

Vita

RICHARD Q. BELL

Professor, Developmental Psychology
Departments of Psychology and Psychiatry
Gilmer Hall, Room 210
University of Virginia
Charlottesville, Virginia 22903

Born: Logan, Utah, Feb. 10, 1919

Married: 3 children

ACADEMIC HISTORY

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|----|----------------|---|------------------------|---|
| 1. | Undergraduate | Utah State University
University of Missouri | 1935-1937
1938-1940 | Undergraduate
Psychology, A.B. |
| 2. | Graduate | University of Missouri
Stanford University | 1940-1941
1948-1951 | Psychology, M.A.
Clinical Psychology,
Ph.D. |
| 3. | Post-doctoral: | Washington Psychoanalytic
Institute | 1954-1960 | Personal Analysis
and course work |

MEMBERSHIPS

Graduate training period: Psi Chi, Sigma Xi, Alpha Pi Zeta, Phi Beta Kappa.

Post-doctoral period: American Psychological Association, American Orthopsychiatric Association, Society for Research in Child Development, American Association for the Advancement of Science, Committee of Correspondents on Infancy, Washington Psychoanalytic Society.

EXPERIENCE

Clinical Internship, Veterans Administration Hospital, Palo Alto, Calif., and Veterans Administration Outpatient Clinic, San Francisco, Calif., 1947-1951.

Consultant in Clinical Psychology, Professional Services Branch, National Institute of Mental Health, 1951-1953.

Clinical Psychologist, Psychology Laboratory, Intramural Research Program, National Institute of Mental Health, 1953-1959.

Clinical Psychologist, Child Research Branch, Intramural Research Program, National Institute of Mental health, 1959-1961.

Visiting Scientist, Department of Zoology, Cambridge University, Cambridge, England, 1961-1962.

Chief, Section on Infant Development, Child Research Branch, National Institute of Mental Health, January, 1963.

Chief, Child Research Branch, National Institute of Mental Health, 1967-1974.

Professor, Departments of Psychology and Psychiatry, University of Virginia, January 1975 to present.

PROFESSIONAL RECOGNITION

Credentials Committee, Division on Developmental Psychology, American Psychological Association, 1964-1965.

Commendation Medal, Public Health Service, 1966.

Council of Representatives, Division on Developmental Psychology, American Psychological Association, 1966-1968.

Invited Address, Division of Developmental Psychology, 76th Annual Meeting, American Psychological Association.

Chairman, Committee of Correspondents on Infancy, 1972.

Editorial Boards: Monographs of the Society for Research in Child Development; Journal of Abnormal Child Psychology; Merrill-Palmer Quarterly.

Advisory Committee, Reviews of Child Development Research.

Governing Council, Society for Research in Child Development, 1973-1977.

Fellow, Divisions on Developmental and Community Psychology, American Psychological Association, American Orthopsychiatric Association.

Chairman, Committee on Interdisciplinary Affairs, Society for Research on Child Development, 1974-1977.

Consultant to Inter-Agency Panels on Childhood and Longitudinal Research, Department of HEW, 1974-1976.

Consultant to World Health Organization, Joint Child Health Project on Mauritius, 1976.

National Advisory Board, Frank Porter Graham Clinic research program, 1976-1979.

Consultant to National Advisory Council for Clinical Infant Programs of the Mental

Health Study Center, NIMH, 1977.

Consultant to Advisory Workshop on Emotional Development in Infancy, NIMH, 1978.

Director, Parent Intervention Project, Learning Disabilities Research Institute,
University of Florida, 1977-1980.

Invited address, Divisions 7, 12, and 27. Ninetieth Annual Convention, American
Psychological Association.

PUBLISHED PAPERS*

1. Convergence: an accelerated longitudinal approach. Child Development, 1953, 24, 145-152.
2. An experimental test of the accelerated longitudinal approach. Child Development, 1954, 25, 281-286.
3. Structure of attitudes toward child-rearing and the family. (Schaefer, E.S. & Bell, R.Q.) Journal of Abnormal and Social Psychology, 1957, 54, 381-395.
4. Retrospective attitude studies of parent-child relations. Child Development, 1958, 29, 323-338.
5. Development of a parental attitudes research instrument. (Schaefer, E.S. & Bell, R.Q.) Child Development, 1958, 29, 339-359.

*Twenty-seven volumes of readings have reprinted one or another of the following articles.

6. Development of a maternal behavior research instrument. (Schaefer, E.S., Bell, R.Q., & Bayley, Nancy) Journal of Genetic Psychology, 1959, 95, 83-104.
7. Book Review: Mother and Child--a primer of first relationships. (D.W. Winnecott) Child Development Abstracts and Bibliography, 1959, 33, 73-74.
8. Relations between behavior manifestations in the neonate. Child Development, 1960, 31, 463-477.
9. Direct study of child-parent interactions: Workshop. American Journal of Orthopsychiatry, 1960, 30, 445-467.
10. Book Review: Anxiety in elementary school children. (Sarason, S.B., et al) American Journal of Psychology, 1960, 651-652.
11. Retrospective and prospective views of early personality development. Merrill-Palmer Quarterly of Behavior and Development, 1959-60, 6, 131-144.

12. Activity in the human newborn. (Gordon, N. & Bell, R.Q.) Psychological Reports, 1961, 9, 103-116.
13. Isolation of elevation and scatter components in personality and attitude questionnaires. Educational and Psychological Measurement, 1962, 22, 699-713.
14. Mailed versus supervised administration of a projective questionnaire. (Bell, R.Q., Hartup, W.W., & Crowell, D.H.) Journal of Consulting Psychology, 1962, 26, 290.
15. Some factors to be controlled in studies of behavior of newborns. Biologia Neonatorum, 1963, 5, 3/4, 200.
16. Brood patch sensitivity of female canaries brought into reproductive condition in winter. (Bell, R.Q., & Hinde, R.A) Animal Behaviour, 1963, 11, 561-565.
17. Changes in sensitivity of the canary blood patch during the natural breeding season. (Hinde, R.A., Bell, R.Q., & Steel, Elizabeth) Animal Behaviour, 1963, 11, 553-560.
18. Structuring situations for direct observations of parent-child interactions. Child Development, 1964, 35, 1009-1020.
19. Relation of preschool dependency behavior to family size and density. (Waldrop, Mary & Bell, R.Q.) Child Development, 1964, 35, 1187-1195.
20. Developmental Psychology, in Annual Review of Psychology, 1964, 16, 1-38.
21. The effect of the family of a limitation in coping ability in the child: a research approach and a finding. Merrill-Palmer Quarterly of Behavior and Development, 1964, 10, 129-142.
22. Three tests for sex differences in tactile sensitivity in the newborn. (Bell, R.Q. & Costello, Naomi) Biologia Neonatorum, 1974, 7, 335-347.
23. The prone head reaction in the human newborn: relationships with sex and tactile sensitivity. (Bell, R.Q. & Darling, Joan F.) Child Development, 1965, 36, 4, 943-949.
24. Effects of family size and density on newborn characteristics. (Waldrop, Mary F. & Bell, R.Q.) American Journal of Orthopsychiatry, 1966, 36, 544-550.
25. Basal skin conductance and neonatal state. (Weller, G.M. & Bell, R.Q.) Child Development, 1965, 36, 3, 647-657.
26. Level of arousal in breast-fed and bottle-fed human newborns. Psychosomatic Medicine, 1966, 28, 177-180.
27. A facial dimension in visual discrimination by human infants. (Haaf, R.A. & Bell, R.Q.) Child Development, 1967, 38, 893-899.

28. A reinterpretation of the direction of effects in studies of socialization. Psychological Review, 1968, 75, 81-95.
29. Minor physical anomalies and behavior in preschool children. (Waldrop, M.F., Pedersen, F.A., & Bell, R.Q.) Child Development, 1968, 391-400.
30. Adaptation of small wrist watches for mechanical recording of activity in infants and children. Journal of Experimental Child Psychology, 1968, 6, 302-305.
31. Sex differences in preschool children without histories of complications of pregnancy and delivery. (Pedersen, F.A. & Bell, R.Q.) Developmental Psychology, 1970, 3, 10-15.
32. Sleep cycles and skin potential in newborns studied with a simplified observation and recording system. Psychophysiology, 1970, 6, 778-786.
33. Stimulus control of parent or caretaker behavior by offspring. Developmental Psychology, 1971, 4, 63-72.
34. Irrelevance of newborn waking states to some motor and appetitive responses. (Bell, R.Q. & Haaf, R.A.) Child Development, 1971, 42, 69-77.
35. A longitudinal study of early child and family development: status of the longitudinal study in 1970 (1st Biennial Report). 1971, National Institute of Mental Health. DHEW Pub. No. (HSM 72-9043).
36. Newborn and preschooler: organization of behavior and relations between periods. (Bell, R.Q., Weller, G.M., & Waldrop, M.F.) Monographs of the Society for Research in Child Development, 1971, 36, (1, 2 Serial No. 142).
37. A rating system for the assessment of hyperactive and withdrawn children in preschool samples. (Bell, R.Q., Waldrop, M.F., & Weller, G.M.) American Journal of Orthopsychiatry, 1972, 42, No.1, 23-34.
38. Detection of cross-stage relations between transition periods in which the form of behavior differs markedly: approaches used and findings from a longitudinal study of the newborn and preschool period. In Monks, F.J., Hartup, W.H., & deWit, J. (Eds.) Determinants of Behavioral Development, 1972, New York: Academic Press, pp. 479-484.
39. A longitudinal study of early child and family development: status of the longitudinal study in 1972 (2nd Biennial Report). National Institute of Mental Health, 1973, DHEW Publ. No. (HSM 73-9088).
40. The Bethesda Longitudinal Study: the overall study and some specific findings. In R.D. Wirt, G. Winokur, and M. Roff (Eds.) Life History Research in Psychopathology, Vol. 4. Minneapolis: University of Minnesota Press, 1975, 322.
41. Human neonatal behavior as a predictor of behavior in childhood stress situations. In Levy,

- L. (Ed.) Society, stress, and disease: childhood and adolescence. Oxford, England: Oxford University Press, 1975.
42. Concepts and strategy in an ongoing longitudinal study of adaptations in early marriage, infancy, and the preschool period. In Levy, L. (Ed.) Society, stress and disease: childhood and adolescence. Oxford, England: Oxford University Press, 1975.
 43. Reduction of the stress in child rearing. In Levy, L. (Ed.) Society, stress and disease: childhood and adolescence. Oxford, England: Oxford University Press, 1975.
 44. Contributions of human infants to caregiving and social interaction. In Lewis, M., & Rosenblum, L.A. (Eds.) The origins of behavior: the effect of the child on the caregiver. New York: Wiley, 1974.
 45. Assessment of infants (Yang, R.K. & Bell, R.Q.) In P. McReynolds (Ed.) Advances in psychological assessment. San Francisco: Jossey-Bass, 1975.
 46. A congenial contribution to emotional response in early infancy and the preschool period. In R. Porter & M. O'Connor (Eds.) Parent-infant interaction (CIBA Foundation Symposium No. 33) New York: Association of Science Publication, 1975.
 47. Toward more comparability and generalizability of developmental research (Bell, R.Q. & Hertz, T.W.) Child Development, 1976, 47, 6-13.
 48. Minor physical anomalies and inhibited behavior in elementary school girls (Waldrop, M.F., Bell, R.Q., & Goering, J.) Journal of Child Psychology and Psychiatry, 1976, 17, 113-122.
 49. Child effects on adults (Bell, R.Q. & Harper, L.V.). Hillsdale, New Jersey: Lawrence Erlbaum Assoc., 1977.
 50. Newborn minor physical anomalies predict short attention span, peer aggression and impulsivity at age 4 (Waldrop, M.F., Bell, R.Q., McLaughlin, B., & Halverson, C.F.), Science, 1978, 199, 563-564.
 51. Parent, child and reciprocal influences. American Psychologist, 1979, 34, 821-826.
 52. Child effects on adults' method of eliciting altruistic behavior (Keller, B.B. & Bell, R.Q.) Child Development, 1979, 50, 1004-1009.
 53. Habituation of visual attention in infants with minor physical anomalies (Schexnider, V.Y.R., Bell, R.Q., Shebilske, W.L., & Quinn, P.) Child Development, 1981, 52, 812-818.
 54. Issues in early identification (Beckman-Brindley, S.B., & Bell, R.Q.) in J.M. Kaufman & D.P. Hallahan (Eds.). Handbook of special education. New York: Prentice-Hall, 1980.
 55. Parents and families (Stanhope, L. & Bell, R.Q.) in J.M. Kaufman & D.P. Hallahan (Eds.) Handbook of special education. New York: Prentice-Hall, 1980.

56. Comparability and generalizability of intervention research. V.L. Smeriglio (Ed.) Newborn and parents: parent infant contact and newborn sensory stimulation. Hillsdale, N.J.: Erlbaum, 1981.
57. Four new research approaches to socialization: an evaluation, in Symposium on Parent, child and reciprocal influences: new experimental approaches. Journal of Abnormal Child Psychology, 1981, 9, 299-301.
58. This week's citation classic (a personal history of the development of the paper "A reinterpretation of the direction of effects in studies of socialization"). Current Contents, 1981, 13, 18.
59. The effects of distractible child behavior on adults in a problem solving setting. (Ianna, S., Hallahan, D., & Bell, R.Q.) Learning Disability Quarterly, 1982, 5, 126-132.
60. Psychosocial change in risk groups: implications for early identification (Bell, R.Q. & Pearl, D.) Journal of Prevention in Human Services, 1982, 1, 45-59.
61. Temperament and minor physical anomalies (Bell, R.Q. & Waldrop, M.F.). In Temperamental differences in infants and young children. Ciba Foundation Symposium 89, London: Pitman, 1982.
62. Age-specific manifestations in changing psychosocial risk. In D.C. Farran, J.D. McKinney (Eds.) The concept of risk in intellectual and psychosocial development. New York: Academic Press, 1986.
63. Child effects in studies using experimental or brief longitudinal approaches to socialization. (Bell, R.Q., and Chapman, M.) Developmental Psychology, 1986, 22, 595-603.
64. The fine-tuning of parents' beliefs. (1986). Contemporary Psychology, 31, 361-362.
65. Temperament and helping behavior in preschool children. (Stanhope, L., Bell, R.Q., & Parker-Cohen, N.Y.) Developmental Psychology, 1987, 23, 347-354.
66. Unresponsiveness in children with severe disabilities: potential effects on parent child interactions. (Zirpoli, T.J., & Bell, R.Q.) The Exceptional Child, 1987, 34, 31-40.
67. Comments on pre-conference workshop: new directions for infancy research. Annual Report, Research and Clinical Center for Child Development, Faculty of Education, Hokkaido University, 1986-1987, No. 10.
68. Parker-Cohen, N.Y., & Bell, R.Q. (1988). The relationship between temperament and social adjustment to peers. Early Childhood Research Quarterly, 3, 179-192.
69. Bell, R.Q. (1989). Minor physical anomalies: relation to later achievement in N.P. Paul (Ed.) Research in infant assessment. White Plains, N.Y.: March of Dimes Birth Defects Foundation.

70. Bell, R.Q., & Waldrop, M.F. (1989). Achievement and cognitive correlates of minor physical anomalies in early development in M.H. Bornstein & N.A Krasnegor (Eds.), Stability and continuity in mental development. Hillsdale, N.J.: LEA.
71. Bell, R.Q. (1989). Neonatal behavior predictors of security of attachment in Annual Report, Research and Clinical Center for Child Development, Faculty of Education, Hokkaido University, 1988-1989, No. 12 Hokkaido.
72. Bell, R.Q. (1992) Multiple-risk cohorts and segmenting risk as solutions to the problem of false positives in risk for the major psychoses. Psychiatry, No.4, 55, 370-381.
73. Shaw, D.S. & Bell, R.Q. (1993) Developmental theories of parental contributors to antisocial behavior. Journal of Abnormal Child Psychology, 21, 493-518.