

▶ DIVISION 7 ANNOUNCEMENTS.....	1
▶ ELEANOR MACCOBY BOOK AWARD CO-WINNERS.....	3
▶ THANK YOU FOR A JOB WELL DONE.....	5
▶ PHOTOS FROM APA 2013.....	6
▶ PROFESSIONAL DEVELOPMENT OPPORTUNITIES.....	11
▶ AWARDS AND FUNDING.....	12
▶ SCRD'S ORAL HISTORY PROJECT	12
▶ CALL FOR PAPERS.....	16
▶ OPPORTUNITIES FROM APA.....	20
▶ OTHER ANNOUNCEMENTS.....	21
▶ UPCOMING CONFERENCES.....	23
▶ IN MEMORIAM.....	24
▶ NOT A MEMBER OF DIVISION 7 YET?.....	25

APA Division 7 | Winter 2014

<http://ecp.fiu.edu/apa/div7/>

Developmental Psychologist

THE LATEST NEWS AND FUNDING OPPORTUNITIES FOR
DIVISION MEMBERS AND ASPIRING DEVELOPMENTAL
PSYCHOLOGISTS

Division 7 Announcements

G. Stanley Hall Award for Distinguished Contribution



The 2014 G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology was awarded to Dr. Michael Lamb. Dr. Lamb, whose research focuses on developmental psychology as well as forensic interviewing

and factors affecting children's adjustment, is head of the Applied Developmental Psychology Research Group at Cambridge University, and editor of the journal *Psychology, Public Policy, and Law*.

He and his colleagues have shown how developmentally sensitive interviewing improves the amount and quality of information obtained from young victims, witnesses, and offenders in investigative settings. Other research by Dr. Lamb has documented the roles played by parent-child relationships and other experiences in shaping children's adjustment and well-being.

Urie Bronfenbrenner Award

Dr. Adele Diamond and Dr. Ann Masten were awarded the Urie Bronfenbrenner Award.



Dr. Diamond is Professor of Psychology at the University of British Columbia. Her research examines the development of executive functioning in infants and young children. She has investigated genetic, environmental, and neural bases of de-

velopment, and has been involved in applications of this research in real world settings.



Dr. Masten is Distinguished Professor of Child Psychology at the University of Minnesota. Her research program centers on competence, risk, and resilience in children and adolescents. She has focused on the processes by which youth who are exposed to various kinds of adversity are able to experience positive developmental outcomes.

Boyd McCandless Award

Dr. Adriana Galván is the award recipient of the Boyd McCandless Award. Dr. Galván is Assistant Professor of Developmental Psychology at UCLA. Her research focuses on adolescent brain development.

She has specifically examined how changes in the brain during adolescence, coupled with social factors, are related to behavior and decision making in typically developing and at-risk youth.

Honorable Mention -- Jessica Cantlon, Stella Lourenco, Kristin Shutts, Katie Kinzler

Mentor Award

Dr. Susan Carey, the recipient of the Mentor Award, is Professor of Psychology at Harvard University. Her research program focuses on language acquisition, as well as how conceptual development. She has examined how children develop an understanding of biological concepts, as well as the meanings of single words.

**Dissertation Award**

Hyowon Gweon, the recipient of this year's Dissertation Award, is a graduate student MIT, and will be joining the Psychology Department at Stanford University next year. She examines the cognitive and neural mechanisms related to the development of representational and inferential processes that underlie human learning.



at

Distinguished Scientific Contributions to Child Development Award

The Society of Research in Child Development has announced the award for the Distinguished Scientific Contributions to Child Development, in recognition of Professor Michael Lewis's lifetime contribution to the scientific body of knowledge and un-

derstanding of children's development. This 2013 award follows his winning the 2009 Urie Bronfenbrenner award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society from Division 7 as well as the 2012 Hedi Levenback Pioneer Award from the New York Zero-to-Three organization for his pioneering research in child development.

2013 John and Polly Sparks Early Career Grant

The American Psychological Foundation (APF) is



pleased to announce the recipient of the 2013 John and Polly Sparks Early Career Grant, which supports early career psychologists conducting research in the area of early intervention and treatment for

serious emotional disturbance in children. The John and Polly Sparks Foundation partnered with APF to empower early career psychologists to produce scientifically based research and programs that could provide models for broad-based applications across the country. Amy Przeworski, PhD, received the first annual John and Polly Sparks Early Career Grant.

Amy Przeworski, PhD, is Assistant Professor of Psychology at Case Western Reserve University. (continued on page 4)

Eleanor Maccoby Book Award

Co-Winners

Paul Harris: *Trusting What You're Told: How Children Learn from Others*

If children were little scientists who learn best through firsthand observations and mini-experiments, as conventional wisdom holds, how would a child discover that the earth is round—never mind conceive of heaven as a place someone might go after death? Overturning both cognitive and commonplace theories about how children learn, *Trusting What You're Told* begins by reminding us of a basic truth: Most of what we know we learned from others.

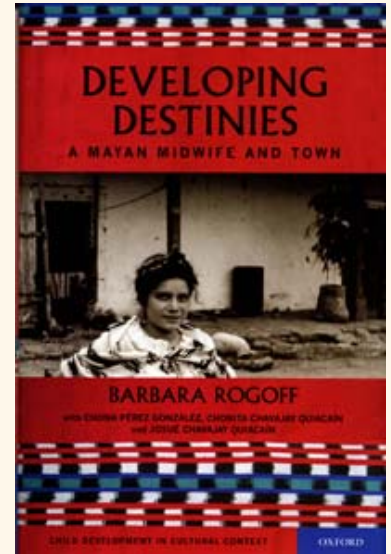
Children recognize early on that other people are an excellent source of information. And so they ask questions. But youngsters are also remarkably discriminating as they weigh the responses they elicit. And how much they trust what they are told has a lot to do with their assessment of its source. *Trusting What You're Told* opens a window into the moral reasoning of elementary school vegetarians, the preschooler's ability to distinguish historical narrative from fiction, and the six-year-old's nuanced stance toward magic: skeptical, while still open to miracles. Paul Harris shares striking cross-cultural findings, too, such as that children in religious communities in rural Central America resemble Bostonian children in being more confident about the existence of germs and oxygen than they are about souls and God.

We are biologically designed to learn from one another, Harris demonstrates, and this greediness for explanation marks a key difference between human beings and our primate cousins. Even Kanzi, a genius among bonobos, never uses his keyboard to ask for information: he only asks for treats.



Barbara Rogoff: *Developing Destinies: A Mayan Midwife and Town*

Born with the destiny of becoming a Mayan sacred midwife, Chona Pérez has carried on centuries-old traditional Indigenous American birth and healing practices over her 85 years. At the same time, Chona developed new approaches to the care of pregnancy, newborns, and mothers based on her own experience and ideas. In this way, Chona has contributed to both the cultural continuities and cultural changes of her town over the decades.



In *Developing Destinies*, Barbara Rogoff illuminates how individuals worldwide build on cultural heritage from prior generations and at the same time create new ways of living. Throughout Chona's lifetime, her Guatemalan town has continued to use longstanding Mayan cultural practices, such as including children in a range of community activities and encouraging them to learn by observing and contributing. But the town has also transformed dramatically since the days of Chona's own childhood. For instance, although Chona's upbringing included no formal schooling, some of her grandchildren have gone on to attend university and earn scholarly degrees. The lives of Chona and her town provide extraordinary examples of how cultural practices are preserved even as they are adapted and modified.

Developing Destinies is an engaging narrative of one remarkable person's life and the life of her community that blends psychology, anthropology, and history to reveal the integral role that culture plays in human development. With extensive photographs and accounts of Mayan family life, medical practices, birth, child development, and learning, Rogoff adeptly shows that we can better understand the role of culture in our lives by examining how people participate in cultural practices. This landmark book brings theory alive with fascinating ethnographic findings that advance our understanding of childhood, culture, and change.

Honorable Mention: Geoffrey Saxe

Cultural Development of Mathematical Ideas: Papua New Guinea Studies (Learning in Doing: Social, Cognitive and Computational Perspectives)



APA Professional Development Training Institute

Prepare now for the new mandates: Understanding the ICD-10-CM and DSM-5

The APA Office of Continuing Education in Psychology (CEP) is hosting its second annual Professional Development Training Institute (PDTI), March 28-29, 2014. PDTI will provide ample opportunity for workshop presenters to extend, illustrate and demonstrate their material and actively encourage participants' translation of the material to their individual workplace settings.

All participants will receive 14 CE credits with full participation in the institute, plus:

- * Materials and resources accompanying each program.
- * Daily complimentary breakfast and

lunch.

- * An evening welcome reception.

Participants will enjoy special room rates at the Hyatt Regency Capitol Hill <<https://resweb.passkey.com/go/APA2014Development>> near Union Station (and just a short walk to the APA building). Details will be provided upon enrollment. Rooms are limited.

**EARLY BIRD
OFFER
REGISTRATION**



To register, visit <http://www.apa.org/ed/ce/resources/professional-development.aspx>

APA Members

Regular: \$675

Nonmembers

Regular: \$750

(continued from page 2) Dr. Przeworski earned a Bachelor of Arts degree in psychology from the University of Pennsylvania, and a PhD in clinical psychology at the Pennsylvania State University. She completed a clinical internship and NIMH T32 postdoctoral fellowship in pediatric psychology at Brown University Medical School. Dr. Przeworski has over 10 years of experience in treating and researching anxiety disorders in children, adolescents, and adults and has published numerous journal articles and chapters on this topic. With \$10,000 in funding from the Sparks Foundation, Dr. Przeworski will examine barriers to screening for anxiety and depressive symptoms in pediatric primary care practices, and will create a screening and prevention program that can be easily implemented in such practices. Since 1953, APF has been supporting innovative research and programs that launch careers and seed the knowledge base on critical issues around the globe. For more information, please visit the APF Web site at www.apa.org/apf.

Introducing the new Division 7 Newsletter Editor



Dr. Kate McLean

Associate Professor
Western Washington University
Department of Psychology, MS 9172
516 High Street
Bellingham, WA 98225

Phone: 360-650-3570

Fax: 360-650-7305

Email: Kate.McLean@wwu.edu



Special thanks to Ms. Jia Chong for her contributions to the newsletter.



THANK YOU FOR A JOB WELL DONE!

Recognition of service to EC (ending 2013)

- Secretary – *Celia Brownell*, 2011 - 2013
- Members at Large – *Leslie Carver & Catherine Haden*, 2011- 2013
- Representative to APA Council – *Susan Gelman*, 2013
- Early Career Network Representative – *LaTonya Harris*, 2012– 2013
- Program Chair 2013 Convention – *Angela Evans*, 2013
- Program Co-Chairs 2013 Convention – *Jennifer Piazza & Leslie Carver*, 2013
- Newsletter Editor – *Kali Trzesniewski*, 2008 – 2013
- Historian – *John Hagen*, 2011 - 2013
- Fellows Committee members – *Martha Ann Bell & Andrew Fuligni*, 2012 - 2013
- Chair, Fellows Committee – *Andrew Fuligni* 2013

Recognition of newly elected (or appointed) EC members (starting Jan, 2014)

- Secretary – *Kali Trzesniewski*, 2014-2016
- Members at Large – *Susan Rivera & Kathryn Lemery-Chalfant*, 2014 - 2016
- Representatives to APA Council – *Kang Lee*, 2013 – 2015 & *Suniya Luthar*, 2014 - 2016
- Early Career Network Representative – *Angela Evans*, 2014 - 2015
- Program Chair 2014 Convention – *Leslie Carver*, 2014
- Program Co-Chair 2014 Convention – *Sandi Simpkins*, 2014
- Fellows Committee Members – *Margaret Beale Spencer & Bennett Bertenthal*, 2014 - 2015

- Chair, Fellows Committee – *Stephanie Carlson*, 2014

Recognition of current & continuing members of the EC (2013 - 2014)

- President – *Gail Goodman*, 2013-2014
- President Elect – *Jacquelynne Eccles*, 2013-2014
- Past President – *Nancy Eisenberg*, 2013 - 2014
- Treasurer – *Andrea Greenhoot (re-elected)*, 2013 – 2015
- Membership – *Bonnie Klein-Tasman (re-appointed)*, 2013 – 2015
- Education & Training committee Chair – *Judith Becker Bryant (re-appointed)*, 2013 - 2015
- Member at Large – *Jodi Quas*, 2012 - 2014
- Early Career Network Representative – *Leah Doane*, 2013 - 2014
- Graduate Student Representative – *Kelly McWilliams*, 2013 – 2014
- Fellows committee – *Stephanie Carlson & Laura Namy*, 2013 - 2014
- Webmaster - *Louis Manfra*, ongoing
- Listserv Administrator - *Adam Winsler*

{ Snapshots from the 2013 APA Convention in Honolulu, HI }



Dr. Rand Conger from the University of California, Davis (left) with Dr. Nancy Eisenberg, Division 7 Past President, from Arizona State University. Dr. Conger received the G. Stanley Hall award for Distinguished Contribution to Developmental Psychology

Dr. Rand Conger giving the address for the G. Stanley Hall Award



Dr. Richard Lerner from Tufts University giving the Urie Bronfenbrenner Award address

Dr. Gail Goodman from the
University of California, Davis
(left) and Dr. Lerner



Dr. Nicole McNeil from the University of Notre Dame (left)
receiving the Boyd McCandless award

Dr. Nicole McNeil giving the
award talk



Dr. Angela Evans from Brock
University (left), Program Chair; Dr.
Leslie Carver from the University of
California, San Diego (right), Co-
Chair



Young Researchers in Developmental Psychology Selected Paper Symposium. From far left, Melissa N. Richards, Elizabeth C. Penela, Su Yeon Lee, Meredith A. Henry, Stephanie Miller, and Rebecca H. Post.

Dr. Yoojin Chae (left) and Dr. Sybil Hart (right) from the Human Development Department of Texas Tech University presenting a poster at the Division 7 poster session in Hawaii



Two graduate students and Dr. Gail Goodman (far right) at the poster session

Bradley McAuliff, Ph.D., J.D., from California State University, Northridge presenting at the Division 7 preconvention workshop on children and the law





Christina A. Campbell from Yale University
speaking at the Influence of Caregiver
Factors on Early Child Development
Symposium



From the Influence of Caregiver Factors
Symposium

From far left, Dr. George Holden (Southern
Methodist University), Dr. Inna Altschul
(University of Denver), Dr. Shawna J. Lee
(University of Michigan), and Dr. Elizabeth
Gershoff (University of Texas at Austin) from
the Spanking and Its Consequences for
Children Symposium



Speakers from the Spanking and Its
Consequences for Children Symposium



Division 7 Graduate Student Representative Kelly McWilliams (left) and APA President-Elect Dr. Barry Anton (University of Puget Sound) at the Division 7 Social hour

Dr. Paul Harris from Harvard University gave the Division 7 Presidential Address.



We hope to see you at APA 2014!
Washington, D.C.
August 7-10, 2014



Professional Development Opportunities



Data Analysis Training Institute of Connecticut (DATIC) will be offering workshops on Dyadic Analysis,

Structural Equation Modeling, and Hierarchical Linear Modeling in June 2013 at the University of Connecticut. Brief descriptions of the work-shops are below. Online registration is currently open, and space is limited to 24 participants per workshop, so please register early. For more information or to register for the work-shops, go to www.datic.uconn.edu

R Project for Statistical Computing June 4, 2014

Instructors: Tania B. Huedo-Medina

This one-day workshop will introduce R Project for Statistical Computing. We will explain the particularities of R compared to the mainstream commercial packages, and we will present the more than 5,000 free packages that R has to run statistical analysis and create publication quality graphics. At the end of the workshop, the participants should be able to manage data, perform basic statistics and graphics, and generalize these skills to use R packages that will allow them to run more advanced statistical analyses.

Meta-Analysis Using R June 5-6, 2014

Instructors: Tania B. Huedo-Medina

Over the past 40 years, research exploring the links between biological, psychosocial, behavioral, and educational factors has grown exponentially. Understanding and

reporting these interrelated factors that underlie individual variability will result in the most accurate evidence-based knowledge over time and across a variety of populations and intervention characteristics. To summarize these large masses of evidence, meta-analytic methods have seen sharply increased use across sciences, including many topics ranging from medical to social and behavioral sciences. As a consequence, the statistical techniques to conduct meta-analysis have been extended and improved intensely in the last 10 years to support an efficient and valid practice of meta-analysis. This workshop is a comprehensive introduction to those advanced statistical methods that have been developed recently in meta-analysis. At the end of the two days, you will be able to run meta-analytic methods under different statistical approaches that can capture and test complex models using meta-analysis.

Dyadic Analysis June 9-13, 2014

Instructors: David A. Kenny and Tessa V. West

The workshop on dyadic data analysis will focus on data where both members of a dyad are measured on the same set of variables. Among the topics to be covered are the measurement of nonindependence, the actor-partner interdependence model, the analysis of distinguishable and indistinguishable dyads, mediation and moderation of dyadic effects, and over-time analyses of dyadic data. The software package used in the workshop will be SPSS, but there will be discussion of other packages (e.g., HLM) and structural equation modeling. Although the workshop does not require any prior knowledge or experience with multilevel modeling, participants are expected to have a working knowledge of multi-

ple regression or analysis of variance as well as SPSS.

Structural Equation Modeling June 16-20, 2014

Instructor: D. Betsy McCoach

This introductory workshop on Structural Equation Modeling covers basics of path analysis, confirmatory factor analysis, and latent variable modeling. Using AMOS Graphics, participants will learn how to build, evaluate, and revise structural equation models. Although the workshop does not require any prior knowledge or experience with SEM, participants are expected to have a working knowledge of multiple regression, as well as some experience using a statistical software program such as SPSS.

Hierarchical Linear Modeling (HLM) June 23-27, 2014

Instructor: D. Betsy McCoach, & Ann A. O'Connell

Each HLM workshop covers basics and applications of multilevel modeling with extensions to more complex designs. Participants will learn how to analyze both organizational and longitudinal (growth curve) data using multilevel modeling and to interpret the results from their analyses. Although the workshop does not require any prior knowledge or experience with multilevel modeling, participants are expected to have a working knowledge of multiple regression as well as SPSS (or SAS). Analyses will be demonstrated using the software HLMv7. Instruction will consist of lectures, computer workshops, and individualized consultations. The workshop emphasizes practical applications and places minimal emphasis on statistical theory.

Awards and Funding

Members are urged to nominate individuals for the following awards and grants.

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

This award is for an individual who, over a lifetime career, has contributed not only to the science of developmental psychology but also to the application of developmental psychology for the benefit of society. The individual's contributions may have been made through advocacy, direct service, influencing public policy or education, or any other routes that enable scientific developmental psychology to better the condition of children and families. A list of prior recipients can be found at: <http://ecp.fiu.edu/apa/div7/?d=bronfenbrenner>

Nominations can be submitted on line or sent to Dr. Jacquelynne Eccles, School of Education, University of California, Irvine, 3200 Education, Irvine CA 92697.

Email: jeccles@umich.edu and jseccles@uci.edu. Include a vita and letter of nomination not to exceed three pages. Electronic submissions are preferred. Self-nominations are encouraged.

Deadline: March 15, 2014

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. A list of prior recipients can be found at: <http://ecp.fiu.edu/apa/div7/?d=gstanleyhall>

Nominations can be submitted on line or sent to Dr. Jacquelynne Eccles, School of Education, University of California, Irvine, 3200 Education, Irvine, CA 92697, Email: jeccles@umich.edu and jseccles@uci.edu. Include a vita and letter of nomination not to exceed three pages. Electronic submissions are preferred. Self-nominations are encouraged.

Deadline: March 15, 2014

Mentor Award in Developmental Psychology

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, preferably electronically, to Dr. Susan Carey, Department of Psychology, Harvard University, 33 Kirkland St., Cambridge, MA 02138, Email: scarey@wjh.harvard.edu.

Deadline: March 15, 2014

Boyd McCandless Award

The Boyd McCandless Award recognizes a young 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 the doctoral degree are eligible, and for the 2015 award (to be judged in 2014), nominees should have received their degrees in 2007 or later. The award is presented by the membership of Division 7 of the American Psychological Association, and the award winner will be invited to address the following year's meeting of the APA. To nominate an individual, please mail or email a letter of nomination, the candidates CV, up to four

SRCD Oral History Project Website Now Launched!

Curious about the legends in our field? Ever wonder how those SRCD members whose work provides the content of our textbooks found the path they followed? Answers to these and many other such questions are now available through the SRCD Oral History Project.

The SRCD Oral History website is now launched with interviews from 16 of the most illustrative and influential scholars in the field of child development — and this is just the beginning. SRCD has collected over 100 interviews, which will be posted to the site in the foreseeable future..



Don't miss out on your opportunity to take advantage of this valuable SRCD archive as an educational tool. Visit www.srcd.org/ohproject to view the SRCD Oral History Project website and use the history of our field to guide your current research and teaching.

representative publications, and suggestions for additional potential referees to the chair of the selection committee: Dr. Adriana Galvan, Department of Psychology, University of California, Los Angeles, 1285 Franz Hall, Box 951563, Los Angeles, CA 90095-1563 Email: agalvan@ucla.edu. For more information, see: <http://ecp.fiu.edu/APA/div7/?d=mccandless>.

Deadline: March 15, 2014

Dissertation Award in Developmental Psychology

This award is given to an individual whose dissertation is judged to be an outstanding contribution to developmental psychology. Criteria include: important question, strong theoretical rationale, systematic methods, publishable in a top journal, well-written summary, contribution to developmental science and theory, and a strong letter of support from the dissertation advisor. The awardee must have completed his or her dissertation as a part of a developmental graduate program and the dissertation defense must have taken place during 2012 or 2013. The award is given at the annual APA Convention. To make a nomination, please submit an electronic summary of the research (maximum 2,000 words, excluding references) to the Chair of the Dissertation Award Committee. Accompanying the summary should be an electronic letter from the chair of the student's dissertation committee. This letter should attest to the student's primary and major contributions to the research and explain why the dissertation is worthy of the award.

Send materials (preferably by e-mail) by **March 15, 2014** to Dr. Jodi Quas, Department of Psychology and Social Behavior, University of California, Irvine, 5300 Social and Behavioral Sciences Gateway, Irvine, CA 92697-7050, Email: jquas@uci.edu

The Eleanor Maccoby Book Award in Developmental Psychology

Nominations are invited for the 2015 El-

eanor Maccoby Book Award given by APA Division 7 (Developmental). The award is made to the author (not an editor) of a book in psychology that has had or promises to have a profound effect on the field of developmental psychology or any of its areas. (Co-authored books may be nominated.)

Books published in 2012, 2013, or early 2014 are eligible for this year's award. Nominations must include the author's name and address, the name of the book, publication date, publisher's name and address, and a brief description of the book's content and contribution to the field. Self nominations are welcome. Recent winners of the Maccoby Book Award have been Katherine Nelson, Michael Tomasello, Susan Carey, Mary Rothbart, Robert Levine, Barbara Rogoff, and Paul Harris.

Nominations should be sent to the co-chairs of the Book Award Committee, Dr. Paul Harris and Dr. Barbara Rogoff at the following. Dr. Paul L. Harris, Co-chair, Harvard Graduate School of Education, Harvard University, Appian Way, Cambridge, MA 02138.

Email: paul_harris@gse.harvard.edu; Dr. Barbara Rogoff, Co-chair, Psychology Department, University of California, Santa Cruz, CA, 95064, Email: brogoff@ucsc.edu.

Deadline: March 15, 2014

Dissertation Research Grant

Between one and three \$500 [grants](#) are awarded each year. The in-progress research must significantly advance content knowledge, methodology, and/or theory in developmental psychology. Criteria include the project's importance, innovation, feasibility, funding needs, and likely contribution to the field, as well as the applicant's record. Eligible doctoral students are within one year of successfully defending their dissertation proposal (or the program's equivalent requirement) at time of application for the dissertation grant. The dissertation proposal must have been approved by the dissertation/

orals committee (or the equivalent, depending on the doctoral program requirements). Applicants must be nominated by their faculty supervisor. Awardees will submit a report at the end of their dissertation, describing the results and how the funds were used. Funds cannot be applied to conference travel. Applications will include a letter of recommendation from the faculty supervisor, the student's CV, a one-page budget with justification (e.g., why the funds are needed), and a one-page single-spaced research proposal outlining the research question, the rationale for the study, the methodology, the significance, and the expected contribution to knowledge.

Send applications to: Dr. Jacquelynne Eccles, School of Education, University of California, Irvine, 3200 Education, Irvine, CA, 92697.

Email: jecclles@umich.edu and jecclles@uci.edu.

Deadline: March 15, 2014

Early Career Outstanding Paper Award

The paper must significantly advance content knowledge, methodology, and/or theory in [developmental psychology](#). Main criteria include the importance of the work, [innovation](#), and the likely impact on the field. The nominee must be the first author and must be a member of APA and Division 7. Applicants can be self- or other-nominated. An in-press paper must be accompanied by a letter of acceptance from the editor. Nominees must make sure that any other authors of the nominated article do not object to the nomination.

To nominate an individual, please email: the paper being nominated, the CV of the nominee, and a one-page cover letter outlining the strengths, importance, and potential impact of the article to Dr. Nancy Eisenberg, Department of Psychology, University of Arizona, Tempe, Arizona, Email: Nancy.Eisenberg@asu.edu.

Deadline: March 15, 2014

Early Career Research Grant

The Early Career Research Grant supports the research of outstanding early career members of Division 7 who have not yet received any federal funding for research as a principal investigator or co-investigator (pre-Ph.D. training funds or F31 grants are not counted). Eligible assistant professors (pre-tenure AS OF OCTOBER 1, 2014) and post-doctoral scholars (within 5 years past receipt of the doctoral degree) may apply. One or two of these \$1000 grants will be awarded each year, as possible. The proposed or in-progress research must significantly advance content knowledge, methodology, and/or theory in developmental psychology. Criteria include the project's importance, innovation, feasibility, funding needs, and likely contribution to the field, as well as the applicant's record. Eligible assistant professors (pre-tenure) and post-doctoral scholars (within 5 years past receipt of the doctoral degree) may apply. Awardees will submit a report at the end of their project and no later than 2 years after the award, describing the results and how the funds were used. The report should be in a form that facilitates Division 7's posting it on the website and/or including it in the newsletter. Funds cannot be applied to conference travel. Applications will include the applicant's CV, a one-page budget with justification (e.g., why the funds are needed), and a three-page single-spaced research proposal outlining the research question, the rationale for the study, the methodology, the significance, and the expected contribution to knowledge. In the case of multi-investigator studies, the application should make clear the specific contribution of the applicant. Materials should be sent by e-mail to: Send applications to: Dr. Jacquelynne Eccles, School of Education, University of California, Irvine, 3200 Education, Irvine, CA 92697, jeccles@umich.edu and jseccles@uci.edu.

Deadline: March 15, 2014

Janet Hyde Graduate Student Research Grant

Proposals are being sought for Hyde Graduate Student Research Grants. These grants, each up to \$500, are awarded to doctoral psychology students to support feminist research. The grants are made possible through the generosity of Janet Shibley Hyde, Ph.D., who donates the royalties from her book, *Half the Human Experience*, to this fund. Past recipients of Hyde Graduate Student Research Grants are not eligible to apply. Because the purpose of this award is to facilitate research that otherwise might not be possible, projects that are beyond the data analysis stage are not eligible.

Requirements:

- Cover page with project title, investigator's name, address, phone, fax, and e-mail address
- A 100-word abstract
- A proposal (5-pages maximum, double-spaced) addressing the project's purpose, theoretical rationale, and procedures, including how the method and data analysis stem from the proposed theory and purpose. [References are not included in this 5-page limit.]
- A one-page statement articulating the study's relevance to feminist goals and importance to feminist research.
- The expected timeline for progress and completion of the project (including the date of the research proposal committee meeting). The project timeline should not exceed two years.
- A faculty sponsor's recommendation, which includes why the research cannot be funded by other sources. This letter should be attached to the e-mail with the application materials. Please do not send it separately.
- Status of IRB review process, including expected date of IRB submission and approval. Preference will be given to proposals that have received approval.
- An itemized budget (if additional funds are needed to ensure completion of the project, please specify sources). Funds cannot be used for tuition, living expenses, or travel to present research at a conference.
- The applicant's curriculum vitae

All sections of the proposal should be typed and prepared according to APA style (e.g., please use 12-point font). Applicants should submit no more than two files (i.e., one with the letter of recommendation and one with all the other required materials).

Proposals that fail to meet the guidelines described above will not be reviewed.

Review Process:

A panel of psychologists will evaluate the proposals for theoretical and methodological soundness, relevance to feminist goals, applicant's training and qualifications to conduct the research, and feasibility of completing the project.

Other Requirements:

Only one application will be accepted per student, for each application deadline. Applicants who are involved in multiple projects that meet the submission requirements should choose the project that best fits the evaluation criteria (see "Review Process"). Within 24 months of receipt of the grant, recipients are expected to submit to the Hyde committee co-chairs a complete and final copy of the research document (e.g., a copy of the thesis, dissertation, or journal manuscript based on the sponsored re-search), along with a 500-word abstract for publication in Division 35's newsletter. In addition, grant recipients shall acknowledge the funding source in the author's notes in all publications. Hyde award winners will be announced at the APA convention during Division 35's Social Hour. The names of the Hyde award winners may also be posted in the Division 35 newsletter as well as on Division 35's web page and listserv.

Request for Abstracts from previous Hyde Award Winners:

Brief abstracts of the work conducted by previous award recipients are printed in the newsletters. Previous award winners are highly encouraged to contact Dr. Olivia Moorehead-Slaughter, Hyde Award Co-chair, at the email address: oms@parkschool.org to submit a 500 word summary of their Hyde grant-

funded research for consideration of publication in the Feminist Psychologist.

Please send all application materials attached to a single e-mail message to both of the Hyde Award Co-chairs at the following addresses by September 15th (for the fall deadline) or **March 15th (for the spring deadline)**:

Dr. Olivia Moorehead-Slaughter,
oms@parkschool.org

Dr. Mindy J. Erchull, merchull@umw.edu

REQUEST FOR PROPOSALS: Visionary Grants and the Drs. Rosalee G. and Raymond A. Weiss Research and Program Innovation Grants

The Visionary Grants and Drs. Raymond A. and Rosalee G. Weiss Program and Innovation Grant support innovative research, education, and intervention efforts that advance psychological knowledge and application in:

- Understanding and fostering mental-physical health connections
 - Reducing stigma and prejudice
 - Understanding and preventing all forms of violence
 - Addressing long-term psychological needs in the aftermath of disaster
- Preference will be given to early career psychologists (7 years or less postdoctoral), and pilot projects that, if successful, would be strong candidates for support from major federal and foundation funding agencies, and "demonstration projects" that promise to generalize broadly to similar settings in other geographical areas and/or to other settings.

Amount:

Visionary Grants range from \$5,000-\$20,000. Drs. Raymond A. and Rosalee G. Weiss Program and Innovation Grant: up to \$2,500. Applicants may apply for one or both grants.

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Applicants must:

- Be affiliated with 501(c)(3) nonprofit organizations.
- Have demonstrated competence and capacity to execute the proposed work
- APF will NOT consider the following requests for grants to support:

- political or lobbying purposes
- entertainment or fundraising expenses
- anyone the Internal Revenue Service would regard as a disqualified group or individual
- localized direct service
- conference/workshop expenses

IRB approval must be received from host institution before funding can be awarded if human participants are involved.

Proposals will be evaluated on:

- Conformance with stated program goals and requirements
- Innovative and potential impact qualities (introduction of proven interventions in a similar setting, minor extensions of established theory, or work that has little chance of replication or use beyond the proposed setting do not qualify as innovative or impactful)
- Quality, viability, and promise of proposed work
- Criticality of proposed funding for proposed work (mere contributions to larger funded efforts, or "add-ons" that could/should be carried out under that funding are discouraged)
- Competence and capability of project leaders

Proposal Requirements:

Please include the following sections in your proposal (no more than 7 pages; 1 inch margins, no smaller than 11 point font):

- Goals and Objectives. Describe the primary purpose and specific goals of the project or program, including the issues/challenges that it will address, and an explanation of which APF priority(ies) the work falls within.
- Workplan and Timeline. Describe the action plan and schedule by which the project or program as a whole is to be carried out. When appropriate, indicate where in that time frame the APF funding

will be applied.

- Program Evaluation/Outcomes Measures. Describe, using appropriate quantitative and qualitative measures, how the results of the effort will be evaluated and reported. If a time-limited project, indicate how success or impact will be determined; if a continuing program, indicate both "milestone indicators" and annualized plans for the future; if a current ongoing program, also provide any current evaluation data.
- Personnel. Please list the project personnel and their specific functions. Please attach the CVs of all major personnel.
- Budget. Please indicate the amount of funding requested from APF and justify it on the basis of the specific role this contribution will play toward attaining the project's or program's goals ("seed money" justification is acceptable). In cases where major funding from other sources has been received or is anticipated, please include the following: total budget; amount in hand and committed; and amount from other sources. Justify the specific need for APF's contribution.
- Please attach your organization's IRS determination letter.

Submit a completed application as a single PDF document online at <http://forms.apa.org/apf/grants/>

Deadline: May 1, 2014

REQUEST FOR PROPOSALS: APF John and Polly Sparks Early Career Grant For Psychologists Investigating Serious Emotional Disturbance (SED)

Program Goals:

The John and Polly Sparks Early Career Grant

- Empowers early career psychologists to produce scientifically based research and programs (on serious emotional disturbance) that could provide models for broad-based applications across the country.
- Encourages early career psychologists to devote their careers to methods of intervention and treatment for serious emotional disturbance in children.

Amount:

- One \$10,000 annual grant

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative

costs of their proposed project.

Eligibility Requirements:

Applicants must:

- Be a psychologist with an EdD, PsyD, or PhD from an accredited university
- No more than 7 years postdoctoral

Proposals will be evaluated on:

- Conformance with stated program goals and qualifications
- Quality and impact of proposed work
- Innovation and contribution to the field with proposed project
- Applicant's demonstrated competence and capability to execute the proposed work

Proposal Requirements:

- Detailed proposal which describes the proposed project, methodology, and the applicant's qualifications; and includes a

detailed budget and justification

- Current CV
- Two letters of support

Submit a completed application online at <http://forms.apa.org/apf/grants/> Please be advised that APF does not provide feedback to applicants on their proposals. Questions about this program should be directed to Parie Kadir, Program Officer, at pkadir@apa.org.

Deadline: May 15, 2014

Call for Papers

Military/Veteran Children and Families

The editorial staff of the APA Division 18 (Psychologists in Public Service) journal, *Psychological Services*, is extending an invitation for manuscripts to be considered for a special issue on military/veteran children and families. Drs. Patti Johnson and Michelle Sherman have agreed to serve as guest editors.

Understanding the complexity of the psychological health needs of our military/veteran children and families and translating evidence-based interventions to address the unique needs of this population are critically important.

Although research has shown that combat deployment can have a negative impact on child and family functioning, the ongoing ramifications of the past decade of war and its aftermath requires further study and understanding. Additionally, results of scientific evaluation of innovative or evidence-based interventions for military/veteran children and families are just emerging.

This special issue is devoted to enhancing the professional knowledge base related to the psychological health needs of this special population and what can be done to address those needs within public sector settings. Military/veteran children and families have carried a heavy burden over the past decade; understanding their needs and evaluating services to help them are critical to improving their psychological well-being.

Seeking Donations for New Grant Programs for Young Scholars

Division 7 has started two new grant programs for young scholars, one for dissertation research and one for young post-Ph.D. scholars who are as yet untenured and who have not yet received any major external funding. These are important resources for our young colleagues in this time of tight money. Approximately 20% of our members are younger than 50 years old so it is essential we attract young scholars to the division if developmental psychology is to have a voice in APA in the future.

A number of senior members of the division have donated over \$7000 to get the fund going. But this is not enough money to sustain these awards. We are not making money in the division (our costs are more than our modest outlay), and we need to pay for these new awards from donated funds. PLEASE CONSIDER GIVING TO DIVISION 7 AS PART OF YOUR TAX-DEDUCTABLE CHARITABLE GIVING. Please go to Page 19 for a form that provides information on how to donate. And please nominate your students and young colleagues for these awards.

Thanks for considering these important new endeavors.

Nancy Eisenberg, Past President Regents' Professor of Psychology, Department of Psychology, Arizona State University, Tempe, AZ 85287-1104

Gail Goodman, Distinguished Professor of Psychology Department of Psychology, University of California, Davis, Davis, CA 95616

Andrea Greenhoot, Department of Psychology University of Kansas 1415 Jayhawk Blvd. Lawrence, KS 66045

This special section is focused on four primary areas related to understanding and enhancing the psychological functioning of military/veteran children and families:

1. Research on the **impact of deployment, stresses of military service, and/or the aftermath of war** (i.e., PTSD in service members, bereavement, etc.) on the psychological adjustment and functioning of military/veteran children and families. Studies that utilize strong sampling strategies with solid measurement are particularly welcomed.
2. Identification of **critical risk factors and predictors of adjustment**, both positive and negative, for children and families in military and veteran populations are needed. Studies that utilize solid measurements and research designs (i.e., longitudinal) are especially desired.
3. Investigations that focus on **theoretical frameworks** related to the psychological adjustment of military/veteran children and families are critically needed. Theory based studies with clearly delineated hypotheses are particularly important.
4. Finally, information on the **translation of evidence-based approaches** designed to reduce the effects of military stressors on this population is critical. This area of research is in need of empirical studies that test well-designed interventions. Such studies are strongly welcomed, especially as they relate to treatments that address the specific psychological health needs of military/veteran children and families that can be utilized by public sector providers. Meta-analytic papers, theoretical-based papers, and empirical papers are all welcomed for submission.

To promote the utility of this special section, all papers submitted must have a clinical application section that outlines the importance of the findings for the health and wellbeing of public service psychologists.

Please follow the [Instructions to Authors](#) information located on the *Psychological Services* homepage.

Manuscripts must be submitted electronically through our [Manuscript Submission Portal](#).

Please specify in your cover letter that the submission is intended for the special section on military/veteran children and families, and address your letter to Dr. Lisa Kearney, Associate Editor.

All papers submitted will be initially screened by the editorial board and then sent out for blind peer review, if evaluated as appropriate for the journal.

For further questions related to this special section, [please contact Dr. Kearney](#).

Deadline: April 30, 2014

Mental Health Service Delivery Within a Multi-Tiered Problem-Solving Framework

The goal of the special section is to feature research regarding practices that will support mental health service delivery within a school-based multi-tiered framework.

Papers should concern the evaluation of a universal, targeted, or intensive intervention addressing mental health concerns, or an assessment tool intended for use in screening, progress monitoring, or problem identification. Featured intervention and assessment practices should be suitable for use within a service delivery model that prioritizes ecological theory, databased decision making, and problem solving logic.

To this end, it is suggested that each paper should include the following components:

- a conceptual model indicative of how the intervention/assessment of interest

fits into a multi-tiered framework

- a demonstration of the problem solving steps as applied to the intervention/assessment
- a discussion of the feasibility (e.g., time, effort, resources) and limitations associated with implementation of the intervention/assessment

Federal and state legislation (e.g., Individuals with Disabilities Education Improvement Act, 2004), calls from professional organizations (National Association of School Psychologists, 2000), and emerging lines of scholarly work have resulted in increasing attention toward multi-tiered frameworks of service delivery (e.g., response to intervention [RTI] and positive behavior interventions and supports [PBIS]).

Research has yielded numerous strategies and tools that form the foundation of each service delivery tier, including universal intervention strategies, targeted and intensive interventions, and assessment methods suitable for use in screening, progress monitoring, or problem identification. Each intervention and assessment is supported by an evidence base within a prescribed role. Each also possesses characteristics that permit its application within a prevention-oriented multitiered service delivery model founded upon ecological theory, problem solving logic, and data-based decision making.

Decades of research have generated support for multi-tiered frameworks as comprehensive models of service delivery across two primary domains: academics and social behavior (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; VanDerHeyden, Witt, & Gilbertson, 2007). In contrast, research is notably lacking in the related but distinct area of mental health (McConaughy & Skiba, 1993; McIntosh, Ty, & Miller, 2013).

Although treatment of mental health problems has historically been considered beyond the school's purview and the domain of outside professionals (Chafouleas, Kilgus, & Wallach, 2010),

repeated calls have been made for schools to participate in the prevention, early intervention, and early identification of mental health problems (National Research Council and Institute of Medicine, 2009; The White House, Office of the Press Secretary, 2013). Some have considered PBIS as a potential means through which to support these concerns (Lane, Wehby, Robertson, & Rogers, 2007).

Though research indicates PBIS is well suited to address social behavior concerns (e.g., externalizing problems, attentional difficulties), evidence is limited and equivocal with regard to its effect on mental health concerns, or those related to internalizing problems associated with disturbances in emotion and mood (e.g., depression, anxiety; McIntosh et al., 2013).

Research is therefore necessary to develop and evaluate practices that will allow for mental health needs to be addressed within a multi-tiered framework.

Deadline: March 15, 2014

General Call for Papers

Clinical Practice in Pediatric Psychology is a scholarly journal publishing peer-reviewed papers representing the professional and applied activities of pediatric psychology. *Clinical Practice in Pediatric Psychology* is a publication of APA Division 54 (Society of Pediatric Psychology).

Clinical Practice in Pediatric Psychology will:

- Describe the breadth and richness of the field in its diverse activities;
- Complement the scientific development of the field through highlighting applied and clinical activities;
- Provide modeling that addresses the ways practicing pediatric psychologists incorporate empirical literature into day-to-day activities;
- Emphasize work that incorporates and

cites evidence from the science base;

- Provide a forum for those engaged in primarily clinical activities to report on their activities and inform future research activities.

Being published by APA connects *Clinical Practice in Pediatric Psychology* to a large body of authoritative and high-quality research [available through PsycARTICLES®](#), the most used full-text database in psychology and one of the most popular [databases](#) in all scholarly disciplines and fields. PsycARTICLES is available to a global audience of nearly 3,200 institutions and 60 million potential users.

Jennifer Shroff Pendley, PhD and W. Douglas Tynan, PhD, ABPP are the inaugural co-Editors of *Clinical Practice in Pediatric Psychology*. Dr. Pendley is chief psychologist and co-director of the Division of Behavioral Health at Nemours/Alfred L. DuPont Hospital for Children, Jefferson Medical College. Dr. Tynan is senior health psychologist for Nemours Health and Prevention Services, Jefferson Medical College.

The first issue of *Clinical Practice in Pediatric Psychology* will appear in Spring 2013. Articles will include a range of formats such as commentaries, reviews, and clinical case reports in addition to more traditional empirical clinical studies.

Articles considered for publication will include but not be limited to the following:

- Professional and [training](#) activities in pediatric psychology and interprofessional functioning;
- Funding/reimbursement patterns and the evaluation of the cost-effectiveness of clinical services;
 - Program development, organization of clinical services and workforce analyses;
 - Applications of evidence based interventions in "real world" settings with particular attention to potential barriers and solutions and considerations of diverse populations;

- Critical analyses of professional practice issues;
- Clinical innovations (e.g., emerging use of technology in clinical practice);
- Case studies, particularly case studies that have enough detail to be replicated and that provide a basis for larger scale intervention studies;
- Organizational, state, and federal policies as they impact the practice of pediatric psychology, with a particular emphasis on changes due to health care reform.

To submit an article or for more information, please visit the [Clinical Practice in Pediatric Psychology homepage](#).

APA Division 7 Young Scholars Fund

APA Division 7 (Developmental) is seeking donations for the Young Scholars Research Fund. The Division 7 Young Scholar's Research Fund supports research projects for graduate students and early career scholars in developmental psychology. Grants of \$500 to \$1000 will be awarded to a designated number of deserving scholars each year. These awards will include a dissertation research grant and a small grant for early career, untenured faculty members. Donations to the fund are tax-deductable.

To donate, please complete the form below (make checks out to American Psychological Association, Division 7; PLEASE put "for the Young Scholar Fund" somewhere on the check :

Name: _____

Address: _____

Donation Amount: _____ Check Enclosed or Charge Credit Card (circle one)

If using credit card, cardholder name and address (if different from above):

Credit Card Type: Visa Mastercard Amex (circle one)

Credit Card Number: _____

Signature: _____

Expiration Date: _____

Please mail to the Treasurer of Division 7: Dr. Andrea Greenhoot
Department of Psychology
University of Kansas
1415 Jayhawk Blvd.
Lawrence, KS 66045

***Some Division 7 Award winners and executive committee members have opted to donate their convention travel reimbursement funds to the Young Scholars Fund. If you would also like to donate your Division 7 reimbursement funds, and receive documentation of your donation for tax purposes, please notify the Division 7 treasurer. You may then send your travel receipts to the treasurer along with a memo indicating that you would like your reimbursement funds transferred into the Young Scholar Fund. You will receive a donor letter documenting the donation amount.

Exciting Opportunities from APA

Departmental Award for Culture of Service in the Psychological Sciences

Nominations due April 1, 2014

Main page: <http://www.apa.org/about/awards/bsa-culture.aspx>

Award for Distinguished Service to Psychological Science

Nominations due April 1, 2014

Main page: <http://www.apa.org/about/awards/bsa-distserv.aspx>

Advanced Training Institute (ATI): Structural Equation Modeling in Longitudinal Research

Applications due March 24, 2014

Main page: <http://www.apa.org/science/resources/ati/equation-model.aspx>

Advanced Training Institute (ATI): Exploratory Data Mining in Behavioral Research

Applications due March 24, 2014

Main page: <http://www.apa.org/science/resources/ati/data-mining.aspx>

Advanced Training Institute (ATI): Research Methods with Diverse Racial & Ethnic Groups

Applications due March 31, 2014

Main page: <http://www.apa.org/science/resources/ati/res-diversity.aspx>

Advanced Training Institute (ATI): Non-Linear Methods for Psychological Science

Applications due March 31, 2014

Main page: <http://www.apa.org/science/resources/ati/nonlinear.aspx>



OTHER ANNOUNCEMENTS

We announce the election of two new Council Representatives – Suniya S. Luthar and Kang Lee, whose biographies are detailed below.

Suniya S. Luthar is Foundation Professor of Psychology at Arizona State University. After receiving her Ph.D. from Yale University in 1990, she served on the faculty of the Department of Psychiatry and the Child Study Center at Yale. Between 1997 and 2013, she was Professor at Columbia University's Teachers College, where she also served as Senior Advisor to the Provost (2011-2013).

In addition to numerous peer-reviewed journal articles, Dr. Luthar has published several books including, most recently, *Resilience and vulnerability in childhood: Adaptation in the context of adversities*. She has served as Associate Editor of *Developmental Psychology* and *Development and Psychopathology*, Chair of an NIH study section, member of SRCD's Governing Council, and member of APA's Committee on Socioeconomic Status. Luthar is a Fellow of the American Association for Psychological Science and has received a Disser-

tation Award and the Boyd McCandless Young Scientist Award from the APA, an NIH Research Scientist Development (K) award, and an American Mensa Education and Research Foundation Award for Excellence in Research on Intelligence.

Luthar's scholarship falls in the domain of applied developmental science, entailing empirical research that informs preventive interventions and policy. She has worked with diverse at-risk groups including inner-city youth, children of mothers with major mental illnesses, and most recently, affluent youth (who show significant elevations in drug and alcohol use as well as internalizing and externalizing symptoms). Luthar is privileged to be representing the membership of Division 7 at APA's Council of Representatives (2014 – 2016).

Kang Lee is a developmental psychologist who studies the emergence and development of social cognition and social behavior, and the underlying cognitive-cultural-neural mechanisms. Since 1994, he has mainly focused on two major issues.

The first is the development of moral cognition and action with a specific focus on verbal deception. He uses experimental methods to investigate how children come to grips with the concept and moral implication of lying, whether children are gullible or able to detect others' lies, and whether children can tell convincing lies in various social situations. He also examines the cognitive-social-cultural factors that affect the development of lying and truth-telling. In addition, he uses neuroscience methods (e.g., EEG, fMRI, fNIRS) to examine neural-physiological correlates of lying and truth-telling in children and adults.

The second focus of his research is on the development of social perception with a specific focus on face processing. He uses psychophysical methods to study how children and adults process both stable and dynamic social information in a face. With regard to stable facial information, he focuses on how children and adults perceive, encode, and recognize different kinds of faces (e.g., race). With regard to dynamic facial information, he studies how children and adults detect

and interpret others' gaze displays in various social contexts. In addition, he uses neuroscience methods (e.g., EEG, fMRI, fNIRS) to examine neural-physiological correlates of face processing in children and adults.

APA's Committee on Children Youth and Families

Sarah L. Friedman, Ph.D.
The George Washington University

Are you aware that the American Psychological Association has a Committee on Children, Youth and Families (CYF)? I became aware of it several years ago when a colleague submitted an application to be a member and asked me to write a letter of recommendation. Later, I was invited by Division 7 to be its liaison at the meetings of the committee which are held in Washington DC, where I live. If you are not aware of the Committee and its activities, you may want to familiarize yourself with the committee and at some point in your career, you may wish to apply to become a member.

In this article, I cannot do justice to this very special committee. I will give a short description and direct you to a web site where you can find detailed information. If you have

questions, please don't hesitate to contact me at srahlf@gwu.edu

The document celebrating the 25th anniversary of APA CYF tells us that CYF was founded with the goals of "advancing psychology as both a science and a profession and as a means of promoting health, education, and human welfare by ensuring that children, youth, and families receive the full attention of the Association in order that all human resources are actualized." Consistent with this vision, CYF functions as a catalyst in promoting organizational and policy changes by interacting with and making recommendations within APA's governing structure, to its membership, and to relevant divisions, special interest and policy groups. Specifically, the committee has been introducing issues pertaining to the well being of children for APA's consideration. It also has been reviewing all the policies proposed by APA for their potential impact on children and youth.

Lauren Fasig, Ph.D., J.D., who is on the staff of the APA, directs the Committee. Ms. Chatman Amani, a Program Coordinator, assists her and committee members. The committee includes six members of APA, who serve on the committee for three years each. They are selected from APA Divi-

sions with specific interest in children. In 2014 the membership includes: Drs. Laurie D. McCubbin, PhD (2012-2014), Michael A. Southam-Gerow, PhD (2012-2014), W. Douglas Tynan, PhD (2013-2015), Carmen Valdez, PhD (2013-2015), Jodi Quas, (2014-2016) and Caryn Rodgers (2014-2016). Attending the meetings are Division Liaisons who bring to the attention of the CYF Director and members news and perspectives from their APA Divisions. They also report back to the leadership of their Divisions. Members of the Committee are very active. Go to <http://www.apa.org/pi/families/index.aspx> to see news, popular reports, publications, and related links. I was particularly interested in the Activity Summary for the period from August 2012 to August 2013.

Upcoming Conferences

Southeastern Psychological Association Annual Meeting

March 5-8, 2014
Nashville, TN

Eastern Psychological Association Annual Meeting

March 13-16, 2014
Boston, MA

Southwestern Psychological Association Annual Meeting

April 3-5, 2014
San Antonio, TX

Society for Research on Adolescence

March 20-23, 2014
Austin, TX

www.s-r-a.org

Rocky Mountain Psychological Association Annual Meeting

April 23-26, 2014
Salt Lake City, UT

Western Psychological Association Annual Meeting

April 24-26, 2014
Portland, OR

Midwestern Psychological Association Annual Meeting

May 1-2, 2014
Chicago, IL

14th Annual Meeting of the International Association of Forensic Mental Health Services

June 19-22, 2014
Toronto, Canada

14th World Association for Infant Mental Health World Congress

July 1-5, 2014
Edinburgh, Scotland

International Society for the Study of Behavioural Development (ISSBD)

July 8-12, 2014
Shanghai, China

6th International Conference on Psychology Education "Psychological Literacy Around the World: Teaching, Learning Design, and Assessment"

August 3-5, 2014
Flagstaff, AZ

European Association for Research on Adolescence

September 3-6, 2014
Cesme, Turkey
<http://www.earaonline.org>

New England Psychological Association Annual Meeting

October 17-18, 2014
Lewiston, ME

In Memoriam



K. Alison Clarke-Stewart passed away on February 23, 2014. She completed her BA (1965, Psychology and Zoology) and MA (1967, Psychology) at the University of British Columbia, and her PhD at Yale University (1972, Developmental Psychology). She was on faculty at the University of Chicago from 1975 – 1983. She was a Research Professor and Professor Emerita of Psychology & Social Behavior at the UC Irvine School of Social Ecology.

She spent her career studying the influence of the social environment on child development. She examined outcomes of divorce and custody, effects of nonparental child care, influences of parenting strategies and behavior, and children's suggestibility and eyewitness testimony. She was also an active part of the NICHD Early Child Care Research Network. She wrote numerous books (some translated into multiple languages), monographs, and articles that were highly respected and widely cited. Her empirical and theoretical insight and generative concern for the field and its application will be greatly missed.

Not a Member of Division 7 Yet?

Join Division 7: Developmental Psychology

Membership in APA Not Required

Division 7 is the official developmental psychology section of the American Psychological Association (APA). It is comprised of psychological scientists and others from a variety of disciplines who study or work on human development.

Join:

- Always free for undergraduate and graduate student affiliates
- Free for members for the first year
- \$24 per year for members after the first year

Benefits:

- Receive the Division 7 newsletter, *Developmental Psychologist*, which is distributed twice a year, and other periodic notices and announcements
- Nominate for, and receive, a variety of awards and fellowships in recognizing important work in the area of developmental psychology
- Influence psychological science, grant priorities, and social policy at the national level
- Network with other developmental psychologists and individuals interested in development
- Eligibility for dissertation and early career grants to fund your research

Join on line at: <http://ecp.fiu.edu/apa/div7/index.cfm?g=applicationOnline>

Additional information regarding Division 7 membership can be obtained from Dr. Bonnie Klein-Tasman, Division 7 Membership Chair, Department of Psychology, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201. Email: bklein@uwm.edu.