

Willis F. Overton is the Thaddeus Lincoln Bolton Professor of Psychology, Emeritus at Temple University. He works in the fields of Developmental and Clinical Psychology. He is a Fellow of the American Psychological Association in Division 7 (Developmental), Division 12 (Clinical), and Division 20 (Adult Development & Aging). His orientation in Developmental Science and Developmental Psychopathology entails a focus on relational person-oriented embodied action approaches to development. A number of his writings focus on the articulation of philosophical, metatheoretical (e.g., relational developmental systems), and methodological assumptions that ground and contextualize alternative conceptions of development, cognition, personality and the nature of scientific inquiry.

K. Warner Schaie is the Evan Pugh Professor of Human Development and Psychology at Penn State. Dr. Schaie's work has been focused primarily on the study of cognitive development from young adulthood to advanced old age as exemplified by the ongoing Seattle Longitudinal Study which has been conducted since 1956. The study investigated health, demographic, personality, and environmental factors that influence individual differences in successful cognitive aging. This study has also investigated family similarity in cognition, environmental factors, and health behaviors, and has included the long-term follow-up of cognitive training effects in older adults. Dr. Schaie is also interested in developmental research methodology including applications of the age-cohort-period model to psychology and event-history (survival analysis) methods to issues of cognitive development in adulthood.

Gregory Smith is a professor of Human Development and Family Studies and director of the Human Development Center, in the School of Lifespan Development and Educational Sciences of the College of Education, Health, and Human Services at Kent State University. His primary research focus is on caregiving issues within aging families. He has authored 60+ publications and has edited four books including the 2012 volume of *The Annual Review of Gerontology and Geriatrics* titled "Emerging Perspectives on Resilience in Adulthood and Later Life". He has also served as a member of numerous scientific review panels for NIH, the Alzheimer's Association, and the National Institute on Disability and Rehabilitation Research. Smith is a Fellow of both the Gerontological Society of America (GSA) and the American Psychological Association (Divisions 20 and 43).

Dr. Ursula M. Staudinger is a lifespan psychologist and aging researcher. She is known for her work on the positive plasticity of aging (cognition, personality) as well as her research on resilience and on wisdom. Recently she has conducted groundbreaking studies to better understand the effects of work as an important developmental context in adult life. She was the Founding Dean of the Jacobs Center on Lifelong Learning and Institutional Development at Jacobs University Bremen and is the founding director of the new Robert N. Butler Columbia Aging Center (CAC). The Aging Lab of the CAC is conducting interdisciplinary aging research and the International Longevity Center (ILC) USA focuses on knowledge transfer to policy makers, companies, as well as the general public. She is also Vice President of the German National Academy of Sciences and Chairwoman of the Board of the Federal Institute for Population Research and is advising governments around the world on issues of population aging.

Sherry L. Willis is a Professor of Human Development at Penn State. She is a life-span developmental psychologist with a primary focus on cognitive development in middle adulthood and aging. Her major research interest is on how cognitive functioning changes across the adult lifespan - including both basic cognitive abilities and everyday problem solving. Dr. Willis is a Fellow of the American Psychological Association (Division 15 and Division 20); the Gerontological Society of America; and the American Psychological Society. She served as past President for Division 20 of APA and has received numerous awards for her contributions including the Pattishall Distinguished Research Award (1992); Faculty Scholar Medal for Outstanding Achievement, The Pennsylvania State University (1999); Pauline Schmitt Russell Distinguished Research Career Award, College of Health and Human Development, The Pennsylvania State University (2001); and National Institute on Aging, MERIT Award (2005).

## *Forty-Five Years of Influence of the Lifespan Developmental Approach: Past, Present, and Future*

This three-part symposium series is part of an APA Interdivisional Grant Program awarded to Division 20 (Adult Development & Aging) and co-sponsored by Divisions 3 (Experimental Psychology) and 7 (Developmental).

The overarching goal is to provide a review, examination, and discussion of the influence of the Lifespan Developmental Approach across the past 45 years in the following areas: 1) Theoretical & Conceptual Approaches; 2) Methodological Issues; and 3) Intervention, Modifiability, & Plasticity.

August 4th, 2016 10:00am - 3:50pm  
Convention Center Mile High Ballroom 1E  
2016 APA Annual Convention  
Denver, CO

## Forty-Five Years of Influence of the Lifespan Developmental Approach: Past, Present, and Future

Session: One: Theoretical and Conceptual Approaches 10:00-11:50am  
Session Chair: Harvey Sterns, PhD

### Lifespan Developmental Paradigms and Meta-Models: 1968-2016

- ◆ Willis Overton, PhD
- Modifiability of Middle-Age and Older Adults' View of Aging
- ◆ Manfred Diehl, PhD
- Plasticity of Human Aging,
- ◆ Ursula M. Staudinger, PhD
- Promoting Character Virtues Across the Lifespan: Relational Development Systems-Based Models, Individual-Context Relations, and Relative Plasticity
- ◆ Jacqueline V. Lerner, PhD and Richard M. Lerner, PhD

Session Two: Methodological Issues 12:00-1:50pm  
Session Chair: Michael E. Lamb, PhD

### Methodological Issues in the Psychology of Lifespan Development

- ◆ K. Warner Schaie, PhD
- Methodological Challenges in Psychosocial Interventions
- ◆ Sara J. Czaja, PhD
- Method Issues in Research with Grandparents Raising Grandchildren
- ◆ Gregory Smith, PhD

Session Three: Intervention, Modifiability, and Plasticity 2:00-3:50pm  
Session Chair: Katherine S. Judge, PhD

### Applied Lifespan Developmental Psychology: Lessons from Montessori and Neuropsychology

- ◆ Cameron J. Camp, PhD
- Plasticity in Old Age: The Influence of Lifespan Theory
- ◆ Sherry L. Willis, PhD
- Motivation for Working Across the Lifespan
- ◆ Boris Baltes, PhD

Boris Baltes is a Professor and Chair of the Department of Psychology at Wayne State University. His research interests include examining the effects of stereotypes on workplace outcomes, age and workplace issues, and work-family balance. He currently serves as an associate/action editor for the *Journal of Organizational Behavior* and is on the Editorial Boards of the *Work, Aging, and Retirement*, *Organizational Research Methods*, and the *Journal of Business and Psychology*. Dr. Baltes is a Fellow of SIOP (APA Division 14).

Cameron J. Camp, Ph.D., is a noted psychologist specializing in applied research in gerontology. He currently serves as Director of Research and Development for the Center for Applied Research in Dementia. Dr. Camp gives workshops on designing cognitive and behavioral interventions for dementia internationally. These interventions are all designed to reduce challenging behaviors and increase the level of functioning of persons with dementia. He has co-authored three college textbooks and published over 100 peer-reviewed articles. Dr. Camp is a Fellow and past-president of Division 20 (Adult Development and Aging) of the American Psychological Association, a Fellow of the Gerontological Society of America, and a Charter Member of the Association for Psychological Science.

Dr. Sara J. Czaja is Professor in the Departments of Psychiatry & Behavioral Sciences, and Industrial Engineering at the University of Miami, Scientific Director of the Center on Aging at the University of Miami, and Director of the Center on Research and Education for Aging and Technology Enhancement (CREATE). She has an extensive background in scientific investigation related to functional performance of older adults, innovative use of technology in intervention research, supervision of both laboratory and field research, and administration of large scale research programs. She is Fellow of the American Psychological Association, the Human Factors and Ergonomics Society, and the Gerontological Society of America.

Manfred Diehl is professor of Human Development and Family Studies at Colorado State University. Dr. Diehl's research program focuses on social-emotional development across the adult life span and he has investigated how middle-aged and older adults become aware of their aging, and how certain self-perceptions of aging are related to developmental outcomes. Dr. Diehl's is a fellow of the Gerontological Society of America (GSA) and a fellow of Division 20: Adult Development and Aging of the American Psychological Association (APA). His contributions have been recognized with the Margret M. Baltes Early Career Award in Behavioral and Social Gerontology from the Gerontological Society of America, the Mentorship Award from Division 20 of the American Psychological Association, and a Scholarly Excellence Award from Colorado State University.

Dr. Jacqueline Lerner is a Professor of Applied Developmental and Educational Psychology in the Lynch School of Education and studies the positive development of children and adolescents in the contexts of family, school and community, and the embedded relationships in these contexts that contribute to overall development. She has published widely in the leading journals in the field, as well authored or coauthored several chapters in the leading Handbooks in the field. She has served as associate editor of several leading journals and speaks about her research on positive youth development across the country. Her current work involves researching and educating the field about the meaning and measurement of strength-based, rather than deficit-based models of adolescent development.

Richard M. Lerner is the Bergstrom Chair in Applied Developmental Science and the Director of the Institute for Applied Research in Youth Development at Tufts University. Lerner has more than 650 scholarly publications, including more than 75 authored or edited books. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*. He was a 1980-81 fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, and the Association for Psychological Science. Lerner is known for his theory of relations between life-span human development and social change, and for his research about the relations between adolescents and their peers, families, schools, and communities.