



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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Strengthening Connections Between Research and Policy

by Lonnie Sherrod
SRCD Executive Director

SRCD will hold a special topics meeting titled *Strengthening Connections Among Child and Family Research, Policy and Practice* at the Hilton Alexandria Old Town, Alexandria, VA, April 3rd-5th, 2014.

In 2012, SRCD began hosting small (200-300) attendee meetings organized around topics or themes in the off years of the Biennial. Members propose topics which are then selected by a review group. In 2012 three meetings were held on Developmental Methodology, Transition from Adolescence to Adulthood, and Positive Development of Minority Children. Four meetings are planned for 2014; in addition to policy, there will be meetings on at-risk parenting, youth development in global context and developmental methodology.

SRCD has a long history of strengthening connections between research and policy. Indeed, SRCD's constitution, Article 1, Section 1 includes the phrase "The purposes of the Society shall be... to encourage applications of research findings." In the 1970's both the social policy committee (which has had numerous names, currently Committee on Policy and Communications, CPC) and the policy fellowship program began. Both are still thriving under the direction of SRCD's active and successful Office of Policy and Communications, OPC (in DC). Given SRCD's long-standing interest in connecting research to policy, it is not surprising that the first small meeting in 2014 focuses on this topic.

In recent years, it has been recognized that connecting research to policy is itself a topic needing research study. How is research connected to policy? What works for whom, and under what conditions? The William T. Grant Foundation (WTG) has launched a research funding program on this topic, and to date they have funded several projects.

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The goal of the Strengthening Connections conference is to promote multidirectional communication between researchers and those who apply developmental science to policy and practice. The conference is an opportunity for researchers and their partners in program and policy environments to share their successes in and barriers to the conduct of policy-relevant research on the one hand and the creation of research-based policies and programs on the other. There are potential lessons here for all developmental scientists, not just those who do applied research or policy analysis. Most funding agencies, for better or worse, support science because they think it will in some way, at some time, be useful to society. This does not mean that all research needs to be applied; political scientist Ken Prewitt has made the point that social problems arise faster than research can generate information to address them. As a result, we must have basic research on the shelves, so to speak, to use to address newly emerging social issues. Bandura's research on self-efficacy is a good example. After the AIDS epidemic emerged in the 1980's, his ideas provided the only tools we had to prevent high-risk sexual behavior. As such, not all developmental scientists need to do applied research or try to use their research to address policy, but understanding the process of connecting research to policy is relevant to all researchers. As Aletha Huston pointed out

(cont. on p. 2)

NOTES FROM THE EXECUTIVE DIRECTOR

(cont. from p. 1)



in her 1995 Biennial Presidential Address, social policy and science policy are just different sides of the coin.

For ten years I was Vice President of the WTG. WTG is an unusual private foundation in that it devotes the majority of its funding to research. I saw that part of my goal as VP was to promote the value of research to other funding agencies. I did not expect that they would necessarily fund much research, but they should base what they do on what we know.

Policymakers are not the only target audience for promoting the importance of research. Funders, especially private ones, are another. At the 2011 Biennial, Cindy S. Lederman, a judge in the Miami Dade Juvenile Court, gave an invited address, "Science-Informed Jurisprudence" in which she argued that family court judges are another target audience. I have long thought that the entertainment industry should be another. Getting an issue on a popular TV show reaches a much larger audience than a congressional briefing or even a newspaper article.

Research generates information, and basing what we do on information is relevant to numerous walks of life.

At the same time that I was attempting to promote the importance of research to private funders, Aletha Huston, I, and others were trying to promote the importance of greater policy attention to researchers, specifically SRCD members. SRCD has always had some interest in research to policy connections, but it waned in the 1950's and 1960's. Attention resurfaced in the 1970's but peaked and waned across the 1980's and 1990's. The office in DC closed in 1989. Although SRCD continued to do some policy work through a contract with APS, we did not have our own presence. In 1999, Governing Council decided to re-open an SRCD office in DC devoted to policy and communications. That office now has a staff of 3 and generates a strong presence for SRCD and developmental science in Washington, DC.

Selling policy to researchers was just as hard as selling research to policymakers and funders. We hope that this meeting will bring the two constituencies together in a way that contributes to the growth and further development of both sides.

The call for submissions is posted on SRCD's website and closes November 7th. The Program Co-Chairs are Elizabeth Gershoff and Aletha Huston, assisted by the CPC. Submissions will be reviewed by one of five panels based on the main content area of the research or intervention effort, all of which are key areas of developmental science:

1. Health and nutrition — Panel Chair: Barbara Fiese
2. Social emotional development — Panel Chair: Stephanie Jones
3. Cognitive, language, and academic skills — Panel Chair: Andrew Mashburn
4. Family processes — Panel Chairs: Nancy Guerra and Brenda Jones-Harden
5. Family income, resources, and investments in children — Panel Chair: Lisa Gennetian

The invited program includes three distinguished plenary speakers—Jack Shonkoff, Ron Haskins, and Deborah Phillips. Symposia have been invited to address topics such as methods of policy-relevant research, how research is used by government, careers outside academia, and communicating with journalists.

The interdisciplinary and international character of SRCD is strongly supported through all of its meetings. Hence, submissions from investigators around the globe in all disciplines and all methods related to the field of child and human development are welcome for this meeting. The Society also encourages submissions from students, both graduate and undergraduate.

I strongly encourage members to think creatively about their work and consider a submission to this meeting, or at least attend to learn more about research-policy-practice connections. Attendance will be capped at 225 so it is important to register soon after it opens. We all need to understand both sides of the coin. This meeting provides an opportunity to do just that.

2014 SRCD SPECIAL TOPIC MEETINGS

- SRCD's first special topic meeting, *Strengthening Connections Among Child and Family Research, Policy and Practice*, is being 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 multi-directional communication among researchers and those who apply developmental science. Sessions will be organized to achieve communication between researchers and policymakers across six 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.

April 3rd-5th, 2014
Hilton Alexandria Old Town
Alexandria, VA, USA

The [2014 Call for Submissions](#) is posted. Due to the recent government shutdown and our desire to include all those who wish to submit, SRCD has extended the submission deadline to November 7, 2013 at 8:00 PM EDT. Questions? Contact policythemed@srcd.org.

The other three special topics will be held later in the year. Additional meeting details will be posted soon:

- *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.

The meeting will be held September 11-13, 2014 at the Hilton San Diego Mission Bay in San Diego, California. Questions? Contact Casey Irelan at cirelan@srcd.org.

- *Positive Youth Development (PYD) in the Context of the Global Recession* is being organized by Anne Petersen, Frosso Motti and Silvia Koller. 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.

The meeting will be held October 23-25, 2014 at the Corinthia Hotel in Prague, Czech Republic. Questions? Contact Anne Perdue at aperdue@srcd.org.

- *New Conceptualizations in the Study of Parenting-At-Risk* is being organized by Douglas Teti, Pamela Cole, Sherryl 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, in depth 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.

The meeting will be held November 13-15, 2014 at the Hilton San Diego Mission Bay in San Diego, California. Questions? Contact Hailey Buck at hkbuck@srcd.org.

TEACHERS' CORNER

A Video is Worth a Thousand Slides

by Katharine A. Blackwell, Hartwick College



YouTube is a recurring guest lecturer in my developmental psychology course; I rarely get through a class, and never get through a week, without pulling up the site to display some child, parent, or experiment to my students. I do not show videos or their YouTube origins to appear technologically savvy to my students; I do it because videos help make everything about developmental psychology more real than the text or I can accomplish alone.

Videos make children real. Many of the theories and behaviors of children can seem abstract or just plain bizarre to traditional students who may have no experience with that age group. The many videos uploaded by parents can give some context to the cute and crazy things that children do, and even better, the many videos uploaded by students in previous developmental psychology classes give me my choice of illustrations for classic behaviors. I can show the same child reacting to her mom hiding nail clippers [before she develops object permanence](#), and [after](#), just like Piaget himself would have observed, but without the complications of bringing an actual infant to class.

Videos make experimental paradigms real. Documentaries and demonstrations from three decades of psychology can be found to clarify exactly how we come to the conclusions we've made about development. The procedure of measuring attachment in the Strange Situation seems complex, until it's presented in a [3-minute video](#). Just how do newborns handle that pacifier in the high-amplitude sucking procedure? There's a [video of that](#). Even when the videos aren't true to the actual methods, as in the more popular delay of gratification [marshmallow test](#) videos (or the [adult parody](#)), the dramatizations can offer insight into strategies and individual differences in children's executive functions.

Videos make researchers real. Interviews with the researchers can put faces to the names students read (and counter a lamentable tendency of my students to refer to all researchers as "he"). [YaleCourses](#) provides longer interviews with researchers such as [Jerome Kagan](#), offering insight into the process of tracking temperament through development, but even [brief appearances](#) in documentaries about research may help students remember the individual researchers or see how we work and develop our ideas.

Videos make parents and controversies real. There are many gifted bloggers and writers who can stir my emotions with their impassioned stories—but I don't know whether they will reach my students through the grim attitude that comes with yet another required reading assignment. Videos present parent emotions in a way that is not so easy to miss, as they describe [responding to a child's diagnosis](#) or explain their decisions about [raising a gender non-conforming child](#). I find the [TedxTalks](#) channel particularly helpful here, because speakers often have both emotion but carefully honed messages.

These goals can't be achieved just by showing a video and moving on; the most successful videos are integrated into class discussion. Keeping videos shown in class under 5 minutes will usually prevent students from falling into a just-listening mindset and help them engage in discussion. Sometimes it also helps to show a video twice, once for students to laugh at the crazy things kids do, and again with specific instructions of what students should look for. Longer videos may be more successful as homework assignments, with critical snippets played again in class for emphasis or to trigger student memory.

Of course, using videos presents certain challenges. The Internet connection often seems to slow or vanish at the worst possible time; so far YouTube has let me skip advertisements after a few seconds, but perhaps someday soon I'll have to decide whether a video is worth 30 seconds of ad first. And there is always the risk that someone will take down a video I have come to love, although I try to look at this as a challenge to keep my videos fresh. So far, though, the greatest risk is that I'll spend hours searching YouTube for a particular video, but the videos I've found have always made those hours seem well-spent.

PATRICE L. ENGLE DISSERTATION GRANT

Patrice L. Engle, 1944-2012

Society for Research in Child Development

Patrice L. Engle Dissertation Grant For Global Early Child Development



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

Patrice L. Engle, Ph.D. (1944-2012) was a pioneer and leader in global early child development. Following formal training in psychology at Stanford University, she launched a highly productive career that included positions in academia and international agencies. She worked to ensure that children throughout the world received the health care, nutrition, nurturance, and early learning opportunities they needed to be successful. Recognizing that disparities early in life (even before birth) often interfere with children's ability to reach their developmental potential, she sought to evaluate and identify effective intervention programs that could be

integrated with other systems and scaled up. Pat's contributions included hands-on programmatic work with field staff, scholarly analyses with interdisciplinary colleagues, and advocacy with country-level policy makers. The best legacy to Pat is to ensure that junior scholars are well trained in the science-to-policy model that guided her work in global early child development.

To read more about Pat's life and accomplishments [click here](#).

To read a tribute to Pat from her friends at SRCD [click here](#).

Award winners of the 2013 Patrice L. Engle Dissertation Grant in Early Child Development are [Eva Diniz Bensaja dei Schirò](#), and [Nardos Tesfay](#).



Eva Diniz is a doctoral (Ph.D.) candidate in Psychology at the Instituto de Psicologia, Universidade Federal do Rio Grande do Sul, Brazil. Her advisor is Professor Silvia H. Koller. Her project will be conducted in Brazil and is entitled, "From pregnancy to motherhood among adolescents: A longitudinal study on factors associated with mother-infant interaction." Eva completed her undergraduate training in Portugal and then worked as a clinical psychologist in maternity with adolescent mothers prior to enrolling in a doctoral program. During her doctoral training, she also worked with Dr. Volling at the University of Michigan to learn methodological options in studying parent-infant interactions. Her plans are to continue to be involved with research to contribute to the identification of factors affecting the quality of parent-infant interaction. Her research aims to improve the life of those who live in at-risk contexts. She also would like to be part of an organization in which she could integrate her learning experiences as a researcher focusing on interventions to promote the quality of parent-infant interactions in the first years of life.

Nardos Tesfay is currently working towards a Doctor of Philosophy (Ph.D.) degree in Education at the University of Oxford, United Kingdom. Her advisors are Professor Lars-Erik Maimberg and Professor Maria Evangelou. Her project will be conducted using data from Ethiopia and is entitled, "What moderates the effects of poverty on children's learning outcomes in Ethiopia?" Nardos holds an MSc in Educational Research Methodology (Oxford) and an MA in Economics (Saskatchewan). Before pursuing her doctorate, Nardos spent six years working as a social policy officer with UNICEF in sub-Saharan Africa. During this time, she led research on childhood poverty and advocated for social and economic policy reforms. Nardos hopes that her research will lead to a better understanding of children's developmental and learning processes in contexts of poverty and risk, and will further contribute to an improvement in the measures and models used to assess and address these challenges in low-income countries.



REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

Federal Efforts to Increase the Diversity of the Scientific Workforce

by Sarah Mandell, Martha Zaslow, and Sarah Mancoll

We know that developmental science, and science more generally, is a collaborative enterprise. Diverse research teams view topics and issues from multiple perspectives, stimulating new lines of inquiry and fostering more innovative methods of analyses. This approach to science demands a diverse workforce. SRCDC is part of a collaborative that focuses on this issue, monitoring and supporting federal efforts to increase the diversity of the scientific workforce: The Collaborative to Enhance Diversity in the Sciences, or CEDS. As we noted in an earlier *Developments* [column](#), a 2008 meeting of the CEDS collaborative resulted in the National Institutes of Health (NIH) and the National Science Foundation (NSF) taking the important step of examining training programs aimed at supporting diversity. The resulting study pointed to some troubling information about NIH awards of major research grants to applicants from different racial/ethnic groups (as noted below in more detail). We are seeing the start of new initiatives and a strengthening of ongoing initiatives at NIH and NSF addressing this issue. The purpose of this *Developments* column is to provide you with a few highlights from federal efforts of the NIH and the NSF to increase diversity in the sciences.

Background. In August of 2011, a study published in *Science* on [Race, Ethnicity, and NIH Research Awards](#) indicated that Black scientists were less likely to receive NIH funding for a R01 grant than White scientists. The gap was large at 10 percentage points. This is significant in that R01 grants provide scientists with a path to independent research careers. This finding also suggests the need to ask whether the peer review system, intended to rate proposals on scientific merit, is vulnerable to bias. In response to the study, NIH Director Francis Collins established a Working Group of the Advisory Committee to the NIH Director to recommend follow up steps. The Working Group reviewed NIH-funded training programs aimed at underrepresented minorities; considered the potential for expanding technical assistance and mentoring for grant applicants; assessed the possibility of unconscious bias in the review process; and discussed issues of representation in NIH leadership, review panels, committees and boards.

Initiatives at NIH to Enhance Diversity in the Sciences. In reviewing the recommendations of the Working Group of the Advisory Committee to the Director, NIH decided to launch a new program called "[Enhancing the Diversity of the NIH-Funded Workforce](#)." The goal of the program is to "catalyze a systematic culture change in the biomedical research training environment" to encourage the employment of scientists from underrepresented backgrounds. The program consists of three initiatives: Building Infrastructure Leading to Diversity (BUILD); the National Research Mentoring Network (NRMN); and the Coordination and Evaluation Center (CEC). BUILD will establish and test new models for student recruitment and development within the sciences, whereas NRMN will facilitate mentoring of early career scientists. CEC will integrate both BUILD and NRMN with other existing programs aimed at diversifying the scientific workforce, in addition to assessing their effectiveness. The program is also intended to strengthen and link institutions that promote the recruitment and retention of scientists from diverse backgrounds.

Initiatives at NSF to Enhance Diversity in the Sciences. One of NSF's core values, as stated in its 2006-2011 Strategic Plan, is to be broadly inclusive while reaching out especially to groups that have been underrepresented. In this vein, NSF established the [Science of Broadening Participation](#) portfolio. This NSF-wide portfolio supports programs that expand efforts to increase participation from underrepresented groups in all NSF activities. Through the portfolio, NSF has supported institutions in establishing research collaborations with students and faculty members who are of underrepresented groups; mentoring early career scientists from underrepresented groups; and developing new approaches to engage individuals from underrepresented groups and underserved communities in science. Further goals of the

(cont. on p. 7)

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS (CONT)

(cont. from p. 6)

Science of Broadening Participation include: increasing the diversity of scientists who review NSF proposals; and training staff on NSF priorities and mechanisms for broadening participation and workforce development, including topics such as outreach approaches, reviewer selection, and mitigation of implicit bias in the review process. In addition, the NSF Social, Behavioral, and Economic Sciences (SBE) Directorate supports research that addresses access, inclusion, and retention in science fields and the role that individuals and organizations play in providing incentives and rewards. This research aims to identify the barriers to broadening the participation of individuals from underrepresented groups in science, as well as to identify pathways that provide those from underrepresented groups with access to and success in the scientific enterprise.

The Need to Focus on Implications for SRCD Members. It is significant that both NIH and NSF have not only identified a serious problem, but that they are addressing it through the dedication of institution-wide efforts and funds. The inclusion of evaluation components in the efforts of each agency are particularly noteworthy. The critical issue is whether these new and continuing efforts actually result in increased diversity among those pursuing and progressing in scientific careers in general and in developmental science in particular. It will be important to monitor the implementation and outcomes of these efforts not only overall, but for those in our areas of research in particular. We encourage SRCD members to remain informed of these federal efforts and to do whatever they can to address the diversity of our scientific workforce.

2013 BIENNIAL MEETING RECORDED SESSIONS

For the first time, SRCD recorded four select invited sessions at the 2013 Biennial Meeting in Seattle. The Society is proud to present these videos to those of you who were unable to attend the meeting or would like to view what was presented again. We also hope the videos will be useful for teaching purposes.

1. [Global Perspective on Resilience in Children and Youth](#)
2. [Starting Points and Change in Spatial Development: Contrasting Perspectives](#)
3. [Early Environmental Regulations of Gene Expression and Brain Development: How Early Experience Exerts a Sustained Influence on Neuronal Function?](#)
4. [Starting Points and Interventions for Children and Youths in Low- and Middle- Income Countries: Toward a Global Developmental Science](#)

Governing Council has formed a task force to ask what we should be doing in media. Please offer your feedback to info@srcd.org on the usefulness of these videos, on what we could have done differently and what more we should be doing.

APPLY FOR A POLICY FELLOWSHIP



Policy Fellowships for 2014-2015

Application deadline: December 15, 2013

Call for Applications

SRCD is seeking applications for Policy Fellowships for 2014-2015. There are two types of Fellowships: **Congressional** and **Executive Branch**. Both provide Fellows with exciting opportunities to come to Washington, D.C. and use their research skills in child development to inform public policy. Fellows work as *resident scholars* within their federal agency or Congressional office placements. Fellowships are full-time immersion experiences and run from September 1st through August 31st. The SRCD Office for Policy and Communications in Washington facilitates the Fellows' experience and is available as a resource throughout the year.

Fellowship Goals

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

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

The Fellowship Experience

What are SRCD Policy Fellows saying about the program?

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

– An SRCD Congressional Fellow

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

– An SRCD Executive Branch Fellow

Application Requirements

Applicants must have a doctoral-level degree in any relevant discipline (e.g., Ph.D., M.D., Ed.D.), must demonstrate exceptional competence in an area of child development research, and must be a member of SRCD. **Both early-career and advanced professionals are encouraged to apply.** More information about the Fellowships is available online at www.srcd.org or email policyfellowships@srcd.org.

REPORT FROM SECC

Entrepreneurship: Jumping on the Bandwagon - Reinventing It - and Then Selling Your Own *by Dawn England, Arizona State University*

When I began a Ph.D. in Family and Human Development, I never thought I would couple entrepreneurial ventures and research. I disliked most business models and products—with the exception of Ben & Jerry's ice cream—and thought I would spend my life in academia where intellectual freedom sheltered me from the oppressive confines of supply and demand. But I soon learned that academia is shifting—that the public is interested in the application of ideas, that universities must innovate or flounder in a changing economy, and that exciting interdisciplinary collaborations reveal important opportunities for the future. And several years later, with colleagues and friends, I have started two limited liability companies (LLCs): an online dating website that matches graduate students based on quality research and statistical techniques and a non-profit community space, art gallery, and housing cooperative in downtown Phoenix. Thus, I believe that entrepreneurship is an often under-utilized tool in academic research and that many graduate students would benefit from incorporating entrepreneurial ideas and training into their programs of study.

What is entrepreneurship? It can be as varied as our research ideas, but at its core it is the dissemination of an idea to a wider audience in a self-sustaining way that allows for continual future dissemination to a growing consumer base. It can be a powerful tool for experimenting with a research idea—to test your ideas in the real world—and to carry a theory through from thought to practice. Simultaneously pursuing entrepreneurial ventures and traditional research has its challenges. You will find that for every supportive remark there are a multitude of challenges people raise, and many questions you won't know the answer to—except for the question, “Wait, don't you already have a lot on your plate?!” Is it wise to do this in graduate school? The fast answer is no. It doesn't necessarily help your CV, it likely won't make you any money, and it will take up some of your valuable time. But in my experience it's not really a choice—similar to the pursuit of a research idea, the pursuit of an entrepreneurial venture typically grabs you, awakens a passion you didn't know you had, and motivates you to see an idea through to its logical end. And just like any risky or innovative research idea, the logical end may be a successful launch of the idea to the consumer or a complete failure accompanied by a trip back to the drawing board or, at worst, a heap of crumpled papers in the waste bin and lessons learned.

Despite the notion that an entrepreneurial venture is in direct competition with your time and efforts as an academic researcher, there is mounting evidence that this innovative model of combining research and entrepreneurship is flourishing at many institutions (e.g., NIH, NSF, The New American University). More importantly, it provides a unique training and skill set in graduate school. Innovation in any form fosters courage and independence. It demands that you seek out a different and complementary group of mentors and collaborators. It requires that you gather information and learn from sources you otherwise would not be exposed to. It encourages the dissemination of ideas to a broader audience than we typically work with, and it invites new ways for measuring success. And if you do not feel compelled to be an entrepreneur yourself, there is a high likelihood that new ventures are being discussed at your university that would benefit from your expertise and research knowledge. Seeking these communities, engaging in these discussions, and helping to bridge the gap between research and entrepreneurial practice is a worthwhile and mutually beneficial pursuit that provides skills for graduate school and beyond. Pursuing entrepreneurship, though fraught with obstacles, has been an important part of my graduate school training. The academic model benefits from this interdisciplinary collaboration, the future demands innovations in our application of our research ideas and training, and it can be a fun and rewarding way to contribute to the greater good and apply our unique skills and knowledge as child development researchers.

SECC DISSERTATION FUNDING AWARDS

Congratulations to the SECC Dissertation Funding Award Winners!

SRCD and the Student & Early Career Council are very pleased to announce the 2013 Dissertation Funding Awards recipients (listed in alphabetical order):

1. Nadia Chernyak - Cornell University, Human Development - *Moral Development in Early Childhood*
2. Stephen Holochwost - University of North Carolina (Chapel Hill), Psychology - *Home Environment, Temperament, and the Development of Executive Functions in Early Childhood*
3. Priya Iyer - University of Texas (Arlington), Psychology - *What Are the Long-term Consequences of Peer Relationships: Changes in Biological Functioning and Its Effects on Physical Health*
4. Emily Penner - University of California (Irvine), Education - *Heterogeneous Effects of Teach For America*
5. Jia Rongfang - Ohio State University, Human Development and Family Science - *Infant and Parent Project*
6. Wendy Rote - University of Rochester, Psychology - *Reasoning and Explanations Study*
7. Madiha Tahseen - University of Maryland (Baltimore County), Culture, Child, & Adolescent Development - *Identity Development among Muslim-American Adolescents: A Multidimensional Examination to Collective Identity*
8. Joseph Tatar - University of California (Irvine), Psychology and Social Behavior - *Improving Services for Mentally Ill Juvenile Offenders*

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

Established in 2008 by SRCD and the Student and Early Career Council, the SECC Dissertation Research Funding Awards—up to ten non-renewable awards in the amount of \$2,000—are given for dissertation research proposals that merit special recognition and display the strong potential to contribute to the field of child development. Submissions should be in the proposal stage (i.e., not completed), and money is to be used for research costs or professional development related to the proposed dissertation project. The next round of submissions will begin in February 2014 at which time more details will be available on the SRCD website.

LET US KNOW YOUR NEWS!

SRCD Members:

Please share your prestigious awards and memberships with us! Feel free to share this information and send your announcement to either *Developments* editor at, jonathan.santo@gmail.com or alukowsk@uci.edu.

NEW *CHILD DEVELOPMENT* EDITOR

The Governing Council of the Society for Research in Child Development is pleased to announce the appointment of Cynthia Garcia Coll as the next Editor of *Child Development*. Garcia Coll earned her Ph.D. in personality and developmental psychology from Harvard University. After many years as the Charles Pitts Robinson and John Palmer Barstow Professor of Education, Psychology and Pediatrics at Brown University, she is currently Professor and Director of the Institutional Research Center at Carlos Albizu University in San Juan, Puerto Rico. She has published broadly in the areas of sociocultural and biological influences on children's development, with a chief focus on at-risk and ethnic minority populations. More specifically, her research has focused on the impact of sources of oppression and discrimination on child development and the roles of culture, immigration, acculturation, and ethnicity. She was a member of the MacArthur Network on "Successful Pathways through Middle Childhood." For her contributions to the field, she received the Cultural and Contextual Lifetime Contributions to Child Development Award from SRCD. In addition, she received the Lifetime Achievement Award from the Society of Behavioral Pediatrics and is an APA Fellow. Garcia Coll succeeds Jeffrey Lockman, who completes his term in December 2014. Garcia Coll began her term as Incoming Editor and started receiving manuscripts on July 1, 2013. Please continue to submit manuscripts online at ScholarOne. Garcia Coll's editorial statement is on page 12 and is forthcoming in *Child Development*. It is also available [here](#).



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CHILD DEVELOPMENT EDITORIAL STATEMENT

Continuity and Change in *Child Development*

by Cynthia Garcia Coll, Editor-in-Chief

Continuity and change, essential characteristics of the phenomena of child development, reveal themselves in particular ways as I become the new Editor of *Child Development*. Since its inception, this journal has made major contributions to the understanding of children, adolescents, and youth's development by publishing research held to the highest scientific standards of the particular historical period. As such, *Child Development* is one of the leading stewards and guardians of our science. For six-year terms, the editor and reviewers of the journal strive to provide in a timely fashion blind peer reviews designed to only accept for publication the best and most cutting-edge work of the field. The players might change over time, but the ultimate purpose of the *Child Development* enterprise remains the same.

Continuity is also seen in that from its inception, the journal has paid attention to a wide diversity of developmental processes, and of course will keep on doing so. One level of diversity is constituted by the topics chosen to be studied; all aspects of development are welcomed in our journal. There is also the variability represented by the study of normative processes, the search for explanations of individual differences or the identification of the processes behind developmental psychopathology. Diversity also stems from levels of analysis, from theoretical perspectives, or from which developmental system perspective the phenomena are being watched. The complexity of our subject matter, the variety of theories, questions and answers and the beauty of accomplishing a deeper understanding are as exciting today as in the past.

So what has to remain, and what has to change?

Is child development a global science?

For a variety of reasons our increasingly complex world needs to be better represented in our journal pages. The accumulation of knowledge on certain topics, the emergence of new technologies and the changing life circumstances entailed for the world populations of children and young people and the institutions that care about them are creating new demands that need to be considered in our research. Do our views of language acquisition apply to children who are learning, for example, three languages simultaneously? How are issues of adolescent autonomy worked out when separation from family, economical or physical, is not expected? What is being gained and lost in the sea of instant messaging and other technologies that children are increasingly using at younger ages and with increased frequency? In order to promote child development as a global science, the variety of life experiences and of settings and contexts of the human population should be better represented in our pages.

What are "normative" processes?

We also need to give serious consideration to the samples used in the research published in *Child Development*. For instance, the use of white, middle class North American children as normative subjects needs to be questioned, as very little of the human population of children is exposed to such unique circumstances of child rearing. Even within this population, the increasing number of mothers who work at home and can bring their children to our laboratories has diminished: do they represent normative patterns or are they increasingly unrepresentative samples? The demographic shift in the USA also contributes to such need: the number of "minority" children will soon be surpassing the number of white, middle class children as the aging population of baby boomers is replaced by younger waves of immigrants and other ethnic and racial groups of childbearing age. As we move forward, we welcome submissions representing our increasingly diverse world. The generalizability of findings will be carefully scrutinized as a function of sample characteristics. Replications that contribute to the generalization of findings to other populations, settings, contexts will be welcomed in our pages. Studies of phenomena that might be atypical in North America—particularly caretaking techniques that have not made it into our pages and speak to our theories and empirical evidence—will certainly be welcomed.

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CHILD DEVELOPMENT EDITORIAL STATEMENT (CONT)

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How robust are the results we publish?

Although replication is a key element of the scientific method and a staple in many disciplines, explicit replication is rare in *Child Development*, as are replication procedures conducted within a given manuscript establishing whether results are robust across data sets, estimation methods, and demographic subgroups. Accordingly, we would like manuscripts to reconcile their results with published research on the same topic. Authors of novel research are strongly encouraged to undertake replication and robustness-checking within their manuscripts that confirm key results across multiple data sets, across demographic subgroups within a single data set and multiple estimation techniques; the submission of papers that conduct replication, fragility, or sensitivity studies of empirical work that have appeared in *Child Development* or any other top journal is encouraged. Submissions that confirm the results of prior work, as well as those that do not, will have a place in our journal.

Are we a truly inter/multidisciplinary field... and why should we be?

Since the inception of SRCD in the 1930's, the society has been interdisciplinary in nature. However, because some disciplines have been overrepresented in our membership, such as Psychology, there has been a narrowing over time of conceptual and methodological approaches in our field. There are trends in graduate training and funding that are supporting our return to our multidisciplinary origins: our phenomena's complexity deserves myriad theoretical approaches and methodologies to capture it. All methodologies have limitations; most of them have strengths. The use of mixed methods enriches our perspectives and helps us understand discontinuities, even perhaps contradictory findings. The best theory and methodology(ies) depend on the nature of the research question and will be judged as such.

Can our knowledge be better disseminated?

In these times of instant communication, dissemination of science means more than being published in our pages within a year's time. SRCD in its wisdom has embraced Early View which allows our articles to be published online in a more timely fashion. We also have the Office of Policy & Communications in Washington, DC that helps us connect with the media and policymakers so the knowledge production does not stay on the printed page but is more widely used. We will work very closely with this office and encourage authors to be involved with their universities and us in disseminating more widely their findings.

Given the explosion of knowledge, I particularly like the creation of special sections in the journal. Special sections can consist of 4-5 shorter articles (30 instead of 40 pages) with an introduction by the guest editor that frames the topic, creating a deeper understanding of the issues, while providing a theoretical and empirical framework for the articles to follow. My previous experience with special sections is that they attract attention to a certain topic more so than individual articles. So I am hereby calling upon you, SRCD members and *Child Development* readers and subscribers, to contact me with ideas about special sections.

To start this process, I will be calling for submissions to my first special section which will be on **Extreme violence committed by youth**. As a phenomenon mostly observed in the USA, it begs the question of how our educational and other relevant settings—families, peers, neighborhoods—play a role in these unfortunate events. Can we find commonalities, cascading types of events that contribute to these extreme behaviors? There is also the individual difference question, why some children who are bullied and socially excluded seem to break down and others do not? Can we identify early precursors; can we prevent some of these events? For now, please send me an email with a paragraph with your ideas and what your contribution can be, and please watch for the formal call soon.

As I am assembling a group of associate editors and reviewers and thinking of the six years ahead, I have in mind the continuities and discontinuities that we want to propel. I have had the privilege of being part of this field since 1975 when I started graduate school. I still feel the thrill of discovery and the responsibility that we have as scientists, practitioners and policymakers. There is nothing more important for humans than understanding and supporting our youth. The use and reliance on science in this endeavor reflect the advances of our historical times. We want to make good use of theory, of well-established or innovative methods, of sensible data interpretation and good dissemination. I encourage all of us to do our part. Get in touch!

CALL FOR MANUSCRIPTS

Call for Manuscripts for a *Child Development* Special Section: The Motivational Foundations of Prosocial Behavior: A Developmental Perspective

Child Development invites manuscripts for a Special Section on *The Motivational Foundations of Prosocial Behavior: A Developmental Perspective*. The Guest Editors are Maayan Davidov (The Hebrew University of Jerusalem), Ariel Knafo (The Hebrew University of Jerusalem), Amrisha Vaish (Max Planck Institute–Leipzig) and Paul Hastings (University of California–Davis). The aim of this special section is to advance knowledge of prosocial development by examining different motivations underlying prosocial action and how they develop. ‘Prosocial behavior’ is a complex, multifaceted construct which incorporates multiple forms of behavior with different underlying motivations. Individuals may act prosocially for diverse reasons (e.g., because they feel empathy or guilt, in expectation of reciprocation or personal gain, in order to self-enhance, because of the values they have internalized, their habits, due to ingroup favoritism, and so forth). These different forms of prosociality involving different motivations may have distinctive developmental trajectories as well as unique predictors and consequences. To advance a deeper understanding of prosocial development it is therefore essential to distinguish between different motives and forms of prosociality and to identify their characteristics. This special section is focused on addressing these issues.

Manuscripts should shed light on the development of different motivations for prosocial action and/or their predictors and outcomes. We welcome manuscripts addressing a range of motivations underlying prosocial action. Studies must address prosocial behavior (and not merely intentions to act). Preference will be given to papers comparing two or more motives (or two or more forms of prosociality with different motivational foundations). For example, are different forms of prosociality, such as instrumental helping vs. emotional support, or costly vs. non-costly helping, predicted or explained by different motivations? How do features of the context affect motivations to share and sharing behavior? Does prosocial behavior motivated by self-gain show a different developmental trajectory than prosocial behavior motivated by reciprocity (or by empathy, or fairness, and so forth)? Are such behaviors mediated by distinct neuro-biological mechanisms; or predicted by characteristic socialization experiences; or linked to different child outcomes?

We encourage manuscripts utilizing innovative methodologies. This includes studies examining the biological mechanisms underlying different forms of prosociality; studies examining relevant cultural processes (e.g., how culture impacts the development of different motivations for prosocial action); experimental and intervention studies that can address causal processes; and other approaches that are currently not well-represented in this literature.

We primarily encourage submissions of empirical research, but will also consider conceptual pieces, reviews, and meta-analyses that directly address the issue of prosocial motivations and behaviors.

Authors who plan to submit a manuscript for the special section are asked to submit a letter of intent by December 1, 2013, that includes (a) a tentative title; (b) contact information and corresponding author; (c) names and affiliations of anticipated authors; (d) a brief description (up to 400 words) of the content of the manuscript; and (e) a brief description (up to 50 words) explaining the perceived fit between the submission and the themes described above. The guest editors will review letters of intent for fit with the section and work to provide the broadest representation of high-quality papers. Letters of intent should be sent electronically as Word documents to Maayan Davidov (maayan.davidov@mail.huji.ac.il) and to Ariel Knafo (msarielk@huji.ac.il). In the accompanying e-mail, please include “Special Section on Prosocial Behavior” in the subject line. Following an initial review, potential contributors will be contacted to submit full manuscripts by the final deadline of April 1, 2014. Full manuscripts will then undergo full peer review to be conducted via *Child Development’s* [submission site](#). Questions concerning the substance of submissions should be directed to Maayan Davidov (maayan.davidov@mail.huji.ac.il) or to Ariel Knafo (msarielk@huji.ac.il); questions concerning the submission process should be directed to the Managing Editor at cdev@srcd.org.

2013 RFP AWARD SUMMARIES

SRCD has completed the review of the applications received in response to its fifth Request For Proposals (RFP) to further its strategic plan through conferences, workshops and other research planning activities. The following seven projects have been funded.

Oscar Barbarin (Tulane University):

Boys of Color (BOC) Collaborative

Boys of color are vulnerable to a range of social, emotional and academic difficulties from birth through adulthood. Although these problems have existed for some time, we are far from understanding the sources and developing effective solutions. There are remarkably few published studies that aim at understanding the unfolding of the adverse outcomes that characterize the lives of many boys of color. Among the slim literature on what setting, opportunity, and experience variations might help explain the elevated risk for this group, there is even less about how successful development occurs. The purpose of the BOC Collaboration is to address this gap and construct a sounder, empirically based understanding of the development of boys of color. The BOC Collaborative is a group of developmental scientists first formed as an interest group at the 2011 Biennial Meeting with the goal of exploiting existing longitudinal data sets to answer questions about the developmental status, trajectories and moderators of important cognitive and socio-emotional outcomes for BOC. Over the next two years the Collaborative will draw on its own and the work of others to summarize what we know about positive development, describe developmental trajectories to identify inflection points where intervention may be most effective, and distil from this work policy and practice guidelines for educational, family and community intervention. A Planning Group consisting of Oscar Barbarin, Sandra Graham, Velma McBride-Murry, and Pat Tolan will meet in the fall of 2013 to develop a plan of action. In addition a 2-day workshop of the Collaborative scholars will be held in New Orleans in April 2014. This meeting will involve presentations of accepted papers, discussions of the implications for policy and practice and development of an agenda for future collaborative research projects. Scholars who have access to longitudinal data sets who wish to have their work considered for inclusion in the April 2014 meeting may contact Oscar Barbarin (barbarin@tulane.edu), or one of the members of the planning group.

Edward Cummings (University of Notre Dame):

Political Violence and Children

Political violence transforms communities, families, and individuals, depleting resources and instilling fear, distrust, and insecurity. Despite these risks, children growing up in communities defined by conflict often demonstrate extraordinary resilience, highlighting the importance of considering both protective and risk processes at the individual, family, and community levels. Many longitudinal studies conducted in societies defined by political discord or post-accord agreements across the world are exploring developmental pathways and mechanisms of risk and resilience in children. The Children & Political Violence project, led by E. Mark Cummings of the University of Notre Dame in partnership with Paul Boxer of Rutgers University and Eric Dubow and Rowell Huesmann of the University of Michigan, will bring together findings from these existing externally-funded research projects in a collaborative effort to test theoretically-guided models of the impact of political violence on children. This project will further our understanding of explanatory mechanisms through advanced statistical approaches and research designs and inform evidence-based practice and policy related to child development in social ecologies of violence. Interdisciplinary research teams studying different regions of the world will join together for a comparative evaluation of research findings. Following an initial meeting of research collaborators to discuss the parameters of the project, research methods, and preliminary findings from individual research projects, a second meeting, open to the public, will present the collaborative research findings with an emphasis on best practices for dissemination to policy-makers, educators, and community leaders. The key contributors and speakers on the project will produce an SRCD *Monographs* and/or an edited volume highlighting the accumulation of theoretical and empirical work that has emerged over the past 20 years examining children in contexts of war, political violence, and sectarian strife.

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2013 RFP AWARD SUMMARIES (CONT)

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Filipa de Castro (Centre for Population Health Research; National Institute of Public Health, Mexico):

Child Well-Being, Development and Disability in Mexico: Creating a Knowledge Base for Future Research and Policymaking

The Mexican National Institute of Public Health (INSP) recently reported several population-based indicators of child development and well-being based on the National Health Survey 2012 that, along with a review of national health plan goals and metrics, documented important challenges deserving urgent attention. This report concludes there is a critical need for a consistent evidence base for child development and well-being policies and practices, including national standards and a system for monitoring, screening, referring and providing care.

In an attempt to address these issues, this project will:

- Organize a meeting convening an international, interdisciplinary panel of experts and stakeholders around the themes of child well-being, development and disability in early 2014 at the INSP in Mexico City. Discussions will include existing knowledge, gaps in evidence and how to proceed with short-term design of core indicators in order to develop recommendations for the first National Survey on Child Development and Wellbeing in Mexico.
- Produce a series of articles published in an open-access, bilingual special issue of the Mexican Journal of Public Health, by the end of 2014.
- Provide policy briefs summarizing relevant conclusions on the 3 areas produced in electronic format and made freely available on-line and disseminated to stakeholders.

The planned event and resulting scientific products will contribute to consolidation of the child development research agenda by providing the most comprehensive and updated information on this field, along with implications for research, intervention and policy.

Daniel Keating (University of Michigan):

Relevance of Population Neuroscience for Understanding Human Development

To advance the understanding of what makes for optimal human development, developmental neuroscience needs to embrace inter-individual differences and socio-demographic moderators in specifying potential mechanisms, and population science needs to incorporate neurological and other potential mechanisms into their multilevel models. To establish the sub-field of Developmental and Population Neuroscience (DPN), this group will hold an advanced interdisciplinary, international meeting to address three primary objectives: (1) representative versus convenience sampling in developmental neuroimaging, and sophisticated sampling techniques, (2) data driven versus hypotheses driven analytic approaches, and (3) multi-modal, multi-level data integration and quantitative methods for achieving this goal. The product of this meeting will be a set of procedures that bridge disciplines, and a continuing interdisciplinary effort to further integrate developmental neuroscience and population sciences. A 2-day meeting will convene with 6 invited speakers and 40-60 participants to achieve four specific goals:

- (1) Spread knowledge and interest across disciplines to encourage greater emphasis on sampling and quantitative methods in neuroscience and a greater emphasis on incorporating neuroscience into larger survey research.
- (2) Provide a time and place for researchers across these areas to meet, network and begin collaboration.
- (3) Identify the major challenges to this approach and spur discussion and future research to address these challenges.
- (4) Disseminate the deliberations and findings through journal special issues or monographs to reach a broad range from neuroscience, developmental science, and population sciences - or potentially as a freestanding collected volume integrating these strands.

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2013 RFP AWARD SUMMARIES (CONT)

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Melanie Killen (University of Maryland):

Equity and Justice Research and Developmental Science

The Equity and Justice Committee will hold a conference that brings together a core group of researchers whose work focuses on equity and justice. The purpose for this small conference will be to strengthen the coherence of research on equity and justice in the field of developmental science and child development. Issues related to equity and justice cut across many areas of research in developmental science, and bear on the development and well-being of children and youth. Despite the importance of equity and justice, however, substantive research addressing these issues is scattered across a number of developmental areas and populations of study. It is critical that researchers in fields at the intersection of child development and justice/equity communicate across sub-areas (e.g., racial socialization and intergroup attitudes, immigrant status and stereotype threat, gender stereotyping and discrimination). This integration will enable developmental scientists to launch new integrative lines of research, to inform policy and advocacy work, to develop and implement evidence-based practices and programs, as well as to generate future collaborative projects and sources of research funding

Jon Korfmacher (Erikson Institute):

The Pan-American Home Visiting Research Network

The Pan-American Home Visiting Research Network is a collaborative project between researchers, policy experts, and program directors in the United States, Chile, Brazil and Peru to promote exchange of information regarding early childhood home visiting programs in South, Central, and North America. This network will allow sharing of common strategies and protocols, and will develop research, evaluation and dissemination strategies for evidence-based practices. The specific goals are to: 1) Create a scan of recognized home visiting programs across the countries of Central and South America; 2) Develop a list serve and an online presence to allow for electronic communication and dissemination of information and materials (including a multi-language website); 3) Host a 3-day meeting in Santiago Chile, focusing on sharing core quality components of home visiting programs, encouraging research strategies, developing toolkits of linguistically appropriate and culturally valid measures, and sharing strategies for funding and intersectorial collaboration; and 4) disseminate summary information from the meeting to practice, policy, and research audiences.

Anne Petersen (University of Michigan):

A Network to Support International, Interdisciplinary, and Cross-Professional Collaboration and Learning in the Study of Interventions for Children and Youth in Low and Middle Income Countries (LAMICs)

SRCD approved funding for its International Committee to develop a network whose long term goal is to create next-generation evidence-based interventions for children and youth from LAMICs in response to a highly successful 2013 preconference workshop on this topic. Over the coming year the project team will create an online presence in the form of a web-based portal that would facilitate the network's development. Temporarily, all of the workshop presentations, the case studies, and other workshop materials will be made available through an SRCD website. Based on feedback received at SRCD, it is estimated that initial interest in joining this network to be roughly 100-200 individuals consisting of preconference workshop participants plus others who attended the invited symposium on the preconference the following day at SRCD. This network will be open source, meaning that anyone who is interested will have access to all materials. This fall a small design team drawn from the preconference workshop organizing committee and the SRCD International Committee will meet to clarify scope and focus of the proposed network as well as features and key aspects of a portal to support network sharing and collaborations. Organizers will seek feedback from the broader International Committee as well as key stakeholders in this effort. Within the coming year, the network will continue to grow and develop, seeking additional funding to complete the initial work. This summer the preconference workshop organizing committee will kick off these activities by submitting an article based on the workshop and related symposium.

IN MEMORIAM

Frances Keesler Graham (1918-2013)



Fran Graham's career spanned over six decades from the 1940's through the 1990's. During this long career she mastered many knowledge bases, made contributions to a broad range of topics, and embraced new technology at every turn. She once told me how she and her fellow graduate students at Yale in the 1940's thought getting a calculator in the lab, where one could enter numbers then turn a crank to get the answer, was amazing. I believe this conversation took place when we were getting one of the first lab computers at the University of Wisconsin, a Link that ran in Fortran and was as big as a refrigerator. When I arrived at Fran's lab as an NIH postdoc in 1963, she hired undergraduates to sit with rulers and measure the distance between r-waves to obtain subjects' heart rate. Indeed it was a revolutionary step to get a lab computer that would take the r-wave input and convert it to beat-by-beat data, neatly printed out. Fran bought a lab computer to handle our psychophysiology data as soon as they became available, and hired a student in computer science to program it. With this new technology, she devised new ways to measure and analyze heart rate data, setting the standard for the emerging field of developmental psychophysiology.

By the end of her career, Fran Graham had received awards from all professional societies she belonged to, and was elected to the National Academy of Sciences in 1988; however like most women of her era, none of this was foreseeable at the start of her career. She arrived at Yale at the age of 19, fresh from her bachelor's degree at the Penn State University and bearing a Mary E. Ives Fellowship to support her graduate work. Although the chair of the department welcomed her as a new student, he warned her that job prospects would be poor even after earning a doctorate. She had trouble finding a professor who would be her advisor, but found a home in the lab of Clark Hull, as not all faculty members at Yale would accept a female student. Hull too thought job prospects for women were slim, but was willing to invest in a bright, determined student. In addition to training in Hull's rat lab, she also received training in developmental psychology from Dorothy Marquis and Pat Sears, which was to serve her well in the coming years.

She married fellow graduate student, David Graham, in 1941, and after Fran's graduation from Yale in 1942 they moved to Washington University where Dave completed his medical training. For the next 15 years Fran held various part-time, non-tenure track positions at Washington University Medical School, interspersed with a short stay at Barnard College during Dave's internship at Cornell Medical School in New York City. Three children were born during these years, Norma and Andrew during WW II and Mary a few years later. It was during the mid-1940's that Fran's penchant for turning any opportunity into gold shown forth. She had a half-time position in neuropsychiatry, which was strictly clinical work. Fran had homilies she was fond of quoting and one was "If in a desert, study cacti". True to form, she began doing research on patients, and with Barbara Kendall, developed the Memory-for-Designs test for detecting brain damage that is still in use (Graham & Kendall, 1946; 1960). She gave the patent to the American Psychological Association as she did not deem it fitting for a scientist to be involved in marketing a product.

Fran's research in developmental psychology began in 1953 when she was appointed as a research associate in pediatrics and psychiatry. To support this research she obtained grants from the National Institute of Health, the first of many throughout the remainder of her career. This longitudinal project was to study infants born suffering from anoxia, and to follow them for several years to determine the sequelae of early brain damage. The elegant design of the study and its new methods of measuring anoxia have served as models for later research on the effects of lack of oxygen on the newborn brain. In addition Fran developed a scale for assessing newborn behavior, from which a modified version called the Graham-Rosenblith Scale was derived. A series of articles in the *Journal of Pediatrics* in 1956-1957 and two *Psychological Monographs* in 1956 established Fran's reputation in this field. It was landmark work that inspired a flood of later work on the issues of how early brain damage affects cognitive development throughout infancy and in later years.

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IN MEMORIAM (CONT)

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In 1957 Fran and Dave moved to the University of Wisconsin. Here Fran had the same title of research associate that she had held at Washington University, and again was responsible for generating her own salary from grants. Not until 1964 did she receive the title of tenured associate professor in the Department of Pediatrics. She applied for and received one of the new Research Scientist Awards from NIH, and a condition of the award was that awardees must be tenured. Thus, 22 years post-Ph.D., she received tenure. Obtaining full professor status would take another four years, surely a record for how long it took an eminent scientist to achieve this goal. Incidentally, she held the Research Scientist Award for 25 years until 1989, renewing it every 5 years.

The 1960's saw Fran embark on a new topic, psychophysiological studies of the human infant. She set up a lab to record heart rate, respiration, skin temperature, EEG, and other measures. Inspired by E. N. Sokolov's book, *Perception and the Conditioned Reflex*, she and I, began using heart rate change to study attention, orienting, and habituation in newborn infants. We published a *Psychological Bulletin* article (Graham & Clifton, 1966) on the cardiac component of the orienting response that became a Citation Classic. During the next decade Fran and her students explored theoretical questions of habituation and orienting, including the components of the orienting response and their relation to brain maturation. In the 1970's this work was followed by exciting research on the startle blink paradigm. Again, Fran's focus was on brain-behavior relations and what pre-pulse inhibition of the blink can reveal about neuronal mechanisms. In 1986 she and Dave moved to the University of Delaware, where she continued research on evoked responses in attention and sensory-perceptual gating.

Fran received recognition from every professional society to which she belonged. A loyal member of the American Psychological Association throughout her career, she received its award for Distinguished Scientific Contributions, and the American Psychological Foundation Gold Medal Award for Life Achievement in Psychological Science. APA's Division 7 on Developmental Psychology awarded her the G. Stanley Hall medal. She was President of the Society for Research in Child Development, and received its award for Distinguished Scientific Contributions in 1990. The American Psychological Society (APS, now the Association for Psychological Science) gave her its William James Award also in 1990. The Society for Psychophysiological Research gave her its award for Distinguished Contributions to Psychophysiology and she served as its President in 1975.

It is difficult to convey the thrill of working with a scientist like Frances Graham. The deep pleasure she gained from doing research, talking about research ideas, and poring over new data affected all around her. One wanted to bring one's best ideas to her attention, but at the same time you trembled because if there was a flaw in your argument, she would find it. She was gracious in praise, urgent about always maintaining the highest standards in data collection, analysis, and of course in writing. For the women in the lab, she served as an extraordinary role model. We were told to get our priorities straight, and the rest would follow. Her priorities were always clear: family and research came first and everything else (tenure, paid work, a prestigious title) could be sacrificed. This philosophy served her well in that era when women scientists were still unusual. She was a pioneer in the field, and helped pave the way for the rest of us to follow.

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SRCD AND (ORAL) HISTORY

SRCD and (Oral) History

by Willem Koops, Utrecht University, The Netherlands

SRCD has a long standing and important interest in history. This interest has involved history of SRCD, history of the field of developmental science, and history of childhood. One of the main activities of SRCD has been the Oral History Project (OHP). Launched in the mid-1980's, 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. SRCD's History Committee oversaw this project, believing that oral histories provide an important resource for social historians (Sherrod, 2012).

Last year SRCD's Governing Council (GC) disbanded the history committee, believing that monitoring of the OHP alone did not justify a committee. They suggested formation of a small oversight committee for OHP. In February 2013, I was asked to act as coordinator of this oral history work. An oversight committee was composed consisting of 2 US members, 2 international, and 1 from a different discipline, as well as a young researcher. The following colleagues are members: Willem Koops (chair; Utrecht, The Netherlands); Anne Borge (Oslo, Norway); Henry Wellman (Ann Arbor, USA); Frank Kessel (Albuquerque, USA), and Stephen Lassonde (Boston, USA). The group is ambitious and willing to work on historical research.

Oral History

This group will take care to *continue SRCD's oral history project*. The bulk of the administrative work will be executed by the supporting team at the SRCD Executive Office in Ann Arbor. A first and urgent task will exist of the editing of oral history interviews: 71 are [currently posted on the web](#); there are another 69 that need some editing before posting. Furthermore, some 75 are in various stages of progress. The oversight committee will create a new procedure to get nominees: criteria need to be articulated, such as seniority, assessment of contribution to the field, and service to SRCD. The orientation will be more international than in the past. This work on the oral history project is now on track again and the progress will be clear from the growth and improvements of the website. The committee will also liaise with sister organizations interested in oral history, like APS, APA and European as well as Asian Societies.

Historical Research Ambitions

The oversight committee, however, has many more ambitions than just to continue the OHP; as a result, it may regain the status of a full SRCD committee. Today the field of Child Development runs the danger of omitting history. However, it should be realized that there are at least three levels on which we should increase historical awareness and research: careful study of the historical context in the empirical research of developmental processes; the study of the history of the developmental science itself; and the historical study of the history of childhood.

Historical Context

Clear examples of the relevance of the study of the *historical context* are to be found in particular in the well-known works of Glen H. Elder (Jr.). Classic studies in developmental psychology that started before the Second World War and encompassed the Great Depression as well as the American involvement in the Second World War did not even collect, let alone take into account, data linked to experiences of war or economic collapse. It was not until Glen Elder's brilliant *Children of the Great Depression (1974)* that the crucial impact of economic hardship and military mobilization received its first theoretical elaboration. In the decennia after this book he and an increasing contingent of his followers have produced a succession of revelatory studies of the connections between large historical developments and the development of individuals across the life-course. One influential work was the 1993 collection, *Children in Time and Place* by Elder, Modell & Parke (1993). That collection demonstrated convincingly that cooperation between historians and developmental psychologists was not only possible but also productive. However, the book makes painfully clear that "...the historical relativity of childhood and child development has hardly influenced

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SRCD AND (ORAL) HISTORY

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the thinking of developmental psychologists," (Koops & Elder, 1996). Children in time and place restricted itself mainly to 20th century data. But to understand how deeper cultural historical foundations are at the base of our conceptions of childhood we have of course to go back further in history. This is what Koops & Zuckerman (2003) tried to do.

History of Developmental Science

Then there is the study of the history of the developmental discipline itself. The oral history project is just one activity that should be extended to other and broader activities. I would propose that the committee takes care that at every SRCD conference there is at least one high level symposium on the history of our field. The new Committee could motivate and stimulate scholars to submit symposium proposals. These symposia in general should have an international orientation. An example could be a symposium that is dedicated to the foundations of the modern study of child development, based on the 19th century European-American exchanges (see Koops, 2011)

History of Childhood

Finally there is the historical study of the History of Childhood. And of course the history of childhood has links with the history of the study of child development. For example: the historical process of infantilization (the historically ever increasing length of the childhood period) is the basis for the coming into existence of the academic discipline of child development in the 19th century. The study of the links between the history of childhood and the history of the academic discipline of developmental psychology could be very profitable for the understanding of modern childhood. Nice examples are to be found in the work of Peter Stearns (2003; 2006) and others. (It is at this level that a productive collaboration with the *Society for the History of Children and Youth (SHCY)* could be built up).

I am convinced that with the right enthusiastic people, the new Committee formed to oversee OHP could be a motor of the production of work on all these levels. Production would then be: the continuation of the oral history project; the organization of symposia, roundtables and workshops on historical research; the preparation and/or production of publications, for example an SRCD *Monographs* on the linkages between the history of childhood and the history of the discipline of developmental psychology.

A brighter future for the field of child development needs an improved knowledge of the past.

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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

*Stephen R. Crook & Gary W. Evans.  [The Washington Post](#).  [Toronto Star](#).  [Education Week](#). Press release: [Poor Planning Skills Found to Contribute to Income-Achievement Gap](#).







*Charlene Hendricks, Jennifer E. Lansford, Kirby Deater-Deckard, & Marc H. Bornstein.  [Voice of America](#).  [The Herald Sun \(Durham, North Carolina\)](#). Press release: [Children with Disabilities in Developing Countries at Risk for Harsher Punishment](#).

Sandra Hofferth.  [The Baltimore Sun](#). Budget Cuts and the Politics of Research: Eric Cantor is Making a Mistake in Attempting to Cut Funds for Behavioral and Social Science Research.

*Melanie Killen, Adam Rutland, Dominic Abrams, Kelly Lynn Mulvey & Aline Hitti.  [PsychCentral](#).  [Counsel & Heal](#).  [redOrbit](#).  [California's Children](#).  [Yahoo! Finance](#).  [Science Codex](#). Development of intra-and inter-group judgments in the context of moral and social-conventional norms.

Michael Lewis. Lewis was interviewed for a five-part Korean Educational Broadcasting System documentary series titled "The Baby." This documentary was broadcasted nationwide in Korea with the first episode airing on June 24, 2013.

*Ming-Te Wang & Jennifer A. Fredricks.  [HealthDay](#).  [West \(a publication of the European Union\)](#).  [The Seattle Times](#). Press release: [Early School Engagement Helps Youths Avoid Problem Behaviors and Eventual Dropout](#).

Ming-Te Wang & Sarah Kenny.  [CNN](#).  [USA Today](#).  [Los Angeles Times](#).  [NPR](#).  [Wall Street Journal](#).  [CBS News](#).  [LiveScience](#).  [U.S. News & World Report](#).  [The Times \(UK\)](#).  [Daily Mail \(UK\)](#). Press release: [Using Harsh Verbal Discipline with Teens Found to be Harmful](#).

* 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.



NEW BOOKS BY SRCD MEMBERS



Mercer, Jean (2013). *Child Development: Myths and Misunderstandings* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

In *Child Development: Myths and Misunderstandings*, 2nd ed., Jean Mercer uses intriguing vignettes and questions about children and families to guide readers in thinking critically about 59 common beliefs. Each essay confronts commonly held misconceptions about development, encouraging students to think like social scientists and to become better consumers of media messages and anecdotal stories. The book can be assigned to parallel either chronologically or topically organized child development texts.



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.

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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.

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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.