

Developmental Psychologist



APA Division 7 *Summer 2017*



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125th ANNUAL
CONVENTION

Washington, D.C.
AUGUST 3–6, 2017

Join Us There!

Presidential Column

Michael E. Lamb

As summer begins, it's time to think about APA's Annual Convention, taking place in Washington DC this year from August 3 to 6. Elsewhere in this Newsletter, you'll find details about the program; you'll see that there are three busy days of lectures, talks, symposia, and posters dealing with all aspects of developmental science. The quality of the program reflects the hard work and creativity of Kristina Schmid Callina, Division 7's Program Chair, and I am sure you would all like to join me in thanking Kristina for her outstanding work.

Importantly, sessions in the core Division 7 program have been scheduled to avoid relevant competing sessions, so attendees will be able to attend all the sessions of interest, without having to rush between sessions. Indeed, it's the opportunity to hear many first-rate developmentalists, young and old, and to engage in conversation with them, which makes it worthwhile to attend the Convention. Although the Convention attracts many thousands of psychologists, it is easier than at large speciality conferences like SRCD to attend talks on a broad range of topics without feeling the need to choose between sessions with similar content. And the smaller group of individuals attending sessions focused on topics of interest to members of the Division ensures that those people can interact meaning-

fully with one another. For those reasons, I urge members to attend the convention this August and to consider - now! - submitting their work for presentation at the 2018



“...the Convention also affords the opportunity to honor and hear from colleagues at all stages of their careers who have made exceptional contributions to our discipline.”

Convention, which will be held in San Francisco the following August.

I know that August 2018 appears an

eternity away from today, but I need to mention it now because the planning process is so prolonged. In part, this is because APA puts a premium on content likely to interest members of more than one division, and so the program chairs spend a lot of time negotiating with one another and fine-tuning submission ideas. If you would like to consider organizing a symposium for the 2018 Convention, please contact next year's program chair, Matt Stevenson (mattstev@umich.edu) so he can help you prepare a timely submission that is most likely to make it onto the program.

Besides member-initiated symposia, papers, and posters, the Convention also affords the opportunity to honor and hear from colleagues at all stages of their careers who have made exceptional contributions to our discipline. To mark their awards, many of them present invited lectures, often summarizing decades of distinguished research and scholarship. Each year, for example, the recipients of the Division's two major Senior Awards (the G. Stanley Hall Award and the Bronfenbrenner Award) and the Division's major award for early career scholars (the Boyd McCandless Award) are invited to present extended lectures. Unfortunately, one of the two recipients of the Hall Award, Grazyna Kochanska) is unable to attend, but her co-recipient, Nathan Fox will address the Convention, as will the

recipient of the Bronfenbrenner Award, E. Mark Cummings, and two of the three McCandless Award winners, Marjorie Rhodes and Luke Hyde (co-recipient Willem Frankenhuis is unfortunately unable to attend). In addition, Mary Dozier has agreed to give the Presidential lecture at my invitation and Kristin Moore is chairing a panel of experts discussing the interface between policy making and developmental science.

All of these lectures will showcase exciting cutting-edge scholarship, and I hope many of you will be able to attend. Details about the scheduling of these and other Divisional programming are provided later in this newsletter.

Division 7 is relatively small, which makes it possible for members to interact and develop collaborative relationships quite easily. Without wanting to lose those advantages, we are also eager to expand and broaden the membership. In particular, the profile of our members is quite bimodal—the dominant groups are student members and older members (i.e., members my age and older!).

I encourage all members to invite their colleagues and students to join (if you have questions, please contact our membership chair, Sonja Brubacher [Sonja.brubacher@gmail.com]) and to become more actively involved in Divisional activities, perhaps by joining a committee or being elected to one of the Executive Committee offices. If you would like to participate more actively, do let me know, either in person at the Convention or by e-mail (mel37@cam.ac.uk).

Best wishes for a healthy and rewarding summer.

**Full Division 7
Program for APA
2017 is available
at the end of this
newsletter! (p. 22)**

**Division 7 membership
is always free for under-
graduate and graduate
students so encourage
them to join today!**

See p. 20 for details.

Reflections on the Legacy of Early Relationships

Grazyna Kochanska

G. Stanley Hall Award Recipient for Distinguished Contribution to Developmental Psychology

To receive the G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology is both humbling and elating. What a great honor it is to join the ranks of the previous recipients, all remarkable scholars and pioneers in developmental psychology, including my long-term friend and colleague, Dr. Nathan Fox, a co-recipient of the Award.

The overarching goal of our team's research is to promote children's positive, adaptive pathways of socioemotional development and to prevent maladaptive pathways. We aim to explain why some children embark on positive paths toward prosocial, internalized, rule-abiding conduct, and robust social competence, whereas others enter maladaptive paths toward callousness, disregard for conduct rules and others' feelings, antisocial behavior, and impoverished competence. We see early parent-child attachment, formed in the first years of life, as one source of those divergent pathways, and we longitudinally chart its complex, indirect yet powerful, long-term implications.

Although early relationships are key for human growth (Bowlby, 1969/1982; Collins & Laursen, 1999; Sroufe, 2005, 2016), understanding their long-term impact is challenging. Unqualified, direct long-term effects are rarely found. What then – if any – is the enduring legacy of early relational experience? What mechanisms account for diverse developmental paths unfolding in the wake of early relationships?

Those questions pose provocative, intriguing, and compelling challenges for our field.

In recent years, our team's longitudinal studies, both correlational



and experimental, in low- and high-risk families, have produced a wealth of converging, synergistic evidence to support a novel model of socialization. That model portrays the early parent-child attachment as a powerful catalyst that alters or moderates long-term future developmental cascades and dynamics even though it may not have lasting unqualified, direct effects. An early insecure relationship “sets the tone” for an unfolding adversarial, negative cascade. We have amply documented that the well-documented cascade from the child's biologically-based difficult temperament to the parent's negative, coercive control to future maladaptive socioemotional child outcomes (e.g., Dishion & Patterson, 2006; Pardini, 2008) unfolds differently in insecure, suboptimal relationships than in secure, optimal

ones. In insecure parent-child dyads, the child's difficult temperament easily triggers the parent's negative, coercive, power-assertive control, which, in turn, likely leads to maladaptive child outcomes (disregard for rules, antisocial, disruptive conduct problems). Early insecurity thus serves as a “catalyst” for future negative reciprocity and a mutually resentful dynamic, with the parent and child growing increasingly adversarial, and ultimately, undermining outcomes of socialization (Boldt, Kochanska, & Jonas, 2017; Kim, Kochanska, Boldt, Nordling, & O'Bleness, 2014; Kochanska, Barry, Stellern, O'Bleness, 2009; Kochanska & Kim, 2012).

By contrast, an early secure relationship effectively offsets risks of such negative cascades. Children's difficult temperament does not seem to elicit parental harsh discipline; further, even when parents use forceful control, it does not appear to be “toxic”, in that it does not predict conduct problems. Instead, early security appears to set a stage for positive, cooperative, effective socialization (Kochanska, Aksan, Knaack, & Rhines, 2004; Kochanska et al., 2010).

We interpret our findings within a systemic, organismic view of development, in which early attachment is key because of its role in the initiation of complex future sequelae or cascades (Masten & Cicchetti, 2010; Sroufe, 2005). Attachment is an organizing core in development, always integrated with later experi-

ence and never lost; formed in infancy, it has a distinct, privileged impact, above and beyond future experiences, framing child subsequent transactions with the environment (Sroufe, 2005, 2013, 2016). Attachment acts as a catalyst for future parent-child socialization process, serving a key conditional or probabilistic role by influencing complex mediation and moderation effects and initiating future developmental cascades that ultimately lead to negative or positive outcomes. In other words, early attachment organization alters future processes that unfold in the parent-child dyad.

Our next challenge is to understand why and how such divergent cascades unfold over time in parent-child dyads with different attachment histories. We believe we will find some of the answers by studying the parent's and the child's internal working models of each other – the explicit and implicit representations, perceptions, cognitions, expectations, and attributions that guide their interactions – emerging over time and reflecting the history of their relationship (Dykas & Cassidy, 2011). My team and I look forward to elucidating those compelling and complex developmental processes in future studies.

I would like to close with a brief personal reflection. I arrived in America from Poland in 1981, with my young daughter, a couple of suitcases, and a recent Ph.D. from the completely unknown University of Warsaw. I feel privileged beyond words to have been given the amazing chance to live the American dream ever since.

I have many people to thank. My family and numerous friends and colleagues have offered support

and encouragement over the years. Many graduate and undergraduate students, postdocs, and collaborators have made amazing contributions to my work. I am also grateful to many institutions. The Laboratory of Developmental Psychology at the National Institute of Mental Health, directed by Dr. Marian Radke-Yarrow, and the University of Iowa have both been conducive niches for my growth as a scholar. As well, generous funding from the National Institute of Mental Health, Eunice Kennedy Shriver National Institute of Child Health and Human Development, and the National Science Foundation has made my research possible. I owe them all a large debt of gratitude. Finally, and most of all, I thank my parents, whose early love and provision of security made it all possible.

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2017 Boyd McCandless Awardees: Advice to Students and Early Career Professionals

Contributed by **Thanujeni Pathman**
Early Career Representative 2016-2017

Boyd McCandless Awardees are young scientists who have made distinguished contributions to developmental psychology. Have you been curious about what advice these leaders in the field may have for other young scientists/junior faculty/graduate students?

Well, we asked the three most recent winners the same questions. And we gave them some potential “bonus” questions to answer if they wished. Here are their responses. (Note: These award winners presented in alphabetical order).

A big “thank you” to Willem, Luke, and Marjorie!

Willem E. Frankenhuys

Assistant Professor of Developmental Psychology
Behavioural Science Institute
Radboud University Nijmegen



Balancing research, teaching, and service, with a healthy and happy personal life.

What do you think is a current challenge for graduate students?

Aligning scientific values and practices. Current incentive structures do not sufficiently reward high-integrity research (e.g., transparency in research and reproducibility).

What do you wish you had more time to do?

Travel and completely disconnect from academic responsibilities.

What are some ways that you strive for work-life balance?

Regular exercise. Spend time with friends. Go for walks.

What is something you did not know, but wish you knew when you started your career?

I should have invested more in quantitative skills (including statistics).

Was there a particular piece of advice you received that really has stuck with you/helped you make decisions along the way?

Dare to say ‘no’. Embrace projects that interest you or teach you something.

Boyd McCandless Award talks from Drs. Hyde and Rhodes will be Saturday, August 5 from 10-10:50am in the Washington Convention Center, Room 102B at APA 2017!

What advice would you give someone starting out an academic position?

Commit to scientific integrity. Learn the best contemporary research practices, such as preregistration, teach others about them, and value them in your colleagues' work.

What do you think is a current challenge for junior faculty?

2017 Boyd McCandless Awardees: Advice to Students and Early Career Professionals

Luke W. Hyde

Assistant Professor
Department of Psychology
University of Michigan



What advice would you give someone starting out an academic position?

Focus on continuing to build and expand the good work you've already started. Most places hire you because they are excited about the work you've done and want to see you blossom in it, so have confidence in yourself and in your idea (but always value advice from your senior colleagues). Also, it is really hard to get much done in the first year at a new University, so don't get too worried if you waste a whole day trying to figure out where the copy machine is or how to use it.

What do you think is a current challenge for junior faculty?

Decreases in federal funding. It is more and more challenging to get funding as a junior faculty member and yet funding seems to be more and more important in tenure and promotion decisions. Junior faculty have to be creative about how to launch new and innovative studies, even though it may be hard to get a first grant to do so.

What do you think is a current challenge for graduate students?

The rising expectations for the job

market. That is, to get hired for faculty jobs, students are expected to have done innovative cross-disciplinary training (which takes a lot of time), but also have tons of publications. This goal can be hard to accomplish and can feel really overwhelming, particularly early in grad school when writing papers moves more slowly.

What do you wish you had more time to do?

Read! I wish I could read more empirical work and ponder it, as well as more non-work books.

What are some ways that you strive for work-life balance?

When I'm with my family, I try to be there 100% and not checking email constantly. So when I'm "off" I try to be totally off. When I'm working, I try to be 100% focused on work, so that I can make more time to be with my family. But ultimately, I think "work-life balance" sounds like something that can be figured out and is static, but it's not. I think it is always changing and there are times when work takes up more time because of deadlines and travel, and other times when family is more important. I also think work-life-balance has changed for me over the years: It meant something different at different points in grad school; it was different when I first started at Michigan; and now has totally changed since my wife and I had our first child.

What is something you did not know, but wish you knew when you started your career?

Work isn't stressful if you love it. I think a lot of grad students worry about the stress of a faculty job or oth-

er sorts of jobs. But ultimately, if you can find a position that has a balance of the things you are good at and enjoy doing, then it is not as stressful and is much more of a joy. And this fit will be different for everyone. For example, if you love and are good at dissemination, then find a position that focuses on that; if you love teaching, look for a position where you can spend time teaching great students. I don't think there is only one ideal track for people interested in Developmental Psychology.

What are the biggest problems/challenges for society that psychology should seek to solve right now?

In general, I think we don't do a good enough job relating our work to the public so that it makes an impact and justifies the work and funding the work. I hope the field moves in a direction to value more dissemination work and activities like writing (good) pop psych books. We have a lot to give society, but academia doesn't always value some of these time consuming activities.

What advice do you have for how to effectively balance research, teaching, and service?

I'm not sure I've figured this one out, but I'm trying to get better at saying no a lot more often. In my lab, we try to focus on making monthly goals of things that don't have deadlines. The problem is that some of the most important things we do (e.g., that awesome theoretical article you want to write, writing that new grant), often don't have hard deadlines, and so they get pushed off over the daily "have to be done" pieces of things like teaching and service.

2017 Boyd McCandless Awardees: Advice to Students and Early Career Professionals

Marjorie Rhodes

Associate Professor of Psychology
New York University



What advice would you give someone starting out an academic position?

Protect your writing time! The most helpful thing I did during my pre-tenure years was participating in a writing group with two other faculty members. We each set semester-long and biweekly goals that we shared with one another (to keep ourselves honest!). We met every two weeks to check-in on progress and brainstorm about how to move past challenges (e.g., how to deal with difficult reviews, which journals to try, how to start writing grant applications). As part of this, I also developed the practice of scheduling and keeping track of my writing hours. I recommend the book, "How to write a lot," by Paul Silvia. We followed his recommendations for how to structure our group and our writing practices. I cannot overemphasize how important this was for me.

What do you think is a current challenge for junior faculty?

It can be hard to maintain a good balance between collaborating with people who you can learn from, while at the same time establishing and demonstrating your independence.

What do you think is a current challenge for graduate students?

I think some graduate students are concerned about how to best navigate between the demand to get a lot of publications to help boost their chances in a very competitive market and concerns about wanting to do high-powered studies that follow best practices for promoting open science (which are often perceived as taking more time). I think this tension will resolve as new standards and practices are adopted more broadly in the field, including by journals and search committees.

What do you wish you had more time to do?

I wish I had more time to read. I often feel like I keep up-to-date on the literature by report from my students, instead of by reading carefully myself.

What are some ways that you strive for work-life balance?

I have two young children, so this is

a major issue for me. For now, I do complete compartmentalization. I drop off my kids early for daycare (they are usually the first ones there) and a babysitter picks them up and even starts making dinner. This gives me a longer workday, and I try to be very efficient during the hours that I am at work. But once I am home in the evenings and on the weekends, I don't do any academic work at all (unless I have a grant application due or another hard deadline, in which case, I make arrangements for extra child care in advance). I also do all of my work in my office; none at home. All of this is a major change from my pre-children days, and I imagine it might change again as they grow older. But this seems to work best for now.

What is something you did not know, but wish you knew when you started your career?

This is hard to answer because I feel like I've learned so much; it is hard to pick one thing. I came out of graduate school knowing how to design, conduct, analyze, and write about studies. I knew almost nothing about how to write a grant application or how to manage a lab with multiple students, post-docs, undergrads, and research staff. I'm continuing to learn new things about how to best do these things all the time, mostly by learning from mistakes I make along the way.



Thank
you

Early Career Outstanding Paper Award Committee

Sarah Moore
Janice Templeton
Jacquelynne Eccles, Chair

G. Stanley Hall and Urie Bronfenbrenner Awards Committee

Dante Cicchetti
Rand Conger
Jaquelynne Eccles
Susan Gelman
Roberta Golinkoff
Michael Lamb
Sunia Luthar, Chair

Early Career and Dissertation Research Grant Awards Committee

Natalie Hiromi Brito
Kathleen Corriveau
Loren Marulis
Gary Glick
Lindsay Cameron
Wendy Rote
Maria Laura Filippetti
Christin Ogle, Co-Chair
Michael Lamb, Co-Chair

Mentor Award Committee

Cecilia Cheung
Mark Applebaum
Toni Antonucci
Jacquelynne Eccles, Chair

Eleanor Maccoby Book Award Committee

Willis Overton
Elliot Turiel
Kali Trzesniewski
Henry Wellman, Chair

Boyd McCandless Award Committee

Kenneth Dodge
Michael Lamb
Cristine Legare
Willem Frankenhuis, Co-Chair
Luke Hyde, Co-Chair
Marjorie Rhodes, Co-Chair

Dissertation Award Committee

Michael Lamb
Sunia Luthar
Maria Laura Filippetti, Co-Chair
Jacquelynne Eccles, Co-Chair

Families and Technology—Penn State's 25th Annual Symposium on Family Issues

October 23-24, 2017

New communication technologies such as smart phones and social media are rapidly diffusing across the globe among both children and adults. Fifteen percent of U.S. adults have used an online dating site. American teens spend an average of nine hours a day engaged in social media. Technological changes such as these are rapidly changing how couples meet and form relationships, how parents raise their children, and how family members remain connected across long distances. The 2017 National Symposium on Family Issues focuses on how these dramatic changes are shaping and changing families and family life in both positive and negative ways. For more information and to register visit [2017 Family Symposium](#)

E. Mark Cummings

Urie Bronfenbrenner Award Recipient for Lifetime Contribution to Developmental Psychology



Dr. E. Mark Cummings is Professor and Notre Dame Endowed Chair in Psychology at the University of Notre Dame. He is the Director of the Family Studies Center and Co-Founder of the Shaw Center for Children and Families. Informed by a developmental psychopathology perspective, Dr. Cummings' work is concerned with transactional relations over time between adaptive and maladaptive processes in multiple biopsychosocial contexts and pathways in children's trajectories of development. He focuses on relations between family and community contexts and numerous processes of children's development between early childhood and later adolescence, guided for more than two decades by Emotional Security Theory (EST).

Dr. Cummings began work in developmental psychology as an undergraduate research assistant in Mary Ainsworth's laboratory at Johns Hopkins University. From an early point in his career he was interested in extending conceptualizations of emotional security as a regulatory system affecting chil-

“Over the past decade, Dr. Cummings’ work has also been concerned with the translation of the findings of rigorous, longitudinal process-oriented research into the development and assessment of large-scale prevention and intervention programs.”

dren's development beyond the specific context of mother-child attachment to also include broader family contexts, including father-child relationships, and, more recently, social-ecological contexts beyond the family. Dr. Cummings' initial articulation of

the Emotional Security Theory in 1994, with co-author Patrick T. Davies, provided a cogent framework for investigating and understanding links between marital conflict and children and adolescents' adjustment, and guided the focus of his subsequent research on family factors, especially socio-emotional processes, associated with normal development and the development of psychopathology in children. EST has informed over two decades of rigorous, longitudinal research with families in various contexts, including fathers as well as mothers in the study of emotional security processes, and has more recently been extended to families and children in countries experiencing political violence (e.g., Northern Ireland). The EST model has received robust empirical support in all of these instances. Over the past decade, Dr. Cummings' work has also been concerned with the translation of the findings of rigorous, longitudinal process-oriented research into the development and assessment of large-scale prevention and intervention programs.

Thus, in recent work, Dr. Cummings has maintained his focus on investigating the influences of marital conflict and family processes on children's adjustment over time and expanded his research model to include the role

of community, family and children's emotional security in relations between political violence and child adjustment. He has also committed much of his recent research efforts toward the development and testing of translational research programs designed to improve family functioning, especially the quality of interparental and parent-child relationships, and children's adjustment and well-being in both low- and high-risk US samples and international samples of families exposed to community violence.

For example, Dr. Cummings' ongoing preventive intervention programs are designed to support couples and families by increasing constructive conflict behaviors and improving communication among family members. The Family Communication Project, a recently completed program for community families with an adolescent child, used brief interactive psychoeducation sessions and communication coaching to enhance family processes and en-

courage constructive communication. The program was effective, with families who participated in all conditions reporting high satisfaction and families who received the program reporting improved knowledge about conflict, decreased family conflict and increases in adolescents' emotional security. Based on that successful model, subsequent programs are underway that are designed to intervene on behalf of families who are at higher risk for increased conflict and stress, including families with a child who has intellectual and/or developmental disabilities, and families who have recently welcomed a new baby.

Dr. Cummings has authored several books, including *Marital Conflict and Children* (with Patrick Davies), *Children and Marital Conflict* (with Patrick Davies) and *Developmental Psychopathology and Family Process* (with Patrick Davies and Susan Campbell). In 2017 he authored *Political Violence, Armed Conflict and Youth Adjustment* (with Christine E. Merrilees,

Laura K. Taylor, and Christina F. Mondì), which critically reviews the status of the worldwide literature on political violence, armed conflict and children and outlines future directions for more informative basic research and more cogent prevention and intervention approaches based on translational research principles. He has published over 300 peer-reviewed articles, chapters, and other publications. He has also served on the editorial boards of numerous journals and as a regular and ad hoc reviewer for NIH IRG panels. Dr. Cummings is the Principal Investigator or Co-Principal Investigator of numerous NICHD and NIMH-funded research programs examining prospective, longitudinal relations among conflict, family processes and development in childhood and adolescence, as well as translational research programs designed to improve communication in families and enhance family relationships to support couples and promote adaptive development in children and adolescents.

See Dr. Cummings' Award Address at APA
Saturday August 5, 9am—9:50am
Washington Convention Center, Room 103A

Join Us!

**125th ANNUAL
CONVENTION** | **Washington, D.C.**
AUGUST 3–6, 2017

Division 7

Program Highlights



Presidential Invited Address

Mary Dozier

University of Delaware

Friday, August 4

4—4:50pm

Washington Convention Center, Room 204B

APA 2017 Award Recipients



G. Stanley Hall Award for Distinguished
Contribution to Developmental Psychology

Nathan Fox
Grazyna Kochanska

***Dr. Fox will speak on Saturday, August 5 (11—
11:50am) in the Washington Convention
Center Room 204C***



Urie Bronfenbrenner Award for Lifetime
Contribution to Developmental Psychology

E. Mark Cummings
Saturday August 5, 9—9:50am
Washington Convention Center, Room 103A



Boyd McCandless Award

Willem E. Frankenhuis
Luke Hyde
Marjorie Rhodes

***Drs. Hyde and Rhodes will speak on Satur-
day, August 5 (10—10:50am) in the Washing-
ton Convention Center, Room 102B***

125th ANNUAL CONVENTION

Washington, D.C.
AUGUST 3–6, 2017

Symposia Highlights at APA 2017

Note: All Room numbers refer to the Washington Convention Center.

LGBT Families Across the Lifespan

- ◆ Michael Lamb, University of Cambridge, **Chair**
- ◆ Henny Bos, University of Amsterdam
- ◆ Kate G. Ellis-Davies, University of Cambridge
- ◆ Abbie Goldberg, Clark University
- ◆ Rachel Farr, University of Kentucky
- ◆ Samantha Tornello, Penn State University, Altoona

Thursday, August 3

10-11:50am

Room 102B

Developmental Differences Across Memory Paradigms: Can we Generalize From the Lab to the Courtroom?

- ◆ Michael Lamb, University of Cambridge, **Chair**
- ◆ Charles J. Brainerd, Cornell University
- ◆ Deirdre Brown, Victoria University of Wellington
- ◆ Guy Skinner, University of Cambridge
- ◆ Gabrielle F. Principe, College of Charleston
- ◆ Peter A. Ornstein, University of North Carolina at Chapel Hill, **Discussant**
- ◆ Gail S. Goodman, University of California, Davis, **Discussant**

Thursday, August 3

12-1:50pm

Room 152B

Young Investigators Symposium

- ◆ Kristina Schmid Callina, Tufts University, **Chair**
- ◆ Rachel Langevin, Concordia University
- ◆ David Ferrier, University of Tennessee at Chattanooga
- ◆ Fang Hong, Boston University
- ◆ Joseph M. Mitchell, University of Detroit Mercy
- ◆ Shelby Brown, University of Maryland, College Park
- ◆ Michael E. Lamb, University of Cambridge, **Discussant**

Friday, August 4

8-9:50am

Room 207B

Guided Play: What, Why, and How

- ◆ Patrick Shafto, Rutgers University-Newark, **co-Chair and Discussant**
- ◆ Roberta Golinkoff, University of Delaware, **co-Chair and Presenter**
- ◆ Fei Xu, University of California, Berkeley
- ◆ Kathleen Corriveau, Boston University
- ◆ Kathy Hirsh-Pasek, Temple University, **Discussant**

Friday, August 4

10-11:50am

Room 202B

High Five: Helping Families Assess Child Care Environments Using Psychological Science and Practice

- ◆ Timothy W. Curby, George Mason University, **Chair**
- ◆ Vincent C. Alfonso, Gonzaga University
- ◆ Darlene DeMarie, University of South Florida, **Presenter and Discussant**
- ◆ George J. DuPaul, Lehigh University
- ◆ Janice C. Lepore, Independent Practice, Catonsville, MD

Sunday, August 7

9-10:50am

Room 146A

125th ANNUAL CONVENTION

Washington, D.C.
AUGUST 3–6, 2017

Collaborative Proposal Submitted by Division 7 With Divisions 1 and 53

****Cross-cutting themes and sessions that cut across APA Divisions and content areas****

The theory, science, and implications of behavioral epigenetics:

Hype, holes, hopes

- ♦ David S. Moore, Pitzer College
- ♦ Moshe Szyf, McGill University
- ♦ David Sweatt, Vanderbilt University
- ♦ Amy L. Non, University of California, San Die-

Friday, August 4

10–11:50am

Room 151A

Behavioral epigenetics cuts across neuroscience, molecular biology, and behavioral and developmental sciences, and discussions will focus on theory, practice, and social policies. Thus, this symposium should be of interest to researchers, practitioners and policy-makers alike.



**In Conjunction with Division 37 and the
Committee on Children, Youth, and Families**

Thursday, August 3

6–8pm, Location TBA

FUNDING OPPORTUNITIES



APA Dissertation Research Awards

Deadline: September 1, 2017

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

Deadline: September 15, 2017

The Early Graduate Student Researcher Awards program recognizes students for conducting outstanding research early in their graduate training (i.e., research conducted within the first two years of doctoral study). It 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 Child Psychology Graduate Student Fellowship

Deadline: November 15, 2017

The Elizabeth Munsterberg Koppitz Fellowship program supports graduate research projects and scholarships in 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

- 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

Eligibility Requirements

- Completed doctoral candidacy at the time of application (documentation required).
- Demonstrated research competence and area commitment.
- IRB approval must be received 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

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

FUNDING OPPORTUNITIES



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)
- Copy of IRB approval.

Submit a completed application online: <http://www.apa.org/apf/funding/koppitz.aspx>

Please be advised that APF does not provide feedback to applicants on their proposals. Questions about this program should be directed to Erin Carney, Program Officer, at ecarney@apa.org

Lizette Peterson-Homer Injury Prevention Grant Award **Deadline: October 1, 2017**

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. For grants and scholarships that are \$10,000 or more, APF will make the award to your institution. APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Program Goals

- Increases understanding of the nature and etiology of injuries in children
- Supports development and evaluation of intervention techniques in this area
- Supports dissemination and implementation of proven techniques in this area

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
- Have 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 Procedures
- A detailed budget
- References
- A current CV
- 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 at: <http://www.apa.org/apf/funding/peterson-homer.aspx?tab=3>

Questions about this program should be directed to Erin Carney, Program Officer, at ecarney@apa.org.

**Research
Grants**
NEEDED

Upcoming Conferences

American Psychological Association Annual Convention

Aug 3-6, 2017

Walter E. Washington Convention Center, 801 Mount Vernon Place, NW, Washington DC 20001

<http://apa.org/convention/>

European Early Childhood Education Research Association Annual Conference

Aug 29-Sep 1, 2017

University of Bologna, Bologna, Italy

<http://www.eecera.org/conferences/>

Meeting of the European Society for Cognitive Psychology (ESCoP)

Sep 3-6 2017

Potsdam, Germany

<http://escop.eu/events/future/>

The Flux Congress

Sep 16-18, 2017

Portland, OR

<http://www.fluxconference.com/>

The Cognitive Development Society's Biennial Meeting

Oct 12-14, 2017

Portland, OR

<http://www.cogdevsoc.org/>

Annual Conference of the Association for Moral Education

Oct 12-14, 2017

Portland, OR

<http://www.cogdevsoc.org/>

Penn State's 25th Annual Symposium on Family Issues Families and Technology

Oct 23-24, 2017

Nittany Lion Inn, Boardroom, University Park, PA

<http://www.pop.psu.edu/event/1775/25th-annual-national-symposium-family-issues-families-and-technology>

Society for the Study of Emerging Adulthood: 6th Biennial Conference

Nov 2-4, 2017

Washington, D.C.

<http://www.ssea.org/>

The Annual Boston University Conference on Language Development

Nov 3-5, 2017

Boston, MA

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

The Annual International Conference on Stigma

Nov 17, 2017

Washington, D.C.

<http://www.whocanyoutell.org/>

Budapest CEU Conference on Cognitive Development

Jan 4-6, 2018

Budapest, Hungary

<http://www.bcccd.org/>

Annual International Conference on Cognitive and Behavioral Psychology

Jan 29-30, 2018

Singapore

<http://www.cognitive-behavior.org/>

Society for Research on Adolescence

Apr 12-14, 2018

Minneapolis, MN

<http://s-r-a.org/>

American Psychological Association Annual Convention

Aug 9-12, 2018

San Francisco, CA

<http://apa.org/convention/>



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-deductible.

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)

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

Credit Card Type: Visa Mastercard Amex (circle)

Credit Card Number: _____

Signature: _____

Expiration Date: _____

Please mail to the Treasurer of Division 7:

Kristen Alexander
Department of Child Development
California State University, Sacramento
Brighton Hall 213
6000 J Street
Sacramento, CA 95819-6139

***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.

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.

- *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 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
- Serve on important Division 7 committees, including the Executive Committee
- Membership in APA is encouraged but not required. If you join APA or are already a member of it, there are additional advantages and opportunities, but you can now join Division 7 either way!

**For all membership enquiries,
please contact the Division 7 Membership Chair,
Sonja Brubacher at Sonja.brubacher@gmail.com**

Executive Committee

President (2-year term):	Michael Lamb (Jan 17 – Dec 18)
Past President (2-year term):.....	Jacquelynne Eccles (Jan 17 – Dec 18)
President-Elect (2-year term):	Suniya Luthar (Jan 17 – Dec 18)
Secretary (3-year term):	Catherine Haden (Jan 17 – Dec 19)
Treasurer (3-year term):	Kristen Alexander (Jan 16 – Dec 18)
Members-at-Large (3-year terms):	Elizabeth Gershoff (Jan 15 – Dec 17)
.....	Mary Gauvain (Jan 17 – Dec 19)
.....	Lori Camparo (Jan 17 – Dec 19)
Reps. to APA Council (3-year terms):.....	Sarah Friedman (Jan 16 – Dec 18)
.....	Simona Ghetti (Jan 17 – Dec 19)
Newsletter Editor (3-year term):	Lindsay Malloy (Jan 16 – Dec 18)
Fellows Committee Chair (1-year term):	Ross Thompson (Jan 16 – Dec 17)
Program Committee Chair (1-year term):.....	Kristina Schmid Callina (Jan 17 – Dec 17)
Program Committee Co-Chair (1-year term):	Matt Stevenson (Jan 17 – Dec 17)
Membership Chair (3-year term):.....	Sonja Brubacher (Jan 16 – Dec 18)
Historian (3-year term):	Kali Trzesniewski (Jan 17 – Dec 19)
Web Master (3-year term):.....	Sue Hobbs (Jan 17 – Dec 19)
Early Career Psychologists Network Representative (2-yr):	Camelia Hostinar (Jan 17 – Dec 18)
.....	Thanujeni Pathman (Jan 16 – Dec 17)
Graduate Student Representative (2-year term):	Kyndra Cleveland (Jan 17 – Dec 18)
Listserv Administrator	Adam Winsler

Addresses, telephone numbers, and e-mails are listed on the Division 7 web site:

<http://www.apadivisions.org/division-7/index.aspx>

NEWSLETTER EDITOR:
Lindsay C. Malloy
Department of Psychology
Florida International University
lmalloy@fiu.edu

125th Annual APA Convention

Division 7 Program Booklet

Walter E. Washington Convention Center

Washington, DC

August 3rd - 6th, 2017



Registration Information

The American Psychological Association handles registration for the convention. Registration materials can be obtained through the APA website www.apa.org/convention where registration and hotel reservations can be completed online.

Full Program

The full APA Convention Program will be available at: <http://www.apa.org/convention/programming/index.aspx>

Division Reception

Thurs, Aug 3, 6pm – 8pm. **In Conjunction with Committee on Children, Youth, and Families at APA, Division 37, Division 16.**
Location TBD.

ALL rooms are in the Washington Convention Center, and all sessions are open to all attendees, unless otherwise stated.
Some titles in this program have been truncated for brevity.

THURSDAY AUGUST 3, 2017

Time	Session ID	Room	Title		
8 – 8:50	CPG	151A	Skill-Building Session: A Developmental Perspective on Optimizing Outcomes for Individuals with Autism Spectrum Disorder Chair: Gael Osmond Div: 7, 20, 22, 33, 40		
9 - 9:50				Sess. ID	Room
	1162	Hall DE	Poster session I (9:00 – 9:50)		
10 - 10:50	1168	102B	Symposium: LGBT Families Across the Lifespan Chair: Lamb; Participants: Bos, Ellis-Davies, Goldberg, Farr, Tornello Div: 7, 8, 16, 17, 20, 27, 35, 43, 44, 51, 53, APAGS		
11 – 11:50					
12 – 12:50	1167	152B	Symposium: Developmental Differences Across Memory Paradigms – Can we Generalize from the Lab to the Courtroom? Chair: Lamb; Participants: Brainerd, Brown, Skinner, Principe; Discussants: Ornstein, Goodman Div: 7, 10, 31, 40, 52		
1:00 – 1:50					
2 - 2:50	1163	Hall DE	Poster session II		
3 - 3:50	1171	Marriott	Executive Committee Meeting ---- CLOSED Marquis, Marriott Hotel		
4 – 4:50					
6 – 8:00	Social Hour In Conjunction with Committee on Children, Youth, and Families, Division 37				

FRIDAY AUGUST 4, 2017

Time	Session ID	Room	Title		
8 – 8:50	1169	207B	<i>Young Investigators Symposium</i> Chair: Callina; Participants: Langevin, Ferrier, Hong, Mitchell, Brown; Discussant: Lamb Div: 7, APAGS		
9 – 9:50			Sess. ID	Room	Title
			CPG	150B	<i>Symposium: Migrant Women and Children to the US from Latin America</i> Chairs: Mancoll, Morrissey Div: 7, 9, 24, 27
10 – 10:50	1165	202B	<i>Symposium: Guided Play -- What, Why, and How</i> Chairs: Shafto, Golinkoff; Participants: Xu, Yu, Golinkoff, Corriveau; Discussants: Shafto, Hirsh-Pasek Div: 7, 10, 15, 29, 40		
11 – 11:50			CPG	151A	<i>Symposium: Theory, Science, & Implications of Behavioral Epigenetics</i> Chairs: Moore, Trzesniewski; Participants: Moore, Szyf, Sweatt, Non Div: 1, 7, 53
12 – 3:50					
4 – 4:50	1172	204B	Presidential Address (Dozier)		
			CPG	150A	<i>Symposium: Research & Response to the Water-Based Lead Exposure in Flint, MI</i> Div: 1, 7, 27, 34, 40, 57 Chair: Cederna-Meko
5 – 5:50	1173	204B	Business Meeting. Div: 7		

SATURDAY AUGUST 5, 2017

Time	Session ID	Room	Title
9 - 9:50	1176	103A	Invited Address: Urie Bronfenbrenner Award (Cummings). Div: 7, 8, 10, 12, 27, 33
10 - 11:50	1178	102B	Invited Address: Boyd McCandless Award (Rhodes, Hyde*). Div: 7, 12
12 – 12:50	1175	204C	Invited Address: G. Stanley Hall Award (Fox*). Div: 7, 8, 12, 33
1-1:50	1175	204C	Invited Panel Discussion: Developmental science and public policy in the next decade Chair: Kristin Moore, Child Trends

**Boyd McCandless Award winner Willem E. Frankenhuys and G. Stanley Hall Award winner Grazyna Kochanska are unable to attend.*

SUNDAY AUGUST 6, 2017

Time	Session ID	Room	Title
9 – 9:50	1166	146A	Symposium: High Five – Helping Families Assess Child Care Environments using Psychological Science Chair (Curby); Participants (Alfonso, DeMarie, DuPaul, Lepore); Discussant (DeMarie) Div: 7, 16, 27, 33, 35, 43
10 – 10:50			