



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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Notes from the President



Inviting your Participation in SRCD Events and in Planning for SRCD's Future *by Lynn S. Liben, President*

I imagine that you share my excitement in looking forward to the outstanding program that Catherine Tamis-LeMonda and Jeffrey Lockman have assembled as Co-Chairs of the 2015 SRCD Biennial Meeting. I know that many of you have already registered and have begun making travel arrangements, and, of course, are working on presentations, making plans to spend time with otherwise dispersed colleagues and friends, and perhaps picking out landmarks to visit while in Philadelphia. I am using this column to alert you to a few events or initiatives - ranging from the whimsical to the weighty - that need your attention well before you embark on your trip.

First, the whimsical. In recognition of developmentalists' shared belief in the importance of thinking about change over time, this Biennial's **Welcome Reception will have a 1960s theme** (plus or minus a decade or two), **complete with dancing**. Please think about packing your old (or retro) bell bottoms, beads, wide ties, or (if you go back that far) poodle skirts. (The reception will be held on Thursday, March 19, 5:45pm-7:15pm in

the Grand Hall of the Pennsylvania Convention Center.)

Also, while you are in planning mode, we have scheduled as the first event an **Opening Breakfast Reception followed by the Presidential Address**. What you lose in sleep you gain in bagels. (Breakfast will be available on Thursday, March 19, at 8:00am; the talk follows at 8:45am; Location: Grand Ballroom, Pennsylvania Convention Center.)

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Second, the Inaugural Presidential Preconference. Also relevant to the Biennial, I'm pleased to announce that Governing Council has initiated biennial presidential events that reflect some topic at the intersection of the current president's interests and the strategic goals of the Society. It is in this context that we are holding the Inaugural Presidential Preconference on **Equity and Justice in Developmental Science** directly prior to the start of the Biennial. This is a topic that is highly relevant to my interests in the development of stereotypes and prejudices related to social groups in general, and to gender in particular. It is also highly compatible with directions identified as part of SRCD's strategic plan, evidenced, for example, by the newest SRCD Committee which is focused on equity and justice (E&J). Preconference planning has been a collaborative effort among Rashmita Mistry, Chair of the E&J Preconference; Stacey Horn, Chair of the E&J Committee; and me. We have also benefitted greatly from creative input from SECC members Lupita Espinoza and Russell Toomey.

This meeting is especially timely in light of the devastating issues regarding equity and justice for youth that are filling our newspapers and hearts. We hope that the work generated by this preconference will advance developmental science, both with respect to academic

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NOTES FROM THE PRESIDENT

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scholarship and with respect to promoting the use of developmental research to design programs, practices, and policies that reduce inequities and promote developmental environments that provide justice for all. We are fortunate to have been developing this preconference at the same time that the W. T. Grant Foundation had identified - as one of its own priorities - increasing the ways in which research can be used to help facilitate programs, policies and practices that reduce inequality for youth. We acknowledge with gratitude the generous W.T. Grant Foundation support for this preconference. This support has allowed us to schedule a full day of events including a diverse range of speakers and multiple opportunities for discussion and networking (including during a working lunch) with only a modest registration fee. We will also have a joint afternoon reception with attendees of the Zigler Policy Preconference which has been scheduled to permit attendance at both. You may find detailed information about the goals, program, and registration for the **Presidential Equity and Justice Preconference** [HERE](#).

Finally, your input on strategic planning. In a previous column that Lonnie Sherrod and I co-authored, we described the initiation of the current strategic planning process and requested member input. We received hundreds of responses which were very helpful and fed into subsequent discussions by Governing Council (GC). These discussions resulted in a draft of the mission statement and strategic goals. We are now providing an update on the planning process and a request for your responses to the draft strategic goals that will ultimately be used to motivate SRCD's future actions. Because GC will be using members' responses to inform revisions of the draft *prior* to the Biennial, we are asking for member input by February 15. GC expects to approve a final version of the strategic goals immediately prior to the start of the Biennial, and then share that final version with all members at the general business meeting. I urge you to read the **Report to SRCD Members on the Strategic Planning Process, Draft Mission Statement and Strategic Goals** (available [HERE](#)) and then provide **Members' Comments on the Draft Strategic Plan** (via a short survey that is available [HERE](#)). We hope to receive your input soon.

I'll look forward to registrations for the **Presidential Preconference on Equity and Justice in Developmental Science**, to comments on the **Draft Strategic Plan Survey**, and to seeing you in Philadelphia. Happy new year, and - in March - safe travels.

UPDATE ON THE 2015 SRCD BIENNIAL MEETING



The Philadelphia Story

by Jeff Lockman & Cathie Tamis-LeMonda

In just about two months, developmental scientists from around the globe will be heading to Philadelphia for the SRCD biennial meeting. SRCD 2015 runs from March 19th - 21st, with a host of exciting pre-conferences and workshops scheduled the day before the official meeting begins. It is a meeting that no developmental scientist will want to miss!

The invited and submitted programs at the biennial will showcase the very best and leading edge research in developmental science. We expect that the entire program will inspire research and teaching in developmental science for years to come. By now, we hope that you have already made or at least have begun to think about making plans to attend the upcoming [biennial](#). And remember that by booking at one of the SRCD hotels, you will receive a substantial discount on [registration](#) and help SRCD meet its guarantee of booking a certain number of rooms at the conference hotels without the organization incurring a financial penalty.

What should you expect at SRCD 2015? As Program Chairs for the biennial, we are especially excited about the [invited program](#). We began generating ideas for the invited program, both in terms of substance and format, soon after the last biennial ended. We contacted colleagues from within and outside of developmental science to help determine what makes a meeting memorable. In creating the invited program, we took into consideration SRCD's strategic plan, and are happy to include scientists from different disciplines from across the globe who will present research on topics ranging from the molecular to the molar. Now, almost two years later, we are delighted to let you know what the invited program will offer.

Invited Addresses

We heard from colleagues that they especially enjoyed invited addresses, where an eminent scholar provides an overview of his or her cutting edge research, and considers the future of that research area as well. This biennial, we are thrilled to feature invited addresses by:

- Theresa Betancourt on child soldiers and children of war
- Frances Champagne on epigenetics
- Eveline Crone on the adolescent brain and cognitive/social-affective development
- Martha Farah on socioeconomic adversity and brain development
- Susan Gelman on conceptual development
- Takao Hensch on critical periods and brain plasticity
- Scott Johnson on infant perception
- Melanie Killen on moral development
- Tetsuro Matsuzawa on evolutionary and comparative cognitive development
- Adriana Umana-Taylor on ethnic and racial identity development
- Deborah Lowe Vandell on the long-term impact of after-school programs

State-of-the-Art Presentations with Follow-Up Discussion Sessions

Colleagues also gave us feedback that they looked to the biennial to obtain the very latest information about new methods in an area. To facilitate such interchanges, we are introducing a new format for sessions: state-of-the-art presentations (lectures or symposia) with accompanying follow-up discussion sessions. The state-of-the-art presentations focus on the "how" of a research area and will appeal to investigators regardless of their immediate research focus. Further, to encourage exchange amongst researchers, we will be offering follow-up discussion sessions following all of the state-of-the-art presentations. Follow-up discussion sessions will occur in a smaller adjacent room and are meant to encourage dialogue amongst presenters and other researchers. The follow-up discussion sessions will afford an exciting opportunity for interaction amongst senior and junior researchers in a relatively informal setting. We especially encourage early career scientists and students to attend.

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UPDATE ON THE 2015 SRCD BIENNIAL MEETING (CONT)

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Regardless of career level, you will have a unique opportunity to hear state-of-the-art presentations and subsequently engage with:

- Karen Adolph on behavioral coding and video sharing
- Margaret Burchinal, Todd Little and Elizabeth Votruba-Drzal on developmental methods and statistics
- A. H. N. Cillessen on sociometric measurement

Views-by-Two with Follow-Up Discussion Sessions

One of the most popular formats at the biennial is the View-by-Twos session, in which two researchers offer different, but complementary perspectives, on a cutting-edge research topic. At the upcoming biennial, there will be several Views-by-Two sessions. New to this biennial, a smaller discussion session will also be offered after each Views-by-Two session. We heard from members that they would like to have the opportunity to follow up with the Views by Two speakers on issues that arose during their presentations. The follow-up discussion session will enable researchers of all levels to interact with the presenters in a less formal way as well as network with each other.

Come to the Views-by-Two Sessions to hear and engage with:

- Daphne Bavelier and Jan Plass on the effects of video games on learning and the brain
- Rebecca Bigler and Melissa Hines on gender development
- Anne Fernald and Nuria Sebastian-Galles on bilingual language learning
- Jennifer Fisher and Julie Mennella on the development of obesity and food preferences
- Andrew Fuligni and Maykel Verkuyten on immigration and child development
- Catherine Lord and Helen Tager-Flusberg on autism

Invited Symposia

The symposia structure is always a popular format for bringing together different perspectives on a shared topic. We are excited to have symposia that will include:

- Kathy Hirsh Pasek and Roberta Golinkoff (Co-Chairs) with Mary Dozier and Alison Gopnik on taking developmental science to real world settings
- Diane Hughes (Chair) with Enrique Neblett Jr., Robert Sellers, Tiffany Yip on racial/ethnic dynamics
- Pamela Morris (Chair) with Maia Connors, Ann Crouter, Jay Belsky, and Laurence Steinberg on Bronfenbrenner's legacy to developmental science
- Anne Petersen (Chair) with Silvia Koller, Frosso Motti, and Rainer Silbereisen on advancing global research on positive youth development

Invited Conversation Roundtables

Three conversation roundtables will offer opportunities to engage in a dialogue with experts in an informal structure. The roundtables will be chaired by:

- Mary Gauvain (Chair) with Heidi Keller, Sara Harkness, Kofi Marfo, Barbara Rogoff, and Thomas Weisner on culture and development
- Ashley Merryman (Chair, award winning journalist) with Kerry Rubin (CNN senior producer Anderson Cooper 360), and Melanie Killen on child development research-media collaborations. (This session will follow and build on Melanie Killen's invited address.)
- Lonnie Sherrod (Chair) with Xinyin Chen, Luc Goosens, Paul Jose, and Daphne Maurer on advancing developmental science through a global consortium of scientific societies

Submitted Program

We are equally excited about the submitted program, which includes 4,273 presentations out of a total of 5,354 submissions. Presentations will take the forms of posters, paper and poster symposia, conversation roundtables, and paper sessions. The overall acceptance rate this year was 79.8%, with acceptance rates of 82.7% for posters and 67.3% for paper symposia. These figures are close to those for 2013. A special thanks to the 19 panel chairs and numerous reviewers who dedicated their time to ensuring a fabulous program. It is clear to us that the success of the biennial conference depends on the efforts of a global community of scholars.

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UPDATE ON THE 2015 SRCD BIENNIAL MEETING (CONT)

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What else not to miss!

Of course, in addition to the invited and submitted programs you won't want to miss a number of exciting presentations and social events:

- An opening breakfast reception followed by Lynn Liben's presidential address on Thursday morning to kick off the biennial.
- A welcoming reception on Thursday evening. Come prepared to dance and have fun with a "Music through the Decades" theme!
- The awards ceremony late afternoon on Friday to recognize outstanding contributions to the field of child development.
- A special poster session on Friday evening that aligns with SRCD's strategic plan and covers the priority areas of interdisciplinary research, international perspectives, cultural and contextual diversity, and the application of science to policy, which will be accompanied by a reception for all attendees.

We will both be roaming welcoming as many of you as possible. See you in Philadelphia!

2015 SRCD SPECIAL TOPIC MEETING

SRCD Presents: *Social Neuroscience Perspectives on Child Development*

September 16-17 in Leiden, The Netherlands

SRCD is beginning a new type of small thematic meeting. Like the ones held in 2012 and 2014, these meetings will focus on a specific topic and will aim for attendance in the hundreds rather than thousands, as is true for the Biennial. Member organized meetings will continue and a call will be issued in 2015.

This first meeting in this series will focus on several exciting advances in developmental social and affective neuroscience, with an emphasis on understanding how social experiences actively shape developing neural systems. The goal is to promote an integrative developmental science approach to understanding social and emotional development. The conference will include special sessions for students, invited keynote speakers, a symposium on the neuroscience of prosocial development, and a closing panel discussion on future directions for this exciting and rapidly growing field. Abstract submission and registration will open in March 2015.

This SRCD conference is being conducted in partnership with the [3rd Annual Flux Congress: Integrative Developmental Cognitive Neuroscience](#) (September 17-19). Flux 3 will focus on neurocognitive development, including sessions on *critical periods of brain development*, *training the developing brain*, and *longitudinal studies*. In addition there will be a *Satellite Symposium on Educational Neuroscience* that will be open to attendees of the SRCD meeting and the Flux 3 meeting.

The Chairs of this SRCD meeting (Ron Dahl and Seth Pollak) are working with the Chairs of the Flux 3 meeting (Eveline Crone and Sarah-Jayne Blakemore) to create a strong, integrated scientific program.

Please mark the dates: September 16-19th for this exciting set of conferences in Leiden!

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

Promoting Replication: Taking Stock and Looking Toward the Future

by SRCD Office for Policy and Communications

Sarah Mancoll, Martha Zaslow, Hannah Klein, and Nighisti Dawit

Although the topic of replication, or reproducibility,¹ has historically been important to the scientific community, a number of fairly recent *developments* have brought the issue to the center of the stage. How are activities at the national level - at both the National Institutes of Health (NIH) and the National Science Foundation (NSF) - informing and evolving understandings of replication across the scientific community? How are scientists from our own field informing, and benefitting from, this discussion?

Strengthening the Science at the National Level

In January 2014, NIH Director Francis Collins and NIH Principal Deputy Director Lawrence Tabak published a paper in *Nature* ([link](#)) on the importance of enhancing reproducibility. Collins and Tabak introduced the paper by noting that “a growing chorus of concern, from scientists and laypeople, contends that the complex system for ensuring the reproducibility of biomedical research is failing and in need of restructuring.” They argued that the lack of reproducibility is the result of many factors, including: poor training of researchers in experimental design; publishing provocative statements rather than the technical details needed for replication of a study; ignoring crucial elements of experimental design such as blinding, randomization, sample size calculation, and the effect of sex differences; overvaluing research published in high-profile journals in the review of grant applications; and the fact that research showing null findings, or that point out flaws of previously published work, are often not published.

In response to these problems, Collins and Tabak laid out a multi-pronged approach that NIH will take to strengthen reproducibility, which will include: developing and piloting a training module on enhancing reproducibility and transparency of research findings; testing the use of a checklist that NIH institutes and centers can use to ensure a more systematic evaluation of grant applications from the perspective of reproducibility; and exploring ways to make primary research data more accessible to other investigators so that studies can be repeated or replicated with extensions. Collins and Tabak also called for changes from the research community, scientific publishers, universities, industry, and professional societies. They noted, for example, that journals could devote more space to papers that present null findings or findings that contradict or correct earlier work, and that the academic incentive system could be modified to de-emphasize publishing in high-profile journals prior to careful replication. Following up on the paper by Collins and Tabak, the NIH Office of Behavioral and Social Sciences Research (OBSSR) recently hosted a VideoCast lecture ([link](#)) on improving openness and reproducibility of scientific research with Brian Nosek, Professor of Psychology at the University of Virginia. As summarized in the OBSSR newsletter ([link](#)), the lecture “discusses why there is a gap between scientific values and daily practices”—using examples from a number of fields to illustrate this point - and identifies how we might begin to overcome barriers to enhancing reproducibility. This lecture makes clear that within NIH, the issue of reproducibility is considered to apply across disciplines, including social and behavioral as well as biomedical research.

The issue of reproducibility is also front and center at NSF, where the Directorate for Social, Behavioral and Economic Sciences Advisory Committee is currently drafting a report on reproducibility and data sharing. In an October 2014 presentation to the full Advisory Committee, committee member John Cacioppo, a social neuroscientist from the University of Chicago, emphasized that scientific knowledge is cumulative, and that something is not evidence if it cannot be replicated. He noted that some studies are statistically underpowered, there are problems with bias in crowdsourced studies (e.g., studies that use web technologies to recruit participants), and there is also a problem with confirmation bias - that is, a tendency in scientific work to search for or interpret data in a way that confirms initial beliefs or hypotheses rather than contradicts them. Although the final report will not come out until later this spring, the presentation by Cacioppo suggests that the Advisory Committee will make a number of recommendations. Possible recommendations discussed at the Advisory Committee meeting included providing online access to supplementary materials for NSF-funded research, so that NSF-funded studies may be replicated in the

¹ These are closely related terms widely used in national discussions. Reproducibility refers to whether or not findings can be found again when the study is repeated, and the inclusion of specific methodological information in the reporting of research to increase the capacity to replicate findings. Replication refers to repeating a study and actually finding the same results.

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

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future. Another possible recommendation that was discussed is that NSF could outline a set of “best research practices” that can help guide graduate students to increase the reproducibility of their research.

Strengthening the Science within Our Own Community

In September of 2014, former SRCD President Greg Duncan – along with Mimi Engle, Amy Claessens, and Chantelle Dowsett – published a paper in *Developmental Psychology* ([link](#)) entitled “Replication and Robustness in Developmental Psychology.” The researchers conducted an empirical investigation of replication and robustness-checking practices in four social science journals: two journals from our field, *Child Development* and *Developmental Psychology*; and two journals from the field of economics whose content overlaps to some extent with that of developmental science, the *Journal of Human Resources* and the *American Economic Journal: Applied Economics*.

Duncan and colleagues described why both replication (i.e., the reproduction of previous findings, using the same or different data, or through meta-analysis) and within-study robustness practices (e.g., determining whether key results are robust across data sets and population subgroups as well as using alternative estimation procedures) are important. In their comparison of the four journals, the authors asked to what extent articles in each of the four journals employed at least one of the following replication or robustness-checking practices: using meta-analytic techniques, explicit replication as the primary purpose of the study, using two or more data sets or estimation strategies, or providing an analysis that addresses the generalizability of key findings across demographic subgroups. While over three quarters of articles in the economic journals employed at least one of these practices, only one third of articles in the developmental science journals employed at least one of these practices.

In their discussion, Duncan and colleagues make a number of recommendations for how social science fields – and especially our own field – might better promote replication and robustness. For example, journals can have explicit editorial statements encouraging external replication and urging that empirical articles provide at least some evidence of robustness-checking techniques. They describe related resources such as [PsychFileDrawer.org](#), which allows researchers to upload and share replications in psychology, and the [Center for Open Science](#), which encourages researchers to document specific aspects of their research needed for future replication. They also emphasize the role that doctoral programs can play by, for example, requiring students to conduct a replication study of interest as part of their academic preparation. They note that professional societies can also play an important role by, for example, identifying a list of studies that would benefit from replication and whose research questions and analyses could be done without costly effort.

Within the broader national context, the work of Duncan and colleagues shows that our field has much to gain from a renewed focus on replication, much to share with the larger community of scientists, and also much to learn from national discussions. We will continue to follow developments on this issue at both NIH and NSF and convey them to our members. We also look forward to follow-up within our field to the recommendations by Duncan and colleagues.



SRCD Book Authors/Editors

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

TEACHERS' CORNER

On Bringing the Pain and Pleasure of Peer Reviews into Developmental Courses

by Jonathan Santo, University of Nebraska at Omaha

I'd guess that anyone reading this column has a horror story to tell about having received a scathing review on a paper submitted for publication. The academic peer review process can be painful but almost everyone would be hard pressed to deny that the papers that are published are better for having gone through it. With that being the case, why not bring this process into the classroom? As in the academic publication process, the advantages of bringing peer reviews of student writing into the classroom far outweigh the drawbacks.

Each of the developmental courses I teach at the undergraduate level (adolescent development, peer relations and a developmental lab) and at the graduate level (socio-emotional development, cross-cultural human development and developmental research methods) have peer reviews built in to improve the quality of the writing. First things first, I should mention that I'm a strong supporter of the use of peer reviews in almost all of my teaching. However, there are a number of advantages to using peer reviews specifically in developmental courses. I've aimed to outline below what the peer review process looks like in general and in developmental courses in particular.

Peer Review Basics

At its core, peer review involves having students provide critiques of their classmates' writing. Exactly how this is achieved can vary. For example, peer reviews can be performed in class with students discussing the relative merits and weaknesses of each other's papers face to face. I prefer to give the students the chance to read the papers outside of class and prepare a semi-structured review (given to me to then forward to each author). I stress the importance of constructive criticism and use a template that can be filled out to ensure that students don't simply hurl criticism after criticism or offer glowing praise. For a brief description of peer reviews in general, go [here](#); whereas information on how to incorporate peer reviews in class can be found [here](#).

I recommend using peer reviews for paper projects that students tend to procrastinate on. If I give the students a week to read through their peer's paper and write a review followed by another week to revise their own based on the feedback they've received, students have to submit their work for peer review well in advance of when I need to grade them. Among other strategies to reduce procrastination (*The Compleat Academic* is my go-to source), using peer reviews means that at least one person (other than the instructor) gets a chance to read a student's writing before it is submitted to be graded.

Peer reviews are not without a few "pains." For one, students are unfamiliar with the process and apprehensive at the thought of criticizing their classmates. The most common concern I hear is that they don't feel qualified enough (as content experts) to provide a useful review. With that in mind, dedicating some class time to demystifying the review process is helpful in acclimatizing students to the idea. I stress that almost anyone can read someone's else work and provide improvements to the flow of ideas, sentence structure, and/or the presentation of core arguments. Lastly, making the reviews blind (more on that below) helps alleviate some of the anxiety.

The Pleasures of Peer Review in Developmental Courses

Peer reviews are particularly helpful in developmental courses because of the challenges inherent in the material. Understanding the subtle nuances of how change over time can occur, the commonalities of development, as well as individual differences does not come easily to all students. In such situations, having the opportunity to read another student's perspective on the content and provide a critique allows the information to be synthesized in a way that wouldn't be possible otherwise.

The advantages of using peer reviews in developmental courses is even more apparent when considering the sheer range of areas that can fall under the developmental umbrella. Neuroscience students in a developmental research methods course will get insightful feedback that their target audience may not know the brain regions they are discussing. When possible, I try to pair students with one reviewer closer to their area and another reviewer in a more distal discipline.

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TEACHERS' CORNER (CONT)

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Taking It a Step Further

It's worth pointing out (especially to undergraduate students) that the peer review system is used as major component of the scientific method. In that respect, using the peer review process in class can serve as a scaffold with which students can better understand what we spend our time on outside of class. It has the additional benefit of helping them when trying to get their own findings published. With a few modest changes, it's possible to structure the peer review process so that it's double-blinded for more authenticity. I even recommend going one step further and asking all students to submit a "letter to the editor" (i.e., the instructor) providing detailed responses to each of the reviewers comments including a description of the changes made to the paper based on the peer reviews.

All told, there's solid support for the use of peer reviews as a pedagogical tool in a teacher's repertoire. When properly implemented, it improves students writing, provides experience in analyzing other's work, and most importantly improves students understanding of the course material.

Recommended Reading

Cameron, J., Nairn, K. and Higgins, J. (2009). Demystifying academic writing: reflections on emotions, know-how and academic identity. *Journal of Geography in Higher Education*, 33, 269-284.

Gottschalk, K. & Hjortshoj, K. (2004). *The Elements of Teaching Writing*. Boston: Bedford/St. Martin's.

Paulus, T. (1999). The effect of peer and teacher feedback on student writing. *Journal of Second Language Writing* 8.3, 265-289.

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Darley, J. M., M. P. Zanna, and H. L. Roediger. 2004. *The compleat academic: A career guide*. Washington: American Psychological Association.

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SECC REPORT



From Student to Researcher

by Ellyn C. Bass, University of Nebraska at Omaha

So you think you want to be a psychologist. Now what? As a student, trying to break into any profession is a daunting task. My general advice is not new: start early, identify your research interests, and get involved in research! However, what I offer is an account of how this can actually be done, even as an undergraduate, from the perspective of someone who has been there, done that.

Start early. Many undergraduate students have the misconception that there is nothing you can do until you are an upper classman, but success comes by starting early in your studies to build a foundation that will allow you to receive opportunities. Remember that your professors are the gate keepers for your research opportunities, so the first step is to form good relationships with the faculty. This includes earning high grades, but also your professionalism (e.g., don't wear sweatpants and use full sentences and words in emails), participation in class activities and discussions (with meaningful comments and questions, not constant personal anecdotes), showing genuine interest in the topic

(even if it is not a particular interest of yours), and taking the initiative to talk to professors during office hours. This is especially crucial in larger universities in which there is a lot of competition to join research labs; this is how you distinguish yourself from the pack.

Explore your interests. Any research experience is good experience, but it will be more meaningful (both to you and future graduate schools) if you are able to match the experience to your specific interests. Professors usually want to discuss your research interests before allowing you to join their lab, so have some familiarity with the topic. Identifying your interests will also allow you to determine which faculty you are most interested in working with. Gather information from the school website, other students, and the faculty themselves. Which classes do they teach? What are their interests? What are they like to work with? Many professors will only accept students who have taken at least basic statistics and a course in research methodology, so it is never too early to get started with these foundational steps.

Approach the faculty. Once you have identified faculty that you would like to work with, ask to join their lab. Remember that before you even speak, your reputation (grades, professionalism, etc.) is speaking for you, which is why I stress starting early to create the reputation you want to have. In my experience, the most successful approach is to begin by asking what research the professor is currently involved in (this will also help you evaluate whether you really want to work in their lab). As they discuss their current projects, do the following: listen, ask questions (listening is a prerequisite for this; in this situation, asking questions that have already been answered will lose you points); demonstrate your familiarity with the topic and potential to contribute to the research with meaningful comments and suggestions for future research. Again, having identified your interests and developed a basic knowledge of them will be a huge advantage here. If the professor asks you to join the lab, only say yes after you ask what the time commitments would be and what types of tasks you will likely have, and only if you are confident that you can accept these. One good way to self-sabotage is to join a lab but fall through on your commitment; this may prevent you from being considered for future research opportunities (and may negatively affect your letters of recommendation, too!). If the professor states that the lab is full, ask the professor if there are any planned upcoming openings and/or if he/she can recommend other faculty members to talk to. If you are told that you were not a good fit for this lab, you might seek out information from your interviewer as to what you might do to make yourself a better fit for the position in the future.

Approach graduate students. In larger universities, it can be more difficult to become involved in research with faculty. One way to circumvent this is to talk to graduate students who may need help with their research. This can provide very valuable research experience and can also provide an alternative route to working with faculty directly; a good recommendation from a graduate student in good standing can be a ticket into faculty research. This is good advice for smaller universities as well. I myself learned a lot from assisting a graduate student with her thesis project.

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SECC REPORT (CONT)

(cont. from p. 10)

Paying your dues. When you begin working in a research lab, be prepared to start from the bottom up. I started with hours upon hours of data entry and coding, collecting survey data, scoring surveys, and many other mundane and tedious research tasks. It may be boring and monotonous, but these are essential research tasks that will allow you to establish yourself as a valuable member of the team. So do whatever is asked of you (unless unethical), do it well, do it on time, do it with a smile, and whenever possible, over-achieve. If you can do these things consistently, then more interesting opportunities will come your way.

Moving up. Express interest in more advanced tasks and don't be afraid to ask for opportunities. When you are given the opportunities, go above and beyond. This is basic: be a good employee and you get promoted. Again, when you get opportunities, do not accept them unless you know you can follow through, but don't be afraid to reach a little. That is, take on tasks that are a little above your current comfort level (keep to your zone of proximal development). Not only is this the only way to learn, but it teaches you a skill that is crucial to your success in your studies and career: using your resources (including faculty, graduate students, undergraduate students, books, articles, the internet, etc.). Going above and beyond will impress faculty and put you on a faster track to more advanced tasks. Exemplary performance can also allow you to take on management roles (great experience and great on graduate school applications!).

The Senior Honors Thesis. Many universities offer students the opportunity to develop and present a research project of their own design, essentially Master's Thesis Lite. Generally it is fast and furious: research design to final report in two semesters. If you have this option, TAKE IT. This is the most valuable research experience you will have (it certainly was for me) because you will start ground up rather than jumping into the middle of a pre-existing study. You will learn the ins and outs of every step of research from research design and IRB protocols to data analysis, to writing and presenting research. If you are planning to go to graduate school, it looks great on applications and there is no better preparation for a master's thesis or a career in research. I also learned a lesson in taking initiative. My university did not have a well-established senior thesis program, so I had to do some digging and pestering (in the most respectful and professional ways possible) in order to get the opportunity. I then, independently, decided on an area of interest and developed a basic research design. I approached a professor who did similar research and pitched the idea to him. When he agreed, I then pitched my idea to two other faculty members to fill out my committee. Remember, advising a thesis is extra work for a professor, so don't forget to be very appreciative, to be an independent learner when possible, and to make it worth their while by producing the best work you can.

Go to conferences. Whenever the opportunity arises, go to conferences. Don't let your finances stop you: most universities offer students at least some funding and costs can be minimized by sharing hotel rooms or attending smaller (lower registration fees usually) or nearby conferences (less travel cost). Even if you are not presenting research, conferences are a great way to learn about the professional world of psychology, to explore your area of interest, and to network with other researchers who may be potential collaborators or graduate study advisors. Begin with poster presentations. This is a low-pressure way to practice developing and presenting research with the advantage of built-in networking time. When you become comfortable with poster presentations (or slightly before), apply to present papers. Some conferences allow multiple speakers for presentations, so taking turns with a colleague can eliminate some of the stress of public speaking. Presentations at conferences are a major asset to graduate school applications and CVs and are an unavoidable part of academic career in psychology, so even (and perhaps especially) if you are terrified of public speaking, force yourself to do these whenever you can. Some of my most valuable and enjoyable research experience has come from presenting posters and papers at several conferences during my undergraduate career.

Now go for it. The biggest mistake you can make is waiting for opportunities to come to you, so take initiative and go get 'em!

CONGRATULATIONS TO THE VICTORIA S. LEVIN GRANT WINNER!



The Society for Research in Child Development

is pleased to announce the 2014 Recipient of the

Victoria S. Levin Grant

For Early Career Success in Young Children's Mental Health Research

Pilyoung Kim, Ph.D.

Department of Psychology, University of Denver



In 30 years of distinguished service at the National Institutes of Health (NIH), Vicki Levin had a special interest in scientific research that addressed young children's mental health. The Victoria S. Levin Grant for Early Career Success in Young Children's Mental Health Research, established to honor and carry forward this special focus of Vicki's life's work, was made possible by the donations of hundreds of her friends, colleagues and family members. Its aim is 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. Broadly defined, such research addresses all aspects of the early development of competence and risk for children from all types of backgrounds.

We are very pleased to announce that Dr. Pilyoung Kim is the recipient of the 2014 Victoria S. Levin Award. Dr. Kim is Assistant Professor of Psychology at the University of Denver. Her selected mentors are Drs. Elysia Davis and Seth Pollak. Dr. Kim received her BA in Psychology and English Literature from Korea University in South Korea, her EdM in Human Development & Psychology at Harvard Graduate School of Education, and her PhD in Developmental Psychology from Cornell University. Dr. Kim completed a post-doctoral fellowship in Developmental Affective Neuroscience at the National Institute of Mental Health. Her long-term research career trajectory is to examine the early life origins of socioeconomic disparities in health from a neurobiological perspective. Her current work focuses on the prospective effects of perinatal exposures to poverty-related chronic stress on the neural systems in new mothers and infants. She aims that the knowledge gained from her research will advance understanding of specific neurobiological processes by which poverty is associated with magnified risks for parental depression, harsh parenting in new parents, and for mental illness for infants and young children.

Please visit www.srcd.org for more details about the grant and applicant eligibility. Applications for the 2015 Grant will be available on the SRCD website on July 1, 2015. The deadline for applications is September 1, 2015; the grant will be announced in November, 2015.

CONGRATULATIONS TO THE 2015 AWARD WINNERS!

It is a tradition of SRCD that at each of our biennial meetings, several major awards are presented. SRCD is pleased to announce the deserving recipients of the 2015 SRCD Awards! Please join us on Friday, March 20th for the SRCD Awards Ceremony, which immediately follows the Business Meeting commencing at 3:50 PM in the Grand Ballroom of the Pennsylvania Convention Center.

Distinguished Contributions Awards:

The SRCD Senior Awards Committee, chaired by Robert Crosnoe, selected nine SRCD members to receive five of the prestigious awards. At the Friday afternoon session, these nine award recipients will be recognized for their outstanding contributions to developmental science across five award categories. The awards and recipients are as follows:

Distinguished Scientific Contributions to Child Development

- *Marc H. Bornstein - National Institute of Child Health and Human Development (NICHD)*
- *Nancy Eisenberg - Arizona State University*
- *Nathan A. Fox - University of Maryland*
- *Nora S. Newcombe - Temple University*

Distinguished Contributions to Mentoring of Developmental Scientists

- *Todd D. Little - Texas Tech University*

Distinguished Contributions to Public Policy and Practice in Child Development

- *Greg J. Duncan - University of California, Irvine*

Distinguished Contributions to Understanding International, Cultural and Contextual Diversity in Child Development

- *Oscar Barbarin - Tulane University*
- *Kenneth H. Rubin - University of Maryland*

Distinguished Contributions to Interdisciplinary Understanding of Child Development

- *W. Thomas Boyce - University of California, San Francisco*
- *Carol M. Worthman - Emory University*

Early Career Research Contributions Award:

Five individuals, selected by the SRCD Junior Awards Committee that was also chaired by Robert Crosnoe, will be recipients of the 2015 Early Career Research Contributions Award. An honorarium of \$1,000 accompanies this award. The following five award recipients have strongly distinguished themselves as researchers and scholars, as evidenced through research, publications, and scholarly activities.

- *Andrea Danese - King's College London*
- *Jed T. Elison - University of Minnesota*
- *Anna D. Johnson - Georgetown University*
- *Darby E. Saxbe - University of Southern California*
- *Ming-Te Wang - University of Pittsburgh*

Outstanding Doctoral Dissertation Award:

Recipients of the SRCD Outstanding Doctoral Dissertation Award were selected by the SRCD Outstanding Dissertation Award Committee, chaired by Elizabeth J. Susman. Selection was based on a set of criteria, including the quality of the dissertation, publications emerging from the project, as well as the nominee's current position and engagement in the field of child development research. Recipients receive a \$500 honorarium.

- *Natalie H. Brito - Columbia University*
- *Camelia E. Hostinar - University of Minnesota*
- *Sergey Kornilov - University of Connecticut*
- *Laura Kurdziel - University of Massachusetts, Amherst*
- *Yalda T. Uhls - University of California, Los Angeles*

PATRICE L. ENGLE DISSERTATION GRANT

CALL FOR APPLICATIONS



Patrice L. Engle, 1944-2012

Society for Research in Child Development
Patrice L. Engle Dissertation Grant For Global Early Child Development

Applications are now being accepted for the 2015 Patrice L. Engle Dissertation Grant. The 2015 deadline for applications is April 30th. Applications must be sent via email to patrice.engle.grant@srcd.org. Applicants will be notified of decisions by June 30, 2015. Funds will be disbursed after Grantees have met the commitments outlined above. Please click [here](#) for application details.

The Patrice L. Engle Dissertation Grant provides support for students interested in a career in global early child development who are from or doing research in low- or middle-income countries. The Grant includes US \$5,000 to support dissertation research and a 2-year student membership to SRCD.

Patrice L. Engle, Ph.D. (1944-2012) was a pioneer and leader in global early child development. Following formal training in psychology at Stanford University, she launched a highly productive career that included positions in academia and international agencies. She worked to ensure that children throughout the world received the health care, nutrition, nurturance, and early learning opportunities they needed to be successful. Recognizing that disparities early in life (even before birth) often interfere with children's ability to reach their developmental potential, she sought to evaluate and identify effective intervention programs that could be integrated with other systems and scaled up. Pat's contributions included hands-on programmatic work with field staff, scholarly analyses with interdisciplinary colleagues, and advocacy with country-level policy makers. The best legacy to Pat is to ensure that junior scholars are well trained in the science-to-policy model that guided her work in global early child development.

To read more about Pat's life and accomplishments [click here](#)

To read a tribute to Pat from her friends at SRCD [click here](#)

Award winners of the 2014 Patrice L. Engle Dissertation Grant in Early Child Development are [Laurent G. Ndjuyé](#) and [Ana Marie Nieto](#).

IN MEMORIAM



Carolyn Rovee-Collier: 1942-2014

Carolyn Rovee-Collier's inventiveness and curiosity yielded new discoveries about the cognitive capacities of infants and toddlers that changed everyone's thinking about how babies learn, forget, remember, generalize, and categorize information in the world around them.

Carolyn's science was deeply rooted in her own early experiences. She was born on April 7, 1942 to George and Lila Kent in Nashville, Tennessee and grew up around the Louisiana State University, Baton Rouge campus where her father was a Distinguished Professor of comparative anatomy. She graduated from the University Laboratory School at 17 and from LSU just three years later with a bachelor's degree in psychology. Fueled by summer courses at the Jackson Lab College Training Program working with newborn puppies, Carolyn committed to graduate work in psychology and began a long career that drew on animal models of learning and development. At Brown University she studied infant psychophysics with Trygg Engen and neonatal conditioning with Lewis Lipsitt, receiving her Sc.M. and Ph.D.

(cont. on p. 15)

IN MEMORIAM (CONT)

(cont. from p. 14)

in Psychology (in 1964 and 1966, respectively). After teaching at Trenton State College from 1965 to 1970, Carolyn moved to Rutgers University (retiring in 2013).

Carolyn's long track record of funding by the National Institute of Mental Health began with a predoctoral fellowship and continued for decades from 1978. In recognition of her national and international reputation and scholarship, Carolyn rose to Professor II at Rutgers in 1989.

Discovering something babies were not supposed to be able to do

Although Carolyn did not think herself to be "very smart" or "very creative" (we clearly disagree on both accounts!), she did concede that she was sharp. She summarized it best during her [SRCD Oral History Project](#) interview: "I put two and two together in ways that other people don't, and I profit greatly from my past experience, and I apply it to things that may not be related or that people may not think are related" (Rovee-Collier, 2006). Perhaps the best example (and one of her favorite stories) comes from her discovery and refinement of the infant mobile conjugate reinforcement paradigm. *So, how did Carolyn discover the mobile paradigm?*

Not in a lab or research setting, but as a mother of a colicky baby and a graduate student trying desperately to study for her doctoral exams. Her son was quiet when she shook his mobile (back then they were not battery operated), but this didn't allow Carolyn to study. One day she remembered her grandmother saying it would be great "if you could only harness the energy of a 2- or 3-year-old to run the windmills of Holland." Carolyn then took off her silk belt, tied one end to her son's foot and the other to the mobile, and let him kick to move the mobile. *Voila!* He was happy and Carolyn could study; but clearly, the story didn't end here.

She remembered Ogden Lindsley's research on conjugate reinforcement with adults, and thought that this was an example of her 6-week-old learning (which they weren't supposed to do at that time!). So with Lewis Lipsitt's encouragement, she "got a group," and spent the next four years running every conceivable control group and trying to publish her findings in *Science*. Carolyn recalled being told that, "These are wonderful data, but we don't believe them, because Piaget said babies can't do this" (Rovee-Collier, 2006). The data were finally published, in 1969, in the *Journal of Experimental Child Psychology*.

This experience strongly shaped Carolyn's career: She never let the current *zeitgeist* stand in her way and, when challenged by strongly held beliefs in the absence of data, would often say, "that's an empirical question." The lesson she taught is to persevere in the face of challenge and that "just because somebody says something can't be done doesn't mean it can't be done" (Rovee-Collier, 2006).

Carolyn founded the Rutgers Early Learning Project in 1974. There she and her students/colleagues used the mobile paradigm to systematically investigate the development of learning and memory during infancy. She finally published in *Science* in 1980 when, after being inspired by Norman E. (Skip) Spear's work on reactivation (reminding) with rat pups, she designed a way to examine reactivation in human infants. Having established that young infants could learn and remember, Carolyn went on to characterize how this memory system works, including both the details that were being encoded and the limits of memory/reminding. Beyond that, she came up with clever ways to address some of the prevailing topics in psychology: infant eyewitness testimony (i.e., the effects of post-event information); explicit and implicit memory; categorization; latent learning; time windows; memory "piggybacking;" sensory preconditioning; ecological theory of memory development . . . The list goes on and is conveyed in over 200 publications.

Through roughly 1988, Carolyn was usually running two labs - the Baby Lab (as everyone referred to it), and an animal lab that often involved studying chickens' eating and fear behaviors. Her publications with her husband, George Collier (an early contributor to the study of the economics of ingestive behavior), reflected their wide-ranging academic collaboration - editing each other's work, bouncing ideas around at all hours of the day and night, and creating productive intellectual exchanges for their students. Most fundamentally, it was her strong commitment to learning across fields and disciplines that kept her excited and drew all of us into the thrill of scientific discovery.

Contributions to the field as mentor, editor, NIMH review panel member, and leader in professional societies

(cont. on p. 16)

IN MEMORIAM (CONT)

(cont. from p. 15)

Carolyn was actively engaged in shaping a generation of developmental researchers who worked with her, published in the journal and book series she edited, and who benefited from the long letters of recommendation she wrote at all stages of students' and colleagues' careers. She mentored 20 doctoral students, 14 postdoctoral researchers, and countless other masters and undergraduate students. Carolyn was editor of *Infant Behavior and Development* from 1981 to 1998 and editor (from consulting to senior) of *Advances in Infancy Research* from 1979 to 1999. In addition to ensuring that concepts, methods, and results all flowed and were precisely communicated in the papers and chapters she wrote and reviewed, she was a copy editor extraordinaire! Carolyn could spend hours contemplating the precise wording of her manuscripts, and she would spot an extra space or missing period from a mile away. She appreciated the enduring nature of published work and her level of attention to detail extended from her laboratory to her manuscripts and her reviews of the work of fellow scholars. So, although our hearts would drop when we received papers covered in her red "chicken scratch" handwriting (decoding that between the coffee cup stains was an acquired skill . . . certain "scratches" would occasionally stump her as well), no one would ever care as much as Carolyn about each and every one of our written (and spoken) words. In fact, we can picture her editing and re-editing this "In Memoriam" piece!

Committed to service to the field, Carolyn was a frequent grant reviewer for NIMH, NICHD, and NSF. Always in touch with everything emerging in both developmental psychology and neurobiology, she knew a good idea when she saw it. Carolyn also served the field as president and board member of professional societies, including the International Society on Infant Studies (ISIS), the Eastern Psychological Association (EPA), and the International Society for Developmental Psychobiology (ISDP). Always seeking to disseminate the Baby Lab's work and test ideas and findings with colleagues as manuscripts were taking shape, she took us all over the world to present and participate as part of an ongoing dialogue that fueled even more hypothesis generation and experiments (often designed around the pool at the Collier farm in Stockton, NJ).

Awards and honors

Needless to say, Carolyn was a pioneer and prominent figure in psychology. She was a charter member of the Association for Psychological Science (APS), as well as a fellow of APS, the Society for Experimental Psychologists (SEP), and the EPA. Her work was continuously funded by NIMH for over 30 years, and she received NIMH MERIT and Research Scientist Awards as well as the James McKeen Cattell Sabbatical Fellowship. The scientific community also recognized Carolyn's contributions in other significant ways - she was awarded the Distinguished Scientific Contribution Award from SRCDC, the Senior Scientist Lifetime Contribution Award from ISDP, and the Howard Crosby Warren Medal from SEP. And her research findings have also been presented nationally and internationally via television, radio, and the popular press.

Carolyn always spoke of her students as her greatest point of pride. She instilled in us a deep commitment to psychology, to fostering learning in students and colleagues, and to creating a collegial family environment in our work. We are heartbroken over the physical challenges and illnesses she faced over the years, from multiple sclerosis to the breast cancer that wrested her away from her beloved husband, George Collier, sons Benjamin and Christopher Rovee, her stepsons George, Jon, and James Collier, her grandchildren, and caretakers. She passed peacefully at home on October 2, 2014, surrounded by loved ones.

As part of the SRCDC Oral History Project, Carolyn was interviewed in 2006 by her former post-doc Peter Gerhardtstein. True to her nature, Carolyn "tells it like it was," making the reader feel as if you are sitting next to her in the old farm house with cats rubbing against you, as she transitions from one story to another without you getting much of a word in edgewise. Although we have tried to capture Carolyn's quick-wit and unique personality in this piece, we urge others to "hear" Carolyn's story in her own words, as only she could tell it ([click here](#)).

Memorial contributions may be made to the [University Laboratory School Foundation](#), which has established a "Carolyn Kent Rovee-Collier '59 Memorial Scholarship" for young women interested in pursuing advanced studies in the human sciences.

*by Kimberly Boller, Ph.D., Senior Fellow, Mathematica Policy Research
Kimberly Cuevas, Ph.D., Assistant Professor of Psychology, University of Connecticut*

IN MEMORIAM



Phil Rodkin

Philip Rodkin was born in New York City in 1968 and remained a New Yorker at heart throughout his life. He earned his bachelor's degree from the University of Chicago and his doctorate in Social Psychology from Harvard University in 1994. Then he completed a postdoc at the Center for Developmental Science in Chapel Hill before beginning his career at Duke University. He settled in Champaign, IL in 2000, serving as Professor in the Department of Education at the University of Illinois at Urbana-Champaign. There, he built an international network of collaborators, colleagues and students who continue to carry on the work that he began.

Phil was a nationally and internationally recognized leader in the peer relationships field. He gained widespread recognition with his 2000 *Developmental Psychology* paper, titled *The Heterogeneity of Popular Boys: Antisocial and Prosocial Configurations*. In this paper, he provided compelling evidence for the (then) novel idea that aggression can be a source of popularity and status in the peer system. This idea continued to be a primary theme in his work and the foundation for his contributions to the study of aggression and bullying, social status, and the classroom peer ecology. His attention to the ways that gender and ethnicity played a role in these processes reflected a deep concern with how adults could foster more fully integrated and supportive classroom and school environments for all youth. His most recent multi-site project, funded by the Institute for Educational Sciences, resulted in an impressive, short-term longitudinal study of students and teachers in hundreds of first, third, and fifth grade classrooms. Phil's work also had practical implications, as evidenced by invitations to attend such prestigious events as President Obama's 2011 White House Conference on Bullying Prevention.

Phil was always passionate about, and dedicated to, his research. He completed his last paper, ironically a memorial tribute to his former colleague and friend, Nicki Crick, during his final few months. In this, and in his nearly 50 other publications, Phil lives on and continues to inspire. Phil was widely recognized among his friends and colleagues for his penchant for reading voraciously, both broadly across social, developmental and educational psychology and related social sciences; and deeply, so that he could draw upon both classic and obscure historical and current papers. Phil drew on this unique knowledge base to deepen and strengthen his own ideas, insights, and work, and shared his insights with the field through his lively writing and gregarious engagement at professional conferences.

Phil will be forever missed by his family and his many friends, collaborators, colleagues, and students. He is fondly remembered for his liveliness and spark, his infectious good mood, and his unique style. After waging a determined battle with an aggressive gastric cancer, Phil Rodkin passed at his home on the morning of May 6, 2014. He was 46 years old. His untimely passing is a tremendous loss to all who knew him and to the field of study that he leaves behind. He is survived by his wife, Karla Fischer, his son, Noah Rodkin-Fischer, his parents, Avril Weisman and Larry Rodkin, his brother, Eric Rodkin, and his many nieces and nephews. May he rest in peace.

*by Laura Hanish, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
Scott Gest, Department of Human Development and Family Studies, Pennsylvania State University*

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:

All links below are to news articles except when noted:  TV or Radio Interview  Op-Ed Piece

A study conducted by Eric Dearing and Henrik Daae Zachrisson with the Norwegian Center for Child Behavioral Development found that children in high-quality early education and care are buffered from changes in family income. In Norway, publicly subsidized high-quality early childhood education and care is available to all children, from low-income to affluent, starting at age 1. The study found that children who don't take part in such programs have more early behavior problems when the family income drops. The study was featured in an SRCD [press release](#), a press release by the [Norwegian Institute of Public Health](#), and was covered by a variety of outlets including [UKEd Magazine](#).

After NFL player Adrian Peterson was indicted on child abuse charges sparking national debate, George Holden was called upon by major news outlets, such as [The Washington Post](#),  [NPR's On Point](#), and  [NBC's Meet The Press](#), as an expert researcher on parent's use of corporal punishment. Holden's research has also previously been featured in this Washington Post [article](#).

The work of Erin Lewis-Morrarty, Kathryn A. Degnan, Andrea Chronis-Tuscano, Daniel S. Pine, Heather A. Henderson, and Nathan A. Fox appeared in [Duluth News Tribune](#), [Live Science](#), and [LA Times](#) articles following a study recently released in *Child Development*. The longitudinal study, featured in an SRCD [press release](#), found that behavioral inhibition that persists across early childhood is associated with social anxiety in adolescence, but only among youth who were insecurely attached to their parents as infants.

Researchers at the University of Virginia have found that teens whose parents exert more psychological control have trouble with closeness, independence in relationships through adulthood. Barbara Oudekerk, Joseph P. Allen, Elenda T. Hessel, and Lauren E. Molloy conducted the study, which was published in *Child Development*. The study was featured in an SRCD [press release](#) and featured by a variety of news outlets, including [Scientific American](#) and [Reuters UK](#).

A study conducted by K. Lee Raby, Glenn I. Roisman, R. Chris Fraley, and Jeffrey A. Simpson found that sensitive caregiving in the first three years of life predicts an individual's social competence and academic achievement, not only during childhood and adolescence, but also into adulthood. The researchers used information from 243 individuals who were born into poverty, came from a range of racial/ethnic backgrounds, and had been followed from birth into adulthood (age 32) as part of the Minnesota Longitudinal Study of Risk and Adaptation. The study was published in *Child Development*, featured in an SRCD [press release](#), and was covered by a range of media outlets, including but not limited to, [NPR](#), [Fox News](#), and [The Huffington Post](#).

Time Magazine featured an [article](#) on research conducted by Rebecca M. Ryan, Amy Claessens, and Anna J. Markowitz. The study, published in *Child Development* and featured in an SRCD [press release](#), found that children's behavior problems increased following their parents' separation, but only in higher-income families. They also found that children's age played a significant role in their likelihood of having behavior problems.

According to a new study published in *Child Development*, adolescents' conflicts at home spill over to school, and school problems influence problems at home up to two days later. Researchers Adela C. Timmons and Gayla Margolin were quoted in an SRCD [press release](#) as saying, "Evidence of spillover for as long as two days suggests that some teens get caught in a reverberating cycle of negative events." The study was covered by news outlets, including but not limited to, [Reuters](#), [Youth Health Magazine](#), and [La Prensa](#).

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



Blades, M., Oates, C.J., Blumberg, F.C., & Gunter, B. (Eds.) (2014). *Children and advertising: New issues and new media*. Palgrave-Macmillan.

C. A. Stone, E. R. Silliman, B.J. Ehren, & G. P. Wallach (2014). *The handbook of language and literacy: Development and disorders*. New York: Guilford Press.

Geary, D. C., Berch, D. B., & Mann Koepke, K. (Eds.). (2015). *Evolutionary origins and early development of number processing*. San Diego, CA: Academic Press.

Siegel, L. (2013). *Understanding Dyslexia and Other Learning Disabilities*. Pacific Educational Press. More information can be obtained from the website: <http://pacifiedpress.ca/?p=3597>

OPPORTUNITIES

Ontario Research Chair in Educational Achievement and At-Risk Students McMaster University

We seek applications from candidates holding a PhD in a relevant field and strengths in one or more of the following: health-related research, population-based research, use of large datasets/longitudinal research methods to address questions related to academic achievement. S/he will have the capacity to lead a large multi-disciplinary team and integrate multiple explanatory models of academic achievement. Emphasis will be placed on graduate-level supervision/teaching.

The successful candidate will be tasked with: developing/leading a comprehensive multi-disciplinary research program in educational achievement; stimulating/guiding public policy debate on health deficits and socioeconomic disadvantage and their impact on children's academic achievement among a range of stakeholder groups; building linkages among academics, policy-makers, practitioners, students and families.

While preference will be given to candidates not currently employed by an Ontario university, we welcome applications from all individuals.

The Chair will be based in either the Faculty of Health Sciences or Social Sciences, depending on the profile of the successful candidate. Rank, salary and other aspects of the faculty appointment are negotiable and will be commensurate with training/experience.

Interested candidates should review the Faculty websites (http://fhs.mcmaster.ca/main/schools_and_departments.html; <http://socialsciences.mcmaster.ca/departments-schools-and-programs>) and include in their application the department where they foresee having their primary appointment. It is anticipated the successful candidate will be invited to be affiliated with the Offord Centre (<http://offordcentre.com/>).

Interested candidates should submit a CV, one-page statement of research interests/academic goals, and names of three referees to Dr. Alan J. Neville, Chair, Selection Committee, c/o liddell@mcmaster.ca. Consideration of applications will begin after January 31/15.

All qualified candidates are encouraged to apply; however Canadians/permanent residents will be given priority. McMaster is committed to employment equity within its community and to recruiting a diverse faculty/staff. Applications are encouraged from all qualified candidates, including women, members of visual minorities, aboriginal persons, members of sexual minorities and persons with disabilities.

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OPPORTUNITIES

POST-DOCTORAL RESEARCH FELLOWSHIP IN CHILD AND ADOLESCENT PSYCHIATRY WESTERN PSYCHIATRIC INSTITUTE AND CLINIC UNIVERSITY OF PITTSBURGH SCHOOL OF MEDICINE

At Western Psychiatric Institute and Clinic, we have available positions in a 2-year, NIMH-funded post-doctoral training program in clinical research in child and adolescent psychiatry. Fellows have an opportunity to work with productive faculty interested in providing mentorship in one of the strongest clinical and research child psychiatry programs in the United States. We seek creative and energetic individuals with a doctorate in a mental-health related discipline (MD or PhD) who are interested in developing an independent line of clinical research. Our faculty provides mentorship in a broad array of approaches and methods, including genetics and fMRI, clinical trials, and services research that encompasses the range of major psychiatric disorders encountered in child and adolescent psychiatry. A large proportion of our graduates are successful in securing external funding and many have gone on to become outstanding leaders in child mental health research.

Our Clinical Research Training in Child Psychiatry program provides the opportunity to work and study with some of the country's leading clinical researchers. Potential mentors include:

- ◆ Boris Birmaher, M.D. – Mood & Anxiety Disorders
- ◆ David Brent, M.D. – Mood & Anxiety Disorders and Suicidal Behavior
- ◆ Bernie Devlin, Ph.D. – Psychiatric Genetics
- ◆ Patricia Documet, M.D., Dr.P.H. – Healthcare Disparities
- ◆ Erika Forbes, Ph.D. – Mood & Substance Abuse Disorders
- ◆ Tina Goldstein, Ph.D. – Pediatric Bipolar Disorder
- ◆ Amy Herschell, Ph.D. – Treatment Implementation & Dissemination
- ◆ Alison Hipwell, Ph.D. – Disruptive and Depressive Disorders
- ◆ Satish Iyengar, Ph.D. – Statistics, Meta-Analysis
- ◆ David Kolko, Ph.D. – Conduct Disorders
- ◆ Maria Kovacs, Ph.D. – Child Depression and Predictors of Onset
- ◆ Beatriz Luna, Ph.D. – fMRI
- ◆ Michael Marshal, Ph.D. – LGBT Youth
- ◆ Nancy Minshew, M.D. – Autism
- ◆ Brooke Molina, Ph.D. – ADHD
- ◆ Dustin Pardini, Ph.D. – Disruptive Disorders
- ◆ Bambang Parmanto, Ph.D. – Chronic Illness and Development of Health-Oriented Phone Apps
- ◆ Mary Phillips, M.D., Ph.D. – Neuroimaging for Mood and Anxiety Disorders
- ◆ Brian Primack, M.D., Ph.D. – Substance Abuse and Mood Disorders
- ◆ Christopher Ryan, Ph.D. – Neuropsychology and Research Ethics
- ◆ Neal Ryan, M.D. – Mood & Anxiety Disorders
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Child & Adolescent Psychiatry
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100 N. Bellefield
Pittsburgh, PA 15213
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For more information or to apply online, please visit our website at www.childpsychresearch.com

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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.