



2025 BIENNIAL MEETING

#SRCD25 Review Panels and Topics

Panel 1. Attention, Learning, Memory

Attention	Learning (conditioning/intentional/incidental etc.)
Executive function & inhibition	Memory
Eyewitness testimony	Visual scanning/eye tracking
Habituation/information processing	

Panel 2. Biological Processes: Neuroscience and Genetics

Affective Neuroscience	Neurofeedback
Brain function & structure	Neuroimaging (MRI, fMRI, DTI, fNIRS)
Brain plasticity and/or injury	Neurophysiology (e.g., EEG/ERP/ENIRS)
Cognitive Neuroscience	Neurotransmitters (e.g., norepinephrine, dopamine)
Endophenotypes	Social Neuroscience
Genetics/epigenetics	

Panel 3. Biological Processes: Psychophysiology

AIDS/HIV	Neuroendocrine system/cortisol/enzymes
Autonomic nervous system	Nutrition
Cardiovascular (e.g., vagal tone, RSA)	Prenatal environment & fetal development
Electrodermal response/skin conductance level	Psychophysiology
Illness/immune system	Puberty, menarche
Injury/trauma/stress	Pupillometry

Panel 4. Cognitive Processes

Categorization & conceptual development	Object permanence
Creativity (e.g., art, drawing)	Planning/future orientation/strategy
Decision making	Problem-solving
Imagination/pretense/fantasy	Reasoning (e.g., analogical, causal, inferential, scientific)
Intelligence/IQ	Representation/symbols
Mathematics/numbers	Self-regulation/monitoring/control
Metacognition	Source monitoring
Naïve theories/folk theories	Spatial development



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Panel 5. Developmental Disabilities

Assessment/diagnosis/identification/screening	Genetic disorders (e.g., Fragile X & Williams syndrome)
Attention problems/attention deficit/hyperactivity	Intervention/treatment/prevention
Autism spectrum disorders	Language impairment and reading disabilities
Developmental delay	Learning disabilities
Developmental disabilities, not listed here	Intellectual disability
Down syndrome	Risk & protective factors in disabilities
Fetal alcohol syndrome	

Panel 6. Developmental Psychopathology

Antisocial/conduct disorder/externalizing behaviors	Internalizing problems
Anxiety	Intervention/prevention/institutionalization
Assessment/diagnosis/identification/screening	Mental illnesses not listed here
Bipolar disorder	Personality problems/disorders
Borderline personality disorder	Post-traumatic stress disorder (PTSD)
Depression/Mood disorders	Risk and protective factors in Psychopathology
Eating Disorders	Risk-taking/substance abuse
Fears/phobias	Suicide, self-harm

Panel 7. Diversity, Equity & Social Justice

Access/Power/Privilege	Equality/Equity/Fairness
Activism/Allyhood/Participatory Action Research	Heterosexism
Civic/political engagement	Human Rights
BlackLivesMatter	Intergroup Relations: Stereotypes, Prejudice, and Bias
Classism	Intersectionality
Disadvantage/Marginalization/Oppression	Poverty/SES/Social Class
Discrimination	Social Justice
Diversity	Sexism



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Panel 8. Education, Schooling

Academic achievement and failure	Mathematics/Science/STEM
Assessment and testing	Motivation
Classroom behavior	Music Education
Community/civic engagement	Parent involvement
Computers/technology	Physical education/play
Curriculum & instruction	Post-secondary education
Delinquency	School climate
Development of educators/teacher training	School discipline
Extracurricular activities	School engagement
Family influences	School racial/ethnic diversity
Geography/maps	School transitions
Gifted/talented	Special needs
Homeschooling	Teacher-student relationships
Literacy	Technology & media

Panel 9. Family Context & Processes

Adolescent parents	Incarcerated parents
Adoption and foster care	Intervention/treatment/prevention
Cultural differences	Marital relationships/conflict
Divorce/custody/remarriage/co-parenting	Military families
Domestic violence	Multiracial families
Family decision making	Pregnancy/birth
Family dynamics	Risk
Family resources (e.g., income)	SES/Poverty
Family structure/single parenting	Siblings/sibling relationships
Grandparents/intergenerational relationships	Social support
Homelessness	Transition to parenthood



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Panel 10. Health, Growth, Injury

Chronic illness	Prematurity
Eating behavior	Prevention
Health attitudes/behavior	Resilience
Health disparities	Risk behaviors & substance abuse
Health promotion	Sexual abuse
Injury/injury prevention	Sleep
Institutionalization	Teen pregnancy
Nutrition/underweight/obesity	Well-being

Panel 11. Language, Communication

Assessment	Narrative and conversation
Babbling	Phonology/speech/speech perception
Bilingual/second language	Pragmatics
Gesture/non-verbal communication/sign language	Prosody
Grammar/syntax	Psycholinguistics
Lexical development & language comprehension	Reading

Panel 12. Methods, History, Theory

Assessment/testing	Meta-analysis
Cross-cultural methodology	Modeling (e.g., SEM)
Developmental trajectories	Observational methodology
Evolutionary theory	Qualitative methodology
Experimental methodology	Reliability/validity
Historical topics	Sampling/generalization
Implementation science	Statistical techniques
Intervention assessment	Survey methodology
Item Response Theory (IRT)	Teaching developmental science
Longitudinal methodology/analysis	Theories of development
Measurement issues	

Panel 13. Moral Development

Aggression	Moral development
Civic engagement	Prosocial behavior
Empathy	Socialization
Moral cognition	Spirituality/religion



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Panel 14. Parenting & Parent-Child Relationships

Abuse/neglect	Parent-child communication
Adoption and foster care	Parent-child conflict
Attachment	Parental monitoring and control
Discipline	Parenting style
Father-child relationships	

Panel 15. Perceptual, Sensory, Motor

Auditory perception	Olfaction/taste perception
Balance/posture	Play
Cross-modal perception	Reflexes
Face perception	Sports/aerobic exercise
Hearing/hearing impairment/deafness	Time perception
Locomotion	Touch
Manual Behavior	Vision/visual perception/blindness
Object perception	

Panel 16. Prevention and Interventions

Attention training	Internet-based interventions
Cognitive Behavior Therapy	Inpatient/Hospital settings
Community Interventions	Mental health Interventions
Early intervention	Parenting interventions
Learning Intervention	Prevention Science
Family interventions	Public Health Interventions
Head start	Randomized Clinical Trials
Home visiting	School-based interventions

Panel 17. Race, Ethnicity, Culture, Context

Acculturation	Juvenile justice
Biracial, multiracial	Military service
Community/neighborhood	Political conflict/natural disasters
Cross-cultural differences & comparisons	Poverty/Welfare
Cultural identity practices & beliefs within a culture	Race or ethnic identity
Discrimination/prejudice	Racial/ethnic socialization
Ethnic differences	Schools
Immigration	Social class/SES
Intergroup attitudes/Relationships	Stereotypes



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Panel 18. School Readiness/Childcare

Childcare	Preschool/pre-kindergarten
Infant Care	School readiness

Panel 19. Sex, Gender

Gay, lesbian, bisexual, transgender issues	Sex differences, Gender differences
Gender identity	Sex education
Gender socialization	Sexual behavior
Gender stereotyping	Sexual discrimination, sexual harassment
Same-sex schooling	Sexuality

Panel 20. Social Cognition

Emotion knowledge	Social cognition/social learning
Imitation	Social information processing
Intention/joint attention	Theory of mind

Panel 21. Social Policy

Early childcare & education	Parenting and family support
K-12 education	Policy implementation, analysis and evaluation
Family planning	Program development, implementation, and evaluation
Health	Quality and systems building
Income support and anti-poverty policy	Anti-poverty programs and policy
Program quality and continuous improvement	International policy
Workforce	Scaling and systems building
Child welfare	Community engagement and development
Fatherhood programs and policy	Immigration and migration
Prevention programs and policies	

Panel 22. Social Relationships

Aggression	Social networks
Bullying/victimization	Social skills
Conflict	Social status/popularity/rejection/isolation
Dating/intimacy/romance	Social support
Friendships	Social withdrawal
Peer relationships	



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Panel 23. Social, Emotional, Personality

Body image	Identity
Coping, response to stress	Personality
Ego development	Representations
Emotion expression	Self-concept/perception
Emotion recognition	Self esteem
Emotion regulation	Socialization
Emotion socialization	Temperament

Panel 24. Technology, Media & Child Development

Children as producers and consumers of media	Technology and cognitive development
Digital media	Technology and cognitive training
Film and Television	Technology and family relations
Gamification	Technology and media as tools/interventions
Internet/video game addiction	Technology and sleep
Passive mobile sensing	Technology in schools/education
Smartphones	Video Games
Social media	Wearable computing
Technology and media in service of development	

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Panel 25. Solicited Content: COVID-19 Related

Submissions related to the impact of the COVID-19 pandemic on child development. These sessions may include research, policy, or practices related to the impact of the pandemic that provide better insight into phenomena, mechanisms, or interventions related to the pandemic.

Panel 26. Solicited Content: Displacement Related

Submissions related to on the topic of displacement (i.e., involuntary or forced migration). Topics including, but are not limited to, natural disasters and climate change, economic hardship, racial/ethnic and/or religious persecution, war, and conflict with a focus on implications for child development are invited. These sessions may include research, policy, or practices that provide better insight into phenomena, mechanisms, or interventions related to displacement.

Panel 27. Solicited Content: Global South

Submissions on child development research, practice, and/or policy relevant to the Global South, occurring in the Global South, or being conducted by individuals based in institutions within the Global South. These sessions may include research, policy, or practices that provide better insight into phenomena, mechanisms, or interventions related to the Global South.

Panel 28. Solicited Content: Climate Change & Environmental Impacts

Submissions related to the topic of the impact of climate change on child development, as well as the impacts of the physical environment (e.g., environmental toxins, built and natural environments such as neighborhoods and green spaces). Topics could include the phenomena, mechanisms, or interventions related to climate change or the physical environment.

Panel 29. Solicited Content: Indigenous Children and Families

Submissions related to the topic of Indigenous children and families. These sessions, which should take a strengths-based approach and feature Indigenous voices, should provide better insight into phenomena, mechanisms, or interventions related to Indigenous children's health and wellbeing.

Panel 30. Solicited Content: Anti-Racism Research or Interventions

Submissions related to the topic of building on the ongoing work of SRCD's Anti-racism Taskforce and guiding principles of anti-racism and anti-bias, with topics related to anti-racism and anti-bias, and child development. These sessions may include sessions on research, policy or practices, and interventions that incorporate cutting-edge or novel approaches related to these areas.

Panel 31. Solicited Content: Integrative Developmental Science

Submissions related to the topic of integrated approaches to developmental science, particularly the integration of multiple levels of analysis (e.g., biological, contextual, environment), use of multiple methods (e.g., neuroscience and the physical environment), or multiple aspects of development (e.g., cognitive, social, and emotional development). These sessions may include research, policy or practices, and interventions that demonstrate the added value of integrated approaches to developmental science.



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Panel 32. Solicited Content: Expanded Learning & Out-of-School Time

Submissions related to the topic of expanded learning and out-of-school time, including after-school activities, community-based enrichment programs, service-learning and volunteerism, and learning opportunities outside of school. These sessions may include research, policy or practices, and interventions that focus on the role that expanded learning and out-of-school time plays in a variety of aspects of child development.

Panel 33. Professional Development Session

Submissions are geared towards a professional development track dedicated to topics designed to build attendees’ professional capacity in multiple areas. Examples of topics include, but are not limited to, science communication (e.g., storytelling, writing, social media, etc.); scholarly publishing (e.g., writing, peer review, editing, etc.); social and science policy; teaching of developmental science; research methods and statistics; grant writing and fundraising; and general career development (e.g., mentoring, coaching, preparing for promotion and tenure, leadership, etc.). Each session should incorporate best practices in adult learning and engagement, should be designed to be interactive, and uphold and reflect SRCD’s anti-racist principles in the design of the session. The format can involve a single organizer or a team of presenters. The session can be targeted toward a range of career stages from student to emeriti.

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| Building interdisciplinary bridges | Navigating the publication process |
| Conducting policy-relevant research | Promoting scholarly work through social media |
| Connecting research and practice | Science communication |
| Data sharing and using existing databases | Social and science policy activism |
| Fostering a safe and inclusive research environment | Study design, power analysis & preregistration |
| Increasing diversity and representativeness in the conduct and teaching of developmental science | Training paths (undergrad, grad, postdoc, early career training, mid-/late-career training) |
| International collaboration | Using interdisciplinary methods to connect research, policy, and practice |
| Involving high school students in research | Other topics not listed |
| Mentoring for diversity | |



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Federal Agency Poster Submission

All federal agencies are invited to participate in a 60-minute Federal Agency Poster Session during the Biennial Meeting. The Federal Agency Poster Session will offer federal agency representatives an opportunity to share overviews of the research priorities, data, training resources, and funding opportunities provided by their agencies and to interact one-on-one with attendees. This poster submission is only for these purposes – federal agency staff are encouraged to submit posters highlighting specific policy-relevant research projects through the relevant panels in the Call for Submissions. Submissions will be reviewed to check for compliance with these goals.

For all posters included in the federal agency poster session, a federal agency representative is required to talk with participants in-person during the 60-minute poster exhibition session. Federal agency posters will remain accessible throughout the entire Biennial Meeting.

Federal Agency Conversation Roundtable Submission

SRCD allows a small number of Conversation Roundtables for Federal Agency Professional Development Sessions. Because SRCD can only accommodate a few such Federal Agency Professional Development Sessions at the upcoming Biennial, we encourage federal agencies to collaborate on common themes. This panel is only for professional development – federal agencies are encouraged to submit sessions highlighting specific policy-relevant research projects through the relevant panels in the Call for Submissions. Federal Agency Conversation Roundtables should focus on the following:

- a) funding opportunities for child development research,
- b) the proposal review process,
- c) data resources for child development research, and
- d) training on how to conduct policy-relevant research focusing on children and families (e.g. how to ask policy-relevant research questions, how to draw policy conclusions from research, etc.).

Each of these sessions will be scheduled for 90 minutes. Federal Agency Conversation Roundtables do not include PowerPoint slides or other audio-visual equipment. There will not be audiovisual equipment in the room.

Federal Agency Professional Development Symposium Submission

Submissions related to the topic of expanded learning and out-of-school time, including after-school activities, community-based enrichment programs, service-learning and volunteerism, and learning opportunities outside of school. These sessions may include research, policy or practices, and interventions that focus on the role that expanded learning and out-of-school time plays in a variety of aspects of child development.