

2003 Invited Program

Invited Addresses

"Infants' Physical World" by Renée Baillargeon (Alumni Professor of Psychology, University of Illinois, Champaign, IL)

How do infants use their physical knowledge to represent and reason about events? How do infants attain new knowledge about events? Research will be reviewed that bears on each question and a new account of infant physical reasoning will be outlined.

"Nested Designs: Challenges and Insights From the Project on Human Development in Chicago Neighborhoods" by Felton Earls (Professor of Social Medicine and Child Psychiatry, Harvard University, Cambridge, MA)

Experience is summoned to discuss challenges encountered in mounting a representative, multilevel, longitudinal study. Some examples of insights related to social mechanisms and developmental processes will be presented.

"Language Is No Mirror of Our Thought" by Lila Gleitman (Professor of Psychology and Linguistics, Co-Director of the Institute for Research in Cognitive Science, University of Pennsylvania, Philadelphia, PA)

Research suggests that the catch-as-catch can linguistic machinery for making references diminishes the plausibility of recent theorizing that assigns a powerful causal role to language acquisition in the child's conceptual development.

"Why Should One Study Neonates? Species-Specific Processes and the Modular Organization of Learning" by Jacque Mehler (Director, Cognitive Neuroscience Laboratory, Scuola Internazionale Superiore di Studi Avanzati, Trieste, Italy)

Research will be described that was carried out with neonates to understand how humans tune into spoken language when they are first exposed to it.

"Trust and Socioemotional Development" by Lea Pulkkinen (Professor of Psychology, Director of the Human Development and Its Risk Factors Center, University of Jyväskylä, Finland)

Research will be reviewed that describes how trustworthiness is signaled by socioemotional behavior, in a process that contributes to an individual's social capital and explains connections between social behavior in childhood and social functioning in adulthood.

"What Makes Humans Smart?" by Elizabeth Spelke (Professor of Psychology, Co-Director of the Laboratory of Developmental Studies, Harvard University, Cambridge, MA)

Many of the perceptual and cognitive mechanisms that guide human behavior are similar to those found in nonhuman animals, but human thinking appears to be qualitatively different. Sources of this difference will be discussed, focusing on the emergence of new concepts and knowledge systems in the domains of space and number.

"Globalization and Child Development: The Research Agenda" by Marcelo M. and Carola Suárez-Orozco (Victor S. Thomas Professor of Education and Co-directors of the Harvard University Immigration Project Harvard University, Cambridge, MA)

Globalization presents new challenges to the study of child development: Unprecedented worldwide migratory flows, new information technologies, and post-nationalization of production and distribution.

Master Lectures

"Cognitive Integration in Adolescence: The Next Sensitive Period" by Daniel P. Keating (Atkinson Professor of Human Development and Applied Psychology, Ontario Institute for Studies in Education, University of Toronto, Toronto, Ontario, Canada)

Advances in cognitive neuroscience and an appreciation of the role of context in shaping developmental processes may lead to a renewed appreciation of adolescence as an important sensitive period in development.

"Competence and Psychopathology in Development" by Ann Masten (Distinguished University Teaching Professor and Director of the Institute of Child Development, University of Minnesota, Minneapolis, MN)

Progress toward the challenge of integrating theory and research on adaptive and maladaptive pathways in development can be seen in the changing nature of research on risk and resilience, competence and psychopathology, prevention and intervention.

"Gray Matters: A Neuroconstructivist Perspective on Cognitive Development" by Charles Nelson (Distinguished McKnight University Professor of Child Psychology, Pediatrics, and Neuroscience and Co-Director of the Center for Neurobehavioral Development, University of Minnesota, Minneapolis, MN)

The neural basis of selected domains of cognitive development will be reviewed and tools for studying the relation between brain development and cognitive development will be described.

"Critical Periods in Language and Other Domains: A Computational Perspective" by Mark Seidenberg (Professor of Psychology and Neuroscience, University of Wisconsin, Madison, WI)

The closing of the critical period associated with the success in learning a language creates a loss of plasticity that interferes with later learning but that also paradoxically underlies the important capacity to use a first language flexibly and creatively.

"Not Guilty by Reason of Adolescence: A Developmental perspective on youth and the Law" by Laurence Steinberg (Distinguished University Professor and Laura H. Carnell Professor of Psychology, Temple University, Philadelphia, PA)

This lecture will examine a number of current controversies facing policy-makers and practitioners, illustrating the ways in which research might be used to inform debates concerning juvenile crime and juvenile justice.

"Wobbles, Bumps, and Sudden Jumps: Views and Methods in the Study of Developmental Transitions" by Paul van Geert (Professor of Developmental Psychology, University of Groningen, The Netherlands)

Developmental transitions, relatively sudden changes in patterns of action, skill, and knowledge, will be reviewed, and current methods for studying transitions will be described.

Symposia

"Children and Political Violence" chaired by Ed Cairns and Gary Ladd - The 2003 Lawrence Frank Symposium

This seminar will bring together experts on the subject of children and political violence in order to explore how child development can lend its weight to those professions struggling to come to terms with this new area of research. In so doing, the panel will outline the contributions that developmental psychology can make to the remediation, understanding, and prevention of children's exposure to political violence.

- **Ed Cairns** (Professor of Psychology, University of Ulster, Northern Ireland, UK)
- **Gary Ladd** (Professor of Psychology and Family and Human Development, Arizona State University)
 - "The War Is Over but the Battles Continue: Violence Prevention in a Postconflict Society" by **Andrew Dawes** (Professor of Psychology, University of Cape Town, South Africa)
 - "The Attachment Dynamics in War Traumatized Families: The Hero, the Symptomizer, and the Consoler" by **Raija-Leena Punamäki** (Professor of Psychology, University of Tampere, Finland)
 - "Critical Appraisal of Psychological Assistance to War-Affected Children: A View From the Field" by **Michael Wessells** (Professor of Psychology, Randolph-Macon College, Ashland, VA, and Christian Children's Fund)
 - "When Politics Fail: Alleviating the Effects of War on Children" by **William Yule** (Professor of Applied Child Psychology, University of London Institute of Psychiatry, London, UK)

"Developmental Research With Latinos in the United States: Conceptual and Methodological Issues" chaired by Cynthia Garcia Coll

The growth of the Latino population constitutes a major demographic shift in our country. This symposium will address issues that we encounter as we conduct normative research with this growing, diverse population. Issues such as the limitations of existing theoretical frameworks, lack of construct equivalency across cultures, limited internal or external validity in standard paradigms or measures, will be highlighted.

- **Cynthia Garcia Coll** (Robinson and Palmer Professor of Education, Psychology, and Pediatrics, Chair of Education Department, and Mittelman Family Director of the Center for the Study of Human Development, Brown University, Providence, RI)
 - "Conceptual Issues in Studying Latinos in the U.S.: Heterogeneity and the Concept of 'Culture'" by **Robin Harwood** (Associate Professor, University of Connecticut, Storrs, CT)
 - "Cultural Practices, Processes, and Change Through a Longitudinal Perspective" by **Leslie Reese** (Associate Professor, Department of Teacher Education, California State University, Long Beach, CA)
 - "Methodological and Conceptual Issues for Researching Mexican Americans" by **Raymond Buriel** (Professor of Psychology and Chicano Studies at Pomona College, Claremont, CA)
 - "Cultural Issues: Research Among Latino Families From a Sociocultural Perspective" by **Pablo Chavajay** (Assistant Professor, Psychology Department, University of New Hampshire, Durham, NH)
- **Marlene Zepeda**, Discussant (Associate Professor, Department of Child and Family Studies, California State University, Los Angeles, CA)
- **Cynthia Garcia Coll**, Discussant

"Peer Aggression and Victimization in Schools: Rethinking Context, Culture, and Ethnicity" chaired by Sandra Graham

Much research on children and adolescents' relationships with one another is conducted in urban school contexts where multiple ethnic groups are represented. Although complex to study, these topics can enrich the literature on peer relationships and assure its continued vitality. The four presenters, all experts on peer aggression and victimization, will discuss how they are addressing issues of context, culture, and ethnicity in their own research programs.

- **Sandra Graham** (Professor of Education, University of California, Los Angeles, CA)
 - "From Mischief to Violence: How Culture Shapes the Growth of Aggressive Behavior" by **Kenneth Dodge** (Public Policy Studies, Duke University, Durham, NC)
 - "The Impact of Culture and Context on Children's Normative Beliefs About Aggression" by **Nancy Guerra & Olivia Pillado** (Department of Psychology, University of California, Riverside, CA)
 - "Is There Safety in Numbers? School Ethnic Composition as a Context for Peer Harassment" by **Jaana Juvonen, Adrienne Nishina** (Department of Psychology, University of California, Los Angeles, CA) and Sandra Graham
 - "Long-Term Consequences of Aggression and Victimization in Schools" by **Rolf Loeber** (Professor of Psychiatry, Psychology and Epidemiology at Western Psychiatric Institute and Clinic, School of Medicine, University of Pittsburgh, Pittsburgh, PA, and a Professor of Developmental Psychopathology at the Free University, Amsterdam, Netherlands)
- **Cynthia Hudley**, Discussant (Graduate School of Education, University of Southern California, Los Angeles, CA)

"Language and Literacy in Bilingual Children: The Miami Experience" chaired by Rebecca E. Eilers and D. Kimbrough Oller

This symposium provides a view of the major findings of a multiyear study conducted in Miami in the mid 1990s, investigating language proficiency and literacy in over 900 children with limited English proficiency and their English-speaking peers.

- **Rebecca E. Eilers** (Dean, College of Liberal Arts and Sciences, University of Maine)
- **D. Kimbrough Oller** (Professor and Plough Chair of Excellence, School of Audiology and Speech-Language Pathology, University of Memphis)
 - "Bilingualism in Miami--Study Design and Deep Description" by **Rebecca E. Eilers** (Dean, College of Liberal Arts and Sciences, University of Maine)
 - "Performance on Standardized English- and Spanish-Language Tests for Monolingual and Bilingual Students" by **Alan Cobo-Lewis** (Assistant Professor of Interdisciplinary Studies, University of Maine, Orono, ME)
 - "Input Factors, Complexity, and the Acquisition of Morpho-syntax by Bilinguals" by **Virginia C. Mueller Gathercole** (Reader, School of Psychology, University of Wales, Bangor, Wales, UK)
 - "Narrative Competence in Bilingual Children" by **Barbara Zurer Pearson** (Research Associate, Department of Communication Disorders, University of Massachusetts, Amherst, MA)
 - "The Grand Conclusions" by **Rebecca E. Eilers** (Dean, College of Liberal Arts and Sciences, University of Maine)
- **Erika Hoff**, Discussant (Professor of Psychology, Florida Atlantic University, Fort Lauderdale, FL)

"New Directions in Personality Development Theory and Research" chaired by **William G. Graziano**

In modern theory, personality is concerned with the organization of each person's unique configuration of individual differences. This symposium brings together work that addresses the following issues in personality development. Is there a common structure in children's personality across cultures? Is there stability to personality across the life course? How does research reconcile the apparent stability of personality with change that occurs during development? How does personality development fit into human needs for relationships?

- **William G. Graziano** (Head, Child Development & Family Studies, Purdue University, West Lafayette, IN)
 - "Culture, Age, and Personality Development" by **Charles F. Halverson, Jr.** (Professor of Child and Family Development and of Psychology, University of Georgia, Athens, GA)
 - "The Big Picture on Personality Development" by **Rebecca Shiner** (Assistant Professor of Psychology, Colgate University, Hamilton, NY)
 - "Personality Development Across the Lifespan" by **Cornelis Van Lieshout**, (Professor of Psychology, Nijmegen University, Nijmegen, NL)
 - "Personality Development and the Big Five: The Legacy of John Digman" by **Louis Goldberg** (Senior Scientist, Oregon Research Institute and Emeritus Professor of Psychology, University of Oregon, Eugene, OR)
 - "Personality Development: Toward Positive Prosocial Relationships" by **William G. Graziano**

"Nurturing and Nourishing the Developing Brain" chaired by **Betsy Lozoff and Theodore D. Wachs**

This symposium will present both empirical data and conceptual models focusing on the linked contributions to development of three specific biological and psychosocial influences: central nervous system functioning, nutritional status, and quality of rearing environment.

- **Betsy Lozoff** is Professor of Pediatrics and Director of the Center for Human Growth and Development, University of Michigan.
- **Theodore D. Wachs** is Professor of Psychological Sciences, Purdue University.
 - "Nutrition and Brain Development" by **Michael Georgieff** (Professor of Pediatrics and Child Development, University of Minnesota)
 - "Nutrition, Environment, and Children's Development" by **Marian Sigman** (Professor of Psychiatry, UCLA School of Medicine) and **Maureen Black** (Professor of Pediatrics, University of Maryland School of Medicine)
 - "Early Iron Deficiency and Children's Behavioral and Central Nervous System Development" by **Betsy Lozoff** (Professor of Pediatrics and Director of the Center for Human Growth and Development, University of Michigan)
 - "The Context of Undernutrition" by **Margaret Bentley** (Associate Professor, Department of Nutrition, and Fellow, Carolina Population Center, University of North Carolina)
 - "Functional Isolation as a Conceptual Model Linking Neuroscience, Nutritional, and Environmental Influences on Development" by **Theodore D. Wachs** (Professor of Psychological Sciences, Purdue University)

"Developmental Psychopathology in the Postgenomics Era" chaired by **Robert Plomin**

The future of genetic research lies in discovering how genes work (functional genomics). It is important that pathways between genes and behavior be examined at the top-down psychological level of analysis (behavioral genomics), not only at the bottom-up molecular biological level of cells or the neuroscience level of the brain.

- **Robert Plomin** is Deputy Director of the Social, Genetic and Developmental Psychiatry Research Center, Institute of Psychiatry, London, UK

"An Overview of New Molecular Genetic Techniques" by **Ian W. Craig** (Head, Molecular Genetics Group, Social, Genetic and Developmental Psychiatry Research Center, Institute of Psychiatry, London, UK)

"Hyperactivity" by **Philip Asherson** (Social, Genetic and Developmental Psychiatry Research Center, Institute of Psychiatry, London, UK)

"Reading Disability" by **John C. DeFries** (Director, Institute for Behavioral Genetics, University of Colorado, Boulder, CO)

"Language Impairment" by **Robert Plomin** (Deputy Director of the Social, Genetic and Developmental Psychiatry Research Center, Institute of Psychiatry, London, UK)

"Autism" by **Anthony Bailey** (Social, Genetic and Developmental Psychiatry Research Center, Institute of Psychiatry, London, UK)

"Evidenced-Based Reading Reform: Opportunities and Dangers" chaired by Robert E. Slavin and Steven Yussen

New federal legislation encourages or requires that schools implement programs that are "scientifically based," and researchers involved in evidence-based school reform discuss the evidence base for reform and the opportunities and dangers inherent in evidence-based policies.

- **Robert E. Slavin** (Co-director, Center for Research on the Education of Students Placed at Risk, Johns Hopkins University, Baltimore, MD)
- **Steven Yussen** (Professor, College of Education and Human Development, University of Minnesota, Minneapolis, MN)

Presentation #1: by **Michael Pressley** (University of Notre Dame, Notre Dame, IN)

Presentation #2: by **John Baron** (Council for Excellence in Government)

Presentation #3: by **Steve Fleischman** (Education Quality Institute)