



Developmental Psychologist

Summer 2014, APA Division 7

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DIVISION 7 ANNOUNCEMENTS

EARLY CAREER AWARDS

EARLY CAREER RE- SEARCH GRANT

Natalie Hiromi Brito and **Kathleen Carriveau** are the recipients of the 2014 Early Career Research Grants. Brito is a post-doctoral research fellow with the Robert Wood Johnson Health and Society Scholars program at Columbia University. She earned her Ph.D. from Georgetown in 2013, and her MA from the College of William and Mary. Her research focuses on bilingualism and cognitive development. Learn more about her research on p. 5. Carriveau's research will be featured in the next newsletter.

DISSERTATION AWARD

The recipient of the 2014 Dissertation Award is **Larisa Heiphetz**. Her dissertation focused on changes in children's reasoning about others' religious beliefs and how religious groups influenced social preference. Her findings contribute to growing literatures on religious and social cognition, theory of mind, and intergroup relations, areas of research that have not, until Larisa's work, integrated developmental models into existing theories. Larisa received her PhD in 2013 from Harvard University and is currently a post-doctoral fellow at Boston College. Read more about her award winning dissertation on p. 8.

EARLY CAREER OUTSTANDING PAPER AWARD

The 2014 winner for the Early Career Outstanding Paper Award is **Kathryn Monohan**, who is an Assistant Professor in the Department of Psychology at the University of Pittsburgh. Her research focuses on adolescent psychosocial development, developmental psychopathology, risk and resilience, peer relationships, juvenile justice, and the implications of developmental research for legal and social policy, and prevention science. Read more about her paper on p. 7.



Thank you for a job well done!

Early Career Outstanding Paper Award Committee

Nancy Eisenberg
Carol Martin
Gustavo Carlo
Victoria Talwar
Judy DeLoache

Dissertation Award Com- mittee

Jodi Quas
J. Zoe Klemfuss
Christin M. Ogle

Early Career Research Grant Committee

Jacque Eccles
Sandi Simpkins
AnneMarie Conley

CHECK OUT OUR WEBSITE



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

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

Listing of Graduate Programs in Developmental Psychology

DOTDEP maintains a helpful list of graduate training programs in developmental psychology and related disciplines (with links to each department's WebPages). This is a great resource for prospective graduate students or others interested in learning about or applying for graduate training. More than 70 graduate programs are now listed on our web site at:

<http://ecp.fiu.edu/APA/div7/?f=gradprograms>

If you would like to have your graduate program added to the listing (or would like to make changes to it), the following information from an appropriate representative is requested: school name, program name, department or college affiliation, web site URL to link to relevant developmental or departmental program information, and e-mail 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 Judith Becker Bryant, judithbryant@usf.edu.

Listing of online resources for developmental psychology (journal homepages, other organizations, grant-seeking information...)

Web-based e-mail 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@missouri.edu.

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.

EARLY CAREER RESEARCH GRANT

“Socioeconomic Status, Bilingualism, and Language Environment”

Natalie Hiromi Brito, Ph.D.

Post-Doctoral Research Fellow

Columbia University



Twenty-one percent (11.2 million) of school-age children in the United States speak a language other than English at home (U.S. Census Bureau, 2011), yet the variation in bilingual home language environments has not been well documented. Previous studies have demonstrated that exposure to multiple languages or daily multiple language use is associated with specific advantages for all three components of executive functioning (EF): inhibition, working memory, and cognitive flexibility (Carlson & Meltzoff, 2008; Feng, Bialystok, & Diamond, 2009; Kovacs & Mehler, 2009b). Early exposure to two languages is also associated with enhanced memory generalization during infancy (Brito & Barr, 2012, 2014).

Despite the well-documented cognitive advantages of learning two languages, statistically, bilingualism is a risk factor for poor academic outcomes in the US (Snow, Burns & Griffin, 1998; Federal Interagency Forum on Child and Family Statistics, 2002). This is surprising, in that exposure to multiple languages is associated with cognitive advantages for infants (Brito & Barr, 2012, 2013; Kovacs & Mehler, 2009ab), children (Carlson & Meltzoff, 2008), young adults (Bialystok et al., 2005), and older adults (Bialystok, Craik, Klein, & Viswanathan, 2004). It could be that the statistical risk associated with bilingualism reflects other unmeasured confounding variables such as socioeconomic status (SES). SES is a measure of one's overall status and position in society and is an excellent predictor of an individual's experiences from in-

fancy to adulthood. Growing up in a low SES family has been associated with substantially worse health and impaired psychological, cognitive, and emotional development throughout the lifespan (Adler & Rehkopf, 2008; Bradley & Corwyn, 2002; Brooks-Gunn & Duncan, 1997; Evans, 2004; McLoyd, 1998).

Variations in language could have a significant impact on the degree to which bilingual cognitive advantages are present. Additionally, previous research has demonstrated that SES disparities in early childhood are strongly associated with differences in children's verbal skills, which are mediated by the home linguistic environment (Hart & Risley, 1996; Rescorla & Alley, 2001). The proposed research will quantitatively measure the home linguistic environment as a potential mediator between (1) bilingualism and early cognitive advantages and (2) bilingualism and language development. It is hypothesized that the home linguistic environment will mediate these relations independently of SES

Forty monolingual and 40 bilingual 18-month-olds will be tested on several neurocognitive measures (e.g., various measures of memory, joint attention, and language development), and their resting electroencephalogram (EEG) will be acquired. Additionally, SES, EEG, and additional neurocognitive measures have been collected at each time point, enabling us to examine changes in education or income over time and associations between SES trajectories and cognitive development. All protocols have been approved by the appropriate IRBs.

To investigate associations between home language environment and both bilingualism and SES, the study will record the amount of language to which the children are exposed on a typical day and compare this information to children's neurocognitive (language, memory, and EF). At the

end of the 18-month visit, the family will be recruited to participate in an additional study measuring their home linguistic environment using the the Language Environmental Analysis (LENA - <http://www.lenafoundation.org/ProSystem/Overview.aspx>). The LENA is a 2.5-ounce device that fits inside specially designed clothing and continuously records children's language environment. We are aiming to recruit 30 monolingual and 30 bilingual families. After obtaining consent from the caregivers, the families will be given the LENA Digital Language Processor (DLP) and child-size T-shirt to take home with them. They will also be given both verbal and written instructions of how to use and care for the device. Caregivers will be instructed to have their children wear it for 10 hours on two different "typical" days. After the recordings are completed, we will be notified by phone/email by the caregivers and will retrieve the device and provide participant compensation. The data are uploaded and automatically analyzed by the LENA program software. Daily word production, estimated mean length of utterance, age-based standard score, and developmental age are calculated. These measures are reliable and highly correlated with standardized assessments.

It is hypothesized that accounting for the home linguistic environment will reduce SES disparities in language development. The individual components of the home environment (adult speech, infant-directed speech, conversational turns, audio environment) will be explored to determine if effects on language are similar across all variables. These findings would add to the growing body of empirical evidence showing that early experiences, including multiple language exposure, dramatically influence cognitive trajectories. Examining such patterns of individual differences across various cognitive tasks may contribute to our overall understanding of how different brain systems are constructed and interact early in development.

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EARLY CAREER OUTSTANDING PAPER AWARD

Psychosocial (Im)Maturity from Adolescence to Early Adulthood: Distinguishing between Adolescence-limited and Persisting Antisocial Behavior"

Kathryn Monahan

Department of Psychiatry, University of Pittsburgh



In an article published in *Development and Psychopathology*, the Early Career Award Paper for Division 7 advanced a conceptual framework for a psychological understanding of desistance from criminal behavior as individuals transition from adolescence to adulthood. My colleagues and I integrated developmental theories of psychosocial maturity in adolescence, traditional criminology theories of criminal behavior (The General Theory of Crime), developmental theories of crime (Moffitt's taxonomy of offending), and recent evidence from neuroscience that suggests protracted development of brain systems that underlie psychosocial maturity. This paper is unique in that it integrates across behavioral and neuroscientific evidence to suggest that increases in psychosocial capacities from adolescence to early adulthood lead to parallel declines in antisocial behavior. To test this hypothesis, we examined development change in psychosocial maturity and antisocial behavior in a sam-

ple of 1,088 serious juvenile offenders followed from adolescence to early adulthood (ages 14-25). Using both variable centered and person centered analytic techniques, we found that psychosocial maturity continues to develop to the mid-20s and that different developmental patterns of maturation distinguished between those who desist and those who persist in antisocial behavior. Compared to individuals who desisted from antisocial behavior, youth who persisted exhibited diminished development of psychosocial maturity. Moreover, earlier desistance compared to later desistance was linked to greater psychosocial maturity, suggesting that there is an association between desistance from antisocial behavior and normative increases in psychosocial maturity.

Reference

Monahan, K. C., Steinberg, L., Cauffman, E., Mulvey, E. P. (2013). Psychosocial (Im) Maturity from Adolescence to Early Adulthood: Distinguishing between Adolescence-limited and Persisting Antisocial Behavior. *Development and Psychopathology*, 25, 1093—105.

2015 DISSERTATION RESEARCH AWARD

“The Influence of Beliefs on Children’s and Adults’ Cognition and Social Preferences”

Larisa Heiphetz

Post-Doctoral Fellow, Boston College



Across diverse cultures and time periods, humans have centered their lives around supernatural beings (Atran, 2002; Boyer, 2001). Children as young as four learn about God from others’ testimony and express confidence in God’s existence despite never having seen God (Guerrero, Enesco, & Harris, 2010; Harris & Koenig, 2006). During the preschool and elementary school years, children categorize others on the basis of religious group membership (Diesendruck & HaLevi, 2006), suggesting that even young children are sensitive to religious differences. Children of this age may also be “intuitive theists” when reasoning about the origins of animate beings and inanimate objects (Kelemen, 2004), and they use religious teachings to help them understand the broader meaning of life (Coles, 1991). Despite the centrality of religion in the lives of people all over the world, few experiments have examined how people make meaning of religious ideas.

My dissertation integrated developmental, social, and cognitive psychology to address two main questions. First, how do children and adults reason about others’ religious beliefs? Second, how do religious groups influence children’s social preferences?

How Do Children and Adults Reason about Others’ Religious Beliefs?

Part I of my dissertation (Heiphetz, Spelke, Harris, & Banaji, 2013) investigated reasoning about religious beliefs. I tested a large age range (5- to 10-year-old children and adults) to determine the extent to which religious cognition changes across development. I introduced partic-

ipants to two characters who disagreed about one of three types of beliefs: religious (e.g., whether God can do miracles), factual (e.g., whether germs are big or small), and preference-based (e.g., whether blue is the prettiest color). After each disagreement, participants indicated whether only one character or both characters could be right. Participants of all ages were most likely to respond that only one character could be right when the disagreement concerned factual beliefs and least likely to provide this response when the disagreement concerned preference-based beliefs. Religious beliefs fell between these extremes, indicating that even young children can distinguish religious beliefs from other mental states. This ability did not appear to depend on the decades of additional social learning and exposure to religious institutions that adults have as compared with children.

Follow-up work (Heiphetz, Spelke, Harris, & Banaji, 2014) revealed that religious beliefs occupy an intermediate position between factual beliefs and preference-based beliefs due to the type of information participants judged each category of belief to reveal. Children and adults reasoned that statements of factual belief revealed more about the world than about the speaker, that statements of preference revealed more about the speaker than about the world, and that statements of religious belief revealed a moderate amount about both the world and the speaker. Thus, children and adults judged that statements of religious belief were somewhat similar to statements of factual belief (because both revealed something about the world) and somewhat similar to statements of preference (because both revealed something about the

speaker).

How Do Religious Groups Influence Children's Social Preferences?

Parts II and III of my dissertation investigated the social consequences of religious cognition. In Part II (Heiphetz, Spelke, & Banaji, 2013), Christian 6- to 8-year-olds and adults heard stories about Christian and non-Christian characters. Like adults, children showed implicit pro-Christian preferences. However, children only reported preferring the Christian character when differences of belief and practice between the two characters were highlighted. These results indicate that religious bias emerges early in development and that children require strong differences between members of different groups to articulate their preferences. These findings also speak to a debate in cognitive science concerning the role of perceptual cues in social preferences (e.g., Baron, Dunham, Banaji, & Carey, in press; Bigler & Liben, 2007; Castelli, De Amicus, & Sherman, 2007) by demonstrating that children show religion-based preferences in the absence of perceptual differences between groups.

Part III (Heiphetz, Spelke, & Banaji, 2014) extended this research by probing the extent to which children's social preferences are driven solely by information about invisible mental states. Because Part II was among the first experiments to investigate the development of religious bias, I used a number of cues to indicate group membership (e.g., beliefs, practices, group labels). Part III isolated information about beliefs to examine the extent to which children form social preferences on the basis of others' mental states. Elementary school aged children from a variety of religious backgrounds reported their own beliefs in multiple domains (e.g., religion, fact, preference) and were then exposed to two characters. Children learned that one character in each pair shared their belief while the other character held a different view. Participants reported preferring the character who shared their beliefs in all domains but selectively attributed pro-social behaviors to characters

who shared their religious beliefs. Children continued to selectively attribute pro-social behaviors to peers who shared their religious beliefs when the opposing character shared participants' religious practices and minimal group affiliation. Together, these studies demonstrate that children uniquely link religious beliefs with moral behaviors.

Implications and Conclusions

Taken together, these studies show that others' religious identities and beliefs are important even to young children, that children and adults distinguish religious beliefs from other types of mental states, and that even young children use others' religious beliefs and identities to form social preferences. My dissertation contributes to the literature on theory of mind by demonstrating that children distinguish religious beliefs from other mental states and to theoretical debates in the intergroup literature by demonstrating that children form social preferences even in the absence of visual cues to group membership. Additionally, my dissertation has several practical implications; for example, Part II suggests that one way to reduce religious bias is to highlight similarities between religious groups. Future work can investigate a number of relevant issues, including the extent to which religious cognition is similar to or different from reasoning about other complex belief systems (e.g., moral and political beliefs) and the conditions under which religious bias can be attenuated.

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IN MEMORIAM

Jacqueline Goodnow (1924-2014)

By Sarah L. Friedman

The George Washington University

Jacqueline Jarrett Goodnow (25 November 1924 - 24 June 2014) was a highly accomplished and much admired cognitive and developmental psychologist, and a wife and a mother of two children who became accomplished in their own right. She was born in a middle size town in Queensland, Australia and enrolled at the University of Sydney at the age of

16. She graduated with first class honors in Psychology and a University Medal. Since the University of Sydney did not offer Ph.D. programs to women, she traveled to the United States and enrolled at Harvard; she received a Ph.D. from Radcliffe in clinical psychology. Jacqueline Goodnow was an exceptional interdisciplinary scholar, an astute observer of people and situations, and was always understated, gracious, and unpretentious. Her interactions with others were marked by honesty, integrity and kindness. Goodnow's contributions to psychology on six two-learning; ing; cul-thought; of perception; children's drawings, and social policy. Recognition of Goodnow's work has taken the form of awards for Distinguished Contributions to Research by the Australian Psychological Society (1988), the G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology by the Division 7 of American Psychological Association (1989) and the Society for Research in Child Development (1997). She was awarded an Honorary Doctorate from Macquarie University in 1995. Goodnow was a Fellow of the Australian Academy of the Social Sciences, the Australian Psychological Society, and the American Psychological Association. A full biography and guestbook can be found at <http://jacquelinegoodnow.id.au>



PRESIDENTIAL COLUMN

GAIL S. GOODMAN, PhD

UNIVERSITY OF CALIFORNIA, DAVIS

Dear Division 7 Members,

It's my sincere honor to have served as the President of Division 7 (Developmental Psychology) of APA during this almost two-year period. I will hand over the reins in January to the new President, Dr. Jacqueline Eccles (University of California [UC] Irvine). Because each President serves a two-year term, in addition to two years as President Elect and two years as Past President, it's a 6 year commitment in all. In the role of President, there are many tasks to keep the Division moving ahead. In this Presidential column, I want to tell you about some of the recent tasks, accomplishments, and news, and acknowledge people who help make Division 7 a success.

Division 7's Program at the APA Convention in Washington, DC

We have a terrific program in place for the upcoming APA Convention, thanks to our program chair, Dr. Leslie Carver (UC San Diego). For example, Dr. Michael Lamb (Cambridge University) will give the G. Stanley Hall Award address on the topic of developmental psychology and law, and Dr. Ann Maston (University of Minnesota) will present the Urie Bronfenbrenner Award address on resilience. As the recipient of the Boyd McCandless Award, Dr. Adriana Galván (UC Los Angeles) will discuss her research on neuroscience and the adolescent brain. These awards are for distinguished contributions to developmental psychology, and the talks will showcase the scientific power and importance of our field.

At our Division 7 Business meeting, Dr. Barbara Roggoff (UC Santa Cruz) will enlighten us about her book, *Developing Destinies*, which won the 2014 Eleanor Maccoby Book Award, as did the book by Dr. Paul



Harris (Harvard University) entitled, *Trusting What You Are Told*. At the Business meeting, we will also honor Dr. Hyowon Gweon (Stanford University), recipient of the 2014 Division 7 Dissertation Research Award. She will speak about her innovative dissertation research conducted at MIT. As you can rightly infer, our Business meeting will be quite substantive in communicating new empirical work, as well as quickly providing an update on the Division's business proper. We will also honor the winners of the Division 7 Early Career Research Grant and Early Career Outstanding Paper. Speaking of the Dissertation and Early Career

grants, we hope more and more people will apply for these funds. Also of importance, we need senior developmentalists to help fund these two grant programs so that the new generation can propel developmental science forward. Big congratulations go to all our award winners and a big thanks in advance goes to the more senior developmentalists who we hope will contribute by contacting our Treasurer, Dr. Andrea Greenhoot

(University of Kansas; agreenhoot@ku.edu).

Meeting of Developmental Area Heads

In the past, Division 7 has sponsored meetings of Developmental Area Heads each year at the SRCD meetings. Fortunately, Dr. Judith Bryant (University of South Florida) is making progress in reinstituting these "DOTDEP" meetings and in establishing a DOTDEP listserv. If you are an Area Head of a developmental psychology or human development Program, stay tuned for emails and notices about the upcoming meeting we are planning. For information, please contact Dr. Bryant (judithbryant@usf.edu).

New Task Force

Division 7 has a new Task Force in place joint with Di-

vision 37 (Society for Child and Family Policy and Practice). The Task Force is charged with reviewing the scientific findings on the effects of physical punishment on children. There are more and more empirical findings being published on this topic, and therefore it seemed a good time to review the literature.

APA-Related Activities

The Division has been working closely with APA in a number of new ways. APA is now in charge of part of our website (Dr. Louis Manfra [University of Missouri] still maintains control of important parts of it), and APA handles more of our membership documentation than ever before. We are also starting, with our Historian Dr. John Hagen (University of Michigan) and our Graduate Student Representative, Kelly McWilliams (UC Davis), to work more with APA on our archiving efforts. For example, our Newsletters will be archived by APA in PsychEXTRA. These Newsletters serve not only as communication with our members now, but also as important records of Division 7's history.

Mentoring Program

Just a reminder that we have a mentoring program to link early career developmentalists with senior researchers, who have agreed to provide guidance and support. This is a program started by Past-President Dr. Nancy Eisenberg and is now headed by Executive Committee Member Dr. Leslie Carver. If you are looking for a mentor and would be willing to serve as one, please let us know.

Congratulations:

I would like to congratulate our Division 7 awardees for 2014, who were mentioned above. (Note that Dr. Adele Diamond [University of British Columbia] also received the Bronfenbrenner Award for 2014.) And it is time to announce and congratulate our Division 7 awardees for 2015. The new award winners are:

G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology: Dr. Carolyn Zahn-Waxler (University of Wisconsin)

Urie Bronfenbrenner Award For Lifetime Contribution to Developmental Psychology in the Service of Science

and Society: Dr. Michael Cole (UC San Diego)

Boyd McCandless Award: Dr. Felix Warneken (Harvard University)

Eleanor Maccoby Book Award: Dr. Geoffrey Saxe (UC Berkeley)

Dissertation Research Award: Dr. Larisa Heiphetz (Boston College)

Congratulations to those who won Division 7 elections. Starting January 1, 2015, our EC will consist of President, Dr. Jacquelynn Eccles; President-Elect, Dr. Michael Lamb; Past-President, Dr. Gail Goodman; APA Council Representatives: Dr. Suniya Luthar and Dr. Kang Lee; Treasurer, Dr. Andrea Greenhoot; Secretary, Dr. Kali Trzesniewski; Members at Large, Dr. Elizabeth Gershoff, Dr. Susan Rivera, and Dr. Kathryn Lemery-Chalfant; Membership, Dr. Bonnie Klein-Tasman; Education, Dr. Judith Bryant; Early Career Representatives, Dr. Angela Evans and Dr. Lindsay Malloy; Historian, Dr. John Hagen; 2015 APA Division 7 Program Chair, Dr. Sandra Simpkins; Newsletter Editor, Dr. Kate McLean; Graduate Student Representative, Sue D. Hobbs, MA; Webmaster, Dr. Louis Manfra; Listserve Administrator, Dr. Adam Winsler (ex officio). In addition, Dr. Bennett Bertenthal will serve as Chair of the Division 7 Fellows Committee.

A Big Thanks and Conclusion

We are fortunate to have a wonderful Executive Committee. Special thanks to Dr. Nancy Eisenberg, Past President (Arizona State University). Congratulations to her on becoming the new President of the Association for Psychological Science. A special thanks as well to Dr. Adam Winsler (George Mason University) for serving as our Division 7 Listserve Administrator.

Please continue your membership and encourage others to join. You do NOT need to be a member of APA to join Division 7. First year is free for everyone; graduate and undergraduate student affiliates are always free. Again, we encourage senior members of the Division, and of the field of developmental psychology generally, to contribute to the Dissertation and Early Career Grant funds so that we can help keep developmental research alive and well for upcoming generations.

“APA Adopts a More Efficient Governance System”

KEITH COOKE



From the APA Governance Affairs Office

Over the past several years, the APA Council has been working on developing a more nimble, efficient, and responsive governing system, as part of the APA Good Governance Project. This project was an outgrowth of the strategic plan focused on optimizing organizational effectiveness. APA's existing governance system is a 1950's model built for a world where twice annual meetings was sufficient for conducting the business of the association. The new model, proposed after a thorough assessment with input from many different groups, has three primary goals: nimbleness, strategic alignment across the organization and increased member engagement. Under this model, members will have a more direct voice in the decision-making process and more opportunities for service.

In February 2014, Council voted to begin a 3-year trial delegation of authority to the Board of Directors for: financial and budgetary matters; oversight of the

CEO; alignment of the budget with the Strategic Plan; and internally focused policy development. The Board composition changes with 6 member-at-large seats now open to election from and by the general membership, the addition of a public member and the guarantee that both a student and early career psychologist voice will be present. Two seats are reserved for members of the Council Leadership Team, to ensure a bridge between the two bodies.

This change frees Council to focus on strategic and emerging issues affecting psychology, and will be engaged in higher level strategic dialogues that inform the development of policy and strategic directions. The work of Council will be managed by a newly created Council Leadership Team (CLT). Understanding member wants and needs related to the topics at hand will be an integral element of the deliberation process. In addition to this change in function, Council plans to consider a change in its structure this August. The current proposal retains a single seat for each division and state, prov-

ince and territory, and adds a handful or member-at-large student and early career representatives. The attributes of the at-large seats will be determined based on an annual needs assessment to decide what would best help create a balanced Council.

These changes, coupled with a more efficient triage system, improved integration of technology, a formal leadership pipeline and development program, and other enhancements, will allow APA to be more responsive to the needs of its members, to allocate resources more efficiently, and to address emerging issues in a rapidly changing environment head on. Members will have the opportunity to vote on new bylaws language this fall that will optimize APA's governance system for the 21st century.

For additional information on the implementation of the Good Governance Project, please visit <http://www.apa.org/about/governance/good-governance/index.aspx> or contact Nancy Gordon Moore, PhD, MBA, Executive Director, Governance Affairs at nmoore@apa.org.

Nancy Eisenberg: New President of the Association for Psychological Science (APS)



Nancy Eisenberg (Arizona State University) has been elected to serve as President of APS from 2014-2015. Eisenberg is known internationally for her research on children's prosocial development and self-regulation. She made pioneering theoretical, empirical, and methodological contributions to the understanding of basic developmental processes. At Arizona State University, where she is a Regents' Professor, her research interests are self-regulation, socialization and moral and emotional development, socio-emotional competence, empathy-related responding, and prosocial behavior.



A driving force in the emergence of the study of children's prosocial behavior, Eisenberg's contributions have distinguished prosocial behaviors that differ in motivation and in socioemotional correlates, the relation of parenting to prosocial behavior, and the relation of prosocial behavior to empathy-related responding.

Eisenberg is also a major figure in defining the construct of emotion-related regulation. Over a decade ago, she differentiated between more effortful regulatory

processes and less voluntary reactive processes. She has also identified socialization correlates of effortful control and empirically delineated the role of emotion-related self-regulation in sympathy, positive adjustment, and maladjustment.

An APS William James Fellow, Eisenberg was editor of *Psychological Bulletin* and *Child Development Perspectives*. She has a record of cutting-edge and socially significant scholarship that has resulted in her being considered among the premier developmental scientists in the world.

As President of APS, she is interested in increasing diversity of participation and diversity of the content in the APS journals and conference. She defines diversity broadly, as pertaining not only to race/ethnic and gender, but also to country of origin and residence (of authors) and area of study (e.g., subdiscipline). She also is interested in fostering the visibility and valuing of behavior and its development in psychological research. Professor Eisenberg is currently past-President of Division 7 of APA.

FUNDING OPPORTUNITIES

The Science Directorate of the American Psychological Association is managing two award programs for graduate student research in 2014. For both awards, applications are welcome from graduate students of psychology in any research specialty area.

The application deadline for both awards is Sept. 15, 2014.

If you have questions, please contact the Science Directorate via email (science@apa.org) or telephone at (202) 336-6000. A description of the two awards follows:

APA Dissertation Research Awards

The Science Directorate of the American Psychological Association sponsors an annual competition for dissertation research funding. The purpose of the Dissertation Research Award program is to assist science-oriented doctoral students of psychology with research costs. The current program includes 30-40 grants of \$1,000 each, along with several larger grants of up to \$5,000 to students whose dissertation research reflects excellence in scientific psychology.

For more details about this award, including eligibility requirements and application materials, visit:

<http://www.apa.org/about/awards/scidir-dissertre.aspx>

Early Graduate Student Researcher Awards

The purpose of the Early Graduate Student Researcher Awards program is to recognize students for conducting outstanding research early in their graduate training (i.e., research conducted within the first two years

of doctoral study). The award focuses on both the student's general research experience and specific completed research projects. The research independence of the applicant as well as the novelty and implications of research performed as a graduate student will be used for evaluation purposes. Therefore preference may be given to students who have completed their second year of doctoral studies.

The funds may be used for direct research expenses (e.g., computer time, animal care, equipment, participant fees and incentives), software, and/or conference travel; it may not be used for tuition, fees, or personal expenses.

Each recipient receives an award of \$1,000.

For more details about the awards, including eligibility requirements and application materials, visit:

<http://www.apa.org/about/awards/scistucoun-earlyre.aspx>

ELIZABETH MUNSTERBERG KOPPITZ FELLOWSHIP PROGRAM

About the American Psychological Foundation (APF)

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent di-

versity in race, ethnicity, gender, age, disability, and sexual orientation.

About the Elizabeth Munsterberg Koppitz Fellowship Program

The Elizabeth Munsterberg Koppitz Fellowship Program provides fellowships and scholarships for graduate student research in the area of child psychology.

APF supports original, innovative research and projects. Although APF favors unique, independent work, the Foundation does fund derivative projects that are part of larger studies.

Program Goals

The Elizabeth Munsterberg Koppitz Fellowship Program

- Nurtures excellent young scholars for careers in areas of psychology, such as child-clinical, pediatric, school, educational, and developmental psychopathology
- Supports scholarly work contributing to the advancement of knowledge in these areas

Funding Specifics

- Several fellowships of up to \$25,000 each
- Support for one year only
- Only one application accepted from any one institution in any given year
- Tuition waiver/coverage from home institution

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:

- Have completed doctoral candidacy (documentation required)
- Have demonstrated research competence and commitment in the area of child psychology
- Receive IRB approval from host institution before funding can be awarded if human participants are involved

Evaluation Criteria

Proposals will be evaluated on:

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

Proposal Requirements

Title and description of proposed project to include goal, relevant background, target population, methods, and anticipated outcomes

- Format: not to exceed 5 pages
- 1 inch margins, 12 point Times New Roman font;
- Relevant background, literature review, specific aims, significance;
- Methods section (*The method section must be detailed enough so that the design, assessments, and procedures can be evaluated.*);
- Implications section
- Timeline for execution
- Full budget and justification
- Current CV
- Two letters of recommendation (*one from a graduate advisor and the other from the department chair or Director of Graduate Studies*)

Submission Process and Deadline

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

Submission Deadline:

November 15, 2014

Please be advised that APF does not provide feedback to applicants on their proposals.

Questions about this program should be directed to Samantha Edington, Program Officer, at sedington@apa.org.

REQUEST FOR PROPOSALS: LIZETTE PETERSON-HOMER MEMORIAL RESEARCH GRANT

The Lizette Peterson Homer Memorial Injury Research Grant supports research into psychological and behavioral aspects of the prevention of injuries in children and adolescents as reflected in the activities and interests within pediatric psychology of the late Lizette Peterson-Homer and her commitment to improving the status of children in the face of the most significant threats to their health and development. This grant is open to students and faculty to support research related to the prevention of injuries in children and adolescents. Funding is available up to \$5,000 and is sponsored jointly by the American Psychological Foundation and APA Div. 54.

Amount: Up to \$5,000

APF does not allow institutional indirect costs or overhead costs, principal investigator stipends, travel, or publication-related expenses. Applicants may use grant monies for direct administrative costs of their proposed project.

Eligibility Requirements

Applicants must:

- Be a student and/or researcher who deals with the psychological components of injury and death in children, and/or the prevention of physical injury in children and adolescents
- Demonstrated research competence and area commitment
- Obtain IRB approval from host institution before funding can be awarded if human participants are involved

Evaluation Criteria

Proposals will be evaluated on:

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

Proposal Requirements

A research proposal, four single-spaced pages (all in one MS Word document). To include:

- A 100-word abstract
- Description of the project with Introduction, Methods, and Procedure
- A detailed budget
- References
- A current curriculum vitae
- Supporting faculty supervisor letter (if the applicant is a student)
- Proof of IRB approval or statement that IRB approval is pending.

Submit a completed application to:

[David M. Janicke](mailto:David.M.Janicke@phhp.ufl.edu), PhD
(352) 273-6046 ; djanicke@phhp.ufl.edu

Deadline: October 1, 2014.

For more information see: <http://www.apa.org/apf/funding/peterson-homer.aspx>

DISSERTATION GRANT

With support from the National Science Foundation (NSF), the American Educational Research Association (AERA) Grants Program announces its **Dissertation Grants** competition. The program seeks to stimulate research on U.S. education issues using data from the large-scale, national and international data sets supported by the National Center for Education Statistics (NCES), NSF, and other federal agencies, and to increase the number of education researchers using these data sets. The program supports research projects that are quantitative in nature; include the analysis of existing data from NCES, NSF, or other federal agencies; and have U.S. education policy relevance.

Description

AERA invites education-related dissertation proposals using NCES, NSF, and other federal databases. Dissertation Grants are available for advanced doctoral students and are intended to support the student while writing the doctoral dissertation. Applications are encouraged from a variety of disciplines, such as but not limited to, education, sociology, economics, psychology, demography, statistics, and psychometrics.

The Governing Board for the AERA Grants Program has established the following four strands of emphasis for proposals. Applicants are encouraged to submit proposals that:

- develop or benefit from new quantitative measures or methodological approaches for addressing education issues
- incorporate subject matter expertise, especially when studying science, technology, engineering and mathematics (STEM)

learning

- analyze TIMSS, PISA, or other international data resources
- include the integration and analysis of more than one data set

Research projects related to at least one of the strands above and to science and/or mathematics education are especially encouraged. Other topics of interest include policies and practices related to student achievement in STEM, contextual factors in education, educational participation and persistence (kindergarten through graduate school), early childhood education, and postsecondary education. The research project must include the analysis of data from at least one of the large-scale, nationally or internationally representative data sets such as those supported by NCES, NSF, and the U.S. Department of Labor, the U.S. Census Bureau, and the National Institutes of Health. The data set(s) of interest must be available for analysis at the time of application (public- or restricted-use files are permissible). Additional data sets may be used in conjunction with the obligatory federal data set. If international data sets are used, the study must include U.S. education.

Eligibility

Applicants for Dissertation Grants may be U.S. citizens or U.S. permanent residents enrolled in a doctoral program. Non-U.S. citizens enrolled in a doctoral program at a U.S. institution are also eligible to apply. Applicants should be advanced doctoral students at the dissertation writing stage. Underrepresented racial and ethnic minority researchers are strongly encouraged to apply.

Awards

Awards for Dissertation Grants

are up to \$20,000 for 1-year projects. Grants are not renewable. In accordance with AERA's agreement with the funding agency, institutions may not charge indirect costs on these awards.

In addition to the dissertation grant award, grantees will participate in a 2-day conference in Washington, DC. The conference will provide unique professional development experiences for grantees, including highly qualified speakers on topics of education policy and career development, presentations of dissertation research by former grantees, and interaction with the Governing Board and federal agency staff. This conference is specifically for AERA grantees, and travel expenses will be paid by AERA.

Grantees will present their research at a poster session during the AERA Annual Meeting and will participate in a one-day capstone workshop. Grantees must include travel funds (up to \$1,000) in their grant budget to attend the AERA Annual Meeting held in Spring.

Application Requirements

All applications for Dissertation Grants must include:

- Information on the applicant (contact and background information)
- Abstract of the proposed research project
- Statement of how this research advances the current state of knowledge in the field, substantively or methodologically
 - Research proposal (limited to 4 single-spaced pages) that addresses the following:
- Problem statement/policy issue and its importance

- Theoretical or conceptual framework for the research
- Brief review of relevant research/policy literature
- Research questions, including justification for the use of the data set(s) to analyze the research question(s) of interest; hypotheses to be tested
- Description of methodology including proposed data set and criteria for selecting data file, sample (e.g., groups used, exclusions to sample, and estimated sample sizes), selection of variables and rationale for using them, analytic techniques, and feasibility of the study
- Connections between the potential findings and the policy issue
- Brief dissemination plan for this research, including ways in which to make the research known to influence policy
- Conceptual or figural model depicting the design of the study
- Statistical model or formulas, appropriately defined, that are connected to the conceptual model, including justification for inclusion of variables into the model(s)
- Categorized list of variables from the NSF, NCES, or other federal data set(s) to be used
- References cited in the proposal narrative and models
- Proposed budget
- Applicant's curriculum vitae, no longer than 2 pages, to include the following:
 - Research and academic employment history
 - Relevant graduate courses in statistics and methodology
 - Relevant publications and presentations
 - Relevant professional affiliations and/or memberships
- Substantive letter of support from applicant's faculty dissertation advisor that includes an indication of the student's current progress toward the degree and expected date of completion, and of the student's potential for success in his or her anticipated career path. If the applicant is from a discipline other than education, a second letter of support from a faculty sponsor with an education research background is also required. Note that letters may be sent electronically to the AERA Grants Program Manager or in hard copy but must be re-

ceived by the deadline. Applicants are encouraged to ask their advisors early for letters of recommendation.

Application Submission

Proposals must be submitted electronically. Applicants should read carefully the entire **Call for Proposals** and the [Submission Instructions](#) prior to starting the online submission process. Applicants will be asked to enter specific information in text boxes and upload documents that have been saved in PDF. The deadline for submission is 11:59pm Pacific Time. Applicants are encouraged to submit proposals in advance of the deadline. Submission must be made electronically on the AERA Dissertation Grant submission web page. Contact grantsprogram@aera.net if you have questions regarding the application or submission process. NOTE: all awards are contingent upon AERA's receiving continued federal funding.

For more information about these grants, go to [AERA's Call for Proposals](#).

[Click here to apply for an AERA Dissertation Grant](#) or visit the [AERA Grants Program Website](#) at <http://www.aera.net/grantsprogram>

Next Application Deadline:
Thursday, September 4, 2014

WE'RE ON FACEBOOK



We want to be "Liked." Please visit our Facebook page and "like" us. We are building our Facebook presence to provide opportunities to share ideas about developmental psychology and exciting findings from your lab as well as to discuss current developmental psychology studies. However, we can only grow and become a valuable resource if you join our page and participate!

Mentoring Program

The Division 7 mentoring program is continuing!

The goal of the **Division 7 Mentoring Program** is to provide informal mentoring by mid-career or senior scholars to interested early-career individuals, typically from outside their working unit. Potential mentors are APA Division 7 members who are at the Associate Professor level or above (or the equivalent for mentors who are in applied fields, private industry, etc.). Potential mentees may be post-docs or Assistant Professors and individuals at this level working in applied jobs. Every effort will be made to match mentors and mentees on research or professional

area, interests, and availability. The nature of this mentoring would be negotiated between the two individuals, but could in-



clude advice on job opportunities/hunting, setting up a laboratory, publishing, obtaining grants, the tenure process, negotiating work-career issues, and/or other career-related issues. Mentors and mentees might meet at a conference (e.g., APA, SRCD), or discuss issues by

phone, Skype, email, or any other method that is convenient for them. Visit the [web-site](#) for more information and to sign up.

UPCOMING CONFERENCES

121st APA Annual Convention

August 7—10, 2014

Washington DC

<http://www.apa.org/convention/>**The Fourth Joint IEEE International Conference on Development, Learning, and Epigenetic Robotics**

October 13—16, 2014

Palazzo Ducale, Genoa, Italy

<http://www.icdl-epirob.org/>**The 24rd European Early Childhood Education Research Association Annual Conference**

September 7-10, 2014

Crete, Greece

<http://www.eecera.org/conferences/>**18th Meeting of the European Society for Cognitive Psychology (ESCoP)**

September 17—20, 2015

Paphos,, Cyprus

<http://escop.eu/events/future/>**17th European Conference on Developmental Psychology**

September 8-12, 2015

Braga, Portugal

<http://www.esdp.info/>**The Flux Congress**

September 11-13, 2014

Hollywood, CA

<http://www.fluxconference.com/>**National Black Child Development Institute 44th Annual Conference**

October 11—14, 2014

Detroit, MI

<http://nbcdi.org/>**Penn State's 22st Annual Symposium on Family Issues**

October 13-14, 2014

State College, PA

<http://www.pop.psu.edu/events/2014/22nd-annual-symposium-on-family-issues>**Society for the Study of Emerging Adulthood: 6th Biennial Conference**

October 14-16, 2014

Miami, FL

<http://www.ssea.org/>**25th Annual Conference for the Alliance of Universities for Democracy**

October 19-21, 2014

Skopje, Macedonia

[http://www.audem.org/docs/2014/](http://www.audem.org/docs/2014/CallForPapers2014Final.pdf)[CallForPapers2014Final.pdf](http://www.audem.org/docs/2014/CallForPapers2014Final.pdf)**The 2013 Cognitive Development Society's Biennial Meeting**

October 9-10, 2015

Columbus, OH

<http://www.cogdevsoc.org/>**39th Annual Conference of the Association for Moral Education**

November 6—8, 2014

Pasadena, CA

The 39th Annual Boston University Conference on Language Development

November 7-9, 2014

Boston, MA

<http://www.bu.edu/buclld/>

UPCOMING CONFERENCES

The 4th Annual International Conference on Stigma

November 21, 2014
Washington, D.C.
<http://www.whocanyoutell.org/>

Society for Research on Child Development

March 19—21, 2015
Philadelphia, PA
<http://srcd.org/meetings/biennial-meeting>

Budapest CEU Conference on Cognitive Development

January 8-10, 2015
Budapest, Hungary
<http://www.bcccd.org/>

4th Annual International Conference on Cognitive and Behavioral Psychology

February 9-10, 2015
Singapore
<http://www.cognitive-behavior.org>

APA CONVENTION PROGRAM WASHINGTON DC AUGUST 7—10, 2014



Social Hour

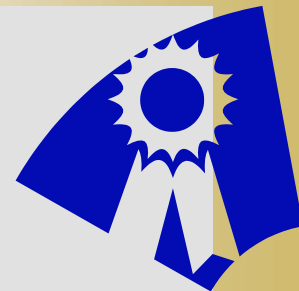


Co-sponsored by Divisions 7, 16, 37, 53, and the
Committee on Children, Youth, and Families

Division 7
Award Winners
will be honored
at this event!

Thursday August 7, 5PM—6PM
Marriot Marquis Monument Room

ENJOY DIVISION 7 AWARD WINNERS' TALKS!



Children and the Law: A Developmental Approach.

Invited Address, G. Stanley Hall Award for Distinguished
Contribution to Developmental Psychology

Dr. Michael E. Lamb

Ordinary Magic Revisited: Advances in Resilience Science, Practice, and Policy.

Invited Address, Urie Bronfenbrenner Award for Lifetime Contribution
to Developmental Psychology

Dr. Ann Masten

Saturday, Aug. 9, 12:00 PM.



Ontogenetic Changes in the Neural Mechanisms Underlying Motivation, Exploration, and Learning: Insights From the Adolescent Brain.

Invited Address, Boyd McCandless Young Scientist Award

Dr. Adriana Galvan

Saturday, Aug. 9, 10:00 AM.



DIVISION 7: SPECIAL EVENTS

**Invited Address:**

Early Relationships, Later Functioning: Why and How a Secure Base Matters

Dr. Jude Cassidy

Friday, Aug. 8, 11:00 AM.

**Symposium in Honor of Sue Carey
Recipient of the Mentor Award**

Speakers:

Deborah Zaitchik-Samet, Rebecca Saxe,

Carol Smith

Aug. 8, 4:00 PM.

**Master Lecture:**

Emotion-Related Self-Regulation: The Construct and Its Relation to Adjustment and Maladjustment

Dr. Nancy Eisenberg

Aug. 8, 2014, 2:00 PM

Presidential Address:

Child Victims, Law, and Memory

Dr. Gail Goodman. Saturday

Aug. 9, 1:00 PM.



Business Meeting: Open to all members—Come join us!

Aug. 9, 3-3:50 PM



COLLABORATIVE PROGRAMMING

New in 2014, APA is sponsoring collaborative programs that cut across divisions and content areas. The goal for this programming is to highlight the unique role of APA as a unifying force in psychology. Crosscutting programs involve at least two divisions and meet the following criteria: broad appeal, current and timely topic, originality and innovativeness, interactive/creative format, scientifically based, attention to diversity, and use of one of the 2014 themes. The APA Central Programming Group has scheduled 78 collaborative programs thematically throughout the convention.

Division 7 is proud to co-sponsor the following Collaborative Programs:

Thursday, August 7:

10:00–11:50 a.m. ***High-Risk Juvenile Offenders: Current Research, Practice, and Policy.*** Chair: Amanda D. Zelechowski, PhD, JD Participants: Jodi Quas, PhD; Cecil Reynolds, PhD; Jennifer Skeem, PhD Discussant: Gina Vincent, PhD (Divisions 41, 7, 16, 56)

1:00–2:50 p.m. ***The Otogeny and Phylogeny of Fairness.*** Chair: Sarah F. Brosnan, PhD Participants: Alexandra Horowitz, PhD; Sarah F. Brosnan, PhD; Kristine R. Olson, PhD; Kevin McCabe, PhD (Divisions 3, 6, 7)

Sunday, August 10

9:00–10:50 a.m. ***Using Psychological Science to Promote and Protect Child Rights: Policy, Practice, and Research.*** Co-chairs: Bonnie K. Nastasi, PhD; Roseanne Flores, PhD Participants: Roseanne Flores, PhD; Sarah L. Friedman, PhD; Michael Wessells, PhD; Bonnie K. Nastasi, PhD Discussant: Stuart N. Hart, PhD (Divisions 16, 7, 37, 54)

11:00 a.m.– 12:50 p.m. ***Contextual and Environmental Approaches to Preventing Child Maltreatment.*** Chair: Jennifer W. Kaminski, PhD Participants: Sharon G. Portwood, JD, PhD; Preston A. Britner, PhD; Sandra J. Bishop-Josef, PhD; Linda A. Valle, PhD; Michele S. Knox, PhD Discussant: James Garbarino, PhD (Divisions 7, 53, 54)

CONTINUING EDUCATION APA CONVENTION SESSIONS

Early Relationships, Later Functioning: Why and How a Secure Base Matters.

Invited Address: Dr. Jude Cassidy. Friday, Aug. 8, 11 AM.

Child Victims, Law, and Memory.

Presidential Address: Dr. Gail Goodman. Saturday, Aug. 9, 1:00 PM.

Ordinary Magic Revisited: Advances in Resilience Science, Practice, and Policy.

Invited Address Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology: Dr. Ann Masten. Saturday, Aug. 9, 12:00 PM.

Children and the Law: A Developmental Approach.

Invited Address G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology: Dr. Michael E. Lamb. Saturday, Aug. 9, 11:00 AM.

Ontogenetic Changes in the Neural Mechanisms Underlying Motivation, Exploration, and Learning: Insights From the Adolescent Brain.

Invited Address, Boyd McCandless Young Scientist Award: Dr. Adriana Galvan. Saturday, Aug. 9, 10:00 AM.

Social Reward Processing in Typical and Atypical Development.

Invited Symposium. Thursday, Aug. 7, 1:00 PM.

Early Development and Predictors of Outcomes in Infant Siblings of Children With Autism.

Symposium. Thursday, Aug. 7 11:00 AM.

Fostering Positive Youth Development Through the Lens of Gratitude, Hope, Mindfulness, and Attachment.

Symposium. Thursday, Aug. 7, 8:00 AM.



For more information on CE credits please visit: <http://www.apa.org/convention/>

Executive Committee

President (2-year term):	Gail Goodman (Jan 2013 – Dec 2014)
Past President (2-year term):	Nancy Eisenberg (Jan 2013 – Dec 2014)
President-Elect (2-year term):	Jacquelynne Eccles (Jan 2013 – Dec 2014)
Secretary (3-year term):	Kali Trzesniewski (Jan 2014 – Dec 2016)
Treasurer (3-year term):	Andrea Greenhoot (Jan 2013 – Dec 2015)
Members-at-Large (3-year terms):	Jodi Quas (Jan 2012 – Dec 2014)
.....	Susan Rivera (Jan 2014– Dec 2016)
.....	Kathryn Lemery-Chalfant (Jan 2014 – Dec 2016)
Reps. to APA Council (3-year terms):	Kang Lee (Jan 2013 – Dec 2015)
	Soniya Luthar (Jan 2014 – Dec 2016)
Newsletter Editor (3-year term):	Kate McLean (Jan 2014 – Dec 2016)
Fellows Committee Chair (2-year term):	Stephanie Carlson (Jan 2014 – Dec 2014)
Program Committee Chair (1-year term):	Leslie Carver (Jan 2014 – Dec 2014)
Program Committee Co-Chair (1-year term):	Sandra Simpkins (Jan 2014 – 2014)
Membership Chair (3-year term):	Bonnie Klein-Tasman (Jan 2013 – Dec 2015)
Education & Training Chair (DOTDEP) (3-year term):	Judith Becker Bryant (Jan 2013 – Dec 2015)
Historian (3-year term):	John Hagen (Jan 2011 – Dec 2013)
Web Master (3-year term):	Louis Manfra (Jan 2008 – Dec 2013)
Early Career Psychologists Network Rep. (2-year term): ..	Leah Doane (Jan 2013 – Dec 2014)
.....	Angela Evans (Jan 2014 – Dec 2015)
Graduate Student Representative (2-year term):	Kelly McWilliams (Jan 2013 – Dec 2014)
Listserve Administrator	Adam Winsler

Addresses, telephone numbers, and e-mails are listed on the Division 7 web site:
<http://ecp.fiu.edu/apa/div7/>

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