DIVISION 7 NEWSLETTER-WINTER 2010

DEVELOPMENTAL PSYCHOSOLOGIST

Winter 2010

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PRESIDENT’S COLUMN
Patricia Miller

My first year as President of Division 7 has given me a fascinating look within APA and the position of Division 7 within this organization. It is clear to me that a main way that our division has an impact within the organization is through our members who are on key APA taskforces or committees focused on issues important to us. Recent examples include the Committee on Children, Youth, and Families (our new Council representative, John Hagen, recently served as chair and Kali Trzesniewski is our liaison to that group) and the Board of Scientific Affairs (Robyn Fivush, one of the elected member representatives on the Division 7 Executive Committee, recently was selected by APA for this position). As examples of other possibilities, Ted Dix is serving as our liaison to the new APA Presidential Task Force on Caregivers Across the Lifespan, Sandra Graham recently completed a term on the APA Committee on Socioeconomic Status (and we have nominated two Division 7 members to try to continue our presence on this committee), and Andrea Greenhoot is our liaison to the APA Committee on Women in Psychology. Division 7 members also have been active in recent years in the Interdivisional Task Force on Child and Adolescent Mental Health, the Coalition for Psychology in Schools and Education, and the Task Force on Math and Science Education. In these ways,
our members keep developmental science in the forefront, showing how it provides a unique perspective within the psychological sciences that differs from those of other child divisions within APA. This includes showing how developmental science informs other areas of psychological research and social policy involving children.

I’d urge you to consider nominating yourself or a colleague for APA committees or taskforces. We often send around, over the Division 7 listserve, requests from APA for Division 7 members to serve on various APA taskforces or major committees. We seek nominations in this way because we think it is important to have wide representation from the membership. This is a way that you can help keep a developmental perspective strong within APA and the discipline, as well as improve the lives of children and families. Don’t be shy about nominating yourself! And if you’re an early-career person, don’t assume that they wouldn’t be interested in you. APA is aware that the average age of the APA (and Division 7) membership is in the 50’s and there is interest in involving younger scholars. Also, some positions are specifically for graduate students or early career members. This is an easy way to have an impact on other areas of psychology, as well as obtain some interesting experiences. Thanks to the many of you who already have offered your service in this way. If you don’t receive the listserv of calls for these positions and other announcements, you can join it by contacting Adam Winsler, awinsler@gmu.edu.

The relevance of developmental processes to both scientific and policy issues is obvious to us, but often is less obvious to others. Developmental psychology has a particularly important role to play in recent emphases in psychology such as Gene X Environment interactions, cognitive neuroscience, and health-related behaviors. For example, all demonstrations of gene expression within particular environments are contingent on the developmental state of the organism. And gene expression IS a developmental process. We developmentalists have been thinking about gene-environment interactions throughout our history. 2010 may well be starting the decade of developmental science. Division 7 stays closely aligned with the other scientific divisions within APA in its efforts to increase federal funding for basic research. The APA Scientific Directorate, directed by Steve Breckler, effectively leads these efforts. As you know, APA has a powerful influence on science and social policy nationally. Its huge number of members and large organizational structure makes it a lobbying voice for research that cannot be ignored. Developmental psychology must be represented strongly within APA to insure that we are part of that strong voice.

At the same time, we’d be making a mistake to ignore the APA divisions in more clinical or other applied areas. The Division 7 Executive Committee often must make decisions about its support in terms of time, money, and conference programming for various initiatives within APA. Although it is tempting to focus on the scientific endeavors, it may be equally important to contribute our knowledge and leadership to initiatives aimed at policy and practice because we can contribute an evidence-based developmental perspective. APA is the main organization that provides an avenue for this sort of impact from developmental psychology to more applied areas.

Division 7 also impacts the larger organization through our convention programming. For example, at last August’s APA convention, Our able program chair and co-chair, Jodi Quas and Victoria Talwar, worked with Division 53 (Clinical Child and Adolescent Psychology) to develop a convention-within-a-convention module, “Development of Executive Function: From Neuroscience to Intervention." The speakers, Adele Diamond, Stephanie Carlson, Rosemary Tannock, and Mark Rapport, provided an exciting session on both basic developmental science and applications. The 2010 APA conference in San Diego, August 12-15 has a strong lineup of speakers, including our awards winners: Patricia Greenfield (Bronfenbrenner award), Mary Rothbart (G. Stanley Hall award), Kenneth Rubin and Marshall Haith (mentor award), and Glenn Roisman and Lisa Feigenson (McCandless award). As President of Division 7, I'll be giving a presidential address on my research with colleagues in neuroscience and health and exercise psychology documenting the effects of intense motor activity on schoolage children’s executive function and math achievement. Such talks show other divisions what a developmental perspective can bring to both science and policy.
Do try to attend this conference; we generally are able to present most of the major talks and activities in a block in the same room, which creates an intimate, low-key mini-conference within the larger conference. It’s also a great way for graduate students and early career members to talk with senior developmental researchers in a setting that seems smaller and more low-key than SRCD.

Finally, as a recent example of a bridge to another APA division and support of our younger members, we will be funding a graduate student or two to attend an APA conference on research on minority issues (organized by Division 45). More information appears elsewhere in this newsletter.

In closing, I want to thank the outgoing members of the Executive Committee for their excellent work: Catherine Haden (membership chair), Neil Salkind (treasurer), Mary Gauvain (Council representative), Marsha Weinraub (education chair, including DOTDEP—the Departments of Training in Developmental Psychology), Phil Zelazo (chair of Fellows committee), Glenn Roisman (early career representative), and Jodi Quas (program chair). I also want to welcome the new members: Bonnie Klein-Tasman (membership chair), Andrea Greenhoot (treasurer), John Hagen (Council representative), Judy Becker Bryant (education chair), Melanie Killen (chair of Fellows committee), Kate McLean (early career representative), and Angela Crossman (program co-chair). Working with our dedicated and energetic Executive Committee has been one of the best parts about being president, and I know the new members will enjoy their experience on the committee as well.

As we end the “Decade of Behavior” and start a new (no-name?) decade, I want to wish Happy New Year to all of you. The new decade promises to be exciting for developmental science and for Division 7.

**JOIN US IN SAN DIEGO**
**APA 2010**
**AUGUST 12-15**

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**DIVISION 7 ANNOUNCEMENTS**

**THANKS FOR A JOB WELL DONE!**

Division 7 is indebted to the outgoing members of the Executive Committee for their service, and to Jodi Quas for her work as Program Chair for APA 2009. Division 7 also is indebted to all the members of the Executive Committee for their service during the past year and to the following committee members who gave their time to serve the division in 2009. We recognize your important contributions to the division and to your colleagues and thank all of you for your service.

**Membership Chair**  
Catherine Haden

**Treasurer**  
Neil Salkind

**Council Representative**  
Mary Gauvain

**Education Chair**  
Marsha Weinraub

**Chair of Fellows Committee**  
Phil Zelazo

**Early Career Representative**  
Glenn Roisman

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**CALL FOR NOMINATIONS OF DIVISION 7 AWARDS**

Bronfenbrenner, G. Stanley Hall, Mentor, McCandless Early Career, and Dissertation. The deadline for all awards is March 15, 2010 (except for the Maccoby Book Award, which has passed). Additional information, on-line nomination instructions, and a list of prior recipients can be found at [http://ecp.fiu.edu/APA/div7](http://ecp.fiu.edu/APA/div7).
URIE BRONFENBRENNER AWARD
for Lifetime Contribution to Developmental Psychology in the Service of Science and Society

This award is for an individual whose work has, over a lifetime career, contributed not only to the science of developmental psychology, but also has worked to the benefit of the applications of developmental psychology to society. The individual’s contributions may have been made through advocacy, direct service, influencing public policy or education, or through any other routes that enable scientific developmental psychology to better the condition of children and families. Nominations can be submitted on line or sent to Nancy Eisenberg, Department of Psychology, Arizona State University, Tempe, AZ 85287-1104. nancy.eisenberg@asu.edu. 480-965-5217. Self nominations are encouraged.

G. STANLEY HALL AWARD
for Distinguished Contributions to Developmental Psychology

This award is for an individual (or sometimes a research team) who has made distinguished contributions to developmental psychology, including contributions in research, student training, and other scholarly endeavors. Evaluations are based on the scientific merit of the individual’s work, the importance of this work for opening up new empirical or theoretical areas of developmental psychology, and the importance of the individual’s work in linking developmental psychology with issues confronting the larger society or with other disciplines. Nominations can be submitted on line or sent to Nancy Eisenberg, Department of Psychology, Arizona State University, Tempe, AZ 85287-1104. nancy.eisenberg@asu.edu. 480-965-5217. Self nominations are encouraged.

MENTOR AWARD

The Developmental Psychology Mentor Award honors individuals who have contributed to developmental psychology through the education and training of the next generation of research leaders in developmental psychology. Our interest is in recognizing individuals who have had substantial impact on the field of developmental psychology by their mentoring of young scholars. We invite developmental psychologists to nominate individuals who have played a major mentoring role in their own careers or in the career of others. Send nominations to: Marshall Haith, Department of Psychology, Frontier Hall, 2155 S. Race Street, University of Denver, Denver, CO 80208; email: mhaith@du.edu.

BOYD MCCANDLESS AWARD

This award recognizes an early career scientist who has made a distinguished theoretical contribution to developmental psychology, has conducted programmatic research of distinction, or has made a distinguished contribution to the dissemination of developmental science. The award is for continued efforts rather than a single outstanding work. Scientists who are within seven years of completion of their doctoral degree are eligible. The award winner will be invited to present a talk at the 2011 APA conference. To nominate an individual, please mail or email a letter of nomination, the candidate's CV, and suggestions for additional potential referees to the co-chair of the selection committee: Glenn Roisman, Department of Psychology, U of I - Urbana Champaign, 603 East Daniel Street, Champaign, IL 61820, email: roisman@uiuc.edu.

CALL FOR NOMINATIONS OF DIVISION 7 OFFICERS

Division 7 of APA is seeking nominations for President-Elect, Secretary, two Executive Committee Members-at-Large, Early Career Representative to Executive Committee, Graduate Student Representative to Exec Committee, and two members of the Fellows Committee. Those elected will take office in January, 2011. We invite you to nominate members of the Division to serve in these roles. Self-nominations are welcomed.

The President-Elect serves on the Executive Committee for six years, two years as President-Elect, two years as President, and two years as Past-President. The Secretary serves a three-year term and is responsible for organizing the meetings of the Executive Committee and for maintaining Division
records. **Members-at-Large** of the Executive Committee serve three-year terms. The **Early Career Representative** (within seven years of having received the Ph.D.) and **Graduate Student Representative** (currently enrolled in a doctoral program in developmental psychology or a comparable program) each serve two-year terms, as do members of the **Fellows Committee**, who review applications for election to Fellow Status within the Division. The Executive Committee meets once a year at APA and communicates regularly via e-mail. Executive Committee members’ travel to APA is partially subsidized by the Division.

Submit your nominations for these positions to Laurence Steinberg, Past-President, at lds@temple.edu. Nominations are due no later than March 1, 2010.

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**CHECK OUT OUR WEBSITE!**

[http://ecp.fiu.edu/APA/div7/](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](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 Judy Becker Bryant, [jbryant@shell.cas.ufl.edu](mailto:jbryant@shell.cas.ufl.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](mailto:manfra@fiu.edu).

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**CONGRATULATIONS TO OUR MEMBERS**

**Kurt Fisher** received the award for Transforming Education through Neuroscience from IMBES and Learning & the Brain.


**Robertina Golinkoff** and **Kathryn Hirsh-Pasek** have been selected as joint recipients of the American Psychological Association (APA) Award for Distinguished Service to Psychological Science. This award was initiated by the APA Board of Scientific Affairs to recognize individuals who have made outstanding contributions to psychological science through their commitment to a culture of service. They are being honored for their commitment to disseminating and translating psychological research and making it accessible to policymakers and the general public through publications, public lectures and advisory roles with child-related organizations.
Adele Eskeles Gottfried received the 2009 Outstanding Faculty Award at California State University, Northridge.

http://www.csun.edu/education/epc/faculty/gottfried/gottfried.html

Michael Lewis was selected to become a Fellow of the Eastern Psychological Association, a level of membership to honor achievement in psychology from among current and recent members.

Carol Markstrom’s book Empowerment of North American Indian Girls: Ritual Expressions at Puberty has been released in paperback: http://depts.hre.wvu.edu/cmarkstrom/.

Laurence Steinberg won a $1 million award from the Jacobs Foundation of Switzerland, one of Europe’s largest philanthropic organizations in youth development.


Victoria Talwar received the Society for Research in Child Development Early Career Research Contributions to Child Development Award in April 2009 at the Biennial Convention in Denver.

Congratulations to all. It is wonderful to see our members and developmental psychology so widely recognized.

If you have won an award, please let us know (k.trz@uwo.ca).

Xiaojia Ge Passes Away:
A Developmental Researcher at the University of Minnesota

Xiaojia Ge (1954-2009)

Xiaojia Ge was born in Beijing in 1954. His early life was affected by the Cultural Revolution and he completed just 6 years of grade school. Ge even worked as a coal miner. Despite these hardships, he prepared himself for the entrance exam and earned both BA and MA degrees in China. He came to the United States with $50 and earned his doctorate in Sociology from Iowa State University in 1990. Ge then worked as a research associate at Iowa State’s Center for Family Research before accepting a faculty position in Human Development at the University of California, Davis in 1995. In 2007, he accepted a professorship in the Institute of Child Development at the University of Minnesota.

Ge made seminal contributions to the study of adolescent development including work on the psychosocial outcomes associated with early puberty, the development of depression, and linkages between genetic factors and family dynamics. He was a cherished colleague and beloved by his former students.

Xiaojia Ge died peacefully following a battle with lung cancer in August 2009. He is survived by his mother, brother, sister, wife, and son. Ge was an extraordinary person and will be greatly missed.

In Ge’s memory, contributions to award scholarships to international students can be sent to: Xiaojia Ge Memorial Fund, US Bank, 2546 Hennepin Avenue, Minneapolis, MN 55405; Routing No. 091000022, Account No. 104778199745.

http://www.babyblues.com
TRAINING OPPORTUNITIES

SUMMER INTERNSHIP IN THE LEARNING SCIENCES FOR UNDERGRADUATE STUDENTS

DEADLINE: Feb 15, 2010

The Pittsburgh Science of Learning Center (PSLC) at Carnegie Mellon and the University of Pittsburgh has an exciting summer research opportunity available to undergraduate students. This program encourages applications from students who would like to do research in the fields of psychology, education, computer science, human-computer interfaces and language technologies.

Students admitted to the program with receive a $4000 fellowship, plus a travel and housing allowance.

The PSLC's program provides support for talented undergraduates to spend 8 or 10 weeks during the summer working in a research laboratory at Carnegie Mellon University or the University of Pittsburgh. The program aims to encourage the participation of underrepresented students in our graduate programs and to make the PSLC's programs more visible to students not traditionally exposed to our fields. The program supports the PSLC's commitment to training a diverse set of science, technology, education, and psychology leaders. Applications will be considered from eligible students without regard to gender, race, or ethnicity.

For complete details and application instructions, see http://www.learnlab.org/opportunities/PSLC_summer_internship.php

AERA STATISTICS INSTITUTE FOR FACULTY

DEADLINE: January 20, 2010

With support from the National Science Foundation (NSF), the AERA Grants Program announces the new AERA Statistics Institute for Faculty. The Institute’s goal is to help develop a critical mass of U.S. education researchers using large-scale federal data sets, especially those sponsored by the National Center for Education Statistics (NCES), NSF, and other federal agencies.

The AERA Statistics Institute for Faculty will be held on July 22-24, 2010 at Stanford, California. This training is geared for faculty members at U.S. postsecondary institutions who teach quantitative research methods courses at the graduate level and who seek to integrate the analysis of large-scale federal education data sets into the curriculum. Applicants may be faculty members in schools or departments of education, or from other disciplines with an interest in education research. Prior experience using large-scale data sets is not required. Those selected for participation will receive support covering the Institute’s fees, housing, transportation to Stanford, and per diem for the dates of the Institute. Underrepresented minority researchers are strongly encouraged to apply.

The training will focus on how to incorporate secondary data analysis, especially the use of large-scale federal data sets, into the curriculum of quantitative research methods courses. Instruction will be provided in three interrelated areas: current statistical methods, information on the data sets, and complex issues of modeling and design. Topics such as weights, missing data, the pitfalls of using large-scale data sets, selection bias, and causality will be included. Participants who attend the 3-day hands-on training should leave with the knowledge and resources necessary to teach the quantitative statistical methods learned at the Institute to students at their home institutions. Publicly available education data, such as the Education Longitudinal Study of 2002 (ELS:2002) and the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), will be used in this training.

The deadline for applications has been extended to January 20, 2010. See www.aera.net/grantsprogram/res_training/stat_institute/SIFacFly.html for further information and submission requirements.
UNDERGRADUATES ENCOURAGED TO APPLY FOR APA SUMMER RESEARCH PROGRAM

The APA Science Directorate is pleased to announce that the application period for the 2010 Summer Science Fellowships (SSF) will open in December. The SSF aims to immerse advanced undergraduate students in the science of psychology by exposing them to the excitement and promise of the best of psychological science. Our principal objective is to prepare these students for the rigors of graduate study in psychological science.

SSF places up to 10 talented students in the psychology laboratories of some of the most outstanding researchers in the Washington, DC area for 6 weeks. The program gives students an opportunity to explore the intellectual, personal, and social processes of scientific inquiry and to experience psychological research through hands-on laboratory activities. SSF offers promising students the chance to equip themselves with the skills essential to success in graduate school, and gives students who plan to pursue advanced degrees in psychological science the opportunity to be mentored by nationally-known faculty.

Eligibility is strictly limited to rising college seniors. Students from underrepresented groups are especially encouraged to apply. SSF is an expense-paid experience -- students will be provided with travel funds, lodging, a stipend for living expenses, and a summer salary. This should make the program financially feasible for most college students.

Visit here for complete details about the program and the online application. The application period will open in December.

The deadline for SSF applications is February 12, 2010.

8TH ANNUAL SUMMER INSTITUTES: “STATS CAMPS”

The Quantitative Training Program at the University of Kansas announces our KU Summer Institutes — Stats Camps 2010

June 7-11, 14-18, & 21-25, 2010 • 9:00 a.m. - 5:00 p.m.

Holiday Inn Convention Center • Lawrence, Kansas

www.Quant.KU.edu

Structural Equation Modeling: Foundations and Extended Applications (Todd D. Little & Noel A. Card, instructors)

June 7-11, 2010

Topics will include confirmatory factor analysis, multiple-group comparisons, factorial invariance as well as extended applications such as hierarchical model and multi-trait, multi-method analyses.

Multilevel Modeling: Foundations and Applications (Kristopher J. Preacher & James P. Selig, instructors)

June 7-11, 2010

Topics will include the foundations and advanced applications of multilevel modeling, including plotting cross-level interaction effects and conducting multiparameter contrasts.

Structural Equation Modeling: Advanced Longitudinal Modeling (Todd D. Little, instructor)

June 14-18, 2010

Topics will include traditional panel designs, latent growth curve analysis, growth mixture modeling, and dynamic intra-individual modeling.

Foundations of Meta-Analysis (Noel A. Card, instructor)

June 14-18, 2010

This course teaches the skills necessary to conduct and write publishable meta-analytic reviews, including methods of searching the empirical literature, coding effect sizes, and analyzing effect sizes across multiple studies.
**Categorical Data Analysis** (Pascal R. Deboeck and Carol Woods, instructors)

June 14-18, 2010

This course introduces the analysis of data with categorical outcomes. Topics will include categorical probability distributions, modeling binary and multi-category outcomes, and contingency table analysis.

**Statistical Analysis and Programming in R** (Paul E. Johnson & Pascal R. Deboeck, instructors)

June 21-25, 2010

This course introduces R: how to manipulate R objects, inputting and outputting of data, running statistics common to the social sciences (including multiple forms of regression), creating graphs, and creating functions.

**Fundamentals of Item Response Theory** (Michael C. Edwards, instructor)

June 21-25, 2010

This course covers the basic IRT models (2- & 3-parameter logistic, graded response model, etc.) and discusses several advanced topics to provide an overview of the wide variety of potential uses for IRT, including, measurement invariance, computerized adaptive testing, linking, equating, and multidimensional IRT models.

**Social Network Dynamics** (Christian E. Steglich, instructor)

June 21-25, 2010

This course covers longitudinal Social Network Analysis with the software package, SIENA. With a longitudinal focus, the course will emphasize the actor-based approach to social network analysis as implemented in SIENA.

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**IMPLEMENTATION RESEARCH INSTITUTE (IRI)**

New NIMH funded training institute invites applications

DEADLINE: February 28, 2010

If you wish to join an exciting learning collaborative of implementation researchers, we invite you to apply to the Implementation Research Institute (IRI). Funded by a five year grant from the National Institute of Mental Health (NIMH), this unique interdisciplinary training program will help you launch a research career in implementation science. The IRI will provide experiential learning, didactic training, faculty mentoring, and support for pilot research and grant writing—all focused on helping participants shape a research project for competitive external funding.

**What is the IRI?** The IRI was established to advance the field of implementation science in mental health by enhancing the career development of early to mid-career investigators. Implementation research is the study of processes for integrating empirically supported treatments (ESTs) into usual care, and holds high promise for reducing the gap from treatment discovery to community practice. IRI participants will join a learning collaborative of implementation researchers for two years, spending one week each summer at a week-long institute at the Center for Mental Health Services Research (CMHSR) at Washington University in St. Louis, and receiving individualized mentoring to help them shape a research agenda in implementation science and prepare a competitive research grant proposal.

**Who should apply?** We invite applications from ambitious PhD/MD investigators, with demonstrated experience and enthusiasm in the study of mental health services, who wish to conduct groundbreaking research in the area of implementation science. Our 2010 IRI will support a cohort of eight participants, who seek expert mentoring and collaboration to advance their research capacity in areas referenced by NIH PARs on “Dissemination and Implementation Research in Health” [http://grants.nih.gov/grants/guide/pa-files/PAR-07-086.html](http://grants.nih.gov/grants/guide/pa-files/PAR-07-086.html). Topics include, but are not limited to, the “uptake” or spread of evidence-based treatments for specific disorders, the implementation of mental health services, and the integration of evidence-based treatments into usual care.
health interventions in novel settings, or organizational or policy issues associated with implementation (e.g. cost, legislative initiatives, federal, state, or local policies, organizational climate, provider training). Applicants must have graduated from medical school or hold a Ph.D. from such fields as social work, psychology, health services, nursing, anthropology, public health, or management.

**IRI benefits.** Eight IRI Fellows will be appointed each year for two-year terms. They will join a scholarly network of peer Fellows and IRI faculty with expertise in implementation science. Each Fellow will receive:

- One week on-site training in June 2010 and June 2011 at Washington University in St. Louis (travel funds to/from their home institution and St. Louis each June provided).
- Travel support to the annual NIH conference on Dissemination and Implementation Research.
- Bimonthly, long-distance, mentoring with an expert implementation researcher associated with this Institute to help craft a competitive research proposal in mental health implementation research.
- Travel funds to support each Fellow's visit, up to 5-days, to the site of a funded implementation research project, relevant to their research interests.
- Pilot project funding for each Fellow's mentored study of real-world implementation, to shape preliminary studies for their grant application.

Click here to learn more about this opportunity, qualification requirements, and deadlines: [http://cmhsr.wustl.edu/Training/Pages/ImplementationResearchTraining.aspx](http://cmhsr.wustl.edu/Training/Pages/ImplementationResearchTraining.aspx)

Note: The CMHSR is also accepting applications for a full-time, paid Post-Doctoral Research Associate (NIMH - T32 MH19960). Learn more at: [http://cmhsr.wustl.edu/Training/Pages/Post-DoctoralTraining.aspx](http://cmhsr.wustl.edu/Training/Pages/Post-DoctoralTraining.aspx)

**SUMMER UNDERGRADUATE RESEARCH PROGRAM**

Educational Psychology and Applied Developmental Science (EP-ADS)

The Curry School of Education at the University of Virginia

**DEADLINE: February 1, 2010**

This fully funded 8-week program will introduce students from under-represented groups to ongoing research occurring at UVa and will give them experience to help make them qualified candidates for doctorate programs in education research. Interns will work with faculty on ongoing research focusing on schools, classrooms, and other youth settings as contexts critical to child and adolescent development. They will have the opportunity to collect and analyze data, write a section of a research paper, participate in research meetings, attend a research conference, and participate in related workshops and a GRE prep course.

You can read more about our program and get the application form at [http://curry.edschool.virginia.edu/ep-ads](http://curry.edschool.virginia.edu/ep-ads).

The program is for students from groups that are underrepresented in the field of ed research, who will be entering their senior year in Fall 2010. The deadline for applications is 2/1/10.

Please contact Jen Mashburn at [jmashburn@virginia.edu](mailto:jmashburn@virginia.edu) for more information.

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When I was 16 I thought my old man was the dumbest guy around.

By the time I turned 21, I was surprised at how much he had learned in 5 years.

---Mark Twain
GRANTS AND AWARDS

ATTENTION GRAD STUDENTS

Division 7 will provide $400 in funds each to one or two graduate student members to attend the First Annual Meeting of the APA Society for the Psychological Study of Ethnic Minority Issues (Division 45).

The goals of the conference are presentation of research on ethnic minorities, the professional development of ethnic minority researchers, and networking of these researchers.

The conference, hosted by the University of Michigan, is June 17-19, 2010 in Ann Arbor.

The conference will include research symposia, panel discussions, workshops, and poster presentations related to the psychological study of ethnic minority issues. There will also be a pre-conference professional development opportunity for ethnic minority graduate students and early career professionals on Thursday, June 17, 2010.

More information can be found at

http://www.div45conference.com/index.html

To apply for this Division 7 funding, by March 15 send the following to phmiller@sfsu.edu: Vita, letter of support from your faculty advisor, and a letter describing your research interests related to ethnic minorities and your interest in attending the conference. The $400 will cover registration fees and 4 nights of housing. Students are encouraged to seek additional travel funds from their universities.

OPPNET Basic Behavioral & Social Science Opportunity Network


OppNet Mission

The mission of OppNet is to pursue opportunities for strengthening basic behavioral and social science research (b-BSSR) at the NIH while innovating beyond existing investments.

OppNet Goals

- OppNet advances basic behavioral and social science research through activities and initiatives that build a body of knowledge about the nature of behavior and social systems.
- OppNet prioritizes activities and initiatives that focus on basic mechanisms of behavior and social processes; that are relevant to the missions and public health challenges of multiple NIH Institutes, Centers and Offices (ICOs); and that build upon existing NIH investments without replicating them.

OppNet Background

The National Institutes of Health (NIH) Director Francis Collins, M.D., Ph.D., announced the launch of the Basic Behavioral and Social Science Opportunity Network (OppNet) on November 18, 2009. OppNet is a trans-NIH initiative to expand the agency’s funding of basic behavioral and social sciences research (b-BSSR). Basic-BSSR studies mechanisms and processes that influence behavior at the individual, group, community and population level. Research results lead to new approaches for reducing risky behaviors and improving the adoption of healthy practices.

All NIH Institutes and Centers (ICs) share the mission of supporting b-BSSR. Twenty-four ICs and five programs within the Office of the Director will integrate existing NIH efforts, target research challenges best met collectively and collaborate on new research initiatives in complementary scientific areas supported through a pool of common funds over an initial five-year period. OppNet will also develop a plan for focused multi-year programs across ICs to advance priority topics within b-BSSR.
Contact Us

OppNet Facilitator

31 Center Drive, Suite B1-C19 (MSC 2027)
Bethesda, MD 20892-2027
E-mail: infooppnet@nih.gov
Phone: 301-402-0116

F. J. MCGUIGAN EARLY-CAREER INVESTIGATOR PRIZE

This $25,000 prize recognizes the efforts of a psychological scientist whose research advances a materialistic understanding of the human mind.

The American Psychological Foundation has announced the 2010 competition for the F. J. McGuigan Young Investigator Prize. This $25,000 prize will be given to recognize and support the efforts of an early-career psychological scientist who is pursuing research consistent with the scientific interests of Frank Joseph McGuigan, PhD.

The prize supports research that aims to advance, both empirically and theoretically, a materialistic understanding of the human mind. The research may address any aspect of mental function (e.g., cognition, affect, motivation) and should utilize behavioral and/or neuroscientific methods.

Nominees must have earned a doctoral degree in psychology or a related field, and be 9 or fewer years post-doctoral degree at the time of the nomination deadline. Nominees must have an affiliation with an accredited college, university, or other research institution. The prize will be awarded to the recipient’s institution for the benefit of his or her research. Faculty salaries and indirect costs may not be requested.

The recipient will be selected based on the excellence of the full breadth of research conducted and published to date, as well as the promise of research planned for the next five years.

The deadline for nominations is March 1, 2010. For more information, visit here or email the APA Science Directorate.

NEW GRADUATE STUDENT AWARD FROM DIV. 1

The award is open to all psychology graduate students, whether or not they are Division 1 members.

Division 1 (Society for General Psychology) has established the Anne Anastasi Graduate Student Award to encourage the work of graduate students. To apply for this award, the following materials should be submitted: the student’s curriculum vitae, the student’s research plan, and a supporting statement from the student’s advisor. These materials should be sent electronically to the Chair of the Committee: Harold Takooshian of Fordham University. The winner will receive a certificate and a $300 honorarium.

The award is open to all psychology graduate students, whether or not members of Division 1, and self-nominations are welcome. All materials are due no later than February 15, 2010.

FEDERAL RESEARCH FUNDING OPPORTUNITIES FOR PSYCHOLOGICAL SCIENCE

Explore new funding announcements from federal agencies that support research and training in psychological science and multidisciplinary areas:


VIOLENCE PREVENTION AND INTERVENTION GRANT

The APF provides financial support for 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. It executes this mission through a broad range of scholarships and grants. For all of these, it encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

The APF Violence Prevention and Intervention program funds innovative research and community based intervention projects. Its description,
application requirements, and procedures appear below.

**Description**
Violence in its many forms and contexts is a growing concern in today’s world. It is a problem against which psychology has much to offer, but a lot of that potential remains unrealized. APF supports work designed to increase the understanding of violent behavior and the means for preventing or ameliorating it. APF grants fund innovative research and intervention projects. Intervention projects or research funds must be replicable, serve as models for future work, or clearly add to the existing knowledge base, provided the knowledge gained from the proposed work can be generalized beyond the site in which it was executed.

**Program Goals**
* Encourage generation and application of psychological knowledge to problems associated with violence in society
* Support innovative community programs in violence prevention that can be generalized to other settings.

**Funding Specifics**
* One annual grant up to $20,000

**Eligibility Requirements**
* 501(c)(3) nonprofit organization or educational institution or affiliation with such an organization
* Demonstrated capability for research or intervention in the violence prevention area (and, where relevant, community support)

**Evaluation Criteria**
* Conformance of proposed goals with those of the program
* Magnitude of contribution to existing knowledge or practice
* Quality of proposed work
* Applicant’s demonstrated capability to execute the proposed work

**Proposal Requirements**
* Statement of project’s goal, plan for execution, expected outcomes, potential impact

**Format:** not to exceed 7 pages (1 inch margins, no smaller than 11 point font)
* Timeline for execution
* Full budget and justification (indirect costs not permitted)

**Submission Process and Deadline**
Submit a completed application online at [http://forms.apa.org/apf/grants/] by June 1, 2010.

Questions about this program should be directed to Kim Palmer Rowsome, Program Officer, at krowsome@apa.org.

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**AMERICAN PSYCHOLOGICAL ASSOCIATION DIV. 1: THE SOCIETY FOR GENERAL PSYCHOLOGY**

**Call for Nominations 2010 Awards**

The Society for General Psychology, Division One of the American Psychological Association is conducting its Year 2010 awards competition, including the **William James Book Award** for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology, the **Ernest R. Hilgard Award** for a Career Contribution to General Psychology, the **George A. Miller Award** for an Outstanding Recent Article in General Psychology, and the **Arthur W. Staats Lecture for Unifying Psychology**, which is an American Psychological Foundation Award managed by the Society. In addition, starting in 2010 there will be a new award for graduate students: **The Anne Anastasi General Psychology Graduate Student Award**.

All nominations and supporting materials for each award must be received on or before February 15, 2010. With the exception of the William James Award, you are encouraged to submit your materials electronically.

Requests for further information should be directed to **MaryLou Cheal, PhD**, Awards Coordinator, Society for General Psychology, 127 E. Loma Vista Drive, Tempe, AZ 85282 ([http://www.apa.org/divisions/div1/](http://www.apa.org/divisions/div1/)).
HARRY FRANK GUGGENHEIM FOUNDATION OFFERS SUPPORT FOR RESEARCH ON VIOLENCE AND AGGRESSION

The Harry Frank Guggenheim Foundation sponsors scholarly research on problems of violence, aggression, and dominance. The foundation provides both research grants to established scholars and dissertation fellowships to graduate students during the dissertation-writing year.

The research grants program welcomes proposals from any of the natural and social sciences and the humanities that promise to increase understanding of the causes, manifestations, and control of violence, aggression, and dominance. Highest priority is given to research that can increase understanding and amelioration of urgent problems of violence, aggression, and dominance in the modern world. HFG awards research grants to individuals for individual projects and does not award grants to institutions for institutional programs. HFG ordinarily makes awards in the range of $15,000 to $30,000 a year each for periods of one or two years. The annual deadline for research grant applications is August 1.

Ten or more dissertation fellowships are awarded each year to individuals who will complete the writing of the dissertation within the award year. These fellowships of $15,000 each are designed to contribute to the support of the doctoral candidate to enable him or her to complete the thesis in a timely manner. It is only appropriate to apply for support for the final year of Ph.D. work. Applicants may be citizens of any country and studying at colleges or universities in any country. The annual deadline for dissertation-writing applications is February 1, for support to begin September 1 of that calendar year.

Visit the foundation's Web site for program details and the application guidelines:

http://www.hfg.org/index.html

ESTHER KATZ ROSEN FELLOWSHIP

American Psychological Foundation (APF) Mission and Funding

The APF provides financial support for 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. It executes this mission through a broad range of scholarships and grants. For all of these, it encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

The Esther Katz Rosen program funds graduate fellowships for work in giftedness of children. Its description, application requirements, and procedures appear below.

Description
This Program was established in 1974 for the advancement and application of knowledge related to gifted and talented children and adolescents. The Rosen fellowship supports graduate students whose work centers on the psychological understanding of gifted and talented children and adolescents.

Program Goals
- Advance the understanding of gifted children for the ultimate purpose of enabling and enhancing development of their talents
- Encourage promising graduate students to conduct research in this area

Funding Specifics
- Up to $25,000 for one-year graduate fellowships
- Up to three awarded each year

Eligibility Requirements
- Completed doctoral candidacy (documentation required)
- Good academic standing at accredited university in the U.S. or Canada and enrolled in graduate program during fellowship year
- Tuition waiver by home institution

Evaluation Criteria
- Conformance with stated program goals
- Magnitude of incremental contribution
- Quality of proposed work
- Applicant’s demonstrated scholarship and research competence

Proposal Requirements
- Description of proposed project to include goal in relation to program goals, conceptual framework (theory, background), target population, methods, expected outcome and impact, future research plans
  Format: not to exceed 10 pages (1 inch margins, no smaller than 11 point font); one paragraph abstract
- Timeline for execution
- Full budget and justification (indirect costs not permitted)
- Current CV
- Recommendation from graduate advisor and Department Chair or Director of Graduate Studies

Submission Process and Deadline

Questions about this program should be directed to Kim Palmer Rowsome, Program Officer, at krowsome@apa.org.

2010 Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies

AERA Div. C

DEADLINE: February 8th, 2010

Dr. Jan Hawkins (1952-1999) was a developmental psychologist with a cognitive, cultural, and social-interactionist orientation, and was well known for her respectful, humanistic conceptions of appropriate roles for using technology in K-12 learning environments. Her work illustrates the balance that can be achieved in recognizing the innovative, emergent properties of new technologies while simultaneously respecting the individuals and conditions of the learning environments in which these new technologies are being used. She also was concerned with how complex social systems interact with emerging technologies to provide or prevent access to information for various groups of people based on gender, race, and cultural and ethnic background. Her work helped researchers, practitioners, and policy makers alike to think critically about technologies and learning, encouraging them not to seek out technology as a panacea or avoid it as a determinstic influence.

She was also exemplary in her nurturing of young research scholars in learning technologies, and has been a model for them through her research and leadership.

This award recognizes an early-career individual or small collaborative team that is engaged in research that combines practice and advocacy. While research must play a central, informative role in the work of the nominee, the nominated individual or group may include practitioners, directors of innovative educational programs or individuals in informal or non-traditional educational environments.

The award is intended to recognize a body of work that:

- explores and demonstrates powerful new ways to think about technologies in contexts of learning and education, and uses innovative research methods to understand the impact of those technologies
- places young people and/or practicing educators at the center of the problem-solving process by making their meaning-making process, their needs and constraints, and their priorities central to the project
- strikes an effective balance between innovation -- inventing new approaches to K-12 learning with technologies -- and understanding -- examining existing educational environments and changes that occur when technologies are introduced
- uses technology to bring about broad improvements in educational systems with a focus on issues of diversity, equity, and learning for all

Nomination Process and Award Information
The Jan Hawkins Award of Division C of the American Educational Research Association is given for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies. The award is an early-career contribution with the above orientations and as such will emphasize recognition for those individuals who are at the pre-tenure stage in academic careers, or pre-tenure-level equivalents in non-university contexts. The award carries a stipend of $500, a plaque, and the opportunity to present a talk at the award session at AERA in the following year.

Any member of Division C may make a nomination, including self-nominations. The recipient(s) of the award need not belong to Division C.

The nomination process includes the following information:

1) LETTER: A nomination letter introducing the nominee or small team, detailing how this nominee’s work relates to the themes identified above (including how the work combines research and advocacy).

2) VITA: The vita of the nominee (for individual nominations) or a description of the team, its history, and a vita for team members (for small group nominations).

3) REPRESENTATIVE WORK: One to three examples of work (research papers, publications, or other forms of professional work) that demonstrate the key contributions of the nominee’s recent research. For a small group, the examples of representative work should consist of collaborative work authored by the team.

Please assemble and submit these materials in one of the following ways (electronic nominations only):

1) A web portfolio with links to the nominating letter, vita, and work. (The reviewers will use links to web sites as illustrations and will not extensively explore websites unless there are clear indications of how the sites relate to the program of research of the nominee.) Be sure to send the chairs an email note informing them of the nomination and that the web portfolio is complete.

2) Attached electronic materials in commonly shared formats (MS-WORD, PDF, JPEG, GIF, etc) sent through email.

The submission deadline is Friday February 8th, 2010. Please send all electronic nominations (including self-nominations) to this year’s co-chairs, Noel Enyedy (enyedy@gseis.ucla.edu) and Margaret Riel (margaret.riel@sri.com) with “Jan Hawkins Award” in the subject header.

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**CALL FOR PAPERS**

**LEARNING DISABILITIES: CAUSES, CONSEQUENCES AND RESPONSES**

International Journal of Disability, Development and Education (IJDDE) Special Issue, Call for Papers

Guest Edited by Gerhard Buettner and Adina Shamir

Areas of particular interest to this special issue include: studies of specific influences on children's capacity to learn and develop; research on general and differential developmental aspects of learning disabilities; studies of the similarities and differences between children with a particular learning disability in a specific academic domain or with learning disabilities in more than one domain; research on the emotional-motivational side-effects of learning disabilities; studies of social relationships and the social status of students with LD in classrooms as well as in peer groups; examinations of innovative interventions that have resulted in promoting the pro-social behaviours and learning skills of students in different age groups within the inclusive classroom; and research on new technologies for enhancing academic skills and/or in home settings. All submissions must relate clearly to the theme of this Special Issue.

Guidelines for submissions:

- **Submission deadline for abstracts:** January 31, 2010
- **Submission deadline for articles:** March 31, 2010
Abstracts should have no more than 150-200 words and develop one or more of the themes discussed in this "Call for Manuscripts". Upon review of the abstracts received, the Guest Editors will solicit articles from particular individuals. Each article should be between 5,000-7,000 words, word-processed in English, and conform to guidelines of the 6th Edition of the Publication Manual of the American Psychological Association (2010).

For further details about this special issue call for papers visit:
www.tandf.co.uk/journals/cfp/cijdcfp2.pdf

For more information about the International Journal of Disability Development and Education including full style guidelines go to:
www.tandf.co.uk/journals/IJDDE

### ASSESSMENT OF EMOTION IN CHILDREN AND ADOLESCENTS

A special issue of the *Journal of Experimental Child Psychology*, guest edited by Janice Zeman and Cynthia Suveg, will be devoted to empirical research on the topic of emotion assessment in children and adolescents with a focus on creative applications of standard and novel developmental methodologies to this topic.

Emotion regulation has been defined as the "extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions, especially their intensive and temporal features, to accomplish one's goals" (Thompson, 1994, p. 27-28). As such, the regulation of emotion involves the management of diverse systems including physiological arousal, facial and behavioral expressions, motivation, inter- and intra-personal goals, and cognitive evaluations. The area of emotion regulation research in children is a relatively new domain marked by a dearth of emotion assessment tools and a critical need for improvement in methodological approaches (Cole, Martin, & Dennis, 2004). Fortunately, there is a growing awareness of the necessity to conduct emotion research using a multi-method approach in conjunction with a multi-level analysis (Larsen & Prizmic-Larsen, 2006; Solomon, 2002). Thus, important questions and investigations regarding the centrality of emotional functioning to children's psychosocial adaptation are constrained due to the challenges facing researchers investigating these issues.

For this special issue, we are seeking contributions that will highlight new or novel applications of methodologies to assess one or more of the multiple levels of emotion functioning in children and adolescents, such as, but not limited to:

- Physiological methods
- Observational methodologies
- Experimental approaches
- Methods to assess cultural and cross-cultural influences on emotion
- Self- and other-report (e.g., parent, teacher)
- Technological methods (e.g., use of internet, electronic diary methods)

Methodologies can assess typically and/or atypically developing emotion processes with normative or specialized samples. Papers should articulate how the methodologies advance the field of emotion research with youth.

Manuscripts should be submitted by **April 30, 2010**, using the Elsevier Editorial System at: [http://ees.elsevier.com/je cp](http://ees.elsevier.com/je cp). Manuscripts should be prepared in accordance with the usual guidelines [see the Guide for Authors on the journal homepage (http://www.elsevier.com/locate/je cp) for details and address]. Authors should indicate in their cover letters that they wish their manuscripts to be considered for the special issue on emotion assessment. All papers should be prepared for blind review. 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 Janice Zeman (ilzema@wm.edu) or Cynthia Suveg (csuveg@uga.edu).

### SPATIAL CONSTRAINTS ON SOCIAL COGNITION

Special Issue of *Social Psychology*

Guest Editors: Anne Maass and Caterina Suitner
(University of Padova, Italy)
Space has long been a central issue in many fields of psychology but, until recently, little was known about its social implications. Only in the last few years have researchers started to investigate systematically the role of (often unconscious) processing of spatial information in the social-cognitive domain. Their results converge in the new insight that much of social thinking builds upon spatial cognition. This makes social cognition susceptible to influences from spatial cues. Recently, a number of surprising links have been discovered between social and spatial thinking, including an intrinsic link between spatial and social distance and a systematic representation of power-, intergroup-, and self-other relations on the vertical and horizontal dimensions of space. Similarly, seemingly irrelevant spatial information is automatically used when classifying target gender, when drawing inferences about emotions, when interpreting facial expressions, or when making sense of human action. Analogous spatial preferences have been observed in self-presentation. Spatial bias even pervades scientific reporting in a subtle way (for instance in the production of graphs where dominant groups are presented to the left of less dominant ones). Thus, many concepts that play a central role in social cognition (dominance, gender, self, emotions, behavior intentions etc.) are grounded in spatial experiences. In sum, when humans think about various aspects of their social life, they use space as a medium of thought.

Interestingly, different underlying processes have been proposed to account for these diverse phenomena, including socially shared metaphors, embodied cognition (for instance related to reading and writing), and hemispheric specialization. The aim of the spatial issue is to bring together contributions that explore novel implications of spatial representations (including, among others, distance, spatial location, size, elevation, slant) for social cognition, with particular emphasis on their common underlying processes. We welcome contributions providing informed reviews of current theorizing or empirical contributions that advance our understanding of spatial processes in social cognition.

Articles should not be longer than 6,000 words of basic text (including footnotes, but excluding the abstract, references, tables, and figures). Manuscripts are expected to follow standard guidelines of the journal *Social Psychology* (http://www.hhpub.com/journals/sp/) and they will be peer-reviewed.

To ensure the suitability of a manuscript for the special issue, authors are encouraged, but not required, to send an abstract to Anne Maass (anne.maass@unipd.it) before submitting the complete manuscript. Manuscripts must be submitted in electronic form to either anne.maass@unipd.it or caterina.suitner@unipd.it.

**Deadline for submissions is April 30, 2010.**
Papers acceptable for publication that cannot be published in this special issue may be considered for publication in a regular issue of *Social Psychology*, unless authors explicitly decline this option.

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**UPCOMING CONFERENCES**

**World Conference on Educational Sciences**
Bahcesehir University
Istanbul – Turkey
February 04-08, 2010
www.wces2010.org

**2010 L.O.V.E. (Lake Ontario Visionary Establishment)**
February 11th and 12th, 2010
Niagara Falls, ON
http://brain.mcmaster.ca/love.

**Juvenile Justice: Passages, Prevention, and Intervention**
February 19-20, 2010
http://www.law.ufl.edu/centers/childlaw/juvenilejustice/conferences/

**The 23rd Annual Children’s Mental Health Research & Policy Conference**
March 7 - 10, 2010
http://rtckids.fmhi.usf.edu/cmhconference

**25th Annual Adult Development Symposium**
March 9-10, 2010
Philadelphia, PA
http://www.adultdevelopment.org/
13th SRA Biennial Meeting  
March 11-13, 2010  
Philadelphia, PA, USA  
www.s-r-a.org/meeting.html

XVIIth Biennial International Conference on Infant Studies  
Baltimore, Maryland  
March 10-14, 2010  
http://icis2010.isisweb.org/submissions/

2010 American Psychology-Law Society (AP-LS) Annual Conference  
Vancouver, British Columbia  
March 18-20, 2010  
http://www.apls.org/conferences/apls2010/index.html

Fourth Gender Development Research Conference  
April 14-15, 2011  
San Francisco, CA  
http://gender.ucsc.edu

58th Annual Nebraska Symposium on Motivation Memory and Motivation: A Reappraisal of the Recovered/False Memory Debate  
April 22-23, 2010  
http://www.unl.edu/psypage/symposium/

National Institute on Drug Abuse (NIDA) Blending Addiction Science and Practice: Evidence-Based Treatment and Prevention in Diverse Populations and Settings  
April 22-23, 2010  
Albuquerque, NM  
www.NIDABlendingConference.info

12th Biennial Conference of the European Association for Research on Adolescence  
May 12-15, 2010  
Vilnius, Lithuania  
http://www.eara2010.eu/

4th International Conference on Self-Determination Theory  
May 13-16, 2010  
Ghent, Belgium  
http://www.psych.rochester.edu/SDT/conference/2010/

4th Annual Meeting of the Organization for the Study of Sex Differences  
Ann Arbor, MI  
June 3-5, 2010  
www.ossdweb.org

Head Start’s 10th National Research Conference  
June 21-23, 2010  
Washington, D.C.  
http://www.headstartresearchconf.net

International Conference on Discrimination and Tolerance between Social Groups  
Jena, Germany  
June 30 to July 3, 2010  
Annette.Baier@uni-jena.de

21st Biennial ISSBD Meeting  
July 18-22, 2010  
Lusaka, Zambia  
http://sites.google.com/site/issbd2010lusakazambia/

Biennial Conference of The International Association for Relationship Research (IARR) and the New School of Psychology, Interdisciplinary Center (IDC)  
July 22-26, 2010  
Herzliya, Israel  
www.idc.ac.il/iarr2010

APA’s 118th Annual Convention  
San Diego, CA  
August 12 - 15, 2010  
http://www.apa.org/convention

Measuring Behavior 2010  
7th International Conference on Methods and Techniques in Behavioral research  
24 - 27 August 2010  
Eindhoven, The Netherlands  
www.measuringbehavior.org

4th On New Shores Conference 2010 Stress & Resiliency: Challenges and Implications for Newcomer Families  
September 30 – October 1, 2010
**Kansas Conference on Clinical Child and Adolescent Psychology**  
University of Kansas, Lawrence, KS  
October 7-9, 2010

**Association for Research on Mothering (ARM)**  
14th Annual Conference  
Mothers and the Economy: The Economics of Mothering  
York University, Toronto, Canada  
October 21-24, 2010

**3rd Conference on Recent Advances in the Prevention and Treatment of Childhood and Adolescent Obesity**  
October 27-29, 2010

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

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