



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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Notes from the Executive Director

Developmental Science and Human Rights

By Lonnie Sherrod

In 2009, the American Association for the Advancement of Science (AAAS) launched a Coalition on Science and Human Rights (<http://aaas.org/srhl>, #shrcoalition@AAAS_SRHRL). The AAAS Science and Human Rights Coalition is a network of scientific professional associations that work together to advance universal human rights through science and technology. Its main goal is to bridge the scientific and human rights communities. The objectives are to demonstrate how science and technology can be used in support of human rights work, how science is fundamental to the enjoyment of human rights, and how science should be conducted in a way consistent with human rights. It reaches across disciplines and builds partnerships with the human rights community. It works to promote education, outreach, and service. Specifically, it protects the rights of scientists across the globe, develops tools to defend human rights, builds partnerships between scientists and the human rights community, creates educational resources, addresses intersections of ethics and human rights, and advances the right to science.

There are currently 25 organizational members. SRCD has been involved since the inception in 2009 and is now a dues-paying member. I always have two goals for SRCD's participation in such activities. One is to collect information to provide to members and to influence our programmatic agenda. The other is to bring a developmental science perspective to the activity. The Coalition meets biannually at the AAAS headquarters in Washington DC, and either I or Dr. Martha Zaslow, Director of SRCD's Office of Policy and Communication, attempt to attend all meetings. Each meeting addresses a particular topic; for example, the last meeting in January 2015 focused on human rights and big data. In

this article, I want to inform SRCD members of the Coalition since there are opportunities for individual involvement. There is, for example, a component enlisting students, and SRCD's Student and Early Career Council (SECC) has sent a representative. In this article, I also want to address the relevance to developmental science specifically.

Much of our current attention to human rights internationally is based on the United Nations (UN) *Universal Declaration of Human Rights* (UDHR) adopted in 1948, just a few years after the establishment of the UN in 1945 at the end of World War II. Eleanor Roosevelt led a Commission which produced the UDHR describing two sets of rights: civil and political rights, as covered in the *American Bill of Rights* (1789); and economic and social rights, a type of right not found in our bill of rights, each covered in separate covenants turning the declaration into international law in 1966. As of last year (2014) 164 of the UN's 193 member states had voluntarily assumed responsibility for implementing the provisions of the treaty through the process of ratification. Since then conventions have been passed to protect against specific egregious violations such as torture and to protect specific groups such as persons with disabilities and children, both concerns to developmental scientists (McFarland, 2014).

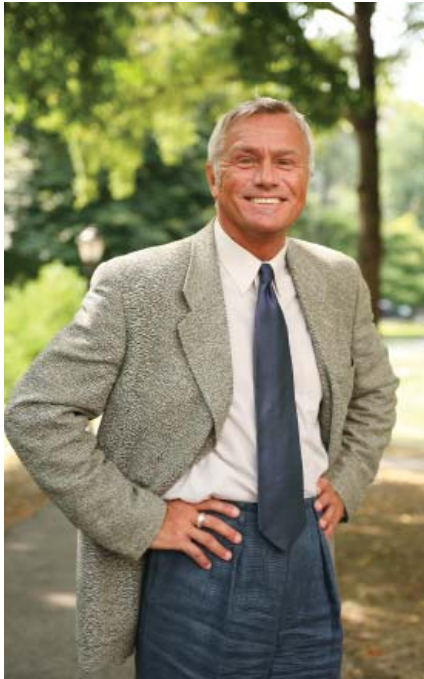
The *UN Convention on the Rights of Children* (CRC) was passed by the UN in 1989, so last year celebrated its 25th anniversary. The CRC is the

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first international human rights treaty that focuses exclusively on the rights of the child, defined as individuals under 18 years of age. To date only the U.S. has not ratified the CRC. The American Declaration of Independence and Bill of Rights has been a worldwide inspiration for equality and freedom for centuries so that it is surprising that the U.S. has not yet embraced international rights more fully, including those of the child. In 2000, two protocols were adopted dealing specifically with armed conflict and sexual exploitation. Although the U.S. has not ratified the full CRC, it has, however, ratified these two protocols. Five core principles underlie the CRC: freedom from discrimination, the best interests of the child, right to life, survival and development, and the right to participate and respect for the views of the child. As a result, the CRC articulates 3 broad categories of children's rights: survival and development, protection, and participation (Ruck et al., 2014). Children's rights have become an increasingly important research topic across the past decade or so. In 2014, the Society for Research on Adolescence published its very first consensus statement on the importance of the CRC for adolescents (Ruck et al., 2014). A multidisciplinary handbook on children's rights with implications for the developmental sciences is in preparation, edited by Martin Ruck and others for Taylor and Francis Publishers and is due out in 2016.

As is true for AAAS generally, the Coalition covers all sciences, not just developmental nor not even just the social behavioral sciences. One important issue for the Coalition is protecting the rights of scientists. In my 30-plus years' experience with SRCD, I do not remember a case of a member having their rights as a scientist compromised in the course of their research. In many of the fields that fall under the rubric of AAAS, rights as a scientist is one of the most important issues facing the field. Developmental science, unlike other fields, must however be concerned with the rights of children as dealt with by the CRC. The Coalition held one of its biannual meetings on children's rights. It was SRCD's involvement that led to this focus and our own Martha Zaslow was important to organizing the program. Theresa Betancourt, one of the invited speakers at our recent biennial meeting was one of the keynote speakers at the Coalition meeting. Children's rights is, however, not as central to the Coalition as it is to developmental science, which is one reason why our participation is important.

However, the general concern for human rights that characterizes the Coalition is relevant to developmental science. First, article 15 of the UDHR addresses the right of people to benefit from science. This provides an important justification for the focus on policy and communications of SRCD and many other professional associations. Rights are inherently international and multidisciplinary so that a concern for human rights can help organizations like SRCD become more international and multidisciplinary. Rights intersect with ethics which are a concern for any science, but research with children raise specific concerns for developmental science and rights provide one framework for addressing them. The marriage of human rights with science provides a means for science to promote rights and for the human rights community to impact the scientific agenda. SRCD's involvement in the AAAS Coalition on Human Rights ensures that developmental science plays a role.

I urge SRCD members to explore how they as individuals can get involved and to advise us on other roles SRCD may play. Individuals can join the Coalition as affiliates free of charge but they are expected to participate actively in the work of the Coalition, which takes place during and between the biannual meetings.

References cited:

McFarland, S. (2014). Human rights 101: A brief college-level overview. Published online, September.

Ruck, M., Keating, D., Saewyc, E., Earls, F. & Ben-Arieh, A. (2014). The United Nations Convention on the Rights of the Child: Its relevance for adolescents. *Journal of Research on Adolescence*, 1-14.

2015 SRCD SPECIAL TOPIC MEETING

*SRCD Special Topics Meeting:
Social Neuroscience Perspectives on Child Development*
(September 16-17 in Leiden, The Netherlands)
&
*3rd Annual Flux Congress:
Integrative Developmental Cognitive Neuroscience*
(September 17-19 in Leiden, The Netherlands)

SRCD and Flux (The International Society for Integrative Developmental Cognitive Neuroscience) have partnered together to create an exciting pair of scientific meetings that will be held in Leiden (September 16-19). While each meeting can be attended separately, the organizers have been working together to create a strong, integrated scientific program, and a cooperative process of registration and pricing to make it attractive to attend both meetings.

Together, the goals and activities of these meetings create a strong match with the first goal of SRCD's new strategic plan: *to advance cutting-edge and integrative developmental science*. Clearly, the current explosion of advances in social, affective, and cognitive neuroscience represents one of the most exciting frontiers in the field of developmental science. The emerging discoveries and insights about neural processes that underpin learning, plasticity, and development have profound implications for understanding many important aspects of child development.

Each of these meetings will emphasize an integrative approach. This is important not only to deepen our understanding of the relevant developmental science, but also to link the neuroscience to broader interdisciplinary perspectives.

The first meeting, [*Social Neuroscience Perspectives on Child Development*](#) (September 16-17), is sponsored by SRCD as part of a presidential initiative (by Ron Dahl, current SRCD President). It will include presentations on several exciting advances in developmental social and affective neuroscience, with a strong emphasis on understanding how social experiences actively shape developing neural systems in children and adolescents. The broad goals of this conference are to promote an integrative developmental science approach to understanding key aspects of social development.

The meeting 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.

Confirmed Speakers and Panel Discussants:

Jenn Pfeifer - University of Oregon
Nikolaus Steinbeis - Max Planck Institute Leipzig
Linda Wilbrecht - University of California, Berkeley
Eva Telzer - University of Illinois, Urbana-Champaign
Seth Pollak - University of Wisconsin, Madison
Nick Allen - University of Oregon
Eveline Crone - Leiden University
K. Paige Harden, University of Texas, Austin
Andrew Fuligni - University of California, Los Angeles
Ron Dahl - University of California, Berkeley
Wouter Van den Bos - Max Planck Institute Berlin
Berna Güroğlu - Leiden University
Molly Crockett - University of Oxford
Kevin Ochsner - Columbia University

The second meeting, the [*3rd Annual Flux Congress: Integrative Developmental Cognitive Neuroscience*](#) (September 17-19), will focus on neurocognitive development, including sessions on *critical periods of brain development*, *training the developing brain*, and *longitudinal studies*.

(cont. on p. 4)

2015 SRCD SPECIAL TOPIC MEETING (CONT)

(cont. from p. 3)

Flux 2015 Confirmed Speakers:

Nick Allen, University of Oregon
Szilvia Biro, Leiden University
Sarah-Jayne Blakemore, University College London
Silvia Bunge, University of California, Berkeley
Jessica Church-Lang, University of Texas
Eveline Crone, Leiden University
Damien Fair, Oregon Health and Science University
Hugh Garavan, University of Vermont
Judit Gervain, CNRS and Université Paris Descartes
Julia Harris, University College London
Takao Hensch, Harvard University
Renske Huffmeijer, Centre for Child and Family Studies, Leiden University
Mark Johnson of the University of London
Kathrin Cohen Kadosh, University of Oxford
Lydia Krabbendam, VU University Amsterdam
Marinus van Ljzendoorn, Leiden University
Sarah Lloyd-Fox, University of London
Bea Luna, University of Pittsburgh
Bruce McCandliss, Stanford University
Vinod Menon, Stanford University
Hellmuth Obrig, Max Planck Institute for Human Cognitive and Brain Sciences
Miriam Schneider, Heidelberg University
Christian Tamnes, University of Oslo
Nim Tottenham, University of California, Los Angeles

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) have been working with the Chairs of the Flux 3 Congress (Eveline Crone and Sarah-Jayne Blakemore) to create a strong, integrated scientific program.

Registration

Registrants have the option of registering for the SRCD Meeting, the Flux Congress, or both Meetings. [Click here](#) to register.

Meeting Venue & Accommodation

Both meetings will take place at the [Stadsgehoorzaal Theatre](#) in Leiden, The Netherlands. Please visit the [accommodation page](#) for more information on hotel options.

Accepted 2016 Special Topic Meeting Proposals

SRCD is excited to announce the selected 2016 Special Topic Meeting proposals:

- STEM - The goal of this meeting is to bring a stronger developmental perspective and attention to diversity to STEM research and its implementation.
- Media and Technology in Development - Media and technology increasingly play a key role in numerous aspects of development. This meeting will provide a unique and greatly needed forum for intellectual and interdisciplinary exchange on this important topic.
- Babies, Boys and Men of Color - This meeting will focus on some of the critical issues currently affecting the developmental status of babies, boys, and men (emerging adults) of color, with a strong emphasis on understanding how experiences across multiple key contexts shape their development.

Please check the SRCD website for additional information on specific dates and meeting locations to come.

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

National Statistics Show Decline in Bullying at School: What is the Policy Context?

By Hannah Klein, Martha Zaslow, and Nighisti Dawit
SRCD Office for Policy and Communications

In April 2015, the National Center for Education Statistics (NCES), a center of the Institute of Education Sciences (IES) within the U.S. Department of Education, [released data](#) from 2013 that showed a decline in student reports of bullying at school for the first time since the start of data collection in 2005. A nationally representative sample of 12-18-year-old students were asked if they had been bullied “at school.” Whereas prior surveys showed rates ranging from 28% to 32%, about 22% of students reported being bullied at school during the 2013 year. The definition of “at school” included school property, the school building, the school bus, and going to and from school. This includes reports of being made fun of, threatened with harm, a target for rumors, exclusion from activities, property destruction, as well as physical harm. The survey differentiated between bullying at school and cyber-bullying, asking separately about these. A total of 6.9% of students surveyed reported experiencing cyber-bullying. The data come from the 2013 School Crime Supplement (SCS) of the National Crime Victimization Survey (NCVS.)

It is not possible to glean from these statistics why a decline is apparent. However, the findings have occurred in a context of growing policy focus on bullying. It is helpful to take stock of policies and initiatives at the federal, state, and local levels.

Federal Initiatives

There is no federal law currently enacted that directly addresses bullying. In some instances, bullying overlaps with discriminatory harassment, but only when it based on race, national origin, sex, age, disability, or religion. In these cases federally-funded schools at all education levels are obligated to intervene. The enforcement of applicable federal civil rights law, (e.g., Title IX and Title IV of the Civil Rights Act of 1964,) is under the purview of the U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ).

Although there is not a federal law focusing specifically on bullying, multiple initiatives at the federal level have been put into place. Federal Partners in Bullying Prevention Steering Committee, an interagency effort led by the Department of Education, work to coordinate policy, research, and communications on bullying topics. Representatives from the U.S. Departments of Agriculture, Defense, Education, Health and Human Services, the Interior, and Justice, as well as the Federal Trade Commission and the White House Initiative on Asian Americans and Pacific Islanders make up the Steering Committee. In addition, various government agencies have come together to create stopbullying.gov in order to provide the American people with resources on what bullying is, who is at risk, and how bullying can be prevented and responded to. The content for stopbullying.gov is provided by ED, the Department of Health and Human Services (HHS) and DOJ, with non-federal partners contributing as well (see the [stopbullying.gov blog](#) for examples).

In addition to the interagency Steering Committee and related web resources, the federal government has engaged in a number of other activities related to bullying:

- Early federal efforts around bullying focused on sub-populations experiencing higher rates of victimization, such as LGBT youth. On March 20, 2012, the U.S. Department of Education participated in and co-hosted the *White House LGBT Conference on Safe Schools and Communities*. The conference included a panel discussion on safe schools, workshops on bullying/cyberbullying prevention, explained federal legal protections for LGBT students, modeled K-12 policies and procedures, and discussed safety and inclusion on college campuses. This particular conference, held in Arlington, Texas, was part of a series of conferences across the country to provide leaders, community organizers, advocates, students, and interested citizens an opportunity to hear directly from the Administration about efforts to ensure equal access to education.
- In the summer of 2013, the Centers for Disease Control brought together an expert panel that developed a special issue of the *Journal of Adolescent Health* focusing on the link between bullying and suicide. The panel examined the association of exposure to bullying and suicide-related behaviors and other risk factors for suicide, such as depression, delinquency, physical and sexual abuse, and exposure to violence.

(cont. on p. 6)

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

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The special issue included sections on such issues as 1) bullying and suicide 2) psychological, physical, and academic correlates of cyber-bullying and traditional bullying; and 3) inclusive anti-bullying policies and risk of suicide attempts in lesbian and gay youth.

- In October of 2013, U.S. HHS Secretary Kathleen Sebelius issued a statement in support and recognition of Bullying Prevention Month. Sebelius shared federal agency resources, as well as social media engagement tools, to be used by schools and community organizations participating in Prevention Month.
- Responding to the 2,000 complaints the U.S. Education Department's Office of Civil Rights (OCR) had received regarding children with disabilities being bullied, ED issued a letter to educators on October 21, 2014, that outlined public school educators' responsibilities when a child with disabilities is being bullied, as stated in Section 504 of the Rehabilitation Act and Title II of Americans with Disabilities Act.
- ED and DOJ released a [school discipline package](#) on January 8, 2015. The package was intended to enhance school climate and improve school discipline policies by outlining how states, districts and schools can respond to misbehavior in a fair, non-discriminatory, and effective way. It emphasized creating safer learning environments while keeping students in class (as opposed to expulsion or suspension).
- At the request of, and sponsored by federal agencies (among other partners) the Institute of Medicine (IOM) and National Research Council (NRC) have ongoing work on bullying. This includes the recent *Building Capacity to Reduce Bullying and Its Impact on Youth across the Lifecourse* [Workshop](#) and the *Committee on the Biological and Psychosocial Effects of Peer Victimization: Lessons for Bullying Prevention* [Consensus Study](#).

State laws and model policies

Complementing and responding to federal initiatives, state lawmakers have enacted laws focusing on bullying as part of their state education codes and developed model policies that provide implementation guidance to districts and schools, though they cannot be enforced the way enacted laws can. Forty out of fifty states have institutionalized *both* laws and policies, while the remaining ten have only enacted laws. A summary of state bullying laws and policies was developed by ED in 2010 and can be read in full [here](#).

It is important to note that there is variation in the way states define and address bullying and that updates may have occurred since the 2010 ED review. Some states address bullying, cyber-bullying, and harassing behaviors in a single law, whereas others address each separately. New York, for example, has expanded its anti-bullying legislation to include definitions of intimidation, taunting, and discrimination. Click [here](#) to explore how states compare.

Further variation occurs at the state level in terms of which groups are automatically listed as protected under legislation. Groups are most often delineated in relation to race, ethnicity, religion, gender, and disability, but a few states have gone beyond the federal Civil Rights Act to include "weight," "gender identity and expression," and "association with a person or group with protected characteristics." Still, there are states that have chosen not to list any group as protected.

Finally, states differ in how they have legislated responses to bullying. In some states, bullying appears in the criminal code, meaning that there are legal ramifications in addition to any disciplinary measures taken at school for juveniles who commit applicable types of bullying. Others do not require legal recourse, but do include procedures for referring those who have experienced and initiated bullying to counseling and other mental health services where appropriate. The combination of procedures varies among states and localities.

A local focus

In 2014, more than 170 U.S. mayors joined an anti-bullying initiative to "develop a series of evidence-based responses to combat the epidemic of bullying in school districts nationwide," as reported in this [Education Week](#) article. As with other policy issues concerning children, youth and family, there is a growing emphasis on the development of evidence-based programs. SRCD members have been critical contributors to growing this body of evidence.

TEACHERS' CORNER

Lessons from the Teaching Institute

By Katharine Blackwell & Kathie Galotti

Katharine Blackwell, Salem College

Powell and Friedman's workshop on "Using literature in lower-level classes" contained enough ideas to completely revamp half of my course assignments, but the one tidbit that got put into use immediately - while I was still at the conference, in fact - was a brief mention about how to encourage students to think about the feedback they received on assignments. During class, students would receive the written comments without any grade, and then wrote brief reflections on those comments; only when they demonstrated that they had reflected were they told the letter grade that went with them.

I returned to my hotel that evening, considered a stack of papers I had brought with me, and proceeded to grade them...without making a single mark on the papers themselves. I wrote all notes and suggestions on a separate sheet of paper. At the next class meeting, students received their papers back, and read them, without any hint of what I had thought - only their own views coming back, three weeks after they had been written. They reflected. Then they received my comments, without a grade, reflected some more, and wrote a commitment to me of one thing they intended to do differently with their next assignment. Only when they were leaving class did they receive their letter grade.

It's by no means a cure-all, and it did take up some class time. But something about their feedback must have sunk in, because the next set of papers that class turned in was a milestone: The first time I have had every single student score a higher grade than they did on the previous paper, and the first time I have not found myself repeating the same suggestions I know I have given that student before.

Kathie Galotti, Carleton College

What I took away from the Teaching Institute is how much energy and enthusiasm developmental scientists across the country are putting into their teaching. I loved Judy Bryant's session on teaching Brofenbrenner's ecological systems theory to undergraduates by using autobiographical examples. She showed a picture of herself at the center of Brofenbrenner's concentric circles of the micro system, mesosystem, exosystem, and macrosystem, then, using old family photos, showed how the concepts might be applied. She then invited her students to create their own versions of this exercise. I was struck by how many different uses this activity would have in a class - from applying theory to specific information, to getting to know one's students.

What I also realized is how much work members of the Teaching Committee put in to make this event possible. In this particular case, many, many thanks are due again to Judy Bryant, who headed up the planning for this event, and who worked with SRCD staff liason Casey Irelan to bring it all to fruition.

SRCD

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SECC REPORT

Preparing the Next Generation: Mentoring Undergraduate Researchers

By Brenna Hassinger-Das, Temple University

As a graduate student or post-doctoral fellow, you may have the opportunity to mentor undergraduate researchers. Many times, graduate students will think, “Who, me? Do I know enough to be a mentor?” By breaking down the experience of mentoring into some key areas, you will see that it can be a rewarding experience and a great way to prepare for your possible future role as a faculty advisor.

Identifying a suitable research project

The first step to mentoring undergraduate researchers is to identify a project in which the undergraduate can take part. Does your university have a summer program that funds undergraduate researchers on their own projects? Or do you need assistance on one of your own projects where you could benefit from the help of an undergraduate researcher? Make sure that the scope of the project does not exceed the time during which the undergraduate researcher will be available (i.e., do not ask a summer program participant to work on a project that will span 2 years). Also, it will be important for the undergraduate researcher to feel invested in the work, so carve out some data from the larger project that he/she can analyze and present.

Finding potential undergraduate researchers

The second step to mentoring undergraduate researchers is finding them! If your university does have a summer or semester program funding undergraduate researchers, contact the program and inquire about bringing an undergraduate into your lab/project. If not, you may want to contact the instructors of undergraduate courses that relate to your research area and ask to speak to their classes to generate interest in the position. You might also talk to your advisor or other faculty members and ask them if they have any undergraduates in mind that might be good for the position. You may want to ask any applicants to submit an essay detailing why they would be a good fit for your particular project. You will also want to interview your applicants in person to get a feel for how they might fit into your lab. Make sure to involve your advisor/lab coordinator in the hiring process.

Defining research expectations

Once you have hired your researcher(s), it will be key to define some clear expectations. Work with the undergraduate to set up a weekly work schedule. Make sure to account for his/her class schedule, midterm/final exam schedule, and other conflicts. If you are able to provide course credit for research, inform the undergraduate researcher about any extra requirements, such as a final paper, that he/she will need to complete in addition to research responsibilities. It will also be crucial to define the expectations that the undergraduate will have for YOU. Set aside time each week to discuss the project and any questions or concerns he/she may have.

Supervising research trainings

This may be your undergraduate researcher’s first foray into the world of research. As such, you will help him/her navigate through some required experiences, such as undergoing human/animal subjects training and any other trainings that are necessary to conduct your line of research. You can also introduce him/her to the protocols for conducting research in your lab. Introduce your researcher to the other undergraduate and graduate students as well as post-docs and faculty members affiliated with your lab. You can help him/her recognize the importance of creating a network of people who can help him/her grow as a member of the academic community.

Keep the lines of communication open

Once the project has begun, keep the lines of communication open. Set up a weekly or bi-weekly meeting (either in person or electronically using a program such as Skype) to discuss the progress of the research. Also, it may be helpful to ask the undergraduate researcher about his/her coursework and how the research in your lab relates. Engaging in the research process may help the undergraduate decide whether or not to pursue graduate studies in your field, so he/she may be very interested in getting your perspective on graduate school and other issues.

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SECC REPORT (CONT)

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Moving beyond the lab

As the project wraps up, help your undergraduate researcher move to the next step. Perhaps there is a program through your university that helps fund undergraduates to attend conferences, or your university may host an undergraduate research forum where he/she could present the findings from the research project. Encourage your undergraduate to apply for membership in SRCD, especially if he/she is interested in pursuing a graduate degree. You may also be a great resource to help your undergraduate researcher prepare for the graduate school application process. He/she may contact you for a reference for another research experience or post-college school or employment opportunities.

If you plan carefully, mentoring an undergraduate researcher can be a very rewarding experience for a graduate student. It provides an opportunity for you to hone your skills as an advisor and to help an undergraduate achieve his/her academic goals.



NEW BOOKS BY SRCD MEMBERS



Bornstein, M. H., & Lamb, M. E. (Eds.). (2015). *Developmental Science: An Advanced Textbook (7e)*. New York, NY: Psychology Press.

Johnson, J., Eberle S., Henricks, T. & Kuschner, D. (2015). *The Handbook of the Study of Play*. 2 volumes, 528 pages. New York: Rowman & Littlefield Publishers, co-published with The Strong (National Museum of Play; Rochester, NY). <http://rowman.com/ISBN/9781475807967>

R. M. Lerner. (2015), Editor-in-chief: *Handbook of Child Psychology and Developmental Science (7e)*. Hoboken, NJ, Wiley.

Arthur J. Reynolds, Arthur J. Rolnick, and Judy A. Temple, et al. *Health and Education in Early Childhood*. Cambridge. www.cambridge.org/9781107038349
20% off the book: www.cambridge.org/DEVELOPMENTS2015.

Robert Serpell, Kofi Marfo. Volume Editors. (2015). *New Directions for Child and Adolescent Development: Special Issue: Child Development in Africa: Views From Inside*. Volume 2014, Issue 146 Pages 1-112. Wiley Periodicals, Inc., A Wiley Company.



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.

TRANSITION IN EDITORSHIP OF SRCD'S *SOCIAL POLICY REPORT*

SRCD is delighted to announce that the new Editorial Team for the *SRCD Social Policy Report* will be led by Ellen Wartella, Ph.D., of Northwestern University. Dr. Wartella is the Sheikh Hamad bin Kalifa Al-Thani Professor of Communications and Director of the Center on Media and Human Development, School of Communications at Northwestern University. She will be joined by an interdisciplinary team of Associate Editors with extensive experience in policy-oriented research, including P. Lindsay Chase-Lansdale, PhD, Frances Willard Professor of Human Development and Social Psychology, School of Education and Social Policy; Sandra Waxman, PhD, Lewis W. Menk Chair in Psychology, Weinberg College of Arts and Sciences; David Figlio, PhD, Director and Faculty Fellow of the Institute for Policy Research (IRP) and Orrington Lunt Professor of Education and Social Policy; Craig Garfield MD, Associate Professor, Departments of Pediatrics and Medical Social Sciences, Feinberg School of Medicine; Neil Jordan, PhD, Associate Professor, Psychiatry and Behavioral Sciences, Institute for Public Health, Department of Preventive Medicine; Terri Sabol, PhD, Assistant Professor of Human Development and Social Policy, School of Education and Social Policy; and Mesmin Destin, PhD, Assistant Professor of Human Development and Social Policy in the School of Education and Social Policy, and Assistant Professor in the Department of Psychology, Northwestern University. The Managing Editor will continue to be Amy Glaspie in SRCD's Ann Arbor office.

According to Wartella, the new Editorial team will seek to build on *SRCD Social Policy Report's* "history of thoughtful and reflective reviews of both research that addresses federal and state policy initiatives as well as reviews of national policies regarding children and youth...by moving into biomedical, media/technology, and international perspectives to broaden the areas of interest that encompass exciting future areas for policy studies."

SRCD extends its congratulations and best wishes to the new Editorial Team. In addition, SRCD extends thanks to the outgoing Editorial Team, which has been led by Sam Odom, Ph.D. of the FPG Child Development Institute at University of North Carolina Chapel Hill, joined by Iheoma Iruka, Ph.D., Kelly Maxwell, Ph.D. and Leslie Fox, for identifying critical topics to focus on and working with authors and commentators on 20 *SRCD Social Policy Reports*, with four more in process. Each of which has made a valuable contribution. Odom noted that "the authors of these reports have worked hard to translate their research and research interests into policy implications, and that work has paid off in supporting evidence-based policy."

SRCD also thanks the Search Committee, led by Jeanne Brooks Gunn and including (in alphabetical order) Natasha Cabrera, Ken Dodge, Stephanie Jones and Hiro Yoshikawa for their careful review of the exceptionally strong set of submissions for the Editorship.

Submissions to the *SRCD Social Policy Report* should now be sent to ellen-wartella@northwestern.edu. Publications through December 2015 will continue to be overseen by the Editorial Team at FPG Child Development Institute. The first publication under the new Editorial Team at Northwestern University will be issued in 2016.

2015 VICTORIA S. LEVIN GRANT



Application Submission Site Now Open!

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.

[2014 Levin Recipient Announcement](#)

[2013 Levin Recipient Announcement](#)

[2012 Levin Recipient Announcement](#)



[2011 Levin Recipient Announcement](#)

The application for the 2015 Victoria S. Levin Grant is now available [[here](#)].

The deadline for applications is September 1, 2015; the grant of up to \$25,000 will be announced in November 2015. For your reference, you may view and print the following documentation: [Levin Grant Information](#), [Applicant Eligibility](#), and [Required Application Elements](#) (files to be uploaded).

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 as:  TV or Radio Interview or  Op-Ed Piece

In a recent [New York Times](#) article entitled “When Guarding Student Data Endangers Valuable Research” the work of many SRCD members is referenced. This article discusses data gathering specific to educational assessment and how researchers rely on these data to measure the effectiveness of educational interventions. It provides specific examples of how researchers, and research partnerships with local agencies, have used data for the benefit of students.

An [Economic Policy Institute report](#) on social disadvantages and student academic performance was featured in a recent [Washington Post](#) article. The report focuses on five factors that hinder achievement among poor children: “parenting practices that impede children’s intellectual and behavioral development, single parenthood, parents’ irregular work schedules, inadequate access to primary and preventive health care, and exposure to and absorption of lead in the blood”. The report cites the work of many SRCD members including Jeanne Brooks Gunn, Rachel Chazan-Cohen, Helen Raikes, Sophie Aiyer, Greg Duncan, and Katherine Magnuson.

[Education Week](#) featured research completed by Terri Friedline and Stacia West on how financial education and exposure to real-life financial situations was associated with millennials’ financial health. The results of the research showed, for example, that young people who don’t have access to financial education or hands-on experiences are 176 percent less likely than their peers to have money available for emergency situations.

A study by Daphne Hernandez and Emily Pressler was the topic of this [Boston Globe](#) article. It discusses how family disruption and conflict and financial strain are linked to childhood obesity. The researchers analyzed longitudinal survey data on nearly 4,800 adolescents.

Research featured in an SRCD [press release](#) and published in *Child Development* focuses on the linkages between stronger working memory and reduced sexual risk taking in adolescents. Atika Khurana, Daniel Romer, Laura M. Betancourt, Nancy L. Brodsky, Joan M. Giannetta, and Hallam Hurt found that adolescents with weaker working memory reported larger increases in impulsive tendencies over time, which in turn was associated with greater likelihood of early and unprotected sexual activity. [NPR](#), [Business Standard](#), the [Daily Times Gazette](#), and the [National Monitor](#) are examples of news outlets that covered this research.

[Bustle](#) released an article in celebration of Father’s Day highlighting research that gives us better insight into fatherhood and its importance. Their list of 15 things to know about being a father according to science featured research by Erin Pougnet; Kathryn Kerns; Nairán Ramírez-Esparza, Adrián García-Sierra, and Patricia K. Kuhl; Jill E. Yavorsky, Claire M. Kamp Dush, and Sarah J. Schoppe-Sullivan.

Research published in *Child Development* and featured in an SRCD [press release](#) found that early life stress was associated with cognitive functioning in low-income children. The study by Jennifer H. Suor, Melissa L. Sturge-Apple, Patrick T. Davies, Dante Cicchetti, and Livia G. Manning identified how specific patterns of cortisol activity may relate to the cognitive abilities of children in poverty. The research was featured by [Reuters](#) and other news outlets.

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.

Important Notice

- Journals are not forwardable. 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, JSanto@UNOmaha.edu 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
- Full-page display ad is 7.25" x 8.75" and contains up to 650 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.