



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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Come be Sleepless in Seattle

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

In just a few short months, we all will be gathering in Seattle, Washington from April 18-20, 2013 for the biennial meeting. As Program Co-Chairs, we are busy finalizing a stimulating program of cutting-edge child development research against the backdrop of the beautiful Pacific Northwest. There will be so much to see, hear, and learn that you may not have much time for sleep.

We are particularly excited about the invited program not only because of its stellar participants and range of issues represented, but also because the presenters and topics align well with SRCD's mission to incorporate cultural and contextual diversity, international perspectives, and multi-disciplinary approaches. The full invited program is described in detail on the SRCD website. Here we highlight the invited speakers and symposium organizers.



Judy Garber



Sandra Graham

IN THIS ISSUE

Come be Sleepless in Seattle.....	1-2
Notes from the Executive Director.....	3
Biennial Meeting News.....	4-5
Report from the OPC.....	6-7
Victoria S. Levin Award Winner.....	8
Teachers' Corner.....	9
SRCD Teaching Mentorship Program.....	9
Report from the SECC.....	10
Members in the Media.....	11
New Books by Members.....	12
SRCD Unveils a New Website.....	12
In Memoriam: Nicki R. Crick.....	13-14
In Memoriam: J. Richard Udry.....	14-15
In Memoriam: Patrice L. Engle.....	16
In Memoriam: Daniel N. Stern.....	17-18
Submission Guidelines.....	19

The invited program includes four types of presentation formats. First, capturing the breadth of current knowledge in a particular field, Master Lectures will be delivered by BJ Casey on adolescent brain research, Michael Meaney on epigenetics and gene-environment interactions in early life, and Robert Sellers on racial identity development. Second, Invited Addresses will be given by Dante Cicchetti on risk and resilience in maltreated children, Cynthia Garcia Coll on the immigrant paradox, Patricia Kuhl on early language development, David MacKinnon on modern mediation analysis, Cybele Raver on self-regulation in low income children, and Uri Triesman on under-represented students in STEM fields. Third, back by popular demand is the Views-by-Two format in which two scholars in a field present different perspectives on a cutting-edge topic. The Views-by-Two will feature Eric Courchesne and Ami Klin on autism and the social brain, Philip Fisher and Stephen Suomi on interventions for early adversity, and Nora Newcombe and Elizabeth Spelke on the development of spatial understanding. Fourth, ten distinguished scholars were invited to organize symposia on special topics. These scholars include Lawrence Aber on interventions for children in low- and middle-income countries, Rebecca Bigler on same-sex schooling, Natasha Cabrera and Frosso Motti-Stefanidi on adjustment of immigrant youth from an international perspective, Allison Harvey on sleep in adolescence, Martin Ruck on social justice in developmental science, Christina Salmivalli on school bullying interventions, Simon Sommer on funding

(cont. on p. 2)

COME BE SLEEPLESS IN SEATTLE (CONT)

(cont. from p. 1)

from private foundations, Thomas Weisner on interdisciplinary approaches to developmental pathways of children throughout the world, and Philip Zelazo on executive function in children. Capitalizing on the roundtable format, there will be a discussion chaired by Celia Fisher on new regulations that will affect IRB approval processes for research involving vulnerable populations. Finally and sadly, there will be a memorial symposium, organized by Ken Dodge, in honor of our colleague Nicki Crick, who passed away in November of 2012. All of the invited sessions are distributed across the full three days of the meeting, from 8:30 AM on Thursday to 5:40PM on Saturday. Thus every time slot of the 3-day program provides at least one, and often two invited sessions from which to choose.

We are equally enthusiastic about the submitted program. The submission rate indicates that SRCD continues to attract the best and the brightest child development researchers at all professional and academic levels and from around the world. There were over 5,600 submissions, which is about 5 percent more than the 5,300 submissions in 2011. The chairs of 32 review panels and the Program Office staff worked extremely hard to get all the proposals reviewed in a timely manner so that we could meet our deadlines to provide submitters with notifications by mid-January 2013. For paper symposia, the acceptance rate was 73.4% (up from 63.4% in 2011), and for posters the acceptance rate was 80.2% (up from 76.5% in 2011).

Two new features were introduced for the 2013 submitted program. First, we revived the format of individual paper submissions, and we are pleased to report that it was met with enormous enthusiasm. There were 1,600 individual paper submissions (28% of total submissions). From the individual papers that received the highest scores, panel chairs were able to create 58 paper sessions distributed proportionately across the 32 panels. Each individual paper session consists of four thematically related papers that not only address innovative topics but also provide a different mechanism for child development researchers, particularly those early in their career, to communicate their work.

The second new feature is that SRCD is hosting a reception during the last poster session on Saturday. We know that many of you will be staying over Saturday night and our goal is to conclude the biennial meeting on a high note with this closing poster session and reception to celebrate the Society for Research in Child Development.

We know that meeting attendees will soon be preparing their presentations, booking flights and hotel rooms, and otherwise planning for the meeting in Seattle. We recommend that you register early and make your travel arrangements as soon as possible to get your preferred flights. We urge you to stay in the SRCD preferred hotels as you book your hotel accommodations. SRCD negotiated group rates are the best available at convention hotels and the organization has taken great care to book a variety of hotels offering competitive rates and amenities. SRCD depends on registrants using contracted hotels to offset the cost of producing a high quality meeting. If you have any questions regarding the meeting, first check the remodeled SRCD website (www.srkd.org). If you still have questions, please contact SRCD staff members Anne Perdue (aperdue@srkd.org) or Hailey Buck (hkbuck@srkd.org).

We will see you in Seattle. Catch up on your sleep before you get there. With our exciting invited and submitted programs, we intend to keep you stimulated nonstop from Thursday morning starting at 8:30am through Saturday ending at 5:40pm. We encourage you to stay for the whole meeting; it will be worth it. Safe travels to everyone.



NOTES FROM THE EXECUTIVE DIRECTOR



A “Nobel Prize” in Developmental Science

Lonnie Sherrod

The Jacobs Foundation was established in 1988 by Klaus J. Jacobs in Zurich, Switzerland. Mr. Jacobs made his fortune in coffee and chocolates. In 2001, he surrendered his entire share of 1.5 billion Swiss Francs (CHF) in holdings to the Foundation. The mission of the foundation is to contribute to positive child and youth development by bringing together research, application, and intervention. Unlike most other foundations, it pursues a positive developmental approach, aiming to promote positive development rather than fixing the problems of children and youth.

The Jacobs Foundation is active worldwide in promoting child and youth development through research and programs. It has an annual budget of approximately 35 million Swiss francs for funding research projects, scientific institutions, and interventions. The Foundation is committed to scientific excellence and evidence.

The Foundation has been a friend to SRCD and other developmental science organizations such as the Society for Research on Adolescence (SRA) and the International Society for the Study of Behavioural Development (ISSBD). For example, it provides funds to SRCD that allow us to offer travel grants to our Biennial Meeting for junior scholars from across the globe, especially from the majority world.

Following Mr. Jacobs’ death, the Foundation established the Klaus J. Jacobs Research Prize in 2009 to honor him and recognize outstanding achievement in developmental science research. The award carries a prize of 1 million CHF (about 1.1 million USD), which may be used for research of the recipient’s choosing. The first one was awarded December 3rd, 2009, and the fourth was just awarded December 7th, 2012, at the University of Zurich. Recipients of the prize are chosen by a [jury of internationally eminent scholars](#) which has been chaired since its inception by Anne Petersen, University of Michigan.

The first award in 2009 went to Lawrence Steinberg, Temple University, the next in 2010 to Avshalom Caspi and Terrie Moffitt, Duke University and King’s College, London, and the third in 2011 to Michael Tomasello, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany. This year’s 2012 Prize was awarded to Dante Cicchetti, University of Minnesota. I attended the afternoon symposium, the award ceremony and the gala dinner this year, and was very impressed with the scale and importance of this award, which is why I devote this article to the Prize. Each of the recipients has made an outstanding contribution to developmental science and has provided research information that allows us to improve the lives of children worldwide. Cicchetti’s selection this year was, however, noteworthy to me because of his lifelong commitment to understanding resilience. He studies the consequences of child maltreatment and neglect and the conditions that lead to resilience. His research combines theory and empirical studies in psychosocial behaviors, neurobiology and genetics, thereby bringing a multilevel analysis and multidisciplinary perspective to the topic, and providing a model for exemplary developmental science. He has also demonstrated that violence and abuse affect the mind and body differently across a child’s life. In keeping with the Foundation’s concern for positive development, he focuses on resilience as a dynamic process and identifies strategies that can be used to promote resilience. As someone interested in policy, I have sometimes been concerned that the idea of resilience could be misconstrued as a hindrance to using research to guide policy design. If youth are resilient, they have what it takes to overcome the odds and do not therefore need help from social policies. Cicchetti’s research does not fall prey to this risk. His work at the Mount Hope Family Center in Rochester is a model for synergy between research and policy/interventions—and this has certainly contributed to the Jury’s decision.

Jury member Albert Bandura has said, “Over time, this prize will be regarded as the Nobel Prize in Youth Development.” The Jacob’s Foundation award is by all criteria comparable to a Nobel Prize. The fact that it is specific to developmental science raises the worldwide visibility and prestige of the field. It is rare for a Nobel Prize to go to a behavioral scientist, much less a developmental scientist. The Jacobs Foundation Research Prize raises developmental science to the level of those which do, in fact, receive a Nobel Prize. It signifies that this is a field of scientific merit worthy of an investment of this scope. By launching this prize, the Foundation does much more than support highly worthy developmental scientists; it globally promotes the importance and scientific worthiness of developmental science. As developmental scientists, we owe a debt of gratitude to the Foundation. For further information, please see the following: [Jacobs Foundation website](#), [information about project funding](#), and information about the [Klaus J. Jacobs awards](#).

BIENNIAL MEETING NEWS

2013 SRCD Biennial Meeting
April 18 - 20, 2013
Seattle, Washington, USA

April will be here before you know it, so register and book your hotel room now!

- [Registration Now!](#)
- [Book Your Hotel Room!](#): SRCD has negotiated discounted hotel rooms for meeting attendees. Book your room through the SRCD housing site by March 25, 2013 for a chance to win a \$500 American Express Gift Card or one of 2 Delta Airlines Vouchers!
- [Mobile App](#): We are excited to announce that SRCD will be utilizing a mobile app in Seattle in lieu of a printed program book. Program information will be at your fingertips during the meeting.
- [Travel awards](#) will again be available as a SRCD member benefit and to support attendance at the biennial meeting. ***Award applicants must be current and ongoing SRCD members.*** The application website will open in mid-January with a link being provided in the decision notification email sent to all submitters.
- [On-Site Volunteer Information](#): Volunteer at the Biennial Meeting and receive free registration! Online signup will begin mid-February 2013.
- [Invited Program](#)
- [General Information](#)

The following preconferences will be presented on Wednesday, April 17, 2013. Be sure to register early as space is limited. For more information, please click [here](#).

➤ *Interventions for Children and Youth in Low- and Middle-Income Countries: New Opportunities and Challenges for Developmental Science*

Time: 8:30am - 5:30pm followed by a Reception

This preconference will engage researchers from diverse disciplines who wish to advance developmental science and intervention practices around the world, as well as selected practitioners and policymakers who currently work in partnership with researchers in the majority world. A particular effort will be made to reach out to researchers outside of the U.S. *Sponsored by SRCD.*

* Attendance will be capped at 100.

➤ *The Edward Zigler Policy Preconference: The First Thousand Days—Setting the Foundation*

Time: 4:00pm - 7:30pm

The Edward Zigler Policy Preconference honors the contributions of Edward Zigler in bridging research and policy. This year's preconference will focus on what we know about how the first thousand days of life are critical to setting a foundation for healthy development. **Megan Gunnar** and **Gary Evans** will provide the keynote addresses. Megan Gunnar is the Regents Professor, Distinguished McKnight University Professor, Director of the Institute of Child Development, and Child Psychology Department Chair at the University of Minnesota. Gary Evans is the Elizabeth Lee Vincent Professor within the Department of Design and Environmental Analysis and the Department of Human Development at Cornell University. Commentaries will be provided by discussants from different perspectives, and breakout discussion sessions will be facilitated by leaders in the field. Refreshments and hors d'oeuvres will also be served. Students and early career professionals are encouraged to attend! *Co-sponsored by the University-Based Child and Family Policy Consortium, SRCD's Student and Early Career Council, and SRCD's Committee for Policy and Communications.*

* Attendance will be capped at 100.

➤ *Pathways to Success for Junior and Mid-Career Faculty of Color*

Time: 9:00am - 3:00pm

This preconference focuses on promoting the career development of junior and mid-career faculty of color. It is

BIENNIAL MEETING NEWS

designed to demystify the tenure and promotion process, help participants develop strategies for positioning their work and enhancing their career trajectories, and managing work and family. There will be a mix of presentations, small group discussions with peers and senior colleagues, and a mentoring lunch. *Co-sponsored by the Asian, Black, Latino Caucuses, and the Ethnic and Racial Issues (ERI) Committee.*

Note: To attend this pre-conference event you must currently be an SRCD member. You also must be an Assistant or Associate Professor to attend this event. Attendance will be capped at 24 Assistant Professors and 24 Associate Professors.

➤ *Developmental Science Teaching Institute*

Time: 9:00am - 6:00pm

The SRCD Developmental Science Teaching Institute is designed for teachers of developmental courses at all levels who wish to develop strategies for engaging students, to explore new ideas, to update their knowledge base, and to share ideas and perspectives with like-minded professionals. *Sponsored by SRCD.*

* Attendance will be capped at 175.

Submissions are being taken until January 31st for Individual Poster Presentations, Roundtables, and Workshops. Please click [here](#) for more information regarding submitting to the 2013 Developmental Science Teaching Institute and click [here](#) to submit your proposal.

Other Special Events:

Lunch with the Leaders

Friday, April 19, 2013 from 11:40 am - 1:00 pm

Saturday, April 20, 2013 from 11:40 am - 1:00 pm

A tradition at the SRCD Biennial Meeting is the "Lunch with the Leaders" that provides a forum for students to interact with senior scholars who have central roles in the field of child development and the Society. Five students may reserve a seat to share lunch conversation with each leader. Approximately three weeks in advance of the Biennial Meeting, each person receives an introductory email message from the leader of his/her assigned table. We invite each young scholar to send one or two questions to the leader before the meeting and to exchange email correspondence with others who will be seated at his/her table. For a list of this year's leaders, please click [here](#). This event traditionally fills quickly!

Other Preconferences/Special Events:

Interested in hosting a preconference or special event while in Seattle? Click [here](#) for more information. Once again, SRCD will have small networking rooms available for small group meetings. The reservation sheet for these rooms will be posted soon.

Please visit the new and updated SRCD website (www.srcd.org) for additional Biennial Meeting information.

Questions specific to the Biennial Meeting Program? (734) 926-0610 or pro-gramoffice@srcd.org.

Other questions about the Biennial Meeting? Contact (734) 926-0612 or biennialmeeting@srcd.org.

SRCD Contact Information

Membership:

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Email: tandrade@srcd.org

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Meeting Registration

Tel: (734) 926-0612

Fax: (734) 926-0601

Email: cirelan@srcd.org

Website:

Email: webmaster@srcd.org

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

Beyond the Cliff: Children and the Federal Budget

Martha Zaslow, Sarah Mancoll, and Sarah Mandell

The fiscal cliff negotiation was a cliff hanger, with Congress reaching a decision not to go forward for now with the severe, across-the-board budget cuts of sequestration literally at the last moment. Can we take a deep breath and say that concerns about federal funding of programs for families and children are past?

There are two key issues to take into account in assessing the situation for children and the federal budget. First, the decision by Congress on January 1st *delayed* sequestration but did not *avert* it. Without further action, sequestration will go forward in two months. Second, whereas sequestration would have negative effects on federal programs for children, there is a longer term trend that also has to be taken into account. Quite apart from immediate budget negotiations, federal expenditures for children have already started a descent that is expected to continue.

How are Federal Expenditures for Children Calculated?

There is no federal requirement to report on either budget proposals or expenditures in terms of spending for children. The painstaking task of calculating federal expenditures for children has been carried out for the past six years in the [Kids' Share](#) reports by the Urban Institute.¹ Coming up with an overall picture requires assessments of outlays in dozens of federal programs, of expenditures based on tax refunds and reductions in tax liabilities, and of ARRA funding.

Expenditures on Children in 2011: The First Decline in Federal Expenditures since the 1980s

The most recent Kids' Share report, [Kids' Share 2012](#), brought the sobering news that for the first time since the early 1980s, federal expenditures for children declined in 2011. The report points to a decrease of \$5.4 billion between 2010 and 2011, with \$1.8 billion coming from diminished outlays and \$3.7 billion from decreased tax expenditures. Although expenditures for children declined in 2011, total federal spending increased. As a result, expenditures for children as a percent of total federal expenditures declined, from 10.7% in 2010 to 10.4% in 2011.

According to the 2012 Kids' Share report, most of the federal expenditures on children in 2011 (3/4 of expenditures) came from ten programs and tax provisions:

- **Medicaid spending on children** was the program with the largest expenditure (\$74 billion).
- The next two largest programs were the **Earned Income Tax Credit** (\$52 billion) and the **Child Tax Credit** (\$46 billion), with expenditures split between cash refunds to families and reductions in tax liabilities.
- The **Supplemental Nutrition Assistance Program** (or SNAP, formerly called the Food Stamp program), accounted for \$37 billion. Estimates show that about one in four U.S. children receive SNAP food assistance, with this number having increased during the recession.
- The **dependent exemption** (\$35 billion), while similar in amount to the SNAP program, functioned entirely through tax reductions to families.
- The remaining five programs accounting for large portions of spending for children each involved between \$14 and \$22 billion, and included **Social Security survivors' and dependent benefits**, **Title I/Education for the Disadvantaged**, **Child Nutrition** (including school breakfast and lunch programs), **Special Education**, and the **Temporary Assistance for Needy Families (TANF)** program.

Where Did Spending on Children Decrease in 2011?

The largest decrease in spending between 2010 and 2011 occurred in K-12 education programs, with decreases occurring in Title 1 Part A (education for the disadvantaged), special education, and the State Fiscal Stabilization Fund put in place under ARRA. Funding in this category is particularly vulnerable to the ongoing declines in ARRA funding. In 2011 there was drop of \$8 billion in funding for K-12 education through ARRA. This decrease was only partially offset by increased funding from the (temporary) Education Jobs Fund. As ARRA funding continues to be phased out, further declines in spending for education are anticipated.

There were also declines in spending on Medicaid services for children (due to a decrease in the federal match

(cont. on p. 7)

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

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from that provided under ARRA), and in tax expenditures and the refundable portions of tax credits. Smaller but noteworthy declines have occurred in programs focusing on particularly vulnerable groups of children, including foster care, adoption assistance, and the Social Services Block Grant, as well as in programs providing training for youth.

Increases in funding for nutrition programs, income security programs, and early care and education programs were not enough to offset these decreases, resulting in the overall decrease in total expenditures for children across all programs.

What are Projections for Spending?

The *Kids' Share 2012* report indicates that according to the Congressional Budget Office, a further decline in federal outlays for children of 6% was projected for 2012 and an additional 2% is projected for 2013. A major factor is that ARRA funding will continue to be phased out. ARRA spending on programs for children was anticipated to drop sharply in 2012 (from \$42 to \$12 billion), and then to \$7 billion in 2013. The drop in ARRA funding is expected especially to affect K-12 education funding and refundable tax credits. ARRA funding helped to counterbalance declines in state and local budgets between 2008 and 2011, and this counterbalancing will now be sharply diminished.

What Further Would Happen if Sequestration Goes Into Effect in Two Months?

The January 1st agreement by Congress included provisions related to tax credits that will help families and children. For example, the Child Tax Credit (as noted above, among the largest federal expenditures for children), will continue at previous levels for another five years rather than be cut in half.

However, apart from tax provisions, if further action is not taken by Congress and sequestration goes into effect in March, significant cuts to federal programs affecting families and children are anticipated. The extent of cuts varies somewhat across different estimates. Estimates by the Department of Education placed cuts to Head Start programs due to sequestration as resulting in 100,000 fewer slots, and cuts to the Child Care and Development Block Grant at 80,000. There would also be significant cuts to funding for school districts.²

It is Critical to Monitor Expenditures for Children

As we look beyond the cliff, we need to have both a short term and long term vision. In the immediate months, significant cuts to important federal programs for children are still possible. Taking the longer view, the *Kids' Share* report warns that: "Under current law, children will not share in any projected growth in outlays... Excluding health spending, children's expenditures will decline even in absolute dollars. Relative to other outlays and uses of our national income, children are scheduled to become an ever-declining priority" (Isaacs, Toran, Hahn, Fortuny, & Steuerle, 2012, p. 48).

Looking at budget proposals rather than at expenditures, the [Children's Budget Act](#), introduced in the House and Senate earlier this year, would require the President and the Office of Management and Budget (OMB) to provide an annual children's budget, indicating clearly how the President's proposed budget would affect expenditures for children.

With every dollar of the federal budget coming under close scrutiny in searching for ways to address the federal deficit, it will be important to monitor how both budget proposals and actual expenditures affect programs for our nation's children, and to consider effects both immediately and over time. SRCD members, who as researchers, are highly attuned to the need for strong measurement tools, may want to weigh in on the importance of having tools for summarizing both budgets and expenditures from the point of view of children and to make it clear that the information coming from them is being monitored.

¹ Funding for the Kids' Share reports comes from the Annie E. Casey Foundation and First Focus.

² This summary of the outcomes of the January 1, 2013 agreement in Congress is based on a January 2, 2013 column by Clare McCann in Early Ed Watch, available [here](#).

VICTORIA S. LEVIN AWARD WINNER

The Society for Research in Child Development

is pleased to announce the 2012 Recipient of the

Victoria S. Levin Award

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



Heidemarie Laurent, Ph.D.



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 Award 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. Heidemarie Laurent is the recipient of the Victoria S. Levin Award. Dr. Laurent is Assistant Professor of Psychology at the University of Wyoming, soon to be at the University of Oregon. Dr. Laurent received her BA with honors in Psychology from Scripps College and her PhD in Clinical Psychology from the University of Massachusetts at Amherst. She investigates social-developmental paths shaping early stress regulation and aims to better define "regulation" by relating multiple biological (i.e., neuroendocrine, autonomic, neural) and behavioral aspects of stress response to psychological symptoms. Her work integrates multiple response measures over time and identifies contextual moderators of stress effects to provide a more comprehensive view of what needs to change when to interrupt intergenerational cycles of stress dysregulation.

Please visit www.srcd.org for more details about the award and applicant eligibility. Applications for the 2013 Award will be available on the SRCDD website on July 1, 2013. The deadline for applications is September 1, 2013; the award of up to \$25,000 will be announced in November 2013.

TEACHERS' CORNER

The 2013 SRCD Teaching Institute Needs You... And You Need It!

Karen Brakke

Program Chair, SRCD Teaching Institute

We are entering a new era in higher education. We hear more and more about 'high-impact practices' and 'flipped classrooms' while at the same time attending to 'student learning outcomes' and 'assessment cycles'. Whether you are starting your teaching career or are a veteran with years of experience, whether you teach developmental science in a school of nursing or department of psychology, it is always important to stay current with best practices and new ideas in teaching. In the midst of the current pedagogical sea change, it is more important than ever. Fortunately, as an SRCD member (or friend) you have the perfect opportunity to tune up your teaching when you attend the biennial meeting in Seattle. The 2013 SRCD Teaching Institute will be held as a pre-conference event on April 17th. The Teaching Institute brings together developmental science teachers from across the country and international sites who teach from a variety of perspectives and who are ready to share their expertise. In addition to our outstanding plenary speakers, we will have participant-led workshops, roundtable discussions, and posters. We are especially excited to present our two plenary speakers this year. Dr. Beverly Daniel Tatum is the president of Spelman College and an innovative leader in the higher education community. She is also a psychologist by training and author of "Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race" (1997) and "Can We Talk about Race? And Other Conversations in an Era of School Resegregation" (2007). Dr. Tatum will share her perspectives on the changing landscape of higher education and how our work in developmental science will be impacted by the changes. This will be an important talk to hear for anyone planning on teaching over the next decade.

Our second speaker, Dr. Laurence Steinberg, is the Distinguished University Professor and Laura H. Carnell Professor of Psychology at Temple University. He is widely regarded as an expert in adolescent psychology, and his contributions to developmental science have been recognized through many honors and leadership appointments. The author of several popular textbooks, Dr. Steinberg will share his expertise in his talk on "Adolescent Brain Development: What Your Students Need to Understand, and How to Help Them Understand It."

In addition to the formal presentations, there will be plenty of time to chat with your colleagues, visit with publishers and view textbook options, and get energized through sharing ideas and building community. If you are participating in the Teaching Mentorship Program, we hope that you will take advantage of the Meet-and-Greet session that will start out the day.

Finally, if you have a teaching activity, technique, or approach that has worked well for you, or if you would like to head up a discussion of a current topic in developmental science, we invite you to submit a poster, workshop, or roundtable proposal. Abstracts are due by January 31st, and details of each format can be found [here](#). If you have any questions about submitting, or just want to run your idea by someone before writing it up, please email teachinginstitute@srcd.org and we will make sure your message gets to the right person.

We look forward to seeing you in Seattle!

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Re-opened for Spring 2013! The SRCD Teaching Mentorship Program - Apply to be a Mentor or Mentee Now!

Did you miss the first round of mentor/mentee matching? You can still join the SRCD Teaching Mentorship Program as a mentor or mentee!

Applications are due on January 11th, 2013, and matches will be announced by February 1st. The application form and guidelines for the program can be found at www.srcd.org.

For more information regarding the program, please contact Karen Brakke at kbrakke@spelman.edu. If you experience any issues or have questions regarding the application form, please contact Casey Irelan at teachingmentors@srcd.org.

REPORT FROM SECC



Tips on Networking: Confessions of a Shy Guy

Russell B. Toomey, Postdoctoral Research Fellow, Arizona State University

Gearing up for a conference can be a stressful time when you factor in last minute analyses, hectic travel plans, and planning out your social calendar with colleagues from all over the world. But do not forget to plan out your “networking schedule.” I’m a pretty shy guy and the thought of approaching an “academic rock star” at my first professional conference was intimidating (to say the least). Luckily, I followed the advice of my mentors and colleagues (some of which is shared below) and eventually met my doctoral advisor and my current postdoc advisor through networking at conferences!

Although this list is not meant to be exhaustive, I’ve shared a few networking pointers just in case you are as shy as me -- or even if you are an outgoing person who is attending his or her first conference:

- Pre-conference planning. Before you leave for the conference, look through the conference schedule and determine what sessions you would like to attend. A natural starting point to meet scholars with similar research interests is to attend paper or poster sessions that are related to your interests and introduce yourself to the person sitting beside you (yes... that’s right, I’m suggesting that you don’t go for the empty seat all the way in the corner of the room). I think that posters in particular are great places for networking: as you may know from personal experience, the presenter would much rather you stop and learn about his or her work (and introduce yourself) than have to stand at his or her poster for an hour with the occasional gazer.
- Ask in advance. If there is someone who will be at the conference with whom you would really like to meet and have a brief conversation, try to schedule a cup of coffee or a lunch appointment prior to the conference. This is a wonderful way to have a conversation with someone who is usually very busy during the conference -- for instance, suggest an early morning cup of coffee before the day’s first session. Given that people tend to plan their conference agendas well in advance, I suggest contacting the person with whom you would like to meet a few weeks prior to the conference (and be sure to state *why* you would like to meet with that person specifically).
- Befriend the right people. If you are attending the conference with a well-known advisor or colleague, try to spend a few hours with that colleague at the conference. If you attend the right type of event with this person (e.g., the President’s reception), you will likely end up meeting *a lot* of people that you may not have met by chance.
- Keep it simple. Don’t forget to breathe, relax, and be yourself. If you don’t know what to talk about, here are some suggestions: thoughts on a talk that you listened to earlier in the day or thoughts on a great article that you read on the plane ride to the conference. Do be sure to obtain business cards from the presenters that you have conversations with during the conference; in order to keep track of “who’s who,” I usually jot down a brief description of either the session that I met the person at or something to contact them about post-conference.
- The elevator talk. Prior to the conference, develop a quick 3-5 sentence pitch that delivers the meat and potatoes of your research agenda and who you are as a scholar to the listener. This is especially important if you are on the job market.
- Follow-up. Be sure to follow-up with people that you meet at the conference. This may be a short email; for example, you might write: “It was great to meet you at the session on XYZ at the recent ABC conference. I look forward to reading your work in the future. When you get a chance, could you please send me the article that you mentioned on LMNOP?”. Or, if you have a professional social network account (e.g., LinkedIn, Facebook), try to follow-up with colleagues that you spent time with at the conference through this medium.

Remember, even though we might treat them like rock stars, most academics are more than happy to talk with students and emerging career attendees about their research. Breathe, relax, and enjoy the conference -- who knows, you could meet a future advisor or collaborator!

MEMBERS IN THE MEDIA

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

: TV or Radio Interview : Op-Ed Piece : News Article : Blog Post

*Daniel R. Anderson, Aletha C. Huston, Kelly L. Linebarger, John C. Wright, & Reed Larson.  [Scientific American](#). Sesame Street and Child Development.

*Robin Banerjee, Mark Bennett, & Nikki Luke.  [Wired](#). The Scientific Making of a Geek.

*John Condry & Sandra Condry.  [Scientific American](#). The WEIRD Psychology of Elephants.

*J.J. Cutuli, Christopher Desjardins, Janette E. Herbers, Jeffrey D. Long, David Heistad, Chi-Keung Chan, Elizabeth Hinz, & Ann S. Masten.  [U.S. News and World Report](#).  [MinnPost](#).  [Minnesota Public Radio](#).  [Twin Cities Public Television](#).  [United States Interagency Council on Homelessness](#). Homelessness, High Mobility Threaten Children's Achievement.

*Lingzin Hao & Han S. Woo.  [ABC News](#).  [CBS Washington](#).  [NBC Latino](#).  [Courier-Journal of Louisville, Kentucky](#). Children of Immigrants Have Advantage in Academics, School Engagement.

*Sunyoung Jung, Bruce Fuller, & Claudia Galindo.  [NBC Latino](#).  [Education Week](#).  [Huffington Post](#).  [San Antonio Express-News](#).  [Yahoo! News \(Mexico\)](#). Mixed Findings Emerge in Immigrant Families' Home Environments.

*Rebecca J. Landa, Alden L. Gross, Elizabeth A. Stuart, & Ashley Faherty.  [U.S. News and World Report](#).  [The Toronto Star](#).  [The Herald Sun \(Australia\)](#).  [The Philadelphia Inquirer](#). At Six Months, Development of Children with Autism Like Those Without.

*Joseph L. Mahoney, Angel L. Harris, & Jacquelynne S. Eccles.  [Orange County Register](#). Parents: How to Stay Sane During the School Year.

*Daniel P. Miller, Jane Waldfogel, & Wen-Jui Han.  [Huffington Post](#). Family Dinner Benefits: Do Meals Together Really Make a Difference for Children?

*Charlotte J. Patterson.  [The Telegraph \(UK\)](#). Ukip's Winston McKenzie is Factually Wrong to Say That Adoption by Same-Sex Couples is 'Child Abuse.'

*Marie Evans Schmidt, Tiffany A. Pempek, Heather L. Kirkorian, Anne Frankenfield Lund, Lauren A. Murphy, & Daniel Anderson.  [Yahoo News](#). Kids Exposed to a Whopping Four Hours of Background TV a Day.

*Elizabeth Washbrook, Jane Waldfogel, Bruce Bradbury, Miles Corak, & Ali A. Ghangro.  [Ottawa Citizen](#).  [National Review](#).  [Slate](#). Comparison of Immigrant Children in Four Nations Shows Strengths, Lags.

* indicates media coverage related to an SRCD publication.

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

LET US KNOW YOUR NEWS!

SRCD Members:

Please share your prestigious awards and memberships with us!

Feel free to share this information and send your announcement to either *Developments* editor at, jonathan.santo@gmail.com or alukowsk@uci.edu.



NEW BOOKS BY SRCD MEMBERS



Gibbons, J., & Smith Rotabi, K., Eds. (2012). *Intercountry Adoption: Policies, Practices and Outcomes*. Ashgate Publishing Co.

The book addresses many issues of interest to developmentalists - early developmental adverse experiences and recovery from those experiences, policies that foster child well-being, etc. View the book by clicking [here](#).

Patterson, Charlotte J. & D'Augelli, Anthony R., Eds. (2013) *Handbook of Psychology and Sexual Orientation*. New York: Oxford University Press.

The first authoritative summary of its kind in this area, *Handbook of Psychology and Sexual Orientation* is the primary resource for the many researchers, including a new generation of investigators, who are continuing to advance understanding in this field. Volume editors Charlotte J. Patterson and Anthony R. D'Augelli, along with other leading experts, contribute an extraordinary review of contemporary psychological research and theory on sexual orientation in their specific fields of work. The book is divided in four parts: Concepts, Theories, and Perspectives; Development over the Life Course; Domains of Experience; and Communities and Contextual Issues. This comprehensive volume will be invaluable to undergraduate and graduate students, researchers and scholars, and professionals who work with lesbian, gay, bisexual, and transgender issues, in the fields of developmental, social, clinical, community, and counseling psychology.



SRCD Book Authors/Editors

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

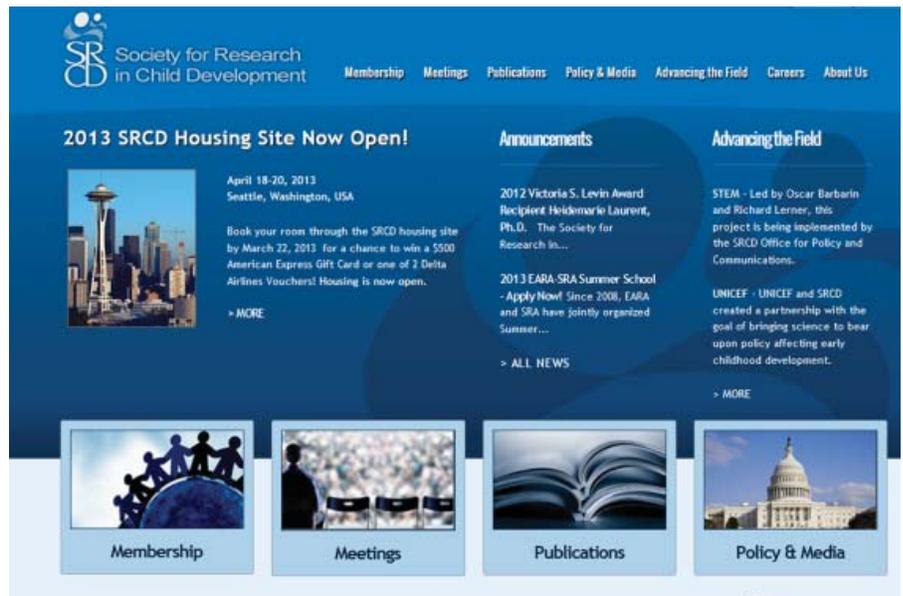
SRCD Unveils a New Website!

SRCD unveiled its new website in December.

Over the past few months the SRCD staff have worked with a website design company to create a more appealing and user-friendly website. The hope is to create a more transparent organization and allow members and those visiting SRCD to find information with just a click.

SRCD's homepage will display news and information for members in addition to new programs and strategic plan initiatives.

You will also see the new look of SRCD throughout the E-News and membership materials. Checkout the new website soon at www.srcd.org.



IN MEMORIAM



Nicki R. Crick, 1958-2012

Juan F. Casas, University of Nebraska, Omaha
Dianna Murray-Close, University of Vermont
David A. Nelson, Brigham Young University
Jamie M. Ostrov, University at Buffalo, SUNY

Nicki Crick, Distinguished McKnight University Professor and Harris Professor of Child Psychology, Institute of Child Development, University of Minnesota, passed away peacefully Oct 28th, 2012, at age 54, following her recent cancer diagnosis.

Nicki is internationally known for her ground-breaking research on relational aggression, including behaviors such as social exclusion, malicious gossip/secret spreading, and threats to end friendships or close relationships. Her work on relational aggression expanded the definition of mean-spirited, hurtful, and aggressive behaviors and dramatically increased attention to aggressive girls. Nicki and her colleagues showed that relational forms of aggression are relatively common among girls and women, and that relational aggressors and victims suffer from negative psychological and behavioral outcomes. This work has challenged the long-standing assumption by many researchers and educators that girls do not exhibit aggressive behavior patterns, and that the childhoods of girls are relatively benign. Studies of relational aggression have been conducted in virtually all developmental periods and in many countries around the world. Her pioneering scholarship has forever cemented her legacy within the field.

Nicki published over 90 scientific papers, among them some of the most highly cited manuscripts in developmental psychology and developmental psychopathology, including one paper (Crick & Dodge, 1994) that has been cited almost 3,000 times, and another (Crick & Grotpeter, 1995) that has been cited nearly 2,500 times.

In addition to her two chaired professorships, Nicki was the Director of the Institute of Child Development from January of 2005 to June of 2011. She was also awarded the Distinguished Scientific Award for Early Career Contribution to Psychology from the American Psychological Association "for groundbreaking contributions to developmental science on aggression and prosocial behavior," she was given the Boyd McCandless Young Scientist Award from Division 7 (Developmental Psychology) of the American Psychological Association, and she was a William T. Grant Faculty Scholar.

Nicki earned her bachelor's degree in psychology after initially studying engineering at Purdue University. She often credits her motivation to pursue higher education to a math teacher who suggested that she was pretty good at math... for a girl. This experience also served as a foundation for her interest in gender differences in developmental processes. Nicki earned a master's degree in human development and family studies at Purdue University. While pursuing graduate study in statistics she spent several years as a statistical consultant and instructor for graduate courses in statistics in psychology. She obtained her doctorate in Clinical Psychology from Vanderbilt University after completing her internship at Indiana University Medical Center.

Nicki's legacy will be carried forward by the countless students that she has mentored in her career at the University of Illinois (1992-1996) and the University of Minnesota (1996-2012). Nicki was a kind, patient, and supportive mentor who exhibited a tremendous positive energy and enthusiasm for research. Her research laboratory, the "Crick Social Development Lab," included a signature candy dish, stickers, and words of encouragement on manuscripts and dissertation drafts, and visits from her beautiful Siberian huskies. Birthday celebrations, practical jokes, and "roasts" of Nicki's graduate students, affectionately known as "Cricksters," were common at both lab meetings and holiday parties. Despite Nicki's tremendous intellectual contributions to the field of developmental psychology and beyond, she was down-to-earth and took the time to get to know her staff, colleagues, and students. In fact, Nicki was a tireless advocate for making academia a kind, supportive, and welcoming place for everyone, regardless of rank or educational background. Nicki's influence on her Ph.D. and post-doctoral students was profound, and often developed into close lifelong friendships. Moreover, Nicki fomented relationships between current and former students, creating a network of Cricksters spanning the globe and promoting productive collaborations and very entertaining Crick lab reunions at major conferences.

Nicki was a compassionate member of her community and citizen of the world. Her efforts to help those in need in Minnesota and around the country are truly impressive. She helped develop some of the first intervention work aimed at reducing relational aggression in high-risk girls. She spent the last few years working to develop collaborative relationships in Uganda and was motivated to work to improve the education and lives of children in Africa.

(cont. on p. 14)

IN MEMORIAM (CONT)

(cont. from p. 13)

Her research and service initiatives were always designed with an eye toward helping others in need and she instilled this ethos in those she taught throughout her distinguished career. There can be no doubt that the field lost a great scholar, but more importantly the world lost a true friend, someone who strived to leave it a much better place than she found it. Her many students, collaborators, colleagues, friends, and family mourn her passing.

Nicki is survived by her parents, sister, brother-in-law, niece, and nephew. For donations in her memory, Nicki chose a Siberian Husky rescue-organization in the Twin Cities area (www.AdoptAHusky.com).

References:

Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115, 74-101.

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66, 710-722.

IN MEMORIAM



J. Richard Udry, 1928-2012

Carolyn Tucker Halpern, Professor, Department of Maternal and Child Health, University of North Carolina at Chapel Hill

Kathleen Mullan Harris, Distinguished Professor of Sociology and Director, National Longitudinal Study of Adolescent Health, University of North Carolina at Chapel Hill

Dick Udry, Kenan Distinguished Professor of Maternal and Child Health and Sociology at the University of North Carolina, Chapel Hill, died at his home in Chapel Hill, on July 29th, 2012, at the age of 83. He is survived by his wife, Janice May Udry; daughters, Leslie Udry of Chapel Hill and Susan Udry Martin of Round Rock, TX; and a granddaughter, Felicia Martin.

In his nearly 50-year career, Dick left an enduring legacy of innovative study designs, significant research, interdisciplinary mentorship, and leadership and professional service to multiple scientific disciplines. He pioneered research that integrated biological and sociological models of human behavior and was a prolific research scholar in the areas of sexual behavior, women's gender roles, and adolescent behavior and health. Dick co-authored more than 400 articles that have been cited by other scientists more than 17,000 times. He mentored generations of faculty, students, and staff whose careers carry the imprint of his work.

Dick was born and raised in Covington, KY. He attended Northwestern University in Chicago and served in the Marine Corps during the Korean War. Dick earned his Ph.D. in Sociology from the University of Southern California in 1960. After a few years of teaching at Chaffey College and California State Polytechnic College, he moved in 1965 to the University of North Carolina at Chapel Hill where he assumed faculty positions in Maternal and Child Health and Sociology. He remained at UNC for the rest of his career. In 1977, he took on the directorship of the Carolina Population Center (CPC), a role he filled for an unprecedented fifteen years.

Dick led CPC to become the preeminent center for population research in the country by initiating a fundamental shift in the Center's mission from technical assistance to research and recruiting Faculty Fellows whose research focused on population issues. He set out to build external funding for the center, winning CPC's first P30 Popula-

(cont. on p. 15)

IN MEMORIAM (CONT)

(cont. from p. 14)

tion Center and training grants from NIH in 1979. He guided the Center toward interdisciplinary work, with a strong emphasis on integrating biological and social sciences in the examination of population issues and demographic behavior that has remained one of the Center's hallmarks to this day.

Dick's scientific interests in the biosocial aspects of sexual relationships and gender emerged early in his career. He developed fruitful collaborations with Naomi Morris and Karl Bauman to pursue work on the biological and behavioral aspects of pregnancy, fecundability, race differences in fertility, pregnancy outcomes, hormonal influences on behavior, and adolescent behavior. He also published on marriage and marital disruption throughout his career, including many articles and three editions of his book, *The Social Context of Marriage*.

In 1979, Dick published an article giving the first clue to his emerging interest in adolescence: "Age at Menarche, at First Intercourse, and Age at First Pregnancy" in the *Journal of Biosocial Science*. He then launched a series of intensive longitudinal studies of adolescent sexual behavior that included repeated, multiyear collection of reproductive hormones to assess the interrelationship of social and biological influences on sexual behavior. At the time, many doubted he would be able to successfully conduct these biomarker studies, but true to his legacy of innovations in study design, he proved them wrong. His findings demonstrated that behavior reflected the interwoven effects of biological and social influences. These early studies explored many of the biopsychosocial and contextual themes Dick later examined on a national level in Add Health.

Dick may be best known for the design and conduct of The National Longitudinal Study of Adolescent Health (Add Health), a landmark and path-breaking NIH-funded study of the effects of biological and social factors on adolescent health and behavior. Add Health is the largest nationally representative survey in the world to contain an embedded behavior genetic sample, and was among the first national social science surveys in the world to collect DNA samples from saliva. Dick directed this study from 1994-2004, producing not only innovative data but also innovative strategies to disseminate the data to thousands of researchers while protecting participants' confidentiality, thereby greatly expanding the scientific payoff from the study.

Dick was never a biological determinist. He always felt that genetic and hormonal influences acted in concert with the environment to shape individual development, and he urged his students to think this way as well. Dick was also never captive to political correctness. He argued persuasively for the need to account for biology in models of human development and behavior, including in his highly visible 1995 presidential address to the Population Association of America. Being ahead of his time did not slow Dick down, but it did breed in others an ambivalence about his work that is only now beginning to fade.

In addition to serving as President of the Population Association of America, Dick served two terms as President of the Society for the Study of Social Biology. In 1997, he was inducted into the American Academy of Arts and Sciences in recognition of his distinguished contributions to science and scholarship. He received the Society for Adolescent Medicine's Outstanding Achievement in Adolescent Medicine Award in 2004. At one point, Dick was featured in *Science* magazine as one of NIH's most prolific grant-getters. The National Institute of Child Health and Human Development funded his work continuously for over a quarter-century, honoring him with a MERIT award during 1989-1998.

In addition to his work in the scientific and academic worlds, Dick was a longtime Sierra Club member and avid outdoorsman. During a 20-year span, he led more than 200 hikes and outings that brought people closer to the natural spaces that he enjoyed and worked to protect. He gave short commentary about history, plants, trees, and birds along the way. In 2003, he received the Joseph LeConte Award, the Sierra Club's highest honor.

Dick Udry was ahead of his time, and most of what he thought about, analyzed, and wrote is and will remain current in research for many years to come. His ideas and research findings continue to be cited in both academic and public media, as the rest of the research world tries to catch up.

IN MEMORIAM



Patrice L. Engle, 1944-2012

Maureen Black, Department of Pediatrics and Department of Epidemiology and Public Health, University of Maryland School of Medicine

Pia Britto, Yale Child Study Center

Ted Wachs, Dept of Psychological Sciences, Purdue University

Patrice L. Engle was a pioneer and leader in global early child development. After receiving her Ph.D. in psychology at Stanford University, she launched a highly productive career that included positions in academia and international agencies. She served as a professor at California Polytechnic University in San Luis Obispo, CA and as the chief of early child development for the United Nations Children's Educational Fund (UNICEF), with posts at the India office in New Delhi and at the UNICEF central office in New York City. Throughout her career,

Pat worked to ensure that children in developing countries received the health care, nutrition, nurturance, and early learning opportunities they needed to be successful and that families received the support they needed to take care of their children. 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. Dr. Engle's contributions included hands-on programmatic work with field staff in multiple countries, scholarly analyses with interdisciplinary colleagues, and advocacy with country-level policy makers. Over the course of her career, she enriched research in child development by stimulating an interest in early child development scholarship in a range of disciplines around the world.

Above all, Pat was a mentor and a relentless proponent of early child development. She was outgoing and inclusive; she embraced every endeavor with substantive contributions and infectious enthusiasm and instilled confidence that anything related to promoting early child development was possible. By gathering evidence on how early child development related to poverty, malnutrition, academic achievement, HIV and AIDS, women's empowerment and women's work, she showed that countries could not afford the cost of *not* investing in early child development. By gathering evidence that successful human capital begins with strong early child development, she was a primary force in ensuring that indicators related to family life and early child development were included in UNICEF's Multicountry Indicator Cluster Survey (MICS). Her goals were to ensure that child development programs were based on scientific evidence, were evaluated rigorously, and were a central component of international efforts to ensure the health, development and well-being of young children. Her work in global early child development was guided by her belief in the science-to-policy model.

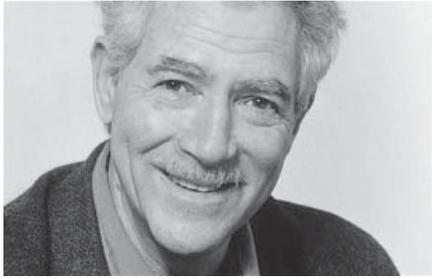
Dr. Engle spearheaded two prestigious series of papers on early child development published in *The Lancet* in 2007 and 2011. She was the recipient of the 2011 Distinguished International Contributions to Child Development Award from the Society for Research in Child Development; she was an editor of the *Handbook of Early Childhood Development Research and Its Impact on Global Policy* to be published in 2013; and she was an honorary professor at the University of Hong Kong.

She is survived by her son, Sawyer Fuller, of Cambridge, MA; her husband, Henry Hammer, of Los Osos, CA; her twin sister, Prof. Sally Engle Merry of Wellesley, MA and New York City; and her brother, Robert Fry Engle III of New York City and La Jolla, CA.

As a legacy to Pat, her friends and colleagues have established the Patrice L. Engle Dissertation Grant for Global Early Child Development. This award will provide opportunities for junior scholars who are either from or are working in developing countries to conduct dissertation research in global early child development. The grant includes US \$5,000 to support dissertation research and a 2-year student membership to SRCD. Applicants may be from any field of study that links to global early child development. They must attend a recognized university in the United States or a recognized non-U.S. university that is able to receive and process grant awards from the United States, must be enrolled and in good standing in a doctoral program, have advanced to candidacy, and have a dissertation in global early child development that has been approved by a dissertation committee. The 2013 Deadline for the Application is April 30th. Applicants will be notified of decisions by June 30th, 2013.

For more information about the grant, please check the SRCD website or request information from Patrice.Engle.grant@srcd.org. To contribute to the Patrice L. Engle Dissertation Grant for Global Early Child Development, please make out the check to SRCD and indicate in the memo line that it is for the Engle Grant. Send it to: SRCD, 2950 S. State Street, Suite 40, Ann Arbor, MI, 48104. For electronic/wire transfers or credit card contributions, contact rburd@srcd.org.

IN MEMORIAM



Daniel N. Stern, M.D. 1934-2012

Thomas F. Anders, Distinguished Professor of Psychiatry (Emeritus), UC Davis M.I.N.D. Institute

Daniel Norman Stern was born in Manhattan on August 16th, 1934, and died in Geneva, Switzerland, on November 12th, 2012, at the age of 78. His childhood was spent in Great Neck, NY, on Long Island. He graduated from Harvard University and the Albert Einstein College of Medicine. After medical school, Dan was a fellow in BB Brody's laboratory at the National Heart Institute involved in leading-edge serotonin biology research. Subsequently, he trained in psychiatry at Columbia University and the New York Psychiatric Institute and in psychoanalysis at the Columbia Center for Psychoanalytic Training and Research. Dan held professorships in the departments of psychiatry at Columbia, Cornell Medical College, Brown University, and since 1987, in the Department of Psychology at the University of Geneva. There he held the title of Professeur Honoraire.

On completion of his residency, Dan's research career should have tracked his earlier NIH fellowship training in biochemistry and psychopharmacology. Certainly in the late 1960s, the newly discovered beneficial effects of psychotropic medications on major psychiatric disorders were receiving major national attention and funding. However, Dan was to go in another direction, the study of the earliest mother-infant interactions from the perspective of sensorimotor engagement, timing, and synchrony. Serendipitously, in the late 1960s and early 1970s, developmental psychologists and ethologists were beginning to focus new research paradigms on human and animal newborns, young infants, and parenting relationship characteristics. Dan joined this group and led the way.

Where did Dan's unexpected interest come from? He attributes his passion for the study of nonverbal communication to an early illness that he suffered around the age of 3. At that young age, in an era preceding antibiotics, he was hospitalized for some 6 months with a resistant infection resulting from a ruptured appendix. His early predominant language exposure had been from a nanny, a native Czech speaker, and his comprehension of the Czech language was better than his comprehension of English. Thus, he was not easily able to speak to, or be understood by, the hospital staff. Rather, he recalls communicating nonverbally with gestures, vocalizations, and facial expressions. The importance of dyadic nonverbal communication and timing were imprinted early.

Dan began his research career first by examining a set of previously collected videotapes, carefully analyzing and quantifying the feeding interactions between infants and mothers with schizophrenia and comparing their interactions with those obtained from infants and mothers without schizophrenia. He carried out these observations in the experimental psychology laboratory of Howard Hunt (with Don Hutchins and John Gibbon) at the New York State Psychiatric Institute where he learned much about behavioral organization and frame-by-frame microanalysis of videotapes.

These early observations led Dan to videotape typically developing infants and their mothers in semi-structured play situations. The videotapes were transcribed onto 16mm movie film and then analyzed frame-by-frame, using a hand crank to shuffle back and forth across frames to better observe the dyad in millisecond to-and-fro interaction. These detailed analyses revealed the enormous social and emotional capacities that were pre-programmed in the brains of newborn infants as they engaged with their mothers. Dan confirmed the exquisitely timed and attuned "dance" between the dyad that occurs within the first months of life. He described "games" that the dyad "played," and established terms like "motherese" and "infant elicited maternal responses" to describe these phenomena. His descriptions and terminology spread widely throughout the field of infant mental health and development. His first two books *The First Relationship: Infant and Mother* in 1977, and *The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology* in 1985 were translated into more than ten languages. They remain benchmarks for the field. Given the excitement of early infancy research at that time and Dan's leadership role, he soon became a cult figure in the best sense of the word, with a large, international following. He was able to spread the scientific word about early infant-parent development globally. Two more books on the subject followed: *Diary of a Baby* in 1990 and *The Motherhood Constellation: A Unified View of Parent-Infant Psychotherapy* in 1995. Common constructs widely used today, such as affect attunement, intersubjectivity, affect regulation, and dyadic synchrony all derive from Dan's early research.

There is no doubt that Dan's early thinking about measuring interaction and timing was influenced by his relationships with his close friends Jerome Robbins, the brilliant ballet choreographer, and Robert Wilson, the avant-garde director and playwright. Both of these artists visited Dan in his lab frequently, and Dan visited their rehearsals

(cont. on p. 18)

IN MEMORIAM (CONT)

(cont. from p. 17)

regularly as they exchanged ideas about movement, rhythm, and choreography. Medical and mental health colleagues, collaborators, and students were many; all established or future leaders in their respective fields. Amniti, Beebe, Brazelton, Bruner, Emde, Hinde, Kagan, Lieberman, Lyons-Ruth, Main, McDonough, Sameroff, Sander, Sroufe, Trevarthan, and Zeanah are just a few of the names that come to mind.

In later years, Dan became more of a theoretician, attempting to understand how areas of neuroscience explain human philosophical and psychological constructs. His interests focused on how timing, manifest by "adaptive oscillators" in the brain, relate to memory of experiences, and how mirror neurons relate to intersubjectivity. His 2004 book, *The Present Moment in Everyday Life and Psychotherapy*, and his final book in 2009, *Forms of Vitality*, deal with these issues.

In all, Dan wrote eight books, co-edited nine more, and contributed many original articles and chapters to the scientific literature. He lectured widely as an invited plenary speaker at named lectures. The Annual Sigmund Freud Lecture, London, 1994; the Sandor Rado Lecture, Columbia University Center for Psychoanalysis, New York, 1996; the John Bowlby Lecture, London, 1997; the Hasenbush Lectureship, Harvard Medical School, Massachusetts Mental Health Center, 1999 are just a few. He also received six honorary doctorate degrees from the Universities of Stockholm, Padua, Palermo, Aalborg, Copenhagen, and Mons-Hainault (Belgium).

Dean Emeritus of Cornell Medical College, Robert Michels, M.D., a friend and colleague said, "Dan built bridges and was extraordinarily skillful at moving back and forth across them and leading others to follow him. Bridges between research and practice, between developmental psychology and dynamic psychotherapy, between infant observation and clinical reconstruction, between the interpersonal and the intrapsychic, between science and art, and between explanation and understanding."

But Dan was much more than an extremely gifted and creative researcher and teacher. He lived for adventure, the unusual; that odd twist of an experience or phenomenon that was not obvious to others. In the 1960s, Dan's adventures embraced the civil rights movement. My first adventure with him was our trip to Montgomery, AL to march with the Reverend Dr. Martin Luther King. As members of the Medical Committee for Human Rights, we were to provide medical care to the marchers as needed. We marched through driving rain that weekend, but when the protesters bedded down for the night in tents set in muddy fields, Dan found a nearby dry church and we slept soundly on the hard wooden pews. On the following morning, before we rejoined the weary marchers for a continuing, rainy and anxiety-laden march, we breakfasted on white tablecloths with the march's organizers in the church's refectory. We marched again, well rested and well fed. Dan's escapades were always adventuresome and always elegant!

On another occasion, one late night while living in Providence, RI in the 1980s, I received a phone call from Dan. In a harsh and dangerous storm, he had just sailed from Cuttyhunk, an island in Massachusetts, to Narragansett, RI and invited me to meet his fiancée, Nadia Bruschweiler. He wondered whether I would shelter them from the torrential rain in our home for the night. I followed his directions to a deserted and desolate boatyard an hour's drive from Providence but could not find the slip where they were anchored. After becoming soaked myself, I finally observed a faint light emanating from a tented sailboat at the far corner of the marina. When I lifted the canvas flap, I found Dan and Nadia cozily draining a bottle of good French wine. "Want a glass?" Dan asked with his bright eyes and wide smile; once again, elegance in the midst of adventure. In a lifetime of subsequent adventures with Dan, all were, like those first ones, predictably elegant and adventuresome.

Dan was an erudite lover of literature, with a keen appreciation of philosophical thought. He wrote poetry, painted abstractly in oils and watercolor, loved to cook, and, most of all, was a devoted parent to his children and grandchildren. Multi-generational family time was especially guarded and precious each summer at their beloved house on Fire Island. They lazed, bonded, and refueled on the dunes; surfed the waves and rode bikes together down the narrow wooden ramparts to town. They met the ferry to greet close friends, and feasted on Dan's fresh fish recipes. There, too, Dan taught his children and grandchildren the fine art of sailing, passing down one of his most cherished passions. More importantly, he taught all of them the art of enjoyment, togetherness, and love.

Dan is survived by his wife, Nadia Bruschweiler Stern, a pediatrician/child psychiatrist in Geneva who collaborated on much of his research; two sons, Michael and Adrien; three daughters, Maria, Kaia, and Alice; a sister, Ronnie Chalif; and 12 grandchildren. He is sorely missed by his family, his many friends and colleagues, and the multitude of clinicians and families who continue to benefit from his creative insights into the developing mind.

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Developments' Submission Guidelines

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- Full-page display ad is 7.25" x 8.75" and contains up to 650 words plus a 2-line header

SRCD Developments

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