



# DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 57, Number 4

October 2014

## Notes from the Executive Director

### A Tribute and Farewell to Susan Lennon, SRCD's Deputy Director

by Lonnie Sherrod, SRCD Executive Director

September 19, 2014 was Susan Lennon's final day as the Deputy Director of SRCD. Susan has been with SRCD for almost 10 years. She joined the staff in 2005, replacing Pat Settimi, and worked with Executive Director John Hagen until I joined SRCD in 2008. All of us at SRCD who have worked with Susan - staff, board, and others - accept this news with very mixed emotions. On the one hand, we share in Susan's excitement about moving into a new phase of her life, including relocating to a fabulous geographic region - Seattle - which will also give her the opportunity to live near her daughter and will allow her to leave the Michigan winters behind. On the other hand, we have to cope with the loss of her wisdom, energy, expertise, knowledge, and good humor.

Because much of her work is behind the scenes, SRCD members may not realize what a central role she has played in the organization. SRCD is an important academic organization and what most members see and value are its journals, meetings and other program activities. But all of these are only possible because of the solid business structure that underlies the organization. A host of businesses including meeting planners, hotels and conference centers, publishers, IT and software vendors provide the machinery that makes the program activities possible. Susan has handled all these business negotiations and she is a superb businesswoman. She has always pursued the best deal for the best price on behalf of SRCD. She has always researched the options carefully, examined each in detail, and then negotiated the best terms for SRCD. She has always worked closely with me and with GC in reviewing the options and making the final decision.

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She has also fully appreciated the nature and spirit of SRCD so that she could execute these business activities for the organization in a way that was fully congruent with SRCD's mission. She has really employed her skills and knowledge to allow the organization to flourish without anyone being aware of these behind-the-scenes complexities. I worked with SRCD throughout my full professional career before joining the organization as Executive Director. Hence I did not expect the job to carry any surprises, but in fact there were two. The first is the extent to which these business transactions underlie the program activities that we all know and love. The business side of SRCD kept Susan and much of the staff busy. The second surprise is what a massive undertaking the biennial meeting is. Susan has handled the demands of this event both efficiently and professionally, leading to a seamless execution of the meeting so that attendees have no idea how much work is involved.

Susan's main role has been focused on business, but to do that well, she has also needed to understand and appreciate the substance of the SRCD program. Susan has had a special interest in our junior members and has served as staff to the Student and Early Career Council (SECC). SRCD has a contractual relationship with the Society for Research on Adolescence (SRA) whereby we provide them with

# NOTES FROM THE EXECUTIVE DIRECTOR

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services regarding their meetings, journal, website and most other aspects of their programming. Because many of these activities involve business as they do for SRCD, Susan has taken responsibility for them; she has also served as SRA's Executive Officer, which has involved her with their program. We have a more limited but similar contractual relationship with the International Society on Infant Studies (ISIS) and the International Society for the Study of Behavioral Development (ISSBD), and Susan has led these activities as well.

The entire leadership and Governing Council of SRCD has expressed their gratitude and admiration directly to Susan, but her admirers lie outside the organization as well. To capture some of the impressions from outside the organization, I invited a couple of people outside of SRCD with whom Susan has worked to comment on this important transition. Here are just a few comments that I have received:

Karlei Mitchell, Margaret Zusky and the rest of the team at Wiley Blackwell:

"We have so enjoyed working with Susan Lennon over the years. We benefitted from her business acumen and her ability to cut through the window dressing to a simple, efficient solution. But, what we will miss most about Susan is her positive energy and the personal touch she brought to all endeavors. We have worked together to launch new initiatives and tackle thorny problems, and Susan has been unflappable, upbeat, and an advocate for the SRCD at every turn. Susan, we will miss you!"

Char Shada, CMP, Experient, Meeting Management Liaison:

"I have been blessed with the pleasure of working with Susan for the last seven years. Our Experient team has partnered with Susan and her team to plan the SRCD, SRA and ISIS meetings to ensure the attendee experiences are memorable. We have had some great times and many laughs. Susan is a wonderful woman full of knowledge, energy and a great sense of humor. She was not just my client, but she was my friend and travel buddy as well. I and our entire Experient family will miss working with her dearly and wish her all the best in her exciting new adventure in Seattle."

John Schulenberg, SRA President:

"Susan is a big part of the reason for why SRA is so successful now. She helped us move from a 'mom and pop' operation to a more professional one. I know from past SRA Presidents how integral Susan was to their accomplishments, how they counted on her voice in deliberations (though not always agreeing with it!). SRA is indebted to Susan and we will miss her deeply."

It has been great working with Susan during my first six and a half years as SRCD's Executive Director. She will be missed. We wish her success and happiness in this next phase of her life.

Thank you, Susan, and good luck.



Susan Lennon, seated front center, with the SRCD staff at the 2013 Biennial Meeting.

# REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

## A Critical Moment for Communicating the Contributions of the Social, Behavioral and Economic Sciences Directorate at NSF

*SRCD Office for Policy and Communications  
Martha Zaslów, Sarah Mancoll and Hannah Klein*

We have widely divergent legislative proposals in Congress right now for the future funding of the National Science Foundation (NSF): The proposal in the House would cut funding for the Social, Behavioral, and Economics (SBE) Directorate at NSF by more than 40 percent [[H.R.4186](#)], whereas the proposal in the Senate strongly affirms the contributions of SBE sciences [[S.2757](#)].<sup>1</sup>

It is estimated that the SBE directorate within NSF provides 56% of the federal funding for basic research in the SBE sciences at U.S. academic institutions. A major cut would not only be likely to affect those SRCD members whose research focuses on social or behavioral development, or the role of economic factors in children's development, but would also affect research on cognition, perceptual development, and neuroscience, which are also funded by the SBE Directorate.

### Noteworthy Presentation to the National Science Board

Within this context, a presentation made by the (then) Acting Assistant Director for the Social and Behavioral Science Directorate at NSF, Joanne Tornow, takes on particular significance. The [presentation](#) focuses on the contributions of the research funded by the SBE Directorate and was given to the National Science Board (NSB) during its mid-August meeting.

By way of background, the NSB is an independent body that advises the President and Congress on policy matters related to science and engineering and sets policies for the NSF. In introductory comments, members of the NSB expressed awareness of the challenges to SBE sciences at present. They expressed concern about lack of understanding of the critical contributions of the SBE sciences not only by some legislators but also by scientists from other disciplines and the broader public. According to NSB Member and Dean of the School of Education at the University of Michigan, Deborah Lowenberg Ball, the social, behavioral, and economic sciences are sometimes seen as entirely separate from the physical and biological sciences, such that they are not seen as asking questions as fundamental as those addressed by these other disciplines.

National Science Board Vice Chair, Kelvin Droegemeier, Vice President of Research at the University of Oklahoma and Regents Professor of Meteorology and Weathernews Chair Emeritus, and Roger and Sherry Teigen Presidential Professor, described his own moment of realization of the importance of the SBE sciences. He explained that understanding how people take and use information during tornado warnings is important to saving lives, and that this is a problem that cannot be solved by physical sciences and technology alone - it is also "a people problem." Tornow started her presentation by asking the fundamental question of "why study human behaviors and social organizations?" According to Tornow, the SBE sciences "collectively illuminate many aspects of human behavior from how we think and learn to how we interact individually and in groups with our physical environment and with man-made structures, political institutions, and markets." The SBE sciences help in understanding and addressing such political, economic, and social challenges as energy use, migration, inequality, communication in disaster response, political conflict and warfare. They focus on people and their behavior across scale (as individuals as well as in groups, organizations, and societies), in different temporal and spatial contexts, and from different perspectives, including linguistically, cognitively, and psychologically.

Tornow affirmed Vice Chair Droegemeier's comments, noting that technology will not, by itself, solve problems of energy use or disaster response. Yet at the same time she noted that the SBE Directorate supports basic research on human behavior that is not necessarily tied to particular applications. This research seeks patterns of human behavior that may be generalizable to multiple situations. The SBE sciences include multiple disciplines, and the directorate helps to connect research across disciplines. Methodological approaches and data sources used in research funded by the SBE Directorate range widely, with data sources encompassing such differing data collection

<sup>1</sup> For more information on the proposed bills, see the August 2014 issue of SRCD's [Policy Watch](#).

# REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

## (CONT)

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approaches as administrative and survey data, direct observations of behavior, and collection of biospecimens. The analysis and use of “big data” is a central focus of the SBE sciences as well.

To illustrate these points, Tornow described SBE-funded research addressing such questions as: *How does the brain produce cognition and behavior? What are the social foundations of learning? What are the effects of poverty on attention and decision making? Why do people cooperate and compete in differing contexts? What are effective deterrents to conflict?* Tornow also noted some of the important applications of SBE research. For example, she described the use of economics research as the basis of the approach for apportioning the airwaves (called “spectrum auctions”) used by the Federal Communications Commission ; an approach that has netted over 60 billion in revenue for the federal government and is now used in several other countries. She also described the contributions of the SBE-funded research in the areas of geography and spatial sciences towards the development of geographic information systems (GIS) that are now widely used in GIS mapping systems not only to guide drivers toward their destinations but also in planning for disaster response, mapping crime information, and improving product delivery systems. Tornow noted that the SBE Directorate at NSF makes available important data resources for researchers, including the American National Election Studies, the General Social Survey, and the Panel Study of Income Dynamics.

### Passing of the Torch

Shortly after the mid-August presentation to the NSB, Joanne Tornow completed her service as Acting Assistant Director for the SBE Directorate at NSF. In attendance at the NSB Meeting on August 13<sup>th</sup> was Fay Lomax Cook, who assumed the position of Assistant Director in early September. We are fortunate to have the leadership of the SBE Directorate being passed to a respected colleague who, among other roles, has been a professor of human development. And SRCD is very grateful for the interim leadership of Joanne Tornow during a particularly important period.

Cook comes to NSF from Northwestern University, where she has been a faculty fellow at the Institute for Policy Research and professor of human development and social policy at the School of Education and Social Policy. She directed the Institute for Policy Research at Northwestern University between 1996 and 2012. She has been president of the Gerontological Society of America, a fellow at the Center for the Advanced Study in the Behavioral Sciences, and a visiting scholar at the Russell Sage Foundation. Cook’s areas of research include the links between public opinion and social policy, public deliberation, energy policy, and public support for older Americans.

### Implications for SRCD Members

Congress recessed in early September without resolving the differences across the legislative proposals issued by the House and Senate. But it is clear that when Congress turns to the issue of funding for NSF, the role of the Social, Behavioral, and Economic Directorate will be a focus.

Moving forward, the task of communicating the contributions of SBE sciences effectively to policymakers, other scientists, and the broader public will continue to be of great importance. We are fortunate to have the presentation by Joanne Tornow as a resource in conveying the contributions of research funded by the SBE Directorate at NSF. And we are fortunate to have new leadership at the NSF SBE Directorate with roots in human development research. SRCD members can draw upon the presentation by Tornow and their own research focusing on children’s development to serve as ambassadors in conveying the critical importance and contributions of research funded by the SBE Directorate at NSF, and of the social, behavioral, and economic sciences more broadly.

# POLICY FELLOWSHIPS - CALL FOR APPLICATIONS



## Policy Fellowships for 2015-2016

Application deadline: December 15, 2014

Click [here](#) to learn more and to apply.

### Call for Applications

SRCD is seeking applicants for SRCD Policy Fellowships for 2015-2016. There are two types of fellowships: **Congressional** and **Executive Branch**. Both types of fellowships provide researchers 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 congressional or federal agency offices. Fellowships are full-time immersion experiences and run from September 1st, 2015 through August 31st, 2016. The SRCD Office for Policy and Communications in Washington, D.C. facilitates the fellowship 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
- (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 academic positions 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 a 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.** To learn more and to submit an application, visit: [www.srkd.org/policy-media/policy-fellowships/applying-fellowships](http://www.srkd.org/policy-media/policy-fellowships/applying-fellowships). Questions? Send an email to: [policyfellowships@srkd.org](mailto:policyfellowships@srkd.org).

# UPDATE ON THE 2015 SRCD BIENNIAL MEETING



## See You in the Streets of Philadelphia!

*by Catherine S. Tamis-LeMonda & Jeffrey J. Lockman  
Program Co-Chairs, 2015 Biennial Meeting*

Join us in the streets of Philadelphia from March 19-21 for SRCD's 2015 biennial meeting! As Program Co-Chairs, we are thrilled to gather with all of you this spring in the historic city of Philadelphia, Pennsylvania for what promises to be an intellectually and socially stimulating conference.

Over the past year, we have had the honor and privilege of developing the invited program for the biennial. Look for a program that is as exciting as it is diverse, both in terms of content and structure.

In terms of content, we have aligned a group of stellar, international scholars whose cutting-edge research spans developmental domains and contexts, ages, methodological approaches, and the four cornerstones of SRCD's strategic plan: global initiatives, interdisciplinary research, diversity, and policy.

In terms of structure, we have pulled together a program that contains different formats for the dissemination of developmental research and the intimate sharing of ideas. These formats include invited Symposia, Addresses, Views by Two, Conversation Roundtables, and State-of-the-Art presentations on the "how-to" of research. We've also added breakout sessions after the Views by Two and State-of-the-Art presentations. The smaller breakout sessions will follow in adjacent rooms, where senior and junior scholars, postdoctoral fellows, and students can share their ideas and questions with the invited speakers. Please encourage your students to attend these one-of-a-kind sessions, where they will have an opportunity to talk with leaders of the field and share their own research interests in a small group format.

We have an exciting set of complementary talks in our Views-by-Two format, including:

- Daphne Bavalier and Jan Plass on media use and learning
- Becky Bigler and Melissa Hines on biological and social-cognitive approaches to gender development
- Anne Fernald and Nuria Galles on language learning in bilingual infants
- Andrew Fuligni and Maykel Verkuyten on immigration
- Catherine Lord and Helen Tager-Flusberg on autism
- Julie Mennella and Jennifer Fisher on development of food preferences and obesity

State-of-the-Art Addresses will include insights from:

- Karen Adolph on data sharing
- Peg Burchinal along with Todd Little and Elizabeth Votruba-Drzal on developmental methods and statistics
- Toon Cillessen on peer status methods

The Paper Symposia formats include presentations and discussion from:

- Diane Hughes along with Tiffany Yip, Robert Sellers, and Enrique Neblett, Jr. on methodological approaches to the study of racial/ethnic dynamics across contexts
- Pamela Morris along with Jay Belsky, Laurence Steinberg, and Ann Crouter on ecological contexts of development
- Anne Petersen along with Rainer Silbereisen, Silvia Koller, and Frosso Motti on advancing global research into positive youth development

One of the Conversation Roundtables will feature Mary Gauvain with panelists Barbara Rogoff, Thomas Weisner, Heidi Keller, Kofi Marfo, and Sara Harkness on future approaches to culture, globalization, and human development.

Cutting-edge topics will be discussed by distinguished scholars in their Invited Addresses such as:

- Child soldiers and children of war by Theresa Betancourt
- Epigenetics by Frances Champagne
- Decision making and cognitive control in children and adolescents by Eveline Crone
- Socioeconomic adversity and brain development by Martha Farah
- Cognitive development by Susan Gelman
- Critical periods and brain plasticity by Takao Hensch

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# UPDATE ON THE 2015 SRCD BIENNIAL MEETING (CONT)

(cont. from p. 6)

- Early perceptual and cognitive development by Scott Johnson
- Moral development by Melanie Killen
- Comparative cognitive and social development with chimpanzees by Tetsuro Matsuzawa
- Ethnic and racial identity by Adriana Umana-Taylor

The invited program also contains several sessions that speak to the challenges and benefits of sharing developmental research with the public, including a session spearheaded by Kathy Hirsh-Pasek and Roberta Golinkoff (Taking Science to the Streets) that will include presentations by Alison Gopnik and Mary Dozier; and a session spearheaded by Melanie Killen on issues related to media coverage of developmental research, including scientific integrity, ownership, ethics, and so forth. We are delighted that Melanie was able to entice CNN's AC 360 Editorial Director and Producer, Kerry Rubin, to participate and Ashley Merriman (The Nurture Shock) to moderate. Keep an eye out for the full invited program, which will soon appear on the SRCD website and include additional details about all of the sessions.

You may have also noticed that there have also been a few changes to the submitted program, including a streamlining of review panels and the addition of a special poster session that will contain forward-looking submissions relevant to the four priority areas of SRCD's strategic plan. This added session will be held Friday evening after the Business Meeting and Awards Ceremony in conjunction with a reception. Of course, we retained the tried-and-true standard submission formats of symposia, poster symposia, conversation roundtables, posters, and for a second year, constructed paper sessions.

Review of the submitted program will soon be complete, and we thank the panel co-chairs and reviewers for their time and commitment to a timely process. As you hear about your acceptances in December, and begin to make travel plans, we remind you to reap the benefits of early registration and reserve your room at the designated block of SRCD hotel rooms. Be mindful that SRCD pays for these rooms whether they are used or not, and so it helps the organization immensely when SRCD members stay at the chosen hotels. As always, SRCD has negotiated group rates at convention hotels and taken care to include a variety of hotels at competitive rates in different price ranges. If you have questions about the meeting, visit the SRCD website ([www.srcd.org](http://www.srcd.org)) or contact SRCD staff members Anne Perdue ([aperdue@srcd.org](mailto:aperdue@srcd.org)) or Hailey Buck ([hkbuck@srcd.org](mailto:hkbuck@srcd.org)).

See you in the streets of Philadelphia in March!

## 2014 Request for Proposals to Pursue SRCD's Strategic Plan

The Society is pleased to issue its sixth request for proposals for member-initiated research planning activities that address one or more goals of SRCD's strategic plan. Prior competitions from past years have provided funding for 23 diverse projects that have supported SRCD's strategic plan in its four fundamental areas to:

1. Increase appreciation for the fact that an understanding of development requires the perspectives and methods of multiple disciplines.
2. Increase international perspectives on the study of child development.
3. Increase cultural and contextual diversity in all aspects of the study of child development.
4. Increase and strengthen communication of research findings to non-academic audiences (e.g., practitioners, parents, those responsible for developing and implementing educational and health policy) to promote their implementation.

The deadline for submitting proposals is December 15, 2014. Interested members are encouraged to keep in mind that addressing more than one goal of the strategic plan is highly desirable. Proposals should be submitted electronically through the online [submission site](#). For more information including past projects that have been funded, please visit this [link](#). The Society is excited to announce this sixth request for research proposals and eagerly looks forward to receiving many worthwhile, interesting, and innovative submissions for its 2015 awards!

# TEACHERS' CORNER

## SRCD Teaching Committee Makes Plans for Teaching Institute

by Judy Bryant, University of South Florida

The Teaching Committee has been hard at work planning the Teaching Institute for the spring meeting. We believe that next year's event will be interesting, fun, and useful, with an even greater emphasis on the sharing of techniques, strategies, activities, and information that can be put to use in our teaching and mentoring. We hope that participants come away with new ideas that they can implement in their classrooms as soon as they return from Philadelphia!

**Have a teaching activity you're eager to share?** New to the Teaching Institute is what we're calling a Developmental Demonstration Derby. This format will showcase a series of brief, in-class activities using the audience as "students." Each presenter will have 15 minutes to demonstrate an activity that has proven to be effective for an undergraduate class. Our hope is that the derby will touch on a number of aspects of human development and thus prove useful for a variety of classes at different levels.

**Do you have experiences and practices that would benefit from a longer format?** Consider submitting a workshop. These hour-long sessions enable presenters to elaborate on innovative, evidence-based teaching practices and still include a lively exchange of ideas.

**Want to converse about teaching?** Don't feel you need to present solutions - raising questions and involving the other participants in brainstorming solutions might lead to one of the most effective sessions you ever attend at a pre-conference workshop. You can do all this readily at Roundtable Participant Idea Exchanges. Roundtables will enable participants to discuss important teaching-related issues in depth.

**Are you a veteran teacher?** We'd love to hear you share the issues you've encountered to help the Teaching Institute benefit teachers at all points in their academic careers. What mid-career issues have you encountered? Have you experimented with different approaches to address them? How have different classes or different institutions created unique challenges for you to face? This might be a great topic for a roundtable or workshop!

**Do you have data on your teaching activity, assessment, career advising, internships, or course (to name just a few examples)?** Posters will describe research or teaching practices and should afford high levels of discussion and interaction.

We hope you will submit your great teaching ideas and research. Even if you don't submit, we invite you to register to attend this pre-conference event and come away re-energized, more connected to others interested in teaching, and equipped with a new set of teaching tools and ideas.

*When:* Wednesday, March 18th, 2015

*Where:* Pennsylvania Convention Center

*Submit or Find More Information:* <http://www.srcd.org/meetings/biennial-meeting/teaching-institute>

**Also coming soon!** The Teaching Committee is developing a website for written materials that may be useful for teaching human development, starting with a set of syllabi and a set of activities (assignments, discussion prompts, rubrics, etc.) that we use in our own teaching. We intend to make these materials available this winter, and soon after we will put out a call for additional submissions from the SRCD members at large.

Finally, we are also scheduling meetings for Directors of Training for developmental graduate programs to gather to discuss matters of mutual interest. Topics that have been suggested include core courses, methods training, and graduate student assessment. Stay tuned for more details! You can check whether your graduate program is listed with the APA at <http://www.apadivisions.org/division-7/students-careers/graduate-programs.aspx>. If it is not, or you are a Director of Training but are not yet on the APA's Directors of Training in Developmental Psychology (DOT-DEP) email distribution list, please contact Judy Bryant, Chair of Division 7's Teaching and Training Committee at [judithbryant@usf.edu](mailto:judithbryant@usf.edu) for more information.

*SRCD's Teaching Committee members include Kathleen Galotti (Chair, Carleton College), Alisa Beyer (Dominican University), Katharine Blackwell (Salem College), Judith Becker Bryant (University of South Florida), Tara Kuther (Western Connecticut State University), Rachel Razza (Syracuse University), April Taylor (Los Angeles Valley College), Deborah Vandell (Governing Council Representative, University of California-Irvine), and Jordan Booker (SECC Representative, Virginia Tech).*

# SECC REPORT

## “Are There Really Over 15 Sections to Write?” Answering Questions about the NRSA Application

*by Guadalupe Espinoza, Ph.D., California State University, Fullerton*

Whether you are a graduate student developing dissertation ideas or a post-doctoral fellow taking the plunge into your first project at a new institution, obtaining independent funding can be beneficial for one's academic career. The National Institute of Health (NIH) Ruth L. Kirschstein National Research Service Award (NRSA) offers two main fellowship mechanisms: the F31 individual pre-doctoral fellowship and the F32 individual post-doctoral fellowship. The F31 also includes a diversity mechanism to promote diversity in health-related research.

The overarching goal of the NRSA program is to “help ensure that a diverse pool of highly trained scientists is available in appropriate scientific disciplines to address the Nation's biomedical, behavioral, and clinical research needs.” More specifically, the pre-doctoral program aims to enable promising students to acquire research training from strong faculty sponsors while conducting dissertation research. The post-doctoral program supports promising applicants to enhance their potential for a career as a productive and independent researcher.

Applying for the NRSA can seem intimidating and even daunting at first. However, once some of those critical questions get answered, the process becomes more manageable. Below are answers to commonly asked questions about the NRSA and some tips for how to complete a successful submission.

**When should I apply?** One factor to keep in mind is the length of time for which you would like to be funded. The F31 can fund a student for up to 5 years although most funded applications are for 2-3 years; the limit for the F32 is 3 years. However, there are other relevant factors. Dr. Eva Telzer, assistant professor at the University of Illinois, Urbana-Champaign, received an F31 and points out that although the award can last for 5 years, “the reviewers are looking for a well-developed study, a strong mentorship plan, and a record of academic excellence. This is something one develops over the course of graduate school. Applying for a 2-3 year grant once you are more advanced in graduate school will likely make for a more competitive application.” It is also important that your research and training plan are feasible given the number of funding years you are requesting. For example, do not request 4 years of funding when reviewers may gauge that the project goals can be accomplished in only a 2-year span.

**What should I do to get started?** First, get familiar with the [NIH Grants and Funding webpage](#), which lists important announcements, instructions, and forms. The most essential document as you prepare your submission will be the SF424 (R&R) Application Guide. Grab a cup of coffee, choose a comfortable seat at your office, home or favorite coffee shop and carefully read through those 204 pages of the guide (yes, over 200 pages!) that details how to prepare and submit your NRSA application. Second, applications are only accepted during three cycles with due dates in April, August, and December. Therefore, as you are getting started, prepare a timeline with your advisor who will also have his/her own sections of the application to complete. Finally, ask faculty or colleagues in your department to share copies of funded applications. Gathering sample documents can give you a better sense of the type of information that should be included in the supplemental documents. For example, someone proposing a study that relies only on survey methodology may be unsure of what kind of information to include in the “Equipment” section.

**I know I need to write a proposal but are there really over 15 sections to complete?** Yes. There are many, many sections to the NRSA. In essence, completing an NRSA fellowship is writing a grant. The research proposal is a critical component but many of the supplementary materials are also important. For example, strong letters of recommendation and an impressive applicant biosketch that shows that you are well-suited and qualified to carry out the proposed project also weigh heavily. Moreover, what distinguishes the NRSA from other fellowships is that it is as much about the training as it is about the science. Dr. Negin Ghavami, a post-doctoral researcher at UCLA, is currently in her second year of an F32. Although the NRSA has helped her in many ways, she comments that the main benefit was detailing the training plan because “writing the training section has clearly marked the path for me. I know exactly what I will be gaining from this postdoc in terms of research activities, course work, and outside training activities.”

**What are the odds of my NRSA submission being funded?** The short answer is that the odds are not in the applicant's favor. The data for success and funding rates extending from 1998 to 2013 show that the number of applica-

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# SECC REPORT (CONT)

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tions for F31s has soared from roughly 500 to 1800, with a declining success rate from just under 50% in 1998 to about 30% in 2013. The data for F32 submissions indicate that the success rate has declined from 40% in 1998 to about 25% in 2013. However, these data should not discourage you from applying. Despite the fact that only a minority of applications are funded, the process of writing the NRSA and the final products can be extremely beneficial to students as they work on their dissertation or post-doctoral research.

In sum, although making the decision to apply for an NRSA is a large commitment and a challenging process, most applicants reflect on the experience as a positive one that helped them grow in their grantsmanship. As an early career assistant professor, applying for and receiving an F31 as a graduate student has given me a set of skills and confidence that I carry over to my new grant writing tasks. Also, in a competitive job market it is advantageous to show search committees that you have been successful in obtaining NIH funding. Happy writing!

## OPPORTUNITIES

### POST-DOCTORAL RESEARCH FELLOWSHIP IN CHILD AND ADOLESCENT PSYCHIATRY WESTERN PSYCHIATRIC INSTITUTE AND CLINIC UNIVERSITY OF PITTSBURGH SCHOOL OF MEDICINE

At Western Psychiatric Institute and Clinic, we have available positions in a 2-year, NIMH-funded post-doctoral training program in clinical research in child and adolescent psychiatry. Fellows have an opportunity to work with productive faculty interested in providing mentorship in one of the strongest clinical and research child psychiatry programs in the United States. We seek creative and energetic individuals with a doctorate in a mental-health related discipline (MD or PhD) who are interested in developing an independent line of clinical research. Our faculty provides mentorship in a broad array of approaches and methods, including genetics and fMRI, clinical trials, and services research that encompasses the range of major psychiatric disorders encountered in child and adolescent psychiatry. A large proportion of our graduates are successful in securing external funding and many have gone on to become outstanding leaders in child mental health research.

Our Clinical Research Training in Child Psychiatry program provides the opportunity to work and study with some of the country's leading clinical researchers. Potential mentors include:

- ◆ Boris Birmaher, M.D. – Mood & Anxiety Disorders
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Three-year collaborative research project investigating cognitive and neural changes associated with classroom learning of spatial thinking skills in high school students. Primary responsibility will be working with high school administrators, teachers, and students in northern Virginia. Opportunity to conduct fMRI research. Employment via James Madison University but physically based at Georgetown University. Apply at (<https://joblink.jmu.edu>) posting number 04782. Should hold a Ph.D. (or anticipate a Ph.D. by spring 2015).

# TWENTY MOST REVOLUTIONARY STUDIES IN CHILD PSYCHOLOGY

## Twenty Most Revolutionary Studies in Child Psychology

by Wallace E. Dixon, Jr.

This is my fourth report on the top studies published in child psychology since 1960. In this final list are found the *20 Most Revolutionary Studies*, as derived from survey responses of professional scientists in the field of child psychology. As was true in the other three surveys, my stem question left the word "revolutionary" undefined, since presumably we all bring our own interpretations to bear on what constitutes revolutionary-ness. Still, all four categories of "top studies" overlap conceptually, so it would not be surprising to find that people have mentally linked *revolutionary* with *important* or *fascinating*. Indeed, if you saved the other three lists and compare them with this one head-to-head, you will notice some notable commonalities. But there are also some important differences.

In my mind, *revolutionary* articles are those that have taken the field by storm or have redirected the field into a whole new paradigmatic approach. By comparing the list below with a similar list I generated more than 10 years ago, it appears that many studies that were revolutionary in 2000 are still revolutionary today. Some studies have moved up in the rankings, whereas others have moved down. These changes may reflect fashion trends in the field, but they may also reflect changing core priorities among the scientists themselves. There seems to be a lot more interest in translational research today than in 2000. Of course, some studies just "aged out," and so weren't considered simply because they didn't fall into the window of consideration.

Below are the studies identified by survey respondents as the most revolutionary in the field of child psychology. Remember that these folks were themselves scientists in the Society for Research in Child Development (SRCD), the International Society on Infant Studies (ISIS), or the Cognitive Development Society (CDS). Just for fun, I've asterisked those studies that also appeared in the 2000 list and provided their previous ranking.

In reverse order, the 20 Most Revolutionary Studies in Child Psychology published since 1960 are:

- 20) Baron-Cohen, S., Leslie, A. M., & Frith, U. (1985). Does the autistic child have a "theory of mind"? *Cognition*, 21, 37-46.
- 19) Werker, J. F., & Tees, R. C. (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. *Infant Behavior and Development*, 7, 49-63.
- 18) Thelen, E., & Ulrich, B. D. (1991). Hidden skills: A dynamic systems analysis of treadmill stepping during the first year. *Monographs of the Society for Research in Child Development*, 56, (1, Serial No. 223).
- 17) DeCasper, A. J., & Fifer, W. P. (1980). Of human bonding: Newborns prefer their mothers' voices. *Science*, 208, 1174-1176.
- \*16) Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4 (1, part 2), 1-103.  
\*previously ranked 16<sup>th</sup>
- \*15) Thomas, A., Chess, S., & Birch, H. G. (1968). *Temperament and behavior disorders in childhood*. New York: New York University Press.  
\*previously ranked 6<sup>th</sup>
- 14) Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926-1928.
- 13) Mischel, W., Shoda, Y., & Rodriguez, M. I. (1989). Delay of gratification in children. *Science*, 244, 933-938.
- 12) Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science*, 198, 75-79.

(cont. on p. 12)

# TWENTY MOST REVOLUTIONARY STUDIES IN CHILD PSYCHOLOGY (CONT)

(cont. from p. 11)

- \*11) Fantz, R. L. (1961). The origin of form perception. *Scientific American*, 204, 66-73.  
\*previously ranked 19<sup>th</sup>
- \*10) Hubel, D. H., & Wiesel, T. N. (1962). Receptive fields, binocular interaction and functional architecture in the cat's visual cortex. *The Journal of Physiology*, 160, 106-154.  
\*previously ranked 13<sup>th</sup>
- \*9) Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.  
\*previously ranked 22<sup>nd</sup>
- \*8) Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.  
\*previously ranked 2<sup>nd</sup>
- \*7) Bowlby, J. (1969). *Attachment and loss, Vol. 1: Attachment*. New York: Basic books.  
\*previously ranked 3<sup>rd</sup>
- 6) Gibson, E. J., & Walk, R. D. (1960). The "visual cliff." *Scientific American*, 202, 64-71.
- \*5) Baillargeon, R., Spelke, E. S., & Wasserman, S. (1985). Object permanence in five-month-old infants. *Cognition*, 20, 191-208.  
\*previously ranked 15<sup>th</sup>
- \*4) Harlow, H. F., & Harlow, M. K. (1965). The affectional systems. In A. Schrier, H. F. Harlow, & F. Stollnitz (Eds.), *Behavior of nonhuman primates: Modern research trends*. New York: Academic Press.  
\*previously ranked 8<sup>th</sup>
- #3) Piaget, J. (1962). *Play, dreams and imitation in childhood*. New York: Norton.  
#Same author, different book; previously ranked #1
- \*2) Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582.  
\*previously ranked 9<sup>th</sup>

And the #1 Most Important Study in Child Psychology published since 1960 is...

- \*1) Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1979). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, NJ: Lawrence Erlbaum.  
\*previously ranked 4<sup>th</sup>

## CONGRATULATIONS TO THE SECC DISSERTATION FUNDING AWARD WINNERS!

The SRCD Student & Early Career Council is very pleased to announce its 2014 Dissertation Funding Awards recipients (listed in alphabetical order):

1. **Shelley Alonso-Marsden** - Duke University, Clinical Psychology - *Teacher Decision-Making about Student Mental Health: The Role of Ethnicity and Gender*
2. **Charlene Collibee** - University of Denver, Clinical Psychology - *A Moderator Model of Alcohol Use and Dating Aggression*
3. **Rebecca A. Dore** - University of Virginia, Developmental Psychology - *Effects of Children's Identification with Characters in Fictional Media*
4. **Baxter Eaves** - University of Louisville, Experimental Psychology - *On the Plausibility of Learning to Learn Pedagogically*
5. **Katrina Ferrara** - Johns Hopkins University, Cognitive Science - *Neural and Behavioral Sensitivity to Boundary Cues Across Typical and Atypical Development*
6. **Amy Heberle** - University of Massachusetts (Boston), Clinical Psychology - *Cognitive Aspects of Children's Experience of Economic Disadvantage*
7. **Young-Eun Lee** - Michigan State University, Child Development Specialization (Human Development and Family Studies) - *Marital Conflict, Parental Emotion Socialization, and Toddler Socio-emotional Development: Testing Dyadic Dynamics Using an Actor-partner Interdependence Model*
8. **Anna J. Markowitz** - Georgetown University, Psychology - *The Role of School Connectedness and School Policy in the Development of Socio-emotional Skills*
9. **Meghan P. McCormick** - New York University, Psychology & Social Intervention (Applied Psychology) - *Insights into Social-Emotional Learning and Academic Development: An Approach for Strengthening Causal Inference*
10. **Ariel Starr** - Duke University, Cognition and Cognitive Neuroscience (Psychology & Neuroscience) - *From Magnitudes to Math: The Relation Between Approximate Magnitude Representations and Symbolic Math*
11. **Laura Zimmerman** - Georgetown University, Psychology - *Age-Related Changes and Neural Correlates in Children's Development of Visuo-Spatial Working Memory*

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

Established in 2008 by the Student and Early Career Council, the SECC Dissertation Research Funding Awards—up to 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 2015 at which time more details will be available on the SRCD website.

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## IN MEMORIAM



### Jacqueline J. Goodnow (1924-2014)

by Peggy J. Miller, University of Illinois (Urbana-Champaign), Jeanette A. Lawrence, The University of Melbourne, and Robert Serpell, University of Zambia

Jacqueline Goodnow was 19 when she undertook her first research project.<sup>1</sup> Weeks before her death, at the age of 89, with Jeanette Lawrence she put the finishing touches on “Children and Cultural Context” for the 7<sup>th</sup> edition of the *Handbook of Child Psychology and Developmental Science*. The variety of topics that she tackled in the interim is truly astonishing: probability judgments, perceptual development, cross-modal integration, problem-solving, Piagetian conservation, children’s drawing, parental ideas about development, distribution of household work, conceptions of inheritance, and experiences of refugees and asylum seekers. This intellectual nimbleness stands as one of the hallmarks of her long and passionate life as a researcher. But what distinguished her highly creative career even more were two other crosscutting currents. Time and time again Goodnow would penetrate received wisdom, identify odd disjunctions and gaps, and put fresh and productive problems on the map. Nowhere was this more appar-

ent than in her work on culture and development. Her abiding fascination with children living in cultural context(s) not only united disparate topics of inquiry but also generated many of her most profound insights.

Goodnow’s longstanding interest in ways of thinking and in broadening the concepts and approaches used in psychological research was already evident in her postdoctoral research at Harvard University, culminating in the groundbreaking *A Study of Thinking* by Bruner, Goodnow, and Austin (1956). This book has been widely credited as one of the publications heralding the cognitive revolution that overturned the reign of behaviorism and established the importance of cognition for understanding human behavior. As another example of her innovative influence, while working at George Washington University in the 1970s, Goodnow began to study children’s drawings. At the time, children’s drawings were explained in terms of “errors” and visual perception based on analysis of finished products, a methodological constraint that Goodnow felt limited understanding of what developed. Her innovation of observing children as they engaged in the activity of drawing led to the insight that children’s drawing was rule-governed. Her resulting book, *Children Drawing* (1977), is still relevant. Then, in the 1980s, Goodnow returned to her interest in thinking but took this topic in a new direction: She began to ask questions about how *parents* think. Here again, she noticed an odd gap in developmental studies. The emphasis was on what parents did, especially with respect to discipline, with very little attention to what they considered they were doing. Her book with Andrew Collins, *Development According to Parents* (1990), had a huge impact, creating, as one leader in the field put it, “a cottage industry” of research on parents’ ideas. And Goodnow’s most recent work on families took developmental issues into later ages for parents and their children, as well as into areas of economics and law rarely explored by developmentalists. Her last book with Jeanette Lawrence, *Inheriting as People Think It Should Be* (2013), follows her consistent style of highlighting gaps in the literature and suggesting ways forward.

Goodnow’s interest in the cultural contexts of development began in the late 1950s when she accompanied her husband, Robert Goodnow, to Hong Kong. Government policy at the time created two comparable populations of urban Chinese children, schooled and unschooled. Taking advantage of this rare opportunity to disentangle the effects of schooling on shifts in children’s thinking, Goodnow studied children’s performance on Piagetian tasks. As she related in an SRCD Oral History Interview conducted by Agnes Dodds in 2008, two mind-expanding revelations emerged. The first was that the Chinese children were operating with tacit definitions of ability and intelligence that were radically different from her own. This insight was powerfully reinforced several years later when she realized that low-income African-American children in another Piagetian study approached the tasks and, indeed, the entire research interaction, with assumptions that were systematically different from those of the researchers. These discoveries inaugurated Goodnow’s trajectory of work on the socialization of cognition, which continued for the rest of her career.

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## IN MEMORIAM (CONT)

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The second revelation prompted in Hong Kong was that thinking is based in activity. Goodnow found that many of the unschooled Chinese children had excellent concepts of conservation of amount and weight. In the Oral History interview she noted, "I still remember one young boy who said, after the conservation of weight task, 'Well, that wasn't any problem.' I asked why not and his reply was: 'Well, I do the shopping for rice. I always buy a caddy, sometimes it comes in a long narrow bag and sometimes in a short fat one, but it's always a caddy.' That really taught me that a lot of thinking is based in activity." But this insight, that children's participation in everyday activities mattered for their development, did not fit with existing theories and is a powerful example of what Goodnow would later call "a homeless phenomenon". When theories have no room for a phenomenon, they can occlude as much as they reveal. She thus went searching for inspiration across existing disciplinary boundaries, in anthropology and sociology, eventually developing a rich vein of work informed by the practice/activity theories of Vygotsky and Bourdieu.

Some of this work was done under the auspices of the Social Science Research Council's Committee on Culture, Health, and Human Development (1992-2004), an international group of scholars with interdisciplinary aspirations. The edited volume, *Cultural Practices as Contexts for Development* (Goodnow, Miller, & Kessel, 1995), emerged from this venture. This collection has had a large impact on developmental research, owing to a constellation of features that distinguish Goodnow's later work on culture and development: Innovative ideas drawn from multiple disciplines, attention to how those ideas can be translated into developmental research, and lucid, readable prose. Goodnow also made a vital contribution to "The Cultural Psychology of Development: One Mind, Many Mentalities" (Shweder, Goodnow, Hatano, LeVine, Markus, & Miller, 1998; 2006), which appeared in the 5<sup>th</sup> and 6<sup>th</sup> editions of the *Handbook of Child Psychology*. And her chapter in the current edition of the *Handbook*, "Children and Cultural Context" (Goodnow & Lawrence, in press) deepens the analysis of the relation of cultural context to developing persons and to other cultures that exist in the same space. Beyond that, the importance of places, people and activities in everyday lives is brought to the fore as critical for both global migration issues and policy-making.

The two threads of Goodnow's research on children in cultural context -- the work on cultural practices and on the socialization of cognition -- share an overarching vision that continues to go beyond the boundaries of much mainstream thinking, and research practice, in developmental psychology. Goodnow sought a more holistic understanding of child and context as an interlocking system and of the child's experience as integrated across domains. She challenged the widespread tendency, enshrined in every textbook on child development and in various other institutional settings, to divide development into 'cognitive', 'social', 'affective', and so on. She argued that the concept of cultural practices was appealing because it breaks down these divisions and integrates those domains of development. Similarly, in her influential chapter, "The Socialization of Cognition: What's Involved?" in Stigler, Shweder, and Herdt's (1990) *Cultural Psychology* collection, Goodnow argued that children do not develop in a world that is free-market-neutral and benign; they may even learn that some tasks and settings are rigged. In this chapter she reflected on her own failure to learn to type despite repeated attempts and concluded that typing had implicated her identity: When she was a girl growing up in Australia, typing was a gendered skill that marked one as unintelligent and ambitionless. Not learning to type was, then, an act of resistance. Her fundamental, even profound, point was that skills and competencies come packaged with values that position individuals in social and political space.

Born in Toowoomba, Queensland in 1924, Goodnow received her B.A. with Honors in Psychology from the University of Sydney and her Ph.D. in the Department of Social Relations at Harvard. She held positions at George Washington University in Washington, D.C. and Macquarie University in Sydney, where she was the first female professor. As a truly international scholar, Goodnow was invited to speak and write at many universities around the world. She was a visiting professor at the Institute of Child Development at the University of Minnesota, the Center for Advanced Studies in the Behavioral Sciences at Stanford, the Max Planck Institute for Human Development in Berlin, and New York University. She was honored for her scholarly contributions by the Society for Research in Child Development, the International Society for the Study of Behavioral Development, the American Psychological Association, the Australian Psychological Society, and the Australian Academy of the Social Sciences. In 1992, she was made a Companion of the Order of Australia (AC) for her pioneering and lasting contribution to psychology and education. This is the highest recognition the country gives for outstanding achievement and service.

Goodnow's impact on the field of developmental psychology has been profound. Her substantive contributions and  
(cont. on p. 16)

## IN MEMORIAM (CONT)

(cont. from p. 15)

the many new lines of inquiry that she launched will continue to make worthwhile waves. And an entire tribute could be written just about her work in the area of public policy. For example, her outrage about the treatment of refugees and asylum seekers by the Australian government led her to join forces with Agnes Dodd and Jeanette Lawrence to study Somali children in Melbourne and to create programs to support them. Her book, *Men, Women, and Household Work* (Goodnow & Bowes, 1994), prompted readers to re-imagine how household tasks could be distributed in less gender-stereotyped ways. Her lectures on this topic featured the riveting observation, empirically substantiated, that in the Australian (Anglo) families she studied, no matter the overall degree of participation in domestic labor by male members of the household, one task was always left to a female: cleaning the toilet bowl! In a related article, Goodnow (1998) coined the term “other people’s dirty socks” to gloss the kind of task that generated resentment about the unjust allocation of household work. A sharp eye and a light touch characterized her many contributions to the feminist literature on human development.

Goodnow was a beloved teacher, mentor, and colleague. Remembering their collaboration in the 1950s at Harvard, Jerome Bruner said, “My close contact with her marked a high point in my scholarly life. She loved exploring alternative ways of looking at psychological effort, always ready with alternative hypotheses... And she was much loved and admired by her fellow graduate students. Partly because Jackie was always so willingly helpful, but also because she brought what I’ll call a ‘serious lightness’ into her discussions.” Judy Cashmore from The University of Sydney has described the experience of being mentored by her: “Jackie modeled a life well-lived -- with exacting standards, insight, conceptual integration, and thoughtfulness (in both senses of the word). The stand-out tutelage (for me) was an overarching ethical approach to research and teaching (e.g., ‘public money should equal public good’), a responsibility to be rigorous and transparent, to be generous in sharing ideas and fair in reviewing others’ work (e.g., ‘a good academic citizen’), and to think through the implications and apply what is learnt to policy and practice.”

These sentiments echo far and wide. Goodnow was known for her genuine interest in her students’ and colleagues’ work and her willingness to enter unstintingly into their projects. For those of us who were fortunate enough to collaborate with her, we also remember her bracing straight-forwardness, her refreshing lack of ego. She anchored us in the practical, the down-to-earth. She showed us what really mattered and how much we could accomplish by simply working together on the task at hand. Her influence and inspiration will be ever-present.

<sup>1</sup>This was a developmental study inspired by Piaget, exploring children’s understanding of the rule-governed nature of games. However, there was a long gap before Goodnow would return to developmental studies.

### SRCD’s Wiley Discount Program

SRCD and our publishing partner Wiley are pleased to announce an update to Wiley’s Society Discount Program. Through the SDP, SRCD members have historically received a 25% discount on virtually all Wiley books. However, we are pleased to announce an increase in the discount percentage from 25% to 35% for a trial period through the end of 2014. More information can be found at [SRCD’s Wiley discount page](#).



## NEW BOOKS BY SRCD MEMBERS



Benenson, J. F. & Markovits, H. (2014) *Warriors and Worriers: The Survival of the Sexes*  
Oxford University Press. ISBN 978-0-19-997223-4

"Brave, thoroughly documented, and written with unusual clarity, *Warriors and Worriers* explains more about the fundamentals of gender differences - and the meaning of human nature - than a library of conventional social science." —E. O. Wilson, University Research Professor Emeritus, Harvard University

"*Warriors and Worriers* is a fascinating look at male-female differences through a sociobiological lens. Benenson's thought-provoking analysis considers a wide range of influences - biological, psychological and sociological - that illuminate the developmental forces shaping males into warriors and females into worriers.

The book is a lively read nicely balancing scholarly evidence and insight with intriguing anecdotal speculation. Everyone may not agree with Benenson's conclusions, but I imagine all will find them provocative."  
—Donald J. Campbell, Professor of Management & Leadership, United States Military Academy

Hyson, M., & Tomlinson, H.B. (2014). *The Early Years Matter: Education, Care, and the Well-Being of Children, Birth to 8*. New York: Teachers College Press and Washington, DC: NAEYC.

The book introduces readers to the importance of the early years in children's well-being and success. It summarizes the research on the value of high-quality services for young children, families, and society, showing why early education matters today and into the future. Chapters address specific issues related to babies and toddlers; preschoolers; children in kindergarten through 3<sup>rd</sup> grade; children in low-income families; children who experience violence and stress; children with disabilities; children with challenging behavior; children in immigrant families; and children in developing countries. For further information, [click here](#).

Lewis, M. & Rudolph, K. (Eds.) (2014). *Handbook of Developmental Psychopathology, 3<sup>rd</sup> Ed*. New York: Springer

### AWARDS

Dr. Michael Lewis' book, *The Rise of Consciousness and the Development of Emotional Life*, was awarded the 2014 William James Book Award by the American Psychological Association at their annual meeting in Washington, DC on August 9.

The William James Award is intended to honor and publicize a recent book that best serves to further the goals of the APA by integrating material across diverse subfields of psychology and related disciplines. This work must provide a coherent framework that stands as a creative synthesis of theory and fact from disparate areas and demonstrates an essential underlying set of themes that serve to unify or integrate the field. The chosen work's scope and breadth are likely to influence future research and theory.



### SRCD Book Authors/Editors

SRCD Members are invited to notify either editor, [JSanto@UNOmaha.edu](mailto:JSanto@UNOmaha.edu) or [alukowsk@uci.edu](mailto:alukowsk@uci.edu), about your new publications. These will be listed in the newsletter.

## 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:

All links below are to news articles except when noted -  : TV or Radio Interview or  : Op-Ed Piece

A study conducted by SRCD early career member **Jessica H. Mirman** and colleagues found that TeenDriving-Plan (TDP), a web-based intervention designed to help parents more effectively supervise driving practice, improved the driving performance of pre-licensed teenagers. It was covered by [The Boston Globe](#) and [NPR](#).

\*A study published in *Child Development* this July was the topic of an article by UK paper [The Daily Mail](#). The study depicts how exposure to two languages can benefit infants. The study was conducted by **Leher Singh, Charlene S. L. Fu, Aishah Abdul Rahman, Waseem B. Hameed, Shamini Sanmugam, Pratibha Agarwal, Jiang Binyan, Chong Yap Seng, Michael J. Meaney, and Anne Rifkin-Graboi**.

\*Research on multilingual children and families presented by **Alllyssa McCabe, Catherine S. Tamis-LeMonda, Marc H. Bornstein, Carolyn Brockmeyer Cates, Roberta Golinkoff, Alison Wishard Guerra, Kathy Hirsh-Pasek, Erika Hoff, Yana Kuchirko, Gigliana Melzi, Alan Mendelsohn, Mariela Páez, and Lulu Song** in a recent [Social Policy Report](#) was featured in an article published in [The Desert News National Edition](#).

Research by **Sally J. Rogers**, a professor of psychiatry and developmental sciences at the University of California, Davis, is cited by [CBS News](#), [The Wall Street Journal](#), and [Time Magazine](#) in articles on whether early intervention (as early as six months) can reverse autism.

\*Early reading skills were found to predict better intellectual abilities later in a study of identical twins conducted by **Stuart J. Ritchie, Timothy C. Bates, and Robert Plomin**. Their study was featured in an SRCD [press release](#) and was covered by a variety of international news outlets, including [Science World Report](#), [International Business Times](#), and [Press TV](#).

\*A study by **Seth D. Pollak, Sarah E. Romens, Jennifer McDonald, and John Svaren** found that maltreatment affects the way genes are activated, which has implications for children's long-term development. The study was featured in an SRCD [press release](#) and covered by a variety of outlets including PBS's [NOVA](#) and [The Wisconsin State Journal](#).

*\* Indicates media coverage related to an SRCD publication. To read any full article in Child Development, log into the SRCD website and then navigate to Child Development, which is listed under the "Publications" tab.*

*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](mailto:communications@srcd.org).*

### SRCD Contact Information

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## Developments' Submission Guidelines

**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, [JSanto@UNOmaha.edu](mailto:JSanto@UNOmaha.edu) or Angela Lukowski, [alukowsk@uci.edu](mailto:alukowsk@uci.edu).

**Ads:** Contact Amy Glaspie, [aglaspie@srcd.org](mailto:aglaspie@srcd.org); 734-926-0614 for 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

## SRCD Developments

### Editors

Jonathan Bruce Santo  
[JSanto@UNOmaha.edu](mailto:JSanto@UNOmaha.edu)

Angela Lukowski  
[alukowsk@uci.edu](mailto:alukowsk@uci.edu)

### Managing Editor

Amy Glaspie  
[aglaspie@srcd.org](mailto:aglaspie@srcd.org)

### In Memoriam Editor

Frank Kessel  
[kesfam@pdq.net](mailto:kesfam@pdq.net)

### Teachers' Corner Moderator

Katharine Blackwell  
[katharine.blackwell@salem.edu](mailto:katharine.blackwell@salem.edu)

### SECC Column Moderator

Michelle Wright  
[mwrigh20@depaul.edu](mailto:mwrigh20@depaul.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.