



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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Notes from the Executive Director

History and Developmental Science

by Lonnie Sherrod

SRCD has a long-standing and important interaction with the field of history. SRCD's interest in history has involved history of SRCD, history of the field of developmental science, and history of childhood. SRCD has played an important role in recognizing and supporting scholars who have made important contributions in each of these areas. The celebration of the Society's 50th anniversary in 1983 is just one example.

However, the main vehicle through which SRCD has pursued historical interests is through the Committee on History which was formed in 1978 -- about the same time as several other current committees including the social policy committee (1977, now Committee on Policy and Communications, CPC), ethnic and racial issues committee (ERI, 1977); and the international relations committee (1988). Governing Council (GC) reviews the mission and program of each committee at its biennial meeting. CPC for example has undergone several refinements of its charge as the DC office has undergone revision and with the growth of the Policy Fellowship Program. The international and interdisciplinary committees underwent review and some modifications when SRCD's strategic plan emphasized these two areas in the mid 2000s. A new Committee on Equity and Justice has been formed to address issues of diversity not covered by ERI.

At its meeting last spring, the governing council agreed that it was time for the History Committee to undergo some review. Toward that end, a task force was formed; members include Arnold Sameroff (Chair), Thomas Dalton, Glen Elder, Stephen Lasonde, Ross Parke, and Willem Koop. They have held several conference calls, assembled quite a bit of information, and will make a recommendation about the committee's future for GC's spring or fall 2012 meetings.

IN THIS ISSUE

Notes from the Executive Director....	1-2
A Message from SRCD's President.....	3-4
SECC Dissertation Funding Award Winners....	4
Report from the OPC.....	5-6
2013 Biennial Meeting	6
2013 Biennial Meeting Program Co-Chairs...7-8	
2012 Themed Meetings Update.....	8
Teachers' Corner.....	9
Report from the SECC.....	10
In Memoriam.....	11-13
Members in the Media.....	14-15
New Books by Members.....	15
Submission Guidelines.....	16

One of the main activities of the History Committee has been the Oral History Project. Launched in the mid-1980s at the suggestion of Robert Emde and others, this project began by interviewing SRCD officers. Now almost 30 years later, the project has expanded to include leaders of the field, whether SRCD officers or not. Over 130 interviews have been collected and transcribed (initially with the help of the William T. Grant Foundation). Last fall, 16 of these were posted on SRCD's website, and postings will continue throughout the year. Oral histories provide an important resource for social historians, and the Society hopes that these oral histories will offer invaluable data to scholars interested in the history of SRCD as well as developmental science more generally¹.

There are, however, at least two other ways history is important to our field. First, our subject of study, the child, adolescent, or young adult, has undergone considerable historical change. Second, history (i.e., living in a particular time and place) is an important influence on human development, from conception to death. We are making great efforts to understand cultural variation in developmental processes, so that it is a good time to add historical change as another major influence that is not only a thing of the past but also of the present and future.

The construction of childhood is an interesting scholarly pursuit in and

1 Rosenblith, J. F., & Hartup, W. W. (1997, October). The SRCD Oral History Project. *Developments*, 40(3). Retrieved from www.srcd.org.

NOTES FROM THE EXECUTIVE DIRECTOR

(cont. from p. 1)



of itself, and this work should be part of SRCD. One of my favorite books is Philip Aries' *Centuries of Childhood*, in which he uses representations of children in paintings and other endeavors of the aristocracy to describe the social construction of childhood and other age periods. He argues that adolescence only entered our mind set in the 18th and 19th centuries, and he uses Wagner's Siegfried as one of the first representations of adolescence. Being an opera fan, I enjoyed playing excerpts to my undergraduates and asking them, what the heck is he talking about? They usually did a pretty good job answering this question. Then family social historians used public records to describe children during the industrial revolution, the construction of laws such as juvenile justice, and later the rise of mass public education. And changes continue. The 20th century saw the emergence of early adulthood or what Kenneth Keniston described as youth typified by the college student who had adult cognitive and emotional capacities, but still was economically dependent on the family. This current delay of adulthood has promoted research and policy attention to the third decade of life.

History is also an important influence on development. Glen Elder's *Children of the Great Depression* is one of the best known examples. The life span or life course perspective highlighted the importance of history, or history-graded factors, in the 1980s. This view proposed that age-graded factors, what is typically studied by developmental scientists, were important early in life, declining in importance in adulthood, whereas history-graded influences gained in importance during adulthood. This was a hypothetical scenario never tested empirically. Thus, child care is a history-graded influence in that it has become frequent in recent decades as women have entered the workforce. It is now an important age-graded influence on development, but it emerged as a history graded factor. Although the life span or life course approach originated in research on adolescence and adult development, the implications for research on child development, including the role of history, is very important (see, for example, reference²). The explosive growth of prospective longitudinal studies has enabled more investigators to follow children and adolescents across changing historical times. Furthermore, the importance of history to the design of developmental research has also been addressed, and the life span approach has advocated the use of cohort sequential designs to allow investigators to separate developmental and cohort historical differences.

The History Committee task force will address these as well as other issues and make a recommendation to GC about what SRCD should be doing in history. They have already assembled a list of relevant scholars as well as resources and other organizations. They may undertake a survey of members and others. The task force may recommend continuation of the committee, a reinvention of it, or something completely different. If you have ideas or opinions, please email them to info@srcd.org.

Note: The entire fall 1997 issue of the *SRCD Newsletter* was devoted to history and served as a source for some of the material used in this article.

² Hetherington, E. M., Lerner, R. M., & Perlmutter, M. (Eds). (1988). *Child Development in life-span perspective*. Hillsdale, NJ: Erlbaum.

A MESSAGE FROM SRCD'S PRESIDENT



A Message from SRCD's President: SRCD as a Champion of International Developmental Science

by Ann S. Masten

From my earliest days participating in SRCD, especially at the biennial meetings, I remember the excitement of meeting scholars from all over the world. As a member of Governing Council (GC) and President-Elect, I enthusiastically supported the increasing "globalization" of SRCD, as GC and global-thinking members infused the organization with international goals in its strategic plan and activities. We have a wonderful and active International Committee that provides dynamic leadership for advancing "Global SRCD" (see [Developments, July 2010](#)). Now, as President, a central focus for me is fostering the international momentum of SRCD.

Global issues have come to the forefront of our developmental science as the world becomes more interconnected and interdependent. The growth of global issues in our science is evident in international research collaborations, topics of special sections in journals, pre-conferences, the regular biennial meeting program, and even in the critiques of our science. SRCD currently has members from 63 different countries (an increase from 48 in 2010). Many of our members engage in multinational research and its applications, and they wrestle with all the complications of such projects. There is increasing awareness that too much research is concentrated in too few regions of the world, and this realization has spurred efforts to internationalize developmental science.

What is SRCD doing to expand and deepen our international nature, activities, and strategic vision? A great deal on many fronts! Here are just a few examples, and more can be found in this newsletter in the article by Hutcheon, Mandell, and Zaslow from the SRCD Office for Policy and Communications.

I am delighted to announce that SRCD is facilitating the formation of an International Consortium of Developmental Science Organizations. The President of the Jacobs Foundation, Dr. Bernd Ebersold, together with our Executive Director, Lonnie Sherrod, has invited representatives from 11 organizations to gather at Marbach Castle this December to launch this Consortium. The initial goals are to facilitate international developmental research and research methods, to foster international training in developmental science, to inform policymaking on international issues, and to share wisdom across organizations. We hope such a group will also grow cross-organizational opportunities for collaborative research, meetings, summer schools, and workshops, with a special focus on young scholars. Lynn Liben (President-Elect) and I will attend to represent SRCD, along with Lonnie.

Over the past few years, SRCD generally has increased its engagement with international organizations that focus on global issues of child development and well-being, such as UNICEF. SRCD has applied for membership as a Non-Governmental Organization (NGO) in the United Nations, and recently joined as an affiliate member the International Union of Psychology. SRCD has also partnered with UNICEF to bring research on early childhood development to policy. The 29 chapter volume resulting from this partnership (*Handbook of Early Child Development: Translating Research to Global Policy*, edited by Pia Rebello Britto, Patrice Engle, and Charles Super) is in press at Oxford University Press.

Our journal editors are actively striving to expand the breadth and reach of our science through inclusion of international authors, editorial board members, and special issues or sections on themes of global significance. For example, at the request of the Editor, Jeff Lockman, Joy Osofsky and I edited a 2010 special section of *Child Development* on the global issue of children in disasters (including natural disaster, war, and terrorism). A special 2-page brief highlighting the articles of the special section was prepared and widely distributed by the terrific staff of the SRCD Washington office. A 2011 special section of *Child Development Perspectives* on "Strengthening Africa's Contributions to Child Development Research" grew out of an SRCD-sponsored conference organized by Kofi Marfo and Alan Pence. Other special sections of *Child Development* include the forthcoming one on "The Development of Children in Immigrant Families," edited by Andrew Fuligni and Robert Crosnoe, and the recently published section on "Child Development in Developing Countries," edited by Marc H. Bornstein. The latter highlighted data from the Multiple Indicator Cluster Survey, an international household survey on risk and protective factors for child devel-

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A MESSAGE FROM SRCD'S PRESIDENT (CONT)

(cont. from p. 3)

opment conducted in many developing countries. The work for this latter special section was facilitated by SRCD involvement in UNICEF.

Building on two of these special sections, the DC office co-sponsored a meeting at the Brookings Institution last month on the theme of "Research on Early Childhood Development in Low-Income Countries." Bornstein presented research from the special section of *Child Development*, and Marfo provided comments on needed research steps, drawing on the special section of *Child Development Perspectives*.

The biennial meeting of SRCD and related pre-conferences also reflect the growth in international participation, activities, and themes. In 2009, there was a pre-conference on immigration, co-sponsored by SRCD and the Jacobs Foundation. In 2011, the meeting was held in multicultural Montreal with many international scholars participating. Numerous early career scholars from around the world were supported to attend each meeting by the Jacobs Foundation, and some of them also visited universities to develop research collaborations. GC hopes to see one of the new SRCD themed meetings soon in a country outside North America, as well as other small conferences, workshops, or summer schools.

I am proud to be a member of an organization devoted to advancing developmental science and its applications to the benefit of children worldwide. It also is a great honor to serve the membership of this diverse, multicultural, and multidisciplinary organization as President.

Congratulations to the SECC Dissertation Funding Award Winners!

The SRCD Student & Early Career Council is very pleased to announce its 2011 Dissertation Funding Awards recipients (listed in alphabetical order):

1. Radosveta Dimitrova - Tilburg University (Netherlands), Psychology - *Identity and Well-Being of Minority Adolescents in a Post-Communist Context*
2. Lindsay Hoyt - Northwestern University, Human Development and Social Policy - *A Window of Opportunity: Positivity, Stress, and Health in Adolescence*
3. Jack Peltz - University of Rochester, Psychology - *The Longitudinal Effects of Parental Depression in Families with Toddlers*
4. Michael Russell - University of California (Irvine), Psychology and Social Behavior - *Vulnerability and Daily Triggers for Externalizing Psychopathology in Adolescents*
5. Stephanie Zuilkowski - Harvard University, Education - *Moving Beyond Access: The Effects of Malaria Treatment and Teacher Literacy Training on Primary School Dropout in Rural Kenya*

We congratulate these very deserving applicants 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 five 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.

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

“Internationalizing” Our Knowledge of Child Development: Applications for Policy and Practice
by Sarah Hutcheon, Sarah Mandell, and Martha Zaslow

Two years ago, former SRCD International Committee Chairman [Charles M. Super](#) authored a [Developments column](#) on the importance of “internationalizing” our field. Citing a recent study, Super wrote, “Even in recent years, about 94% of our research is based on a highly unusual 7 percent of the world’s children who live in the industrial West.”¹ He also made the case for why SRCD—above and beyond other human development societies—should become more international in focus: As an explicitly interdisciplinary society, we advance a “whole child” perspective that is an important voice “in the emerging global discourse on children.”

In the two years since Super authored that column, SRCD’s international perspective has continued to strengthen. SRCD Executive Director [Lonnie Sherrod](#) described some of these activities in a subsequent [Developments column](#), paying particular attention to SRCD’s support for the development of a now soon-to-be-released SRCD/UNICEF Handbook of Early Child Development. Since then, a number of new “international” developments have taken place. Below, we highlight just a few.

Advancing Global Child Development Scholarship

A strong international theme carries through recent SRCD publications. In June of 2011, International Committee members Kofi Marfo and Alan Pence edited a special section of *Child Development Perspectives* on [Strengthening Africa’s Contributions to Child Development Research](#). This section was the result of an earlier invitational conference sponsored by SRCD that provided valuable insights on examining the status and needs of children in Africa, learning from African research programs and practice initiatives, and building the field of African child development science.

This fall, SRCD published a [Social Policy Report by Melanie Killen, Adam Rutland, and Martin D. Ruck](#) (and complementary [Social Policy Report Brief](#)) examining the evidence on interventions that are being used to promote equity, tolerance, and justice in childhood. Many countries see childhood equity, tolerance, and justice interventions as promising ways to address the challenges that arise with ethnic conflict and/or increasing ethnic diversity. This report’s authors spoke to policymakers and practitioners around the world by using examples from diverse contexts (including South Africa, the Netherlands, and Indonesia) to illustrate evidence-based approaches.

Complementing publications in *Child Development Perspectives* and the *Social Policy Report*, SRCD’s journal *Child Development* has also included a growing number of articles focusing on children’s development outside of the industrial West. In January of this year, *Child Development* published a special section on [Child Development in Developing Countries](#). Papers in this section used third-wave data from the Multiple Indicator Cluster Survey (MISC3)—a nationally representative, internationally comparable household survey conducted in multiple countries—to examine protective and risk factors of child development in developing countries around the world. They also compared country-level data to that country’s Human Development Index (an index of life expectancy, education, and GDP indicators), shedding light on variation in protective and risk factors of child development in relation to country-level indicators of economic development.

Connecting Researchers with Policymakers, Practitioners, and the Public

SRCD’s expanding activities in global child development are not only important for the field of child development research; they are important for those who use our research to inform practice and policy. Planners of this year’s Head Start National Research Conference, which will have a theme of “Research on Young Children and Families: Effective Practices in an Age of Diversity and Change,” recently invited special section editor Marc H. Bornstein to participate in the closing plenary session where attendees will be encouraged to think about how early childhood researchers in the US can both be informed by and inform research in developing countries. In a related initiative, the Brookings Center for Universal Education, in collaboration with SRCD, hosted a small meeting this spring on early childhood development in low-income countries. This meeting built on the findings recently published in the

¹ Arnett, J. J. (2008). The neglected 95%: *Why American psychology need to become less American*. *American Psychologist*, 63, 602-614.

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS (CONT)

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special section of *Child Development*, and on recent evaluation studies of interventions from around the world. The meeting aimed to take stock of existing research, identify gaps, and propose next steps for advancing what we know and how it can be applied. The meeting included participants from a diverse range of settings, including research institutions, foundations, development organizations, US agencies, and multilateral agencies.

As this last example illustrates, reaching policy and practice audiences is an often natural extension of scholarship on global child development. Last summer, SRCD published a [Social Policy Report by Pia Rebello Britto, Hirokazu Yoshikawa, and Kimberly Boller](#) (and a complementary [Social Policy Report Brief](#)) on Quality of Early Childhood Development Programs in Global Contexts. These publications were subsequently translated—into multiple languages (including Spanish, Bosnian, and Arabic)—for audiences of both the Bernard Van Leer Foundation publication *Early Childhood Matters* and UNICEF. Through these organizations, SRCD-published scholarship will reach individuals at the regional, national, and community levels who are working to strengthen young children’s experiences and development in multiple countries.

Informing public discourse at the international level is another increasingly important attribute of SRCD’s work. Since 2005, SRCD has produced and disseminated press releases on new research as published in *Child Development*. Every year, more journalists contact us for copies of papers or to interview authors. Every year, more of these journalists come from news outlets outside of the US. In 2006, the first full year that we distributed press releases, only 16% of the journalists who contacted SRCD hailed from news outlets outside of the US. In 2011, this number was 38%. Accordingly, we have seen stories regularly—and increasingly—in publications outside of the US (e.g., in [Al Jazeera](#), [Slate France](#), [the Ghana Broadcasting Corporation](#), and [MSN India](#)).

From scholarly meetings and publications to dissemination products and activities, SRCD has strengthened its contributions to global research on child development as well as its applications. We look forward to sharing with you additional developments and working with you to advance SRCD’s international agenda even more.



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

Submission Deadline:
Thursday, September 20, 2012, 8:00 PM EDT
Mark your calendars!

A great city for a great meeting!

2013 BIENNIAL MEETING OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT



Judy Garber



Sandra Graham

2013 Biennial Meeting
of the Society for Research in Child Development
April 18-20, 2013
Seattle, Washington, USA

by Judy Garber and Sandra Graham, Program Co-Chairs

We look forward to seeing all of you next April 2013 in Seattle, Washington. It has been more than 20 years—1991 to be precise—since SRCD met in this lovely Pacific Northwest City, home of several major enterprises that touch our lives daily, including Microsoft, Amazon.com, Nordstrom, and Starbucks. Additional highlights of the area are Pike Place Market, the Space Needle, the Fremont Troll, Ballard Locks, Puget Sound, San Juan Islands, and Mount Rainier. April is a lovely time of the year to visit Seattle. The temperature ranges between a moderate 43 to 59 degrees Fahrenheit, and it is not true that it rains all the time in Seattle. The average rainfall in April is about 2.5 inches, considerably less than either Chicago or New York City during that month -- but do pack an umbrella just in case!

What's New? We will have a mix of the traditional as well as some new formats. In response to feedback from people who have attended previous meetings, we have added another presentation format -- *paper sessions*. The purpose of these paper sessions is to provide individuals with an opportunity to give an oral presentation that is not part of an integrated symposium. New investigators, junior faculty, graduate students, and others who would just like the experience of presenting a paper are especially encouraged to submit using this format. Individuals can submit a single paper that will be grouped with other like papers to be presented in a topical paper session. Individuals whose papers are not accepted for a paper session will have the option to present their submission as a poster, if it is judged to be acceptable according to the same criteria used to evaluate other posters.

Scheduling. One of the greatest challenges we face is scheduling. Although it is impossible to create a schedule in which no symposia or poster sessions of similar topics overlap, we will do everything electronically and humanly possible to limit scheduling conflicts. We also will try to stagger the start of poster sessions and symposia so people can get to at least some of the poster sessions. Other scheduling issues: (a) We are trying not start the sessions before 8:00am and preferably not before 8:30am [for all of you night owls!]. (b) We hope to have an event on Saturday evening, and we encourage people not to leave until Sunday. (c) Nonposter sessions (e.g., symposia) will be 90 minutes and poster sessions will be 60 minutes. Poster presenters will be able to hang their posters 10 minutes prior to a session and take them down up to 10 minutes after the session. (d) To facilitate more time for social networking, there will be 20 minutes between sessions.

Reviewers. A second challenge is to find volunteers to review submissions. This is an important service that you can provide to the organization. This also is your chance to influence the content and quality of the program. Information about how to volunteer to review will be available soon on the SRCD website.

Key Words. With the much appreciated assistance of former co-chair, Steven Reznick, SRCD is continuing to improve the key word system, which ultimately will be used to assign submissions to review panels and to facilitate program scheduling. As in 2011, submitters to SRCD 2013 will be asked to use the two-level keyword selection system comprised of broad "Focal Areas" and specific "Aspects" within Focal Areas. We encourage submitters to select the relevant Focal Areas and Aspects carefully and thoughtfully because this information will be used for review and scheduling.

Invited Program. As program co-chairs, we have the privilege and responsibility of constructing the invited program. We are excited about this opportunity to bring to the meeting internationally renowned scholars who are doing cutting-edge science. We are committed to creating an invited program that covers multiple aspects of developmental psychology and also supports the Strategic Plan of SRCD, which is to "promote interdisciplinary research on infant, child, and adolescent development in diverse contexts and across a life-long trajectory; foster the exchange of information among scientists and research consumers worldwide; and foster applications of research-based knowledge." Our goal is to make the 2013 meeting educational, stimulating, exciting, interesting, and fun.

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2013 BIENNIAL MEETING OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT (CONT)

(cont. from p. 7)

Why we agreed to serve as co-chairs for the SRCD 2013 meeting:

Judy: I have enjoyed going to the biennial SRCD meetings since I was a graduate student at the University of Minnesota. I especially liked that most of the leading developmental psychologists in the field attended. Also, the Minnesota party is always a lot of fun. Because of my strong commitment to the organization and because Lonnie asked me, I agreed to co-chair. I am delighted to be working with Sandra Graham, the Program Committee, and the rest of the superb SRCD staff to make the 2013 meeting another great SRCD experience.

Sandra: It was more than two years ago -- even before the 2011 meeting -- that Greg Duncan, then SRCD president, called me and invited me to co-chair the 2013 meeting. The first thing I did was consult with two good friends who had been previous SRCD co-chairs -- Joan Lucariello (2007) and Vivian Gadsden (2009). Each independently convinced me that it would be rewarding, lots of fun, and not all that hard -- given the wonderful SRCD staff in Ann Arbor who do most of the heavy lifting. So I said yes, convincing myself that it would be so... long into the future before I would have to think about it. Where did these past two years go?

2012 Themed Meetings Update:

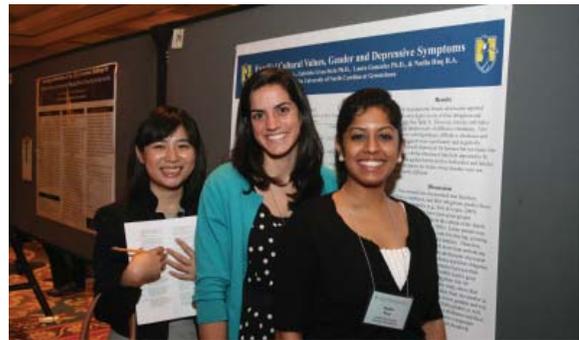
SRCD presented its first two topic-based meetings February 9-11, 2012 in Tampa, Florida. *Positive Development of Minority Children*, co-chaired by Natasha Cabrera, Monica Rodriguez and James Rodriguez, was one of the topics chosen from proposals submitted for consideration. *Developmental Methodology*, co-chaired by Noel Card and Todd Little, was the other. Both of these meetings were attended by 300-350 participants and generated much discussion and interaction.

The third 2012 themed meeting, *Transitions from Adolescence to Adulthood*, co-chaired by Rob Crosnoe and John Schulenberg, will be held October 18-20 in Tampa, Florida. The submissions deadline for this meeting was April 5, 2012. Registration and housing information will be posted on the SRCD website in late July.

SRCD is pleased to issue a call for additional [proposals for 2014](#) for which members are encouraged to submit their ideas. The due date for proposals was April 1st; decisions will be made June 1st. We look forward to future stimulating meetings that focus on one topic that is of interest to members and others in the field.



Developmental Methodology Poster Session



Positive Development of Minority Children Poster Session



Reception at the Positive Development of Minority Children Meeting

TEACHERS' CORNER

The SRCD Teaching Committee: An Update and Some Opportunities

by Karen Brakke, Spelman College

SRCD's Strategic Plan states that, "SRCD's first priority will be building and strengthening a multi-faceted community of researchers and practitioners in the field of child development." To this end, the SRCD Teaching Committee was organized. The committee's charge is "to support and enhance quality teaching of developmental science in higher education." The creation of this committee within SRCD signals the organization's recognition that high-quality undergraduate and graduate education is essential to the training of future developmental scientists as well as quality translation of developmental science to an ever-growing cadre of students from many disciplines. Recognizing that many SRCD members work with students in the classroom or lab in addition to conducting research, Teaching Committee members are committed to supporting best practices in teaching and mentoring, and to building a community of SRCD members who share this commitment. This year, the Teaching Committee is chaired by Karen Brakke, who works with committee members Alisa Beyer, Peggy Fitch, Kathie Galotti, Carolyn Schult, April Taylor, and Lisa Hayes (SECC representative). Patricia Bauer serves as the Governing Council Representative and Anne Perdue serves as the Committee's staff liaison.

In order to build community and support awareness and use of best practices, the Committee is planning a number of initiatives to be rolled out over the next few years. Our current efforts include development of a teaching mentorship program, matching early-career teachers with experienced faculty members who can share practical advice and words of wisdom with their less-seasoned colleagues. The Teaching Committee is joining forces with the Student and Early Career Council (SECC) on this initiative; additional details about the program, including how to sign up either as a mentee or mentor, will be announced this summer.

Research mentoring represents another vital aspect of our profession. The opportunity to conduct research as an undergraduate student is becoming an essential component of graduate school preparation. However, some students face limited opportunities to get this kind of experience. In order to provide opportunities to some of these students, SRCD is partnering again this year with the Psi Chi honor organization in psychology to sponsor SRCD Summer Research Grants, which provide funds for student Psi Chi members with limited access to research opportunities to spend the summer in the labs of mentors who are SRCD members. Information about these grants can be found [here](#).

In addition to these activities, the Teaching Committee is also discussing a number of exciting programming ideas for the 2013 Teaching Institute in Seattle. While in the early planning stages, these initiatives promise to advance the translation of developmental science in the classroom by strengthening the connections that SRCD members have with each other as teachers, developing core teaching content within developmental science, and promoting the use of best practices in pedagogy and assessment. Stay tuned for more information as the 2013 Institute approaches.

Committee members are excited about strengthening the visibility of teaching within our organization and promoting high quality instruction in the many contexts in which we teach. If you would like to help with any of these initiatives or just learn more about the activities, please contact kbrakke@spelman.edu.

The Teachers' Corner is moderated by David Daniel.

REPORT FROM SECC

Preparing for the Transition from Graduate School to Academia

by Benjamin Freer

Are you considering a position in academia? The job market for academia has always been extremely competitive and the current economic state has created an environment of fewer jobs for more applicants. The best way to demonstrate that you are an attractive candidate remains through the channel of publications and grant funding. However, in today's job market graduate students must take action early to stand out from other applicants. Of course, time is valuable and a successful graduate student must determine the most effective breakdown of his or her time and energy. There are three areas of career development that can promote you as the attractive candidate you hope to be: (1) be an expert in a valuable field, (2) be a classroom-ready instructor, and (3) be ready for the mentorship role.

Be an expert. Establish yourself as an expert in a valuable field of psychology, such as statistics, or a particular methodology, such as brain imaging. The benefit of this expertise is twofold: (1) you will improve your short- and long-term ability to produce innovative research and (2) you will be viewed as a potential resource to all current faculty at the institution at which you are applying. Try to document your expertise through the completion of a certificate through your department, college, graduate school, or institution. In addition, your expertise may provide a "foot-in-the-door" that will result in additional interviews with members of the department who could be motivated to seek your assistance in their research.

Be a classroom-ready instructor. Teach one or more courses as a lead instructor. Make sure to collect and document all teaching evaluations. This experience will demonstrate that you are prepared to teach courses upon your employment. You are demonstrating that teaching will not overwhelm you as you transition into faculty life. As an additional consideration, make an extra effort to teach those courses that departments are always trying to fill (e.g., Introductory Psychology, Statistics, Research Methods, etc.).

Be a formal mentor. Take on the role of mentor to younger students (primarily undergraduates). The mentorship role can help graduate students and early career members (1) build their own research and (2) demonstrate a leadership role with students. The process of mentorship has often been described by senior faculty as instrumental in providing new approaches to their own current research. Graduate students and early career members should also utilize the mentorship process to develop their own research program. Similar to the benefit of being a lead instructor, demonstrating your ability to mentor can ease your transition into faculty life.

Distinguishing yourself as a desired candidate for job openings is dependent upon one essential question: "What type of university position do I want?" Programs that are primarily research-focused will be especially interested in your expert status due to the greater potential benefit to other faculty. Your teaching and mentorship experience will likely function as a "tie-breaker" between you and an otherwise equally qualified applicant. Programs that are primarily teaching-focused will be especially interested in your readiness to function as a lead instructor and mentor due to the higher proportion of time to be dedicated directly to the undergraduate population. Again, your prior experience could be key in tipping the balance in your favor. Being proactive now can help you succeed in today's competitive environment.

IN MEMORIAM



Fred M. Rothbaum
1949-2011

Fred Rothbaum, the innovative theorist whose ideas reshaped core concepts and theories of human development and motivation, passed away at the age of 61 while biking near his summer home in Sweden, Maine. He is survived by Vickie Babbin Rothbaum, his beloved wife of 39 years, their sons Abe and Max, their daughter-in-law Ally, and Fred's sister Linda Beer.

Fred grew up in Washington, DC. He was the second child of immigrants from Poland who had little formal education but impressive intellect and a powerful work ethic. His father, who built a successful clock and watch repair business, was a warm, gentle man with a gift for seeing the best in others. His mother, a homemaker and community volunteer, was an avid reader who loved classical music. Concerned that their bright son was struggling in public school, Fred's parents sacrificed to give him two years in a school known for academic excellence, and Fred blossomed. These influences catalyzed what would become a lifelong passion for ideas.

Fred graduated from Woodrow Wilson High School in 1967, then studied at the University of Michigan. There he met Vickie Babbin on a double date; each was paired with the "wrong" date, but not for long! Though a math major at Michigan, graduating *summa cum laude*, Fred loved his psychology courses. He pursued graduate studies in clinical and developmental psychology at Yale, distinguishing himself as one who, rather than emulate faculty mentors, studied the questions he himself was passionate about.

In faculty positions at Bryn Mawr and then Tufts, Fred developed a reputation for quantitative skill, creative ideas, and a generous style of mentoring in which he helped students fashion distinctive careers from their unique combination of talents and passions. He was an all-day-every-day kind of advisor, often the first to arrive in the department and the last to leave, always welcoming, always pushing to figure out with his students how they could make the best possible use of their special attributes: no two students alike, no cookie cutter careers. A special part of Fred's legacy is the array of highly individual, influential careers he helped his many students shape to fit their distinctive gifts. His mentorship embodied his parents' blend of intellectual curiosity, love of ideas, generosity of spirit, and drive for excellence. In meetings with Fred, each student had Fred's complete attention, and these meetings often led to a lifelong exchange of ideas.

During Fred's 32 years at Tufts, he was fully dedicated to the University and the Eliot-Pearson Department of Child Development. His courses encompassed parent-child relationships, statistics, and clinical-developmental psychology—a seminar focused on the "deep structure" of human interaction. Fred did not overlook surface structure either: When one student broke down in his office, confessing her extreme fear of statistics, Fred listened patiently, smiled, and said, "I think you need a cookie," then handed her one. He served the university often and well—as chair of his department for two terms, Director of Graduate Studies for many years, and chair of major university committees. His style in these roles reflected his mentorship style: he listened, listened some more, then worked for collective decision-making—a hallmark of Fred's leadership.

As a theorist and researcher, Fred's approach was unconventional, even iconoclastic. He loved to delve into widely-accepted ideas in the field and turn them on their head. His style was to latch onto a paradox, master all the relevant theory and research, bring his own original insight to the topic, and write *the* big article that reshaped the conventional wisdom. In the 1980s, Fred focused on the fact that extensive evidence showed how strongly people value control and how reluctant they are to give it up, but that *other* extensive evidence (e.g., from research on helplessness and locus of control) showed an apparent readiness to relinquish control. To unravel this apparent paradox, Fred and his colleagues drew a distinction between *primary control*, changing the world to fit our wishes, and *secondary control*, changing ourselves to fit the world and thus control its impact upon us. This distinction proved to have enormous relevance to cultural psychology, clinical psychology, health psychology, organizational psychology, and developmental psychology, including the study of lifespan development and aging. The two original

(cont. on p. 12)

IN MEMORIAM (CONT)

(cont. from p. 11)

articles alone have generated more than a thousand citations—not to mention the enormous array of subsequent studies, reviews, and published debates on primary and secondary control—and the concepts have been the centerpiece of distinguished careers in our field. The primary-secondary control model is a centerpiece of Fred’s intellectual legacy.

That legacy also includes Fred’s influential work on attachment and culture. Focusing on the widely-accepted notion that many aspects of infant-mother attachment are universal, Fred and colleagues identified cultural differences in the basic structures underlying attachment, making the case by contrasting the US and Japan. He and his colleagues also enriched our understanding of adolescent depression by clarifying how performance and learning goals influence which emotion regulation strategies teens adopt.

Fred was committed to disseminating scientific knowledge to the public, particularly to parents. In the mid-nineties, Fred and a doctoral student recognized that parents were finding guidance about child development and parenting on the web but didn’t know what to trust. Together they created *The Tufts Child & Family WebGuide*, to steer parents toward empirically sound guidance in matters of child-rearing and family life. The *WebGuide* has received many awards, including from the *New York Times* and the *Wall Street Journal*, and is now widely used by both parents and practitioners.

Fred’s professional career carries a lesson for students and faculty: find the questions and goals that excite you, put your energy there, and don’t let the transient and trivial distract you from doing what you really love. There is another lesson in Fred’s generosity as a mentor and the preeminence of his family in all things: ultimately our real treasure lies in what we have given away.

By John R. Weisz, Harvard University and Judge Baker Children’s Center; Martha Pott, Tufts University; and M. Ann Easterbrooks, Tufts University



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.

IN MEMORIAM



Michael Siegel
1950-2012

On February 20, our friend and colleague Professor Michael Siegel died of a heart attack at 61. He was found by his loving partner, Gila Taylor, lying in his bed, with a serene expression. Doctors said he probably passed away while asleep. He was scheduled to have a heart surgery a week later. No one was at home when he died, only the roses and, perhaps, the willow tits on the high pines of his garden.

Michael was a very good friend to so many people in so many parts of the world. Gila spent last week answering to all the messages that his friends had sent her. I had the privilege of working with him for more than 15 years, after inviting him at the University of Padua as a visiting professor in 1996 and, more recently, at the University of Trieste, where he spent three years as a Marie Curie Chair holder. All the people that met him have fond memories of him and were shocked by

hearing the tragic news.

He had a Chair in Developmental Psychology at the University of Sheffield, where he was currently director of the Postgraduate studies. Previously he held a position as a Reader in Psychology at the University of Queensland, Brisbane. He studied for his PhD at Oxford University and for his M.A. at the McGill University.

Michael made substantial contributions to psychology by carrying out experimental works in a remarkable wide range of research areas, including fairness and moral development, theory of mind, biological cognition and contamination sensitivity, disgust and food psychology, numerical cognition, cosmological conceptions and spatial cognition, pragmatics, conversation and bilingualism.

He has worked mostly on typical development, but he has written several important papers, books or chapters also on children and adults with aphasia, deafness, blindness, autism and brain damage. Psychology has lost a great scientist, we can only hope that others will be able to continue his work on cognitive and moral development, cognitive architecture and the effects of conversational experience on social cognition.

We will all greatly miss Michael for many other reasons apart from his scientific merits and qualities.

He was a truly good person, capable of a spontaneous and deep respect for others, regardless of their ethnic group, gender, religion, age or academic status.

He was kind and warm to everybody and had a nice sense of humor. It was so nice to spend time with him not only because he loved to discuss important scientific issues, but also because he loved good cuisine and wine, having a beer in an old pub, going for long walks on the Peak District moors, riding his mountain bike and paddling the kayak in the Venice lagoon. He loved going to a garden center to find a rare type of roses, listening to Leonard Cohen's songs and reading Bill Bryson's books on science and travels. He did not care for expensive cars and clothes, and laughed at hypocritical attitudes when he noticed them in politics and academia.

Michael was a very generous person, especially with the most precious goods, time and attention: he was a hard worker, but rarely sent away people saying that he was too busy to talk to them. He travelled very often, every year, to many countries in Europe, America, Australia and Asia to meet relatives and carry out collaborative work. He loved to work with people from different cultures, both as a colleague and as a teacher. He will be remembered with affection and by all his colleagues and doctoral students from the US, UK, Canada, Sweden, France, Italy, Australia, China, Japan, Israel and Iran.

Thank you, Michael.

By Luca Surian, Department of Cognitive Sciences and Education at the University of Trento

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

Joseph P. Allen, Joanna Chango, David Szwedlo, Megan Schadt, & Emily Marston.  [NPR](#).  [TIME](#).  [The Atlantic](#).  [CBC \(Canada\)](#).  [TODAY on NBC](#).  [MSN News \(India\)](#).  [CTV News \(Canada\)](#).  [The Globe and Mail \(Canada\)](#).  [ABC News HealthBeat](#).  [Live Science](#).  [The Telegraph \(UK\)](#).  [Daily Mail](#).  [WebMD](#).  [USA Today](#).  [Global Winnipeg](#). Press Release: [Teens Who Express Own Views With Mom Resist Peer Pressures Best](#).

Raluca Barac & Ellen Bialystok.  [CBC \(Canada\)](#).  [SOS Children's Villages](#).  [iask \(Chinese-language Canadian news\)](#).  [Morsmal \(Norway\)](#).  [Sixty Second Parent](#).  [Exchange magazine](#). Press release: [Study Examines Role of Bilingualism in Children's Development](#).

Ellen Bialystok & Fred Genessee.  [Daily Tarheel](#). The Other Benefits of Being Bilingual.

T. Berry Brazelton.  [Harvard Magazine \(cover story\)](#).  [Harvard Magazine \(Q&A\)](#).  [Harvard Magazine \(slide show\)](#). A series of magazine features on the work of Brazelton and the Touchpoints Center that he founded.

Robert Crosnoe, Jennifer March Augustine, & Aletha C. Huston.  [TIME](#).  [MSN Health](#).  [Austin Statesman](#).  [Yahoo! News](#).  [Nursery World magazine \(UK\)](#).  [Health.com](#).  [DoctorsLounge](#). Press release: [High-Quality Child Care Found Good for Children—and Their Mothers](#).

Marilyn J. Essex, W. Thomas Boyce, Clyde Hertzman, Lucia L. Lam, Jeffrey M. Armstrong, Sarah M. A. Neumann, & Michael S. Kobar.  [The Wall Street Journal](#). The Genetic Ripple Effect of Hardship.

Brad M. Farrant, Murray T. Maybery, & Janet Fletcher.  [Asian Scientist \(International\)](#). Press release: [How Moms Talk Influences Children's Perspective-Taking Ability](#).

Kayo Fujimoto, Jennifer B. Unger, & Thomas W. Valente.  [Education Week](#).  [Philly.com](#).  [Veja \(Brazil\)](#).  [ABC News](#).  [MSN Health](#). Press release: [Playing School Sports Affects Youths' Smoking](#).

Barbara H. Fiese & Marlene Schwartz.  [Plain Dealer](#). A Happy Meal for Picky Eaters: Parental Persuasion.

Fiona Jack, Gabrielle Simcock, & Harlene Hayne.  [The Wall Street Journal](#).  [WebMD](#).  [MSN News \(New Zealand\)](#).  [Otago Daily News \(New Zealand\)](#).  [Radio New Zealand News](#).  [New Zealand Herald](#).  [Milwaukee Wisconsin Journal Sentinel](#). Press release: [Study Points to Long-Term Recall of Very Early Experiences](#).

Karen P. Kochel, Gary W. Ladd, & Karen D. Rudolph.  [CNN Health](#).  [The Atlantic](#).  [U.S. News & World Report](#).  [CBC News \(Canada\)](#).  [Wissenschaft-aktuell \(Germany\)](#).  [The Globe and Mail \(Canada\)](#).  [PsychCentral](#). Press release: [Depression Forecasts Difficulties With Peers in Middle Childhood](#).

Michael Lewis.  [Slate](#).  [New Scientist](#).  [ABC News](#). Quoted or cited in stories on the science of cuddling, the development of cooperation, and people who pretend to have cancer.

Daniel Nagin & Richard Tremblay.  [The Huffington Post \(Canada\)](#). Bullying Prevention For Kids: 4 Steps To Raising An Anti-Bully.

Brandon McDaniel.  [The New York Times](#).  [TODAY on NBC](#). Stories on a paper published by McDaniel in the *Maternal and Child Health Journal* on new mothers and media use.

Roger Ratcliff, Jessica Love, Clarissa A. Thompson, & John E. Opfer.  [AARP](#).  [Daily Mail \(UK\)](#).  [Emax Health](#).  [MSNBC](#).  [Take Part](#).  [PsychCentral](#).  [Live Science](#). Press release: [Different Mechanisms Explain Cognitive Changes in Children, Adults](#).

L. Alan Sroufe.  [The New York Times](#). Ritalin Gone Wrong.

Victoria Talwar & Kang Lee.  [Jezebel](#).  [The Huffington Post](#). Stories on a paper published by Talwar and Wang in *Child Development* on how a punitive environment fosters children's dishonesty.

(cont. on p. 15)

MEMBERS IN THE MEDIA

(cont. from p. 14)

Jeffrey J. Wood, Sarah D. Lynne-Landsman, David A. Langer, Patricia A. Wood, Shaunna L. Clark, J. Mark Eddy, & Nick Ialongo.  [International Business Times \(Australia\)](#).  [Birmingham Science News Examiner](#).  [DailyRx](#).  [MSN Health](#).  [MedPage Today](#). Press release: [School Absenteeism, Mental Health Problems Linked](#).

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.



NEW BOOKS BY SRCD MEMBERS



Barrueco, S., López, M., Ong, C., & Lozano, P. (2012). *Assessing Spanish-English bilingual preschoolers: A guide to best approaches and measures*. Baltimore, MD.: Brookes Publishing.

Get detailed reviews and analyses of 37 developmental assessments for Spanish-English bilingual preschoolers. Readers will compare English and Spanish versions of each tool, evaluate strengths and weaknesses, and get snapshots of key characteristics and technical data. Detailed information about the book can be found [here](#).

Harris, P. L. (2012). *Trusting what you're told: How children learn from others*. The Belknap Press of Harvard University Press.

McDevitt, T. M., & Ormrod, J. E. (2013). *Child development and education* (5th ed.). Upper Saddle River, NJ: Pearson Education.

Child Development and Education bridges the gap between theory and practice, showing those who teach and care for infants, children, and adolescents how to apply developmental research and theory to everyday practice. The book facilitates observations of what children say, do, and create and helps educators make informed decisions that meet children's developmental and educational needs. New features in the fifth edition include close-ups of culture, bioecological themes, observation exercises, and support for teacher licensure preparation.

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Copy deadlines:

- December 1 for January issue
- March 1 for April issue
- June 1 for July issue
- September 1 for October issue

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, jonathan.santo@gmail.com or Angela Lukowski, alukowsk@uci.edu.

Ads: Contact Amy Glaspie, aglaspie@srcd.org; 734-926-0614 for pricing 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
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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.