

DEVELOPMENTAL PSYCHOLOGIST

Summer 2008



Table of Contents

PRESIDENT’S COLUMN – LAURENCE STEINBERG	1
DIVISION 7 ANNOUNCEMENTS	
DIVISION 7 AWARD RECIPIENTS	4
INTRODUCING DIVISION 7/DIVISION 20 DIALOGUES	6
CHECK OUT OUR WEBPAGE	6
DIALOGUE BETWEEN DIVISION 7 AND DIVISION 20	7
TEACHERS DESCRIBE THEIR TRAINING NEEDS	11
SCIENCE POLICY AND FUNDING NEWS	13
OTHER ANNOUNCEMENTS	14
UPCOMING CONFERENCES.....	17
DIVISION 7 EXECUTIVE COMMITTEE	19
APA 2008 DIVISION 7 PROGRAMMING	20

PRESIDENT’S COLUMN Laurence Steinberg

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 Developmental 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, manfral@fiu.edu

**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 (myelination) 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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- 5 (Evaluation, Measurement and Statistics)
- 7 (Developmental Psychology)
- 10 (Aesthetics, Creativity and the Arts)
- 15 (Educational Psychology)
- 16 (School Psychology)
- 17 (Society of Counseling Psychology),
- 25 (Behavior Analysis)
- 27 (Society for Community Research and Action),
- 35 (Society for the Psychology of Women)
- 37 (Society for Child and Family Policy and Practice)
- 43 (Family Psychology)
- 45 (Society for the Psychological Study of Ethnic Minority Issues)
- 46 (Media Psychology)
- 53 (Society of Clinical Child and Adolescent Psychology),
- APA Board of Educational Affairs (BEA)
- 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 Columbia. The survey focused on assessing the extent to which teachers believe they would

TEACHERS DESCRIBE THEIR TRAINING NEEDS

The Coalition for Psychology in the Schools and Education (CPSE) was established in 2001 and currently includes members from several APA Divisions and groups, including:

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

development needs of teachers, as identified through this survey.

SCIENCE POLICY AND FUNDING NEWS

**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.

<http://forms.apa.org/apf/grants/> by midnight EST (eastern standard time) on November 15, 2008. For more information, visit <http://www.apa.org/apf/koppitz.html>.

**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 ethnic/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

Kate McLean (Kate.McLean@wwu.edu). All manuscripts will be subject to editorial and peer-review before acceptance for the special issue.

Journal of Youth and Adolescence
Special Issue III: The Place of Race and Ethnicity in Adolescent Development

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, pre-convention 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.php.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

1st Biennial Conference of the International Society for the Study of Attachment

Bertinoro, Italy
October 5-7, 2008
<http://www.iasa-dmm.org/>

Society for Developmental & Behavioral Pediatrics (SDBP)

Cincinnati, OH
October 16-20, 2008
www.sdbp.org

Kansas Conference in Clinical Child and Adolescent Psychology:

Translating Research into Practice
Lawrence, Kansas
October 16 -18, 2008
<http://www.continuinged.ku.edu/programs/ccap/>

International city break conference on Social Sciences & Human Development research

Athens, Greece
17-20 October 2008
<http://www.atiner.gr/shd.htm>

NIMH-funded Leadership Training Institute for Diverse Researchers

Bethesda, MD
October 19-22, 2008
<http://LTI.4researchers.org>.

Father Involvement Research 2008: Diversity, Visibility, Community
TORONTO, ON, Canada
October 22-24, 2008

Princeton Graduate Student Conference on Psychology and Policymaking

Princeton University
October 24th-25th, 2008
www.princeton.edu/~psychpol

National Black Child Development Institute's 38th Annual Conference,

"Our Future: Children in a Global Village,"
October 26-28, 2008
Atlanta, Georgia at the Hyatt Regency
<http://www.nbcdi.org>

THE 33rd ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT

OCTOBER 31 – NOVEMBER 2, 2008
<http://www.bu.edu/linguistics/APPLIED/BUCLD/>

ACM International Workshop on Intercultural Collaboration (IWIC 2009)

Stanford University, Palo Alto, CA USA
February 20-21, 2009
<http://langrid.nict.go.jp/iwic2009/>

The 3rd International Conference on Fetal Alcohol Spectrum Disorder

Integrating Research, Policy, and Promising Practice Around the World: A Catalyst for Change
Victoria Conference Centre
Victoria, British Columbia, Canada
March 11th-14th, 2009
<http://www.interprofessional.ubc.ca/FASD09.htm>.

2009 SRCD Biennial Meeting

Denver, Colorado, USA
April 2-4, 2009
www.srcd.org

11th International Conference on Education

Athens, Greece
25-28 May 2009
<http://www.atiner.gr/docs/Education.htm>

American Psychological Association (APA) Annual Convention

Toronto, ON Canada
August 6-9, 2009
<http://www.apa.org/conf.html>

EXECUTIVE COMMITTEE

- President (2-year term):..... Laurence Steinberg (Jan 07 – Dec 08)
- Past President (2-year term):..... Ann Masten (Jan 07 – Dec 08)
- President-Elect (2-year term):..... Patricia Miller (Jan 07 – Dec 08)
- Secretary (3-year term):..... Sandra Graham (Jan 08 – Dec 10)
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- Program Committee Chair (1-year term):..... Laura Namy (Jan 08 – Dec 08)
- Program Committee Co-Chair (1-year term): Jodie Quas (Jan 08 –Dec 08)
- Membership Chair (3-year term): Catherine A. Haden (Jan 08 – Dec 09)
- Education & Training Chair (DOTDEP) (3-year term): Marsha Weinraub (Jan 05 –Dec 08)
- Historian (3-year term): Thomas C. Dalton (Jan 08 – Dec 10)
- Web Master (3-year term): Louis Manfra (Jan 07 – Dec 10)
- Early Career Psychologists Network Representative 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



PROGRAM SUMMARY SHEET

APA Annual Convention

DIVISION PROGRAM SUMMARY SHEET

EVENT, TITLE and PEOPLE	DAY/TIME	FACILITY/ROOM
Symposium (S): Development of Giftedness and Talent Across the Life Span	8/14 Thu: 10:00 AM - 11:50 AM	Boston Convention and Exhibition Center Meeting Room 207

Participant/1stAuthor

Lynn S. Liben, PhD, Penn State University Park

Title: Giftedness During Childhood: The Spatial-Graphic Dimension

Ellen Winner, PhD, Boston College

Title: Toward Broadening Our Understanding of Giftedness: The Spatial Domain

Dona J. Matthews, PhD, Ontario Institute for Studies in Education, Toronto, ON, Canada

Title: Developmental Transitions in Giftedness and Talent: Childhood to Adolescence

Sandra Graham, PhD, University of California--Los Angeles

Title: Giftedness in Adolescence: African American Gifted Youth and Their Challenges

Frank C. Worrell, PhD, University of California--Berkeley

Title: What Does Gifted Mean? Personal and Social Identity Perspectives on Giftedness in Adolescence

Rena F. Subotnik, PhD, APA Center for Psychology in Schools and Education, Washington, DC

Title: Developmental Transitions in Giftedness and Talent: Adolescence to Adulthood

Poster Session (F): Cognitive and Sociocognitive Development	8/14 Thu: 1:00 PM - 1:50 PM	Boston Convention and Exhibition Center Exhibit Halls A and B1
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Participant/1stAuthor

Veda E. Brown, PhD, BS, Prairie View A&M University

Title: Young Children's Critical Thinking Skills Enhancement Model: The Family Literacy Context

Jack J. Bauer, PhD, University of Dayton

Title: Intentional Self-Development in Emerging Adulthood

Louise Katz, PhD, Columbia State Community College

Title: Psychological and Environmental Factors Related to Myopia Development

Maureen J. Hoskyn, PhD, MA, Simon Fraser University, Burnaby, BC, Canada

Title: Development of Working Memory in Young Children

Emily S. Cleveland, PhD, Wellesley College

Title: Helping Preschoolers Remember: An Intervention Study With Parents

Emily S. Cleveland, PhD, California State University--East Bay

Title: Social Origins of Life-Story Memory and Well-Being in Adolescence

David P. Manzeske, MS, Indiana University at Bloomington

Title: School Engagement as a Developmental Process: Exploring the Peer Context

Sebastien Monette, MS, Universite du Quebec a Montreal, QC, Canada

Title: Executive Functions in Aggressive Preschoolers

Sarah A. Cain Spannagel, MA, Case Western Reserve University

Title: Relationships Among Pretend Play, Prosocial Moral Reasoning, and Prosocial Behavior

DIVISION PROGRAM SUMMARY SHEET

EVENT, TITLE and PEOPLE

DAY/TIME

FACILITY/ROOM

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?

Chrystal 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. Holliday, 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. Sembiente, 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

DIVISION PROGRAM SUMMARY SHEET

EVENT, TITLE and PEOPLE	DAY/TIME	FACILITY/ROOM
<hr/>		
<i>Title: Exposure to Asian Languages and Subsequent Mathematic Performance</i>		
Julie E. Braciszewski, MA, Wayne State University		
<i>Title: Language, Reading, and Behavior: Transitions to Literacy in African American Youngsters</i>		
Ingrid Maria Hopkins, PhD, University of Alabama at Birmingham		
<i>Title: Predictors of Social Competency Outcomes for Interactive Computer-Based Training</i>		
Hairong Song, MS, University of California--Davis		
<i>Title: Attachment and Self-Evaluation Among Chinese Adolescents</i>		
Julie M. Rutledge, MS, Oklahoma State University		
<i>Title: Using Hands, Using Words, and Using Relationships to Solve Problems</i>		
Erica S. Weisgram, PhD, University of Wisconsin--Stevens Point		
<i>Title: Using a Novel Job Paradigm to Explore Children's Gender Development</i>		
Mi Kyoung Jin, PhD, Namseoul University, Cheonan City, South Korea		
<i>Title: Study on Children's Family Drawings by Attachment Classification</i>		
Teri Stasiewicz, MS, Illinois Institute of Technology		
<i>Title: Social Desirability and Perceived Competence: Gender and Ethnicity Differences</i>		
Natsumi Sonoda, PhD, Yokohama National University, Kanagawa, Japan		
<i>Title: Effect of Preschooler Perceptions of Mothers and Teachers on Social Development</i>		
Shira Kolnik, BA, University of Miami		
<i>Title: Executive Functioning and Relational Victimization in Cocaine-Exposed Children</i>		
Thomas G. Reio, Jr., PhD, Florida International University		
<i>Title: Curiosity, Emerging Adulthood, and Subjective Well-Being</i>		
Kathleen H. Corriveau, MEd, Harvard University		
<i>Title: Children's Acceptance of Mothers' and Strangers' Information: Links With Attachment</i>		
Christopher Stanley, PhD, Winston-Salem State University		
<i>Title: Relations Among Organized Activities, BMI, and Social Adjustment During Adolescence</i>		
<hr/>		
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

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

DIVISION PROGRAM SUMMARY SHEET

EVENT, TITLE and PEOPLE	DAY/TIME	FACILITY/ROOM
Symposium (S): Mentoring Award---A Symposium in Honor of Dante Cicchetti	8/16 Sat: 10:00 AM - 11:50 AM	Boston Convention and Exhibition Center Meeting Room 208
<u>Participant/1stAuthor</u>		
Suniya Luthar, PhD, <i>Title: Introduction and Overview</i>		
Marjorie Beeghly, PhD, Children's Hospital Boston, MA <i>Title: Caregiver--Child Affective Communication: Lessons From the Study of At-Risk and Atypical Groups</i>		
Douglas Barnett, PhD, Wayne State University <i>Title: Organizing Development Through Relationship: Studies in Parenting and Atypical Attachment</i>		
Michael Lynch, PhD, State University of New York College at Geneseo <i>Title: Research on Traumatic Stress Reactions in Children</i>		
Mary Dozier, PhD, University of Delaware <i>Title: Interventions With Foster-Care Families: The Role of Attachment</i>		
Fred Rogosch, PhD, Mt. Hope Family Center, Rochester, NY <i>Title: Dr. Cicchetti's Legacy of Mentorship at Mt. Hope Family Center</i>		
Dante Cicchetti, PhD, University of Minnesota--Twin Cities <i>Title: Reflections on Mentoring</i>		
Invited Address (S): G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology	8/16 Sat: 12:00 PM - 12:50 PM	Boston Convention and Exhibition Center Meeting Room 208
<u>Participant/1stAuthor</u>		
Katherine Nelson, PhD, City University of New York Graduate Center <i>Title: Narratives of Developing Minds</i>		
Executive Committee Meeting (N): [Executive Committee Meeting]	8/16 Sat: 3:00 PM - 4:50 PM	Sheraton Boston Hotel Jefferson Room
Business Meeting (N): [Business Meeting]	8/16 Sat: 5:00 PM - 5:50 PM	Sheraton Boston Hotel Fairfax Rooms A and B
Social Hour (N): [Social Hour]	8/16 Sat: 6:00 PM - 6:50 PM	Sheraton Boston Hotel Fairfax Rooms A and B

DIVISION PROGRAM SUMMARY SHEET

EVENT, TITLE and PEOPLE	DAY/TIME	FACILITY/ROOM
Poster Session (F): Socioemotional Development and Parental and Family Influences	8/17 Sun: 10:00 AM - 10:50 AM	Boston Convention and Exhibition Center Exhibit Halls A and B1

Participant/1stAuthor

Diana M. Morelen, BA, College of William and Mary

Title: Regulation of Anger and Sadness in the Youth of Ghana

William F. McMullen, EdD, MSW, Boston University

Title: Adolescent Emotional Profiles: How They Change With Time

Michael Cassano, MA, University of Maine

Title: Expectancy Violations, Gender, and Parental Socialization of Sadness Regulation

Talia M. McKay, BS, Washington State University

Title: Developing Infant Negative Emotions and Emerging Toddler Inattention and Anxiety

Geraldine V. Oades-Sese, PhD, MEd, Rutgers the State University of New Jersey/Piscataway

Title: Profiles of Resilience and Vulnerability Among At-Risk Hispanic American Preschoolers

Carisa K. Perry-Parrish, PhD, Johns Hopkins Medical Institutions, Baltimore, MD

Title: Emotion Regulation Similarities Across Gender in Children and Adolescents

Rami Nijjar, BA, Concordia University, Montreal, QC, Canada

Title: Emotional Regulation in High-Risk Mother--Child Dyads: An Intergenerational Study

Vanessa E. Ramirez, BS, Rutgers the State University of New Jersey/Piscataway

Title: Maternal Acculturation's Relationship to Preschool Children's Mental Health

Sumru Erkut, PhD, Wellesley Centers for Women, MA

Title: Mixed-Ancestry Adolescents' Challenges and Strengths: A Contextual Approach

Carrick Carter, BA, Wheaton College

Title: Factors That Impact Adolescents' Responses to Interpersonal Difficulties With Peers

Jennifer J. Chen, EdD, Kean University

Title: Behavioral Adjustment in Early Childhood: Investigating Individual and Familial Factors

David Bridgett, PhD, MA, Yale Child Study Center, New Haven, CT

Title: Development of Infant Temperament and Negative Parenting Practices in Toddlerhood

Kelly M. Groh, MS, University of Wisconsin--Milwaukee

Title: Temperament, Agency, and the Moderating Effect of Attachment

Virginia H. Mackintosh, PhD, Virginia Commonwealth University

Title: Family Access to Disability Services: New Measure Predicts Parents' Stress

David P. Perkins, Washington State University

Title: Infant Temperament and Maternal Contributions to Toddler Aggression

Carlos O. Calderon, MA, Arizona State University

Title: Socialization of Familism and Prosocial Behavior Among Mexican American Adolescents

Nathanael G. Mitchell, MEd, University of Louisville

Title: Social Stigmatization of Obesity in African American Preschool Children

Sharon R. Smith, BA, National Institutes of Health, Bethesda, MD

DIVISION PROGRAM SUMMARY SHEET

EVENT, TITLE and PEOPLE

DAY/TIME

FACILITY/ROOM

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

DIVISION PROGRAM SUMMARY SHEET

EVENT, TITLE and PEOPLE

DAY/TIME

FACILITY/ROOM

Title: Effects of Forbearance and Apology on Children's Views of a Transgressor

Maria I. Kuznetsova, MS, Virginia Commonwealth University

Title: Teasing Behavior in Children of Incarcerated Mothers

Gina M. Veits, BA, College of William and Mary

Title: Peer Group and Friendship Influences on Children's Emotion Management

Total Number of Sessions = 15