



## *Child Development*

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### New Sociocultural Policy November 2014

As developmental science becomes more global, and the role of context in human development becomes more evidenced, it is necessary that reports in *Child Development* provide, aside from gender and age of participants, an indication of the unique characteristics of the sample and the “socioeconomic and cultural place” to which their findings originate. Accordingly, it is now required that manuscripts to be published in *Child Development* specify clearly in the Method section and in an abbreviated form in the Abstract, (1) the dates of data collection; (2) the theoretically relevant characteristics of the particular sample studied: race/ethnicity, socioeconomic status, language, religion, generation, family characteristics, etc.; and (3) the place(s) from which that sample was drawn: country, region, city, neighborhood, school, etc. and all other context variables that are relevant to the research questions asked. Additionally, selection and recruitment procedures should be clearly specified in the method section.

**Examples might include:** middle-class residents of San Diego, primarily European American (90%) living in five neighborhoods that varied from 0 to 30% in low income households; immigrant Turks who represent 10% of the population in a mid-sized city in southern Germany and who live in three neighborhoods where immigrants make up 85% of the neighborhood; middle-class and working class African-American families in a large Midwestern city, living in neighborhoods with more than 50% African-American families; a multi age ( 6 to 13 year olds) sample of children of farm families in the Scottish Highlands; children of university educated parents in Accra and first generation college students attending the same large (15,000 students), private institution; Palestinian refugees in southern Lebanon, in towns of about 5,000 habitants with minimal access to formal education and health services; middle and upper class Caucasian families living in a university town in highly segregated neighborhoods ( 90% and above ) with plenty of child activities and facilities (parks, bicycle trails, cinemas, Sunday schools, etc) in North Carolina.