



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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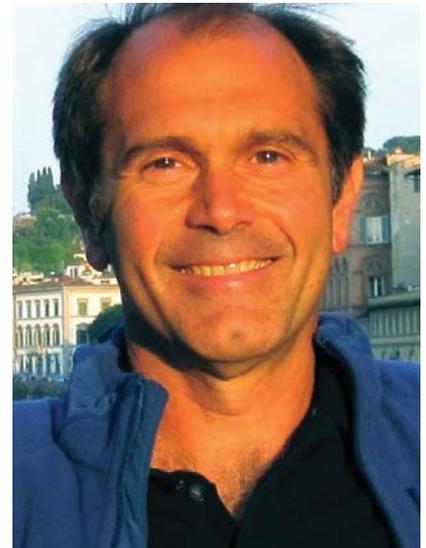
President's Letter

Society for Research in Child Development: Taking Aim On An Exciting Future

Dear Friends and Colleagues, past, present, and future:

I am pleased to share some updates regarding the launch and initial implementation of SRCD's new strategic plan, and more generally, the sense of excitement about our vision for growth, adaptation, and innovation over the coming years.

The strategic planning process—under the leadership of President Lynn Liben, the SRCD Governing Council, and the SRCD Executive Staff, and with facilitation from consultants from Cambridge Concord Associates—began in February 2014 and continued for more than a year. As we started, we wanted to build on SRCD's existing strengths—the rich history of excellence in research focused on children and our strong set of values and traditions. At the same time, we wanted to identify ways we could adapt to meet new challenges, particularly the need to become more innovative, interdisciplinary, international, and impactful.



This planning process was completed in March 2015, concurrent with the Biennial Meeting in Philadelphia. The strategic plan, including descriptions of the process, can be found [here](#).

This plan articulates a mission and a vision—one that affirms and strengthens many of our longstanding values and traditions, and also highlights key principles and guidelines for moving forward.

The crucial next phase, however, is to begin turning this vision into an actionable plan. Accordingly, on May 27–28, 2015, the SRCD Governing Council, Executive Staff, and our consultants from Cambridge Concord Associates met once again, to discuss implementation priorities—including pragmatic next steps. In the rest of this letter, I would like to share some highlights from those discussions. In particular I want to emphasize the reasons we will be exploring innovation in a number of ways—through new types of small meetings, summer institutes, exploring new partnerships, by forming new committees and task forces, and plans for a new website to make it easier to follow these changes

We want your feedback, ideas, and most importantly, your participation. Please tell us what you think. We have set up a [special portal](#) on our website to get your input. Please share your thoughts, ideas, and suggestions. Even better, find new ways to get involved. Help us to shape and energize this exciting period of growth and development in our organization.

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SRCD: Past, Present, & Future

The Society for Research in Child Development was founded in 1933 to “stimulate and support research, to encourage cooperation among individuals engaged in the scientific study of child development, and to encourage applications of research findings.” In the ensuing eight decades SRCD has remained at the forefront of developmental science, providing leadership for the field amid changing scientific and social contexts. The Society has maintained its commitment to the developing child as the primary focus of scientific inquiry (within a larger developmental science framework and lifespan perspective) and to the use of that science to improve child, family, and community well-being.

Today, SRCD faces a rapidly changing environment. Technological advances, the growth of interdisciplinary research in developmental science, and increased opportunities for international collaboration open promising new avenues for scientific discovery and application. Capitalizing on these opportunities to forge an integrative developmental science will require better bridging across several disciplinary silos and national borders, and will require increased diversity in research foci and in the scientific work force. Changes in funding structures, university systems, and research processes will likewise require adaptation and innovation if the research is to remain cutting-edge, vibrant, and impactful in improving the lives of children, families, and communities.

The Future of SRCD: A Case for Innovation

In our most recent discussion of the goals and implementation priorities of a ten-year strategic plan (2015-2025), we focused on this question:

If we want SRCD in 2025 to be effectively supporting the best developmental science globally, and helping to advance the most exciting and high-impact research on child development, then, what are the crucial steps we should take now to best chart that course?

Two important themes emerged from these discussions:

- 1) SRCD must attract, engage, and provide valuable support for the brightest students and early career scholars across several disciplines relevant to developmental science.
- 2) SRCD must embrace the exciting opportunities and challenges of a rapidly changing future (as described below), in a number of important ways.

On one hand, this emphasis on change must be balanced with a strong adherence to our organization’s longstanding values and traditions. On the other hand, this appears an opportune time for some boldness in embracing innovation.

CONTEXT

The rapidly-changing face of children’s daily experiences around the globe...

This is one of the greatest challenges facing our field and our organization: *the world is changing in many ways at a pace that is historically unprecedented*. For children born today, who will be transitioning to adulthood around 2035-2040, we have surprisingly little ability to predict what kind of world they will find.

If that sounds like hyperbole, let us look back. For young adults, age 25 today, consider just a few of the changes that have occurred since they were born in 1990.

In 1990: the first SMS message had not yet been sent. Now: Most U.S. adolescents own a mobile phone and send 60 text messages per day on average.

In 1990: one of the most popular video games was Super Mario Brothers and most gaming occurred in arcades. Now: electronic games, often played on mobile devices and cell phones, are a ubiquitous part of almost all adolescents’ lives in the U.S., with 97% playing for at least one hour per day.

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LETTER FROM SRC D PRESIDENT (CONT)

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In the 1990s: “Deep Blue,” the huge IBM supercomputer best known for victory against world chess champion Garry Kasparov, boasted a performance figure of 11.4 GFLOPS. Now: that performance figure is exceeded by several smartphones.

In 1990: The world’s largest-ever biomedical collaboration began a multi-billion dollar 13-year odyssey to identify the first human genome. Now: Sequencing a full human genome can be performed commercially for about \$1,000; and we are quickly moving into understanding questions at the level of how developmental processes mechanistically influence gene expression.

In 1990: The first cell phone call was made using the new digital technology connection system that came to be known as the ‘second generation’ (2G) network. Now: Cell phones are ubiquitous; 3G and 4G networks cover much of the globe. More people on earth have access to cell phones (6 billion) than have access to working toilets (4.5 billion). The human species is now almost fully interconnected.

In 2000 (when today’s 25-year-old was turning 10) *none of these yet existed*: Wikipedia, Facebook, Twitter, Instagram, or YouTube. Now: Wikipedia contains 13 million articles in 200 languages, YouTube has more than 1 billion users worldwide, and more than 300 hours of new video are uploaded to YouTube every minute.

Most importantly: The rate of change looking forward 25 years is most likely to be *much* greater. In almost every measureable way, the pace of change is *accelerating*. For infants born today, the social, technological, and global contexts they will navigate—as children, adolescents and young adults—will be drastically different, in ways we cannot currently predict. This raises compelling questions for developmental science. It creates compelling challenges for the goals of understanding today’s child growing up in tomorrow’s contexts.

Moreover, the sources of relevant change involve multiple interacting dimensions—including, for example, the effects of global warming, unprecedented globalization, immigration, urbanization, social and economic inequalities, and growing demands for food, clean water, and energy. Compounding the impact of these issues is the fact that more than 80% of the world’s youth are growing up in emerging and developing economies, particularly in the Middle East, Asia, and Africa.

On one hand, the core principles of understanding child development—and advancing that understanding through research—are likely to continue relatively unchanged over the coming decades. On the other hand, the foundational core of this understanding emphasizes an unfolding set of *interactions* between children and their social context. Thus, as the social contexts and daily experiences of the developing child are changing rapidly, so too are these core developmental processes. The implications are profound. Particularly from a global perspective, the need for innovative research that contributes to understanding these changes has never been greater.

The Rapidly Changing Face of Developmental Science

The challenges created by the rapidly changing world in which children are developing can appear daunting. Yet the pace of advances in science, including rapid progress in the tools and capabilities for meeting these challenges, can be inspiring. Importantly, the relevant science is exploding in breadth as well as depth.

There are a multitude of exciting advances that span a *multitude of disciplines*. These include developmental psychology, education, learning science, sociology, developmental neuroscience (spanning several sub-disciplines), genetics and epigenetics, pediatrics, child psychiatry, adolescent medicine, robotics and human-computer interface, as well as research addressing child-relevant questions in public health, social policy, social justice, and a broad range of legal and ethical issues relevant to infants, children, adolescents, and their lifespan trajectories.

The rapid advances in many of these fields are creating changes and opportunities that are breathtaking. Consider just a few examples of startling scientific headlines from a brief one-month period:

Neurobiologists re-create a critical juvenile period in the brains of adult mice, reactivating brain plasticity
[Neuron 5/19/2015]

Engineers develop next-generation prosthetic: A robotic arm with 26 joints, that can curl 45 pounds and is

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LETTER FROM SRCD PRESIDENT (CONT)

(cont. from p. 3)

controlled with a person's mind just like a regular arm [NY Times 5/20/2015]

Chinese scientists edit genes of human embryos [NY Times 4/30/2015]

Gene activation therapy prevents liver damage in mice [Science 4/30/2015]

In a striking example of how 3-D printers could customize medical care, doctors turn powdered plastic into tiny devices custom-fitted into airway tubes that save infant lives [Science 4/29/2015]

Neuroscientists have perfected a chemical-genetic remote control for brain circuitry and behavior. This evolving technology can now sequentially switch on and off, in mice, the neurons and the behaviors they mediate [NIH Press Release 4/30/2015]

It is important to acknowledge that some of these capabilities may raise as many fears as hopes. And most of these advances would not be considered within the traditional boundaries of research on child development. Yet, these examples illustrate the rate of advances, and the range of disciplines creating progress that impact children's lives—and the world in which children are developing. Also, they highlight opportunities for SRCD members to participate in dialogues about how best to use and integrate scientific advances into efforts to improve children's lives, and more broadly, the need to bring a strong child-development perspective to important policy relevant discussions stemming from such scientific advances.

Challenges and Opportunities Posed by these Advances

The breadth and depth of these advances create enormous challenges and opportunities for the field of developmental science relevant to SRCD's goals and mission. If we are going to be an organizational home for cutting-edge and integrative developmental science that both deepens our understanding of developmental process and contributes to the lives and well being of children, we need to acknowledge, engage, and in some ways, embrace innovation. We need to find creative approaches for bridging across approaches and fields—in ways that help to integrate disparate and often fragmenting disciplines and sub-disciplines; and in ways that help to create a new, more comprehensive field of developmental science—one that truly integrates perspectives from multiple disciplines, approaches, and methods.

We need to experiment with innovation in ways that attract pioneering scientists and early career scholars, not only to the Biennial meeting every two years but also to summer institutes, smaller specialized meetings, and training and networking opportunities. We want to obtain more input from innovators, students, and early career scholars in shaping the course and future priorities of the society.

We seek to create a research society that leads in advancing our understanding of today's child—with a full appreciation of the diversity, global perspective, rapid rate of change, and innovation that this entails. Over the next year—and subsequently at the 2017 Biennial—we hope to be providing a good deal more information about our ideas and specific plans to advance these goals. We certainly will need a great deal of help and input from many of you. Please join us in this important venture. You can provide your thoughts and suggestions [here](#).

We look forward to continuing to communicate—and to make additional requests for your input and help—as we to implement our new strategic plan.

Thank you,

Ron Dahl
President, SRCD
Director, Institute of Human Development
& Center on the Developing Adolescent <http://developingadolescent.berkeley.edu/>
University of California, Berkeley

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

The Laws Protecting Student Data Privacy Are Changing: What Do Researchers Need to Know?

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

This column draws from three presentations given on August 26, 2015 during a Committee for Education Funding briefing on student data privacy. The presentations were given by: Kathleen M. Styles (Chief Privacy Officer, U.S. Department of Education), Amelia Vance (Director of Education Data & Technology, National Association of State Boards of Education), and Dr. Jack Buckley (Senior Vice President, Research, College Board).

FERPA, the Family Educational Rights and Privacy Act, is a federal law that protects the privacy of student education records. Passed into law in 1974 before the advent of electronic records and “big data,” Congress has made minor changes to FERPA over the years but FERPA has never been thoroughly revisited. Today—amid public concerns about how student data can and should be used, and amid public concerns about student data privacy—lawmakers are setting aside time to carefully reconsider FERPA and other student data privacy laws, regulations, and policies. Such reconsideration is needed but may also have implications for the scientists who use student data to conduct their research.

What Is FERPA and What Is It Not?

According to the U.S. Department of Education [website](#), “FERPA gives parents certain rights with respect to their children’s educational records,” and these rights transfer to the student when s/he turns 18. For example, if parents find something in the record that is incorrect, they can ask the school to amend the record. The law also allows schools to disclose student records, without parental consent, under a handful of conditions, including for the purposes of audit/evaluation and research.

According to a recent presentation given by Kathleen M. Styles, the Chief Privacy Officer of the U.S. Department of Education, student education record data are used for a variety of reasons: creating accountability, ensuring that students’ civil rights are protected, improving student performance and outcomes, and improving school safety.

Under FERPA, an education record is directly related to a student and may be maintained by an educational agency or institution, or by a party acting for the agency or institution. Whereas education records traditionally include information pertaining to grades, attendance, and health, advances in technology have allowed agencies and institutions to collect much more data. Moreover, this information can now be linked through state longitudinal data systems.

Although changes to FERPA will likely not affect researchers who are collecting their own data or who are conducting secondary analyses of sample data, changes to FERPA may affect others (e.g., researchers conducting secondary analysis of administrative data, researchers linking and analyzing multiple administrative sources).

Student Data Privacy Protections and Research at the Federal Level

According to Amelia Vance, Director of Education Data & Technology at the National Association of State Boards of Education, Congress has introduced eight student privacy bills in 2015, including three that would rewrite or amend FERPA, three that would regulate third parties (i.e., private industry), and two that would amend the Elementary and Secondary Education Act (ESEA, the major law authorizing federal funds for K-12 schools and districts).

Although each bill is unique, a number of bills are similar in that they could limit the extent to which researchers can use student data. For example, the bipartisan re-write of FERPA co-sponsored by Representatives Todd Rokita (R-IN), Marcia Fudge (D-OH), John Kline (R-MN), and Bobby Scott (D-VA) ([fact sheet](#)) would stipulate that researchers cannot conduct studies on behalf of education agencies and institutions when the purpose of the study is not regarding “improving the instruction or testing of students at *that*” (italics added) educational agency or institution. Such legislative language might narrow the scope of what can be studied, narrow the research timeframe, and/or narrow the type of research questions that can be asked. Kline, Chairman of the House Education and the Workforce Committee, has stated that he will attempt to roll a rewrite of FERPA into the

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REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS (CONT)

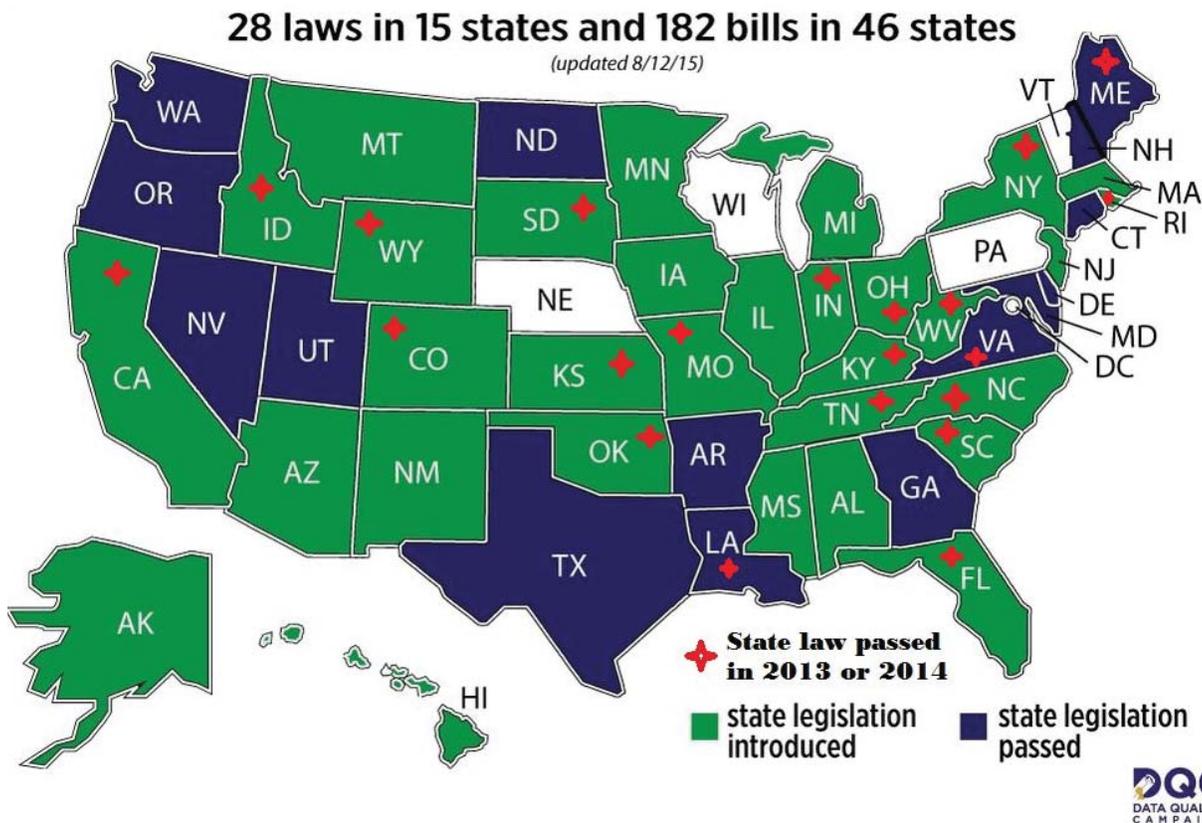
(cont. from p. 5)
reauthorization of ESEA when ESEA is in conference this fall.

An amendment to FERPA sponsored by Senator David Vitter (R-LA) ([press release](#)) goes much farther. For example, it proposes that parents be required to opt-in to all research, which could significantly raise the administrative costs of collecting and accessing data. The bill also proposes that student records be deleted when a student leaves an institution, which could make it much harder to include highly mobile populations in analyses (e.g., homeless children, children of military families).

Outside of FERPA, a bipartisan ESEA amendment co-sponsored by Senators Ed Markey (D-MA) and Orrin Hatch (R-UT) ([press release](#)) would direct a Student Privacy Policy Committee to recommend how to best support education research while still protecting student data.

Student Data Privacy Protections and Research at the State Level

Complicating the picture, thirty-three states passed a student data privacy law in the past three years, and many other states have acted on concerns about student data privacy through state regulations or policy.



Credit: The Data Quality Campaign and the National Association of State Boards of Education

According to the Data Quality Campaign ([fact sheet](#)), these bills represent diverse approaches to safeguarding privacy, with many bills adopting a narrow focus (e.g., addressing only the use of biometric data or social media) and other, broader bills focusing more on issues of data governance. Although no state defunded its state longitudinal data system or halted the linkage of student data across the P-20/workforce systems, a number of bills added opt-out provisions for the collection, use, or disclosure of data. Louisiana, with one of the strictest new laws, “passed a bill that could compromise the state’s ability to leverage student data to improve student achievement by prohibiting the state from collecting personally identifiable information and requiring parental opt-in for any exceptions.”

What Do Researchers Need to Know?

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REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS (CONT)

(cont. from p. 6)

Student data are important to understanding and informing both education practice and education policy. According to Dr. Jack Buckley, Senior Vice President of Research at the College Board and former Commissioner of the U.S. Department of Education's National Center for Education Statistics, student data can be used to answer a range of important questions: How should assessment data drive improvement? How stable is student performance over time and setting? Does student achievement improve when teachers have specific types of professional development?

At the same time, Dr. Buckley notes that there is a real risk of "data backlash." There have been several high profile breaches of consumer data in the news (e.g., credit card breaches at major retailers) and there is a public perception of out-of-control government surveillance. Researchers also sometimes overpromise, which can lead to public weariness where research is concerned.

What can researchers do in light of student data privacy challenges at the federal and state levels, and in response to the threat of "data backlash"? Dr. Buckley offers the following suggestions:

- **Only use as much data as you need to answer your question.** See if you can work from a sample rather than the whole population. Alternatively, or in addition, see if there is a public use file that would serve your purposes.
- **Bring something to the table.** Researchers in most cases will not have a right to access student education record data and so there can be no expectation of timeliness. Build partnerships: It will be easier to get the attention of busy data managers when you are working with them or for them.
- **If you need something complicated, get help.** There are a growing number of resources at the state and federal levels. It may also help to find a mentor—someone who has already successfully navigated such situations.
- **Be respectful and responsible to your subjects and their concerns.** Resist the urge to overpromise what your models and methods can deliver.

Dr. Buckley adds that changes to student data privacy protections might lead to new research opportunities as well. For example, researchers might use this opportunity to develop distributed analytic methods to allow shared analysis without sharing data, develop new products or services that replace old methods and models, and/or establish themselves as trusted partners to states and districts in an uncertain and changing environment.

For more information on student data privacy, please visit the [Privacy Technical Assistance Center](#) of the U.S. Department of Education.

SRCD Contact Information

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Member Engagement

SRCD needs your help - be active by voicing your views. Please share your comments and suggestions [here](#)

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SRCD Members:

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Feel free to share this information and send your announcement to either *Developments* editor at, JSanto@UNOmaha.edu or alukowsk@uci.edu.

SRCD POLICY FELLOWSHIPS



POLICY FELLOWSHIPS FOR 2016-2017

Application deadline: December 15, 2015

Click [here](#) to learn more and to apply.

CALL FOR APPLICATIONS

SRCD is seeking applicants for SRCD Policy Fellowships for 2016-2017. There are two types of fellowships: **Congressional** and **Executive Branch**. Both types of fellowships provide researchers with exciting opportunities to come to Washington, D.C. and use their research skills in child development to inform public policy. Fellows work as *resident scholars* within congressional or federal agency offices. Fellowships are full-time immersion experiences and run from September 1st, 2016 through August 31st, 2017. The SRCD Office for Policy and Communications in Washington, D.C. facilitates the fellowship experience and is available as a resource throughout the year.

FELLOWSHIP GOALS

- (1) To contribute to the effective use of scientific knowledge in developing public policy
- (2) To educate the scientific community about the development of public policy
- (3) To establish a more effective liaison between scientists and the federal policy-making mechanisms

Fellows represent various career stages from early to advanced. Further, their career paths following the fellowship are diverse. Some SRCD Fellows begin or return to academic positions following their fellowship, while others continue to work at the interface of research and policy in the government and the private sector.

THE FELLOWSHIP EXPERIENCE

What are SRCD Policy Fellows saying about the program?

"My experience as a fellow has been incredibly rewarding. It has allowed me to utilize my expertise...to inform and shape conversations that will directly impact the lives of children and families...I am incredibly grateful for the experience, and look forward to utilizing the knowledge that I have gained to promote communication between the policy and research communities to better shape our nation's services for children and families."

- *An SRCD Congressional Fellow*

"I am greatly appreciative of the incredible learning opportunity that the SRCD Policy Fellowship has provided. It has given me a platform to apply my training as a developmental psychologist to the very policy-relevant work that is being conducted on a federal level to improve early childhood systems nationwide."

- *An SRCD Executive Branch Fellow*

APPLICATION REQUIREMENTS

Applicants must have a doctoral-level degree in a relevant discipline (e.g., Ph.D., M.D., Ed.D.), must demonstrate exceptional competence in an area of child development research, and must be a member of SRCD. ***Both early-career and advanced professionals are encouraged to apply.*** To submit an application, visit: <https://apps.srkd.org/apply/2016-2017PolicyFellowship>. Questions? Send an email to: policyfellowships@srkd.org.

TEACHERS' CORNER

Speed Dating with Theorists: Helping Students Fall in Love with Theorists of Human Development

By Jody Nicholson, University of North Florida

When I was a new faculty member, I naively assigned an essay in my Lifespan Development course that required students to describe one theorist and explain how he was different than, and similar to, another theorist. I initially believed if I taught the students about the individual theorists, then they would be able to compare and contrast the theorists' beliefs, critiques, and applications on their own. They couldn't. I had given them the pieces of the puzzle, but hadn't helped them in their first attempt to put the puzzle together.

The Inspiration for Speed Dating

A wise colleague suggested that I needed to provide the students direct practice in my expectations. Teaching students about theorists, and conveying their importance, is difficult. Students find learning about theories dry, may not understand their true importance in our science, and fail to see the application to everyday topics. To help with brainstorming, I read through articles on how others have taught theories through novel examples and active learning techniques. I found inspiration from assignments and lectures that related theories to pop music, Harry Potter, and Dr. Seuss (Ahlkvist, 2001; Fields, 2007; Lenning, 2012). These approaches integrate unfamiliar theories perceived as difficult with more familiar, engaging topics to help students better develop their "schemas" of theories (West, 2002). These activities may help students move beyond the "knowledge" level of the cognitive domain of Bloom's Taxonomy to application and comprehension (Bloom, 1956).

Reading about other professors' techniques reminded me of a professional development workshop where I was forced, semi-reluctantly, to engage in Speed Dating with colleagues to share the "elevator talk" I would use to describe my research program. Repeating this spiel eight times to different peers helped me work out the kinks so I could be confident in what I was saying. The exercise had all the necessary parts for helping students understand theories—it involved repetition, and could be adapted to be engaging and memorable.

Sending Students Speed Dating

The activity, "Speed Dating with Theorists" took three semesters to develop—each semester allowed me to better tailor the assignment to best fit my class size (n=50) and student level and background (3000-level course with some non-majors). In the current form, students are on a group date. I realized quickly many of my students needed a good wingman to be brave and confident in this dating scenario. Therefore, I ask students to raise their hands if they consider themselves creative and/or an extrovert—then I instruct students to form groups of 4 or 5 that include at least one of these individuals.

I assign each group a theorist (Bandura, Bronfenbrenner, Vygotsky, Freud, Piaget, Watson, or Erikson). To help them get to know their eligible bachelor better, groups answer a series of questions about their theorist (e.g., Are they more focused on nature or nurture? How do they perceive the role of parents? Which developmental domain(s) do they mainly target?). Next, they write a short "dating profile" based on these questions—a few paragraphs that, in the spirit of speed dating, would quickly convey to an interested suitor what the theorist has to offer. Each profile is required to have an accompanying sentence that is highly memorable to use as a "hook" or "pick-up line." Some favorite examples are: Bronfenbrenner: "I hope that you are as well rounded as I am!"; Watson: "Hey baby, you'll respond to my stimuli"; and Erikson: "Dump Freud, date me." We spend 30 minutes in class on developing this profile after I have lectured on all of the theorists, and students who need more time can work together after class or via email to complete their profiles.

Let the dating begin! At the start of the next class period, each group reads their speed dating paragraphs aloud. We then use a series of pre-prepared Venn diagrams (see p. 10) to discuss pairs of two theorists in terms of why they may "date" or why they would not make a good "couple." Each semester differs in what the class decides. One semester Freud and Erikson had a long-lasting relationship because they had so much to discuss—another semester it was decided they would bicker too much on their nuanced differences. Bronfenbrenner and Watson never seem to hook up.

Evidence of Effectiveness

Speed Dating isn't just fun; it helps students learn. On the first exam students compare and contrast theorists

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TEACHERS' CORNER (CONT)

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in an essay. Before I began the speed dating activity, only 25.8% of students achieved mastery (a score of 90% or more) on this essay; the last semester I taught this course, 56.9% of students did. The advantages go beyond these statistics. I am able to build better rapport with my students and they start to open up more. We always end up laughing together—which is pretty amazing to say after my first, rather dry and unimaginative semester of teaching theories.

If you are really brave and want a good laugh, allow them to create a dating profile for Freud. I have since dropped him from my dating line-up because I blushed too much at their R-rated profiles! I also hope someone can adapt this activity to give credit to women in our field—Baumrind, Anastasi, and Ainsworth should have their chance to speed date as well!

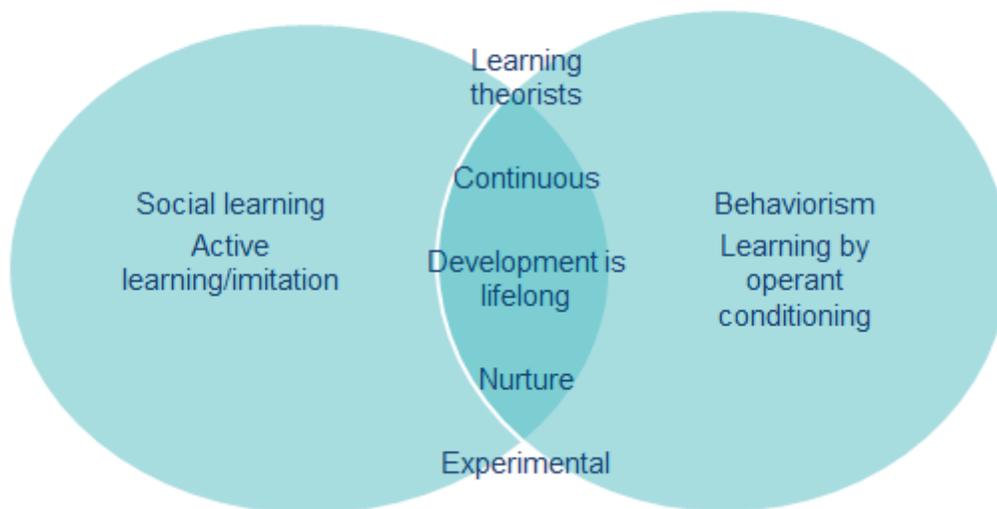
All materials for the activity have been posted to my website under the teaching tab:

drjodynicholson.wordpress.com.

Feel free to use the activity, as is, or adapt it to suit your needs. Let me know how it works for you:

jody.nicholson@unf.edu.

Bandura and Watson



Ahkvist, J. (2001). Sound and vision: Using progressive rock to teach social theory. *Teaching Sociology*, 29(4), 471-482. doi:10.2307/1318948

Bloom, B. (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York: McKay.

Fields, J. W. (2007). Harry Potter, Benjamin Bloom, and the sociological imagination. *International Journal of Teaching and Learning in Higher Education*, 10(2), 167-177.

Lenning, E. (2012). Discovering the theorist in Tupac: How to engage your students with popular music. *International Journal of Teaching and Learning in Higher Education*, 24(2), 257-263.

West, A. D. (2005). Horton the elephant is a criminal: Using Dr. Seuss to teach social process, conflict, and labeling theory. *Journal of Criminal Justice Education*, 16(2), 340-382. doi:10.1080/10511250500082302

2015 PATRICE L. ENGLE DISSERTATION GRANT IN EARLY CHILD DEVELOPMENT WINNERS

The Patrice L. Engle Dissertation Grant provides support for students interested in a career in global early child development who are from or doing research in low- or middle-income countries. The Grant includes US \$5,000 to support dissertation research and a 2-year student membership to SRCD. The Grant began in 2013 and will terminate when the funds are spent.



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

model that guided her work in global early child development. To read more about Pat's life and accomplishments please [click here](#).

SRCD is pleased to announce the winners of the 2015 Patrice L. Engle Dissertation Grant in Early Child Development:

- Alexandra Chen, Harvard Graduate School of Education
- Jenny Amanda Ortiz, Universidade Federal do Rio Grande do Sul
- Maku Ocansey, University of California, Davis
- Inge Wessles, University of Cape Town, South Africa



Alexandra Chen is pursuing a Doctorate of Philosophy (PhD) at the Harvard Graduate School of Education, concentrating in Human Development and Psychology. Her advisors for this project are Profs. Margaret Sheridan (UNC) and Amar Hamoudi (Duke), and her academic advisor is Prof. Sarah Dryden-Peterson (HGSE). Alexandra's dissertation focuses on the impact of refugee trauma on children's brain architecture and their abilities to learn. Specifically, this project uses cognitive testing to investigate how Syrian refugee children's exposure to toxic stress is related to their cognitive function, and whether certain models of education and psychosocial programming can have a positive impact. Prior to moving to the US for her PhD, Alexandra served as a child protection and mental health specialist for several UN agencies and NGOs in the Middle East and Africa, most recently as mental health and psychosocial advisor to the UN on the Syria crisis. Alexandra hopes that her dissertation work will help to inform the design and implementation of integrated psychosocial and

education programs for refugees in the Middle East and beyond, and advance our ability to engage parents, teachers, and government stakeholders in improving the standards of education and mental health for children in armed conflict.



Jenny Amanda Ortiz is developing her doctoral program at the Center of Psychological Studies CEP-Rua/Institute of Psychology at the Universidade Federal do Rio Grande do Sul (UFRGS) in Brazil. She is working under the advice of Silvia Koller and co-advice of Marinus van Ijzendoorn. Jenny has a Doctoral Fellowship of COLCIENCIAS, the Colombian agency that promotes science and technology. She is part of the first cohort of fellows of the ISSBD-JF Mentored Fellowship Program for Early Career Scholars, which allowed her to have international exchange and collaboration. Her project is also partially supported by the *Programa de Associação para Fortalecimento da Pós-Graduação PFPG/CAPES/ANII/ Mercosul*. It is entitled "Adaptation and Evaluation of Video-Feedback Intervention for Sensitive Care in Childcare

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2015 PATRICE L. ENGLE DISSERTATION GRANT IN EARLY CHILD DEVELOPMENT WINNERS (CONT)

(cont. from p. 11)

Centers” and is being conducted in Uruguay. The project aims to adapt the evidence-based intervention to promote caregivers sensitivity (Video-feedback Intervention to Promote Positive Parenting and Sensitive Discipline, VIPP-SD) into Spanish and with caregivers who are working in public childcare centers, and then to test the effectiveness of the intervention using a randomized controlled study. Jenny hopes to continue studying early interventions to improve the lives of children in vulnerability contexts by working with policymakers in order to help narrow the gap between knowledge, policy and practice in low-or middle-income countries.



Maku Ocansey is currently pursuing Doctoral studies in Nutrition at the University of California, Davis with designated emphasis in International and Community Nutrition. Her supervisors are Drs. Kathryn Dewey and Elizabeth Prado. Her research titled “Assessing developmental outcomes at preschool age following three micronutrient supplementation strategies for pregnant and lactating women and their infants in Ghana” will be centered on assessments of child development of the International Lipid-based Nutrient Supplement (iLiNS) cohort when the children reach preschool (4-6 years of age). The iLiNS trial was a randomized, partially double blind, controlled trial conducted in the Eastern region of Ghana to test the efficacy of three types of micronutrient supplements for preventing malnutrition in pregnant and lactating women and their infants. Maku’s research will evaluate the long-term consequences of such an early intervention on child development. Before beginning her doctoral training, she obtained a Bachelor of

Science degree in Nutrition and Food Science and a Master of Philosophy degree in Nutrition from the University of Ghana, Legon. She also worked extensively on research studies focused on preventing maternal and child undernutrition in rural Ghana as a Research Assistant, and gained hands-on experience conducting developmental assessments of children at 18 months of age on the iLiNS Ghana study. Maku hopes that her project will contribute to our understanding of the long-term developmental consequences of nutrition interventions during the first 1000 days. It is her desire to partner with policy makers and stakeholders in organizations with a nutrition focus to translate research into practical and comprehensive strategies to improve early childhood developmental outcomes in low- and middle-income countries.



Inge Wessels is working towards her Doctorate of Philosophy (PhD) in Psychology at the University of Cape Town in South Africa. Her supervisor is Associate Professor Catherine L. Ward. Her project will be conducted in Cape Town and is titled “Understanding Engagement in Parenting Programs in Low-Income Contexts.” Inge’s Honours and Masters research projects were also conducted in South Africa and focused on parenting programs. After her Master’s degree, she interned with the WHO Department of Violence and Injury Prevention and Disability in Geneva, which led to the publication of a document on evaluating parenting programs. She has been involved in other parenting-related work, including the development of a radio series aired on 11 stations across South Africa as well as providing technical support to consulting companies evaluating family-based programs. She is currently the Project Manager of the Sinovuyo Caring Families Project, which involves the development and testing of a parenting program to reduce the risk of child abuse for high-risk families with children aged 2-9. Inge hopes that her dissertation will contribute to increasing

access to parenting programs for the most vulnerable and hard-to-reach families.

To read a tribute to Pat from her friends at SRCD please [click here](#). If you wish to contribute to the continuation of the Patrice L. Engle Dissertation Grant For Global Early Child Development:

1. Send checks to:
SRCD
2950 S. State Street, Suite 40; Ann Arbor MI 48104
Write “Patrice L. Engle Dissertation Grant” in the memo portion
2. Credit Card Donations: <http://srcd.org/about-us/contribute-srcd>
Select Engle Fund Donation
3. Electronic/wire transfers: Contact Rburd@SRCD.ORG

CONGRATULATIONS TO THE SECC DISSERTATION FUNDING AWARD WINNERS!

The SRCD Student & Early Career Council is very pleased to announce its 2015 Dissertation Funding Awards recipients (listed in alphabetical order):

1. **Arya Ansari** - University of Texas Austin, Psychology - *The Antecedents and Outcomes of Early Care and Education Programs for Latino Children in America: A Mixed Methods Study*
2. **Kaitlyn S. Breiner** - University of California (Los Angeles), Psychology - *Social Violations of Expectations and Peer Influence in Adolescence*
3. **Robey B. Champine** - Tufts University, Applied Sciences - *Promoting Positive Development among Youth in Challenging Contexts: A Mixed-Methods Study of Engagement in the ScoutReach Program*
4. **Rachel Garthe** - Virginia Commonwealth University, Psychology - *Parental and Peer Influences on Early Adolescent Dating Aggression*
5. **Celia J. Gomez** - Harvard University, Education/Special Education - *Exploring Intergenerational Effects of Education: A Mixed-Methods Approach to Understanding Parent's Educational Pursuits and Their Young Children's Development*
6. **Rosanne M. Jocson** - University of Michigan, Psychology - *Poverty and Urban Mothers in the Philippines: Identifying Protective Factors*
7. **Joyce Lin** - University of California (Irvine), Education/Special Education - *Influences of Caregivers' Cultural Norms, Values, Beliefs, and Experiences on Child Physical Discipline and Abuse*
8. **Elizabeth A. Miller** - Pennsylvania State University, Psychology - *Social Information Processing Deficits and Economic Stress in Disadvantaged Rural Fathers: Informing Child Maltreatment Prevention with an Understudied Population*
9. **S. Lynneth Solis** - Harvard University, Education/Special Education - *Sociocultural Context of Play: Experiences of Indigenous Children in the Sierra Nevada de Santa Marta, Colombia*
10. **Andisheh Vahedi** - University of Melbourne, Psychology - *Work-family Conflict and Children's Internalising and Externalising Problems Trajectories: Role of Inter-parental Conflict, Temperament and Peer Relations*

We congratulate these very deserving awardees and wish them much success with their interesting and important dissertations!

Established in 2008 by the Student and Early Career Council, the SECC Dissertation Research Funding Awards—up to ten non-renewable awards in the amount of \$2,000—are given for dissertation research proposals that merit special recognition and display the strong potential to contribute to the field of child development. Submissions should be in the proposal stage (i.e., not completed), and money is to be used for research costs or professional development related to the proposed dissertation project. The next round of submissions will begin in early 2016 at which time more details will be available on the SRCD website.

SRCD SPECIAL TOPIC MEETINGS UPDATE

Social Neuroscience Perspectives on Child Development September 16-17, 2015 in Leiden, The Netherlands

SRCD conducted our second international special topic meeting in close partnership with the *3rd Annual Flux Congress: Integrative Developmental Cognitive Neuroscience*, which was held immediately after on September 17-19. The SRCD meeting focused on some of the 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 were to promote a more integrative developmental science approach to understanding social and emotional development. Flux 3 was focused on neurocognitive development and included sessions on critical periods of brain development in humans and animal models, training the developing brain, and longitudinal studies of neurocognitive development. Both meetings were considered a success and SRCD looks forward to collaborating with Flux and other organizations in the future.

Two other exciting special topic meetings have been chosen and will be conducted in the fall of 2016—more details will be posted soon!

Babies, Boys, and Men of Color

Organizers: Diane L. Hughes, New York University; Oscar Barbarin, University of Maryland, College Park; Velma McBride Murry, Vanderbilt University; Howard C. Stevenson, University of Pennsylvania

Beginning early in life, boys and young men of color are at risk because of their race/ethnicity and their gender, with numerous data sources underscoring the additive and interactive risks that boys of color encounter. This special topic 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. The broad goals of this conference are to summarize the state of knowledge in the area and to identify key directions needed for knowledge and action.

Media and Technology in Development

Organizers: Stephanie M. Reich, University of California-Irvine; Kaveri Subrahmanyam, California State University; Rebekah A. Richert, University of California-Riverside; Katheryn A. Hirsh-Pasek, Temple University; Sandra L. Calvert, Georgetown University; Yalda T. Uhls, University of California-Los Angeles; and Ellen A. Wartella, Northwestern University

The use of digital devices and social media is ubiquitous in the environment of 21st century children. From the moment of birth (and even in utero), children are surrounded by media and technology. This meeting will provide a forum for intellectual and interdisciplinary exchange on media and technology in development and is designed to appeal to a range of researchers from the seasoned media researcher to technology developers to developmentalists who need to understand more about the role of technology and media in children's lives.

SAVE THE DATE!

SRCD Biennial Meeting
Austin, Texas, USA
April 6 - 8, 2017



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.

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

A [World Bank](#) blog post on the “school-to-work transition” references a 2007 *Child Development* paper by Lisa Blackwell, Kali H. Trzesniewski, and Carol Dweck. The post discusses Dweck’s “growth mindset” theory and tries to answer the question, “How can we best help children and youth succeed in life?”

Wen-Jui Han’s 2005 *Child Development* paper on nonstandard maternal work schedules and children’s cognitive outcomes was cited in a [New York Times](#) article examining the effects of parental on-call shift work on child well-being.

A 2002 [Social Policy Report](#) by SRCD member Deborah Stipek is referenced in [The Atlantic](#) about the pros and cons of delaying a child’s kindergarten entrance, also known as “redshirting.”

Research conducted by Paul Morgan, George Farkas, Marianne Hillemeier, Carol Hammer, and Steve Maczuga was the focus of an SRCD [press release](#) and multiple media mentions, including but not limited to [The Examiner](#) and [Futurity](#).

The research of multiple SRCD members is cited in this [New York Times opinion article](#) about teaching social skills to children in order to improve their scholastic achievement and life course.

According to a study by Tasha R. Howe and colleagues, adults who had been metal fans, musicians, or groupies in the 80s “reported higher levels of youthful happiness.” The study also found that these adults were less likely to have regrets, and suggests that the metal community may have acted as a protective factor for troubled youth. Media mentions include:  [ABC News Australia](#), [Slate:France](#), [The Guardian](#), [USA Today](#), and [Billboard](#).

Brock Ferguson is quoted regarding children’s vocabulary development in this [Chicago Tribune](#) article about technology and children’s development.

This [NPR](#) article focuses on Tulsa’s Pre-K investments, looking at children 10 years out. It features SRCD member Deborah Phillips.

Two studies published in *Child Development* were cited in an article in [The Guardian](#) about “fixing” unconscious racism. The studies’ authors include: Yarrow Dunham, Andrew Scott Baron, Susan Carey, Dana Birnbaum, Inas Deeb, Gilli Segall, Adar Ben-Eliyahu, and Gil Diesendruck.

Quality counts in adolescents and young adult romantic relationships, according to research conducted by Charlene Collibee and Wyndol Furman. This research was featured in an SRCD [press release](#). The [Daily Mail UK](#) and [Medical Daily](#), among other news outlets, covered these findings.

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

SECC UPDATE

Think globally, collaborate locally

By Josafa da Cunha, Federal University of Parana (Brazil) & Jonathan Santo, University of Nebraska at Omaha

This column is about capitalizing on one's early career status to develop meaningful international collaborations for your own benefit as a scholar, for the benefit of your scholarship and the developmental science as a whole.

Why this matters

In a recent ISSBD webinar (available at www.youtube.com/ISSBD), Professor Anne Petersen highlighted how we, as a field can benefit from a global approach to generate new knowledge and build capacity. However, she warns us about how many studies engaging minority and majority world researchers are conducted through the extraction of data from the majority world context to the benefit of the minority world. We use the term minority world to describe North America and Europe, which reflects a minority of the world's population. Unfortunately, a disproportionate amount of developmental theory, data, and publications come from the minority world, resulting in a bias that leaves the rest of the world's population (i.e.: the majority world) understudied and, more problematically, underrepresented (Arnett, 2008). We might add to Urie Bronfenbrenner's (1977) words about the state of developmental science at the time as "...is the science of the strange behavior of children in strange situations with strange adults for the briefest possible periods of time" *conducted in the narrowest of contexts*. Bronfenbrenner told us that there was more to the world than what takes place in a lab setting. Now let's face it - there's more to the world than samples coming from western, educated, industrialized, rich and democratic countries (i.e: W.E.I.R.D. samples; Henrich, Heine & Norenzayan, 2010).

If we, as a field, want to address global issues, we need to take a global approach to research, not only for the benefit of developmental science, but to promote positive human development globally, as stressed by Masten (2014) in the SRCD Presidential Address. Collaboration can also mean engaging in interdisciplinary dialogue, as argued by former SRCD president Greg Duncan (2012) (<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2011.01679.x/pdf>). As early career scholars, we are well positioned to direct our careers towards that framework.

Initiatives aimed at fostering research capacity among early career scholars can help to provide some of the opportunities for engaging early career scholars in advancing developmental research globally. For example, the International Society for the Study of Behavioral Development (ISSBD) organized a regional workshop in Gramado, Brazil in 2007, with a strong focus on building collaborations. Thus far it appears to have worked, as both authors of this piece are now early career professors collaborating together on conference submissions, research projects and publications. But how can we get engaged in international collaborations?

Developing international collaborations

First off, attending conferences is a great way to meet other early career scholars in general but early career scholars from other parts of the world in particular. It almost goes without saying that you want discuss shared interests in the hopes of discovering mutual research topics. Often times, people will not look for their peers in conferences, but these are really the ones you will be collaborating the longest if you want to have a successful career in this field. Most conferences, the SRCD conferences being among them, have a number of opportunities (such as coffee hours) to meet people.

Part of our attempts to develop collaborations stemmed from the fact that we'd been fortunate enough to secure funding from various agencies for lab visits to different parts of the world. Find out what sources of support are available at your institution to initiate these connections. For example, Josafa has received support from SRCD to visit labs in Canada and the US, while Jonathan has travelled to Zambia and China.

Besides coordinating lab visits, you can begin establishing collaborations in small steps. Putting together a symposium for a conference you both plan to attend is a reasonable start. Perhaps you may have access to data through which you can explore shared interests and generate the initial fruits of this dialogue. Of course, these

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SECC UPDATE (CONT)

(cont. from p. 16)

small initial projects may be setting the stage for that big project you'd like to accomplish. However, the low hanging fruit in the tree of knowledge have mostly been picked. To get those a bit higher, we need to stand on each other's shoulders.

With that in mind, use your early career status to your advantage. Although you may find it hard to believe, there are somewhat more funding opportunities for small projects during your early career stage than are available for more established mid-career researchers. Continuing with the theme of benefiting from available opportunities, this is the time to develop collaborative relationships that will ripen as you progress in your career. Moreover, burgeoning ideas require pilot data to prod whether they have any substance; doing so in graduate school is easier and less costly than during the tenure track process when more definitive results are required.

As a final word of advice, we didn't finish graduate school certain that we'd learned everything there is to know about how to conduct research. The same can be said about doing global research. If this is something you would like to pursue, it's best to see it as a lifelong learning process.

Engaging in global collaboration may be costly (financially but also in time and effort), but in the end we should think of it as an investment in the future of the field. Research predominantly from the minority world is not going to allow the field of developmental science to grow to its fullest potential. We began working on this piece while in Southern Brazil conducting a workshop on research methodology. Through this and other initiatives, we hope to continue expanding access to the global dialogue on advancing the field of developmental science.

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OPPORTUNITY



Department of Applied Psychology

Assistant Professor, Tenure-Track, Developmental Psychology

The Program in Developmental Psychology in the NYU Steinhardt School [Department of Applied Psychology](#) seeks applicants for a tenure-track position at the Assistant Professor level, beginning September 1, 2016. The Program is known for scholarly excellence and high caliber academic offerings, including a Ph.D. program that has several topical foci in developmental science and applied human development.

Qualifications: Applicants must have a PhD in developmental psychology or in a related area with specialization in development. We especially welcome applicants who study diverse populations, populations outside the United States, or racial, cultural, and socioeconomic influences on development. We are seeking a candidate with a strong developmental science background. The successful candidate must demonstrate excellence in the study of biological, social and/or emotional development in infancy, childhood or adolescence, particularly as situated in social and cultural contexts. Strong emphasis is placed on the use of innovative models and methods. The applicant will join a department with programs in developmental psychology, counseling and prevention science.

Responsibilities: The successful candidate will demonstrate evidence of scholarly productivity, the ability to establish, maintain, and secure external funding for a program of research, and the ability to meaningfully contribute to undergraduate and graduate programs of academic training on human development, education, and learning in diverse contexts. Participation in faculty meetings, committees and other service appropriate to a university faculty member is expected.

NYU's dynamic Global Network University includes NYU Abu Dhabi, NYU Shanghai, and international programs and academic centers around the world. NYU Steinhardt faculty may have the opportunity to engage in research and teaching at these global study and research sites.

NYU is committed to building a culturally diverse educational environment dedicated to teaching and working with a diverse and multicultural student population and strongly encourages applications from historically underrepresented groups.

Applications

Candidates should apply online by submitting a letter of application, curriculum vita, representative scholarly publications, and the names and addresses of three individuals from whom letters of recommendations could be solicited to:

www.nyuopsearch.com/applicants/Central?quickFind=52600

Review of applications will begin immediately and will continue until the search is complete. For best consideration, materials should be received no later than November 15, 2015.

Further information about the position can be obtained from:

Marri Davis, Department Administrator

Email: mhd2003@nyu.edu (subject: Faculty Search)

EOE/Minorities/Females/Vet/Disabled

SRCD'S NEW LOOK

Have you visited SRCD's updated homepage for the latest news?

SRCD's newly redesigned homepage makes it easier for visitors to access the latest in member news, policy and research in child development. Check out the SRCD homepage weekly for updates. Recent features are:

Members in the News

This [Scientific American](#) article about the psychological origins of child prodigies cites the research of Ellen Winner.

A [New York Times](#) article discusses how compulsive texting may affect adolescents. Multiple SRCD members' research is cited.

New in Policy

Watch Now: SRCD Co-Hosts webinar on expulsion and suspension policies in early childhood settings

U.S. House committee holds [hearing](#) on the importance of Head Start to celebrate its 50th anniversary; discusses reforms Congress should consider before reauthorization.

Let us know what you think and leave your feedback on SRCD's new [portal](#).



NEW BOOKS BY SRCD MEMBERS



Berch, D. B., Geary, D. C., & Mann Koepke, K. (Eds.). (2016). *Development of mathematical cognition: Neural substrates and genetic influences*. San Diego, CA: Academic Press.

Dixon, W.E., Jr. (2016). *Twenty studies that revolutionized child psychology (2nd Ed.)*. Boston: Pearson.
[More Information](#)

Jensen, L. A. (Ed.). (2015). *The Oxford handbook of human development and culture: An interdisciplinary perspective*. New York: Oxford University Press. [More Information](#)

Jensen, L. A. (Ed.). (2015). *Moral development in a global world: Research from a cultural-developmental perspective*. New York: Cambridge University Press. [More Information](#)

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.
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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.