



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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SRCD in the 21st Century

By Lonnie Sherrod, Executive Director

In my last *Developments* column, I described SRCD's new [strategic plan](#). In this article, I address the initial steps in implementing this plan. First, a disclaimer: much of this text is borrowed from pieces written by SRCD officers and Governing Council (GC) members during the process of constructing the strategic plan, so is not my own writing. My goal for this article is to inform members of the process and seek your help and your engagement in implementing the new strategic plan. The strategic plan is, of course, intended to further SRCD's mission: *The Society for Research in Child Development advances developmental science and promotes its use to improve human lives.*

GC has established a committee to begin implementation of the plan. The goal of this committee is to develop an initial set of actionable priorities for implementing the new strategic plan. Three workgroups have been formed. In this article, I describe these groups and ask for your suggestions for their agenda. It is important to emphasize that GC sees these as initial priorities - addressing three high-impact areas of opportunity (i.e., not as the only priorities, nor as comprehensive). Accordingly, we welcome suggestions as to additional (or alternative) foci for high impact opportunities to grow and strengthen SRCD in the 21st century in line with our strategic plan. In broad terms, these groups represent ideas expressed in President Ron Dahl's letter: [Taking Aim On An Exciting Future](#).

Workgroup 1: *Strengthening SRCD's advancement of cutting-edge and integrative developmental science.*

This workgroup will address the first overarching strategic goal: To advance cutting-edge and integrative

developmental science. Current President Ron Dahl will co-chair this group and GC member Ken Dodge will be the GC liaison. The charge of this group is to identify and develop areas of high-impact developmental science where stronger links with SRCD appear strategically compelling; two examples are (1) developmental neuroscience and (2) the digital technology revolution. Areas should be at the interface of disciplines and have global significance.

Workgroup 2: *Enhancing SRCD's identity as a vibrant, innovative, and high-impact organization, including cutting-edge communication and branding.*

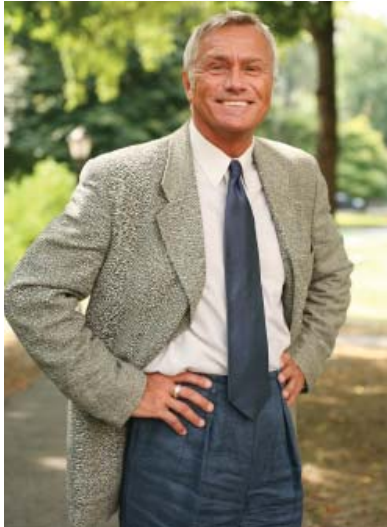
The goals of this group align with key aspects of the second overarching goal: Communicate, Exchange, and Translate. Student and Early Career Council member Justin Jager and President-elect Marc Bornstein will co-chair this group along with GC member Frosso Motti, who will serve as the liaison to GC. The charge of this group is to identify ways to build innovation, high-impact communications, and cutting-edge style into the organization.

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SRCD IN THE 21ST CENTURY... (CONT)

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Workgroup 3: Strengthening SRCD's efforts to attract, engage, and provide valuable support for students and early career scholars (spanning several disciplines relevant to developmental science and its translation to policy).

GC member Michael Cunningham will co-chair this group and SECC representative to GC Natalia Palacios will serve as the liaison to GC. Its charge is to address how to attract large numbers of bright, innovative students and early career scholars who will be performing the pioneering research in the areas developed by Workgroup 1. The future of SRCD - and its ability to be the organizational home to the best developmental science over the next decade and beyond - depends upon attracting the next generation of members. This workgroup will focus on creative approaches to engage young scientists - to get them involved in SRCD and in helping to shape its future. This workgroup should give a great deal of consideration to new ways to provide value for students and early career scholars to join and participate in (and find value from) SRCD activities.

Strategic integration across workgroups: Each workgroup will have independent goals; however, there are also areas of overlap with great potential across these three groups for exciting synergies to be formed. For example, one could envision a specific set of activities - such as the use of SRCD Summer Institutes to advance the goals of all three workgroups. The selection of topics could prioritize areas of developmental science informed by Workgroup 1; creating exciting Summer Institutes could target the most promising early career audiences as informed by Workgroup 3; the process of promoting these (and communicating their success) could be informed by Workgroup 2, which develops and communicates SRCD's vibrant, innovative, and high-impact identity. This integration will occur by having the chairs of the three workgroups convene, in-person or by conference call, on a periodic basis.

Evaluation of Progress

GC wants to set outcomes and priorities to use in evaluating success in reaching the goals established by the new plan. We are just beginning to address goals and measures of progress and we ask for members' help and suggestions. For Workgroup 1, success is indicated by whether the topics identified by this group become more popular in research. Hence, one way of measuring progress is to examine across time trends in their appearance in submissions to the journals and to the biennial meeting. We can also ask if they are topics of small grant applications and for proposals for special topic meetings. For Workgroup 2, we want to ask if we change our image in the eyes of our constituencies. This is the hardest outcome to assess. Surveys of members, friends of SRCD, other organizations, and members of other associations are one possibility. For Workgroup 3, following member numbers, especially of SECC members, as well as surveying them on the benefits of SRCD membership is one option. But for all three workgroups, we welcome member input on how to assess our progress.

We ask members to offer your ideas and suggestions for each of these workgroups, as well as your ideas of other workgroups and/or topics that should be pursued in order to implement the full five-part [strategic plan](#). We ask for your ideas about evaluation of our progress and its impact on the organization and the field. All suggestions and expressions of interest should be sent through our Member Engagement portal. Please click [here](#) and comment under "Strategic Priorities/New Initiatives/Ideas for Innovation." Even though we have upwards of 6000 members, I promise to read every email. I may not be able to respond individually to each, but I guarantee that your voice will be heard.

SRCD 2016 SPECIAL TOPIC MEETINGS

Registration and housing is now open for both of SRCD's 2016 Special Topic Meetings! These meetings have capped attendance, so don't delay registering and booking a room in the conference hotel.

Babies, Boys, and Men of Color, #malesofcolor16
October 6-8, 2016, Tampa, Florida

Tampa Marriott Waterside Hotel & Marina
700 South Florida Avenue
Tampa, FL 33602

Register and book a room at the conference hotel [here](#).
Registration includes breakfast, lunch, and evening receptions with networking opportunities with both colleagues and senior scholars.



Invited Program

Keynote Speakers:

- Damien Fair, Oregon Health & Science University, will speak about issues related to his work on health risks and health behaviors among boys and young men of color.
- Pedro Noguera, University of California, Los Angeles, will speak on *Schooling for Resilience: Lessons from Single Sex Schools*.
- Niobe Way, New York University, will address the socio-emotional development and/or friendships of boys of color.
- Howard C. Stevenson, University of Pennsylvania

Workshops:

- Margaret Beale Spencer, University of Chicago, focusing on the Phenomenological Variant of Ecological Systems Theory (PVEST) model.
- Linda Burton, Duke University, focusing on the view of males of color through ethnographic methods.
- Michael Cunningham, Tulane University, speaking on *Opportunities and Challenges in doing Research with African American Adolescents*.

Paper Symposia:

- Derek Griffith, Vanderbilt University, will chair a symposium entitled *Context, Community, and Culture as Social Determinants of Men's Health Disparities*.
- Patrick Tolan, University of Virginia, will chair a symposium on *Lessons Learned in Longitudinal Studies of Youth of Color: Positive Development Contributors* along with Valerie Maholmes, National Institute of Child Health and Human Development, as Discussant.

View SRCD's [website](#) for more information.

SRCD 2016 SPECIAL TOPIC MEETINGS

Technology and Media in Children's Development, @kidsandtech16 and #kidsandtech16
October 27-30, 2016, University of California, Irvine

This special topic meeting will take place at the University of California, Irvine Student Center

Pre-Conferences: *Thursday, October 27th* - Morning and afternoon sessions

Conference begins: *Thursday, October 27th at 5:30pm* - Opening Plenary Session and Reception

Conference ends: *Sunday, October 30th at 12:45pm* - Closing Plenary Session ends

Register and book your room [here](#). Registration includes breakfast, lunch, and evening receptions. Be sure to stay at the conference hotel as SRCD will be offering a shuttle service for only those staying at the Newport Beach Marriott Bayview. The shuttle will take attendees to/from John Wayne Airport as well as the conference venue, the University of California, Irvine Student Center.

Attendee Hotel: Newport Beach Marriott Bayview
500 Bayview Circle
Newport Beach, CA 92660



The organizers are planning an exciting invited program which includes these keynote speakers:

- **Kathy Hirsh-Pasek**, Ph.D., Temple University and The Brookings Institution along with **Roberta Michnick Golinkoff**, The University of Delaware will speak on *Putting the Education Back in "Educational" Apps*.
- **Patricia Greenfield**, University of California, Los Angeles will speak on *Digital Technology and Sociality: Implications for Human Development*.
- **Justine Cassell**, Carnegie Mellon

More details about the invited program will be posted soon.

Preconference Workshop opportunity on October 27th: **Application deadline August 15th**

Details about the Jacobs Foundation and SRCD sponsored pre-conference workshop on Kids and Tech are available on the [conference website](#).

View SRCD's [website](#) for more information.

THE UPCOMING BIENNIAL: SRCD 2017

2017 SRCD Biennial Meeting

April 6-8

Austin, Texas, USA



Advance your professional development by planning now to attend the 2017 SRCD Biennial Meeting in Austin! Aside from the invited and submitted program, there are numerous formal and informal opportunities for networking and learning about the latest developments in the field. SRCD's biennial meetings provide an opportunity for child development professionals and other researchers to connect and exchange information and ideas. All sessions will be held at the Austin Convention Center and the Hilton Austin Hotel. Preconference events will be held on Wednesday, April 5th. Program Co-Chairs Nicholas Allen, University of Oregon, and Ariel Kalil, University of Chicago, have planned a strong invited program which is detailed below.

The [Call for Submissions](#) is posted and the submission website is open. There are new panels and topics to submit to, so plan ahead and submit early.

NOTE: The submission deadline is **Tuesday, August 9, 2016, 8:00 PM EDT.**

SRCD's commitment to interdisciplinarity, diversity, and an international perspective is strongly supported through its biennial meetings. Empirical, theoretical, historical, methodological, policy, application and translational submissions from investigators around the globe in all disciplines related to the field of child development are welcomed. The Society also encourages submissions from students, both graduate and undergraduate.

Interested in [reviewing submissions](#)? A reviewer must have a Ph.D. or equivalent degree. The site is open for volunteer reviewers to sign up to help with this important role. Panel chairs are selecting their review panels so don't delay!

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

- A Mentor must have a Ph.D. or equivalent degree and be a 2016 Regular or Early Career member of SRCD.
- Graduate Student or Early Career Reviewers paired with Mentors must be 2016 members of SRCD.
- Click [here](#) for more information. **New for 2017:** Only the Mentor signs up their Mentee.

Visit the SRCD website (www.srcd.org) for updated Biennial Meeting information.

Invited Program:

For this meeting, to complement the usual rich diversity of the submitted program, the program committee decided to have strong themes for the invited program and an emphasis on *scientific interaction*. The overarching theme for the 2017 Biennial Meeting is: *Developmental Science and Society* and the invited program will center around four themes with addresses and conversations around each:

(cont. on p. 6)

THE UPCOMING BIENNIAL: SRCD 2017 (CONT)

(cont. from p. 5)

1. Poverty, inequality, and developmental science

- a. **Clancy Blair**, New York University, on self-regulation and its relation to school readiness and mental and physical health.
- b. **Jane Waldfogel**, Columbia University, on poverty, work-family policies, and understanding socioeconomic status gaps in child development.
- c. **J. Lawrence Aber**, New York University, will moderate a panel on innovative programs for children in developing nations. Panelists: **Vikram Patel**, London School of Hygiene and Tropical Medicine; **Theresa Betancourt**, Harvard University; **Lucie Cluver**, University of Oxford, U.K.; **Gauri Divan**, University of Ibadan, India.
- d. **Cybele Raver**, New York University, will have a discussion with **Sean F. Reardon**, Stanford University and **Robert J. Sampson**, Harvard University on neighborhood and residential segregation and its impact on children's life chances.
- e. **Clancy Blair**, New York University, will moderate a panel on developmental effects of early exposure to poverty. Panelists: **Greg J. Duncan**, University of California, Irvine; **Gary W. Evans**, Cornell University; **Jeanne Brooks-Gunn**, Columbia University.

2. Global change and child development (e.g., urbanization, technology, refugees and asylum seekers)

- a. **Martin D. Ruck**, The Graduate Center CUNY, on *The United Nations Convention on the Rights of the Child: Relevant Developmental Research*.
- b. **Fons J. R. van de Vijver**, Tilburg University, The Netherlands on immigration policies in European countries and the implications for immigrant children.
- c. **Kofi Marfo**, Aga Khan University, Kenya will moderate a conversation with **Hirokazu Yoshikawa** and **J. Lawrence Aber**, New York University on *Child Development in Low-Income and Conflict-Affected Countries: Policy and Research Directions*.
- d. **Cynthia Garcia Coll**, Albizu University and Editor of *Child Development* will moderate a panel on *The New Americans: Child Development and the Changing Demography of the United States*. Panelists: **Rebecca M. White**, Arizona State University; **Vivian Tseng**, William T. Grant Foundation; **Sandra Graham**, University of California, Los Angeles.
- e. **Hirokazu Yoshikawa**, New York University will moderate a panel on *Refugees from the Middle East, Africa, Latin America and Asia: Developmental Status and Global and National Policy Implications*. Panelists: **Deborah J. Johnson**, Michigan State University; **Selcuk R. Sirin**, New York University; **Carly Tubbs**, New York University, in collaboration with the International Rescue Committee; **Liseth Rojas-Flores**, Fuller Theological Seminary.

3. Neuroscience and child development

- a. **Damien Fair**, Oregon Health and Science University, on characterizing large-scale brain networks in children with autism and ADHD.

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THE UPCOMING BIENNIAL: SRCD 2017 (CONT)

(cont. from p. 6)

- b. **Maryanne Wolf**, Tufts University, on the reading brain, and its implications for understanding written language in typical development, in dyslexia, and in non-literate children in remote regions of the world.
- c. **Emily Falk**, University of Pennsylvania, on attitudes and behavior change in the developing brain.
- d. **Seth D. Pollak**, University of Wisconsin, Madison will moderate a panel on exposure to early adversity and brain development. Panelists: **Nim Tottenham**, Columbia University; **Frances A. Champagne**, Columbia University; **Philip A. Fisher**, University of Oregon; **W. Thomas Boyce**, University of California, San Francisco.
- e. **Nicholas Allen**, University of Oregon will moderate a panel on *Education Neuroscience: Limitations and Opportunities*. Panelists: **Bruce D. McCandliss**, Stanford University; **Jeffrey Bowers**, University of Bristol, U.K.; **Daniel Ansari**, University of Western Ontario, Canada.

4. Behavioral science and public policy

- a. **Kenneth A. Dodge**, Duke University, on *Building the Science of Investing in Children*.
- b. **David S. Yeager**, University of Texas at Austin, on mindset and academic achievement.
- c. **Robert W. Roeser**, Portland State University will moderate a panel on *Developmental Applications of Mindfulness in Schools*. Panelists: **Mark T. Greenburg**, Pennsylvania State University; **Patricia (Tish) Ann Jennings**, University of Virginia; **Kimberly A. Schonert-Reichl**, University of British Columbia, Canada.
- d. **Ariel Kalil**, University of Chicago, will moderate a discussion with **Anthony Barrows**, ideas42, **Lisa Gennetian**, New York University, National Bureau of Economic Research, and **Benjamin L. Castleman**, University of Virginia, on *Behavioral Science and Public Policy*.
- e. **Eleanor K. Seaton**, Arizona State University and **Jose-Micael Gonzalez**, University of Arizona will moderate a panel on *A Tale of Two Academies: Experiences of Underrepresented Faculty* with panelists **Charissa S. Cheah**, University of Maryland, Baltimore County; **Richard M. Lee**, University of Minnesota; **Vaishali V. Raval**, Miami University; **Susan M. Rivera**, University of California, Davis; **Russell B. Toomey**, University of Arizona; **Brendesha Tynes**, University of Southern California.

Questions specific to the Biennial Meeting Program? (734) 926-0610 or programoffice@srcd.org.

Other questions about the Biennial Meeting? Contact (734) 926-0612 or biennialmeeting@srcd.org.



CALL FOR PROPOSALS

SRCD's 2018 Special Topic Meetings

SRCD invites preliminary proposals for special topic meetings to be held in 2018. As with our past meetings, we envision one or more small (250-500 attendees) meetings, each of which would be concentrated on a theme of interest to a subset of SRCD members and broadly consistent with SRCD's new [strategic plan](#). As in the past, the meetings can have topical or methodological foci. Meeting organizers are expected to provide intellectual leadership. As was true in 2016, organizers can take charge of local arrangements, including, for example, using a university or other such site instead of a large convention hotel, thereby saving costs and reducing registration fees. In these cases, the role of the organizers versus SRCD staff will be negotiated.

Topical areas will be chosen to be consistent with the goals of SRCD's new strategic plan, especially goal one on building an integrative developmental science. The topic should also be collectively broad enough to attract a substantial number of members, including graduate students, but innovative enough to attract active researchers working at the interface between conventional SRCD topic areas and more specialized areas. SRCD hopes that at least one of the meetings will address international topics and be held outside the U.S. As with the biennial meeting, SRCD will charge a conference fee to cover the expected conference costs. The amount of the conference fee depends on the venue selected for the meeting and the amount of food the meeting offers. One possibility, for example, is to increase networking by having meals together, but that requires a higher fee. Again, this depends in part on the role the organizers play in making local arrangements. SRCD would certainly consider proposals that suggest piggy-backing onto an already ongoing relevant meeting and/or involve a collaboration with another organization.

Topical Area Idea Submission Guidelines

We are following the same submission and selection procedure used in 2016. We ask first only for a statement of 750 words or less, describing the topic and its relation to the strategic plan. A subcommittee of SRCD's Governing Council will then be in touch with the proposers to discuss further details of the idea, including logistical arrangements.

These statements are due **October 1, 2016** and should be submitted to info@srcd.org. The subcommittee will then be in touch with proposers of selected topics by November 1. Final decisions will be made by December 31, 2016.

SAVE THE DATE!

SRCD Biennial Meeting
Austin, Texas, USA
April 6-8, 2017



SRCD Book Authors/Editors

SRCD Members are invited to notify the editor, alukowsk@uci.edu, about their new publications. These will be listed in the newsletter.

CALL FOR NOMINATIONS - SRCD ELECTIONS

Nominate Representatives to SRCD President & Governing Council Positions

The Society for Research in Child Development is seeking nominations for President-Elect, and four Members-At-Large of the Governing Council (GC). Those elected will take office immediately after the 2017 Biennial Meeting. All full members of the Society are eligible to serve in any of these roles, and thus we invite you to nominate full members of SRCD for one or more of these positions. In keeping with the Society's commitment to diversity as well as interdisciplinary and international perspectives, we encourage nominees from groups that have been traditionally under-represented in SRCD leadership including members of minority groups, those from disciplines other than psychology, and those from outside the U.S.

President-Elect

The President-Elect serves on GC (and its Executive Committee) for six years: two years as President-Elect, two years as President, and two years as Past President.

Members-At-Large

Members-At-Large serve on GC for 6-year terms. Two are elected by the membership of SRCD, and two are appointed by GC.

Nominations must be received by Friday, September 9, 2016. To place your nominations, please send names, specify the position for which you are nominating the candidate, and provide brief identifying information about the candidate to: SRCD Nominations Committee, at info@srcd.org. Please call the SRCD offices at (734) 926-0600 with any questions.

Student & Early Career Representatives to Committees

SECC Term Spring 2017-Spring 2019

The Society for Research in Child Development is seeking nominations for student and early career representatives to SRCD Committees and the Student/Early Career Council (SECC). We invite all members of the Society to nominate qualified SRCD members to serve. Self nominations will be accepted. Once the candidates have been nominated, the representatives will be elected by the student/early career membership. Elected representatives will take office at the April 2017 Biennial Meeting.

Students and early career members are simultaneously elected as a representative to a specific SRCD committee for a two-year term and to SECC for a four-year term. Please contact the current committee representative for information regarding the goals and requirements of a specific committee. To learn more about SECC, contact SECC co-chairs: Natalia Palacios (nap5s@virginia.edu) or Dawn England (dawn.england@asu.edu).

Eligibility:

Nominees for Student and Early Career Representatives are open to students and early career individuals who (1) are in their second year of doctoral studies and beyond up to individuals who are ONE year post-Ph.D.; (2) individuals who are current members of SRCD; (3) and individuals who have been members for at least one year. Consistent with the SRCD initiatives to improve multidisciplinary and multicultural collaboration in the child development field, we are especially interested in receiving nominations from international members and individuals from under-represented groups and disciplines.

Nominations must be received by Friday, September 9, 2016. To place your nominations for Student Representatives to Committees, send names and brief identifying information to: SRCD Nominations Committee, at info@srcd.org. Nominees will be contacted immediately after this date.

Nominees should submit a brief letter of intent and their current CV. The letter of intent should address the applicant's (1) interest in a particular committee, (2) interest in serving on SECC, and (3) qualifications related to both aspects of the position. Individuals who are nominating themselves should provide the above information to info@srcd.org by the Sept. 9, 2016 deadline.

CALL FOR NOMINATIONS - BIENNIAL AWARDS

SRCD Biennial Meeting Awards Call for Nominations - 2016

SRCD Distinguished Contributions Awards

The Governing Council of SRCD is seeking nominations for the SRCD Distinguished Contributions Awards. Established in 1977, this collection of awards is for SRCD members who have distinguished themselves over a sustained period of time in at least one domain of research and service. These awards are generally meant for more senior SRCD members.

For the first round of the selection process, nominators should submit a CV for the nominee along with a letter that explains why the nominee deserves to be considered for a Senior SRCD Distinguished Contributions Award. The letter must specify one or more areas of contribution from a list of 5 categories—1) distinguished scientific contributions to child development, 2) distinguished contributions to public policy and practice in child development, 3) distinguished contributions to understanding international, cultural, and contextual diversity in child development, 4) distinguished contributions to mentoring of developmental scientists, 5) distinguished contributions to interdisciplinary understanding of child development—or from another area of contribution described by the nominator.

All nominations are due **August 31, 2016** and should be submitted electronically through the [submission site](#); all files must be in PDF format. A small number of finalists will be selected for a second stage of review, with additional materials (e.g., publications, letters of support) to be submitted at that point.

Please send inquiries regarding nomination submissions to Tacarra Andrade (tandrade@srcd.org). Awards will be presented at SRCD's Biennial Meeting during the Awards Ceremony and followed by a special awards dinner. A list of previous award recipients can be found at this [link](#).

SRCD Early Career Research Contributions Award

The Governing Council of SRCD is seeking nominations for the Early Career Research Contributions Award. Established in 2002, this Award is made to a person or persons who have distinguished themselves as researchers and scholars, as evidenced through research, publications, and scholarly activity. The nominee should be an SRCD member and ordinarily be no more than six years beyond the Ph.D. or equivalent degree (obtained after January 1, 2011).

Any SRCD member can make a nomination, which should include: 1) a letter explaining the reasons for the nomination along with key information (the nominee's name, current employment, and Ph.D. year), 2) a recent curriculum vitae with complete bibliography and three key papers marked with an asterisk (*), and 3) copies of the three highlighted papers. All files must be in PDF format.

All nominations are due **August 31, 2016** and should be submitted electronically through the [submission site](#). A list of previous award recipients can be found at this [link](#).

Please send inquiries regarding nomination submissions to Tacarra Andrade (tandrade@srcd.org).

VICTORIA S. LEVIN GRANT



2016 Victoria S. Levin Grant Application Submission Site Now Open!

In 30 years of distinguished service at the National Institutes of Health (NIH), Victoria S. Levin's career centered on fostering scientific research that addressed children's mental health. Upon her retirement there was an exceptional outpouring of tributes from the many distinguished scientists with whom Vicki worked over these years. The tributes vividly highlighted two hallmarks of Vicki's life work. First, they acknowledged Vicki's passion for scientific research examining development in the very first years of life, years that form a critical foundation for the development of lifelong mental health and well-being, and which play an important role in the prevention of mental disorders. Second, they praised her unique capability for encouraging new scientists, instilling them with confidence that they could achieve the high standards required to secure their first major funding from

the NIH. The Victoria S. Levin Grant for Early Career Success in Young Children's Mental Health Research is established to continue Vicki's legacy in these two areas. Its aim is to foster early success in achieving federal funding for research that is informed by developmental science to address concerns affecting the early foundations of children's mental health and well-being. Broadly defined, this area of research addresses all aspects of the development of competence and risk for children from all types of backgrounds.

The grant serves the promising junior investigator by:

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

Aiming to heighten the chances of early success in achieving federal funding for developmentally-informed research that addresses the early foundations of children's mental health and well-being, the Victoria S. Levin Grant for Early Career Success in Young Children's Mental Health Research was created to honor and carry forward this focus of Victoria S. Levin's life work.

The application for the 2016 Victoria S. Levin Grant is now available [here](#).

The deadline for applications is **September 1, 2016**; the grant of up to \$25,000 will be announced in November 2016. For your reference, you may view and print the following documentation: [Levin Grant Information](#), [Applicant Eligibility](#), and [Required Application Elements](#).

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

Leading Federal Lawmakers Acknowledge the Importance of Using Research to Inform Decisions by Passing Evidence-Based Policymaking Act

*By Hannah Klein, Patricia Barton, Martha Zaslow, and Nighisti Dawit
SRCD's Office for Policy and Communications*

On March 30, 2016, President Barack Obama signed [H.R. 1831 the "Evidence-Based Policymaking Commission Act"](#) into law. The Evidence-Based Policymaking Commission Act was sponsored by House Speaker Paul Ryan and coauthored by Senator Patty Murray (D-WA). The bill is intended to establish a 15-member federal commission to "conduct a comprehensive study of the data inventory, data infrastructure, and statistical protocols related to Federal policymaking and the agencies responsible for maintaining that data."

Speaker Ryan stated in a [press release](#), "This commission will help us shift the focus in Washington from measuring effort to getting results.... we won't have debates between Republicans and Democrats—but between what works and what doesn't."

The Commission will:

- 1) Make recommendations on how to expand access to federal data sources to make sure researchers and policy makers at different levels of government are able to use these resources to conduct policy research, program evaluation, and cost-benefit analyses.
- 2) Suggest how to integrate federal data sets across agencies so that information housed in different agencies is shared and not encumbered by incompatible data systems or legal barriers.
- 3) Determine whether a clearinghouse for program and survey data should be established and explore the infrastructure required to make the expanse of federal data available in a single, easily accessible place, to all "qualified" researchers.
- 4) Make recommendations on how the federal government can better "incorporate measurement, institutionalize randomized controlled trials, and rigorous impact analysis into program design."
- 5) Focus on how to achieve these goals while maintaining data security and the privacy of individuals.

The Commission will be made up of members appointed by bipartisan leadership. The President of the United States, the Senate Majority and Minority Leaders, and the House Speaker and Minority Leader will appoint three members each. To make up their total three, each leader must appoint two academic researchers, data experts, or privacy experts, and one federal employee from an agency such as The Office of Management and Budget (OMB), the U.S. Census Bureau, the Department of Health and Human Services (HHS), the Department of Education, or the Department of Justice (DOJ).

A statement on the website for the House Ways and Means Committee, which Speaker Ryan chairs, suggests this bill is also a step toward strengthening the federal safety net and Congressional efforts to reduce poverty. The statement notes that policymakers tend to focus on inputs rather than outcomes, such as how much money they are spending on certain programs or how many people are enrolled, rather than if that program is producing results. The bill is intended to shift the focus to outcomes.

Senator Murray similarly shared her hopes for the Commission, stating, "As we work to create jobs, grow the economy, and tackle all of our deficits fairly and responsibly - it is so important that we understand what is working in federal programs and the tax code, and what needs to be fixed... Making sure Congress has the tools we need to make the best policy decisions shouldn't be a partisan issue, it's about doing the right thing for the families we represent."

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS (CONT)

(cont. from p. 12)

Who Will Make Up the Commission?

To date, 10 appointees have been publicly named, including both co-chairs. [Bloomberg](#) reported that most of the researchers named to the Commission thus far are economists, though the roster also includes experts on health care, technology, and data privacy.

The Commission will be co-chaired by Katharine Abraham, commissioner of the Bureau of Labor Statistics, and of most interest to SRCD members, Ron Haskins, Senior Fellow and Co-Director of the Center on Children and Families at Brookings Institution. Haskins, who holds a Ph.D. in Developmental Psychology from UNC Chapel Hill, served as a senior researcher at the Frank Porter Graham Child Development Center and professor at Duke University. He went on to serve 14 years on the House Ways and Means Committee and then was a Senior Advisor to the President for Welfare Policy at the White House. Haskins was an SRCD Policy Fellow in 1985. He is one of the few members of the commission who has expertise specifically in child and family policy. His recent book "[Show Me the Evidence: Obama's Fight for Rigor and Results in Social Policy](#)" highlights how the Obama administration has successfully enacted and funded social programs based on rigorous evidence of their success.

To complete the Commission, President Obama must appoint two more members, whereas Senate Majority Leader Mitch McConnell (R-KY) has to appoint three.

The Commission's recommendations are expected to be released in July 2017, approximately 15 months after the bill was enacted, as prescribed in the legislation. All reports and recommendations will require that three-quarters of the Commission give approval.

As the final appointees are chosen and initial steps are taken, we will see how broad the focal point of this commission will be. It is a positive step for researchers that federal leadership understands the importance of rigorous evidence enough to pass such legislation. It is also positive that the Commission has been tapped to work (at least) through 2017. As such, an administration change should not derail the federal movement to prioritize data collection, sharing, and program evaluation.

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TEACHERS' CORNER



What Can a Lemon Tell Us about the Development of Introversion and Extroversion?

By Lauren J. Myers (myersl@lafayette.edu), Lafayette College

As a teacher, I am constantly looking for ways to capture my students' attention, inspire their curiosity, and foster their thinking about how psychology applies to their everyday lives. Few things capture students' attention like seeing their peers drink lemon juice and lick tape at the front of the classroom.

The following demonstration is adapted from a study that showed that introverts had a higher intensity reaction to a sensory stimulus than did extroverts (Eysenck & Eysenck, 1967). The demonstration is also adapted from a [lemon juice experiment](#) featured in a BBC Worldwide documentary (2003) and was written about in a recent popular book (Little, 2014). Students take a shot of lemon juice, lick packing tape, and (depending on the course goals) learn about personality, research methods, and developmental change and stability.

Framing the Demonstration

We begin by discussing the broad questions (e.g., Where does personality come from? Do we choose whether to be extroverted or introverted? Is personality stable over time, and if so, why?) and the various theoretical approaches to personality (e.g., psychodynamic, humanistic, social cognitive, trait, etc.). In developmental courses, we discuss how individual differences in temperament can be identified early in development and may set the stage for later personality differences. For instance, there are variations in reactivity evident by 4 months old, when some infants can be classified as either behaviorally inhibited (shy, fearful) or behaviorally uninhibited (bold, outgoing; Kagan & Snidman, 1991). Furthermore, one of three main factors identified in child temperament is surgency/extroversion, which includes *high intensity pleasure*, defined as pleasure derived from intense or novel experiences (Gartstein & Rothbart, 2003). In both developmental and introductory courses, we also discuss the Five Factor Model of personality (John, Nauman & Soto, 2008) with a special focus on extroversion (e.g., sociability, talkativeness, energy, and a tendency to seek stimulation with others).

In the early decades of personality research, Eysenck and Eysenck (1967) reasoned that a person with high intensity reactions is easily over-stimulated by a variety of sensory inputs (loud noises, tactile sensations, social stimulation). This person is likely to be an introvert. A person with low intensity reactions can more comfortably seek stimulation of many kinds (including social experiences) because they can tolerate more sensory input. This person is likely to be an extrovert. This rationale leads to the prediction that introverts will experience greater reactivity to a stimulus as compared to extroverts. In this demonstration, the stimulus is lemon juice and the response is amount of saliva produced.

What You Need for the Demonstration

- Small cups
- Tablespoon
- Lemon juice (measure 1 tablespoon of lemon juice into several small cups before class to expedite the demonstration)
- [Paper packing tape](#) (does not have adhesive on the back of it; the tape requires water or saliva to seal so it works well to collect saliva during the demonstration)
- Scissors

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(cont. from p. 14)

- Bottled water, so the volunteers do not have to sit through the remainder of class with the taste of lemon juice and packaging tape in their mouths!
- 10-15 minutes of class time

How to Do the Demonstration

Before class, ask students to take the Big Five Inventory of Personality (available by request at [Oliver John's lab website](#)), in which they use a 5-point Likert scale (from strongly disagree to strongly agree) to answer items such as, "I am someone who is outgoing." They then calculate their score on the extroversion subscale, which is itself a valuable exercise in understanding self-report measures. For purposes of this demonstration, I frame extroversion dichotomously as either introverted or extroverted, but you could also use the continuous scores ranging from more or less extroverted.

Then, a few student volunteers come to the front of the classroom to swallow 1 tablespoon of lemon juice. Immediately after swallowing the lemon juice, a volunteer should lick along the edge of a piece of paper packing tape until no more saliva remains in his or her mouth. Once the volunteer stops licking the tape, I cut the tape with scissors and measure it in centimeters. Each person can complete the task in under 1 minute, and returns to their seat with a bottle of water to wash away the taste of lemon juice and packing tape.

Data accumulated over 5 semesters of courses (Introduction to Psychology and Child & Adolescent Development) indicates that extroverts produce less saliva than do introverts (see Figure 1). This is consistent with Eysenck and Eysenck's (1967) findings that introversion is characterized by more intense reactions to sensory input as compared to extroversion. Using centimeters of tape licked as the dependent variable also works nicely because I have physical artifacts (long pieces, short pieces, medium-sized pieces) that represent students' salivary responses. With permission of the volunteers, I keep the pieces of tape stapled to the students' Big Five Inventories and now have quite a collection of

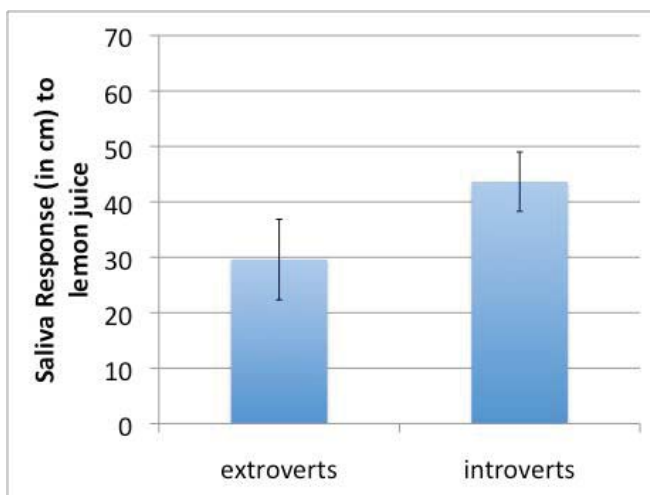


Figure 1. Extroverts produce less saliva than introverts after swallowing 1 tablespoon of lemon juice.

Pedagogical Use

This demonstration shows that objectively equal amounts of stimulation *are not experienced* as equally intense by introverts and extroverts. We do not choose whether to be introverted or extroverted; part of personality development lies in the way we physiologically react to the environment. This demonstration can also show why personality tends to be moderately stable across development. Through our entire lives, we carry with us a default way of responding to the environment. Even if we experience the same events, we may react to them differently.

relatively long pieces of tape that show introverts' responses and relatively short pieces of tape that show extroverts' responses. The data are a nice physical manifestation indicating that there is variability in responses even when there are mean differences between groups.

Challenges and Recommendations

As you can imagine, introverts are often not willing to volunteer to do this demonstration in front of the class, but many are curious enough that they ask to do the demonstration privately before or after class or in office hours. Solicit introverts' participation in advance so that you have some introvert data points to share (or ask the introverts who participate outside of class if you can retain their data for future in-class demonstrations!).

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This demonstration also opens up many discussion points about measurement. For instance, does the saliva collection method matter? In the Eysenck and Eysenck (1967) study, the authors used cotton-wool dental swabs to absorb saliva and then weighed the swabs. That approach seemed too gross and messy for a class demonstration, so instead I use the method shown in the BBC documentary: measure saliva response by asking volunteers to lick packing tape. The total length in centimeters serves as a proxy measure for the amount of saliva produced. Students can discuss the pros and cons of these different measures.

The demonstration can also be used to discuss development (would responses be constant over time?), reliability (would a second measurement be similar?), variability and mean differences (not all introverts salivate the same amount, but *on average* introverts salivate more than extroverts), quasi-experimental designs (personality cannot be randomly assigned), and continuous vs. categorical data analysis (is it better to dichotomize extroversion-introversion or examine it on a spectrum?).

Non-Juicy Alternatives

If you don't have the time for the lemon demo (or don't wish to collect your students' saliva!), there's an alternative. You can simply suddenly play a loud screeching sound over the speakers. (I search YouTube for "screeching sound effect" and pick the most obnoxious one I can find.) Then ask, "Who reacted strongly? Who barely flinched? Why?" With some prompting, students eventually come to the conclusion that individual differences in reactivity can explain why they all reacted differently to the same stimulus.

Conclusion

As with any demonstration, there is a risk that students will remember the seductive details of what we did without remembering the underlying meaning or importance (Harp & Mayer, 1998). However, with some careful planning, this demonstration can be a springboard for discussing many important topics in psychology and development.

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SECC UPDATE



The Super Planner: Tips for Graduate School that Prepare You for Securing a Tenure-Track Assistant Professor Position

By Chelsea L. Derlan, Virginia Commonwealth University

You walk onto campus. The sun is shining, and your backpack is stuffed with books, paper, and new highlighters. You are ready to begin your first day as a graduate student.

Although this journey begins similarly for many grads, those final steps of higher education, taken several years later, could not be more different across students. Many begin graduate school knowing that their ultimate goal will be to secure a tenure-track faculty position at a research intensive university upon graduating. If you are one of those students, this article is for you. Though there are no secret ingredients for securing a tenure-track position post-Ph.D., there are a few steps that can be taken in graduate school that will place students on-track for reaching such a goal.

The most important aspect of the curriculum vitae that makes applicants shine on the job market is publications. Tenure-track faculty at research intensive universities are required to publish heavily, so when searching for a colleague, they want to see that applicants will be able to handle that demand, as evidenced by their publication record in graduate school. As such, upon starting graduate school, it will be important to find a productive faculty mentor who will be dedicated to helping you publish. In the beginning, it is advisable to seek opportunities to serve as a later co-author with older students or your faculty mentor so you can learn about scientific writing and the publication process prior to diving into it yourself. My mentor once told me that a great way to build a publication record is to utilize all writing opportunities as potential publications. Usually graduate classes require a term paper, so make each paper useful, such as writing on a topic that can be used as the introduction to a publishable manuscript. Additionally, when it is time to run analyses and write a proposal for a conference, try to finalize the analyses so that they can later be used for a publication. Thus, if you conduct the literature review as a part of a class paper, and run analyses to present at a conference, you will already have the introduction, method, and results sections ready for your manuscript. You only have to finish the discussion, and your work can be submitted to a peer-reviewed journal! If you follow the guide of trying to attend two conferences per year, then you will be starting two new publications per year. Usually, the school year is busy with classes and trying to complete program milestones (e.g., thesis, comprehensive exam), so utilize the summer as a key writing time to finalize publications. It is important to be patient and know that scientific writing is a completely new skill that takes time to master, but with each additional one you complete, it will get easier – just hang in there!

Being competitive for a tenure-track assistant professor position is facilitated by securing external funding at some point in graduate school. *External* means funding that is from a source outside the university, usually a national grant or fellowship. Obtaining a grant or fellowship is no easy task, so definitely start early. For example, in the first few years of graduate school, potential sources of funding may include the Ford Foundation or National Science Foundation. Additionally, the National Institutes of Health offers numerous opportunities for graduate students to obtain funding (e.g., National Research Service Award). These are only a few potential ideas, but many others exist as well. By starting early, you allow yourself time to revise your grant application and resubmit it if it is rejected the first time around.

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Next, a big part of the job market application will be to demonstrate that you have a focused program of research. This basically means that your research throughout graduate school has a connecting thread that weaves throughout it, and your expertise is clear. When you apply for a job, most universities will require a research statement that outlines all of your work, including what you have done, the contributions you have made, and clear steps that you will take after securing a job. If you begin to build this story early in graduate school, the process of writing this statement will be a lot easier when you're on the job market. This is not to say that graduate students cannot change their research interests, because indeed some do, but it is important that you are able to explain how the change furthered your expertise.

Finally, though research intensive universities primarily want applicants to have great research experience, as evidenced by publications, presenting at conferences, securing external funding, and developing their program of research, they also want applicants to be able to teach and serve. Therefore, you definitely want to gain experience in these areas as well. If possible, try to teach an in-person and an online course. In terms of service, you do not need to overdo it, but you want to show that you have made time to serve your university and community, particularly at a national level. For example, you may want to serve in a leadership role in your department or university's graduate student association. If possible, it is a great idea to serve nationally, such as reviewing proposals submitted for presentation at conferences or serving as a student representative on a national committee (e.g., the Student/Early Career Council of the Society for Research in Child Development!)

In conclusion, graduate school is a time to grow and learn. Keeping your final goal in mind will help you develop a plan to complete throughout your graduate school career. One of the best tips I ever received was to imagine where I want to be at the end of graduate school, and then set goals for each year to help achieve that final outcome. If your ultimate goal is to obtain a tenure-track assistant professor position, then get prepared, get organized, talk to faculty about how they navigated the process themselves, and stay positive. If you want it, you can achieve it – just keep at it!



NEW BOOKS BY SRCD MEMBERS




Golinkoff, R. M., & Hirsh-Pasek, K. *Becoming brilliant: What science tells us about raising successful children*. Washington, DC: APA.

Sevcik, R. A., & Ronski, M. A. (Eds.) (2016). *Communication interventions for individuals with severe disabilities: Exploring research challenges and opportunities*. Baltimore, MD: Paul H. Brookes.

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 as:  TV or Radio Interview or  Op-Ed Piece

An article in [The Atlantic](#) about a new documentary (*The Beginning of Life*) explores how the experiences of infants drive their development. It quotes **Alison Gopnick, Patricia Kuhl, Jack Shonkoff, James Heckman, Charles Nelson, and Andrew Meltzoff**.

A longitudinal study conducted by **Sarah Coyne, Jennifer Ruh Linder, Eric E. Rasmussen, David A. Nelson, and Victoria Birkbeck** examined the effects of engaging with Disney Princess products on gender stereotypes, body image, and behavior in childhood. It was covered in news outlets including, among others, [The Washington Post](#), [Slate](#), [Time](#), and [The Huffington Post](#).

Research conducted by **Amanda Harrist** and colleagues, published in *Child Development*, found that obese children experience peer rejection and depression symptoms as early as first grade. The study was featured in an SRCD [press release](#) and was covered in multiple news outlets, among them, [Bustle](#), [People Magazine](#), and [Forbes](#).

Rebekah Levine Coley and **Melissa Kull**'s recent *Child Development* article examining the impact of frequent family moves on children's social and academic functioning was featured in an SRCD [press release](#). It was also the focus of coverage in news outlets such as [The Telegraph UK](#), [Philly.com](#), [Teen Vogue](#), and [The Daily Mail](#).

This [Philly.com](#) article published on Father's Day explores the modern role of the father in a child's development. It is based on research published in an American Academy of Pediatrics paper by **Michael Yogman** and **Craig Garfield**. Their research was also the focus of this [USA Today](#) article.

The long term consequences of child homelessness is discussed in this [St. Cloud Times](#) article featuring the work of **Ann Masten** and colleagues.

This article in [The New Yorker](#) titled "The Limits of 'Grit'" features the work of **Angela Duckworth** and other developmental scientists.

[The Guardian](#) recently highlighted research findings indicating that gendered toys can have lasting impacts on children's development. It referenced studies conducted by **Christia Spears Brown** and **Lisa Dinella**.

This [Reuters](#) article reports on a study conducted by **Dana McCoy** and colleagues which found that "one third of young children living in developing nations are failing to meet basic mental development milestones..."

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.

IN MEMORIAM



Remembering Bert Brim (1923-2016)

By Deborah A. Phillips, Georgetown University, and Richard M. Lerner, Tufts University

Orville Gilbert (Bert) Brim, Jr. died on April 15, 2016 at his home in Vero Beach, Florida. He had just turned 93, having celebrated his birthday on April 7. We remember Bert's life and contributions with immense gratitude knowing that, were it not for him, neither of us would have experienced the careers, colleagues, and lives we have had. More colleagues than we can possibly name will say the same. Moreover, generations of developmental scientists, past, present, and future, would not be working in as rich, vital, and vibrant a field absent both Bert's contributions and his generative spirit.

Bert was one of the formative intellectual leaders in developmental science for over half a century, shaping what the field paid attention to, how it assembled evidence, and how it used this evidence. He created new scholarly communities that shaped the life trajectories of countless individuals, many of whom became, in Bert's vernacular, lifelong "pals." He was a foundation president whose astute grant-making, and influence on other philanthropies, enabled life-course sociology, life-span developmental psychology, and applied developmental science to flourish in the U.S. and internationally. He was a visionary professional leader, contributing wisdom, strategic field-building, and administrative acumen to organizations such as SRCD and the Social Science Research Council (SSRC). He was a relentless advocate for enhancing the lives of children and families through the applications of developmental science.

Bert's own life course reflects his unwavering optimism about the capacity of humans to adapt to shifting circumstances throughout their life span. Born in Elmira, NY in 1923, Bert grew up in Columbus, OH where he attended one of the first university-affiliated laboratory schools in the country. Time spent living with his family in a cottage on Waikiki Beach instilled a life-long love of beaches, which manifested in the joy he found as an adult in long, early morning beach runs and in his collection of nearly 900 ocean beach sand samples from around the world (to which his traveling friends eagerly contributed). This collection is housed at the Florida Atlantic University's Harbor Branch Oceanographic Institute in Fort Pierce, Florida. Bert received his B.A., M.S., and Ph.D. in Sociology in 1951 from Yale University, an educational trajectory that was interrupted during World War II when he served as an Air Force pilot flying B-24 bombers in the Pacific.

Bert's early scholarly work focused on socialization, parenting, and education for child rearing, and then moved to a prescient book with Stan Wheeler, *Socialization After Childhood* (1966), which provided the conceptual frame for extending the study of developmental change into adolescence and across the life course. Within this frame, developmental analysis did not end with the completion of pubertal change but, instead, continued through the ensuing decades and into the aged portion of life. Bert's seminal work in this area provided the foundation for an alternative model of human development, one that dispelled the myths of the hegemony of either early experience or genetic reductionism in shaping the course of human life. There was, at the least, relative plasticity across human development, i.e., on-going potential for systematic change. Such change arose from the reciprocal dynamics of individual-context relations; thus the course of life was marked by both continuity and discontinuity, by constancy

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and change. This view was crystallized in Bert's edited book with Jerome Kagan, *Constancy and Change in Human Development* (1980) and further developed through the highly influential book series, *Life-Span Development and Behavior*, co-edited with Paul Baltes. These volumes framed theoretical ideas about the holism of the developmental system: the agency of human development enabling individuals to shape contexts that were, in turn, shaping them; and a warranted optimism because, rejecting reductionism and divisions between biological and ecological sources of human development, policies and programs could be envisioned to modify the connections between people and their settings to promote more positive human development.

It was in the mid-1960s, as his deepest intellectual commitments were forming, that Bert embarked on a two-decade stint as President of the Russell Sage Foundation (RSF) and then of the Foundation for Child Development (FCD). Through his leadership of these two foundations, his service on the boards of the American Institutes for Research and the William T. Grant Foundation, and his membership of and contributions to SRCD, Bert facilitated the creation of an infrastructure in support of exemplary, multidisciplinary scholarship in the social and behavioral sciences and, more specifically, in the study of human development across the life span. His early investments in support of Urie Bronfenbrenner's bioecological model, the life course view advanced by Glen Elder, David Featherman, and Uli Meyer, and the life-span development perspective articulated by Warner Schaie, Paul Baltes, and John Nesselroade are cases in point. While FCD President, Bert made grants that supported the SSRC Committee on Life-Course Perspectives on Human Development and, as well, the SSRC Subcommittee on Child Development in Life-Course Perspective. These committees established collaborative cohorts of senior and more junior scientists who transformed the study of human development, creating a field characterized today by the ideas of developmental systems, agency, and plasticity, and the application of developmental science.

These examples exemplify three hallmarks of Bert's contributions. First is his abiding commitment to the development of young scholars, seen not only in their full inclusion in his collaborative endeavors, but also in the introduction of FCD's Young Scholars program that continues to support new cohorts. Second is his firm belief that science must serve the public interest, as exemplified by grants to the Children's Defense Fund, the National Black Child Development Institute, and the Mental Health Law Project, among others, as well as by his introduction of post-doctoral Congressional Science Fellowships dedicated to developmental psychology, run by SRCD in collaboration with the American Association for the Advancement of Science. This legacy also flourishes in the present. Third is his core belief in the value of data, ranging from childhood social indicators to new longitudinal datasets, as a means of bringing lives, as they are lived both contemporaneously and over time, to the forefront of public attention. Indeed, Bert's early support of the State of the Child reports in New York City (with Trude Lash) motivated his grant to Nicholas Zill to establish Child Trends. Perhaps even less widely known is Bert's funding of the development of the child supplement to the National Longitudinal Survey of Youth.

In essence, Bert understood deeply that major changes in the understanding and enhancement of human development have to be undergirded and sustained through funding to support theory-predicated and methodologically rigorous research that demonstrated the usefulness of developmental knowledge; through fostering a scholarly infrastructure that promotes the conduct and dissemination of such scholarship; and through creating waves of developmental scientists who are mentored and launched on career paths that further, across generations, these innovations in research and application. One of the most remarkable facets of Bert's contributions is that he integratively promoted all three of these fundamental components in shaping the creation of a new developmental science.

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If Bert's integrative approach to field building was one unique dimension of his contributions, possibly an even more remarkable feature of his work was that he remained a major contributor to developmental scholarship into the seventh, eighth, ninth, and even tenth decades of his life! From 1989 to 2002, Bert led the John D. and Catherine T. MacArthur Foundation Network on Successful Midlife Development - MIDMAC - where he continued to produce important scholarship, including the 2004 volume, *How Healthy Are We: A National Study of Well Being at Midlife*, edited with Carol Ryff and Ron Kessler. In addition, his natural optimism about life-long developmental change and growth appeared in *USA Today* and *New York Times* headlined articles about how the notion of mid-life as a time of crisis had been greatly exaggerated. In this context, Bert again pursued his field-building strategies of linking the careers of senior and more junior scholars and contributing new surveys (including DNA samples) to the toolbox of data that continue to be mined. Here again, he was masterful at mobilizing the human resources and the data resources essential to defining a field.

As a gifted stylist Bert continued to pursue his own scholarly writing about human development well into his senior years. His 1992 book on *Ambition: How We Manage Success and Failure Throughout Our Lives*, returns to the theme of life-long adaptive capabilities in the face of both opportunities and constraints. In his final publication, *Look at Me! The Fame Motive from Childhood to Death* (2009), Bert provides an insightful analysis of how and why humans seek to create evidence for themselves that their lives are uniquely meaningful, that they matter significantly to others. It is perhaps both ironic and significant that this book turned out to be Bert's final scholarly entry on a vita that exemplifies how he continues to matter so much to so many. This includes those, like us, who understand Bert's contributions to their lives, and many more who do not, but who - we hope - having read this remembrance, will now understand and appreciate their debt to him.

Bert was always humble about his work, particularly about his own scholarly contributions. He did, however, fully appreciate that his life was meaningful in deep, broad, and enduring ways. It is telling that one of the most common words in Bert's oral histories¹ is "fun." He and his wife, Kathy, shared a devoted, loving, and fun marriage for almost 60 years; his family of four children and nine grandchildren adores him; and his colleagues and friends admire, indeed revere, him for his warmth, generosity, authenticity, and spirit. Bert's vision for developmental science, and his singular ability to bring institutions and individuals into alignment to instantiate it, are unparalleled. That this vision included evidence-shaped applications of developmental science seeking to create policies and programs that enhance the course of life for millions of children is a legacy we can only aspire to emulate. In making this final contribution, the life of Bert Brim will matter most significantly for generations to come.

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¹ Brim, O. G. (2009, Jan 1). Orville "Bert" G. Brim SRCD Oral History Project interview conducted by David Featherman and Deborah Phillips [Transcript]. Retrieved from http://srcd.org/sites/default/files/documents/brim_orville_gilbert_interview.pdf.

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SRCD Developments

Editor

Angela Lukowski
alukowsk@uci.edu

Managing Editor

Amy Glaspie
aglaspie@srcd.org

In Memoriam Editor

Frank Kessel
kesfam@pdq.net

Teachers' Corner Moderator

Katharine Blackwell
katharine.blackwell@salem.edu

SECC Column Moderator

Erin Hillard
ehillard@nd.edu

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SECC Rep	Natalia Palacios
Ex Officio	Lonnie Sherrod
	Martha Zaslow

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