



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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International Consortium of Developmental Science Societies (ICDSS): 2016 Consensus Conference*

By Lonnie Sherrod

SRCD took a lead role in initiating the International Consortium of Developmental Science Societies (ICDSS) in 2012. At that time there were 9 founding societies: Cognitive Development Society (CDS), European Association for Developmental Psychology (EADP), European Association for Research on Adolescence (EARA), International Congress for Infant Studies (ICIS), International Society for the Study of Behavioral Development (ISSBD), Piaget Society, Society for Research on Child Development (SRCD), Society for Research on Adolescence (SRA), and Society for the Study of Human Development (SSHD). Subsequently, two additional societies have joined: Asian/Australian Human Development Association (AHDA) and Society for the Study of Emerging Adulthood (SSEA). Other societies may be invited to join in the future. Anne Petersen, University of Michigan, and Rainer Silbereisen, University of Jena, have been serving as the Secretariat and I have informally been staff.

Since the initial meeting in 2012 at the Jacobs Foundation’s Marbach Castle, several meetings and discussions have taken place at meetings of the constituent societies. Now, in order to begin demonstrating the value of a global developmental science society, a consensus conference is being held February 24-26, 2017 in Utrecht, Netherlands. In 2015 the Secretariat received a small grant from SRCD to hold the consensus conference, one of our Request for Proposal (RFP) grants to pursue our strategic plan to internationalize developmental science.

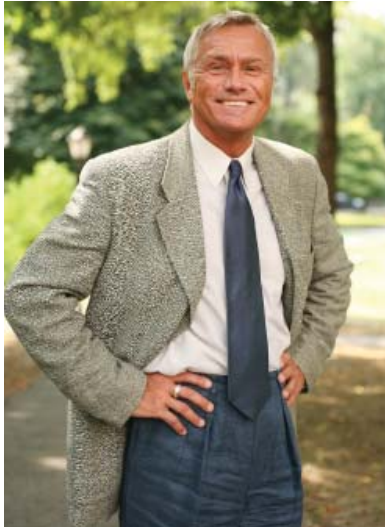
IN THIS ISSUE

ICDSS 2016 Consensus Conference.....	1-2
Special Topic Meeting: TMCD & BBMC.....	2-4
2017 SRCD Biennial Meeting	5-6
Call for Papers.....	7
PhD in Family Studies.....	7
SECC Dissertation Funding Award Winners.....	8
Report from the OPC.....	9-10
Teachers’ Corner.....	11-12
SECC Update.....	13-14
Members in the Media.....	15
In Memoriam: Bettye McDonald Caldwell..	16-17
Submission Guidelines.....	18

ICDSS has three overarching goals: to facilitate collaborative developmental research across topics and age groups; to share lessons learned on the management of developmental science societies; and to assemble and disseminate research of relevance to global policy. The consensus conference addresses the first and third goals. The rationale is that collective efforts synthesizing research across developmental topics and age groups will permit more thoughtful design of effective policy and practice. At meetings over the past years, it was agreed to develop collaborative research and policy recommendations on three topics: immigration/migration, disasters/trauma, and sustainability (including global climate change). These topics were viewed by ICDSS members to be of global policy significance and to have a sufficient research base to offer guidance to policy. Each member society was asked to prepare a paper on each of the three topics summarizing what is known in their subfield, what are the conceptual frameworks for research, and who are the leading experts.

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

(cont. from p. 1)



Based on these background papers submitted by ICDSS member organizations, a conceptual frame has emerged focused on two dominant but distal (and not inherently developmental science) topics: violence/conflict (or human-origin disasters) and climate change/natural disasters (ignoring the ultimate human causation for climate change). Members have identified constructs/theories for framing consideration of human development responses to these two topics, including Bronfenbrenner's multilevel systems, risk/resilience, plasticity, relational systems theory, perceived coping/self-efficacy, meaning making, and ambiguous loss framework. Effective responses to the topics include social support/social convoy model, community effectiveness/civic engagement, as well as psychological/behavioral interventions available to wealthier countries.

The two day consensus conference will result in a research document directed toward policy. It is possible that the final document will also identify additional research that is needed in order to address global policy. That is, the conference will produce a statement that identifies needs for future research as well as policy directions indicated by existing research. All ICDSS member organizations will review the paper before beginning dissemination. ICDSS member organizations with policy publications will help with dissemination. In addition, ICDSS will create statements in the form of letters, policy briefs, and other publications and then identify target recipients of the policy statements.

This consensus conference is the first major project of ICDSS since its formation in 2012. It is hoped that this conference will solidify the consortium as a major international organization in developmental science and identify it as an important go-to organization for research information of relevance to global policy.

* Based in part on the Consensus Conference Framing Statement prepared by me and the Secretariat.

Special Topic Meeting: Technology and Media in Children's Development (@kidsandtech16) October 27 - 30, 2016

Organizers: Stephanie M. Reich, University of California-Irvine; Kaveri Subrahmanyam, California State University, Los Angeles; Rebekah A. Richert, University of California-Riverside; Katheryn A. Hirsh-Pasek, Temple University; Sandra L. Calvert, Georgetown University; Yalda T. Uhls, Common Sense Media & UCLA; Ellen A. Wartella, Northwestern University; Roberta Golinkoff, University of Delaware; Justine Cassell, Carnegie Mellon University; Gillian Hayes, University of California-Irvine; and Candice Odgers, Duke University

The use of digital devices and social media is ubiquitous among today's children. From the moment of birth (and even in utero), children are surrounded by media and technology. This meeting will provide a forum for intellectual and interdisciplinary exchange on media and technology in development. It is designed to appeal to a range of individuals who need to understand more about the role of technology and media in children's lives, from developmental psychologists to technology developers to communication scholars.

This special topic meeting is sold out with over 400 attendees expected. We look forward to an engaging and stimulating conference! Look for updates about the meeting on [SRCD's website](#) - we look forward to reporting on its success!

SRCD 2016 SPECIAL TOPIC MEETING: BABIES, BOYS, AND MEN OF COLOR (BBMC) (#malesofcolor16)

Organizers: Diane L. Hughes, New York University; Oscar Barbarin, University of Maryland, College Park; Velma McBride Murry, Vanderbilt University; Howard C. Stevenson, University of Pennsylvania

SRCD sponsored a special topic meeting from October 6 - 8, 2017 in Tampa, FL. Participants braved the periphery of a hurricane (thankfully a hurricane that spared the gulf coast of Florida where the meeting was held) to come fully to terms with a different kind of storm: evidence that boys and young men of color are at risk in terms of developmental outcomes beginning early in life. Keynote presentations, invited workshops and symposia, submitted sessions and posters focused on a range of developmental periods and aspects of development among young males of color, summarizing evidence of risk but also of resilience, and with a consistent focus on providing a basis for greater understanding of how to address risk effectively and strengthen development. This meeting not only presented cutting-edge research, but it provided opportunities to connect and network with colleagues interested and invested in this field of research.



The invited program was outstanding, and included a very interdisciplinary group of leading scholars including Drs. Pedro Noguera, Derek Griffith, Damien Fair, Patrick Tolan, Howard Stevenson, Diane Hughes, and Niobe Way. Small intimate workshops led by key leaders in the field (Drs. Margaret Beale Spencer, Linda Burton with Constance Dallas, and Michael Cunningham) added to the mixed format structure planned by the organizers.

KEYNOTE PRESENTATIONS INCLUDED:

- Pedro Noguera of the University of California at Los Angeles, focusing on a longitudinal study of seven single sex schools, exploring their underlying theory of change for fostering resilience among boys of color and whether the mechanisms in the underlying theory of change are limited to single sex schools;
- Damien Fair of the Oregon Health and Science University, providing a summary of research pointing to distinct brain responses to race in differing emotional contexts, and the implications of this research for impulsive decision making;
- Howard C. Stevenson of the University of Pennsylvania and Diane L. Hughes of New York University sharing research on talking with children, especially boys and young men of color, about racial issues, and the struggles parents are facing in how to raise children in the context of recent events involving race;
- Niobe Way of New York University and Onnie Rogers of Northwestern University, presenting research on the development among boys of color during adolescence concerning resistance to dehumanizing stereotypes and beliefs: how this can be fostered and the sequelae of such resistance for development.

LUNCH, MENTOR, SHARE, AND CONNECT: A Lunch with Leaders session on Thursday had these distinguished scholars sitting at tables with graduate and early career students:

- Dr. Derek M. Griffith
- Dr. Nancy E. Hill
- Dr. Pedro Noguera
- Dr. Stephen Quintana
- Dr. Emilie P. Smith

BABIES, BOYS, AND MEN OF COLOR (CON'T)

Lively discussions were had at the tables and SRCD sincerely appreciates these scholars taking the time to mentor and network with attendees.

STUDENTS AND YOUNG SCHOLARS POSTER SESSION: Thursday evening's poster session during a reception was well attended. There was an Outstanding Student Poster Award competition which resulted in these 3 winners. Congratulations!

- 1st *Immigrant Advantage for Latino and Black Males Attending Elementary School in Miami*
*Mayra Parada, Adam Winsler
- 2nd *Trajectories of Pre-Ejection Period: The Role of Deviant Peer Relationships and Individual Coping Style for African American Males*
*Ekjyot Kaur Saini, Lauren E. Philbrook, Margaret K. Keiley, Stephen A. Erath, Mona El-Sheikh
- 3rd *Preparing Black Boys for Bias: Understanding Family Messages and Boys' Coping Strategies Related to Racially Hostile Situations*
*Judith C. Scott, Ellen E. Pinderhughes, Sara K Johnson

Friday's lunch session provided an opportunity to sit with Drs. Diane L. Hughes and Howard C. Stevenson for a mentoring workshop. The tables were full and the sessions were very informative.

INNOVATIVE PRESENTATION FORMATS: Flash Talk sessions held during the meeting were fast-paced and led to many questions and discussion between attendees.

Friday's concurrent sessions concluded with a new format that has not been utilized by SRCD: *A Fishbowl Conversation with Senior Research Scholars*. This event was announced at the opening ceremony. Attendees were asked to put questions for invited speakers into a fishbowl by the registration desk on any subject. Invited speakers then sat in a circle in the middle of the room with attendees sitting around them. This was a very informal session with open dialogue and generated much discussion about research and speaker experiences.

RELAX, RELEASE, NETWORK: The Friday evening reception was just for fun and relaxation. With music provided by some of the graduate students, we had attendees dancing and enjoying the evening. It was another great opportunity to network and form lasting relationships.

NEXT STEPS FOR BBMC: Emerging from the closing plenary on Saturday were numerous recommendations for next steps:

- Dissemination outlets for presentations/posters presented at the conference - including a focus on research, practice, and policy
- A follow up meeting in 2017 to include sessions for practitioner and community organizations
- Write a training grant designed to train young scholars to conduct research on BBMC and include in that grant mentoring for midcareer scholars

Further information about the Special Topic Meeting is available [here](#).

THE UPCOMING BIENNIAL: SRCD 2017

2017 SRCD Biennial Meeting
April 6 - 8
Austin, Texas, USA
#SRCD17



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.

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:

1. Poverty, inequality, and developmental science
2. Global change and child development (eg., urbanization, technology, refugees and asylum seekers)
3. Neuroscience and child development
4. Behavioral science and public policy

Program Co-Chairs Nicholas Allen, University of Oregon, and Ariel Kalil, University of Chicago, have invited distinguished scholars in these areas. Please click [here](#) for more information.

Thank you to all who submitted to the program! The review process is underway and decisions will be sent out in December. Registration and housing links will also be available in December.

DEVELOPMENTAL SCIENCE TEACHING INSTITUTE

SRCD is again hosting the [Developmental Science Teaching Institute](#). This all-day preconference is scheduled for Wednesday, April 5, 2017. The SRCD Developmental Science Teaching Institute is designed for teachers of developmental courses at all levels who wish to develop strategies for engaging students, to explore new ideas, to update their knowledge base, and to share ideas and perspectives with like-minded professionals.

To accomplish these goals and encompass broad areas of interest for beginning to advanced teachers of developmental science, the Institute provides a plenary session, a variety of breakout sessions, a poster session, and opportunities for interaction in order to share ideas among participants. The diverse presentation formats allow occasions for informal exchange and enable participants to select an agenda that meets their professional development needs. The Call for Submissions is currently open - don't delay as the deadline is **November 14th**!

THE UPCOMING BIENNIAL: SRCD 2017

Please click [here](#) to view the Teaching Institute Call for Submissions. Click [here](#) to submit! The deadline for submissions is Monday, November 14th, 11:59 PM EST.

NEW FOR 2017! DEVELOPMENTAL SCIENCE TEACHING INSTITUTE TRAVEL AWARDS:

The SRCD Teaching Committee is pleased to announce that a limited number of \$500 travel awards are available to support SRCD members who are teachers who would like to attend the 2017 Developmental Science Teaching Institute. Please click [here](#) for more information.

MILLENNIUM SCHOLARS PROGRAM

Another all-day preconference scheduled for Wednesday, April 5, 2017 is the Millennium Scholars Program. The Frances Degen Horowitz Millennium Scholars Program was developed as a vehicle to encourage and support scholars from under-represented ethnic/racial groups from North America in pursuing graduate work in developmental science. This program is open to graduate students who are pre-doctoral candidates. Through participation in the Millennium Scholars Program, minority scholars have the opportunity to attend the SRCD Biennial meeting, special preconference activities, and the possibility to develop a lasting mentoring relationship with their mentors. These experiences enable scholars to gain valuable exposure to the field and allow them to interact not only with their mentors, but also with other scholars and professionals.

The application site for both scholars and mentors will open soon. Please click [here](#) for further details.



TRAVEL AWARDS

SRCD is again offering various travel awards to SRCD members who have been accepted to the program to help offset the cost of attending the biennial meeting. The links to the application sites will be included in the decision emails sent in December. Please click [here](#) for more information about these awards.

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 PAPERS

Call for Papers: *Child Development* Special Section on Meta-Analysis and Child Development

Child Development announces a call for papers for the special section *Meta-Analysis and Child Development*, with guest editors Marinus van IJzendoorn (Leiden University) and Glenn I. Roisman (Institute of Child Development, University of Minnesota). The section will focus on methods of meta-analysis as applied to developmental questions. Papers should illustrate these methods with substantive developmental examples. The editors are open to different theoretical and statistical perspectives, meta-analytical and empirical methods, and research populations to demonstrate the power and limitations of meta-analysis in substantive areas.

Potential contributors are asked to provide a brief letter of intent (500 words or less) to cdev@srcd.org by January 15, 2017. The editors will review letters of intent for fit and contact potential contributors to submit complete manuscripts for peer review by May 15, 2017. Please review the full call [here](#) for further specifics.

College of Education and Human Services

PhD in Family Studies

Strengthening diverse individuals, families and communities

Family and Child Studies is an interdisciplinary field that teaches you how to understand individuals, families and communities holistically. Our holistic approach incorporates research from psychology, social work, sociology, economics, history, women and gender studies, biology and many other fields.

Social justice is a core strength of our PhD program in Family Studies. Our students learn to use a social justice perspective to understand and help strengthen diverse individuals, families and communities through research, policy, and prevention and education programming.

Our faculty has a distinguished research record in the areas of development across the lifespan/life-course; close relationships, marriage and family interactions; prevention, developmental systems science and translational science; and diversity, marginalization and resilience.

To Apply:

Applications are being accepted for fall admissions only.

The final application deadline for fall admission is February 1.

College of Education and Human Services

email:
phdfamily@montclair.edu
973-655-4171
aries.montclair.edu/fcst-phd

Graduates of the program will have a wide range of professional opportunities, including careers as:

- Faculty in higher education
- Grant writers
- Government and nonprofit agency directors
- Program administrators
- Researchers and evaluators
- Policy makers

Montclair State University
IT'S ALL HERE.

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.

CONGRATULATIONS TO THIS YEAR'S SECC DISSERTATION FUNDING AWARD WINNERS!

The SRCD Student & Early Career Council is very pleased to announce its 2016 Dissertation Funding Awards recipients (listed in alphabetical order):

1. **Holland Banse** - University of Virginia, Education/Special Education - *Quality Language Environments for Latino Dual Language Learners: Examining Three Types of Teacher Language Use*
2. **Whitney Cowell** - Columbia University, Health Sciences - *Psychosocial Stress and Early Life Telomere Dynamics*
3. **Serene Habayeb** - The Catholic University of America, Psychology - *Stress, Coping, Stigma and Acculturation in Arab American Caregivers of Children with Autism and other Developmental Disabilities*
4. **Nicole Hendrix** - University of Iowa, Psychology - *Embedded Instructional Gesture and Early Shape Learning: A Comparison of Seeing and Doing*
5. **Caroline B. Hornburg** - University of Notre Dame, Psychology - *Optimizing Problem Format to Facilitate Children's Understanding of Math Equivalence*
6. **Sharon Lo** - Michigan State University, Psychology - *Validating Neural Markers of Effortful Control in Young Children*
7. **Hannah Lyden** - University of Southern California, Arts & Humanities - *The Neurobiology of Sensitive and Aggressive Fathering: Responses to Aversive Infant Cry in Expectant Fathers*
8. **Christina G. McDonnell** - University of Notre Dame, Psychology - *Autobiographical Memory among Children with ASD: Deficits, Strengths, and Predictors*
9. **Yael Paz** - The Hebrew University of Jerusalem, Psychology - *Identifying Links Between Early Measures of Empathy and Subsequent ASD Diagnosis in a Prospective Study*
10. **Charisse B. Pickron** - University of Massachusetts (Amherst), Psychology - *Examining Infants' Kind-based Individuation of Face, Gender, and Race*

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

Established in 2008 by the Student and Early Career Council, the SECC Dissertation Research Funding Awards—up to ten non-renewable awards in the amount of \$2,000—are given for dissertation research proposals that merit special recognition and display the strong potential to contribute to the field of child development. Submissions should be in the proposal stage (i.e., not completed), and money is to be used for research costs or professional development related to the proposed dissertation project. The next round of submissions will begin in early 2017 at which time more details will be available on the SRCD website.

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

What Share of U.S. Federal Expenditures Goes To Children? Key Findings from the *Kids' Share 2016* Report

By Martha Zaslow, Patricia Barton, Hannah Klein, and Lauren Nemeroff
SRCD Office for Policy and Communications

For the past decade, researchers at the Urban Institute have taken on the important task of reviewing federal expenditures from the perspective of children. *Kids' Share 2016*¹ looks backward, comparing spending on children in 2015 to recent years, and also looks forward, projecting what current patterns signify for the future if there are no major changes in the laws governing expenditures for adults through programs such as Social Security, Medicare, and Medicaid. If spending on children is one key marker of the priority that the nation places on children's well-being, the statistics in the report are sobering. This year's report shows that a small share of federal expenditures continues to go to children overall. This share is projected to decline in the future.

Looking Back: 2015 in Relation to Recent Years

Kids' Share considers expenditures from the perspective of two key components: (1) expenditures due to outlays for services and programs, and (2) reductions in taxes for families with children because of child-related tax credits and dependent exemptions.

- In 2015, of a total of \$3.7 trillion in *federal outlays*, \$364 billion, or approximately 10%, was spent on programs and services that benefitted children. Because both total federal outlays and outlays specifically for children increased slightly in 2015 over previous years, the percentage of outlays benefitting children remained largely unchanged.
- In 2015 there were \$107 billion in *tax reductions* for families with children through child-related tax credits and dependent exemptions. These reductions represented 8% of the total of approximately \$1.4 trillion in individual and corporate tax expenditures identified by the Office of Management and Budget for 2015. Although this is the same percentage as in 2013 and 2014, it is slightly lower than the 9% figure for 2012 and the 10% figure for 2009-2011.
- Taken together, the sum of federal outlays and tax expenditures benefitting children in 2015 was \$471 billion, which represented about 9% of total outlays and tax expenditures. This reflected a reduction from 10% of the total for 2010 through 2014.

A similar picture emerges when expenditures for children are considered in relation to the gross domestic product (GDP). Total federal spending on children (considering both outlays and tax expenditures) reflected 2.6% of the GDP in 2015. This was a decline from 2.7% of the GDP in both 2013 and 2014, and from 3.2% in 2010. With spending on children growing more slowly than the economy overall, there has been a small decline in spending on children relative to the GDP.

Looking backward across recent years, the report shows that the share of federal expenditures going to children either held steady or showed a decline depending on the specific indicator being considered.

¹ The full title of the report is *Kids' Share 2016: Federal Expenditures on Children Through 2015 and Future Projections*. It is published by the Urban Institute, with funding from First Focus and the Annie E. Casey Foundation. The authors are Sara Edelstein, Heather Hahn, Julia Isaacs, Ellen Steele, and C. Eugene Steuerle. For a further description of the methods used in the *Kids' Share* reports as well as a discussion of spending on children within the broader context of budget and policy issues, see Hahn, H. (2015). Federal expenditures on children: What budget policy means for children's policy. *Society for Research in Child Development Social Policy Report, volume 29, number 1* (available [here](#)) (cont. on p. 8)

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

(CONT)

(cont. from p. 17)

Looking Forward: Projecting Federal Expenditures for Children Under Current Assumptions

The projections in the 2016 *Kids' Share* report are sobering: "Expenditures on children are expected to decline as a share of the economy between 2015 and 2026 across all spending categories except health" (p. 26). Declines are projected in the categories of nutrition, education, early care and education, social services (e.g., foster care, adoption assistance, the Social Services Block Grant), training (e.g., WIA Youth Formula Grants, Job Corps), and housing. Each of these is expected to see a decline of more than 20% relative to GDP. According to the authors, "Relative to other outlays and uses of our national income, children are scheduled to become an ever-declining priority" (p. 29).

The report underscores that these projections hold only if there is no change to current federal laws regarding spending especially for health and retirement entitlement programs. Yet, the report notes that it has become increasingly difficult to allocate funding to discretionary programs, and that with a growing national debt, an increasing portion of the budget is going to paying interest on the debt. *Kids' Share 2016* projects that, by 2019, interest payments on the national debt will exceed federal expenditures on children.

With no pun intended, we are indebted to the authors of this report for the detailed and painstaking work that goes into providing these statistics, placing them in historical perspective, and considering what we can anticipate if current assumptions hold. With the presidential election approaching, it is a particularly important time to reflect on the findings of this year's *Kids' Share* report and the trajectory we are on in terms of expenditures for children.

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Tel: (734) 926-0610

Fax: (734) 926-0601

Email: programoffice@srcd.org

Meeting Registration

Tel: (734) 926-0612

Fax: (734) 926-0601

Email: biennialmeeting@srcd.org

Website:

Email: webmaster@srcd.org

Member Engagement

SRCD needs your help - be active by voicing your views. Please share your comments and suggestions [here](#).

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 the *Developments* editor at alukowsk@uci.edu.

TEACHERS' CORNER



SRCD Developmental Science Institute: A Preconference Workshop

By Tara L. Kuther, Western Connecticut State University

Looking to invigorate your teaching? Attend the Developmental Science Teaching Institute prior to the next Biennial Meeting. Organized by the SRCD Teaching Committee, the Teaching Institute will be educational, interesting, fun, and especially useful. The Teaching Institute includes a mix of presentations from content experts coupled with an emphasis on sharing techniques, strategies, and activities that can be put to use in our teaching and mentoring. We hope that participants come away with new ideas that they can implement in their classrooms as soon as they return from Austin.

Our growing list of speakers include experts in pedagogy and the scholarship of teaching and learning, experts in content areas such as cognitive development and gender development, and experts who share specific teaching strategies such as how to implement

community partnerships and techniques for integrating writing in developmental courses. Presenters include:

- *David B. Daniel, James Madison University*
- *Kyle Chambers, Gustavus Adolphus College*
- *Diane Ehrensaft, University of California, San Francisco*
- *Kathleen Galotti, Carleton College*
- *Tara Kuther, Western Connecticut State University*

In addition to this growing list of speakers, the Teaching Institute includes several other presentation formats. We are especially excited about our new format, *Technology and Website Swap*, which involves brief 5-minute demonstrations or descriptions of technology or websites that can be used by instructors or by students. For example, presenters might feature a website for creating games, polling, or taking attendance or a website that provides students with tutorials about software important for their class.

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

Want to converse about teaching? *Roundtable Participant Idea Exchanges* present opportunities to discuss important teaching-related issues in depth. Share what you know and raise questions for the group to brainstorm. Looking to discuss the challenges that new teachers face? Are you a veteran teacher looking to discuss issues that you have encountered or to brainstorm what's next in your career? Are you interested in discussing how to mentor students and integrate them into your research? These are all great topics for workshops. Consider sharing what you know as well asking questions about challenging issues. Don't feel as though you need to present solutions: Raising questions and involving participants in brainstorming solutions might lead to one of the most effective sessions you'll ever attend at a pre-conference workshop. You can do all this readily at *Roundtable Participant Idea Exchanges*.

Finally, *Posters* offer opportunities to describe research or teaching practices and afford high levels of discussion and interaction. Do you have data on your teaching activity, assessment, career advising,

(cont. on p. 10)

TEACHERS' CORNER (CONT)

(cont. from p. 9)

internships, or course (to name just a few examples)? Do you have a unique assignment to share?

We hope you will submit your great teaching ideas and research. Regardless of whether you submit materials, we invite you to register to attend this pre-conference event. You'll come away reinvigorated, more connected to others interested in teaching, and equipped with a new set of teaching tools and ideas.

When: Wednesday, April 5, 2017

Where: Austin Convention Center

To submit or find more information, click [here](#).

SRCD's Teaching Committee members include Tara Kuther (Chair, Western Connecticut State University), Alisa Beyer (Dominican University), Katharine Blackwell (Salem College), Judith Becker Bryant (University of South Florida), Kyle Chambers (Gustavus Adolphus College), Laurie Kramer (University of Illinois at Urbana-Champaign), Stephanie Madsen (McDaniel College), Rachel Razza (Syracuse University), Deborah Vandell (Governing Council Representative; University of California, Irvine), and Meredith Henry (SECC Representative; University of Alabama at Birmingham).

SECC UPDATE



What I Wish I Knew About Graduate School

By Erica D. Musser, Ph.D., Florida International University

Woulda? Coulda? Shoulda? If you find yourself having thoughts like these about graduate school, you're not alone. At some point, most people experience surprises, insecurities, second thoughts, or even regrets during their graduate training. Fortunately for most of us, these are passing experiences. However, for many (myself included), these kinds of questions continue on at every stage of career development. Here are just a few of the things that I wish I had known about graduate school prior to starting my training.

Changing your mentors/research focus is OK, but it is a lot of work. I changed my research focus and my mentor during the course of my doctoral training; one of my current mentees did the same. Although I believe these choices were the right ones for both of us, changing research topics and/or mentors is complicated. Students who go this route must learn an entirely different literature, become accustomed to (what may be) an entirely different mentoring style, and develop an entirely different plan for the remainder of their training. These decisions aren't to be taken lightly, but changing research topics and/or mentors happens more often than you might think... and if your current situation doesn't feel like a good fit, it's sometimes best to identify why and work towards finding a better one.

Collaboration is great... except when it isn't. Collaboration can be a great way to build your CV, learn new skills, and network. However, basic ground rules must be established first, or collaborations can result in unexpected negative consequences. Before beginning any collaboration, have a frank conversation about dividing up the work to be done, other details related to implementing and seeing the project through, and expectations related to authorship. It is oftentimes much easier to establish such a plan at the outset of a project than to try to negotiate once the work has begun.

Don't work harder, work smarter. Have an assignment that seems like it will take up a lot of your valuable research or writing time? Why not try to turn that assignment into something more beneficial to your CV in the long run? Not every assignment will be able to be turned into a publication, but when you're able to multi-task in this way, you'll feel more invested in the assignment and more productive at the same time.

Imposter syndrome: The struggle is real. Everyone sometimes thinks he/she isn't accomplished enough, smart enough, working hard enough, etc. Although imposter syndrome is a normative experience, the sooner you recognize what's going on when self-doubt creeps in (as it likely will from time to time!), the quicker you'll be able to address it.

It's a balancing act. Course work, research, teaching, and maybe even applied or clinical work... Although it is all a lot to juggle, don't forget to make time for other areas of your life that you value. Time for friends, family, and self-care are just as important as your overall productivity. Many opportunities will be presented to you across your training, and it is perfectly acceptable to say "no" to some of those that are less important to your long-term career goals.

Stuck on something? Get out of your own way. Don't let yourself shut down a research idea, application for funding, manuscript, or other project because you think it's not "good enough." It is

(cont. on p. 12)

SECC UPDATE (CONT)

(cont. from p. 11)

often tempting to keep drafts from mentors or peers because you're worried that your writing isn't up to your usual standards -- but realize that your mentors and colleagues can't help you if they don't know where you're at or what you've completed! Don't let fear of failure keep you from getting started on projects. Let someone else turn you down, and even when they do, get a second (or third) opinion, resubmit that article elsewhere, or make changes to that proposal. *This was the best piece of advice I received as a student.*

You have more choice than you think. What do you value? What drew you to your particular program in the first place? If things are getting in the way of those values and initial goals, maybe it is time to take a hard look at what those other things are and whether any of them can be eliminated from your schedule. Also be mindful of considering the career path that is right for you: while your mentors or collaborators may attempt to steer you towards a particular career path, don't forget that there are career paths outside of academia that may be just as (or maybe even more) fulfilling for you. It is OK to change plans! Graduate school isn't a means to an end -- it's the beginning of an opportunity for lifelong learning, no matter what career path you choose.

SRCD Membership Passes Amendments to Bylaws

As one aspect of its recent strategic planning process, SRCD's Governing Council (GC) made several changes in the Society's bylaws, which were last updated in 2006.

The vast majority of changes were recommended by the Society's lawyer and entail small changes in wording to improve clarity and increase adherence to legal issues. However, there are two substantive changes:


1. The right to vote in the Society's elections is extended to graduate student and early career members. The previous bylaws did not permit these two groups of members to vote for officers and GC members.
2. The size of GC is increased by 3 members, from 14 (including officers) to 17. Hence, in each election, 4 rather than 3 members will be elected. Therefore, after 3 elections, or 6 years, GC will increase to 17 (including officers). The purpose of this change is to reduce the workload on members given the increase in program activities resulting from the new strategic plan.

The membership passed the proposed changes to the bylaws, which is required to change them. To view the amended bylaws please click [here](#).

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  op-ed by Sean F. Reardon, Jane Waldfogel, and Daphna Bassok about educational inequality was published in [The New York Times](#). The article, which also cites Ximena Portilla and Scott Latham, was subsequently reprinted in other news outlets, including Singapore's *The Strait Times*. Research conducted by these members was also the feature of articles in [The Huffington Post](#), [The Washington Post](#), and [Education Week](#).

Ruby Takanishi was interviewed in [The 74](#) about why K-12 education won't succeed without Pre-K.

A large study has found that regression, the phenomena of stalled typical development, occurs in at least 20% of children with autism. The study was published in the July/August issue of the *Journal of Developmental and Behavioral Pediatrics* and was the feature of this [Spectrum](#) news article which cites Audrey Thurm and Sally Ozonoff, among other colleagues.

This article in [The Conversation](#) summarizes research about the relation between music and brain development in childhood. Multiple SRCD members are cited, including Ellen Winner and E. Glenn Schellenberg.

"Why do we judge parents for putting kids at perceived (but not necessarily real) risk?" asks an [NPR](#) article that looks at modern parenting and criminal law related to child supervision. NPR interviews Ashley Thomas and Barbara Sarnecka at the University of California, Irvine about their research and "the politics of parenting."

A new study has shown that there are racial pay gaps among early childhood educators. The findings are presented in this [Wall Street Journal](#) article. The article references research conducted by Rebecca Ulrich, Marcy Whitebook, and Lea Austin, among others.

Edward Melhuish and Steven Barnett, among other colleagues, are featured in this article in [The Atlantic](#) about "why Britain said 'yes' to universal preschool."

This article in [Nature](#) features a book written by Alison Gopnick on what child development research tells us about parent-child relationships.

A new study by Tamesha Harewood and colleagues finds that paternal stress is associated with children's language outcomes. It is the feature of this [Huffington Post](#) article.

Children's implicit racial bias can be reduced, according to a study by Antonya M. Gonzalez, Jennifer R. Steele, and Andrew S. Baron, which is the feature of this [CBC News](#) article.

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



Bettye McDonald Caldwell (1924-2016)

Pioneer in Early Childhood Education and Assessing the Home Environment

By Sharon Landesman Ramey, Virginia Tech; Craig T. Ramey, Virginia Tech; Robert H. Bradley, Arizona State University; and Alice S. Honig, Syracuse University

Bettye McDonald Caldwell was an innovator in developmental science who served as a role model for multiple generations of scientists and early childhood educators. She was a constructive colleague and an inspiring friend. Our tribute to her highlights some of her most enduring contributions to developmental theory, practice, and public policy.

Early on, Bettye Caldwell recognized the pivotal role that rigorous research findings could play in helping to make the world a better place to support young children's growth and development, particularly children growing up without the advantage of "optimal learning environments" (Caldwell, 1967, 1970). She was a lifelong, highly effective advocate for children and for the importance of putting research knowledge into practice. As a prime example, in 2008 she felt a duty to write to President Obama about the importance of ensuring that all children in our country have a solid foundation early in life. She offered the President these empirically supported observations:

"What do they need? They need to be loved. They need to be spoken to, all the time. They need opportunities to explore. They need to be safe and to feel safe. They need stable figures in their lives. They need new experiences. They need to repeat experiences they enjoy. They need someone to interpret their new experiences in the world, verbally. They need someone to help them find words for what they see in the world. They need an opportunity to feel love and to feel part of a family. Their wants are fairly simple, and these are needs we'd like to think would be met for every child."

Bettye Caldwell earned her Bachelor's degree from Baylor University in 1945, followed by a Master's degree in 1946 from the University of Iowa and a Ph.D. in Psychology in 1951 from Washington University. She then traversed a rich professional journey that included research and faculty appointments in medical schools, schools of education, and departments of psychology at Washington University, Northwestern University, the State University of New York at Syracuse, the University of Arkansas at Fayetteville and at Little Rock, and the University of Arkansas for Medical Sciences. She also accepted practical leadership roles in children's clinics, demonstration child care programs, and schools.

As principal of Kramer Elementary School in Little Rock (1972-1975), Bettye did something radical: She admitted infants and served them "educationally" from birth until they transitioned into school (Elardo & Caldwell, 1974). This built upon her renowned demonstration of the benefits of infant "educare" (a term that she later coined) at the Children's Center in Syracuse. Bettye founded the Children's Center there in 1964 with Julius Richmond, a pediatrician who later became the first Director of Project Head Start and then Surgeon General for the United States. And Caldwell and Richmond's findings about the impact of high-quality early child care and learning opportunities contributed substantively to the creation of the national Head Start program (Caldwell et al., 1968). She maintained that interest in day care throughout her professional career.

(cont. on p. 15)

IN MEMORIAM (CONT)

(cont. from p. 14)

Bettye was prolific, publishing more than 200 scientific articles. Among her collaborators and close colleagues were Frances Graham, Julius Richmond, Alice Honig, Richard Elardo, Robert Bradley, and Patrick Casey. She served in many leadership roles, including Editor of *Child Development* (1968-1971) and president of the National Association for the Education of Young Children (NAEYC). Among her many honors, she received the SRCD award for Contributions to Public Policy for Children, the Ladies Home Journal Woman of the Year award in Humanitarian and Community Service, the National Governors' Association Distinguished Citizen Award in Research, and multiple teacher of the year and woman of the year awards in Arkansas.

The invention of the Home Observation for the Measurement of the Environment, widely known simply by its acronym as the HOME, may be Caldwell's most original and influential contribution to developmental science. With a strong grounding in standardized assessment of children, Caldwell recognized the need to develop a systematic approach to capture what a young child's environment afforded in terms of experiences. The HOME embraced her idea of directly measuring the environment "through the eyes of the child." Items about the presence of children's books and phonograph records, for instance, counted only when these could be seen or used by the children. Similarly, items such as the father's presence in the home, the number of family meals per week, and actual parent-child learning interactions were hypothesized to be what mattered the most -- an insightful alternative to reliance on traditional social address variables such as marital status, family income, and parent education. In turn, the HOME demonstrated in a compelling and longitudinal manner that there is remarkable variation in children's home learning environments, even within traditional SES groups. Further, research demonstrates that these home-based learning opportunities are sensitive indicators associated with children's later cognitive development (e.g., Bradley & Caldwell, 1976, 1982; Bradley et al, 1989). The HOME remains in widespread use globally and now has multiple versions, for children of different ages and in settings beyond just the family home.

Bettye Caldwell was a lively, engaging, kind, generous, and forthright individual. She loved to travel and participated in many of the early, boundary-crossing international tours and exchanges to understand global variations in child care and children's development. She participated in landmark multisite projects, including the Infant Health and Development Program and the NICHD Early Child Care Research Network. And she had an artistic and creative side, performing as a soprano singer and writing poetry; contributed to many civic, business and political endeavors; and was a gracious hostess, accomplished homemaker, and avid gardener of miniature roses. Bettye was married for 58 years to Fred Caldwell and is survived by their twin children, Paul Caldwell and Elizabeth Lawson.

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Developments' Submission Guidelines

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Photographs: 300 DPI, "tif" files only. If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you. Please send materials to Angela Lukowski, alukowsk@uci.edu.

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