



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 58, Number 2

April 2015

Notes from the Executive Director

SRCD's 2015 Biennial Meeting: Surpassing Expectations

By Lonnie Sherrod

SRCD offers an array of benefits to our members and strives to offer new and updated benefits that reflect the ever changing nature of the field. Nonetheless, one of our greatest benefits is the Biennial Meeting, which is also one of our oldest activities. As everyone knows, SRCD just held its 2015 Biennial Meeting, March 19-21 in Philadelphia, PA. By all accounts, the meeting was a great success, even surpassing our expectations. Program Co-Chairs Jeff Lockman and Catherine Tamis-LeMonda have an article in this newsletter that offers their view of the meeting. The success of the 2015 Biennial is due to several factors. First, the excellent work of the Program Co-Chairs in designing the Invited Program and in setting up and monitoring the submission review process. They did an outstanding job this year in organizing a program that highlighted SRCD's strategic plan, covering international, interdisciplinary, diversity, and policy research. They were also receptive and responsive to members' past feedback on the meeting, bringing a number of innovations to the 3-day program. Second, success was also due to the intense and outstanding work of SRCD's staff, much of which is behind the scenes. The Biennial is a major event to plan and implement, and I am always impressed with how easy our staff makes it seem. Finally, the field is growing and becoming more diverse and exciting so that the submitted program is also increasing in interest and appeal. We are beginning to see the results of SRCD's strategic plan in the submitted program as well as the invited one; more and more sessions have international and/or interdisciplinary elements, and there was much more attention to diversity in all its forms as well as to policy and communications. And by striving for a high acceptance rate for submissions, SRCD attempts to ensure that as many members as possible have a chance to present their work.

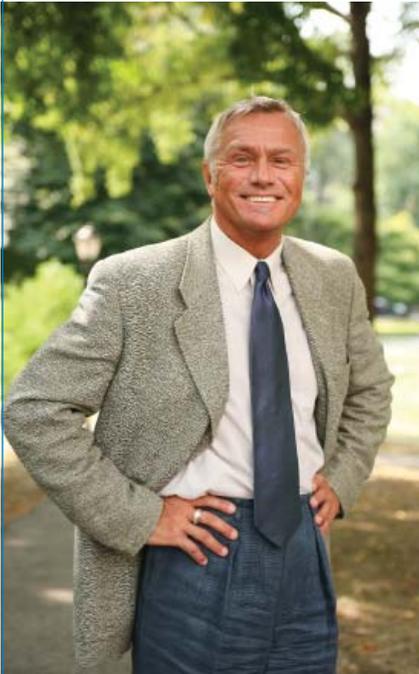
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Several years ago, Governing Council organized a task force to review the Biennial Meeting. A survey of members and other attendees asked about all aspects of the meeting including schedule, size, program, attendance, etc. Overall, the view of respondents was that major changes were not needed. The biggest complaint was the overlap in relevant sessions during the same time slot. Although the Program Committee worked hard this year to minimize that, it is impossible to eliminate overlap with upwards of 50 concurrent sessions. Selecting the right size room for the size of the audience is also a concern. We do the best job we can, but it is very difficult to anticipate how many will attend each session. Networking is one important reason members list for attending the Biennial. Beginning in 2011, SRCD set aside rooms that attendees could schedule. These were not well used in either 2011 or 2013, and the post-meeting survey results indicated that attendees did not know about them. These were, however, well used in 2015 and seemed to offer members a needed resource. The last reason for the success of the Biennial is of course addressed by the program. There were several program innovations this year, also described by Lockman and Tamis-LeMonda, all of which were successful. My favorites were: opening the meeting with a breakfast reception and the Presidential Session, a dedicated poster session organized around the strategic plan, a revised and revamped awards ceremony that gave awardees a chance to speak, the first ever Presidential Pre-

NOTES FROM THE EXECUTIVE DIRECTOR

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conference, and a Music Through the Decades reception and dance party. SRCD offered some innovations of its own. First, SRCD is a very unusual professional association in that about half of the Biennial Meeting attendees are not members, and many of these are from countries outside North America or from disciplines other than psychology. Meeting the needs of such a diverse array of attendees is challenging but serves to create a broad and diverse program that fully represents the best and most current developmental science. This year we again offered an application for smart phones or other PDAs that put the full program at attendees' fingertips. As a result, we chose not to print a program. The printed program is expensive and complicates the schedule of preparation as well as being cumbersome and awkward to handle. No one is more technically challenged than me, and I loved the app; having the full searchable program for which I could set up my own personal schedule on a phone was much preferable to having to carry around the phonebook sized printed program. Nonetheless, this decision was not without controversy. However, attendees overall approved of this decision, seeing it as reflecting the future of meetings. In 2013, we received a few complaints on the submission process; the issues all resulted from problems with our vendor software so we changed it for 2015 and overall it seemed to work better this time. Preconferences have always been a mainstay of our Biennial. In recent years, SRCD has begun to organize its own preconferences. This year for the first time, President Lynn Liben organized a preconference on equity and justice, with the help of the committee by the same name. We expect a Presidential Preconference to become a traditional aspect of the meeting. This year's Presidential Preconference was quite successful, being fully subscribed with

a waiting list. In the past we have mentioned large hotel attrition costs we incur if attendees do not use the number of room reservations we are contracted for. This year we offered a substantial discount on the meeting reservation fee if you booked with one of our hotels. Thank you to those of you who supported the Society by staying in SRCD's contracted hotels. As a result, we were able to avoid attrition charges.

All of us at SRCD are delighted to have welcomed so many first-timers as well as the veterans of past Biennials from many fields and countries. We welcome your ideas on how to make the Biennial Meeting even more productive and valuable to attendees, so that it continues to surpass our expectations.

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*, JSanto@UNOmaha.edu or alukowsk@uci.edu.

2015 SRCD BIENNIAL MEETING



Looking Back at the Streets of Philadelphia: SRCD 2015

By Jeff Lockman & Cathie Tamis-LeMonda

For three full days in mid-March, after two years of preparation, SRCD 2015 debuted. Scholars from around the globe gathered in Philadelphia at SRCD 2015 to celebrate the best, brightest, and latest advances in developmental science. We promised attendees to come prepared for a feast of the mind, body, and spirit. SRCD 2015 delivered and more!

Over the course of the three days, 6,453 attendees heard talks, took in posters and socialized with one another—veteran SRCDees and newbies alike. The streets of Philadelphia may have been covered with snow at times, but that did not put a chill on the intellectual interchanges that were occurring at the Convention Center or conference hotels and bars. There was even a dance party in the Convention Center atrium to welcome attendees and connect the mind to body and spirit. (Thanks to SRCD President Lynn Liben for that great idea as well as for her terrific presidential address!)

As SRCD 2015 unfolded in real time before our eyes, we were especially pleased with how the invited program played out. Developing the invited program along with the presentation formats are arguably the chief charges for the SRCD Program Co-chairs. This Biennial, we introduced some new formats. We added state-of-the-art presentations that focused on the how-to of a research area. Further, we initiated breakout sessions after Views by Two and State-of-the-Art presentations. The breakout sessions took place in an adjacent smaller room, and offered attendees the opportunity to discuss topics in depth, ask questions, share insights, and generally interact with the speaker(s) in a more informal setting.

Going to the breakout sessions, we were struck by how well received this new format was: not only did the speakers engage the audience, but the audience typically took the lead and actively engaged the speakers. And as we had wished, many students and early career investigators from around the globe participated. Indeed, preliminary results from the post-conference survey (data are still being tabulated) indicate that this new format was a hit. We hope that breakout sessions will become a regular feature of future Biennials.

Based on suggestions from SRCD's Committees on Ethnic and Racial Issues, and Equity and Justice, we also inaugurated a new evening poster session with reception that highlighted the four priority areas of SRCD's current strategic plan: diversity, interdisciplinary science, international representation, and policy. The special poster session was not scheduled against other sessions, which led to a lively and well attended session, where participants mingled and indulged in the delicious passed and plated appetizers. Like the breakout sessions, this format promoted considerable interaction between junior and senior scholars. Attendees also viewed this new format favorably, based on preliminary survey results. SRCD's new strategic plan will be finalized well before the next Biennial. We hope that a similar kind of poster session will be showcased at that meeting to highlight how SRCD's priority areas are reflected in members' research.

The other elements of the invited program generated considerable excitement as well. Many sessions were standing room only, even in rooms that were comfortably large. We tweaked the Views by Two sessions this time round and arranged colloquies that were complementary rather than adversarial. We featured sessions that highlighted research translation and policy, including ones on research and media collaborations, and "taking developmental science to the streets." And as an added bonus, Anderson Cooper of CNN taped a short segment greeting SRCDees and saluting developmental science (a special thanks to Melanie Killen and Kerry Rubin of CNN for making that happen!).

The other cornerstone of the biennial is the submitted program. Those sessions—symposia, paper sessions, conversation roundtables, posters and more—were often packed as well. For the submitted program, we owe enormous thanks to the Panel Chairs, who oversaw the review process, and to the reviewers who collectively evaluated more than 5,000 submissions to accept 4,273 for presentation. The submitted program is a testament to the vitality of our field.

It should also be recognized that the Biennial is entirely dependent on the dedicated and indefatigable efforts of the SRCD staff and leadership. Anne Perdue, Hailey Buck, and Lonnie Sherrod deserve special recognition for their unstinting and behind-the-scenes work in making all our plans and ideas for the Biennial a reality. By the way, these

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2015 SRCD BIENNIAL MEETING (CONT)

(cont. from p. 3)

are also the people who are responsible for bringing “scan and go” to the Biennial: the quickest and smoothest onsite badge pick up and registration process that either of us can remember at an SRCD meeting. In fact, once we picked up our badges and had some of those Philly pretzels, we knew it was going to be smooth sailing for the entire meeting.

So we end our tenure as SRCD Program Co-chairs with gratitude, relief, and even a twinge of regret. We are grateful to the global SRCD community for making the 2015 Biennial such a success. Yet, we are also relieved that our responsibilities as Program Co-chairs have come to a close. We had no idea how much work would be involved in taking on the responsibilities associated with the Program Co-chair position. But in assuming that mantle, we were also presented with a unique and wonderful opportunity. We worked with terrific people, gained a bird’s-eye view of the field and showcased the very best that developmental science has to offer. We hope that you agree that SRCD 2015 was a smashing success.

So with much happiness (and yes, a little regret), we pass on the baton to Ariel Kalil and Nick Allen, the next SRCD Program Co-chairs. See you in Austin in 2017!

[View All Photos from the Biennial Meeting](#)



2015 SRCD SPECIAL TOPIC MEETING

*SRCD Special Topics Meeting:
Social Neuroscience Perspectives on Child Development*
(September 16-17 in Leiden, The Netherlands)
&
*3rd Annual Flux Congress:
Integrative Developmental Cognitive Neuroscience*
(September 17-19 in Leiden, The Netherlands)

SRCD and Flux (The International Society for Integrative Developmental Cognitive Neuroscience) have partnered together to create an exciting pair of scientific meetings that will be held in Leiden (September 16-19). While each meeting can be attended separately, the organizers have been working together to create a strong, integrated scientific program, and a cooperative process of registration and pricing to make it attractive to attend both meetings.

Together, the goals and activities of these meetings create a strong match with the first goal of SRCD's new strategic plan: *to advance cutting-edge and integrative developmental science*. Clearly, the current explosion of advances in social, affective, and cognitive neuroscience represents one of the most exciting frontiers in the field of developmental science. The emerging discoveries and insights about neural processes that underpin learning, plasticity, and development have profound implications for understanding many important aspects of child development.

Each of these meetings will emphasize an integrative approach. This is important not only to deepen our understanding of the relevant developmental science, but also to link the neuroscience to broader interdisciplinary perspectives.

The first meeting, [*Social Neuroscience Perspectives on Child Development*](#) (September 16-17), is sponsored by SRCD as part of a presidential initiative (by Ron Dahl, current SRCD President). It will include presentations on several exciting advances in developmental social and affective neuroscience, with a strong emphasis on understanding how social experiences actively shape developing neural systems in children and adolescents. The broad goals of this conference are to promote an integrative developmental science approach to understanding key aspects of social development.

The meeting will include special sessions for students, invited keynote speakers, a symposium on the neuroscience of prosocial development, and a closing panel discussion on future directions for this exciting and rapidly growing field.

Confirmed Speakers and Panel Discussants:

Jenn Pfeifer - University of Oregon
Nikolaus Steinbeis - Max Planck Institute Leipzig
Linda Wilbrecht - University of California, Berkeley
Eva Telzer - University of Illinois, Urbana-Champaign
Seth Pollak - University of Wisconsin, Madison
Nick Allen - University of Oregon
Eveline Crone - Leiden University
Nim Tottenham - Columbia University
Andrew Fuligni - University of California, Los Angeles
Ron Dahl - University of California, Berkeley
Wouter Van den Bos - Max Planck Institute Berlin
Berna Güroğlu - Leiden University
Molly Crockett - University of Oxford
Kevin Ochsner - Columbia University
Greg Hajcak Proudfit - Stony Brook University

The second meeting, the [*3rd Annual Flux Congress: Integrative Developmental Cognitive Neuroscience*](#) (September 17-19), will focus on neurocognitive development, including sessions on *critical periods of brain development*, *training the developing brain*, and *longitudinal studies*.

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2015 SRCD SPECIAL TOPIC MEETING

(cont. from p. 5)

Flux 2015 Confirmed Speakers:

Nick Allen, University of Oregon
Szilvia Biro, Leiden University
Sarah-Jayne Blakemore, University College London
Silvia Bunge, University of California, Berkeley
Jessica Church-Lang, University of Texas
Eveline Crone, Leiden University
Damien Fair, Oregon Health and Science University
Hugh Garavan, University of Vermont
Judit Gervain, CNRS and Université Paris Descartes
Julia Harris, University College London
Takao Hensch, Harvard University
Renske Huffmeijer, Centre for Child and Family Studies, Leiden University
Mark Johnson of the University of London
Kathrin Cohen Kadosh, University of Oxford
Lydia Krabbendam, VU University Amsterdam
Marinus van Ljzendoorn, Leiden University
Sarah Lloyd-Fox, University of London
Bea Luna, University of Pittsburgh
Bruce McCandliss, Stanford University
Vinod Menon, Stanford University
Hellmuth Obrig, Max Planck Institute for Human Cognitive and Brain Sciences
Miriam Schneider, Heidelberg University
Christian Tamnes, University of Oslo
Nim Tottenham, University of California, Los Angeles

In addition there will be a *Satellite Symposium on Educational Neuroscience* that will be open to attendees of the SRCD meeting and the Flux 3 meeting.

The Chairs of this SRCD meeting (Ron Dahl and Seth Pollak) have been working with the Chairs of the Flux 3 Congress (Eveline Crone and Sarah-Jayne Blakemore) to create a strong, integrated scientific program.

Please mark the dates: Sept 16-19th for this exciting set of conferences in Leiden!

The Abstract Submission Deadline for the 3rd Annual Flux Congress has been extended to May 4. Abstracts for poster presentations at the SRCD Meeting are being accepted until May 17.

<http://www.fluxconference.com/srcd-abstract-submission/>

Registration

Registration will open in the coming weeks. Registrants will have the option of registering for the SRCD Meeting, the Flux Congress, or both Meetings. [Click here](#) for registration rates.

Meeting Venue & Accommodation

Both meetings will take place at the [Stadsgehoorzaal Theatre](#) in Leiden, The Netherlands. Please visit the [accommodation page](#) for more information on hotel options.

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

Education Research and Policy Directions: Updates from Federal Agencies and from Capitol Hill

*By Sarah Mancoll, Martha Zaslow, Hannah Klein, and Nighisti Dawit
SRCD Office for Policy and Communications*

One major role of the SRCD Office for Policy and Communications is to monitor funding for and directions of federal agencies with activities related to developmental science research. SRCD has done this for many years through coalitions related to the National Science Foundation and several institutes and centers of the National Institutes of Health. Now, SRCD is a founding member and key partner within a new coalition—the Friends of the IES. IES, or the [Institute of Education Sciences](#), is the primary body within the U.S. Department of Education that is responsible for providing rigorous and relevant evidence on which to ground education practice and policy and to share this information broadly. IES was founded through the Education Sciences Reform Act of 2002, has a current budget (as of Fiscal Year 2015) of \$573.9 million, and funds a wide array of education research, including investigator-initiated research.

As a founding member of the Friends of IES, SRCD has worked with other scientific associations and education stakeholders to promote the important work of IES among lawmakers and their staff. Last spring, SRCD and other Friends of IES co-sponsored the congressional briefing [From the Lab to the Classroom: Institute of Education Sciences Research to Improve Our Nation's Math and Science Achievement](#). The briefing featured remarks from former IES Director Dr. John Q. Easton and also included presentations by SRCD members—and IES grantees—Douglas Clements (University of Denver), Robert Siegler (Carnegie Mellon University), and Nora Newcombe (Temple University). This spring, the Friends of IES will be visiting with lawmakers and their staff on Capitol Hill to support funding for IES in Fiscal Year 2016 budget negotiations. To this end, the Friends recently submitted letters to the chairs and ranking members of the House and Senate Committees on Appropriations to support increased funding for IES in the next fiscal year.

SRCD also monitors and reports on the activities of the [National Board for Education Sciences](#) (NBES), which is the presidentially appointed board that advises the IES director. As described in a recent issue of the monthly SRCD member e-newsletter, *Policy Update*, the board most recently met on February 6, 2015. During this meeting, the board advised IES leadership on the process and timeline of peer review within IES. It also advised on data collection procedures for important surveys administered by IES (for example, monitoring data across a change in administration of student assessments from paper to tablet).

The most recent meeting of NBES also included a discussion on feedback that IES has received in response to a request for input that was issued on how IES can best improve its research and training programs. (SRCD encouraged SRCD members to submit input to IES through a recent issue of *Policy Update*.) A number of priorities were identified for next steps as a result of this request for input, including low-cost and fast-turnaround evaluations; longitudinal studies using administrative data; and continued strong focus on professional development for teachers but with greater emphasis on those teaching English Language Learners and children with disabilities, and for those teaching at both the early childhood and postsecondary levels. The input also suggested a greater focus on implementation science, a greater emphasis on researcher-practitioner collaborations, and more work toward identifying the practical implications of research. Discussion by members of the board affirmed these priorities for the future and also called attention to the need to understand the implications of growing diversity among educators as well as children in education settings, the use of technology in education, and balancing strong emphases on both replication and innovation.

The SRCD Office for Policy and Communications has also been carefully following education-related legislation. For example, we recently reported to SRCD members that the Senate Health, Education, Labor and Pensions (HELP) Committee passed a bill (the [Strengthening Education through Research Act](#), or SETRA) to improve the quality of education research in the U.S. and make it more relevant for teachers, principals, schools, districts and states. This legislation would reauthorize IES through Fiscal Year 2021. The bill is now waiting to be considered by the full Senate.

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REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

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Both chambers have also been working on the reauthorization of the Elementary and Secondary Education Act (or ESEA, which—as last reauthorized—is more commonly known as “No Child Left Behind”). In February of 2015, the House Education and Workforce Committee voted to approve a bill for ESEA reauthorization called the [Student Success Act](#). The bill would significantly lessen the federal role in elementary and secondary education, allowing states to set their own accountability standards and interventions in failing schools, convert most dedicated funding streams into block grants, and allow Title I funding for low-income students to follow those students as they move among public schools. (As currently enacted, Title I provides financial assistance to local education agencies and schools with high numbers or percentages of children from low-income families.) The bill was introduced to the full House on February 3, and amendments have been debated on the floor. The bill is expected to come up for a full floor vote soon.

In late January of 2015, Senate HELP Committee Chair Lamar Alexander released a draft bill for the reauthorization of ESEA entitled the [Every Child Ready for College or Career Act of 2015](#). This bill would scale back the scope and extent of federal authority over states and school districts, modifying or eliminating some existing accountability measures (for example, Adequate Yearly Progress requirements), and make states responsible for establishing statewide accountability systems and specifying interventions. The bill was open for public comment through February 2 and has not yet been formally introduced in committee.

One other piece of legislation that SRCD is monitoring in collaboration with the Friends of IES is the reauthorization of FERPA, or the Family Educational Rights and Privacy Act. FERPA, which was enacted 40 years ago, relates to the safeguarding and sharing of public school student educational records, and ensures that parents have access to their children’s records. With the advent and evolution of digital technologies—and the expansion of state longitudinal data systems—it has become apparent that FERPA does need to be updated. The House Education and the Workforce Committee recently held a hearing on the topic of FERPA ([click here to watch the archived webcast](#)), and more movement on this topic is expected over the coming year.

We will continue to alert SRCD members to the education research and policy activities that will shape our members’ work and which they, in turn, may help to shape.



SRCD Book Authors/Editors

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

TEACHERS' CORNER

When Class Must Go On: Teaching Developmental Psychology Despite the Snow

By Katharine Blackwell, Salem College

"Another day, another snow plan." This line opened a recent email to students, on the third day this semester that our class had been canceled due to what the college euphemistically calls "inclement weather." Losing almost two weeks' worth of class can be maddening, because unlike the K-12 schools most colleges have no way of making up for the lost instruction time. This winter's snow has piled to new heights, pushing faculty to new lengths to accommodate cancelled classes. Here are some of the snow plans I've put in place this year.

Online documentaries. The simplest snow day make-up, if you aren't tied to a specific chunk of class content, is to assign students an online documentary to watch and write about. After all, odds are pretty good that part of their snow day will be spent wrapped in a blanket curled up in front a screen, so why not have that screen showing something more educational than the latest episode of *House of Cards*? Most students have access to both YouTube and Netflix, so any documentary on those services seems like fair game to assign.

For lifespan developmental courses, I'm fond of assigning *The Secret Life of the Brain*, a PBS documentary now available on YouTube. It features five hour-long episodes, each dedicated to brain development at one stage of life, and in a chronologically structured class I often end up assigning the episodes for infancy and childhood. I do like to have several options, in case one series gets taken down or we have several snow days in a row; previous winters featured *This Emotional Life*, *Babies*, and *The Human Spark*.

Online lesson. When the content of a cancelled class is too important to replace, and no documentary presents the key ideas closely enough to what I had planned, sometimes I have to shake off my luddite tendencies and put my own lessons online. This is the most time—and technology-intensive of any of my snow plans, but it can get very close to completely replacing a class meeting.

The simplest online lesson is a narrated slideshow. I use the software program *Camtasia*, by TechSmith, which will simultaneously capture the slides on my screen and my voice as I speak. (There's a special PowerPoint plug-in for this if you have Windows, but it can work on a Mac too, and there are also apps for the iPad.) The lecture ends up online, with the bonus that students can watch it again later when it's time to review for a test—although I'm always sad to lose the opportunity for students to ask questions in the middle of the lecture.

Once the lesson has been created, it has to be made available to students. If you use course management software like Moodle or Blackboard, you should be able to publish your videos there. You can also publish to YouTube yourself. If you're comfortable enough (and in the clear with the copyright of the images in your slides!) the videos can go public. If you're not feeling ready for that, though, you also have the option of an "unlisted" video, which can be viewed only by sharing a direct link with your students. The students will be able to share the link if they want to, but you won't appear in a stranger's search results.

Snow perspectives. I admit, I haven't tried these ideas yet, but they are next in line if this turns out to be the winter that won't quit. Sometimes beating the winter doldrums requires some out-of-the-box thinking. With one more snow day, students might find themselves with a new kind of research project to consider:

- A year after *Frozen* became a preschool phenomenon, children are still probably outside singing "Do you want to build a snowman?". Why do young children latch on to favorite movies, characters or songs, and what makes this movie in particular so attractive to their way of thinking?
- Design activities for parents to do with their children on a snow day when the power goes out. The activities should be tailored to a child's cognitive and emotional level, and something a parent can do with the supplies they probably have on hand, but still exciting to the child.
- Put a wad of paper or a few coins in your socks, or have a partner tie your knees together with just two feet of rope. These mimic some of the physical challenges that come with old age. Now, go outside to play in the snow.

With any of these activities, the key to a successful online lesson is to make sure students give up some of their unexpected free time to actually do the lesson. Usually, I make this a small assignment or written reflection to turn in when we finally meet again. When many students live on campus, I like to offer the opportunity to work with a small team and turn in one assignment. This lessens the grading load, while also adding back some of the interaction they might have had in the classroom.

This is the one time that I think it would be fortunate if these ideas came too late to be useful this semester, because that would mean we are finally free of the winter storms. In that case, these are some ideas to keep safe for the next six months, until snow once again seems rare and exciting.

SECC REPORT



The Value of Mentoring Undergraduates

By Jordan Booker, Virginia Tech

Becoming more familiar and comfortable with mentoring and advising undergraduates is important for those aiming to form an independent research lab. Grad students' roles as mentors can have positive implications for personal skill, mentee progress, and lab cohesion. Oftentimes, serving as a mentor to undergrads can establish a safe and constructive access point for students who have questions on research methods, subject topics, or career options. Setting aside time to engage in this role can also prove rewarding and informative.

As you may remember from past experience, the undergrad years present a bevy of challenges that do not always have clear directions or resources for resolution (I understand this doesn't necessarily change during the graduate tenure.)

Students may seek assistance to find departmental resources, gain feedback for skill development, or seek social support during distress. Often, they will turn to formal faculty advisors and peers to address various issues and questions. However, having a reliable and safe source of mentoring support from a graduate colleague and role model can be a unique and particularly impactful resource. In many cases, undergrads see the current success of graduate students as something they hope to achieve in the coming months and years. Further, they often look up to grad students as possessing a range of skills in professionalism and academic expertise that they wish to eventually develop.

For grad students, having the opportunity to mentor students can be a rewarding experience, as students mature as avid scientists and scholars. Further, there are chances to develop skills in communicating and instruction that are vital for later career paths, whether in academia, industry, or policy. This mutually beneficial approach can help foster a healthy and further productive lab environment, which makes work more rewarding for undergrads, grad students, and PIs. However, successful mentoring often relies on a number of tactics and skills, many of which take time to thoroughly develop.

Mentoring requires patience for undergraduate students and an understanding that they often do not have the same level of proficiency and insight in accomplishing lab tasks and approaching professional development. Whether in project recruiting, working with participants, or managing data, students will often need extensive feedback and initial oversight to correctly learn and apply new skills. First attempts to share data at conferences or apply to graduate programs and jobs can also be daunting. It's also important to recognize that there will be setbacks, and—barring some catastrophic event—they can serve as opportunities for learning and improvement, rather than harsh shaming and rejection. Further, being proactive in reaching out to mentees is another great approach for avoiding possible setbacks in the lab and directing attention to upcoming opportunities. These approaches build reasonable pacing and benefit everyone's skills in time management—serving as just one area where the role of mentor can be mutually beneficial and rewarding.

Although mentoring can be challenging, particularly when considering the many demands for time and energy grad students already face, the lasting benefits it affords to the mentor, mentee, and lab environment make it a worthwhile means of service and engagement. Alongside continued experiences in research and teaching, mentoring lab colleagues can be an exciting and rewarding aspect of personal growth that complements the grad student experience.

CHILD DEVELOPMENT SPECIAL SECTION CALL FOR MANUSCRIPTS

Child Development invites manuscripts for a Special Section focused on Positive Youth Development in Diverse and Global Contexts, to be edited by Emilie Smith (University of Georgia), Anne C. Petersen (University of Michigan), and Patrick Lehman, (Royal Holloway, University of London). Increasingly, research seeks to understand positive youth development (PYD), its trajectory and promotive and inhibiting factors within the socio-cultural contexts in which youth reside. Such an approach moves beyond a focus on risks and deficits, instead seeking to understand how successful youth, particularly those who are from ethnic-minority and/or less-advantaged groups, come to frame themselves in terms of identity, civic engagement, collective efficacy, and a pattern of positive inter-relationships with their peers, families, schools, and communities. This special section seeks manuscripts from the national and international communities bridging research and practice, particularly as it relates to trajectories of normative and positive development. We welcome articles that offer and test conceptual models using a variety of rigorous, innovative, and mixed-methods. These might include measurement models, as well as exploratory methods using grounded theoretical approaches, ecological momentary assessments of youth experiences using technology, or large-scale developmental, contextual studies of PYD among youth ranging from kindergarten through high school.

Authors who plan to submit a manuscript for the special section are asked to submit a letter of intent (LOI) to cdev@srcd.org by May 15, 2015, that includes: 1) tentative title; 2) contact information and corresponding author; 3) names and affiliations of anticipated authors; 4) brief description (500 words or less); and 5) a brief explanation (2 sentences) of the perceived fit between the submission and the themes described. Full manuscripts will be selected from among these to be submitted for full peer review. Further details are available in the full call, which includes manuscript requirements, further examples of possible topics, and further contact information, and is available at <http://srcd.org/publications/child-development/calls-special-issues-sections>.



NEW BOOKS BY SRCD MEMBERS



Biglan, A. (2015). *The nurture effect: How the science of human behavior can improve our lives and our world*. Oakland, CA: New Harbinger Publications. More information can be found on this website: <http://www.nurtureeffect.com/>.

2015 SRCD FUNDED PROJECT SUMMARIES TO SUPPORT SRCDS STRATEGIC PLAN

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

J. Lawrence Aber (New York University):

Promoting Children's Learning and Developmental Outcomes in Conflict-Affected Countries: Communicating and Incorporating Evidence for Impact

As a low-resource, conflict-affected country, primary students in the Democratic Republic of Congo (DRC) face an urgent need for quality education in order to mitigate the most severe consequences of conflict. Despite confidence in the power of supportive spaces to promote academic and social-emotional development, there is a lack of evidence of what works to promote this in contexts of conflict. We propose holding a "Reflection Workshop" using the "Healing Classrooms" initiative, a large, cluster-randomized, school-based intervention program implemented by the International Rescue Committee (IRC) in the DRC. The Workshop will involve approximately 40 participants, including members of the DRC Ministry of Education, in-country leaders from other non-governmental organizations (NGOs), IRC Technical Assistance staff engaged in DRC programming, and local implementation partners. The workshop will focus on: 1) how lessons from the impact analysis align with government priorities; 2) what impact lessons suggest for future government education and child development policies; and 3) discuss possibilities for embedding a Healing Classrooms approach into existing education structures. Because IRC currently implements Healing Classrooms in 12 countries, communicating the impacts has the potential to unite a multi-disciplinary field and incorporate international experiences in improving education and child development.

Karen E. Adolph (New York University):

Promoting Data Management, Sharing, and Re-use in Developmental Science

Databrary (databrary.org) is a web-based data library and data management system built by and for developmental scientists that enables researchers to manage, store, explore, share, and reuse video data and related metadata. Most developmental scientists rely on video as the backbone of their research programs, but few share openly. This limits transparency and impedes discovery. The Databrary project is building a community of developmental researchers committed to open video data sharing so as to promote transparency and speed progress. Databrary will hold three one-day regional workshops on video data sharing and reuse, approximately in June 2015 in Chicago, November 2015 in Atlanta, and February 2016 in San Francisco. The goal of these workshops is to educate researchers about issues in video data sharing (informed consent and privacy, appropriate attribution, and active curation) and to train them in best practices in video data management and reuse. In addition, Databrary will hold a series of preconference workshops at major developmental society meetings at SRCD in March 2015 in Philadelphia, CDS in October 2015 in Columbus, and ICIS in May 2016 in New Orleans.

Fran C. Blumberg & Kirby Deater-Deckard (Fordham University):

Developing a Research Agenda on Digital Game/App Play as a Context for Cognitive Development

The prevalence of digital game and app play among children and adolescents presents a unique context in which to explore their cognitive development (see Blumberg & Fisch, 2013). However, with few notable exceptions such as Greenfield and Cocking's 1994 edited volume of the *Journal of Applied Developmental Psychology*, the cognitive ramifications of digital game play have not been a major thrust among developmental psychologists. However, this situation may change as developmental psychologists initiate investigations of digital game/app play as a context in which to study cognitive development, and in which to assess it. This project is designed to actively promote examination of digital game/app play as a context for cognitive development and its assessment via the specification of a research agenda. This agenda will be facilitated by convening an international group of developmental psychologists and researchers in fields such as cognitive science, communications, educational technology, and game design whose work addresses children and adolescents' cognitive skill use during game/app play. We plan to meet

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for three one-day meetings, two of which will be held virtually and one face-to-face prior to the 2017 SRCD Biennial Meeting. We see the project as contributing to SRCD's strategic goals to explore cognitive development through multiple disciplinary and theoretical lenses among an international and national group of researchers. An edited text and specification of external grant project ideas will emerge from the project.

Radosveta Dimitrova & Frosso Motti (Stockholm University/University of Athens):

Explaining Positive Adaptation of Immigrant Youth across Cultures

Immigrant families represent one of the fastest growing segments of several host nations across the globe, currently making up nearly 232 million people, a figure projected to grow due to high birth rates. Immigrant youth are particularly vulnerable to challenges related to discrimination, social exclusion, poor well-being and adjustment (Garcia Coll & Marks, 2012). These challenges have led to increased attention to the psychological welfare of immigrants in developmental, educational, mental health, and political fields as well as efforts to promote their well-being. To date, the bulk of the research on immigrant youth has primarily focused on mental ill-health or on the lack of academic success primarily from a deficit-centered perspective. Nevertheless, there are notable efforts to document positive adaptation. For example, the so called "immigrant paradox" is a population-level phenomenon in the U.S. wherein foreign-born (or less acculturated) immigrant youth have more optimal developmental outcomes than U.S.-born youth. The aim of this initiative is to generate new insight on explanatory mechanisms on what is presently known about positive youth development (PYD) and positive adaptation of immigrant youth from a global perspective. We adopt a strength-based conception of adolescence that sees all youth as having resources. We also address a recent call to explain why and under which conditions positive adaptation occurs from the standpoint of both PYD and resilience perspectives (Marks, Ejessi, & Garcia Coll, 2014). To achieve this goal, we plan an expert meeting involving top acculturation and PYD researchers in a global context gathering an international, multidisciplinary and multisectorial panel of experts to address the explanatory mechanisms in complexities of immigration contexts in a variety of countries. We anticipate a proposal for a special section to be submitted to a major developmental journal in 2016 and an invited symposium at the Biennial Meetings of the SRCD and EADP (European Association of Developmental Psychology).

Andrew J. Fuligni (University of California, Los Angeles):

International Consortium on the Interaction between Social Context and Neural Development in Prosocial Behavior during Adolescence

Becoming a prosocial adult relies upon making key connections at the social, cultural, and neural levels during the critical years of adolescence. Yet there remains little research that has identified how neural development interacts with social experience to produce more positive developmental outcomes during this time of life. The principal organizers (Eveline A. Crone, Leiden University, The Netherlands; Andrew J. Fuligni and Adriana Galván, UCLA; Wouter van den Bos; Max Planck Institute for Human Development, Berlin, Germany) will convene a two-day meeting of an international group of scholars with expertise in adolescence, neuroscience, prosocial behavior, and cultural and ethnic diversity in order to plan a special journal issue and develop collaborative projects in prosocial development.

Anne Petersen (University of Michigan):

ICDSS Consensus Conference

The International Consortium of Developmental Science Societies (ICDSS) was initiated in 2012 by SRCD with support from the Jacobs Foundation. The founding vision was to promote global development science to optimize human potential and the mission to coordinate and extend the work of international development science organizations to foster global developmental science and enhance global practice and policy, statements now ratified by all nine initial societies. A two-day consensus conference will be held in late 2015 to design collaborative research of the member (including a few additional societies) on up to three global priorities that require a developmental science perspective to be effective. Possible candidates of such priorities include migration effects, human contribu-

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tions to and effects of global climate change, and optimizing human development following traumatic experiences such as war or other trauma. These studies would use appropriate methods such as consensus reviews or meta-analyses with current synthesis research standards and study teams will be drawn from member organizations. We expect this collaborative research to be engaged with a spirit of experimentation including appropriate course corrections, all to achieve the vision of optimizing human potential globally.

Brenda L. Volling & Natasha Cabrera (University of Michigan/University of Maryland):

Advancing Measurement of Fathering for Research on Child Development

Significant social, economic, and demographic changes have taken place in the U.S. and globally over the last 40 years suggesting that traditional matricentric models of developmental influence are outdated and do not represent the experiences of most children. Children develop in a socially complex, ecological context where both parents exert influence over their growth and wellbeing. Yet, research on child development still places a primary focus on the exclusiveness of the mother-child dyad. Fathers are still, more often than not, the forgotten or silent contributors to child development. To date, measures of fathering are often derived from earlier assessments of mothering, even though fathers may or may not frequently engage in the same sorts of activities and stylistic interactions that often characterize mother-child relationships. We propose to convene a working group of national and international fatherhood scholars to discuss methods, paradigms and measures of father-child relationships in the field of child development. The deliberations of this group would result in a set of recommendations for best practices and future directions to close existing gaps in our knowledge of assessing the ways fathers influence children's development. The current proposal is timely for the field in two ways: (1) there is now a sufficient base of studies from which to begin to examine conceptual and measurement issues; and (2) there is a growing cadre of junior scholars and graduate students interested in this area who represent the future of child development research and stand to benefit most from this meeting. The proposed project involves convening a Fathers Working Group for a 2-day meeting to accomplish the following objectives:

1. To convene an international, interdisciplinary group of fatherhood scholars to network, discuss research methods, deliberate on measures of father involvement, and encourage collaborations to further the assessment of father-child relationships and fathering behaviors.
2. To identify the major challenges and barriers to conducting research and designing studies that include fathers and the paradigms used to assess fathering.
3. To provide recommendations and best practices for advancing the measurement of fathering and children's development that will be disseminated through a special journal issue, as well as a social policy report.

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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:

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

American teens from upper-middle class families are more likely to have higher rates of depression, substance abuse, and anxiety than teens from other socioeconomic groups, according to research done by Suniya Luthar. Her research on affluence is the topic of an [APA](#) podcast and a [New York Times](#) article which also cites Terese Lund and Eric Dearing.

 [NPR](#) featured research conducted by Bruce Fuller. Fuller's study followed 4,550 Mexican-American children from birth to 30 months of age and showed that four out of five Mexican-American toddlers displayed a slower rate of growth in their pre-literacy skills than their white peers.

A [Social Policy Report](#) entitled "The Biological Embedding of Child Abuse and Neglect" co-authored by Sara Jaffee and Cindy Christian is cited in this article by [The World](#).

Work done by Martha Farah on the impact of poverty on the developing brains of children was the topic of an Invited Address at the 2015 SRCD Biennial Meeting and has been the feature of several articles in the press including but not limited to [Scientific American](#), [The Hindu](#), [New Scientist](#), [The Science Times](#), [Nature](#), and [Science Magazine](#).

A study conducted by Selcuk R. Sirin and published in *Child Development* found that discrimination-related stress affects the mental health of Latino teens, specifically those born in the United States to immigrant parents. The study was conducted by researchers at NYU and the College of Staten Island, City University of New York and was featured in an SRCD [press release](#). Coverage resulted in multiple outlets including but not limited to the [New York Daily News](#).

An OpEd by Deborah Lowe Vandell appeared in  [The Hill](#). In it, she discusses how research has shown that high-quality afterschool programs lead to improvements in student behavior, academic achievement, and attendance. She also urges policy makers to take into account the research base before making decisions about the future of afterschool programs during the reauthorization of the Elementary and Secondary Education Act (ESEA).

Teachers who report more symptoms of depression than their fellow colleagues have been found to have classrooms of lesser quality, including reduced student achievement, according to a study by researchers at Arizona State University. Leigh McLean and Carl Connor's findings were covered by [Live Science](#) and [Reuters UK](#) among others, and were also the topic of an SRCD [press release](#).

A recent edition of the [Monographs of the Society for Research in Child Development](#) by Charles Hillman about the relationship between childhood physical activity and scholastic achievement was featured in this article on [Sports Features.com](#).

An essay on why children need chores appeared in the [Wall Street Journal](#). It cites research by Christopher Bryan, Allison Master, and Gregory Walton that appeared in *Child Development* in 2014 and was featured in an SRCD [press release](#).

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.

Important Notice

- Journals are not forwardable. If you do not notify the SRCD Membership Office of a change of address, you will stop receiving your journals.
- Do not send your change of address to Blackwell Publishers.
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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 or Angela Lukowski, alukowsk@uci.edu.

Ads: Contact Amy Glaspie, 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
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- Full-page display ad is 7.25" x 8.75" and contains up to 650 words plus a 2-line header

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The Newsletter is published four times a year: Circulation is approximately 6,000. The newsletter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.