



DEVELOPMENTS

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Notes from the Executive Director

The Transition to Adulthood

by Lonnie Sherrod

SRCD's first two small themed meetings on Developmental Methodology and the Positive Development of Minority Children, each drawing just over 300 attendees and held in February in Tampa, Florida, were a success on all accounts. A survey of attendees and reports from the organizers of each meeting document this success. The major flaw was that it was a mistake to hold the two meetings at the same time in the same location since many attendees were interested in both. Proposals for themed meetings to be held in 2014 are announced on page 10, and one more meeting, on the Transition to Adulthood, will be held October 18-20, 2012 also at the Tampa Marriott. Submissions are closed, and the number of submissions received indicates that this meeting will be as successful as the first two. Organizers Rob Crosnoe and John Schulenberg have also planned an outstanding invited program. Further information is available on the [SRCD website](#). I am very pleased that these meetings, initiated by Past President Greg Duncan, emerged as a new benefit to members during my term as Executive Director. The purpose of this article is to highlight the importance of the topic of this next meeting, the Transition to Adulthood.

The transition to adulthood has undergone as much social change in recent decades as any phenomenon that we as developmental scientists study. It used to be that young people graduated from school (high school or college), got a job, set up a household, got married, and started a family. Sociologists interested in this transition studied the density of these events in late adolescence and the early 20's, attending to the sequencing and timing of these transitional events. Now, however, these events are occurring up to ten years later, if at all, and are increasingly separated and with no normative order. Psychologist Jeffrey Arnett has coined the term Emerging Adulthood to signify that adulthood slowly emerges over a decade or more, so that, much like the coining of the term adolescence a century ago,

what was once considered a transition period now may be becoming a separate stage of the life course. This idea is somewhat controversial in that it may not take into account the increase in diversity of life paths that happens during this time. What, for example, happens with girls who become pregnant as teenagers? Does the phenomenon exist in the majority world where parents do not have the resources to support their children into adulthood? Nonetheless the idea of emerging adulthood has proven to be a valuable source of discussion and debate. And certainly in the industrialized world across the globe many youth are remaining dependent on their parents through their twenties and are not beginning their "adult" lives until 30 years of age or older; the meeting in October will provide a forum for exploring such issues.

So what explains this incredible social change? One factor is increased longevity. If you only live until 60 years of age, then you need to start your adult life in your 20's. If however you live to 80 years, there is no problem with postponing your entry into adult independent life. The fact that folks live longer also means they retire later and open up fewer jobs and other positions for the next generation. The economy, of course, also plays a role. There are fewer jobs for young people and moving to independent living is just more expensive than your average young person can afford.

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The interesting issue for us as developmental scientists is the impact, if any, on development. Our major theories of development such as those proposed by Piaget and Freud have development ending in early adolescence when youth acquire physical maturity. And historically physical maturity initiated the transition to adulthood. Now, however, there is at least a full decade between achievement of physical maturity and the acquisition of an adult life, and we have to ask about the consequences for cognitive and socio-emotional development. As a result, the third decade of life has emerged as a new, potentially important developmental period. This creates, I think, a tremendous amount of intellectual interest in this transition; the third themed meeting will address this.

However, important practical and policy implications also apply. First, for behaviors such as sexuality that emerge with physical maturity, is it reasonable to ask youth to delay initiation of those behaviors for over a decade? I think not. Second, living independently requires certain skills having to do with finances and maintaining a household. It not clear if young adults now have an easier time acquiring

such skills since they have a protracted period to do so or if their acquisition of these behaviors is stymied by the lack of independent living. Since today youth have a longer time to explore occupations, do they end up making better choices? Does their ability to “experiment” with relationships during their twenties, prior to marriage, mean that they end up with more stable, secure relationships? It is clear that this generation is much more proficient at the new technologies than previous generations; how does this protracted transition to adulthood contribute? As a society we have not given a lot of thought to the implications of this delay of adulthood for how we treat young people. Just as we have high school and a variety of youth programs for adolescents, do we need to consider what educational and program opportunities need to be explored for today’s young adults?

There are, thus, numerous intellectual and practical issues associated with the transition to adulthood in today’s global world. The topic relates to all parts of SRCD’s strategic plans. The topic is interesting to multiple disciplines each of which brings a different perspective; it is by no means owned by psychology, and Rob and John have worked hard to make the program highly interdisciplinary as well as international. Global research across different types of societies is crucial as is research that examines the role of culture and context in setting the developmental path within cultures. Relatively little attention has been given to how the experiences of this transition relate to childhood and adolescent experiences, and the place of this transition in the life course is an emphasis of the upcoming themed meeting. We have a lot of work to do in addressing the policy implications of this topic, also an emphasis of the upcoming themed meeting. If you have any interest in the third generation of life, I encourage you to consider attending this meeting on October 18-20 in Tampa.



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.

WONDER YEARS PROJECT



Wonder Years Project Breaks Ground in Sharing Early Childhood Research with the Public

by Sara Langworthy, University of Minnesota, Sara Benning, University of Minnesota, Catherine Jordan, University of Minnesota, Sarah Imholte, Science Museum of Minnesota, Laurie Fink, Science Museum of Minnesota

Big things are happening in young children's minds, and together with the Center for Early Education and Development and the Children, Youth and Family Consortium at the University of Minnesota and Public Agenda, the Science Museum of Minnesota wants visitors to explore and talk about them.

In February of 2011, [*Wonder Years: The Science of Early Childhood Development*](#) opened at the Science Museum of Minnesota as part of the museum's collection of award-winning exhibits. The *Wonder Years* project provides a unique opportunity to bridge the communication gap between researchers and the public, and also sparks complex questions about current policies and practices surrounding early childhood. The project is funded by the National Science Foundation and invites visitors to look at the world through the eyes of the children they once were.

Through the *Wonder Years* exhibition and the creative programming surrounding it, scientific information about research in early childhood is being conveyed in exciting and interactive ways. In addition to engaging visitors in a fascinating exploration of a critical period in human development, *Wonder Years* stimulates discussions and raises questions about the public's responsibility in the development of all children. It is through this dialog that the project's partners hope to draw attention to the importance of our earliest experiences on cognitive, emotional and social development.

The 1,800-square-foot exhibition addresses the complexity of brain development early in life, the importance of stable relationships throughout early childhood, and how scientists study child development. Through multimedia components and hands-on activities, visitors explore key aspects of early childhood like the importance of early experiences in building a strong foundation for later development, the crucially important relationships between infants and caregivers, the plasticity of the human brain, and the implications of early child development for families, communities, and society as a whole. The exhibition is designed for teens and adults to learn more about the world's youngest citizens, but there is a pretend 'kitchen,' as well as an early literacy book nook, to engage visitors of all ages in this fascinating exploration. The exhibition also features large-scale black and white photography by photographer Jesse Valley that beautifully - and memorably - illustrates the nurturing relationships that are essential to healthy early child development.

Along with the *Wonder Years* exhibition comes a variety of corresponding programming that utilizes the exhibition as a teaching and informational tool. There are public forums where experts and community members can gather to converse about the many facets of early childhood development. *Wonder Years* Citizen Conferences bring together diverse groups of parents, community members, early childhood advocates, and state and local policymakers for discussions on society's responsibility to children ages 0-5. A group of policy education researchers at the University of Minnesota Extension Children, Youth and Family Consortium is examining the usefulness of the informal science learning setting of the exhibition as a mechanism for promoting learning and use of scientific research by policymakers. The goals of this research are to learn how the museum setting might be a useful mechanism for communicating and translating research to policymakers, and to use pre- and post-visit interviews to discern the degree to which policymakers' reflections on their own views and decision-making change based on their visit to the exhibition. People are noticing the power of the project and recognizing its value. *Wonder Years* is a recipient of the 2012 Distinguished Service Award from the Minnesota Association for the Education of Young Children (MnAEYC), the state's leading organization for early childhood professionals.



THE IMPORTANCE OF REPLICATION IN RESEARCH

The Value of Replication for Research on Child Development

by Greg J. Duncan, UC Irvine

Mimi Engel, Vanderbilt University

Amy Claessens, University of Chicago

Chantelle Dowsett, University of Kansas

Replication, long a staple of the physical and biomedical sciences, has also been advocated by prominent social science methodologists. Donald Campbell (1966) framed his discussion of “knowing in science” in terms of pattern matching, in which formal theory constitutes one pattern against which patterns emerging from various sources of data are continually matched. Lee Cronbach’s (1986) argument for replication across contexts is based on the proposition that the combination of persons and contexts are fundamental for observing and processing data. Lee Robins (1978) translates these ideas into the empirical dictum that: “[i]n the long run, the best evidence for the truth of any observation lies in its replicability across studies. The more the populations studied differ, the wider the historical eras they span; the more the details of the methods vary, the more convincing becomes that replication” (Robins, 1978, p. 611).

Application to developmental science

Ionnides (2005) examined original medical research studies and their replications and found a disturbing tendency for replications to fail to confirm the magnitude or even the very existence of original results. He concludes that results are less likely to replicate “when the studies conducted in a field are smaller; when effect sizes are smaller; when there is a greater number and lesser preselection of tested relationships; where there is greater flexibility in designs, definitions, outcomes, and analytical modes; when there is greater financial and other interest and prejudice; and when more teams are involved in a scientific field in chase of statistical significance” (Ionnides, 2005, p. 696). Many of these conditions characterize empirical studies in the social sciences, including developmental psychology.

We argue for the value of both external and internal replication procedures. By *external* replication, we mean attempts by independent researchers, using identical or different data, to replicate and perhaps extend published results obtained by others. By *internal* replication, we mean steps undertaken within a given manuscript to establish the robustness of key results across multiple data sets, demographic subgroups within a single data set and/or multiple estimation techniques.

Despite the importance of replication for scientific inquiry, there is very little of it in developmental journals. Top journals in developmental psychology appear motivated to publish novel research judged to be of interest to their readerships, even though key results may never be put to a replication test. And editors and reviewers rarely press authors to demonstrate that their results are robust to a host of possible internal replication procedures. The situation is very different in some other social sciences. Our examination of articles in recent issues of developmental and applied economics journals show that some form of replication is nearly universal in the latter but present in less than one third of articles in top developmental journals.

The case for replication might be less compelling if research results varied little across existing replication studies. It is impossible to draw general conclusions regarding effect size variability across an entire field, but we can note that meta-analyses invariably find considerable and sometime very large variability in effect sizes across studies.

What can be done?

With regard to graduate training, it is not uncommon for doctoral programs in economics to require students to conduct a replication study of an article of interest during their first year. [Lieberman \(2012\)](#) argued for a more formal version of this in psychology. A professional society would poll its members annually to generate a list of 10 studies that would profit from attempted replication. Authors of the 10 articles would be encouraged to provide explicit details about their research methods. First-year graduate students would be encouraged to work with their advisers to attempt replications, with the results guaranteed publication in a newly created online *Journal of Psychology Replications*. The benefits to graduate students are obvious: They would engage in up-to-date research practices, generate results that would need to be thoughtfully reconciled with existing research, and produce a sole- or first-author publication.

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THE IMPORTANCE OF REPLICATION IN RESEARCH (CONT)

(cont. from p. 4)

There is even more value in teaching and otherwise encouraging internal replication techniques as part of graduate training. Graduate students need to be taught that the goal of research should not be to generate a result that passes muster at the 5% threshold for statistical significance in a single data set. Rather, the goal is to discover conceptually and theoretically interesting results that are robust to choice of data set, estimation method, and subject sample. Across the majority of research topics, it is usually possible to engage in some combination of robustness and falsification testing as part of the process of completing an empirical paper. Although these additional steps can increase the length of papers, journals can easily encourage authors to put procedural details in online appendices and summaries in the article text. Workshops at professional meetings could provide training to young scholars on best methods for internal replication procedures.

Finally, the most important step would be editorial board endorsement of policies encouraging replication. These include:

- Judging manuscripts in part by whether they have reconciled their results with already published research on the same topic. In irreconcilable cases, authors may be asked to perform some comparative estimation with their own data set.
- Requiring that all authors of novel research undertake replication steps within their manuscripts. This includes confirmation of key results across multiple data sets or across demographic subgroups within a single data set and replication across multiple estimation techniques.
- Encouraging the submission of papers that conduct replication, fragility, or sensitivity studies of empirical work that has appeared in other major developmental journals.
- Periodic calls for papers for special sections containing replications and extensions of key published articles.

These kinds of steps would help to strike a better balance between the virtues of a larger number of novel, but likely fragile, results and the value of a smaller amount of durable disciplinary knowledge. And they would respond directly to Campbell's observations that, "[i]n general, the absence of the norms and practices of replication...are major problems for the social sciences. From the standpoint of an epistemologically relevant sociology of science, this absence makes it theoretically predictable that the social disciplines will make little progress" (Campbell, 1986, pp. 122-123).

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TEACHERS' CORNER



Teaching Developmental Science to Prospective Teachers

by Jeanne Ellis Ormrod, University of Northern Colorado (Emerita)

Most of us who teach and/or write about child and adolescent development have future teachers among our students. Virtually all of these students know that, in principle, developmental science should have significant implications for classroom practice. Spurring them to identify explicit, concrete classroom applications can be entirely another matter, however. In my own experiences teaching child and adolescent development to prospective teachers, I've found that some of them spontaneously and thoughtfully translate concepts, theories, and research findings into developmentally appropriate instructional strategies for various age groups, but many others seem to be stuck in a rote-level, *memorize-facts-for-a-test* mindset as they study course content. Such metacognitive naïveté shouldn't surprise us, as it's consistent with what we've collectively discovered about metacognitive development (e.g., Feucht, 2010; Hofer & Pintrich,

2002; Schommer, 1994).

Key to helping future teachers cross the theory-application divide is, of course, situating concepts, theories, and research findings within actual school and classroom contexts. Case studies are one commonly recommended way of doing so, but they can gobble up a great deal of class time, and some instructors have told me that case studies can *oversituate* course content to the point that students associate certain concepts or theories *only* with particular contexts. Using case studies, then, is hardly a magic bullet. Following are other less time-consuming strategies that I've used (with some success, I think) in my own teaching and writing.

- *Use children's schoolwork as illustrative examples.* For instance, children's written work and art can offer windows into individual differences and typical self-constructed perceptions of self, family, and peer relationships (e.g., I think of artifacts I've used to show one boy's fascination with aggression and one girl's "heard" [sic] self-concept). And children's lab reports can reveal typical developmental patterns in logical and scientific reasoning (e.g., separation and control of variables). When we use children's schoolwork as examples, we must, of course, do so with the utmost concern for their privacy and personal and emotional well-being. Furthermore, unless we're using our own children's artifacts (which I've made ample use of over the years—who knew that my hoarding behavior would come in so handy?), we must get parents' written permission and be honest and upfront about how we intend to use each piece. Naturally, we should also gain the consent of any children who are old enough to understand what we're planning to do with things they've produced.

- *Ask students to interview children or adolescents about school-related topics.* For example, an assignment I've found especially effective is one in which students must find a child—perhaps a relative or family friend—whom (with parental permission) they can interview either in person or electronically to ascertain the child's current metacognitive beliefs. Although I suggest possible questions (e.g., "What is thinking?" "What things do you do in your head when you're trying to study for a test?"), I also urge students to tailor their questions to the child's developmental level. Students then write a 3-5-page report in which they describe their findings and derive implications for facilitating the child's academic learning. On the same day that I collect the reports, I conduct a compare/contrast whole-class discussion of students' findings for various age levels, during which differences in metacognitive sophistication between, say, 6-year-olds and 16-year-olds quickly become apparent.

- *Engage students in perspective-taking activities regarding common social/moral dilemmas at school.* For example, in past college classes, I've raised the issue of middle school and high school cliques and asked students to share their own experiences with social exclusion. And in an upcoming college textbook (Ormrod, in press), I ask students to put themselves in the shoes of a ninth grader who sees a small, socially awkward classmate ("Martin") being harassed by several "popular" boys. "What do you do?" I ask my readers, and present three alternatives—all seemingly legitimate—that reflect classic (e.g., Kohlbergian) views of moral development.

- *Explicitly discuss educational implications and applications.* Ideally, such implications and applications are peppered throughout a course as various issues come up. For example, how do fine motor skills, language abilities, logical reasoning, and social perspective-taking change with age and experience? How do children's differing cul-

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TEACHERS' CORNER (CONT)

(cont. from p. 6)

tural and socioeconomic backgrounds influence their thoughts and behaviors? What are potential negative outcomes of bullying incidents, not only for the victims, but also for the bullies? All of these issues—and many more—have implications for classroom practice, but future teachers often need our help in deriving well-grounded ones.

- *Tie aspects of developmental science to national and state preK-12 standards.* Especially in the wake of the No Child Left Behind Act of 2001 (NCLB), schools in the U.S. are increasingly aligning classroom instruction with content-area standards identified by various state departments of education and (often) with standards developed by various national and international discipline-specific professional groups (e.g., National Council of Teachers of Mathematics, National Council for the Social Studies). Many states have recently adopted the Common Core State Standards jointly developed by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. These latter standards, readily available on the [Internet](#), specify what children and adolescents should be able to do at each K-12 grade level in English language arts (reading, writing, speaking, listening) and mathematics. Future teachers may need some scaffolding in their efforts to begin to tie such standards as, say, “Identify the main topic and retell key details about a text” (English Language Arts Standard RI.2.1 for first graders) or “Understand informally that every number has a decimal expansion” (Mathematics Standard 8.NS.1 for eighth graders) to things they’re learning about cognitive development.

- *Assess for application.* Quizzes, exams, and other formal measures of students’ learning don’t just follow on the heels of instruction; in a very real sense, they *are* instruction, in part because they communicate what things are most important for students to know and be able to do. With a bit of thought and creativity, even multiple-choice items can reflect—and, over the long run, *encourage*—application to classrooms and other real-world settings. For example, an item might present a paragraph-long mini-case, followed by four or five possible interpretations, only one of which reflects an accurate understanding and application of developmental concepts. Alternatively, a question stem might say something such as “Which one of the following is an example of *induction* as a means of fostering moral development?” and then, as choices, present several things a teacher might say (e.g., “When you shout out answers, you prevent anyone else from responding to my questions”—induction—vs. “As soon as everyone has settled down, you can all go to lunch”—*not* induction). Students shouldn’t be blindsided by our application-oriented questions, however; I’ve found it helpful to show students examples of my typical test questions during the first week of class.

In general, we should create a *spirit of transfer* in which application to classroom practice and other real-world contexts is both the expectation and the norm in our classes (e.g., see Haskell, 2001). In such an environment, students get in the habit of thinking about developmental science as a discipline that they can—and must—use in their future work with children and adolescents.

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Teachers' Corner is moderated by David Daniels.

REPORT FROM THE OFFICE FOR POLICY & COMMUNICATIONS

Contributing to and Learning from National Efforts on Diversity in the Sciences

by Martha Zaslou, Sarah Hutcheon and Sarah Mandell
SRCD Office for Policy and Communications

One of SRCD's five strategic goals is to "incorporate cultural and contextual diversity in all aspects of the Society's organization, activities, and membership." This is a high priority goal on which our association is both *introspecting* (for example, through an SRCD Task Force on Diversifying Human Resources and an SRCD initiative on supporting diversity in children's interest and competence in STEM) and *reaching out* to participate in national efforts. On May 24th, SRCD co-sponsored a national meeting on diversity in the sciences. The purpose of this *Developments* column is to provide background on this meeting and its goals, to give selected highlights from the meeting, and to note how follow up steps from this meeting will both benefit from SRCD participation and serve as a resource to SRCD. We welcome your input on next steps.

Background on the Collaborative for Enhancing Diversity in Science (CEDS). SRCD is an active member in CEDS, a collaborative of associations that strives "to ensure that future generations of scientists fully engage the nation's spectrum of racial and ethnic diversity so all might contribute to and benefit from our scientific achievements" ([Enhancing Diversity in Science: A Leadership Retreat on the Role of Professional Associations and Scientific Societies](#), p. 2). The May 24th meeting reflected the high priority being given to issues of diversity in the scientific workforce, as it was sponsored by multiple federal research agencies and foundations¹, and included participants from organizations focusing on a range of physical and social sciences and health professions². SRCD member Michael Lopez attended on behalf of the SRCD Task Force on Diversifying Human Resources.

Goals for This Meeting. A key factor promoting the work of CEDS was the elimination of the Minority Fellowship Program by the National Institute of Mental Health (NIMH). A [CEDS Leadership Retreat](#) was convened in 2008 to discuss this step and to consider more broadly the issue of diversity in the scientific workforce. The 2008 retreat led to the decision by Raynard Kington, then Principal Deputy Director of NIH, and others at NIH to look more deeply at patterns of research awards at NIH by race/ethnicity, and whether fellowships, traineeships, and participation in such activities as review committees was associated with awards.

The first meeting of CEDS addressed the recently published study in *Science* on [Race, Ethnicity, and NIH Research Awards](#) commissioned by NIH and NSF. The study indicates that overall, the percentage of research applications to NIH for R01 grants from non-whites is low³ and that there are gaps in awards by race/ethnicity. Of particular note, Black applicants were 10 percentage points less likely than White applicants to receive grants after controlling for background characteristics⁴, Black and Hispanic applicants were less likely than White applicants to resubmit a revised application, and Black investigators who did resubmit had to do so more often to receive an award. In response to the study, NIH Director Francis Collins established a Working Group of the Advisory Committee to the NIH Director to advise on follow up steps (see [Weaving a Richer Tapestry in Biomedical Sciences](#)), including evaluating NIH-funded training programs aimed at underrepresented minorities, expanding technical assistance and mentoring for grant applicants, assessing the possibility of unconscious bias in the review process, and assessing representation in NIH leadership, review panels, committees and boards.

It is critical to note that applications and awards for R01s are one marker of a larger issue. The breadth of the issue was well illustrated during the May 24th meeting through data presented on entry into and completion of science majors in college, completion of higher degrees, and careers in sciences.

1 Funding for the meeting came from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) in collaboration with other institutes at NIH (the Office of Behavioral and Social Science Research (OBSSR) at NIH, the National Institute of Minority Health and Health Disparities, and the National Institute on Drug Abuse) as well as the National Science Foundation (the Directorate for Social, Behavioral and Economic Sciences and the Directorate for Education and Human Resources), along with the Alfred P. Sloan Foundation and the William T. Grant Foundation.

2 The Collaborative for Enhancing Diversity in Science includes, in addition to the Society for Research in Child Development (SRCD), the AAAS Center for Careers in Science and Technology, the American Educational Research Association (AERA), the American Psychological Association (APA), The American Sociological Association (ASA), the Association of American Medical Colleges (AAMC), the Consortium of Social Science Associations (COSSA), and the National Association of Social Workers (NASW). Angela Sharpe, Deputy Director of COSSA, chairs the collaborative.

3 71 percent of the applications reviewed in the study were from Whites, 1.5 percent self-identified as Black or African-American, 3.3 percent as Hispanic, and 13.5 percent as Asian (with 11 percent other or unknown).

4 Analyses controlled for education, citizenship, country of origin, training, employer characteristics, prior research awards, and publication record.

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS (CONT)

(cont. from p. 9)

During the 2008 leadership retreat, it became clear to members of the CEDS collaborative that efforts to work toward greater diversity in the scientific workforce would be strengthened if the full range of organizations involved—associations, universities, federal agencies, and foundations—worked toward developing and tracking a common set of indicators of entry, persistence and productivity in scientific careers and using common measures in evaluation studies. The recent 2012 meeting is a result of this thinking.

Highlights from the Meeting. NIH Senior Scientific Advisor for Extramural Research Walter T. Schaffer presented a compelling case for *why diversity matters*: Diversity improves the quality of education and training, balances and broadens perspectives in setting research priorities, improves our ability to engage participants from diverse backgrounds in research, and improves our nation's capacity to address and eliminate disparities. NICHD Deputy Director Yvonne Maddox and NIH Deputy Director Lawrence Tabak also spoke to this point, noting that diverse representation in the sciences is diminishing at a time when our minority population is growing. Moreover, Ann Nichols-Casebolt of Virginia Commonwealth University added that minority undergraduate students leave STEM majors in greater numbers, and minority faculty feel added pressures to mentor as time and funding for research become more limited.

As the meeting turned to the question of *how we should be focusing on this issue*, NSF Deputy Director Cora Marrett and NSF Deputy Division Director Kellina Craig-Henderson discussed an NSF initiative on The Science of Broadening Participation, noting the need to use evidence and rigorous evaluation to develop and test approaches. During the meeting, representatives of scholarly associations, including American Educational Research Association (AERA) Executive Director Felice Levine and American Sociological Association (ASA) Executive Director Sally Hillsman, identified the importance of not only sharing results of research, but also using common data, measurements, and standards. Adopting the strongest possible measures across agencies, associations and institutions of higher education will increase our capacity to track patterns over time, understand predictors of key outcomes, and look across intervention studies to identify the most effective approaches. At present, there are serious losses of such capacity because of lack of communication across disciplinary boundaries examining interventions and difficulties in aggregating data due to differences in measures.

Meeting attendees also paid particular attention to *the existing gaps* in what data we collect. Ann Bonham of the Association of American Medical Colleges noted that we are not systematically examining the intersection of socioeconomic status and race/ethnicity in participation in the scientific workforce. At the same time, William Trent of the University of Illinois at Urbana-Champaign noted that we already inundate students with data collection—we need more unobtrusive data collection approaches. And, as Debra Joy Perez of Harvard University and NICHD Medical Officer Regina Smith James noted, we need to go beyond measures of entry and retention. We need to understand the minority scholars experience their own participation and need to gain a deeper understanding of the *mechanisms* underlying effective interventions. While we study the effects of interventions such as mentoring on individuals, we rarely study effects on institutional climate.

Next Steps.

- *Full meeting report.* In addition to helping to plan for and sponsor the meeting on May 24th, SRCD is contributing funding for the preparation of the meeting report. The full report will provide access to many more of the exciting highlights and suggested follow-up steps raised at the meeting. We will make the report available to SRCD members through notification in Washington Update.
- *Follow up to the May 24th meeting.* The CEDS Collaborative will be discussing follow up steps to the May 24th meeting. Suggestions from SRCD members, which can be provided by contacting [SRCD's OPC](#), would be welcome.
- *The Report of the Working Group on Diversity of the Biomedical Research Workforce.* At the [June 14th meeting](#) of the NIH Advisory Committee to the Director, the Working Group on Diversity in the Biomedical Research Workforce will release its recommendations on follow up steps that can be taken at NIH in response to the study of R01 recipients. We will share this report with SRCD members.
- *SRCD's internal efforts.* Please look for the report of the SRCD Task Force on Diversifying Human Resources, and future reports from the SRCD STEM initiative.

REPORT FROM THE SECC

Tips for a Successful Post-doc Search

by Amy E. Lowenstein, New York University

Looking for a job in your final year of graduate school may seem like a daunting task. You're inevitably juggling a host of competing demands, while simultaneously facing some difficult decisions. You may not know what kind of job you want or what part of the country (or even which one) you want to live in. You may also be unsure about how to find a job, especially in this economy. If you're considering applying for a post-doc and grappling with these issues, read on for answers to some of your burning questions.

What is a post-doc? A post-doc (short for postdoctoral position or fellowship) is held by someone with a Ph.D. who wants to develop further expertise in a specialized area. It is typically an intermediary position between graduate school and an academic job. According to the APA, 28% of new psychology doctorates in 2007 received postdoctoral training (Wicherski, Michalski, & Kohout, 2009).

Who should apply for a post-doc? Anyone interested in receiving additional training beyond graduate school before going on the job market should apply for a post-doc.

When should I start looking for a post-doc? You should begin looking for a post-doc in the fall of your last year of graduate school, or 8-12 months before you want to start a job.

How should I go about looking for a post-doc?

1. *Do your research.* Do a thorough search of online job postings. Good places to look are the [Chronicle of Higher Education website](#) and the websites of SRCD, APA, APS, and any other societies with which you are affiliated. These postings are constantly being updated, so check them regularly. You should also check the websites of any university-affiliated centers or institutes you're familiar with.
2. *Dream big.* Make a list of all—yes, *all*—the faculty members whose research interests you and with whom you might like to work.
3. *Use your connections.* Ask your advisor to contact the people on your list (presumably, s/he will know some of them), share your CV with them, sing your praises, and ask if they are looking for a post-doc. If your advisor is unwilling or unable to do this, write to them yourself and ask if they are hiring.
4. *Write your own ticket.* If the person with whom you'd like to work doesn't anticipate having money to support you, consider writing a grant proposal with him/her. This takes time, effort, and planning, but gives you the freedom to design your own postdoctoral training. Examples of postdoctoral fellowships include: The Ruth L. Kirschstein National Research Service Awards for Postdoctoral Fellows and the Spencer Postdoctoral Fellowship.

If I'm called for an interview, what will it be like? Post-doc interviews run the gamut from short interviews with the faculty member(s) with whom you've applied to work, to more formal visits that can last a couple days. These visits typically include a job talk (given by you), interviews with departmental faculty, and an opportunity to socialize with faculty and graduate students over lunch or dinner. Be prepared to discuss what you hope to get out of a post-doc and where you'd like to take your research in the future. After the interview, don't forget to send thank you notes (or e-mails) to the faculty members you met with!

The job search may seem like a long and arduous process, but it also represents the beginning of an exciting new chapter in your life. As you begin your search, don't lose sight of this excitement, your many accomplishments, or how much you have to offer as a new Ph.D.

References

Wicherski, M., Michalski, D., & Kohout, J. (2009, June). *2007 Doctorate employment survey*.

Retrieved February 1, 2010, from the American Psychological Association Center for Workforce Studies Web site: <http://www.apa.org/workforce/publications/07-doc-empl/index.aspx>

SRCD SPECIAL TOPIC MEETINGS

2012 October Themed Meeting Update

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. Decision notifications were sent out at the beginning of July. Registration and housing information will be posted on the SRCD website in late July. For more information please visit the [SRCD website](#).

SRCD is Pleased to Announce the Selection of Four Special Topic Meetings to be Held in 2014

SRCD has just completed its review of proposals for a second round of special topics meetings to be held in 2014. These meetings are much smaller (around 300 attendees each) and more focused than the biennial meeting. These meetings typically run from Thursday morning through Saturday noon and are timed so as to not conflict with major societies (e.g., Society for Research on Adolescence, International Society for Infant Studies) that hold even-year meetings. They are structured to maximize opportunities for interactions among attendees and early career scholars.

Four meeting topics were selected for 2014:

- 1. Developmental Methodology** will be repeated attending to suggestions from 2012 attendees. Todd Little and Noel Card will again organize this meeting. As was true in 2012, this meeting will advance and disseminate work at the interface of developmental science and quantitative methodology. Specifically, the conference will bring together methodological and developmental experts for discussion of (a) how recent advances in methodology can improve our study of child development, and (b) how the unique research questions of child development motivate advancements in quantitative methods. The conference will also include several didactic mechanisms for training in latest methodological advances.
- 2. Strengthening Connections Among Child and Family Research, Policy and Practice** will be organized by Elizabeth Gershoff and Aletha Huston with the assistance of the Committee on Policy and Communications. The goal of this meeting will be to promote multidirectional communication among researchers and those who apply developmental science. Sessions will be organized to achieve communication between researchers and policymakers across 6 cross cutting themes: How policymakers use research, communication, examples of successful uses of research, examples of research-policy partnerships, the borderline of science and advocacy, and the next generation of research-policy connections.
- 3. Positive Youth Development (PYD) in the Context of the Global Recession** will be organized by Anne Petersen and the International Affairs committee. PYD has become a popular approach to research and policy on youth development. The current global recession is predicted to affect the current generation of youth in pervasive and long lasting ways. This meeting will organize sessions on PYD, effects of the recession on youth, approaches and interventions to support PYD, and methods and databases to study PYD and intervene in the lives of youth. This meeting will be held outside the US.
- 4. New Conceptualizations in the Study of Parenting At Risk** will be organized by Douglas Teti, Pamela Cole, Sheryl Goodman, Natasha Cabrera, and Vonnie McLoyd. This meeting will bring together scholars interested in parenting when risk is present, with the aim of moving toward a more integrated, indepth body of knowledge. Meeting themes will be: from individual risk to parenting processes, parenting as adaptation, fathering at risk, and interventions and policy. It will address variability in parenting, parenting across development, and tools and methodological concerns.

SRCD 2013 BIENNIAL MEETING



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

All sessions will be held at the Washington State Convention Center and the Sheraton Seattle Hotel. Preconference events will be held on Wednesday, April 17.

The [Call for Submissions](#) is posted. The submission website will open late July with a submission deadline of *Thursday, September 20, 2012, 8:00 PM EDT.*

The interdisciplinary and international character of SRCD is strongly supported through its Biennial Meetings. Empirical, theoretical, historical, and methodological submissions from investigators around the globe in all disciplines related to the field of child development are welcome. The Society also encourages submissions from students, both graduate and undergraduate.

[Interested in reviewing submissions?](#) A reviewer must have a Ph.D. or equivalent degree.

You may also sign up as a Mentor/Mentee pair:

- A Mentor must have a Ph.D. or equivalent degree and be a 2012 Regular or Early Career Member of SRCD who is 3-5 years *beyond* his/her advanced degree and currently in a teaching position.
- A Mentee paired with a Mentor may be a 2012 Graduate Student Member of SRCD or a 2012 Early Career Member of SRCD who is less than 3 years beyond his/her advanced degree.
- Click [here](#) for more information.

Visit the SRCD website (www.srcd.org) for updated Biennial Meeting information. Meanwhile, you may access the online program schedule, award recipient photos and certificates of merit, and other archived materials from the 2003-2011 meetings under the Biennial Meeting tab, "Meeting Archives."

Questions specific to the Biennial Meeting Program? (734) 926-0610 or programoffice@srcd.org.
Other questions about the Biennial Meeting? Contact (734) 926-0612 or biennialmeeting@srcd.org.

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SRCD Members:

Please share your prestigious awards and memberships with us!

Send your announcement to either *Developments* editor at, jonathan.santo@gmail.com or alukowsk@uci.edu.

VICTORIA S. LEVIN AWARD

2012 Victoria S. Levin Award For Early Career Success in Young Children's Mental Health Research



In 30 years of distinguished service at the National Institutes of Health (NIH), Victoria S. Levin's career centered on fostering scientific research that addressed children's mental health. Upon her retirement, there was an exceptional outpouring of tributes from the many distinguished scientists with whom Vicki worked over the years. The tributes vividly highlighted two hallmarks of Vicki's life work. First, they acknowledged Vicki's passion for scientific research examining development in the very first years of life, years that form a critical foundation for the development of lifelong mental health and well-being, and which play an important role in the prevention of mental disorders. Second, they praised her unique capability for encouraging new scientists, instilling them with confidence that they could achieve the high standards required to secure their first major funding from the NIH. The Victoria S. Levin Award for Early Career Success in Young Children's Mental Health Research is established to continue Vicki's legacy in these two areas. Its aim is to foster early success in achieving federal funding for research that is informed by developmental science to address concerns affecting the early foundations of children's mental health and well-being. Broadly defined, this area of research addresses all aspects of the development of competence and risk for children from all types of backgrounds.

The award serves the promising pre-tenured, junior investigator by:

1. Supporting **release time** from duties during which time the awardee writes and submits an application in the area of early childhood mental health to the NIH. This support compensates the awardee's unit/department for the work from which the awardee is released. Having adequate time to develop and submit a grant application is essential for early career success.
2. Providing **travel funds** for a trip to NIH to meet program staff. This support helps the awardee develop meaningful contacts with NIH program staff who can guide the application preparation and revision (funding usually requires two application submissions).
3. Providing a **pre-review** of the candidate's NIH application. This support allows the mentor and awardee to benefit from an external critique of the NIH application prior to its submission. In our experience, this pre-review heightens the chances of early success in the first round of review and the mentor is able to guide the awardee in responding to reviews.

Please visit www.srcd.org for more details about the award and applicant eligibility. Applications will be available on the SRCD website on July 2, 2012. The deadline for applications is September 4, 2012; the 2nd annual award of up to \$25,000 will be announced on November 1, 2012.

IN MEMORIAM



Rheta Goolsby DeVries
1936-2012

by Betty Zan, University of Northern Iowa

The distinguished developmental psychologist and Piaget scholar Rheta DeVries died on May 28, 2012. A pioneer in the application of Piagetian theory to early childhood classroom practice, DeVries was possessed of a penetrating intellect. Her career in developmental psychology began in the 1960s at the University of Chicago, where she obtained a Ph.D. in developmental psychology. There she met Lawrence Kohlberg, who introduced her to Piaget's *Moral Judgment of the Child* and started her on the path of studying young children's moral development. Kohlberg was her teacher, mentor, and friend, and exerted a profound influence over her work throughout her life. Their collaboration lasted until his untimely death in 1987.

DeVries was an insatiable scholar. Early in her career she traveled to Geneva to study Piaget's theory at the University of Geneva and attend Piaget's weekly meetings at the Center for the Study of Genetic Epistemology. For two years, she was immersed in Piaget's research and scholarship and developed deep reservoirs of knowledge that she drew on her entire career. It was there that she met her other mentor, Hermina Sinclair, whose friendship she enjoyed until Sinclair's death in 1997.

A meticulous researcher, DeVries's topics included the study of children's conceptions of shadow phenomena, perspective taking, Piagetian measures of intelligence, developmental levels in young children's game playing, the effects of classroom socio-moral atmosphere, and early childhood science education. Her work was published in leading journals in the fields of developmental psychology and education, including the publication of her dissertation research on constancy of generic identity in an SRCD *Monograph*. In this study, she taught Maynard the cat to wear a dog mask and a rabbit mask, and interviewed young children about whether Maynard was still a cat, or whether he had become a dog or a rabbit. This study is cited in textbooks to this day, complete with photographs of Maynard wearing his masks.

DeVries was passionate about theory and utterly intolerant of theoretical inconsistencies. She was devoted to her students—unendingly generous with her time, thoughtful with her feedback, and willing to help any student who was willing to work hard. At the same time, she was a demanding mentor who would not abide sloppy thinking or undisciplined writing.

DeVries served on the faculty at the University of Illinois at Chicago, where she conducted some of her earliest curriculum development research on what she and her collaborator, Constance Kamii, termed constructivist education. With Kamii, she wrote two ground-breaking books on the application of Piaget's theory to early education: *Physical Knowledge in Preschool Education: Implications of Piaget's Theory* and *Group Games in Early Education: Implications of Piaget's Theory*.

After a brief time at the Merrill-Palmer Institute, she moved to Houston, Texas in 1981, where she was Professor of Human Development and Family Studies and Director of the Human Development Laboratory School at the University of Houston. She transformed the lab school into a model demonstration program of constructivist education, continued to conduct research, and wrote two more books: *Programs in Early Education: The Constructivist View* (with Lawrence Kohlberg) and *Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education* (with Betty Zan).

In 1993, she accepted an appointment at the University of Northern Iowa, where she served as Professor of Curriculum and Instruction and Director of the Regents' Center for Early Developmental Education and continued to pursue research on constructivist education. Her frustration with the ways in which the term "developmentally appropriate" was being used in the 1990s to justify any play-based program for young children, regardless of how devoid the curriculum was of educational content, led her and her colleagues at the Regents' Center for Early Developmental Education to write *Developing Constructivist Early Childhood Curriculum: Practical Principles and Activities*.

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IN MEMORIAM

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Perhaps the accomplishment that brought her the greatest joy while she was in Iowa was the creation of the Freeburg Early Childhood Program, a laboratory school and model demonstration program of constructivist education for children from very low income families. It was at the Freeburg program that she was able to pursue in much greater depth her earlier interest in science education, culminating in her book, *Ramps and Pathways*, written with Christina Sales. After her retirement in 2009, she moved to Little Rock, Arkansas, where she continued to write up until her death.

Beginning at the University of Houston and continuing after she moved to the University of Northern Iowa, DeVries conducted periodic reading seminars in which faculty and students joined together to read and interpret Piaget's most foundational texts. Generally at least as many faculty as students participated in these seminars, and I was fortunate to participate in many. When we stumbled on passages that we could not understand, Rheta would turn to her copy in French, read it, and then proceed to explain the passage (or maybe assert that our difficulty was due to an awkward translation).

DeVries was devoted to translating Piaget's theory into educational practice. A former classroom teacher, she had a deep and abiding respect for teachers and was steadfast in her determination to travel a two-way street between theory and practice in early education. She enjoyed international travel throughout her career, and her books were translated into many languages. Despite her failing health, she continued to travel after retirement, most recently to Brazil, Mexico, and Korea to conduct workshops with teachers. Her legacy includes countless teachers across the US and abroad who claim that she changed their teaching forever. Many teachers have told me that they have a tape loop that runs through their heads, constantly asking (in Rheta's voice), "What is the child's purpose in this activity? What is there for the child to figure out how to do?" DeVries was a fierce advocate for young children, and her substantial contributions to the field of early education will live on through the lives of all of the teachers whom she influenced over her many years of teaching, scholarship, and service.

IN MEMORIAM



Bertram Cohler
1938-2012

by Richard A. Shweder, *the Harold Higgins Swift Distinguished Service Professor, Department of Comparative Human Development, University of Chicago*

Bertram Cohler died on May 9th at age 73. On June 4th, a memorial service at Rockefeller Chapel at the University of Chicago allowed hundreds of students, colleagues, and friends to express their sadness, affection, appreciation, and respect. Bert had spent most of his life as part of this community. Born in Chicago, as an adolescent he attended the Sonia Shankman

Orthogenic School at the University and the University High School. He then continued his education at the College, where he received an AB in Human Development in 1961. He received a Ph.D. from the Department of Social Relations at Harvard University in 1967, and then he returned to Chicago in 1969 to become director of the Orthogenic School at the request of its legendary leader Bruno Bettelheim, who was retiring. In Chicago he completed psychoanalytic training at the Chicago Institute for Psychoanalysis where he later became a prominent faculty member. He joined the University of Chicago faculty in 1972 and was the principal investigator on a continuing study funded by the National Institute on Aging that concerned relations among young adults, their parents and grandparents. His work led to a new understanding of the roles between parents and children brought on by aging (*Mothers, grandmothers, and daughters: Personality and child care in three-generation families*, 1981). After his wife, Ann, died in 1989, Cohler entered a new phase in his life as a gay man. His research moved to include issues of homosexual identity, and he wrote a number of articles on the issues confronting young gay people as well as aging gays. In

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IN MEMORIAM

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his final years he also worked extensively studying the life narratives of Holocaust survivors. He is survived by sons Jonathan and James; granddaughters Emma and Kate; grandson Logan; and his partner, Bill Hensley. He is also survived by a sister, Betsy Lemal.

The following is the commentary presented by Rick Shweder at the memorial service:

"There is a Yogi Berraism - I first heard it attributed to the anthropologist Clifford Geertz rather than to Yogi - which goes as follows: 'So many people are dying these days who have never died before!'

"In my view one time is one too many, especially for those of us who took it for granted that Bert Cohler must have been right here in Hyde Park when the University of Chicago opened for classes in 1892 and who assumed he would still be here teaching courses in the College Core sequence and holding up the fort into some indefinite future, and beyond.

"Bert was certainly very much here when I first arrived in the fall of 1973. I never met Bert's parents. Bertrand Russell once remarked in the course of a philosophical argument about nominalism and realism that 'just because we each have a mother does not mean there is a mother of us all.' In that regard Bert was a realist and he was very good at convincing everyone in what was then known as the Committee on Human Development (and is now known as the Department of Comparative Human Development) that Bernice Neugarten was the mother of us all. Indeed that she was the great mother goddess of the University of Chicago. My early recollections of Bert are his many stories about Bernice - the phone calls he would receive from her at 3:00 in the morning and the expectation he created in us that in Human Development in particular and at the University of Chicago more broadly the life of mind was a twenty-four hour a day calling, and should never be viewed or experienced as a nine to five job. He was tireless in his curiosity, in his teaching, in his research interests, which ranged from the mental resiliency of the child in the face of sick environments to the role of narratives in giving meaning to a life and as explanatory forms in the social sciences more broadly to questions of gender (especially gay) identity and sexuality.

"In the early days he would pick me up and we would drive downtown for colloquies at the Center for Psychosocial Studies organized by Bob LeVine and focused on the theories of Heinz Kohut and psychoanalytic studies of the self. He taught many of us how to worry about the fate of our (as we love to put it "unique") intellectual traditions, and to fear the mainstreaming of our against the current and maverick University of Chicago cast of mind. He loved to gossip, and always seemed to be on the inside of all the action, in almost every corner of the Hyde Park.

"He was also a brilliant black marketer, which is the way we in Human Development fondly and with admiration think of the role he played over several decades in assisting countless graduate students (who had an interest not only in mental health research but in acquiring clinical experience and clinical psychology certification) gain access to internships and externship in hospitals and clinics around the city. When it came to the institutional worlds in the city of Chicago concerned with mental health Bert seemed to know everyone, and he was generous beyond belief in the time he dedicated to assisting his students.

"It is very hard for many of us to imagine the department without Bert. He was the member of a very special club of autochthonous University of Chicago faculty - those who rose up out of the soil of Hyde Park and whose blood is not just red, but Maroon.

"He always said he would die in saddle - and so he did. I know we would all like to see him back on the horse, where he belongs. The sense of the presence of his absence is very powerful but so is his spirit, which I am sure will animate the work and lives of all those he touched. The outpouring of affection and expressions of loss from his students around the country are a beautiful testament to his legend. Of course there is so much more to say. Go well Bert, knowing we will carry forward your intellectual and moral mission."

IN MEMORIAM



John Reid
1940-2012

by Leslie Leve and Patricia Chamberlain, Senior Scientists, Oregon Social Learning Center, Eugene, OR

John Bernard Reid, cofounder of the Oregon Social Learning Center, passed away quietly at his home on February 5th at the age of 71 after a strong and courageous battle with multiple myeloma. He is survived by his wife of 48 years, Kathy; his daughter Genevieve and her family, including two grandsons; his sister Barbara; and his sister-in-law Beth.

John was born in Oakland, California in 1940 to Irish parents. He spent 6 months in the army before attending a junior college. In 1967, he received his Ph.D. in psychology from the University of Oregon. He met his wife Kathy while teaching there. John left the Pacific Northwest for a position as Assistant Professor in the Department of Psychology at the University of Wisconsin for five years.

John loved the outdoors, especially fishing and river rafting, and returned to Oregon in 1971 to develop a program of research that would launch a 40-year career aimed at improving outcomes for children and adolescents with behavior problems. In 1977, together with Jerry Patterson, John launched a new institute now known as the Oregon Social Learning Center (OSLC). John had an extraordinarily productive and influential career. He was the Principal Investigator on 9 grants from the National Institutes of Health that ranged from 2-15 years in duration. He served as a Co-Investigator on twice as many, often serving as the senior investigator on a project that was led by a new investigator that he had mentored. He was the Director of OSLC's Prevention Center for over 20 years and was the Executive Director of OSLC for 18 years. John published over 130 articles, chapters, and books, many of those with an early career scientist as co-author. He served as a peer reviewer and chaired review committees for the National Institutes of Health, the Institute of Education Sciences, and the WT Grant Foundation. John was also a long-term member of the Society for Prevention Research (SPR) and served on the Board of the *Journal Prevention Science* from 2000 to 2009.

In 1991, John served as PI on a prestigious "Prevention Intervention Research Center" from the National Institute of Mental Health (NIMH). Only a few other organizations nationwide were awarded these Center grants. Part of this Center grant involved the development and testing of a school-based intervention, the Linking the Interests of Families and Teachers (LIFT) program. An additional component included mentorship of early career scientists, which enabled support for many of OSLC's future scientists. John maintained a strong devotion to mentor and support early career scientist throughout this career. In collaboration with his family, OSLC scientists have established 'The John B. Reid Early Career Award'. Funds from this award will go to support the development of early career scientists by providing a small individual stipend or support funding for a small pilot study led by an early career scientist.

OSLC continued to be funded by NIMH as a Prevention Intervention Research Center under John's leadership for over fifteen years. In 2003, OSLC was awarded a "Transdisciplinary Prevention Research Center" grant from the National Institute on Drug Abuse, with John again at the helm. This NIDA-funded Center continues today, with a focus on the prevention of drug abuse in the child welfare system.

The disciplines of child development and prevention science have greatly benefitted from John's contributions. He was recognized many times for his work, including receiving the prestigious SPR Presidential Award in 2003. John enjoyed his work immensely and had a contagious enthusiasm about new ideas and findings. He was a great mentor, colleague, and friend to many throughout the professional community and academic world. He will be remembered with affection and deeply missed by family, friends, and professional colleagues.

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


Ellen Bialystok & Michelle Martin-Rhee.  [The New York Times](#). Why Bilinguals Are Smarter.

Jeanne Brooks-Gunn & Erin Bumgarner.  [The New York Times Magazine](#). The Best Nanny Money Can Buy.











*Layla Esposito, Sandra McCune, James A. Griffin, & Valerie Maholmes.  [The New York Times](#). Can Fido and Whiskers Enrich Children's Lives?







*Marie-Pierre Gosselin & David R. Forman.  [Daily Mail](#) (UK). Why Toddlers Screaming "Look at Me!" Are Actually Showing They're Willing to Learn.


Tasha R. Howe.  [Children's Advocate](#). Parents Share Ways to Limit Children's Screen Time.
 [Times-Standard](#). The Tragic Case of Maggie Jean Wortman: A Woman Who Never Had a Chance Gives Her Son the Same Fate.

*Fiona Jack, Gabrielle Simcock, Harlene Hayne, & Patricia Bauer.  [Slate](#). I Remember Mama and Dada: What Do Small Children Remember? And Why Do Memories Stick Into Adulthood?

Melanie Killen.  [CNN](#). AC 360° Study: African-American Children More Optimistic on Race Than Whites.

David J. Lewkowicz & Amy Hansen.  [The New York Times](#).  [MSNBC](#).  [ABC](#).  [De Standaard](#) (Belgium).  [Le Journal de la Science](#) (France).  [Scientias](#) (Netherlands).  [Maxmania](#) (Poland).  [KInfo.hr](#) (Hungary).  [CNN](#).  [CBS Miami](#).  [NBC](#).  [American Scientist](#).  [The Guardian](#) (UK). Study: Babies Try Lip-Reading in Learning to Talk.

*Shayne B. Piasta, Laura M. Justice, Anita S. McGinty, & Joan N. Kaderavek.  [NPR](#).  [The Independent](#) (Ireland).  [MadeForMums.com](#) (UK).  [Education Week](#).  [The Herald](#) (Ireland).  [The Telegraph](#) (UK). Press release: [Early Focus on Print Promotes Later Literacy Achievement](#).

*Nirmala Rao, Jin Sun, Veronica Pearson, Emma Pearson, Hongyun Liu, Mark A. Conostas, & Patrice L. Engle.  [The Phnom Penh Post](#) (Cambodia). Press release: [In Cambodia, Any Preschool Found Better Than None](#).


*Holly Rhodes & Aletha Huston.  [Education Week](#). Report: Improve Workforce Quality by Aligning Pre-k, Child Care.













*Karen D. Rudolph, Jamie A. Abaied, Megan Flynn, Niwako Sugimura, & Anna Monica Agoston.  [The Huffington Post](#).  [The Christian Science Monitor](#). The "Mean Girls" Effect: Teenagers and the Quest for Popularity.

Rebecca M. Ryan.  [The Washington Post](#). Are We Overestimating the Benefits of Marriage to Child Development?

Jack Shonkoff.  [HBO](#). The Weight of the Nation.

Elizabeth S. Spelke.  [The New York Times](#). Insights From the Youngest Minds.

*Moin Syed & Barbara K. Goza.  [Phys.org](#). Press release: [Same-Ethnicity Mentors Boost Students' Commitment to STEM Careers](#).

*Douglas M. Teti & Brian Crosby.  [TIME](#).  [healthfinder.gov](#).  [The Telegraph](#) (UK).  [MSNBC](#).  [Daily Mail](#) (UK).  [The French Tribune](#) (France).  [U.S. News & World Report](#).  [Hispanically Speaking News](#).  [MSN](#).  [The Independent](#) (Ireland).  [ABC](#).  [CNN](#). Press release: [Depressed Moms' Behavior May Play Role in Infants' Sleep Problems](#).

*Ming-Te Wang & Jacquelynne S. Eccles.  [U.S. News & World Report](#).  [Education Week](#).  [CBS Detroit](#). Parents of Teens: You Can Influence Your Kids About School.

* indicates media coverage related to an SRCD publication.

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

OPPORTUNITIES

Doctoral Fellowships Available

Erikson Institute awards a limited number of competitive doctoral fellowships each year to qualified candidates admitted to the Ph.D. program in Child Development. Offered in conjunction with Loyola University Chicago's Graduate School, the program includes course work at both institutions and leads to a Ph.D. in child development conferred by Loyola University.

The Ph.D. program prepares academics, applied researchers, and program developers to assume intellectual leadership in a variety of professional settings that study and/or serve young children.

For more information, please visit
www.erikson.edu/phd or contact us at:

Erikson Institute
Office of Admission
451 N. LaSalle Street
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admission@erikson.edu

graduate school in child development
erikson institute



NEW BOOKS BY SRCD MEMBERS



Bruns, D., & Thompson, S. (2012) *Feeding challenges in young children: strategies and specialized interventions for success*. Baltimore, MD: Brookes Publishing.

This comprehensive, accessible resource provides professionals working with young children birth-5 years across school, home, and child care settings research-based guidance on resolving diverse feeding issues. With almost 50 pages of printable tools, forms, and handouts, the included CD-ROM gives professionals practical help with every step of improving children's feeding issues. Detailed information can be found [online](#).

Howe, Tasha R. (2011) *Marriages and Families in the 21st Century: A Bioecological Approach*. Wiley-Blackwell.

Marriages and Families in the 21st Century provides an in-depth exploration of a traditional field of study using a new and engaging approach. The text covers all the important issues—including parenting, divorce, aging families, balancing work and family, family violence, and gender issues—using a bioecological framework that takes into account our status as both biological and social beings. Additional information can be found [online](#).

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- Do not send your change of address to Wiley-Blackwell Publishers.
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Send to: SRCD Membership, 2950 S. State Street - Suite 401, Ann Arbor, MI 48104; or fax to: (734) 926-0601

Developments' Submission Guidelines

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
- 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.