programs today. The University of Nebraska at Omaha is excited to welcome IARSLCE to Nebraska to showcase research in the field of service learning and community engagement.

IARSLCE Conference
The IARSLCE annual research conference is targeted to scholars, practitioners, students, and community partners interested in research on service-learning, community-based research, campus-community partnerships, and civic learning outcomes in P-20 education. Attendees include faculty, administrators, and scholar-practitioners in higher education, community partners, educators in K-12, and professionals and leaders in educational policy and community development. To advance understanding of scholarship from international perspectives, scholars from outside of the United States are particularly encouraged to submit proposals.

Detailed information about the registration process is available on the IARSLCE website: www.researchslce.org.

MEMBERS IN THE MEDIA

The SRCD *Office for Policy and Communications* is interested in highlighting SRCD members and publications featured in the news media. The following are the most recent submissions:

📺: TV or Radio Interview   🖼️: Op-Ed Piece   📄: News Article   📙: Blog Post

*Michel Boivin, Mara Brendgen, Frank Vitaro, Ginette Dionne, Alain Girard, Daniel Pérusse, & Richard E. Tremblay. 📄 Times Colonist (Canada). Genes Play Role in Grade School Bullying, New Study Says.

*Nicole Campione-Barr, Kelly Bassett Greer, & Anna Kruse. 📄 USA Today. 📄 TIME. 📄 CBS News. Press release: Topics of Teen Sibling Fights Affect Anxiety, Depression, Self-Esteem.

*Elizabeth A. Gunderson, Sarah J. Gripshover, Carissa Romero, Carol S. Dweck, Susan Goldin-Meadow, & Susan C. Levine. 📄 WebMD. 📄 Daily Mail (UK). 📄 Toronto Star. 📄 U.S. News & World Report. 📄 The Telegraph (UK). 📙 Los Angeles Times. 📄 HappyChild.com (Australia). 📄 ABC News Austin. 📄 TIME. 📄 French Tribune. 📄 Yahoo! (UK and Ireland). Press release: Parents' Praise Predicts Attitudes Toward Challenge Five Years Later.

*Bonny L. Hartley & Robbie M. Sutton. 📄 The Boston Globe. 📄 Le Figaro (France). 📄 Daily Mail (UK). 📄 The Telegraph (UK). 📄 Yahoo! (UK and Ireland). 📄 Süddeutsche Zeitung (Germany). 📄 El Pais (Spain). Press release: Negative Stereotypes About Boys Hinder Their Academic Achievement.

James Heckman. 📄 The Washington Post. In Early Childhood Education, 'Quality Really Matters.'

Tovah Klein and Nancy McElwain. 📄 Slate. Why Does My Kid Freak Out? The Totally Legitimate Reasons Your Animal Child Just Threw Spaghetti in Your Face.

*Jean Christophe Meunier, Michael Boyle, Thomas G. O'Connor, & Jennifer M. Jenkins. 📙 Los Angeles Times. 📄 TIME. 📄 ABC News. 📄 Toronto Star. 📄 El Nuevo Dia (Puerto Rico). Press release: Differential Parenting Found to Affect Whole Family.

*Kathryn C. Monahan, Laurence Steinberg, & Elizabeth Cauffman. 📄 Juvenile Justice Information Exchange. 📄 Prevention Action. Press release: Young Offenders Who Work, Don't Attend School May Be More Antisocial.

*Kou Murayama, Reinhard Pekrun, Stephanie Lichtenfeld, & Rudolf vom Hofe. 📄 Scientific American. 📄 TIME. 📄 Parent Herald. 📄 U.S. News & World Report. 📄 Spiegel (Germany). 📄 Huffington Post. Press release: Motivation, Study Habits—Not IQ—Determine Growth in Math Achievement.

*Caroline K. P. Roben, Pamela M. Cole, & Laura Marie Armstrong. 📄 Huffington Post. 📄 U.S. News & World Report. 📺 HHS HealthBeat (podcast forthcoming). Press release: Toddlers' Language Skills Predict Less Anger by Preschool.

*David S. Yeager, Adriana S. Miu, Joseph Powers, & Carol S. Dweck. 📙 Education Week. 📄 NPR Austin. 📄 HappyChild.com (Australia). 📄 Journalism Center on Children & Families. Press release: Teaching Teens That People Can Change Reduces Aggression in School.

* indicates media coverage related to an SRCD publication.

We strongly encourage and welcome all members to report recent noteworthy mentions of their research in the media. Information may be emailed to communications@srcd.org.

NEW BOOKS BY SRCD MEMBERS

Bornstein, M., Haley, D., & Legerstee, M. (Eds.). (2013). *The Infant Mind: Origins of the Social Brain.* New York: Guilford Press.

Integrating cutting-edge research from multiple disciplines, this book provides a dynamic and holistic picture of the developing infant mind. Contributors explore the transactions among genes, the brain, and the environment in the earliest years of life. The volume probes the neural correlates of core sensory, perceptual, cognitive, emotional, and social capacities. It highlights the importance of early relationships, presenting compelling findings on how parent–infant interactions influence neural processing and brain maturation. Innovative research methods are discussed, including applications of behavioral, hormonal, genetic, and brain imaging technologies.

Zentner, M., & Shiner, R. L. (Eds.). (2012). *Handbook of temperament*. New York: Guilford Press.

This handbook explores the breadth of current knowledge on temperament, from foundational theory and research to clinical applications. Leaders in the field examine basic temperament traits, assessment methods, and what brain imaging and molecular genetics reveal about the biological underpinnings of temperament. The book considers the pivotal role of temperament in parent-child interactions, attachment, peer relationships, and the development of adolescent and adult personality and psychopathology. Innovative psychological and educational interventions that take temperament into account are reviewed. Integrative in scope, the volume features extensive cross-referencing among chapters and a forward-looking summary chapter.

JOB OPPORTUNITY

Research Scientist
Penn State Prevention Research Center

The Family Life Project (FLP) is seeking a Project Director for its PA research site. FLP investigators have gathered intensive assessments of family relationships, schooling experiences and individual skill development from birth through 2nd grade; the next phase of FLP will add a focus on peer relations. Candidates must have a PhD or equivalent in child development, psychology, education, sociology, or related field by time of appointment. This position involves collaborating with Project Directors at the NC site (at UNC) to coordinate data collection efforts at both sites. Successful candidates must demonstrate interest and potential to publish collaborative papers focused on the determinants and impact of peer relations on child development in rural America.

This 1-year position starts Summer 2013 with the potential for renewal for multiple years. For additional information and application instructions contact Karen Bierman (kb2@psu.edu) or Scott Gest (gest@psu.edu). Penn State is an Affirmative Action/Equal Opportunity Employer.

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Photographs: 300 DPI, "tif" files only. If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you. Please send materials to Jonathan Bruce Santo, jonathan.santo@gmail.com or Angela Lukowski, alukowsk@uci.edu.

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The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.