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DIVISION 7
ANNOUNCEMENTS

APA 2010

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

DIVISION 7 AWARD RECIPIENTS

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

Patricia Greenfield, Distinguished Professor of Psychology at the University of California, Los Angeles, was awarded the Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. Her
interdisciplinary theoretical and empirical contributions span a range of topics including language development, cultural and cognitive development, global social change and its relation to human development, conflict due to differences in cultural values, and media and culture, and have contributed to applied as well as scientific work internationally.

Please join us for Dr. Greenfield’s invited address at the 2010 APA convention in San Diego. She will be discussing her research on Saturday, August 14th at 4pm in Marriott Salon 6.

G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology

Mary Rothbart, Distinguished Professor in the Department of Psychology, University of Oregon, was awarded the G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology. Her exceptional conceptual and empirical work on infant social, emotional, and attentional development, and especially temperament, has shaped the field’s directions for decades. In addition, her recent contributions in regard to the genetic and neural correlates of temperament, especially effortful attention, are on the cutting edge of current developmental science.

Please join us for Dr. Rothbart’s invited address at the 2010 APA convention in San Diego. She will be discussing her research on Saturday, August 14th at 3pm in Marriott Salon 6.

Boyd McCandless Young Scientist Award

The 2010 Boyd McCandless award was awarded to Dr. Lisa Feigenson and Glenn Roisman.

The 2010 Boyd McCandless award was awarded to Dr. Lisa Feigenson in recognition for her work on infant representation of objects and number. Drawing from traditional research on number representation, object-based attention, and working memory, she has contributed deep theoretical insight accompanied by clever and original empirical methods. Her work has implications not only for the development of number and object representation, but also their structure and function in adulthood. Division 7 congratulates Dr. Feigenson and looks forward to her continuing success.

The 2010 Boyd McCandless award was awarded to Dr. Glenn Roisman in recognition of his work on the nature and significance of close relationships during development. His research makes a fundamental contribution to clarify the nature and boundaries of attachment constructs and processes, the forms and extent of continuities in close relationship functioning from infancy to adulthood, with particular attention to developmental transitions, and the contributions of genetic and environmental factors to close relationships. Division 7 congratulates Dr. Roisman and looks forward to his continuing success.

Please join us for Dr. Feigenson’s and Dr. Roisman’s invited addresses at the 2010 APA convention in San Diego. They will be discussing their research on Saturday, August 14th at 2pm in Marriott Salon 6.

Mentor Award in Developmental Psychology

The 2010 Mentor Award in Development Psychology was awarded to Marshall Haith and Kenneth Rubin.

Marshall Haith is the John Evans Professor of Psychology and Professor Emeritus in the Department of Psychology at the University of Denver. At Harvard (1966-1972) and at the University of Denver, since 1972, he has served as mentor to several undergraduate, graduate, and postdoctoral students as well as NIH career-development scientists who have gone on to productive research, teaching and administrative careers. In collaboration with his own mentors and students and with sustained support from federal agencies and private foundations, he helped to pioneer and shape the field of infant development from the 1960s onward. This work bridged the domains of infant visual scanning and cognition, resulting in new areas of investigation, such as the development of future-oriented processes. Research in this and other areas of perceptual and cognitive development has resulted in empirical research publications, books, edited volumes, and chapters. He has been honored by several awards, including a John Simon Guggenheim fellowship (1978-

Ken Rubin is Professor, Department of Human Development, University of Maryland-College Park and Director of the Center for Children, Relationships, and Culture. His prolific and influential research, academic accomplishments, and awards (e.g., President, International Society for the Study of Behavioral Development; Killam Research Fellowship; ISSBD Award for Distinguished Contributions to the International Advancement of Research and Theory in Behavioral Development; Associate Editor, Child Development; Editor, Guilford Press Series on Child and Adolescent Social Development,) have established him as a preeminent scholar in the area of children’s social and emotional development. His innovative research has provided theoretical and methodological breakthroughs that have helped us understand how children navigate, respond to, and function in their social worlds.

Ken Rubin’s current and former students and post-docs laud him as a true “mentor” in every sense of the word. He is known for providing an incredibly rich learning environment and unparalleled opportunities to participate in all aspects of the research experience. Current and former students have praised his infectious passion for knowledge, enthusiastic spirit, and uncanny ability over the course of his career to constantly remain on the “leading edge” in terms of social developmental research.

Ken Rubin continues to inspire, support, and collaborate with his former graduate students and post-doctoral fellows and advisees. Indeed, if imitation is the highest form of flattery, then it is of particular note that many of Ken Rubin’s former students specifically indicated that he is their personal model for how they conduct their research, teach their classes, and supervise their own students. This approach appears to have served them well, as many have gone on to distinguished academic careers. A representative sample of those who were Ken’s predoctoral advisees includes Julie Bowker, Charissa Cheah, Xinyin Chen, Robert Coplan, Mary Ann Evans, Amy Kennedy-Root, Larry Nelson, and Linda Rose-Krasnor; among those who were mentored by Ken post-doctorally were Paul Hastings, Rosemary Mills, and Debra Pepler).

Please join us for a symposium in honor of Dr. Rubin and Dr. Haith at the 2010 APA convention in San Diego on Friday, August 13th at 2pm in the Convention Center, Room 30D.

The Eleanor Maccoby Book Award in Developmental Psychology


This book represents a stunning achievement. It masterfully presents a coherent empirical and theoretical account of how human cognition and communication arose in evolution and emerge in infant and early childhood development. This account is complex, incorporating established knowledge in diverse fields including primate research and developmental psychology; and it presents new experimental findings that back up the intricate argument summarized in the final chapter. The theoretical structure presented makes strong claims about the cooperative nature of humans, and the collaborative nature of human culture, both of which it is claimed were necessary for the conventionalization of verbal communication. The thesis stands in contrast to the more linguistic-centric and nativist claims for the basis of human language and will no doubt be subjected to vigorous counter-arguments. This book represents the results of more than three decades of Tomasello’s scholarship on the fundamental questions of the origins of language and learning in the species and in the child in a biocultural context. It completes the story that was prefigured in his 1999 and 2003 books on human cognition and language (the 1999 Cultural Origins of Human Cognition has become an interdisciplinary classic). Origins of Human Communication builds on and goes beyond these books to complete the story in a highly compelling way.
Dissertation Award in Developmental Psychology

The Outstanding Dissertation Award will be presented to Dr. Kathryn (Kate) Monahan for her outstanding dissertation research in Developmental Psychology. The dissertation, “The Development of Social Competence from Early Childhood Through Middle Adulthood: Continuity and Accentuation of Individual Differences Over Time”, was completed at Temple University in 2008 under the direction of Laurence Steinberg. Dr. Monohan is currently a Research Scientist with the Social Development Research Group at the University of Washington in Seattle.

Dr. Monahan will present her dissertation research at the Division 7 business meeting at the APA convention on Saturday, August 14, 11am, in the Columbia Room 2 of the San Diego Marriott Hotel.

Dr. Monahan’s dissertation addressed fundamental issues about continuity and change in development, with a focus on the development of social competence in middle childhood and adolescence. Specifically, she examined whether key developmental transitions—in particular, off-time pubertal maturation and school transition—could alter or deflect individual trajectories of social competence. Individual differences in social competence were largely stable over the age range studied. However, off-time puberty and school transitions accentuated individual differences in competence, such that individuals who were low in competence before a transition evinced a decline in competence, and those who were high in competence before a transition increased their social competence. This work addresses a classic developmental issue in a highly original and methodologically sophisticated way. It makes an important substantive contribution to knowledge about socioemotional development in childhood and adolescence, and it provides new methodological tools for studying continuity and change in trajectories of development.

THANK YOU FOR A JOB WELL DONE!

Hall and Bronfenbrenner Committee
Nancy Eisenberg, Chair
Mary Gauvain Michael Lewis
Patricia Miller Ross Parke
Laurence Steinberg

Boyd McCandless Committee
Simona Ghetti, Chair
Patricia Miller Kevin Pelphrey
Ross Thompson Amanda Woodward

Mentor Committee
Dante Cicchetti, Chair
Jay Belsky Cynthia Garcia Coll
Ross Thompson

Maccoby Book Award Committee
Katherine Nelson, Chair
Celia Brownell Stephanie Carlson
Alan Sroufe Patricia Miller

Dissertation Award Committee
Martha W. Alibali, Chair
Victoria Talwar Karen Adolph

Division 7 congratulates members

Mark Appelbaum and John Hagen

for winning the APA Award for Distinguished Service to Psychological Science.

Dr. Appelbaum is being honored for the leadership roles he has taken as an editor and in the governance of several psychological organizations, as well as for his service to his department and university, his involvement in grant reviews, and his participation on advisory panels at both the state and national levels.

Dr. Hagen is being honored for his leadership roles in several important psychological science organizations, particularly the Society for Research on Child Development. Moreover, his involvement in the National Head Start Conferences has had a major influence on policymakers by educating them about the importance of research and its application to the health and education of young children.
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 website 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: judithbryant@usf.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

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GET TO KNOW OUR DISSERTATION WINNER

Understanding Continuity and Discontinuity in Adolescent Development

Elucidating the nature of continuity and discontinuity across the lifespan is one of the core goals of developmental psychology. To the extent that both continuity and discontinuity are found, we are challenged to understand factors that contribute to these patterns of development. Adolescence is a developmental period that displays both continuity and discontinuity. Indeed, adolescence is a unique period of the lifespan, marked by rapid biological, psychosocial, and contextual change. During adolescence, individuals gain increased autonomy from parents and develop a sense of identity. Across adolescence, youth increase rapidly in psychosocial maturity and many adolescents become active contributors to their families and communities. It is also during this developmental period that many types of psychopathology and behavior problems emerge: involvement in antisocial behavior peaks during adolescence; substance use increases linearly throughout adolescence, peaking in early adulthood; involvement in risky sexual behavior often begins in adolescence; and other types of risky behavior, such as reckless driving, are prevalent throughout the teenage years (see Monahan & Hawkins, in press for a review). Taken together, we know that adolescence presents a period of development marked by much promise and numerous challenges.

Following this framework of adolescence as a time of both positive and potentially maladaptive development my research has focused on three important developmental questions. How does psychosocial maturity change across adolescence? How might some developmental events disrupt the continuity of development? How do individual characteristics and social context interact to influence development? My dissertation tied together these three lines of my research, examining continuity and change in peer social competence – testing the
hypothesis that individual differences are accentuated by the biological and contextual change that occurs during the transition to adolescence. Across adolescence, individuals increase in various aspects of psychosocial maturity, including their ability to control impulses, to be oriented to long-term goals over short-term gratification, take the perspective of the others, and resist peer influence (Monahan, Steinberg, Cauffman, & Mulvey, 2009; Steinberg & Monahan, 2007). These abilities increase rapidly throughout adolescence, with improvements in psychosocial maturity tapering off as youth reach early adulthood. My recent work has focused on individual differences in the growth of these abilities, demonstrating that slower growth (or lack of growth) in these capacities is linked to maladaptive outcomes, whereas increases in these abilities is linked to greater well-being. For example, in a study of approximately 1100 serious juvenile offenders, my colleagues and I found that suppressed development of psychosocial maturity was linked to chronic antisocial behavior from adolescence to adulthood (Monahan et al., 2009). In contrast, individuals who engaged in antisocial behavior as adolescents but desisted from crime as they grew into young adults showed increases in psychosocial maturity across the transition to adulthood, suggesting that desistance from crime may be partially due to the development of psychosocial maturity. Indeed, among community-based samples of adolescents, developmental increases in psychosocial maturity, particularly self-regulatory capacities, appear to be linked to lower substance use and greater emotional well-being (King, Lengua & Monahan, 2010; King, Fleming, Monahan, & Catalano, 2010). Modeling this type of individual variability in development across adolescence is a powerful strategy for understanding both positive and negative adaptation.

In addition to examining individual variability in development during adolescence, it is critical to acknowledge how context shapes development. In part because of adolescents’ diminished psychosocial maturity, some types of experiences may have dramatically different effects during adolescence than they do during other developmental periods. For example, serious dating prior to age 16 appears to have deleterious consequences for mental health, whereas the same activity at an older age appears to be of little consequence, or even beneficial (Neemann, Hubbard, & Masten, 1995). My own research on the impact of employment on adolescent adaptation provides one example of this phenomena; working appears to have a different impact on engagement in antisocial behavior for adolescents than for young adults. While high intensity employment often leads individuals into antisocial activity during adolescence, it is hypothesized to be an important mechanism for leading individuals out of antisocial behavior in early adulthood (Uggen & Staff, 2001). Several recent studies provide support for these hypotheses. First, in a large community sample of 10th and 11th graders, my colleagues and I tested how becoming employed at high intensity (greater than 20 hours a week of work) during the school year was linked to a behavioral, academic, and psychosocial development one year later. After accounting for differential propensity to become employed, we found that high intensity employment was linked to a number of maladaptive outcomes, including delinquency, substance use, and diminished school engagement (Monahan, Lee & Steinberg, in press). In a follow-up study that measured employment and antisocial behavior monthly over the course of six years (age range 14 to 24), being employed at high intensity and attending school regularly was linked to greater antisocial behavior during adolescence. In contrast, high intensity employment and school attendance were actually associated with lower levels of antisocial behavior during early adulthood (Monahan, Steinberg & Cauffman, 2009b). Thus, the same experience is tied to different outcomes based on the developmental period in which the experience occurs. In other words, context matters, but the developmental timing of the context matters even more.

Finally, my work has conceptualized adolescent development as a transaction between the individual and her or his environment. Specifically, the effects of context on development are often moderated by an individual’s own characteristics. For example, it is well documented that associating with delinquent peers is related to adolescent delinquency. However, researchers have long questioned whether this association is due to selection, delinquent youth choosing to be friends with other delinquent youth, or if it is due to socialization, youth becoming delinquent because of associating with delinquent peers. In a sample of males and females from 14 to
22 years of age, we found evidence of both peer selection and peer socialization, but these complementary processes operate in different developmental periods. In middle adolescence, both selection and socialization serve to make peers similar in antisocial behavior, but from ages 16 to 20 years, only socialization appears to be important (Monahan, Steinberg, & Cauffman, 2009). Yet, to fully understand the association between peers and delinquency across adolescence, the individual ability of an adolescent to resist peer influences must be taken into account. Individuals vary in their ability to resist peer influence in adolescence (Steinberg & Monahan, 2007) and our work suggests that resistance to peer influence moderates the link between peer delinquency and antisocial behavior. Among adolescents with greater resistance to peer influence, associating with deviant peers is unrelated to one’s own behavior in early adulthood. In contrast, youth with lower resistance to peer influence are more vulnerable to the negative influences of their peers in adolescence and early adulthood, at least with respect to antisocial behavior (Monahan, Steinberg, & Cauffman, 2009). Thus, to fully understand the association between peers and antisocial behavior, we must account for both the developmental timing of exposure to deviant peers as well as the individual characteristics of the adolescent.

My dissertation built upon three implications of my prior research. First, individuals vary in terms of the continuity and change in their development and this heterogeneity has implications for adaptation. Second, the impact of context may vary across development. Finally, individual characteristics moderate the impact of context on development. With these ideas in mind, my dissertation examined continuity and change in peer social competence from early childhood to mid-adolescence.

Previous research suggests that social competence shows strong stability between early childhood and middle childhood (Obradovic et al., 2006), but evidence is mixed regarding the stability of social competence from middle childhood to adolescence (Masten et al., 1995; Obradovic et al., 2006). It is unclear whether the developmental transitions of adolescence, such as puberty and middle-school transition, disrupt or reinforce prior trajectories of social competence. On one hand, it is reasonable to hypothesize that biological or contextual change may present an opportunity for a “fresh start”, with less competent youth able to obtain new skills and become increasingly competent, while other youth are unable to meet the new challenges and so decline in competence. On the other hand, there is evidence that during periods of transition, individual differences are accentuated (Caspi & Moffitt, 1993). Thus, it may be that during the transition into adolescence, those who were more competent in childhood will become more so, whereas those who were relatively less competent would evince a further decline in social functioning.

Using a combination of variable-centered (structural equation modeling and growth curve modeling) and person-centered (mixture modeling) statistical approaches, my research examined patterns of continuity in social competence separately for males and females from Kindergarten to mid-adolescence (age 15). I also explored the ways in which biological and contextual changes during the transition to adolescence alter trajectories of development. In general, the findings from the variable- and person-centered approaches were highly consistent. Social competence showed strong continuity, with the most socially competent children remaining so in adolescence. Importantly, as expected, early pubertal maturation and school transitions were found to accentuate individual differences, increasing social competence among more competent youth and further diminishing social competence among less competent individuals (Monahan & Steinberg, in press). Thus, the popular notion that maturing physically or changing schools gives individuals a chance to make a “fresh start” may be incorrect. Rather, the impact of developmental transitions on social competence differs among youth as a function of their prior level of social competence. To the extent that this finding generalizes to other types of transitions, it appears that in the face of the normative developmental challenges of adolescence, the psychosocially rich become richer, while the psychosocially poor become poorer.

In summary, my research has demonstrated that adolescent development is both continuous and discontinuous, is sensitive to context, and that individual characteristics interact with context to alter
trajectories of development. Understanding the complexity of development during adolescence, and across the lifespan, allows a unique window into possibilities to promote positive development. By continuing in this research, I hope to advance the science of adolescent development, inform public policy and opinion, and above all, help youth brace for the challenges and achieve the possibilities that mark adolescence.

References


FUNDING AND AWARDS

New Videos Reveal How NIH Identifies the Most Promising Research Applications

The National Institutes of Health's Center for Scientific Review (CSR) released a new video to show new applicants and others how NIH assesses over 80,000 grant applications each year to help find those with the most merit. With the majority of NIH’s $31 billion budget supporting grants to researchers, these assessments help ensure investments lead to
significant advances in science and health.

"The video provides an inside look at the dynamic way reviewers evaluate NIH grant applications," said CSR Director Dr. Toni Scarpa. "You'll see the rigor and integrity of their efforts, which have enabled NIH to identify ground-breaking research year after year." CSR also has released a companion video: NIH Tips for Applicants. In this video, the reviewers and NIH staff members featured in the NIH Peer Review Revealed video provide advice to new applicants.

Both the NIH Tips for Applicants and the NIH Peer Review Revealed videos can be viewed and downloaded via CSR's website: http://www.csr.nih.gov/video/video.asp.

Both videos incorporate many of the recent enhancements to the NIH peer review and grants systems. They replace a similar CSR video that has been viewed by thousands online and used by hundreds of research institutions across the country and abroad to train and educate new and established researchers.


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**Request for Proposals to Pursue SRCD’s Strategic Plan – Deadline: October 10, 2010**

The Society is pleased to issue another request for proposals for member-initiated research planning activities that address one or more goals of SRCD’s strategic plan. Prior competitions in 2008 and 2009 funded six diverse and creative projects that have benefited SRCD members in a number of ways (for a list of past funded projects, see Past Projects). The deadline for submissions is October 15, 2010.

SRCD’s strategic plan (Strategic Plan) lists the following areas for attention:

1. Increase appreciation for the fact that an understanding of development requires the perspectives and methods of multiple disciplines.

2. Increase international perspectives on the study of child development.

3. Increase cultural and contextual diversity in all aspects of the study of child development.

4. Further the relationship between research and policy or the dissemination of research to non-academic audiences.

We seek proposals for research planning activities that address one or more of these goals. While the selection committee will give serious consideration to all proposals, we are especially interested in creative approaches to pursuing a topic of interest involving, for example, social media (e.g., use of SRCD’s new social media site, SRCD Exchange, or webinars). Given the strategic plan, examples of other priorities include the involvement of, or benefit to, developing countries, cultural sensitivity in projects involving diverse populations, promoting diversity in all stages of the career of developmental scientists, and competence in science, technology, engineering and mathematics (STEM) or translational research in policy and communication.

The size of awards will vary depending on the needs and goals of the proposed project. As a general guideline, the range of awards will be $10,000 to $20,000. Priority will be given to proposals for projects for which matching funds are either available or will be sought. In addition, priority will be given to proposals that will result in an intellectual product that will be broadly disseminated. Examples include books, edited volumes, and special issues of journals (including Child Development or Child Development Perspectives), SRCD Exchange (e.g., webcasting proceedings or designing a webinar that could be offered to members), as well as products designed for broader audiences of policymakers or practitioners. Projects that address more than one goal of the strategic plan and generate projects that provide wider benefit to members will have higher consideration.

Please view the entire application process, guidelines and required forms.

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Lycoming-Clinton Head Start, STEP, Inc. seeks a research partner to conduct an impact study of its Early Head Start (EHS) program in north central
Pennsylvania. The program is partnering with the Penn State Prevention Research Center to conduct a process evaluation of the new Early Head Start program we will launch in September 2010 and would very much like to collaborate with an interested research partner with financial resources sufficient to conduct an in-depth outcome evaluation as well.

The program would like to collect baseline and follow-up data about parent knowledge, functioning, and efficacy and to conduct child assessments to study the impact of program participation on child cognitive, language, and social-emotional development. Additionally, the program would like to address questions of retention and program engagement and the contribution of these factors to Early Head Start parent and child outcomes. The process evaluation and proposed outcome evaluation design and benchmarks align with ongoing and previously conducted national Early Head Start research for potential data comparisons.

Program implementation begins in September 2010. Ninety-two pregnant women, infants, and toddlers will be enrolled at two sites. One site will offer only home based services. The second site will offer center-based services to a limited number of families and home based services to others. For further information, contact Anne M. Doerr, Head Start Director, at amdoerr@stepcorp.org or 570-601-9600.

Call for Submissions for the Gene D. Cohen Research Award in Creativity and Aging

The Gene D. Cohen Award, sponsored by the National Center for Creative Aging (NCCA), recognizes and honors the seminal work of Dr. Gene Cohen, whose research in the field of creativity and aging has shifted the conceptual focus from a problem paradigm to one of promise and potential. Dr. Cohen has inspired us to approach longevity asking what wonders can be achieved, not in spite of age, but because of age. The award is presented annually to a professional whose research in the field of creativity and aging demonstrates these positive attributes.

Presented annually at the Gerontological Society of America Annual Scientific Meeting at the Arts and Humanities Reception, the award consists of the following:

- Travel and lodging (limit to $1,000) to attend the GSA Annual Scientific Meeting
- GSA Annual Scientific Meeting Registration
- A program profile included in GSA’s Annual Meeting Program, which will be distributed to attendees and posted on the ASA website.
- Recognition on the NCCA website
- Recognition by peers at an awards presentation
- Press release

Award nomination is open to any individual who has produced research that demonstrates the benefits of creativity in arts including but not limited to visual arts, music, dance, drama, writing and multi media. Nominees should demonstrate leadership and contributions in the field of creativity and aging through research.

Deadline for Nomination

Monday, August 2, 2010

Requirements

- A formal nomination letter
- A brief statement (maximum 500 words) detailing how the nominee meets the criteria of the award
- Research Abstract
- Peer review articles or other related documents
- Up to 2 letters of support

In order to nominate someone for the Gene D. Cohen Award in Creativity and Aging, please send your nomination packet to awards@geron.org This e-mail address is being protected from spambots. You need JavaScript enabled to view it with the subject of “Gene D. Cohen Award Nomination – NOMINEE NAME HERE.” Please remember to substitute your nominee’s name in the subject. Visit the GSA Website, NCCA Website or contact info@creativeaging.org for more information.
CALL FOR NOMINATIONS

THE CARYL RUSBULT CLOSE RELATIONSHIPS EARLY CAREER AWARD, 2011

The Relationship Researchers Interest Group (RRIG) within the Society for Personality and Social Psychology (SPSP) presents an annual award to a relatively new investigator who has made original and important contributions to relationship science. The recipient of this award will be invited to give an award address at the 2011 SPSP Close Relationships Preconference.

Eligibility: The primary selection criterion is an outstanding record of original research in the general area of close relationships. Because this award recognizes a new investigator, nominees will typically have received their PhD within the past 8 years.

Submission materials: To be considered for this award, please send the following:

1. A 1-2 page letter that provides a summary of your major research contributions and a brief description of the general topic that you would likely present in your address at the preconference.

2. A recent CV

3. PDF files of 2 representative publications

4. A letter of recommendation from a scholar in the close relationships field who is familiar with your work. (S/he can send the letter separately.)

Please send materials electronically to Susan Sprecher, co-chair of the 2011 RRIG Awards Committee, at sprecher@ilstu.edu

The deadline for nominations is August 16, 2010. The award recipient will be notified in September.

OTHER ANNOUNCEMENTS

Since 2007, the APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) has invited all divisions to develop PowerPoint demonstrations for high school psychology teachers. We would like to remind all divisions of this invitation. There are approximately 7,000 – 8,000 high school psychology teachers in the United States. The March APA Monitor highlighted APA’s support of high school psychology: http://www.apa.org/monitor/2010/03/soe.aspx.

Once created, these demonstrations could be accessed and used by high school teachers in their classrooms for instructional purposes. Created demonstrations should be about 8-12 slides in length.

A template is available online through http://www.apa.org/education/k12/powerpoint.aspx; the template covers slides on History, Main Topics, Main Theories, Current Issues, Careers, and Resources.

Members interested in participating in the development of a Division 7 template should contact Patricia Miller, phmiller@sfsu.edu.

The Summer 2010 CYF News Issue (PDF, 1.3MB) offers a series of articles on psychology’s role in advancing pediatric and child health with particular attention to the integration of psychologists in medical and healthcare settings. This issue was guest edited by Monica Mitchell, PhD, (CYF co-Chair elect).

SOCIAL HOUR

Join us for a social hour and meet other Division 7 members and the award winners

5 – 6 p.m., Saturday August 14th 2010

See page 23 for more details
WORKSHOPS

In cooperation with University of Hamburg and Radboud University, we are conducting four live, interactive, synchronous online structural equation modeling (SEM) workshops (with complete post-workshop recordings provided) in August and September: (1) Introductory PLS path modeling (SEM) using SmartPLS (August 2-3 @ 11AM-3PM ET and Aug 20-21 @ 6PM-10PM ET). Registration fees are: $295 USD faculty/practitioner; $225 full time students (using registration discount code ‘student6’); and (2) Intermediate PLS path modeling (SEM) using SmartPLS (September 10-11 @ 12 Noon-4PM ET and Sept 17-18 @ 6PM-10PM ET). The early registration fees (through July 31) are $250 USD faculty/practitioner (using registration discount code ‘early’ through July 31), and $175 full time students (using discount code ‘earlystudent’ through July 31).

Each of the four live, interactive, synchronous workshops are conducted on two consecutive days for four hours each day. The workshops are taught using the award-winning Elluminate Live! electronic classroom which is free to use for participants. You simply point your browser to the URL for the electronic classroom.

All workshops present instructional material and demonstrate exercises (with provided data sets) appropriate for the beginner and intermediate PLS Path Modeling (SEM) users, respectively. Participants receive: (1) live, synchronous, online, interactive participation in the workshop; (2) all workshop slides, exercises and data sets; (3) relevant literature and citations; (4) SmartPLS software; and (5) complete, high-fidelity audio- and video- Internet-based recordings of the workshop, when completed, for unlimited, repeated reviews of the workshop for three months following each workshop.

These workshops are being produced in cooperation with faculty from multiple universities. In addition, workshop revenues are returned to the academic institutions and to the SmartPLS software development team to keep SmartPLS free to use for academics. For more information about each workshop, or to register, please visit the following sites:

**August Workshops**: Introduction to PLS Path Modeling Using SmartPLS - August 2-3 (for North America, South America and Europe) and August 20-21 (for Pacific Rim countries):

There is an introductory SmartPLS workshop on August 2 and 3, 2010, from 11AM until 3PM. The timing of this workshop is meant to be convenient for participants in North and South America and in Europe: [Click here for more information about the content, cost, instructor, and/or to register for this August 2-3 SmartPLS workshop](https://www.regonline.com/pls-aug-2-3-2010)

We have also scheduled an introductory SmartPLS workshop on August 20 and 21, 2010, from 6PM until 10PM ET. The timing of this workshop is meant to be convenient for participants in the Pacific Rim countries, including Australia, New Zealand, China, Japan, Vietnam, Singapore and the rest of Malaysia: [Click here for more information about the content, cost, instructor, and/or to register for this August 20-21 SmartPLS workshop](https://www.regonline.com/pls-aug-20-21-2010)

You may view a [detailed PDF agenda] for these Introductory SmartPLS workshops.

**September Workshops**: Intermediate PLS Path Modeling - September 10-11 (for North America, South America and Europe) and September 17-18 (for Pacific Rim countries):

There is an Intermediate PLS Path Modeling workshop on September 10 and 11, 2010, from 12 Noon until 4PM ET. The timing of this workshop is meant to be convenient for participants in North and South America and in Europe: [Click here for more information about the content, cost, instructor, and/or to register for this September 10-11 Intermediate PLS Path Modeling workshop](https://www.regonline.com/pls-sep-10-11-2010)

We have also scheduled an Intermediate PLS Path Modeling workshop on September 17 and 18, 2010, from 6PM until 10PM ET. The timing of this workshop is meant to be convenient for participants in the Pacific Rim countries, including Australia, New Zealand, China, Japan, Vietnam, Singapore and the rest of Malaysia: [Click here for more information about the content, cost, instructor, and/or to register for this September 17-18 Intermediate PLS Path Modeling workshop](https://www.regonline.com/pls-sep-17-18-2010)

For more information about each workshop, or to register, please visit the following sites:
Zealand, China, Japan, Vietnam, Singapore and the rest of Malaysia: [Click here for more information about the content, cost, instructor, and/or to register for this September 17-18 Intermediate PLS Path Modeling workshop.](https://www.regonline.com/pls-sept-17-18-2010)

You may view a [detailed PDF agenda](http://www.pls-seminars.com) for these Intermediate PLS Path Modeling workshops.

Please address questions to Geoff Hubona at ghubona@gmail.com. Also, there is more information available at [http://www.pls-seminars.com](http://www.pls-seminars.com) (please copy and paste URL)

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**HLM workshop, September 14-16, Chicago, by Steve Raudenbush & Tony Bryk:**

**LISREL workshop, September 22-24, Chicago by Ralph O. Mueller & Gregory Hancock**

These workshops will be held in downtown Chicago at the University of Chicago Gleacher Center. Check out the workshop schedules and other details at:

You can register for these workshops at
[https://www.ssicentral.net/frmWorkshopDetails.aspx](https://www.ssicentral.net/frmWorkshopDetails.aspx)

Register now, because these workshops tend to fill up fast.

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**WORKSHOP: Semantic Development: An Interdisciplinary Approach**

Cognitive Science 2010, Portland Oregon, August 11, 2010

Organizers: David Barner & Susan Carey

Featuring contributions from: Susan Carey, David Barner, Lance Rips, Luca Bonatti, Lisa Feigenson, Justin Halberda, Fei Xu, Noah Goodman, Ira Noveck, Sarah-Jane Leslie, Jesse Snedeker, Sandeep Prasada, & Anna Papafragou

Most research on language development has concentrated on how children acquire lexical representations, syntax, and phonology. In contrast, here has been relatively little work on the acquisition of the formal semantic component of language. Historically, work on logical development has been mainly concerned with the argument schemas that underlie deductive argument. But recently there has been an explosion of research on the logical capacities that underlie the semantics of natural language and that underlie mathematical cognition. The proposed full-day workshop will explore current investigations of Semantic Development, with a focus on how recent work in psychology and numerical cognition is related to formal semantic models of linguistic competence. Recent empirical work has documented rich non-linguistic quantitative capacities in human adults, pre-linguistic infants, and various non-human animals. These systems support the representation and tracking of objects, the chunking of object arrays into sets, and the discrimination of relative numerosities. Studies have also established that these systems of representation become associated with linguistic quantity representations in development. For example, number words are associated with approximate number representations in human adults. Similarly, infants’ ability to track small sets of objects appears to support (and constrain) their ability to learn words like ‘two.’ Quantifiers like ‘more’ and ‘most’ also draw on these non-linguistic systems for the purposes of meaning verification. However, attested non-linguistic systems are unable to represent many critical formal aspects of language and of mathematical competence. This suggests that formal representations may not originate solely from non-linguistic sources. But if this is true, what is their origin, and how do they become related to non-linguistic representations? Do non-linguistic systems supply content that is constitutive of later semantic competence, or do they act as systems of meaning verification, which do not supply content, but allow semantic learning hypotheses to be tested in the world? These questions will form the core of the proposed workshop.
CALL FOR PAPERS

Call for Papers for a Special Section of the Journal of Family Psychology:
Advances in Mixed-Methods in Family Psychology: Integrative and Applied Solutions for Family Science

Editors: Barbara H. Fiese, and Thomas S. Weisner

Over the past decade significant advances have been made in study design, analytic strategies, and technological support that allow for the integration of quantitative and qualitative methods. Mixed-methods refer to the integration of quantitative (numbers, variables, models, statistics) and qualitative (words, text, stories, discourse, narratives, photos, video) techniques in the study of family settings and family processes. Representing settings and processes in more than one of these ways often can produce results that would not otherwise have been found. It can bring us closer to understanding complex family circumstances such as contextual influences on relationships, changes over time, bidirectional nature of relationships, as well as the role of cultural meanings, interpretation, and beliefs in social interactions.

This special section of the Journal of Family Psychology is aimed at highlighting recent research that advances the systematic integration of these techniques that can be applied to issues of key concern to family psychologists. Focus in mixed-methods in enhancing conceptualization and theory in family research, designs, methods, analyses; appropriate inferences from these methods; and ways to report such research are all suitable. Appropriate topics for this special section may include, but are not limited to, contextual influences on family health and well-being, family intervention studies, linking mechanisms and processes of family effects to other levels or analysis or to key outcomes, cultural and ethnic comparisons using mixed methods, comparing household and kinship group units to the family unit, studies of low incidence events, and advances in family measurement using mixed-method designs. Questions about the special section can be addressed to the guest editors, Barbara H. Fiese, Ph.D. (bhfiese@illinois.edu) or Thomas S. Weisner, Ph.D. (tweisner@ucla.edu).

Manuscripts must be submitted through the Journal of Family Psychology portal (http://www.apa.org/pubs/journals/fam/) no later than January 10, 2011. Please note that the submission is for this special section.

Trauma, Dissociation, and Intimate Relationships

A Special Issue of the Journal of Trauma and Dissociation

Special Issue Guest Editors: Eileen L. Zurbriggen, Ph.D., Robyn L. Gobin, M.S., and Laura Kaehler, M.S. (Email for guest editors: jtdspecial@dynamic.uoregon.edu)

We are inviting submissions on the associations among trauma, dissociation, and intimate relationships for a special issue of the Journal of Trauma and Dissociation.

In addition to its impact on individual psychological well-being, trauma creates barriers to healthy interpersonal functioning. This is not limited to romantic relationships because intimate connections with family members, friends, co-workers, and community members can also be affected. Given the importance of healthy relationships for psychological health, it is imperative that research addressing these issues for survivors of trauma be made available to the research and clinical communities, and to the general public. We primarily are seeking reports of original research and comprehensive reviews/meta-analyses of existing research, but case studies, clinical conceptualization, and theoretical papers also will be considered. All submissions will undergo peer review. Submissions will be evaluated for topic relevance, methodological rigor, scientific and/or clinical value, and implications for application.

Topics of interest include but are not limited to the following: demographic correlates, attachment, psychopathology, trust and betrayal, attributions and appraisals in intimate relationships, risk detection, intimate partner functioning, parenting and family
functioning, revictimization, disclosure, relationship satisfaction, sexuality, post traumatic responses, risk factors, post traumatic growth, resiliency, and intervention. Submissions including the topic of dissociation are welcome, but it is not necessary to address this topic.

Complete submissions will be accepted until December 1, 2010. Please refer to the journal website for specific submission requirements (including a required author assurance/ submission checklist) and more information about the Journal of Trauma and Dissociation:
http://dynamic.uoregon.edu/~jjf/jtd/index.html.

Inquiries and submissions should be sent to the special issue editors at jtdspecial@dynamic.uoregon.edu

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**Early Childhood Research Quarterly – Special Issue: Call for Papers**

**Supporting Optimal Child Development through Early Head Start and Head Start Programs: A Comprehensive Approach**

*Early Childhood Research Quarterly* is planning to publish a special issue dedicated to research on how aspects of the comprehensive approach to early care and education provided by Early Head Start and Head Start supports optimal child development in children birth through five years old.

**Special Issue Editors:** Peg Burchinal (burchinal@unc.edu) and Adam Winsler (awinsler@gmu.edu)

Early Head Start and Head Start were designed as comprehensive early childhood programs to address the developmental needs of low-income children and their families and promote children’s school readiness. As designed, these programs address the needs of the whole child in a variety of contexts. Further research is needed to understand the different components that may influence the effectiveness of the Early Head Start and Head Start service delivery model, including parent involvement in the program, parenting practices at home, and classroom quality characteristics, and to consider how different components influence developmental outcomes and trajectories of the children who participate. Research also is needed to examine these issues for Early Head Start and Head Start children from special populations such as dual language learners or children with disabilities or other special needs. Several national data sets are publicly available to investigate these issues in samples that are representative of the Early Head Start and Head Start population nationwide. This special issue will focus on recent findings from national data investigating how aspects of Early Head Start and Head Start programs support optimal development in children and families.

Papers for the special issue need to use national data on Head Start children and programs from the National Early Head Start Research and Evaluation Study (EHSRE) and/or the Head Start Family and Child Experiences Surveys (FACES). EHSRE data may be obtained by visiting http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/3804?archive=ICPSR&q=EHSRE or at the Murray Center http://dvn.iq.harvard.edu/dvn/dv/mra. FACES data may be obtained by contacting contact@childcareresearch.org. Topics might include (but are not limited to): how characteristics and impacts of Early Head Start and Head Start services differ across profiles of children, parents, parental involvement approaches, and in programs with different classroom quality characteristics. Papers also may examine growth and outcomes for children and families participating in programs with emphasis on different components of the comprehensive service delivery model.

The deadline for manuscript submission is August 1, 2010, with a projected deadline for receipt of final revised drafts of papers accepted by February 1, 2011. Manuscripts of a maximum of 40 pages must be written in APA pre-publication style and submitted through the regular ECRQ online submission process (visit http://ees.elsevier.com/ecrq). Submissions must mention in the cover letter and comments field on the site that the submission is specifically for the special issue on Early Head Start and Head Start programs.
Special Issue: “Neuroscience Perspectives on Early Development and Education”

Journal: Early Education and Development
Editor: Susanne Denham, George Mason University
Guest Editors: Sandra Twardosz, University of Tennessee, Knoxville and Martha Ann Bell, Virginia Polytechnic Institute and State University

Background

Knowledge about brain structure, function, and development is being integrated rapidly into research, theory, and practice pertaining to children’s early development and education. Such integration can provide enlightening new perspectives on topics familiar to EED readers, including early learning and cognition, socioemotional competence, early intervention, parenting, language and early literacy development, and issues in the continuing education of teachers. However, it also requires that scholars and practitioners educate themselves about the neuroscience relevant to their specialties in order to access and comprehend current academic literature, and communicate effectively with students and the community (Twardosz, 2007). This can be a particularly challenging endeavor because of the existing responsibilities of most professionals.

The purpose of this special issue is to contribute to this educational effort by highlighting the range of neuroscience knowledge and specific research that is pertinent to the topics that concern the readers of EED. In addition, we hope to facilitate the exchange of ideas about how to begin and continue the process of learning about the brain, and integrating neuroscience perspectives into existing knowledge and practice.

We encourage submission of the following types of manuscripts for this special issue:

- concise review articles that provide neuroscience perspectives on topics in early development and education, for example, early intervention, effects of stress on behavior and learning, emotion regulation, social development and competence, bilingualism, temperament
- reports of empirical research in which neuroscience methods are among those used to investigate a topic pertinent to this journal
- annotated bibliographies of salient articles, chapters, books, websites, and other media on such topics
- reports in which the authors describe the strategies and resources they have used to educate themselves in neuroscience, or ways in which they have incorporated such information into their own research, teaching, or work with the community
- manuscripts not in the categories listed above that are pertinent to the goals of this special issue

Submissions

Please submit a blinded copy of your manuscript at http://www.editorialmanager.com/eed/. In the cover letter please specify that your manuscript is being submitted for the Special Issue: Neuroscience Perspectives on Early Development and Education.

Submissions will follow the journal’s regular blind review process. The Guest Editors and journal Editor will make the final acceptance decisions. Manuscripts must strictly conform to the formatting and writing style requirements of the APA Publication Manual (5th edition). Accepted manuscripts that are not included in the special issue (due to space restrictions) will be published in a future issue of the journal.

Inquiries regarding this special issue should be directed to Sandra Twardosz, stwardos@utk.edu.

Submission deadline: November 1, 2010. Publication of this special issue is scheduled for February, 2012.

Reference

### Timeline

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<td>November 1, 2010</td>
<td>Deadline for submissions</td>
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<tr>
<td>February, 2011</td>
<td>First reviews and comments to authors</td>
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<tr>
<td>May, 2011</td>
<td>Revisions due and sent for second review if necessary</td>
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<td>August, 2011</td>
<td>Revision comments to authors</td>
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### Identity - Call for Papers

- Reintegrating Erikson: A Theoretical and Empirical Synthesis of Eriksonian Identity Models
- Special Issue for *Identity: An International Journal of Theory and Research*

**Guest Editor:** Moin Syed, University of Minnesota

The purpose of this Special Issue is to reintegrate varying facets of Eriksonian theory and research on identity. To advance this goal, manuscripts submitted for the Special Issue must attempt to integrate two or more approaches to identity that are based on Erikson’s theory. Empirical manuscripts that use quantitative or qualitative methods will be equally valued, and submissions using mixed-methods are particularly welcome. Theoretical and review articles will also be considered.

Letters of intent and submission should be e-mailed to the Guest Editor, Moin Syed, at moin@umn.edu. Please follow all submission guidelines as outlined in *Identity: An International Journal of Theory and Research* (available at [www.informaworld.com](http://www.informaworld.com)).

### Developmental Psychology

**Special Section: “Beyond Mental Health: An Evolutionary Analysis of Development under Risky and Supportive Environmental Conditions”**

A special section of *Developmental Psychology*, guest-edited by Bruce J. Ellis and David F. Bjorklund, will be devoted to empirical and theoretical papers that provide an evolutionary analysis of children’s developmental adaptations to both risky and supportive environments.

The dominant scientific paradigm for explaining children’s adjustment to high-risk environments could be referred to as the *mental-health model*, which assumes that high-risk environments adversely affect children’s well being, promoting disturbances in development, even if not clinical disorders per se. Accordingly, the this model emphasizes costs and largely ignores any benefits of children’s responses to risky environments, making it difficult to explain children’s and adolescents’ motives for their behavior. In contrast, an evolutionary-developmental perspective assumes that natural selection designed the developing brain to respond to different environmental contexts—good and bad—in an adaptive manner. When children encounter stressful environments, therefore, it does not so much disturb their development as direct or regulate it toward strategies that are adaptive under stressful conditions—even if those strategies are currently harmful in terms of the long-term welfare of the individual or society as a whole. Conversely, when children encounter well-resourced and supportive environments, it directs or regulates development toward strategies that are adaptive in those contexts.

For this special section, we seek contributions that highlight this new approach to interpreting children’s adaptations to both risky and supportive environments, such as, but not limited to the effects of ecological, family, and peer contexts on:

- attachment-related behaviors and cognitions
- reciprocally-rewarding vs. exploitive interpersonal style
- aggressive and prosocial behaviors in childhood
• timing of sexual development and reproduction
• adolescent involvement in high-risk behaviors
• youth civic engagement

All papers in the special section must articulate and (for empirical papers) test relevant evolutionary models of development.

Interested contributions should submit a 1-page proposal to the guest editors by August 31, 2010. The guest editors will send out invitations for full manuscripts by October 1, 2010. Completed manuscripts should be submitted by January 31, 2011, using the APA website: http://www.apa.org/pubs/journals/dev/. Manuscripts should be prepared in accordance with the APA guidelines.

Inquiries, including questions about appropriate topics, may be sent electronically to Bruce J. Ellis [bjellis@email.arizona.edu] or David F. Bjorklund [dbjorklu@fau.edu].

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**Diversion from State Legal Systems**

Please consider submitting a short paper to APA’s CYF News on the topic of diversion of clients (adults or children) from state legal systems (courts, juvenile justice, child welfare, etc.) to community-based services (therapy, vocational training, educational advocacy, etc.).

“Diversion” may also be known in different fields or approaches as: alternatives to detention; family preservation; community-based services; rehabilitative justice; etc.

The Fall 2010 issue of CYF News [http://www.apa.org/pi/families/resources/newslette r/index.aspx] will feature a number of short articles on diversion theories (illuminating why this approach might make sense), models, stories, outcomes (positive or negative), and “lessons learned” that would be of benefit to psychologists and other social scientists and social service professionals in their work with clients who are at risk for involvement with more institutional or restrictive systems.

If you are interested in submitting a paper or discussing an idea, please contact the Editor of the issue and current CYF committee member Preston A. Britner, Ph.D. at Preston.Britner@UConn.edu as soon as possible and no later than August 1, 2010. Following such a conversation, drafts of short papers (typically ranging from 500 to 1500 words) are due September 1, 2010. The newsletter will be published in Fall 2010.

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**CYF News** is the newsletter for the American Psychological Association’s Children, Youth, and Families office. The CYF office supports the work of the APA Committee on Children, Youth, and Families and liaisons with interested divisions, state associations, other organizations and federal agencies. The CYF committee and office work to ensure that children, youth, and families receive the full attention of the Association; promotes knowledge development and dissemination; engages in policy analysis and advocacy; and provides information and referral and consultation to members and the public.

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**Annals of Behavioral Medicine**

**Series of Special Sections on Understanding and Minimizing Social and Behavioral Aspects of Racial/Ethnic Health Disparities**

The composition of the U.S. is becoming more demographically diverse, particularly in the number of people of color (e.g., Macera, Armstead, & Anderson, 2000). These changes in population demographics have far-reaching implications for research, practice and policy, as well as the future of behavioral medicine (Whitfield, 2002; Yali & Revenson, 2004). The Annals of Behavioral Medicine is committed to publishing excellent research in health disparities. Toward this end, the journal is inviting submissions as part of a series of special sections focused on racial/ethnic health disparities. Racial/ethnic health disparities will be framed broadly; that is, the specific disease condition, intervention modality, or risk/protective factor(s) to be examined is not specified in order to attract the broadest set of manuscripts.
Articles should use one of the following questions as their underlying theoretical framework:

(1) How do psychosocial and cultural contexts serve as or moderate risks (e.g., stress, racism/discrimination, poor coping) or protective factors (e.g., social support, healthy diet, religiosity, active lifestyle) to maintaining or reducing health disparities?

(2) What kinds of psychosocial and cultural variables mediate the relationship between race/ethnicity and health? What socio-demographic characteristics complicate our understanding of racial/ethnic health disparities (e.g., gender, age, socioeconomic status, sexual orientation) and in what ways?

(3) What types of behavioral and psychosocial interventions can help to reduce health disparities?

Editorial Process

Letters of intent for the first special section are requested by October 1, 2010, and should be directed to Dr. Keith Whitfield <kwhit1@duke.edu>. In 500 words or less, these letters should address the following issues:

• Major research questions guiding the work
• Rationale of how the manuscript complements and extends prior and current work on health disparities, and how it will contribute to theory, policy or practice
• Specific hypotheses or research questions to be addressed
• Research methods, including sample definition and selection procedures, research design, intervention design (if applicable), key constructs
• Central findings that address the major research questions

Proposed manuscript ideas that pass the first stage of review (conducted by the special section editors) will be invited for full manuscript submission and peer review. Manuscripts for the first special section will be due by February 1, 2011. Accepted manuscripts will be published in an expedited fashion. Additional calls for letters of intent will be released in 2011 and 2012. The journal is committed to devoting substantial journal space to this topic throughout future issues.

Special Section Editors:
Laura M. Bogart, Ph.D., Harvard University
Tracey A. Revenson, Ph.D., Graduate Center, City University of New York
Keith E. Whitfield, Ph.D., Duke University

References:


UPCOMING CONFERENCES

American Psychological Association (APA) Annual Convention
San Diego, CA
August 12-15, 2010
http://www.apa.org/conf.html

American Psychological Association Committee on Women in Psychology
3rd Annual Leadership Institute for Women in Psychology
August 10, 2010
San Diego, California
9th International Conference on Development and Learning (ICDL)
University of Michigan, Ann Arbor, MI, USA
http://www.icdl-2010.org
August 18-21, 2010

The Brain, Learning, & Applications Institute
August 24-25, 2010
Hamilton, ON
www.hsc.on.ca/BLA/2010

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

3rd Biennial Symposium on Personality and Social Psychology
Warsaw, Poland
September 22-25, 2010
http://www.bspsp.edu.pl/

Society for Longitudinal and Life Course Studies
International Conference
Clare College, Cambridge, England
September 22-24, 2010
www.longstudies.longviewuk.com/pages/conference.shtml

1st International Conference on Art in response to Violence
September 30-October 1 2010
Chicago, IL
http://arv.neiu.edu

4th On New Shores Conference 2010
Stress & Resiliency: Challenges and Implications for Newcomer Families
September 30 – October 1, 2010

Academic Lessons from Video Game Learning
Fordham University – Lincoln Center Campus
New York, NY
October 7-10, 2010
Conference chair, Fran Blumberg, (blumberg@fordham.edu)

Kansas Conference on Clinical Child and Adolescent Psychology
University of Kansas, Lawrence, KS
October 7-9, 2010

The 5th Conference of Epidemiological Longitudinal Studies in Europe (CESE 2010)
13 - 15 October 2010
Paphos, Cyprus
www.celse.eu

The Life History Research Society's biannual meeting
October 14 -17th, 2010
Montreal Canada
http://crdh.concordia.ca/LifeHistory/

The Institute for the Study and Promotion of Race and Culture 2010 Diversity Challenge:
Race and Culture in Teaching, Training, and Supervision
October 15-16, 2010
Boston College, MA
www.bc.edu/isprc

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

Mplus user's group: Exploring the boundaries of Mplus
Utrecht University
October 27, 2010
www.tiny.cc/mplus

3rd Conference on Recent Advances in the Prevention and Treatment of Childhood and Adolescent Obesity
October 27-29, 2010
Hamilton Convention Center, Hamilton, ON Canada
www.interprofessional.ubc.ca

4th Annual Meeting of the Social & Affective Neuroscience Society
October 29-31, 2010
Chicago, IL
http://www psy.ohio-state.edu/san2010/
National Black Child Development Institute
Anaheim, California
November 3-6, 2010
https://dnbweb1.blackbaud.com/OPXREPHiL/Link.asp?link=481072

Educating and Empowering Children and Families: Our Legacy Our Future
40th Annual Conference
Anaheim, California
November 3-6, 2010
http://www.nbcdi.org/conference/

XVth “Workshop Aggression”
Rheinische Friedrich-Wilhelms-Universität Bonn, Germany
November 4th - 6th, 2010
https://securewww.uni-bonn.de/philfak/institut/institut-fuer-psychologie/institut sozial-und-rechtspsychologie/xv.-workshop-aggression/submission-form-1

Second International Conference on Science in Society
Carlos III University
Madrid, Spain
11-13 November 2010
www.ScienceinSocietyConference.com

Budapest CEU Conference on Cognitive Development
January 14-15, 2011
Central European University, Budapest
http://web.ceu.hu/phil/cogdev/cdc_opening_2010

18th Annual Society for Research on Identity Formation (SRIF) Conference
February 3 – 6, 2011
Daytona Beach, FL
http://www.identitysrif.org/content/srif-18th-annual-conference

24th Annual Children’s Mental Health Research and Policy Conference
Tampa, FL
March 20 - 23, 2011
http://cmhtampaconference.usf.edu

Anxiety and Related Disorders: Efficacy, Effectiveness, and Dissemination
31st Annual Conference
New Orleans, LA
March 24-27, 2011
www.ADAA.org

SRCD Biennial Meeting
March 31 – April 2, 2011
Montreal, Quebec, Canada
www.srcd.org

AERA Annual Meeting
April 8 – 12, 2011
New Orleans, LA

A.P.P.A.C. (Association of Psychology & Psychiatry for Adults & Children)
16th international conference
May 10-13 2011
Athens, Greece
www.appac.pr

Work, Stress, and Health 2011
Work and Well-Being in an Economic Context
Orlando, FL
May 19-22, 2011
http://www.apa.org/wsh/

American Psychological Association (APA) Annual Convention
Washington, DC
August 4-7, 2011

International Society for the Study of Behavioural Development (ISSBD)
Edmonton, Alberta, Canada
July 8-12, 2012
www.psych.ualberta.ca/issbd2012
EXECUTIVE COMMITTEE

President (2-year term): .................................................. Patricia Miller (Jan 09 – Dec 10)
Past President (2-year term): ................................. Laurence Steinberg (Jan 09 – Dec 10)
President-Elect (2-year term): ........................................ Nancy Eisenberg (Jan 09 – Dec 10)
Secretary (3-year term): ............................................. Sandra Graham (Jan 08 – Dec 10)
Treasurer (3-year term): ............................................. Andrea Greenhoot (Jan 10 – Dec 12)
Members-at-Large (3-year terms): ........................................
  Martha Alibali (Jan 08 – Dec 10)
  Robyn Fivush (Jan 08 – Dec 10)
  Joan Lucariello (Jan 09 – Dec 11)
Reps. to APA Council (3-year terms): ..............................
  John Hagen (Jan 10 – Dec 12)
Newsletter Editor (3-year term): ....................................... Kali Trzesniewski (Jan 08 – Dec 13)
Fellows Committee Chair (1-year term): ................................
  Melanie Killen (Jan 10 – Dec 10)
Program Committee Chair (1-year term): ........................
  Victoria Talwar (Jan 10 – Dec 10)
Program Committee Co-Chair (1-year term): ......................
  Angela Crossman (Jan 10 – Dec 10)
Membership Chair (3-year term): ...................................
  Bonnie Klein-Tasman (Jan 10 – Dec 12)
Education & Training Chair (DOTDEP) (3-year term): ...........
  Judy Becker Bryant (Jan 10 – Dec 12)
Historian (3-year term): ..............................................
  Thomas C. Dalton (Jan 08 – Dec 10)
Web Master (3-year term): ...........................................
  Louis Manfra (Jan 08 – Dec 10)
Early Career Psychologists Network Representative (2-yr):
  Victoria Talwar (Jan 09 – Dec 10)
  Kate McLean (Jan 10 – Dec 11)
Graduate Student Representative (2-year term): ..................
  Caroline Boyer (Jan 09 – Dec 10)

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

NEWSLETTER EDITOR:
Kali Trzesniewski, Ph.D.
Department of Human Development
University of California, Davis
E-mail: ktrz(at)ucdavis.edu
YOU ARE CORDIALLY INVITED TO ATTEND
THE

APA Division 7:
Developmental Psychology

Social Hour

APA Convention 2010, San Diego

5 – 6 p.m., Saturday August 14th 2010
Location: Salon 6
in the San Diego Marriott Hotel

Open to Everyone!!

Honoring the Recipients of:

Urie Bronfenbrenner Award: Patricia Greenfield
G. Stanley Hall Award: Mary Rothbart
Boyd McCandless Award: Lisa Feigenson & Glenn Roisman
Mentoring Awards: Marshall Haith & Kenneth H. Rubin
Dissertation Award: Kate Monahan

Note: The Social Hour will follow after the Bronfenbrenner and Hall addresses in the same location.
If you would like further information, please contact Victoria Talwar: victoria.talwar@mcgill.ca
American Psychological Association 118th Annual Convention  
Division 7 Program Schedule

Thursday, August 12

10AM-12PM: Paper Session: Young Researchers in Developmental Psychology: Selected Student Papers  
San Diego Convention Center Room 29A

1PM-2PM: Poster Session #1: Infancy, Childhood, Family  
San Diego Convention Center Exhibit Hall ABC

2PM-4PM: Symposium: Interactive Computer Games Improve Socioemotional Functioning in Children  
San Diego Convention Center Room 29D

Friday, August 13

8AM-10AM: Symposium: Developmental Perspectives on Substance Abuse Using Longitudinal Data  
San Diego Convention Center Room 30C

2PM-4PM: Mentoring awards – A Symposium in Honour of Marshall Haith and Kenneth H. Rubin  
San Diego Convention Center Room 30D

4PM-6PM: Symposium: Youth Living with a Grandparent Caregiver  
San Diego Convention Center Room 30D

Saturday, August 14

9AM-11AM: Division 7 Executive Committee Meeting  
San Diego Marriott Hotel Columbia Room 2

11AM-12PM: Division 7 Business Meeting  
San Diego Marriott Hotel Columbia Room 2

1PM-2PM: Presidential Address [Patricia Miller]  
San Diego Marriott Hotel Salon 6
Saturday, August 14 (cont.)

2PM- 3PM:  Boyd McCandless Young Scientist Award [Lisa Feigenson, Glenn Roisman]
San Diego Marriott Hotel Salon 6

3PM-4PM:  G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology [Mary Rothbart]
San Diego Marriott Hotel Salon 6

4PM-5PM:  Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology [Patricia Greenfield]
San Diego Marriott Hotel Salon 6

5PM-6PM  Social Hour
San Diego Marriott Hotel Salon 6

Sunday, August 15

10AM – 11PM  Poster Session#2: At Risk Children, Adolescent and Adult Development
San Diego Convention Center Exhibit Hall ABC