



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 56, Number 3

July 2013

Celebrating and Assessing SRCD's Biennial Meeting

by Lonnie Sherrod
SRCD Executive Director

As everyone knows, SRCD just held its 2013 Biennial Meeting, April 18th-20th in Seattle, WA. By all accounts, the meeting was a great success. Program Co-Chairs Judy Garber and Sandra Graham have an article in this newsletter that summarizes the the meeting and offers a demographic description. Success is due to several factors. First, the excellent work of the Program Co-Chairs in designing the Invited Program and in setting up and monitoring the submission review process. They did an outstanding job this year in organizing a program that highlighted SRCD's strategic plan, covering international, interdisciplinary, diversity, and policy research. Second, as Graham and Garber note, success is also due to the intensive and outstanding work of SRCD's staff, much of which is behind the scenes. Finally, I think the field is growing and becoming more diverse so the submitted program is also growing in interest and appeal.

Several years ago, Governing Council organized a task force to review the Biennial Meeting. A survey of members and other attendees asked about all aspects of the meeting including schedule, size, program, attendance, etc. Overall, the view of respondents was that major changes were not needed. The biggest complaint was the overlap in relevant sessions during the same time slot. Although the Program Committee worked hard this year to minimize that, it is impossible to eliminate overlap with upwards of 45 concurrent sessions. Selecting the right size room for the size of the audience is also a concern. We do the best job we can, but it is an impossible task. Some attendees would also like a dedicated poster session that does not conflict with other sessions, but this is also impossible given the size of our meeting. The results of this survey did lead to the invention of our off-year special topic meetings, and we have used these to address some of these issues. For example, these meetings do have stand-alone poster sessions. Three small, topically-focused meetings were held in 2012, and four are planned for 2014. Check SRCD's website for information, updates, calls for submissions, and registration. The first 2014 meeting is on Research Policy Connections. Organized by Aletha Huston and Elizabeth Gershoff, it will be held April 3rd-5th, 2014, at the Hilton Old Town in Alexandria, VA, just outside DC.

All of our surveys about the meeting show that scholars attend for three reasons: To present their own work, to network, and to learn the latest developments in the field, in that order. Of course the only way SRCD can address the first is by organizing the review process and the schedule so as to maximize the number of scientifically sound submissions on the program. The acceptance rate this year was as high as it has ever been. To address the second reason, networking, SRCD set aside rooms that attendees could schedule. These were not well used, and the survey results indicate attendees either did not know about

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them or did not find them valuable. Hence, we will need to explore if this is an advertising issue or attendees just prefer a more informal form of networking.

The last reason of course is addressed by the program. The article by Graham and Garber describes their program innovations. SRCD headquarters offered some innovations of its own; in fact, SRCD leads the way in terms of innovating the meeting of a professional association. First, SRCD is a very unusual professional association in that about half of the Biennial Meeting attendees are not members, and many of these are from countries outside North America or from disciplines other than Psychology. This year we offered an application for smart phones or other PDAs that put the full program at attendees' fingertips. As a result, we chose not to print a program. The printed program is expensive and complicates the schedule

of preparation as well as being cumbersome and awkward to handle. No one is more technically challenged than am I, and I loved the app; having the full searchable program for which you could set up your own personal schedule on a phone was much preferable to having to carry around the phone-book-sized printed program. Nonetheless, this decision was not without controversy. The results of our survey show that overall attendees approved of this decision. Nonetheless, there were attendees who did not like the absence of a printed program. Also attendees reported having difficulty navigating the program with the app; obviously we will need to address this for future meetings. We did set up a "genius bar" in the exhibit hall with our IT Manager, but it was not well used. We also videotaped four sessions including the Presidential address, and these will be available soon on our website. We also received a few complaints this year on the submission process; the survey results did not show this to be a major problem. The issues all resulted from problems with our vendor software. These are already being addressed, and we want to assure submitters that these will be fully fixed or we will change vendors. Preconferences have always been a mainstay of our Biennial. In recent years, SRCD has begun to organize its own pre-conferences. This year we enlisted Lawrence Aber and Anne Petersen to put together a preconference on Interventions for Children in Low and Middle Income Countries. My last newsletter article described this preconference, which turned out to be quite successful, and a follow-up is planned. A video of a symposium summarizing the preconference was produced and will be posted on the website.

Finally, I have mentioned what a major job it is to organize the Biennial. One aspect of this process is negotiating contracts with hotels. In order to get a lowered room rate and to have the hotels reserve the number of rooms we expect to need, we have to promise the hotel a certain number of room nights. If we fall below this promise, they impose large financial penalties. This year we did not meet our promise to all of our hotels, and they imposed steep fines. In these rough economic times we understand why folks need to get the best room rate they can. However, SRCD has no choice but to pass these costs on to attendees by raising the registration fee at the next meeting. Hence, by choosing a hotel not on our housing site, attendees may save money in the short run, but they eventually see increased costs in other areas. We hope that by informing members of this situation, they will act as good citizens so as to benefit all.

All of us at SRCD are delighted to have welcomed so many first-timers as well as the veterans of past Biennials. Watch for the notice of the availability of video presentations from the meeting, and consider submitting to and attending the [2014 Special Topic Meetings](#).

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LOOKING BACK TO THE BIENNIAL MEETING

A Summary of SRCD 2013 in Seattle

by Judy Garber and Sandra Graham, 2013 Program Co-Chairs



Judy Garber, Ann Masten, Sandra Graham

Our prediction that conference attendees would be sleepless in Seattle appears to have been correct. With a packed invited and submitted program, situated in a very accessible Seattle Convention Center, and surrounded by great restaurants and a charming wharf, there was just too much to see and do to think about sleep. The weather was what we expected for April: clear and crisp days, a little rain and drizzle, but not enough to dampen our enthusiasm for getting out and enjoying the city.

Much of our efforts as co-chairs went to the invited program, which was comprised of twenty-four 90-minute sessions, or 36 hours of programming distributed across the three days of the meeting. There were three

Master Lectures, six Invited Addresses, three Views-by-Two, ten Paper Symposia, and two Roundtables. In selecting participants and topics, we were guided by the mission of SRCD to incorporate cultural and contextual diversity, international perspectives, and multi-disciplinary approaches. With stellar participants representing a range of topics, the invited program was one of the most ethnically, culturally, globally, and intellectually diverse in SRCD history. At any given time from 8:30am to 5:00pm across the three meeting days, attendees had multiple invited sessions to attend on topics as diverse as early environmental influences on gene expression and issues in racial/ethnic identity research.

Equally important to the success of the meeting was the submitted program, for which the bulk of the credit goes to the panel chairs, reviewers, and submitters themselves. The 32 incredibly dedicated panel chairs collectively handled over 5,600 submissions, the largest number ever. Despite the increase in submissions, we were able to maintain a high acceptance rate. For paper symposia, the acceptance rate was 73% (up from 63% in 2011) and for posters the acceptance rate was 80% (up from 75% in 2011).

One of the continuing challenges to scheduling the program is to distribute the topics across all the available hours within days and to try to minimize thematic conflict and overlap. Despite our best efforts to address this herculean task, we could not be completely successful given the sheer number of sessions on the program. We remain indebted to Steve Resnick, Program Co-Chair in 2011, for creating the keyword system that has facilitated the categorization of submissions for assignment to panels and for scheduling those that were accepted.

The attendance at this year's meeting was high. Over 6,600 people attended, up by a few hundred from the 2011 meeting in Montreal. About 25% of attendees were members of racial/ethnic minority groups. All preconferences were sold out and the Teaching Institute was almost fully enrolled. Data regarding attendance at the sessions of the main meeting are still being tabulated. Most of the invited program sessions were very well attended; indeed, many were standing room only. We will continue to figure out ways to better predict room size needs in the future. Nevertheless, we are pleased that the invited sessions were so well attended.

There were a few new things in the program this year. This is the first time that the program was completely paperless. Although the application (app) for Smart Phones and other devices appeared to work

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LOOKING BACK TO THE BIENNIAL MEETING (CONT)

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quite well, we await additional information as to the memberships' reaction to the "cold turkey" withdrawal of a hard copy program.

A second innovation for this meeting was the revival of the individual paper session format; it appears to have been quite successful, with over 1,600 submissions. Panel chairs worked diligently to create thematic paper symposia from the most highly rated individual papers. A benefit of this format is that it broadens participation. More scholars are given an opportunity to present their work in a symposium format without having to organize a symposium themselves or having to be invited to participate in a submitted symposium.

A third change was that we reduced the poster sessions from 90 minutes to 60 minutes. With few chairs available, standing in front of a poster for 1 hour - no matter how engaging - is long enough. This also allowed for more posters, less scheduling overlap between posters and other sessions, and greater time for networking with friends and colleagues between sessions. Finally, we implemented a closing reception - with hors d'oeuvres and a cash bar - at the last poster session - in part to reward those attendees who stayed until the end of the meeting and to acknowledge one more time all of the excellent developmental science represented at the meeting. The food was a big hit, but went very fast. Attendance at the last poster session, however, still was not as high as we had hoped. We will continue to derive other ways to make the program equally attractive at the end of the three meeting days as at the beginning.

Overall, we felt good about the meeting, and feedback from the membership has been positive. Preliminary exit survey results indicate that 60% of the 1,300 responders rated the overall meeting as a "1" or "2" on a 5-point scale, where 1 = *best ever attended*. We were relieved that only 13 (.01%) of the 1,300 responders rated it as the worst ever. Based on our experience, we have some thoughts about how to make the 2015 meeting in Philadelphia even better. We will pass along our suggestions to the new Program Co-Chairs, Catherine Tamis-Lemonda and Jeffrey Lockman, as they begin to plan the 2015 meeting this fall.

Finally, we want to thank the excellent and dedicated SRCD staff who did the bulk of the work; the meeting would not have happened without their expertise and diligence. In particular we want to acknowledge Anne Perdue and Hailey Buck, Deputy Executive Director Susan Lennon, and Executive Director Lonnie Sherrod. They provide the institutional memory of SRCD, and know what it takes to produce a successful Biennial Meeting. We also thank our fellow program committee members, Governing Council, President Ann Masten, the 32 Panel Chairs, and the numerous reviewers. Special thanks go to our graduate student member volunteers who also did so much to make the meeting a success.

As the 2013 Program Co-Chairs, we (Judy and Sandra) found this to be a tremendously rewarding experience and we became good friends in the process. It doesn't get much better than that.

BIENNIAL MEETING SNAPSHOTS



Ann Masten & Lynn Liben



Lonnie Sherrod & Ann Masten



Pamela Cole - Introducing Levin Grant



2013 Millennium Scholar Participants



2013 Jacob Foundation Travel Awardees



2013 SRCD Policy Fellows

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

Threats to the Social and Behavioral Sciences: A Time for Renewed Vigilance

by Martha Zaslow, Sarah Mancoll, and Sarah Mandell

Introduction

Threats to the social and behavioral sciences are not new. But this has been a particularly difficult season in terms of cuts to funding for research, constraints being placed on the types of social and behavioral science research that federal agencies can fund, and threats to the integrity of the peer review process. This column will summarize recent, very concerning, *developments* in federal science policy. While we will summarize threats, we will also discuss recent steps to defend the social and behavioral sciences and to protect the integrity of the peer review process.

Need for Renewed Rather than New Vigilance

Aletha Huston opened her 2007 SRCDC presidential address by discussing an earlier round of threats to the behavioral and social sciences.¹ She described legislation introduced in 2006 by Senator Kay Bailey Hutchison, then a member of the Senate Appropriations Committee and Chair of a Senate Panel overseeing the National Science Foundation (NSF), to effectively eliminate NSF funding for behavioral and social sciences. She also described a 2007 effort by members of the House to eliminate funding for nine specific studies. Social scientists protested these steps. According to Huston, “In each case, social scientists won partial victories, but the threat continues” (p. 1). Placing the current round of threats in this context, we need not new, but renewed, vigilance.

Cuts to Research Funding

The current round of threats specific to the behavioral and social sciences is taking place in the context of overall budget austerity. Indeed sometimes a rationale that is being proposed for cuts to the behavioral and social sciences is a need to prioritize and narrow the focus of research because of the budgetary concerns. As we noted in an earlier *Developments* column, the Budget Control Act of 2011 triggered sequestration—automatic, across-the-board budget cuts—after Congress was unable to come up with a plan to significantly reduce the federal deficit. Sequestration cut the National Institutes of Health budget by 5% in fiscal year 2013, which translates to approximately 700 fewer grants. The National Science Foundation will see a 2.9% budget cut in 2013, which amounts to about 1,000 fewer awards. Looking beyond 2013, the House and Senate have set their overall FY 2014 budget resolutions, guiding the appropriations processes in each chamber. Under the House’s 2014 budget resolution, the NIH could see cuts of up to an additional 18.6%. Looking forward to 2015, the Office of Management and Budget (OMB) issued guidance to federal agencies to reduce their discretionary spending requests - which include research funding requests - by 10%. SRCDC members should be aware that it will be harder to receive federal dollars to support research under these budgets.

Limits Placed on What Social and Behavioral Science Research Can Be Conducted

In March of this year, in passing a continuing resolution for the 2013 federal budget, Congress passed an amendment proposed by Senator Tom Coburn (R-OK) that bans NSF from funding political science research *unless* the research promotes the national security or economic interests of the nation.

According to Kenneth Prewitt in an editorial in *Science*, it is always difficult to balance the need for scientific autonomy with Congress’ responsibility for oversight of public spending. However, according to Prewitt, the constraints currently being placed on political science research at NSF have serious implications. Prewitt is the Carnegie Professor of Public Affairs at Columbia University, former Director of the US Census Bureau, and past President of the Consortium of Social Science Associations (COSSA). COSSA is a collaboration of social science associations that incorporated in 1982 with the aim of monitoring federal agencies that provide support for social and behavioral research and advocating for a non-politicized re-

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REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS (CONT)

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search agenda. SRCDC is among the Governing Members of COSSA, and Aletha Huston served as President of COSSA from 2009-2010.

Prewitt notes that funding only research that shows immediate benefits for national security or economic interests overlooks the possibility that research may show benefits in the longer but not immediate term, when conditions change. Further, research without immediate relation to national security or economic interests can have important implications for broader theory that then informs national and economic interests. Finally, Prewitt notes that the introduction of new criteria in the review process, identifying whether proposals address one or both exceptions to the ban on funding for political science research, compromises peer review. Rather than research being funded according to the two core criteria in the peer review process at NSF of intellectual merit and impact, the instruction that the NSF director needs to certify individual grants according to the additional criteria set by Congress risks marginalizing the peer review process. According to Prewitt, "Every scientific discipline has a stake in undoing the damage inflicted on political science, and, in fact, to the national interest, by the Coburn criteria. Every scientist should vigorously contest any effort to apply those criteria more broadly."

On June 7th, NSF [announced](#) that it would continue to accept proposals in the political sciences and proposals would continue to be reviewed under the existing peer review process. However, NSF will add a layer of review in order to identify whether proposals address the two exceptions to the ban on political science research. No details were provided as to how NSF would evaluate proposals in light of the two exceptions. NSF warned that the additional level of review under the new law could involve delay in some decisions. However, it was seen as positive that NSF is not discouraging applications in the political sciences.

Attempts to [eliminate health economics research](#) at the NIH and attempts to [eliminate the American Community Survey](#) reflect further efforts to curtail social and behavioral sciences research.

Proposed Changes to the Peer Review Process

In April, Lamar Smith (R-TX) - the new Chair of the House Committee on Science, Space and Technology - introduced the [High Quality Research Act](#), which would require NSF to certify that each project it funds "is in the interests of the United States to advance the national health, prosperity, or welfare, and to secure the national defense by promoting the progress of science." This measure goes beyond scrutinizing political science research to *all* research at NSF. Following the introduction of this proposal, Congressman Smith issued a [letter](#) to NSF Acting Director Dr. Cora Marrett on "concerns regarding some grants approved by the Foundation and how closely they adhere to NSF's 'intellectual merit' guideline." He asked for copies of the scientific and technical reviews, in addition to the program officer review analyses, for five NSF-funded social and behavioral science research grants. In essence, he was requesting that the blind peer review process be opened to Congressional scrutiny.

In response, the committee's Ranking Member, Eddie Bernice Johnson (D-TX), responded with a [letter](#) to Smith stating that such legislation and inquiries introduce "political pressure into what is widely viewed as the most effective and creative process for awarding research funds in the world." She added that the proposed legislation would "undermine NSF's core mission as a basic research agency" and that NSF's Broader Impact criterion (implemented as part of the COMPETES Reauthorization Act of 2010) already holds individual grantees accountable. [Former NSF Directors and National Science Board Chairmen, former NSF Assistant Directors](#), and the [Coalition for National Science Funding](#) - of which SRCDC is a member - have followed Johnson's lead with letters of their own.

Marrett has since responded to Smith's letter by offering to meet with the committee to explain how

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REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS (CONT)

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the peer review process works, how reviewer anonymity is essential to the process, and how NSF selects research projects to fund. She indicated that NSF will not share the peer reviews and program officer review analyses of the grants in question.

The President's senior science advisor, [John Holdren](#), and the [President](#) himself both made statements in strong support of the peer review process. In a speech on the occasion of the 150th anniversary of the National Academy of Sciences, the President commented:

"[W]e've got to protect our rigorous peer review system and ensure that we only fund proposals that promise the biggest bang for taxpayer dollars. And I will keep working to make sure that our scientific research does not fall victim to political maneuvers or agendas that in some ways would impact on the integrity of the scientific process. "

Conclusion

With the recurrence and intensification of threats to the social and behavioral sciences, we would do well to return to Aletha Huston's conclusion that "it is incumbent on all developmental scientists to convey the value of their science to people who have a use for it and to the audiences who determine whether it will continue" (p. 10). While there have been serious threats in recent months to the social and behavioral sciences and to the integrity of the peer review process, we have also identified strong responses. SRCD will continue to monitor science policy issues, providing input in collaboration with other scientific societies where appropriate.

¹ Huston, A. C. (2008). From research to policy and back. *Child Development*, 79, 1-12.

FIRST 2014 SRCD SPECIAL TOPIC MEETING



SRCD's first special topic meeting, **Strengthening Connections Among Child and Family Research, Policy and Practice**, is being organized by Elizabeth Gershoff and Aletha Huston with the assistance of the Committee on Policy and Communications. The goal of this meeting will be to promote multidirectional communication among researchers and those who apply developmental science. Sessions will be organized to achieve communication between researchers and policymakers across six cross cutting themes: How policymakers use research; communication; examples

of successful uses of research; examples of research-policy partnerships; the borderline of science and advocacy; and the next generation of research-policy connections.

**April 3rd-5th, 2014
Hilton Alexandria Old Town
Alexandria, VA, USA**

The 2014 Call for Submissions will be posted in July 2013.

The submission website is scheduled to open in late August and close late October. Please check the [Strengthening Connections](#) page of the SRCD website for further details.

Questions? Contact policythemed@srcd.org.

For information on the three other 2014 SRCD Special Topic Meetings, please visit the [SRCD website](#).

TEACHERS' CORNER

Creative and Applied Learning Assessments

by Katharine A. Blackwell, Hartwick College



When I pass out my syllabus on the first day of class, I know the majority of my class will flip straight to the assignments. Nothing matters more in those moments than what share of their grade each paper and test will be worth - and then their expectations hit a road block when they discover that the assignments are not the usual papers and tests. Instead they may be called upon to create a museum exhibit, a children's book, or something even more unique, assignments carefully chosen to play to the strengths of a greater number of students.

The origins of these creative assessments come from my training in Kolb's (1976, 2005) learning styles, which are based on students' identification on a spectrum of active-reflective processing and another of thinking-feeling perception of information. Preferences on these two spectrums place students in one of four learning styles: Accommodators learn by doing, preferably with other people in field work; divergers use imagination to brainstorm solutions to problems; convergers find practical solutions to real-world puzzles; and assimilators want time to reflect and logically organize ideas.

These learning styles are typically presented as evidence that lectures are the ideal instruction method only for some students (assimilators), but they can be applied to our assessment methods as well. Traditional tests and papers are also most suited to assimilators, who prefer lengthy reflection on abstract theories. Students who prefer to brainstorm ideas in a group may have trained themselves through years of formal schooling to do well enough on the usual papers and tests, but they may not be the best measure of their understanding. To give all students an opportunity to demonstrate what they have learned in a manner more suited to the way they learn, assessments need to get a little more creative.

I have taken to calling my exams "knowledge checks" to signal the different expectations. My favorite challenge is for groups of three students to create a children's book illustrating and explaining some concept. A knowledge check on infancy might require them to prepare a young child for the arrival of a sibling by explaining what babies are born knowing, what they can see, and what they might feel - covering prenatal learning, visual development, and myelination of limbic structures. Then a 20-minute planning session gives the divergers opportunity to brainstorm, while the entire task gives convergers a real-world challenge and accommodators a chance to reinforce learning by doing.

There are even more possibilities to replace papers. The students seem to enjoy creating games in lieu of a final paper, particularly when we take them to a class to showcase and play-test their efforts. The game can focus on any skill that might need to be trained in children, from improving executive control in children with ADHD or social skills for high-functioning autism, to teaching preschoolers literacy and numeracy skills. Again, the convergers have a concrete problem to solve, the divergers can generate ideas for the game content and design, and the accommodators have hands-on experience with others. The assimilators aren't neglected either, as they might contribute to creating a rule book and a brochure to "sell" the game's psychological benefits to a toy company.

These creative assessments are just as rigorous as traditional assignments. Applying knowledge in such a practical fashion and explaining concepts to young children both require a deep understanding of the material that goes beyond simply memorizing and repeating information. In all classes, students are expected to fluently back up their projects with concepts and findings from the course, and in advanced classes this extends to an annotated bibliography describing empirical research to support their design.

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TEACHERS' CORNER (CONT)

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I don't propose that these types of assessments should completely replace traditional papers and tests; clear writing is one of the most important skills any student should leave college with, and there are certain facts that must be memorized. The goal is a blend of assessments to provide students of all learning styles with a chance at success, and to push them to become competent applying their knowledge in a variety of situations. College graduates will not just be communicating ideas in writing; they will need to work effectively with others, generate a variety of solutions to a problem, and create products that will be of use to the general public.

Beyond these very practical reasons for creative assessments, I must admit to one purely selfish motivation: they bring a unique joy to teaching that tests and papers cannot match. For each assignment I have given in the past three years, there has always been at least one student project that far surpassed my expectations, usually when I give students freedom to design their own project. These include a "therapy ball" that child and clinician can toss back and forth, with play therapy activities based on how the ball is caught; a rap CD aimed at explaining the importance of attachment to fathers in urban cultures; and a video diary debating contraceptive accessibility in high schools. These astounding projects have reinforced my belief that my students have a great deal more creativity and insight to share than the usual papers and tests might suggest.

Kolb, D. A. (1976). *Learning style inventory: Self scoring test and interpretation booklet*. Boston, MA: McBer and Co.

Kolb, D. A. (2005). *The Kolb learning style inventory, Version 3.1: Self-scoring and interpretation booklet*. Boston, MA: Hay Group Transforming Learning.



NEW BOOKS BY SRCD MEMBERS



Buysse, V., & Peisner-Feinberg, E. (Eds.) (2013). *Handbook of Response to Intervention in Early Childhood*. Baltimore, MD: Brookes Publishing.

60+ top experts share cutting-edge research on applying the response to intervention (RTI) approach in a range of early childhood settings. This landmark research volume covers RTI and inclusion, literacy and math, screening and monitoring, family engagement, professional development, and more.



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.

VICTORIA S. LEVIN GRANT



Victoria S. Levin Grant

In 30 years of distinguished service at the National Institutes of Health (NIH), Victoria S. Levin's career centered on fostering scientific research that addressed children's mental health. Upon her retirement there was an exceptional outpouring of tributes from the many distinguished scientists with whom Vicki worked over these years. The tributes vividly highlighted two hallmarks of Vicki's life work. First, they acknowledged Vicki's passion for scientific research examining development in the very first years of life, years that form a critical foundation for the development of lifelong mental health and well-being, and which play an important role in the prevention of mental disorders. Second, they praised her unique capability for encouraging new scientists, instilling them with confidence that they could achieve the high standards required to secure their first major funding from the NIH. The Victoria S. Levin Grant for Early Career Success in Young Children's Mental Health Research is established to continue Vicki's legacy in these two areas. Its aim is to foster early success in achieving federal funding for research that is informed by developmental science to address concerns affecting the early foundations of children's mental health and well-being. Broadly defined, this area of research addresses all aspects of the development of competence and risk for children from all types of backgrounds.

The grant serves the promising pre-tenured, junior investigator by:

1. Supporting release time from duties during which time the grantee writes and submits an application in the area of early childhood mental health to the NIH. This support compensates the grantee's unit/department for the work from which the grantee is released. Having adequate time to develop and submit a grant application is essential for early career success.
2. Providing travel funds for a trip to NIH to meet program staff. This support helps the grantee develop meaningful contacts with NIH program staff who can guide the application preparation and revision (funding usually requires two application submissions).
3. Providing a pre-review of the candidate's NIH application. This support allows the mentor and grantee to benefit from an external critique of the NIH application prior to its submission. In our experience, this pre-review heightens the chances of early success in the first round of review and the mentor is able to guide the grantee in responding to reviews.

Aiming to heighten the chances of early success in achieving federal funding for developmentally-informed research that addresses the early foundations of children's mental health and well-being, the Victoria S. Levin Grant for Early Career Success in Young Children's Mental Health Research was created to honor and carry forward this focus of Victoria S. Levin's life work.

Please visit the [Victoria S. Levin Grant](#) webpage for more details about the grant and applicant eligibility. Applications for the 2013 Grant will be available on the SRCD website on July 4th, 2013. The deadline for applications is September 1st, 2013; the grant of up to \$25,000 will be announced in November 2013.

REPORT FROM SECC

Non-academic Careers

by Anna D. Johnson, Postdoctoral Research Fellow, Georgetown University

We all hear—too often!—about how competitive the academic job market has become. Perhaps less discussed, though, are the many *non-academic* career options available to developmental psychologists. Non-academic jobs come in many shapes and sizes, and you may seek a non-academic position for any number of reasons, some of which could be discovered at the beginning or end of your graduate career. For instance, maybe you made it all the way through graduate school and just didn't get an academic job that met your needs. Or, maybe you entered graduate school knowing from the start that you wanted to focus on applied research so that you could take a job at a non-profit research organization. Whatever the reason, if you find yourself considering a non-academic career, you might have some questions. I aim to answer some of those questions here.

- What exactly is a non-academic job? In short, a non-academic job is a non-faculty position, often outside of a university, where the emphasis is on applied, as opposed to basic, research. Applied research is that which seeks to identify specific solutions to specific problems rather than explain the bases of behavior or generate new hypotheses to be tested. So applied research might explore the effect of a specific program like a behavioral intervention for children with autism, for instance, with the greater goal of informing program development and implementation. Psychologists in non-academic jobs might conduct research (via primary or secondary data analysis) on applied topics like the effectiveness of an intervention to reduce teen pregnancy rates, or they may interpret and use applied research in the design, execution, and expansion of an early childhood education program in a public school system.
- What does a non-academic job look like? Non-academic jobs include (but certainly are not limited to) positions in local, state, or federal government agencies, in non-profit or for-profit think-tanks or research firms, or in university-based research centers. For example, there are developmental psychologists leading evaluation studies of early childhood intervention programs in the federal Department of Health and Human Services, directing early learning and adult education initiatives in city Departments of Education, designing and overseeing multi-site survey research projects at think-tanks, and conducting secondary data analysis at university-based research centers. These positions often, but not always, are public policy-oriented in that the questions asked and answers generated have policy-relevant implications.
- What skills or interests do I need to be a good fit for a non-academic position? As with most career options, the skills needed depend on the nature of the position. For jobs that focus on research design, evaluation, and analysis, a strong background in quantitative and/or qualitative research methods and statistics is key. In particular, program evaluation positions (testing the efficacy of a program or intervention in producing a desired outcome for a given subpopulation, for instance) typically require sophisticated statistical analysis skills. For jobs that focus on project management, strong writing (and grant-writing!) skills as well as managerial experience might be a plus. In many non-academic jobs, there is inter-disciplinary collaboration such that psychologists, economists, intervention scientists, and demographers all work together. Therefore, taking classes outside of your major discipline could be advantageous.
- What can I do during graduate school to best prepare myself for the non-academic job market? In addition to taking courses in research methods, statistics, and in other departments, networking at conferences with non-academic career professionals is a great way to learn about and prepare for the non-academic job market. The biennial SRCD meeting offers a “Lunch with the Leaders” for leaders in academia, and, separately for leaders in non-academic settings in which students

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and early career individuals can network with more senior scholars. Additionally, many professionals who work outside of academia regularly attend and present their research at meetings like SRCD; perusing the conference program and attending presentations by these individuals is another good way to get a sense of the kind of work in which non-academic researchers engage.

In sum, keep an open mind - and your eyes and ears open, as well. Whether you entered graduate school determined to pursue applied work outside of academia, you decided somewhere along the way that a non-academic career was a better fit, or you are still trying to figure it out, psychologists beyond the gates of the academy are like "Where's Waldo": you just have to look, and you will find them!

IN MEMORIAM



Iris Levin

*by Sidney Strauss, Dorit Aram, Ofra Korat and Esther Dromi
Constantiner School of Education, Tel Aviv University*

It is with great sorrow and deep pain that we announce the passing of our dear colleague, friend, and academic mentor, Professor Iris Levin, on May 30th, 2013. Professor Levin was a developmental psychologist in the School of Education at Tel Aviv University, Israel. For over 25 years, she studied the development and promotion of early literacy. She was among the pioneers in this field in Israel and became one of the world's leading experts, known for her prolific and insightful work on emergent literacy in Hebrew and Arabic. In an attempt to gain a wider, comparative perspective about her field, she closely collaborated with colleagues in Holland, Spain, Hong Kong, China, and the United States. She initiated, developed, and implemented literacy enhancement projects, including a line of pioneering literacy interventions within the Jewish and the Arab communities. She chaired the Levin Committee, which developed a literacy and language program for 3- to 6-year-olds that was endorsed by the Israeli Ministry of Education in 2007 as a mandatory national curriculum for preschoolers and kindergartners. Not only was Professor Levin an outstanding scientist who maintained the highest standards for research, she also served as an excellent and dedicated teacher who nurtured many students, teachers, and researchers. She leaves behind her husband, two sons, daughters-in-law, and six grandchildren, as well as many graduate students who continue her work in Israel and in other countries and numerous friends and colleagues in Israel and abroad. All of us know that an extraordinary thinker, who was unusually kind and modest and who is irreplaceable in our academic and personal lives, has been taken from us.

LET US KNOW YOUR NEWS!

SRCD Members:

Please share your prestigious awards and memberships with us! Feel free to share this information and send your announcement to either *Developments* editor at, jonathan.santo@gmail.com or alukowsk@uci.edu.

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

*Joseph P. Allen, Joanna Chango, & David Szewo.  [Healthline](#).  [The Doctor Will See You Now](#).  [TIME](#). Press Release: [Teens' Struggles with Peers Forecast Long-Term Adult Problems](#).

T. Berry Brazelton.  [USA Today](#). At 95, Brazelton Shares 'A Life Caring for Children.'

*Kimberly Fenn and Ryan Duffy.  [Education Week](#). Give Math a Thumbs-Up! Gestures Boost Learning, Study Finds.  [The Atlantic](#). Study: Hand Gestures Help Us Learn Math.  [Southern California Public Radio](#). Want to Teach Better? New Study Says Use Your Hands.  [Business Standard](#). Teachers' Gestures Boost Math Learning.

Sarah Harkness & Charles Super.  [Slate](#). No Big Deal, but This Researcher's Theory Explains Everything about How Americans Parent.

*Benjamin J. Hinnant, Mona El-Sheikh, Margaret Keiley, & Joseph A. Buckhalt.  [LiveScience](#).  [PsychCentral](#).  [Nature World News](#). Press Release: [Marital Conflict Causes Stress in Children, May Affect Cognitive Development](#).

*Jessica A. Logan, Sara A. Hart, Laurie Cutting, Kirby Deater-Deckard, Chris Schatschneider, & Stephen Petrill.  [Geek Dad](#). Study: The Nature and Nurture of Kids' Reading Development.

*Marie-Louise Mares, Heather Kirkorian, Koeun Choi, Zhongdang Pan, Sandra L. Calvert, Melissa N. Richards, Courtney Kent, Tiffany A. Pempek, Yeh Hsueh, June Lee, Zong-Kui Zhou, Yuan Tian, Xiaojun Sun, Cuiying Fan, & Giumin Su.  [Huffington Post](#). Press Release: [Early Learning from Educational Media: Researchers Examine Ways Learning in Youngsters Can Be Fostered](#).

*Daniel P. Miller, Jane Waldfogel, & Wen-Jui Han.  [USA Today](#). Each Family Dinner Adds up to Benefits for Adolescents.

*Yalda Tehranian-Uhls, B. Bradford Brown, Patricia Greenfield, Eleni Zgourou, Tiffany Truong, Stephanie M. Reich, Rebecca W. Black, Ksenia Korobkova, Anthony Wheeler, Lauren E. Sherman, Minas Michikyan, Kara G. Liebeskind, David Bickham, Lydia A. Shrier, & Michael Rich.  [Huffington Post](#).  [USA Today](#).  [Great Schools](#).  [Social Barrel](#). Press Release: [Social Media, Social Kids: Researchers Examine How New Forms of Media Affect Social Skills, Values, Relationships](#).

Michael Tomasello.  [Slate](#). How Pointing Makes Babies Human.

*Christina Weiland & Hirokazu Yoshikawa.  [TIME](#).  [NBC News](#).  [Christian Science Monitor](#).  [New America Foundation](#). Press Release: [Boston Public Schools Prekindergarten Program Boosts Children's Skills](#).

*Kathleen M. Ziol-Guest & Claire C. McKenna.  [U.S. News & World Report](#). Press Release: [Multiple Moves Found Harmful to Poor Young Children](#).

Jennifer Zosh.  [Fox 29 \(Philadelphia\)](#). New Ways of Learning for Kids.

* 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.

ANNOUNCEMENT

*The Center for Mental Health Promotion & The New York Attachment Consortium
are pleased to announce the 2013*

BOWLBY-AINSWORTH AWARDS

Founder Awards

Alicia Lieberman

For Translational Research on
Attachment, Traumatic Stress,
and Early Development.

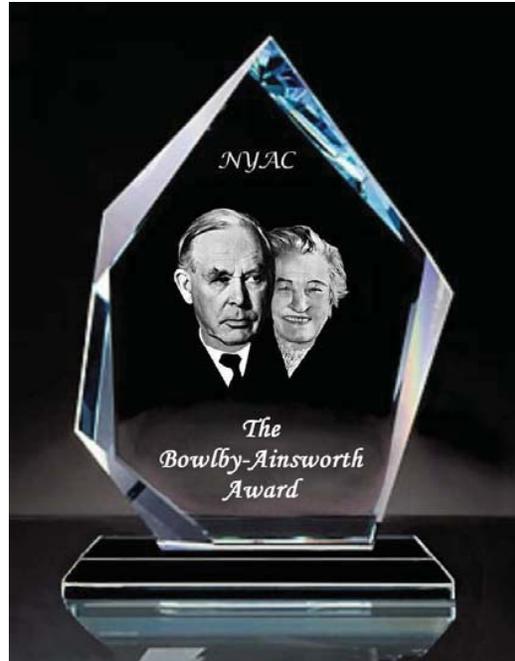
Glen Cooper, Kent Hoffman, Robert S. Marvin & Bert Powell

For Developing and Implementing
The Circle of Security
Attachment Intervention.

Contributor Award

Kiyomi Kondo-Ikemura

For Helping Establish a Bowlby-
Ainsworth Tradition in Japan.



The Bowlby-Ainsworth Award recognizes founders and singular contributors to the Bowlby-Ainsworth tradition of attachment theory, research, and mentoring.

Selections are made by the Awards Committee of the Center for Mental Health Promotion and The New York Attachment Consortium, in consultation with distinguished international colleagues. The Award is represented by a crystal sculpture engraved with portraits of John Bowlby and Mary Ainsworth, the recipient's name, and a brief award statement.

John Bowlby always hoped that attachment theory would leap off of the pages of his great trilogy, and out of the university laboratories, to benefit children and families who find themselves in all kinds of difficult circumstances. Although the translation from theory to practice has taken longer than expected, he would surely find today's accumulated results significant and encouraging. Accordingly, each of the 2013 Bowlby-Ainsworth Awards recognize contributions by clinical psychologists who, as Bowlby had hoped, have combined first-rate scholarship with clinical practice.

This year's first Award acknowledges a senior scholar whose research and mentorship have helped insure that attachment study would play a key role in developmental psychopathology research and infant, child, and family interventions and therapies.

Our second award recognizes senior clinician-scholars who worked together to develop the Circle of Security intervention and make it widely available for clinical research and interventions.

Finally, this year's awards recognize a Japanese ethologist, developmental psychologist, and clinician whose teaching, support for the attachment research enterprise, and empirical research has helped establish and maintain a Bowlby-Ainsworth tradition in Japan.

As we celebrate the first decade of the Bowlby-Ainsworth award program, we again acknowledge the contributions of all the awardees, their students, and those who have helped with nominations and award decisions.

Information about the Awards and the nominating process is available on-line at www.nyattachment.org.

Important Notice

- Journals cannot be forwarded. If you do not notify the SRCD Membership Office of a change of address, you will stop receiving your journals.
- Do not send your change of address to Blackwell Publishers.
- Contact the SRCD Membership Office (Tel: (734) 926-0617; Fax: (734) 926-0601; E-mail: tandrade@srcd.org) if you have concerns or questions regarding your publications or your membership.
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Developments' Submission Guidelines

Text: Provide your material in unformatted text blocks only, preferably using "Trebuchet" 10-pt font in Word or WordPerfect. Word limit for a one page article is 775 words. A photo of the author or topic or both to accompany the article would be greatly appreciated.

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.

Ads: Contact Amy Glaspie, aglaspie@srcd.org; 734-926-0614 for information and an order form. General ad specs:

- 1/8-page display ad is 2" x 3.5" and contains up to 75 words plus a 2-line header
- 1/4-page display ad is 3.5" x 4.5" and contains up to 175 words plus a 2-line header
- 1/2-page display ad is 4.5" x 7.25" and contains up to 325 words plus a 2-line header
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The Newsletter is published four times a year: Circulation is approximately 6,000. The newsletter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

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