I am pleased to report that this year’s Division 7 program at the annual APA convention is one of the strongest in recent memory. Thanks to our program chair, Laura Namy, and our co-chair, Jodi Quas, we have an outstanding line-up of invited addresses, symposia, and paper presentations. Award winners who will address the convention are Gail Goodman, Gerry Patterson (both of whom were this year’s recipients of Bronfenbrenner Award for Lifetime Contribution in the Service of Science and Society), Katherine Nelson (recipient of both the Hall Award for Distinguished Contribution to Developmental Psychology as well as the Maccoby Book Award, for her recent book, *Young Minds in Social Worlds*), and Kevin Pelphrey (recipient of the McCandless Award, which recognizes the scholarly contribution of an individual during the early stages of his or her career). Dante Cicchetti (who surely must hold the record for the sheer number of Division 7 awards received) will be honored in a symposium recognizing his role as a mentor, and Jessica Horst, the winner of the Division’s Dissertation Award, will give a brief talk about her work at our Business Meeting. In addition, John Weisz will be giving an invited address on evidence-based science in the treatment of child and adolescent mental health problems. (Obscure historical note: It will be a special honor for me to introduce John at the
convention, because I was John’s first teaching assistant, when he was a first-year Assistant Professor at Cornell. Assuming he has only gotten better as a lecturer with age, we are all in for a treat.)

On the program as well are invited symposia on giftedness and talent and on development in context, paper presentations by some of the field’s best students, and poster sessions with something for everyone. As outgoing President, I will give the Presidential Address, on the experiences my colleagues and I have had during past decade in our attempts to use developmental science to influence law and public policy. The convention is being held in Boston, August 14-17, and information on conference registration and logistics is available on the APA website. I very much hope to see you there, and I invite you not only to the substantive sessions sponsored by Division 7 but to our reception, which is at 6 p.m. on Saturday August 15, at the Sheraton Hotel.

I also am pleased to announce the results of this year’s election. As of January, Nancy Eisenberg will assume the role of President-Elect, Joan Lucariello will join the Executive Committee as a Member-at-Large, Victoria Tarwal is our new Early Career Representative to the Executive Committee, David Uttal is a new member of our Fellows Committee, and Caroline Boyer will be the new Graduate Student Representative to the Executive Committee. Also, Robyn Fivush is our newest Fellow. Congratulations to all!

I want to take this opportunity in this, my last newsletter column, to share a few reflections about the state of contemporary developmental psychology. Not to wax too Dickensian, but I do think we are in one of those “best of times, worst of times” eras. On the positive side, I think most would agree that the science of developmental psychology has never been stronger, in so many respects. I had the pleasure of serving on the McCandless Award selection committee for the past two years, and the quality of the work being done by our up-and-coming stars is absolutely astonishing; selecting a winner from among the pool of nominees was an arduous task, and any of the nominees would have been a fine choice. With each year, the published work in developmental psychology continues to grow more and more sophisticated with respect to methods and analytic procedures; the samples of research participants have never been more diverse; and the influence of cross-disciplinary research linking psychology to other fields of inquiry continues to grow. Old and artificial divisions between basic and applied science, between rigor and relevance, and between nature and nurture thankfully are fading into distant memory.

At the same time, I have some serious concerns about the state and future of the field. Among the most important is that funding for basic research on normative development is disappearing. The strain on the federal budget in recent years has hurt science pretty much across the board, but the study of normative development – especially if it does not have a strong neurobiological, endocrinological, or molecular genetics component – seems to me to have been hit especially hard. I was recently asked, in my capacity as Division President, to comment on the research portfolio of NICHD and to suggest priority areas for the future. I responded by writing that in the absence of sufficient funding for developmental science at all, it seemed imprudent to identify some areas as more deserving than others. Before we can begin a conversation of where the money should be directed, we have to have a serious talk about where the money is going to come from. It makes no sense to have an abstract discussion about funding priorities when there are no funds to prioritize.

A second concern is less practical and more existential. In many respects, developmental psychology has become a victim of its own success. As the developmental perspective has become more widely known and respected, it has come to shape virtually all areas of psychology. The growing influence of developmental neuroscientists within neuroscience programs, developmental psychopathologists within clinical programs, developmental methodologists within quantitative programs, and cognitive developmentalists within cognitive science programs are four good examples of what I have in mind. In many respects, the fact that the way developmentalists tend to look at things has now spread across the discipline of psychology is a welcome and flattering change, but over time, it will become a challenge for developmental
psychology’s survival as a separate field of inquiry. (Being a field and being a perspective are not the same thing.) Indeed, over the past decade, several prominent psychology departments have dropped their developmental programs, as they have redistributed their developmental scientists into other areas of the department. What does it mean to be a developmental psychologist today? What will it mean in the future? What does it take to have a distinct (and distinctive) developmental psychology program? These are tough questions, but important ones to discuss.

When I first assumed the position of Division 7 President, I wasn’t sure exactly what the job entailed. One tries to have a voice in APA governance, but to be perfectly honest, it is impossible to be heard over the vocal crowds that are dominated by thousands and thousands of practicing clinicians (whose voices seem unusually loud). I was fortunate, in that my term overlapped with the presidencies of Sharon Brehm and Alan Kazdin, two friends of our field whom I could count on to stand up for our interests and those of other scientists, and with Steve Breckler, a strong advocate for our interests in his capacity as Executive Director of the Science Directorate. So, thankfully, there were no huge battles to be fought to protect our interests from being eroded by those whose main concerns are prescription privileges and third-party payments. This allowed me to focus more on internal matters and, especially, on my desire to bring more of our younger colleagues into active involvement in the Division. Among the most important accomplishments in this regard was our decision to expand the Executive Committee to add two slots designated specifically for early career Division members and to implement a formal mechanism for electing a graduate student representative to the Committee. I very much hope that these changes will lead over time to the more active involvement of younger scientists in the Division. I continue to believe that it is important for developmental psychology to preserve a strong and visible presence in APA, and we can only do this by maintaining, and, ideally, growing, our membership. I’ve also begun conversations with Lonnie Sherrod, the new Executive Director of SRCD, on how the two organizations can better work together on behalf of developmental science and on how to formalize a relationship between SRCD and Division 7.

As I prepare to turn the President’s gavel over to Pat Miller (yes, there really is a gavel, and it is made from a piece of a picture frame that hung in G. Stanley Hall’s home, and for someone who studies adolescence, it doesn’t get much better than that), I want to take the opportunity to thank the colleagues with whom I’ve had the pleasure of working during the past two years, especially, Ann Masten who, as Past-President, showed me the ropes, and Pat Miller, who as President-Elect, permits me to step down knowing that the gavel will be in good hands. I also want to give special thanks to Neil Salkind, our Treasurer; Jodie Plumert and Sandra Graham, whose terms as Secretary overlapped with mine as President; Catherine Haden, our Membership Chair; Marsha Weinraub, who, as Education and Training Chair, directed DOTDEP; Simona Ghetti and Kali Trzesniewski, who edited the Newsletter; David Rakison, Laura Namy, and Jodi Quas, who developed our APA convention programs in 2007 and 2008; Louis Manfra, who redesigned, administered, and greatly improved our website; Adam Winsler, who maintained our listserv; Ken Rubin and Rick Passman, who chaired our Fellows Committee; and Elizabeth Oliva, our skilled and energetic Graduate Student representative. I’m also grateful to the numerous colleagues who chaired various award committees in 2007 and 2008: Pat Miller (the Hall and Bronfenbrenner Award Committees); Jean Mandler and Alan Sroufe (the Maccoby Award); George Hollich and Kevin Pelphrey (the McCandless Award); and Mary Gauvain and Peter Ornstein (the Dissertation Award). I also want to thank Adele Diamond (Fellows Committee) and Peter Ornstein (Executive Committee), whose terms of service finish at the end of 2008.

It has truly been an honor to serve as President of Division 7. Thanks so much for giving me this wonderful opportunity.

APA 2008

BE SURE TO CHECK OUT THE DIVISION 7 PROGRAMMING LISTED AT THE END OF THE NEWSLETTER
DIVISION 7
ANNOUNCEMENTS

DIVISION 7 AWARD RECIPIENTS

Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society

The 2008 Urie Bronfenbrenner Award will be presented to both Gail Goodman and Gerald Patterson.

The winner of the 2008 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society is Gail Goodman, Distinguished Professor of Psychology and Director of the Center for Public Policy Research at the University of California, Davis, for her outstanding contributions to our understanding of children’s memory within the context of the legal system. She was a pioneer in the modern study of child witnesses and is a leader in both basic and applied research on important topics such as psychology and law, child abuse, memory development, and children’s experiences and abilities as witnesses in legal cases. Her work has had a profound effect on the legal system; her work on social policy concerning children and her work with professionals working with child victims has improved the lives of children worldwide.

Please join us for Dr. Goodman’s invited address at the 2008 APA convention in Boston. She will be discussing her research on Friday, August 15th at 5pm in Convention Room 252B.

The winner of the 2008 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society is Gerald Patterson, Senior Scientist and co-founder of the Oregon Social Learning Center, for his extraordinary contributions in the areas of antisocial behavior, family interaction, and interventions. His pioneering work on intervention drew attention to coercive family processes and feedback loops, as well as the prevention of antisocial behavior. His research on both basic and applied issues has greatly influenced our understanding of interpersonal processes and family dynamics. His work has been recognized by many awards, including the APA Distinguished Scientist Award for the Applications of Psychology.

Please join us for Dr. Patterson’s invited address at the 2008 APA convention in Boston. He will be discussing his research on Saturday, August 16th at 9am in Convention Room 208.

G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology

The winner of the 2008 G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology is Katherine Nelson, Distinguished Professor of Psychology Emerita, CUNY Graduate Center, for her groundbreaking work on cognitive development. Her view of cognitive development as an interactive process, mediated by culture, context, language and social interaction, has significantly changed our thinking about how children develop. She opened up new theoretical and empirical territory in several areas: individual differences in language acquisition, children’s use of language to “enter the community of minds,” the development of concepts, the development of organized event knowledge, autobiographical memory, and meaning-making.

Please join us for Dr. Nelson’s invited address at the 2008 APA convention in Boston. She will be discussing her research on Saturday, August 16th at 12pm in Convention Room 208.

Boyd McCandless Young Scientist Award

Dr. Kevin Pelphrey is the winner of the 2008 Boyd McCandless Award, awarded by Division 7 in recognition of distinguished early career contributions to developmental psychology. The award will be presented to Dr. Pelphrey in recognition for his major contribution to developmental science, integrating behavioral and imaging approaches in studying a variety of topics spanning basic cognitive development and both social and cognitive neuroscience. Kevin is an emergent hybrid of three domains: developmental psychology, cognitive
neuroscience, and clinical neurobiology. His research program uses functional neuroimaging, visual scan path recordings, and virtual reality techniques to explore the development of social perception in typical children and in children with autism. Division 7 congratulates Dr. Pelphrey and looks forward to following his rising career.

Please join us for Dr. Patterson’s invited address at the 2008 APA convention in Boston. He will be discussing his research on Friday, August 15th at 3pm in Convention Room 150.

Mentor Award in Developmental Psychology

The 2008 Mentor Award will be presented to Dante Cicchetti. Dante Cicchetti is the McKnight Presidential Chair and Professor of Child Psychology and Psychiatry at the University of Minnesota Institute of Child Development and Department of Psychiatry. During his tenure at Harvard (1977-1985), the University of Rochester (1985-2005), and now Minnesota, he has been an influential mentor for numerous successful graduate students in his lab, as well as junior scholars throughout the nation. His research and scholarly productivity, 20-year directorship of Mt. Hope Family Center, and creation and decades-long editorship of Development and Psychopathology have profoundly shaped the field. Dr. Cicchetti has received numerous awards, including the APA Senior Career Award for Distinguished Contributions to Psychology in the Public Interest (2004), the G. Stanley Hall Award (2005), and the Urie Bronfenbrenner Award (2006). His major research interests lie in the formulation of an integrative, multilevel developmental theory that can account for both normality and psychopathology and serve as a foundation for prevention and intervention.

Please join us for Dr. Cicchetti’s invited address at the 2008 APA convention in Boston. He will be discussing his research on Saturday, August 16th at 10am in Convention Room 208.

Eleanor Maccoby Book Award in Developmental Psychology

The 2008 Eleanor Maccoby Book Award will be presented to Katherine Nelson for her book entitled Young Minds in Social Worlds: Experience, Meaning and Memory. Harvard University Press.

In this marvelously integrative book, Katherine Nelson explains how the child develops a representational mind and comes to fit into the community of minds. These achievements depend not only on certain perceptual, action, and memory potentials (that we share with our primate relatives) but also the human social context and special human capacities for relating. Her thinking reflects an integration of evolutionary theory, dynamic systems, ecology, primatology, experience expectant brain development, and culture. She draws from, as well as critiques, both Vygotsky and Piaget. Yes, the developing mind is socially situated and can develop no other way, but development of the mind is not simply copying what is outside; development occurs through the lived social experience of the child as problems of meaning are repeatedly solved in social context. Yes, the mind makes a dramatic leap forward when experience can be intentionally represented, but how this change occurs must be explained. Piaget’s freestanding scientist could not do it.

The child is motivated to continually solve the tasks of making sense and making relationships. All that is required is a social environment reciprocally motivated to engage the infant. The process of development is guaranteed because in simply seeking to understand its own experience, much of which is social, the infant inevitably begins to expand its meaning making capabilities and inevitably encounters referential behavior and representations of social others.

Please join us for Dr. Nelson’s invited address at the 2008 APA convention in Boston. She will be discussing her research on Saturday, August 16th at 12pm in Convention Room 208.

Dissertation Award in Developmental Psychology

The Dissertation Award will be presented to Dr. Jessica Horst for her outstanding dissertation research project in Developmental Psychology. The dissertation, entitled “Names into Known Names: Understanding Reference Selection and Retention in 24-Month-Old Children and Neural Networks” was
completed at the University of Iowa in 2007 under the mentorship of Dr. Larissa Samuelson. Dr. Horst is presently a Lecturer in Psychology in the Department of Psychology at the University of Sussex, Brighton, England. Dr. Horst received the Outstanding Dissertation Award because of the ground-breaking nature of her research on the acquisition of knowledge. She selected an important problem in word learning – how young children come to know the meanings of novel words – and approached it with an unusual combination of empirical rigor, computational modeling skill, and theoretical sophistication. The net result takes the field beyond current explanations of word learning by differentiating between two time scales in the acquisition of language, “fast mapping” of initial name-object linkages and full word learning over an extended period of time as a result of learned associations.

THANKS FOR A JOB WELL DONE!

Urie Bronfenbrenner and G. Stanley Hall Award Committee

Patricia Miller, Chair
Mary Gauvain Gail Goodman
Rachel Keen Ann Masten
Katherine Nelson Gerald Patterson
Laurence Steinberg

Boyd McCandless Award Committee

George Hollich, Chair
Richard Aslin Tom O’Connor
Laurence Steinberg Hiro Yoshikawa

Maccoby Book Award Committee

Alan Sroufe, Chair
Elizabeth Carlson Rochel Gelman
Ellen Markman Laurence Steinberg

Dissertation Award Committee

Peter A. Ornstein, Chair
Martha Cox Robyn Fivush

INTRODUCING DIALOGUES BETWEEN DIVISIONS 7 (DEVELOPMENTAL) AND 20 (ADULTHOOD AND AGING)

Patricia Miller (Division 7 President-Elect) and Christopher Hertzog (Division 20 President) are co-organizing an effort to facilitate and encourage dialogue between developmental psychologists studying child development and developmental psychologists studying adult development and aging. The goal is to foster communication and shared perspectives between persons working on similar psychological constructs and processes at different parts of the human life-span. Hopefully these dialogues will show that knowing about current research in the “other” part of the life cycle informs, broadens, and enriches one’s own perspective. To further that end, we are encouraging psychologists to identify peers researching the same topic in different parts of the life-span and to initiate a conversation about common research interests, similarities and differences in how constructs are conceptualized and measured, commonalities and divergences in developmental issues and approaches, etc. The effort is sponsored in part by a grant from APA’s Committee on Division/APA Relations (CODAPAR). Small travel awards are available to help promote contact and dialogue between scientists. The immediate vehicle would be a series of jointly authored articles to be published in the newsletters of both divisions. Drs. Hertzog and Miller have produced the first joint newsletter article, appear in this issue. People interested in being a contributor in subsequent issues can contact either Hertzog <christopher.hertzog@psych.gatech.edu> or Miller <phmiller@uga.edu> for further information.

CHECK OUT OUR WEBSITE!

http://ecp.fiu.edu/APA/div7/

The Division 7 website offers a wealth of useful information. In addition to general information about the membership, you will find:

♦ Listing of Graduate Programs in Develop-mental Psychology
DOTDEP maintains a helpful list of graduate training programs in developmental psychology and related disciplines (with links to each department’s WebPages). This is a great resource for prospective graduate students or others interested in learning about or applying for graduate training. More than 70 graduate programs are now listed on our web site at: http://ecp.fiu.edu/APA/div7/?f=gradprograms

If you would like to have your graduate program added to the listing (or would like to make changes to it), the following information from an appropriate representative is requested: school name; program name; department or college affiliation; web site URL to link to relevant developmental or departmental program information; and email address for an appropriate contact person. Programs concerned with graduate training in developmental psychology, whether located in a department of psychology, or a department or college of education, human development, pediatrics, or home economics, will be considered for inclusion if the above material is submitted. Please send the information to: marsha.weinraub@temple.edu.

♦ Listing of online resources for developmental psychology (journal homepages, other organizations, grant seeking information...)
♦ On-line mechanism to submit Division 7 Awards Nominations - Nominate your colleagues today!
♦ Web-based email mechanism to send questions/comments to various Division 7 committee members

For information concerning the Division 7 webpage, please contact our webmaster, Louis Manfra, manfra@fiu.edu

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**DIALOGUE BETWEEN DIVISIONS 7 (DEVELOPMENTAL) AND 20 (ADULTHOOD AND AGING)**

Patricia H. Miller, University of Georgia & Christopher Hertzog, Georgia Institute of Technology

Authors’ Note: While Presidents-Elect of our respective divisions, our interest in stimulating research dialogues between members of our divisions led to our obtaining a small CODAPAR grant from APA to start this initiative. Our first step is to coordinate these dialogues into a series of articles, each of which will appear in the newsletters of both divisions. To start this series, we have discussed a topic of interest to both of us and are sharing our thoughts in the article below. Others’ dialogues on a variety of topics will appear in subsequent issues of our newsletters.

**Cognitive Control Across the Life Span**

Regardless of age, flexibly adapting to novel circumstances is essential for effective functioning in both social interaction and nonsocial problem solving. Much of what is labeled “learning” is knowing how to draw on one’s cognitive resources to handle the task at hand. The relevant research involves constructs that are variously labeled metacognition, strategic behavior, self regulation, cognitive control, and executive functions.

**Development of Executive Function Across the Life Span**

During the last 40 years of research on the cognitive development of children and adolescents, some of the most robust findings have concerned the development of strategic behavior, particularly in the service of memory but also other domains such as mathematics and problem solving. Children’s strategy variability, selection, and effectiveness have provided a window on key cognitive changes during childhood. As this area of research expands, executive functions (EFs) are now taking center stage. The foundational EFs appear to include inhibition, working memory, and shifting from one cognitive set or task to another (Miyake et al., 2000), though planning is also of great interest to developmentalists. Key questions early in development include: How early do EFs emerge? Are EFs unitary or somewhat independent processes? Is the development of EFs related to the development of children’s theory of mind and, if so, what is their causal relation? What are the correlates with brain activity? What are the contributions of physical maturation, for example, increased white matter (myelinization) and localization of function, and experience? Key questions during adult development and aging regarding poorer EF in older adults include: Are age differences in functioning due to major changes in the neurophysiology and neurochemistry of certain brain...
areas? Are apparent age changes a manifestation of neurobiological aging, accumulated insult (e.g., through alcohol use), or disuse (Hertzog, Kramer, Wilson, & Lindenberger, in press)? Could age differences in EF also represent malleable costs of decision heuristics, experience, habit, routinization, and other behavioral mechanisms rather than neurobiological aging, per se (e.g., Hertzog, 2008)? Irrespective of its causes, is adjustment or compensation for deficient EF performance in cognitively demanding situations possible, and can it be trained?

In work with children, most of the research has focused on the preschool years, perhaps because of interest in the early emergence of EF. Researchers have studied inhibition the most, perhaps because of Luria’s early work in this area, the involvement of the prefrontal cortex—an area of great interest to cognitive neuroscientists, and the importance of learning to control impulsive behaviors during the first few years of life. In adulthood and aging, there has been a remarkable explosion of research on EF in recent years, including studies of neuronal activation as correlates to explain age-related differences.

How might EF research on middle adulthood/aging and childhood and adolescence inform and enrich each other? A recent review of the developmental aspects of EFs (Best & Miller, 2008) identifies the following intriguing findings about EF in children or adolescents that raise interesting questions about changes at the other end of the lifespan, during aging: (1) The three foundational EFs have different developmental trajectories during childhood and adolescence. There is relatively little information about their trajectories during early adulthood and middle age, but it seems clear that EF related to inhibition of goal-irrelevant information from working memory declines with age and is related to a number of age-related processing deficits (Zacks, Hasher, & Li, 2000); (2) The components of EF appear to follow a developmental sequence in their periods of rapid development. Inhibition improves rapidly during the preschool years and planning may be the last to develop, with working memory and shifting in between. As noted, inhibitory aspects of EF are affected by aging, and task-switching appears to be manifested in global but not local switch costs, indicating reduced EF flexibility in old age (e.g., Spieler, Mayr, & LaGrone, 2006). Less is known about planning and aging. (3) Culture appears to have some impact; for example, EFs appear to develop earlier in Chinese children than U. S. children (e.g., Sabbagh et al., 2006). Are cultural differences apparent during aging as well? (4) During childhood, EFs predict both school performance and certain social behaviors. During aging, what important aspects of daily functioning are most impacted by EF? (5) The advantage, for kindergarteners’ EF, of being native bilingual (Carlson & Meltzoff, 2008) holds for elderly people as well (Craik & Bialystok, 2006). But to what extent is the impact of bilingualism altered by being overlaid on aging effects on the brain? (6) Do EFs undergo both quantitative and qualitative changes during aging, as they do during childhood and adolescence? Examples of quantitative change are increased working memory and improved inhibition of perseverative errors. Examples of qualitative changes are the acquisition of metacognition (e.g., slowing down after making an error after a shift) and changes in brain organization (e.g., increased localization of activity in the frontal cortex).

In the other direction, a recent study of children illustrates how research on elderly people helps us “look outside the box” in order to identify developmental processes involved in children’s EF. Research with the elderly suggests the importance, for the development of EF, of certain types of experience rarely examined in child populations. Specifically, aerobic physical activity in an elderly group enhances their EF abilities, relative to a stretching and toning control group (e.g., Kramer et al., 1999; see Hertzog et al., in press, for a review). This effect recently was found as well in school-age children (Davis et al., 2007; Davis et al., 2008). Such information is important for current debates about recess, after-school activities, sports programs for both boys and girls, and the “obesity epidemic.” With adult development, benefits of aerobic exercise for EF reinforce the argument that, whatever the effects of aging, adults operate within a zone of possible performance and that levels of performance can be enhanced through exercise, and probably through intellectually engaging activities as well.

Regarding other aspects of cognitive control, strategic behavior, which has been studied intensely for many years in both child and elderly adult populations,
seems an excellent candidate for cross-lifespan comparison and integration. For example, strategy variability and choice, often studied in microgenetic designs, is a central theme of recent strategy research on children. Such an approach seems fruitful for research on aging as well. In addition, a research approach that focuses on children’s strategy production and utilization deficiencies—the emergence of a “good” strategy that does not yet enhance performance (e.g., memory)—has proven useful towards understanding adult development as well (see below).

**Metacognitive Development Across the Life Span**

Metacognition is characterized as a process by which control over cognition, perhaps through EF, is influenced by individuals’ monitoring of the cognitive system so as to achieve adaptive self-regulation (Nelson & Narens, 1990). It also involves the application of knowledge about self, task, and situation to select and change processing strategies to achieve performance goals (Flavell, 1979). Metacognitive development during childhood is characterized by improvements in the accuracy of monitoring mental states, as well as increased epistemic knowledge about the nature of mind and privileged access to internal experiences (i.e., “theory of mind”). In adulthood, there is good evidence that monitoring of mental states is spared, even when cognition itself is impaired (Hertzog & Hultsch, 2000). Thus, adult development does not mirror child development. Furthermore, aging is often accompanied by negative beliefs about cognitive ability which may be driven by aging stereotypes. Although beliefs and implicit theories influence children’s goal pursuit (e.g., Dweck, 2006), the content of older adults’ beliefs are an emergent property of awareness of deficit and age-graded stereotypes that presumably do not affect children’s cognition.

Another interesting difference between metacognitive development in children and adults is the fact that children show decided improvements in strategy use and in effectiveness of strategy use from ages 8 through 13, with major positive effects on cognitive performance (especially in the domain of memory). That is, as children mature they shed production deficiencies and utilization deficiencies that constrain their performance (Flavell, Miller, & Miller, 2002, Ch. 7). Older adults, on the other hand, show only mild strategy production deficits, despite major changes in cognition, and there is little evidence that older adults implement strategies such as interactive imagery in an inefficient manner (Hertzog & Dunlosky, 2004). A recent life-span study of the training of interactive imagery is relevant here, both for its relevance and as an illustration of the benefits of life-span research (Brehmer et al., 2007). Although Brehmer et al. (2007) showed that both young children and older adults have lower associative memory performance than young adults, a training manipulation revealed different patterns of age-related differences. Extensive strategy training improved children’s strategy use and memory performance, but benefitted older adults’ memory performance to a much more limited extent. Such findings suggest that, in old age, emergence of issues with associative binding or with retrieval deficits play a major role in constraining older adults’ cognition that are not at issue with children or younger adults (Hertzog, Dixon, Hultsch, & MacDonald, 2003). In old age, there may be a greater need for new strategies during encoding and retrieval to compensate for age-related declines in retrieval mechanisms.

Older adults are also more susceptible than younger adults to source monitoring problems and false memory effects (e.g., Roediger & Geraci, 2007; Johnson & Raye, 2000), and are less likely to apply EF-based strategies to disambiguate source misattributions. Age-related declines in EF may play an important role in this process. Indeed, effective training to avoid misattributions about memory (e.g., mistaking familiarity for recollection of a prior event) probably requires heightened use of strategies to create distinctive memory traces at encoding, along with a distinctiveness heuristic that avoids memory illusions (Jennings & Jacoby, 2003). In this sense, old age is not simply a regression to childhood. Instead, childhood is characterized by ease of forming new associations and memories, but improvements in memory control with development of EF. In contrast, old age is characterized by emerging deficits in binding and retrieval access to recollective information, requiring additional EF-based strategies to overcome these issues. Thus, to the extent that age-related impairments in EF are greater for some older adults, these “low frontal” older individuals are
at heightened risk for cognitive failures and memory illusions (Roediger & Geraci, 2007; Souchay et al., 2007).

Conclusions

Just as the field of psychology has become enriched by its increasingly interdisciplinary nature in recent years, so can it be enriched by intergenerational research that examines phenomena from the multiple perspectives provided by research on different points of the life-span. Such work could draw attention to similarities and differences between the age groups regarding what aspects of cognitive control are studied (content), what developmental mechanisms have been identified, and what functions cognitive control serves in daily lives. Moreover, such work could direct attention to biological or experiential contributions that may be the same or different in the various age groups.

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Divisions and groups, including:
currently includes members from several APA
Education (CPSE) was established in 2001 and
The Coalition for Psychology in the Schools and
outreach to enhance the quality of school
services to children, adolescents, and families.

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• 5 (Evaluation, Measurement and
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• 16 (School Psychology)
• 17 (Society of Counseling Psychology),
• 25 (Behavior Analysis)
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• 43 (Family Psychology)
• 45 (Society for the Psychological Study of
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• 46 (Media Psychology)
• 53 (Society of Clinical Child and
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• APA Board of Scientific Affairs (BSA)
• Committee on Ethnic Minority Affairs
(CEMA)
• Committee on Psychological Testing and
Assessment (CPTA)
• Committee of Teachers of Psychology at
Secondary Schools (TOPSS)
• Psi Chi

Funding for the Coalition is provided by the
member Divisions and by the APA’s Education
Directorate. The mission of the Coalition is to
promote the application of psychological research
to improve the quality of the nation’s education
and schooling, particularly for children in grades
K-12, and to encourage the APA’s involvement in
policy making and legislation associated with the
educational agenda of the nation. To accomplish
this mission, the Coalition facilitates cooperation
among groups within the APA, and affiliates of
the APA, whose focus is on children and youth
and the teaching and learning processes. The
activities of the Coalition support the APA’s
mission to improve education at every level.

The Coalition recently completed a survey of
2,334 teachers from 49 states and the District of
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TEACHERS DESCRIBE THEIR TRAINING NEEDS

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extent to which teachers believe they would
benefit from additional instruction in four areas: classroom management, instructional skills, classroom diversity, and communication with families. The survey was the first time teachers were asked directly to identify their needs for further professional development; most other surveys have attempted to identify teacher needs by asking administrators about them.

The majority of responders were from public schools and teachers from kindergarten through grade 12 participated. Teachers with a wide range of experience in the classroom participated and specific efforts were made to include teachers from urban, suburban, and rural areas.

Areas of greatest need. Instructional skills and classroom management were the areas in which the highest percentage of teachers reported the need for additional professional development, with 35% of the respondents indicating that their first priority was for further education in instructional skills and 25% indicating that further instruction in classroom management was their greatest need. Notably, these areas were identified even though most respondents already had received substantial education in instructional skills (65%) and classroom management (50%) during teacher preparation programs and in-service professional development programs.

Surprisingly, 24% of the teachers indicated that they had received minimal instruction in classroom management during their teacher training program. This trend was even more marked with new teachers: 34% of first-year teachers indicated that they had received only “a little” preparation in this area.

Influence of experience. Professional development needs varied with experience. For example, in the case of classroom management, 52% of first-year teachers ranked it as their greatest need for further professional development. This decreased to 26% of teachers with 5-9 years of experience and 20% of teachers with 10 or more years of experience.

Among teachers with 10 or more years of experience, 24% identified classroom diversity and 22% identified communicating with family and caregivers as the area of their greatest need for professional development. Interestingly, teachers’ comments on the survey showed that, when they thought of diversity in their classroom, many of them focused on the diversity in academic abilities of their students.

Specific needs. The issues of most importance to teachers who identified classroom management as an area for additional professional development were (a) reducing the frequency with which the negative behaviors of one child disrupted the learning of other children, (b) ensuring that all students were socially and emotionally safe in their classroom, and (c) encouraging the participation of all students in classroom interactions. The most commonly mentioned areas for professional development in instructional skills were (a) promoting critical thinking skills, (b) motivating students to learn, (c) designing and implementing a challenging curriculum, and (d) modifying instructional strategies to meet the needs of individual students. In the area of diversity, teachers expressed an interest in working more effectively with students who have varying degrees of grade-level readiness, gifted students, and students with special learning needs. Finally, teachers expressed interest in learning more about communicating with families and caregivers about behavior and academic problems.

Additional instruction. The survey also asked teachers to identify their preferred methods for continuing their professional development. Most teachers (84%) indicated that they preferred in-district workshops as their first or second choice and 59% indicated that on-line modules were either their first or second choice.

Future work. The Coalition plans to collaborate with the APA’s Education Directorate, other groups within the APA, and other state and national educational organizations to develop strategies to address the principal professional
provides the potential to elevate the human condition and advance human potential both now and in generations to come.

American Psychological Foundation
2009 Elizabeth Munsterberg Koppitz Child Psychology Fellowships

The American Psychological Foundation (APF) provides financial support of innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

APF is requesting applications for the Elizabeth Munsterberg Koppitz Graduate Student Fellowship. The Koppitz Fund was established to support graduate studies in child psychology by promising students. Up to five fellowships will be awarded to graduate students to advance the knowledge and learning in the field of child psychology. Travel stipends will be given to 10 runners-up to attend the APA Convention and other conferences in child psychology.


Request for proposals
Lizette Peterson Homer Memorial Injury Research Grant

The American Psychological Foundation (APF) provides financial support of innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

The Lizette Peterson Homer Memorial Injury Research Grant focuses on psychosocial research on injuries to children and young adults through accidents, violence, abuse, or suicide. A $1,500 annual award is open to students and faculty to support research related to the prevention of injuries in children.

Deadline: October 1, 2008

http://www.apa.org/apf/

CALL FOR NOMINATIONS
AMERICAN PSYCHOLOGICAL FOUNDATION
CHARLES L. BREWER DISTINGUISHED TEACHING OF PSYCHOLOGY AWARD

The American Psychological Foundation (APF) invites nominations for the APF 2009 Charles L. Brewer Distinguished Teaching of Psychology Award, which recognizes an outstanding career contribution to the teaching of psychology.

The awardee receives a plaque, $2,000, and a two-night, three-day, all-expense-paid trip to the 2009 American Psychological Association (APA) Convention in Toronto, where the award will be presented, and they will be invited to give a special address.

Deadline: December 1, 2008

Questions? E-mail iramos@apa.org or call (202) 336-5814

Call for Nominations
American Psychological Foundation
Gold Medal Awards

The American Psychological Foundation (APF) invites nominations for the APF 2009 Gold Medal Awards. The awards include a mounted medallion, $2,000 (to be donated by APF to the charitable institution of the winner’s choice), and an all-expense-paid trip for the award winner and one guest to attend the 2009 American Psychological Association (APA) Convention in Toronto, Canada, for two nights and three days (Coach round-trip airfare, reasonable expenses for accommodations, and meals for two individuals will be reimbursed).

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Eligibility
is limited to psychologists 65 years or older residing in North America.

The deadline for receipt of nomination materials is December 1, 2008. Please e-mail materials to Foundation@apa.org or mail to: American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242.

Questions? E-mail iramos@apa.org or call (202) 336-5814.

OTHER ANNOUNCEMENTS

SEEKING BEHAVIORAL AND SOCIAL SCIENCE VOLUNTEERS

The American Psychological Association’s (APA) Office on AIDS is currently recruiting volunteer consultants to support its Behavioral and Social Science Volunteer (BSSV) Program. The program’s purpose is to improve the capacity of community based organizations (CBOs), health departments (HDs), and community planning groups (CPGs) to design, adapt and/or evaluate effective HIV prevention interventions for communities of color.

Prospective volunteers should possess the following criteria:
- master’s or doctoral level degree in behavioral or social science;
- representative of a minority ethic/racial group;
- experience with/knowledge of HIV prevention science and its application among communities of color; and
- personal desire to give back to local communities to reduce the further spread of HIV.

While HIV prevention staff of CBOs and HDs are working diligently to end the epidemic, local psychologists, sociologists, anthropologists, social workers and public health experts are needed to team up with these providers and share their expertise to ensure that programs are scientifically sound and culturally competent.

Volunteers of the BSSV Program will receive the following benefits:
- training in state of the art science and service delivery around HIV prevention for communities of color;
- opportunities to learn from and network with national experts;
- opportunities to help facilitate and apply knowledge in community settings that are practical, useful and time efficient; and
- be a part of an activist group of social scientists who are committed to improving the health of communities disproportionately affected by HIV.

For more information about this program, please contact Shauna Cooper at scooper@apa.org or 202-336-6176. Thank you for considering this request.

REQUEST FOR PAPERS

Memory
Special Issue: Silence and Memory

Memory researchers often focus on what is spoken, but silences are also important elements in memory. Recent work suggests that what is not told, not rehearsed, and not spoken has implications for later memory, self, and identity. Moreover, that work further suggests that those implications are evident for both individuals and groups. We are seeking contributions to a special issue of Memory considering the implications of silence for memory. We are interested in a wide range of contributions, ranging from laboratory and experimental work to theoretical considerations, and on phenomena ranging from retrieval-induced forgetting to cultural and social factors that influence the nature of silences. Interested individuals should submit their manuscripts through the manuscript central website: http://mc.manuscriptcentral.com/pmem, and note that the submission is intended for the special issue on Silence and Memory. For full consideration, manuscripts are due December 31, 2008. Questions should be directed to the guest editors: Monisha Pasupathi (monisha.pasupathi@psych.utah.edu) and
This special issue invites manuscripts that investigate the place of race and ethnicity in adolescent development. Manuscripts may examine socialization in various ecological contexts (e.g., family, peer, school, and co-ethnic communities) and focus on a variety of developmental issues relating, for example, to racial/ethnic identity development, acculturation processes, social class, discrimination, and prejudice. Particularly welcome are manuscripts that provide longitudinal analyses and/or carefully consider methodological challenges in studying adolescents’ ethnic/racial development (e.g., measurement issues and the generalizability of current developmental theory). For further information, do contact Roger Levesque <rlevesqu@indiana.edu> or Scott Weaver <srweaver@gsu.edu>. We will try to remain flexible but would like submissions by August 1st, 2008, with earlier submissions welcomed. We expect publication in Spring 2009.

**Early Childhood Research Quarterly**

**Special Issue: Globalization of Early Childhood Policies and Practices: International Comparative Perspectives**

Early Childhood Research Quarterly is planning to publish a special issue dedicated to international and comparative perspectives on early childhood policy and practice.

Special Issue Editors: Helen Penn (University of East London), Peter Moss (University of London), and Jennifer Sumsion (Charles Sturt University, Australia). Direct questions to Helen Penn; h.penn@uel.ac.uk

Early childhood systems, policies, and practices and the values underlying them differ considerably from country to country, even when they draw on similar evidential data about young children’s learning. The recent OECD comparative study of 20 countries has highlighted these differences, including the priority given, and expenditures assigned to early childhood education and care, and the broad impact of these differences on the pattern of services and practices available to young children and families.

Ideas, beliefs, policies, and practices in early childhood education are now increasingly porous. We are interested in knowledge transfer – how ideas about policy and practice in early childhood are transmitted from one country to another. One view is that academic institutions are the powerhouse of ideas, and the places where such ideas are empirically tested and gradually these ideas percolate through to policy makers and influence practice. This view, however, is limited. Knowledge, and its entailed practices, is transmitted globally not only through academic institutions, but also by foundations such as High Scope; through international commercial organizations such as ABC Learning, the world’s largest nursery chain, and through international organizations such as OECD, World Bank, WHO, and UNESCO. Examples include the Soros Foundation Step by Step programme which has had a powerful influence in reshaping policy and practice in early childhood in ex-communist countries; Sesame Street which is being adapted for use and evaluated in countries as diverse as Bangladesh, Israel, and China; and the World Forum on Early Care and Education which attempts to involve participants from developing countries in their annual conference. What kinds of ideas are most influential, where do they come from, and how have they been implemented? Are there particular paradigms or ideas that are especially influential in determining policy? Can research instruments, devised in one country be successfully used in other, very different countries? We are seeking empirical and conceptual papers that a) critically review policies and/or practices in early childhood education and care across countries, b) review the work of international agencies/networks in the field of early education and care that work across developed countries and/or between developed and developing countries, c) report on the transfer of policy and/or practice or research tools or findings from one country to another.
The deadline for manuscript submission is November 1, 2008, with a projected deadline for receipt of final revised drafts of papers accepted by May, 2009. Manuscripts of a maximum of 40 pages must be written in APA pre-publication style and submitted through the regular ECRQ website http://ees.elsevier.com/ecrq. Submissions must mention in the cover letter and in the comments field on the site that the submission is specifically for the special international issue.

**Journal of Experimental Child Psychology**

**Special issue: Typical development of numerical cognition: Behavioral and neurocognitive issues**

A special issue of the *Journal of Experimental Child Psychology*, co-edited by guest editors Liane Kaufmann and Ann Dowker, will be devoted to empirical research articles studying the development of numerical cognition in typically developing children. We encourage papers investigating developmental changes in behavioral and/or neurocognitive aspects of numerical cognition in childhood. For example, contributions could deal with different forms of number representations; developmental changes in counting; estimation skills; the development of arithmetical strategies; automaticity of number processing; factors influencing the learning of simple and complex arithmetic; the interplay between numerical and non-numerical cognitive resources for establishing and applying number processing and calculation skills; or any other issues related to numerical and arithmetical development. Comparative studies (numerical cognition in animals) and studies investigating neurofunctional issues of numerical development such as electrophysiological and functional/structural MRI studies are also welcome. Consistent with the editorial policy of JECP, "experimental child psychology" is interpreted broadly to include empirical (not only experimental) research on development in infancy, childhood, and adolescence, but we expect the main focus of this issue to be on infancy and childhood before the adolescent stage. Manuscripts should be submitted by July 30, 2008, using the Elsevier Editorial System at http://ees.elsevier.com/jecp. Manuscripts should be prepared in accordance with the usual guidelines [see the Guide for Authors on the journal homepage (http://www.elsevier.com/locate/jecp) for details and address]. Authors should indicate in their cover letters that they wish their manuscripts to be considered for the special issue on "typical development of numerical cognition." Papers submitted by Editorial Board members, their collaborators, or their students must be prepared for blind review; papers submitted by others may be prepared for blind review if the authors wish. Manuscripts that meet JECP criteria for scientific merit and importance but that are not selected for the special issue may be published in a regular issue of JECP. Inquiries, including questions about appropriate topics, may be sent electronically to Liane Kaufmann (liane.kaufmann@i-med.ac.at) or Ann Dowker (ann.dowker@psy.ox.ac.uk).

**International Journal of Behavioral Development**

**New Section: Developmental Methodology**

Scholars are invited to submit papers to a new recurring section of the *International Journal of Behavioral Development* devoted to advances in developmental methodology. The Methods and Measures section of the journal will feature articles on issues related to instrumentation, design, and statistical analysis in research on human development. Some papers will be brief primers on cutting edge developmental methodologies. Others will be archival descriptions of procedures and instruments. Still others will be empirical studies that illustrate unique advances in statistics or measurement. Primers on new techniques and procedures are welcome. Manuscripts should be written for an audience of developmental scholars. Submissions must be brief, ranging in length from 15 to 25 manuscript pages, inclusive. Submit manuscripts via the journal submission portal at http://mc.manuscriptcentral.com/ijbd. Manuscripts intended for the Methods and Measures section should be designated as “methodology articles” at the manuscript type prompt. Direct inquiries to section Editor Brett Laursen (laursen@fau.edu) or to Editor-in-Chief Marcel van Aken (m.a.g.vanaken@uu.nl).
Sex Roles: A Journal of Research is interested in increasing the number of submissions with a developmental focus.

Sex Roles is an interdisciplinary, behavioral science journal with a feminist perspective. It publishes original research reports and review articles that illuminate the underlying processes and consequences of gender role socialization, gendered perceptions and behaviors, and gender stereotypes. Topics of articles might include body image, violence against women, or intimate partner violence, gender role socialization; social influences (e.g., media, schools, peers, community) on stereotypes; the acquisition, maintenance, and impact of stereotypes; effects of contemporary social change (sociocultural as well as economic, legal, and political systems); gendered physical and mental health concerns; gender issues in employment and work environments; interpersonal relationships; sexual orientation and identity; or methodological issues in gender research. Research done in the United States as well as other countries is welcomed. The journal also publishes book reviews that address gender-related topics.

Information regarding the journal and submission guidelines can be found on the Springer website at: www.springer.com/11199/. Address questions either to Margaret L. Signorella, PhD, Associate Editor (handling developmental submissions) or Irene Hanson Frieze, PhD, Editor.

UPCOMING CONFERENCES

7th International Conference on Development and Learning
Asilomar Conference Center, Monterey, California
August 9th-12th, 2008
http://www.icdl08.org/

The APA Committee on Aging and the Office of Continuing Education are cosponsoring an all-day, preconvention workshop

“What Psychologists Should Know about Working with Older Adults”
August 13th from 8:00 am-3:50 pm
in the Faneuil Room, Westin Boston Waterfront Hotel.
http://apadiv20.phhp.ufl.edu/Precon5_CONA.pdf

Summer 2008 Professional Development Workshop Series
Evaluation and Applied Research Methods
Claremont Graduate University
August 22-27, 2008
http://www.cgu.edu/workshops

Development of Executive Functions Workshop
University of Oxford, UK
30th-31st August 2008
http://psyweb.psy.ox.ac.uk/abcd/EF_Workshop/index.html

NEW XVIith ISPCAN International Congress on Child Abuse and Neglect
International Society for Prevention of Child Abuse and Neglect
September 7-10, 2008
Hong Kong, China
http://www.ispcan.org/congress2008/

Conference of the Life History Research Society
23-26 September 2008
Hotel Dolce Bad Nauheim, Germany

2nd Annual Professional Development Conference for Undergraduate Seniors Interested in Graduate Training in Family and Child Sciences
September 26-28, 2008
Arizona State University
Tempe, AZ
http://www.asu.edu/ssfd/conf

Childhood & Adolescent Obesity 2008
How We Live, How We Learn, and How We Work:
Implications for the Prevention and Treatment of Childhood Obesity
The Coast Plaza Hotel & Suites
Vancouver, British Columbia, Canada
October 2nd – 4th, 2008
http://www.interprofessional.ubc.ca/Obesity_Conference.htm
<table>
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<th>Event</th>
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<tr>
<td>International city break conference on Social Sciences &amp; Human Development research</td>
<td>17-20 October 2008</td>
<td>Athens, Greece</td>
<td><a href="http://www.atiner.gr/shd.htm">http://www.atiner.gr/shd.htm</a></td>
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<td>NIMH-funded Leadership Training Institute for Diverse Researchers</td>
<td>October 19-22, 2008</td>
<td>Bethesda, MD</td>
<td><a href="http://LTI.4researchers.org">http://LTI.4researchers.org</a></td>
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<td>Father Involvement Research 2008: Diversity, Visibility, Community</td>
<td>October 22-24, 2008</td>
<td>TORONTO, ON, Canada</td>
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<td>The 3rd International Conference on Fetal Alcohol Spectrum Disorder</td>
<td>March 11th-14th, 2009</td>
<td>Victoria Conference Centre, Victoria, British Columbia, Canada</td>
<td><a href="http://www.interprofessional.ubc.ca/FASD09.htm">http://www.interprofessional.ubc.ca/FASD09.htm</a></td>
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<td>2009 SRCD Biennial Meeting</td>
<td>April 2-4, 2009</td>
<td>Denver, Colorado, USA</td>
<td><a href="http://www.srcd.org">www.srcd.org</a></td>
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<td>11th International Conference on Education</td>
<td>May 25-28, 2009</td>
<td>Athens, Greece</td>
<td><a href="http://www.atiner.gr/docs/Education.htm">http://www.atiner.gr/docs/Education.htm</a></td>
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EXECUTIVE COMMITTEE

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Past President (2-year term): Ann Masten (Jan 07 – Dec 08)
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Rick Passman (Jan 08 – Dec 08)
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Jodie Quas (Jan 08 – Dec 08)
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Marsha Weinraub (Jan 05 – Dec 08)
Thomas C. Dalton (Jan 08 – Dec 10)
Louis Manfra (Jan 07 – Dec 10)
Glenn Roisman (Jan 08 – Dec 09)

(Addresses, telephone numbers, and Emails are listed on the Division 7 web site.)

NEWSLETTER EDITOR:
Kali Trzesniewski, Ph.D.
Department of Psychology
University of Western Ontario
E-mail: k.trz at uwo.ca
<table>
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<tr>
<th>EVENT, TITLE and PEOPLE</th>
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<tr>
<td>Symposium (S): Development of Giftedness and Talent Across the Life Span</td>
<td>8/14 Thu: 10:00 AM - 11:50 AM</td>
<td>Boston Convention and Exhibition Center Meeting Room 207</td>
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<tr>
<td><strong>Participant/1stAuthor</strong></td>
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<tr>
<td>Lynn S. Liben, PhD, Penn State University Park</td>
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<tr>
<td><em>Title: Giftedness During Childhood: The Spatial-Graphic Dimension</em></td>
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<tr>
<td>Ellen Winner, PhD, Boston College</td>
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<tr>
<td><em>Title: Toward Broadening Our Understanding of Giftedness: The Spatial Domain</em></td>
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<td>Dona J. Matthews, PhD, Ontario Institute for Studies in Education, Toronto, ON, Canada</td>
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<tr>
<td><em>Title: Developmental Transitions in Giftedness and Talent: Childhood to Adolescence</em></td>
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<td>Sandra Graham, PhD, University of California--Los Angeles</td>
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<tr>
<td><em>Title: Giftedness in Adolescence: African American Gifted Youth and Their Challenges</em></td>
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<td>Frank C. Worrell, PhD, University of California--Berkeley</td>
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<tr>
<td><em>Title: What Does Gifted Mean? Personal and Social Identity Perspectives on Giftedness in Adolescence</em></td>
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<td>Rena F. Subotnik, PhD, APA Center for Psychology in Schools and Education, Washington, DC</td>
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<td><em>Title: Developmental Transitions in Giftedness and Talent: Adolescence to Adulthood</em></td>
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<td>Poster Session (F): Cognitive and Sociocognitive Development</td>
<td>8/14 Thu: 1:00 PM - 1:50 PM</td>
<td>Boston Convention and Exhibition Center Exhibit Halls A and B1</td>
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<td><strong>Participant/1stAuthor</strong></td>
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<tr>
<td>Veda E. Brown, PhD, BS, Prairie View A&amp;M University</td>
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<tr>
<td><em>Title: Young Children’s Critical Thinking Skills Enhancement Model: The Family Literacy Context</em></td>
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<td>Jack J. Bauer, PhD, University of Dayton</td>
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<tr>
<td><em>Title: Intentional Self-Development in Emerging Adulthood</em></td>
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<td>Louise Katz, PhD, Columbia State Community College</td>
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<td><em>Title: Psychological and Environmental Factors Related to Myopia Development</em></td>
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<td>Maureen J. Hoskyn, PhD, MA, Simon Fraser University, Burnaby, BC, Canada</td>
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<td><em>Title: Development of Working Memory in Young Children</em></td>
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<td>Emily S. Cleveland, PhD, Wellesley College</td>
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<td><em>Title: Helping Preschoolers Remember: An Intervention Study With Parents</em></td>
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<td>Emily S. Cleveland, PhD, California State University--East Bay</td>
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<td><em>Title: Social Origins of Life-Story Memory and Well-Being in Adolescence</em></td>
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<td>David P. Manzeske, MS, Indiana University at Bloomington</td>
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<td><em>Title: School Engagement as a Developmental Process: Exploring the Peer Context</em></td>
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<td>Sebastien Monette, MS, Universite du Quebec a Montreal, QC, Canada</td>
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<td><em>Title: Executive Functions in Aggressive Preschoolers</em></td>
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<td>Sarah A. Cain Spannagel, MA, Case Western Reserve University</td>
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<td><em>Title: Relationships Among Pretend Play, Prosocial Moral Reasoning, and Prosocial Behavior</em></td>
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Jessica Beer, PhD, Indiana University School of Medicine  
**Title:** Preschoolers' Play Negotiations: The Development of Sociocognitive Understanding

Susan M. Meagher, MS, MA, University of Massachusetts  
**Title:** Relationship Between Maternal Beliefs and Behavior During Shared Reading

Tony X. Tan, EdD, University of South Florida  
**Title:** Adopted Chinese Girls’ Social Skills, Behavioral Problems, and Academic Competence

Andrea M. Buonaugurio, MA, City University of New York John Jay College of Criminal Justice  
**Title:** Children’s Perceptions of the Acceptability of Lies

Kara D. Braun, BA, University of Washington  
**Title:** Ten-Month-Old Infants’ Understanding of Goals Pertaining to Tool Use

Dana S. Smith, MA, BS, University of Alabama at Birmingham  
**Title:** Role of Space in Children’s Word Learning: Does Location Matter?

Alexandra Zagoloff, BA, Illinois Institute of Technology  
**Title:** Conservation, Verbal Explanations, and IQ

Emily N. LeDonne, BA, Stonehill College  
**Title:** Recognizing Faces: Young Children Perform Better With Younger Faces

Janean E. Dilworth-Bart, PhD, University of Wisconsin--Madison  
**Title:** Does Maternal Scaffolding Moderate the Relations Between Early Risk and 36-Month Socioemotional and Neurocognitive Outcomes?

Chryystal R. Shawley, Indiana University of Pennsylvania  
**Title:** Age, Education, and Subjective Health as Predictors of Cognitive Abilities

Sanae Okamoto-Barth, PhD, Maastricht University, The Netherlands  
**Title:** Tracking and Inferring Spatial Rotation by Children and Great Apes

Cari M. Leibel, University of Minnesota--Twin Cities  
**Title:** Parent Competence Predicts Academic Functioning in Homeless Children

Marta A. Laupa, PhD, Rhode Island College  
**Title:** Children's Concepts of Varying Arithmetic Rules

David R. Holliway, PhD, Washington State University Tri-Cities  
**Title:** Spatial Cognition in Children’s Written Route Descriptions

Michika Takiyoshi, MA, Tohoku University, Sendai, Miyagi, Japan  
**Title:** Self-Cognition Development During Childhood and Puberty in Japan

Sabrina F. Sembiante, BA, Florida International University  
**Title:** Development of English Proficiency and Relations With Academic Performance

Regina Kuersten-Hogan, PhD, MA, Assumption College  
**Title:** Family Emotion Expressions and Preschoolers’ Theory of Mind and Emotions

Kathleen Guinee, EdD, Northeastern University  
**Title:** Differences in Children’s Strategies Across Well-Defined and Ill-Defined Web Queries

Dalle Jin, BA, Florida International University
Title: Exposure to Asian Languages and Subsequent Mathematic Performance

Julie E. Braciszewski, MA, Wayne State University

Title: Language, Reading, and Behavior: Transitions to Literacy in African American Youngsters

Ingrid Maria Hopkins, PhD, University of Alabama at Birmingham

Title: Predictors of Social Competency Outcomes for Interactive Computer-Based Training

Hairong Song, MS, University of California--Davis

Title: Attachment and Self-Evaluation Among Chinese Adolescents

Julie M. Rutledge, MS, Oklahoma State University

Title: Using Hands, Using Words, and Using Relationships to Solve Problems

Erica S. Weisgram, PhD, University of Wisconsin--Stevens Point

Title: Using a Novel Job Paradigm to Explore Children’s Gender Development

Mi Kyoung Jin, PhD, Namseoul University, Cheonan City, South Korea

Title: Study on Children’s Family Drawings by Attachment Classification

Teri Stasiewicz, MS, Illinois Institute of Technology

Title: Social Desirability and Perceived Competence: Gender and Ethnicity Differences

Natsumi Sonoda, PhD, Yokohama National University, Kanagawa, Japan

Title: Effect of Preschooler Perceptions of Mothers and Teachers on Social Development

Shira Kolnik, BA, University of Miami

Title: Executive Functioning and Relational Victimization in Cocaine-Exposed Children

Thomas G. Reio, Jr., PhD, Florida International University

Title: Curiosity, Emerging Adulthood, and Subjective Well-Being

Kathleen H. Corriveau, MEd, Harvard University

Title: Children’s Acceptance of Mothers’ and Strangers’ Information: Links With Attachment

Christopher Stanley, PhD, Winston-Salem State University

Title: Relations Among Organized Activities, BMI, and Social Adjustment During Adolescence

Symposium (S): Children's Development in Context--From Individual to Sociocultural Influences

8/14 Thu: 2:00 PM - 3:50 PM

Boston Convention and Exhibition Center

Meeting Room 253C

Participant/1stAuthor

Jerome Kagan, PhD, Harvard University

Title: How Temperaments Influence Human Development

Michelle D. Leichtman, PhD, University of New Hampshire

Title: Gender Differences in Episodic Memory Across the Life Course

Paul L. Harris, DPhil, Harvard University

Title: Early Development of Trust

Mary Gauvain, PhD, University of California--Riverside

Title: Sociocultural Context of Child Development
### DIVISION PROGRAM SUMMARY SHEET

<table>
<thead>
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<th>EVENT, TITLE and PEOPLE</th>
<th>DAY/TIME</th>
<th>FACILITY/ROOM</th>
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<tbody>
<tr>
<td>Paper Session (S): Young Researchers in Developmental Psychology—Selected Student Papers</td>
<td>8/15 Fri: 8:00 AM - 9:50 AM</td>
<td>Boston Convention and Exhibition Center Meeting Room 150</td>
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<tr>
<td><strong>Participant/1stAuthor</strong></td>
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<tr>
<td>Rachel G. Riskind, BA, University of Virginia</td>
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<tr>
<td><em>Title: Children’s Use of Storybook Context to Determine Reality Status</em></td>
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<tr>
<td>Virginia E. Vitiello, MS, University of Miami</td>
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<tr>
<td><em>Title: Executive Functions and Approaches to Learning in Head Start Preschoolers</em></td>
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<tr>
<td>Rachel A. Montague, BA, Seattle Pacific University</td>
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<tr>
<td><em>Title: Sustained Attention and Aggression in Developmentally Delayed and Nondelayed Boys</em></td>
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<td>Christine R. Hughes, MS, University of Miami</td>
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<tr>
<td><em>Title: How Custody Arrangement Impacts Development in an Early Intervention Program</em></td>
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<td>Amélie Nantel-Vivier, BA, McGill University, Montreal, QC, Canada</td>
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<tr>
<td><em>Title: Effect of Tryptophan Supplementation on Aggressive Boys’ Prosociality</em></td>
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<tr>
<td>Invited Address (S): [Weisz]</td>
<td>8/15 Fri: 2:00 PM - 2:50 PM</td>
<td>Boston Convention and Exhibition Center Meeting Room 256</td>
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<tr>
<td><strong>Participant/1stAuthor</strong></td>
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<tr>
<td>John R. Weisz, PhD, Judge Baker Children's Center, Boston, MA</td>
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<tr>
<td><em>Title: Evidence-Based Practice in Child Mental Health: Landslide Win or Time for a Recount?</em></td>
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<tr>
<td>Invited Address (S): Boyd McCandless Young Scientist Award</td>
<td>8/15 Fri: 3:00 PM - 3:50 PM</td>
<td>Boston Convention and Exhibition Center Meeting Room 150</td>
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<td><strong>Participant/1stAuthor</strong></td>
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<tr>
<td>Kevin Pelphrey, PhD, Carnegie Mellon University</td>
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<tr>
<td><em>Title: Charting the Typical and Atypical Development of the Social Brain</em></td>
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<tr>
<td>Presidential Address (S): [Steinberg]</td>
<td>8/15 Fri: 4:00 PM - 4:50 PM</td>
<td>Boston Convention and Exhibition Center Meeting Room 252B</td>
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<tr>
<td><strong>Participant/1stAuthor</strong></td>
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<tr>
<td>Laurence Steinberg, PhD, Temple University</td>
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<tr>
<td><em>Title: Adolescent Development, Social Policy, and the Law: Lessons From a Decade in the Trenches</em></td>
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<tr>
<td>Invited Address (S): Urie Bronfenbrenner Award for Lifetime Contributions to Developmental Psychology</td>
<td>8/15 Fri: 5:00 PM - 5:50 PM</td>
<td>Boston Convention and Exhibition Center Meeting Room 252B</td>
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<td><strong>Participant/1stAuthor</strong></td>
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<tr>
<td>Gail S. Goodman, PhD, University of California--Davis</td>
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<tr>
<td><em>Title: Child Maltreatment and Memory</em></td>
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<tr>
<td>Invited Address (S): Urie Bronfenbrenner Award for Lifetime Contributions to Developmental Psychology</td>
<td>8/16 Sat: 9:00 AM - 9:50 AM</td>
<td>Boston Convention and Exhibition Center Meeting Room 208</td>
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<td><strong>Participant/1stAuthor</strong></td>
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<tr>
<td>Gerald R. Patterson, PhD, Oregon Social Learning Center, Eugene</td>
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<tr>
<td><em>Title: When Do Families Change?</em></td>
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</table>
### Symposium (S): Mentoring Award---A Symposium in Honor of Dante Cicchetti

**Participant/1stAuthor**

Suniya Luthar, PhD,  
*Title: Introduction and Overview*

Marjorie Beeghly, PhD, Children's Hospital Boston, MA  
*Title: Caregiver--Child Affective Communication: Lessons From the Study of At-Risk and Atypical Groups*

Douglas Barnett, PhD, Wayne State University  
*Title: Organizing Development Through Relationship: Studies in Parenting and Atypical Attachment*

Michael Lynch, PhD, State University of New York College at Geneseo  
*Title: Research on Traumatic Stress Reactions in Children*

Mary Dozier, PhD, University of Delaware  
*Title: Interventions With Foster-Care Families: The Role of Attachment*

Fred Rogosch, PhD, Mt. Hope Family Center, Rochester, NY  
*Title: Dr. Cicchetti's Legacy of Mentorship at Mt. Hope Family Center*

Dante Cicchetti, PhD, University of Minnesota--Twin Cities  
*Title: Reflections on Mentoring*

#### Invited Address (S): G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology

**Participant/1stAuthor**

Katherine Nelson, PhD, City University of New York Graduate Center  
*Title: Narratives of Developing Minds*

#### Executive Committee Meeting (N): [Executive Committee Meeting]

**Participant/1stAuthor**

#### Business Meeting (N): [Business Meeting]

#### Social Hour (N): [Social Hour]
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<tr>
<td>Poster Session (F): Socioemotional Development and Parental and Family Influences</td>
<td>8/17 Sun: 10:00 AM - 10:50 AM</td>
<td>Boston Convention and Exhibition Center Exhibit Halls A and B1</td>
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<th>Participant/1stAuthor</th>
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<tr>
<td>Diana M. Morelen, BA, College of William and Mary</td>
<td>Regulation of Anger and Sadness in the Youth of Ghana</td>
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<tr>
<td>William F. McMullen, EdD, MSW, Boston University</td>
<td>Adolescent Emotional Profiles: How They Change With Time</td>
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<tr>
<td>Michael Cassano, MA, University of Maine</td>
<td>Expectancy Violations, Gender, and Parental Socialization of Sadness Regulation</td>
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<tr>
<td>Talia M. McKay, BS, Washington State University</td>
<td>Developing Infant Negative Emotions and Emerging Toddler Inattention and Anxiety</td>
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<tr>
<td>Geraldine V. Oades-Sese, PhD, MEd, Rutgers the State University of New Jersey/Piscataway</td>
<td>Profiles of Resilience and Vulnerability Among At-Risk Hispanic American Preschoolers</td>
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<tr>
<td>Carisa K. Perry-Parrish, PhD, Johns Hopkins Medical Institutions, Baltimore, MD</td>
<td>Emotion Regulation Similarities Across Gender in Children and Adolescents</td>
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<tr>
<td>Rami Nijjar, BA, Concordia University, Montreal, QC, Canada</td>
<td>Emotional Regulation in High-Risk Mother--Child Dyads: An Intergenerational Study</td>
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<tr>
<td>Vanessa E. Ramirez, BS, Rutgers the State University of New Jersey/Piscataway</td>
<td>Maternal Acculturation’s Relationship to Preschool Children’s Mental Health</td>
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<tr>
<td>Sumru Erkut, PhD, Wellesley Centers for Women, MA</td>
<td>Mixed-Ancestry Adolescents’ Challenges and Strengths: A Contextual Approach</td>
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<tr>
<td>Carrick Carter, BA, Wheaton College</td>
<td>Factors That Impact Adolescents’ Responses to Interpersonal Difficulties With Peers</td>
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<tr>
<td>Jennifer J. Chen, EdD, Kean University</td>
<td>Behavioral Adjustment in Early Childhood: Investigating Individual and Familial Factors</td>
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<tr>
<td>David Bridgett, PhD, MA, Yale Child Study Center, New Haven, CT</td>
<td>Development of Infant Temperament and Negative Parenting Practices in Toddlerhood</td>
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<td>Kelly M. Groh, MS, University of Wisconsin--Milwaukee</td>
<td>Temperament, Agency, and the Moderating Effect of Attachment</td>
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<td>Virginia H. Mackintosh, PhD, Virginia Commonwealth University</td>
<td>Family Access to Disability Services: New Measure Predicts Parents’ Stress</td>
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<tr>
<td>David P. Perkins, Washington State University</td>
<td>Infant Temperament and Maternal Contributions to Toddler Aggression</td>
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<td>Carlos O. Calderon, MA, Arizona State University</td>
<td>Socialization of Familism and Prosocial Behavior Among Mexican American Adolescents</td>
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<td>Nathanael G. Mitchell, MEd, University of Louisville</td>
<td>Social Stigmatization of Obesity in African American Preschool Children</td>
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<td>Sharon R. Smith, BA, National Institutes of Health, Bethesda, MD</td>
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(As of 5/18/2008 7:53:10PM)
Title: Infant Temperament, Regulation, and Maternal Depression Mediate Infant Problem Behaviors  
Robert E. Larzelere, PhD, Oklahoma State University  
     Title: Effective Versus Counterproductive Power Assertion in Baumrind’s Parenting Styles

Alesha M. Muljat, MA, Seattle Pacific University  
     Title: Family Expressiveness and Child Emotionality: Mediating Role of Inconsistent Parenting

Tony X. Tan, EdD, University of South Florida  
     Title: Social Skills of Preschool Children Adopted From China

Yoon A. Lee, MA, Boston University  
     Title: Mediators of Childhood Aggression and Later Interpartner Perpetration and Victimization

Susanna N. Visser, MS, Centers for Disease Control and Prevention, Atlanta, GA  
     Title: DSM-Based ADHD and Comorbidities Among Community-Based Samples of Youth

Teresa Paula Mendes, MPH, ISDOM, Marinha Grande, Portugal  
     Title: Adolescent Mothers’ Adjustment to Motherhood: Links Between Identity and Attachment

Amie A. Hane, PhD, Williams College  
     Title: Temperament, Mother–Child Interactive Affect, and Early Childhood Behavior Problems

Melissa M. Ghera, PhD, St. John Fisher College  
     Title: Differential Influences on the Expression of Compliance in Childhood

Richard P. Wiebe, PhD, JD, Fitchburg State College  
     Title: Future Uncertainty Predicts Delinquency in a Nationally Representative Sample

Rachel A. Razza, PhD, Syracuse University  
     Title: Family Predictors of Early Self-Regulation Among At-Risk Children

Matthew J. Bundick, MA, MEd, Stanford University  
     Title: Correlates and Developmental Trends of Thriving in Adolescence

Claire D. Vallotton, PhD, Harvard University  
     Title: Effects of Maternal Stress and Depression on Mother–Toddler Play

Elizabeth M. Oliva, BA, University of Minnesota–Twin Cities  
     Title: Adolescent Substance Use: Timing, Severity, and Emerging Adult Educational Attainment

John R. Buri, DPhil, University of Saint Thomas  
     Title: Family Functioning and Maladaptive Schemas: The Moderating Effects of Optimism

Linda L. Thede, MS, MA, Colorado School of Professional Psychology  
     Title: Conduct-Related Childhood Antecedents to Development of Adult Psychopathy

Yetilu de Baessa, PhD, Universidad Francisco Marroquin, Guatemala  
     Title: Does Work Have an Emotional Effect on Children?

Michael B. Berg, PhD, Wheaton College  
     Title: Correlational Study of Empathy and Aggression in Preschoolers

Dragana Ilic, BS, Lynn University  
     Title: Attachment, Separation, and Alcohol Abuse in College Freshmen

Craig E. Smith, MEd, Harvard University
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<tr>
<td><strong>Title:</strong> Effects of Forbearance and Apology on Children's Views of a Transgressor</td>
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<td>Maria I. Kuznetsova, MS, Virginia Commonwealth University</td>
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<td><strong>Title:</strong> Teasing Behavior in Children of Incarcerated Mothers</td>
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<td>Gina M. Veits, BA, College of William and Mary</td>
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<tr>
<td><strong>Title:</strong> Peer Group and Friendship Influences on Children’s Emotion Management</td>
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Total Number of Sessions = 15