



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7



Developmental Psychologist

APA Division 7 *Winter 2018*

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Presidential Column

Michael E. Lamb

Belated new year's greetings to all of you!

2018 opened with a flurry of activity as we sought to review possible presentations for the Convention in August and welcome new members to the Executive Committee while turning attention to nominations for the Division's awards and preparations for this year's elections.

During 2017, the working group on spanking that was jointly supported by Divisions 7 and 37 completed its report and formally requested that the report should be officially endorsed by APA. This is a slow process, but the report is scheduled for discussion by APA Council this spring, and their endorsement will be critical. There remains some concern that some divisions will not be supportive of a declaration that spanking is harmful to children and should be avoided. I urge you to read the careful review of the evidence within the report, and to make your opinions known.

After years of declining membership, the latter part of 2017 saw a pleasing uptick in the number of members that was sufficiently large to earn the Division an extra seat on APA's Council of Representatives. Excitement about this enhanced voice in APA was quickly doused, however, when we learned that the prior declines had removed one of our existing seats, resulting in the enforced recall of **Sarah Friedman**, who has represented the Division so effectively for two years. The Division will thus be represented only by **Simona Ghatti** in 2018, but will hold an election this spring to elect a second representative who will begin a new term in January 2019. Both Si-

mona and Sarah were extremely active on Council during 2017 as they pushed, with only partial success, to increase transparency within the organization as a whole.

This year's Convention will be held



in San Francisco from the 9th to 11th of August. A preliminary look at the program is available in this Newsletter, with fuller details published in the Summer issue of the Newsletter. For now, can I encourage you to mark your diaries (yes, I know, I'm perhaps the only member who still marks a paper diary!) and make plans to attend an exciting convention in a lovely host city. The Division 7 program will feature award talks by **Stephen J. Ceci** (G. Stanley Hall Award), **Ross A. Thompson** (Bronfenbrenner Award), and **David S. Yeager** (Boyd McCandless Award) along with my Presidential Address and exciting symposia on childhood trauma, moral development, children's scientific thinking, narratives about school, and the value of international research as well as lectures by new investigators introducing exciting research directions in developmental psychology, and two poster sessions. Unfortunately, **Margaret Beale Spencer**, co-recipient of this year's Bronfenbrenner Award, will not be able to give a lecture at the Convention. **Matt Stevenson** has done a fantastic job

organizing the program, and I look forward to seeing as many as possible of you in San Francisco this August.

As always, January is a transition time for Divisional office holders. In addition to Sarah Friedman, whose term as our representative on Council was cut short, **Kristina Schmid Callina** and **Matt Stevenson** completed their terms as Program Committee Chair and Co-Chair, respectively (after managing the 2017 Convention in Washington DC), **Jeni Pathman** completed her term as Early Career Representative, and **Ross Thompson** completed his term as Chair of the Fellows Committee. Our sincere thanks to all of them for their service to the Division. We also bid welcome to several incoming members of the Executive Committee, including **Martha Ann Bell** as Member-at-Large, **Cynthia Garcia Coll** as Chair of the Fellows Committee, **Kelly Lynn Mulvey** as Early Career Representative, **Matt Stevenson** as Program Committee Chair, and **Kate Ellis-Davies** as Program Committee Co-Chair.

Our division depends on members who volunteer their time to keep things running smoothly, and we are always eager to hear from members who would like to become more involved. As Past President, **Jacque Eccles** has responsibility for organising the elections every spring, so please do contact her [jseccles (at) uci.edu] right away if you are interested in becoming more involved.

Have a great year. I look forward to hearing from you and to seeing you all in San Francisco.



Share your
'Research in the News'
with the Division 7 Facebook Page!

Division 7 is working to build a stronger social media image. As part of that effort, we have recently been posting stories on our Facebook page about Developmentalists whose work has been featured in the media. We are now seeking more stories from our members to share on the page.

If your research (or that of your colleagues) has been featured in the media (popular magazines, news outlets, public video), and you would like us to share it on the Facebook page, please send the link to:

Sue Hobbs, Div 7 Webmaster, sue.hobbs@csus.edu or

Sonja Brubacher, Div 7 Membership Chair, s.brubacher@griffith.edu.au

Division 7 members have been responding positively to the posts. We want to hear from you and learn more about what you are doing! And if you are not already a member of the Facebook page, please join us at <https://www.facebook.com/groups/218878051489647/>



Like us on
Facebook

Mentor Award Winners

Alison Gopnik



What suggestions do you have for finding and choosing a mentor?

You might want counter-intuitively to work with a younger faculty member rather than an old famous one; they'll have both the energy and the motive to mentor, and will have a clearer idea of what life will be like for you.

What is the best advice that you received as a graduate student?

I actually got most of my close mentoring from my fellow students who were more advanced than I was, which I think is often true, although Jerome Bruner my graduate advisor was famously good at identifying and encouraging students. I remember Andy Meltzoff, then and now one of my best friends as well as mentors, saying that you should always read the methods section in paper carefully, and not just take the word of the results section, let

alone the abstract and discussion.

What are the most rewarding and most difficult aspects of being a mentor?

Finding the right balance between guidance and independence is unquestionably the hardest part. I think there's a tendency now, in mentoring as in the related enterprise of caregiving, to micromanage students - a free supportive place for exploration is best, but that's easier said than done. And, as a biological as well as academic grandmother, I'd say that seeing your students mentor their own students is most rewarding. Grandchildren are the best!

What advice would you give to graduate students who want to have careers in academia?

Focus on doing the work for its own sake, not what you think other

people will like or expect - people value originality much more than most students think.

What lessons have you learned as a mentor?

I've learned not to make the 'fundamental attribution' error of assuming that intellectual traits are going to stay fixed over time - a student can actually become imaginative or hard-working or productive over the course of grad school, even if they might not seem that way to begin with. And I've learned that there are an amazing variety of ways to be smart and a good scientist, way beyond the 'brilliant boy genius' stereotypes I had starting out coming from philosophy.

How has being a mentor/teacher influenced your research?

Without my students I'd have almost no research! Faculty often have a reflex way of saying "Of course my students did all the work" when we give a talk, but it's actually quite true, at least in my case. And a lab full of diverse people with different strengths can get to intellectual places that no individual could manage.

Michael Chandler

In my rather dated vernacular, the business of supervision is merely an administrative arrangement according to which some faculty member is, sometimes arbitrarily, assigned the responsibility of overseeing the academic progress of a given student. Ordinarily, every student has a supervisor — many times not one of her or his own choosing. Mentorship, by contrast, is an elective collegial pairing in which some aspiring novice is eager to win the academic support of a more advanced tutor who, in turn, views the often heavy responsibility of shepherding some especially promising novitiate as a worthy commitment to the future. Many students complete their education without the benefit of a mentor, and many faculty mentor no one.

By these, perhaps Medieval standards, one does not simply *choose* a mentor from some available shelf. Rather, students and mentors come together because they see promise in one another. Such arrangements, when they occur, commonly emerge through time, when a student and teacher discover that they have common research goals.

My best research has always take place in collaboration with my best students.



“The hard part [of mentorship] is making sure that you become redundant. My best advice to any student is to make sure that this happens.”

Division 7 membership is always free for undergraduate and graduate students so encourage them to join today!
See p. 30 for details

Dissertation Research

Grant Winner

April Gile Thomas

Effects of Maternal and Peer Influence on Adolescents' Risk Behavior

Adolescence represents the period of development in which individuals display the greatest susceptibility to social pressure and engage in the greatest risk-taking. It is no coincidence that these two phenomena occur in tandem, as adolescents' vulnerability to social influence is a strong predictor of adolescents' risky behavior. Research has predominantly focused on the negative effects of peer influence on adolescents' problem behavior; however, parents remain an important source of influence during adolescence.

Dr. April Gile Thomas's dissertation research sought to disentangle the effects of parental and peer influence on adolescents' risk behavior. Using a novel performance-based measure of social influence, her research directly compared the effects of maternal and peer influence on adolescents' risk behavior.

In order to examine developmental differences in resistance to social influence during adolescence, 117 participants across two age categories [middle adolescence (13-14 years) and late adolescence (16-17 years)] were administered be-

havioral tasks and a battery of self-report assessments. To manipulate social influence, participants were randomly assigned to complete the study in one of four social influence conditions: alone, with a friend of the same grade and gender, with one's mother or



“Mothers can play an active role in keeping their adolescent children safe – even in the presence of negative peer influence.”

female guardian, or combined (i.e., with both the friend and mother simultaneously). During social influence conditions, participants completed the behavioral tasks with their assigned social partner/s (i.e., mother and/or friend) sitting beside them. Participants assigned to the solo condition, on the other hand, completed the tasks independently.

While participants completed a behavioral task of risk behavior (i.e., the Stoplight Task), social partners exerted direct influence that was either positive or negative in valence depending upon the social influence condition. In mother influence and friend influence conditions, social partners were instructed to encourage greater risk behavior during the task. In the combined influence condition, mothers and friends gave contradictory influence across counterbalanced conditions. Specifically, half of all participants in the combined influence condition were encouraged by their mother to take risks by their mother while also being discouraged by their friend from taking risks. The other half of participants in the combined influence condition were discouraged by

their mother from taking risks while also being encouraged to take risks by their friend.

A factorial analysis of covariance was performed to examine the main effects of direct influence condition and age group, as well as the interaction between the two on adolescents' risk behavior on the Stoplight Task, controlling for race and gender. A statistically significant difference was found among the social influence conditions, revealing that adolescents in the solo condition took significantly fewer risks than those in the mother condition and friend condition, indicating that influence from a mother or friend that encouraged risk taking actually increased adolescents' risk behavior.

Additionally, mothers' discouragement of risk was found to buffer the effects of peers' pro-risk influence, as adolescents in the peer condition (i.e., peers encourage risk only) took significantly more risks than those in the combined condition in which peers encouraged risk while mothers also discouraged risk. However, peers' discouragement of risk did not reduce the effect of moms' encouragement of risk, as there were no significant differences between the mother condition (i.e., mothers encourage risk only) and combined condition in which mothers encourage risk and friends discourage risk. There were no significant differences in risk taking between adolescents in the mother-only and friend-only condi-

tions, suggesting maternal influence on adolescents' risk behavior is equally as strong as influence from a friend. It was hypothesized that these effects would vary across developmental stage (i.e., middle to late adolescence); however, the interaction of age group and social influence condition was not significant in this sample.

“These results indicate that positive maternal influence has the potential to buffer against the effects of negative peer influence.”

Overall, this study supports the notion that mothers and female guardians continue to play an important role in the lives of their children during the adolescent period. Past research has demonstrated that mothers can positively influence their adolescents' decisions and behavior; the present study demonstrates that mothers can also influence their adolescent children in a *negative* manner – specifically, to engage in risky behavior. Prior research on the negative influence of parents has largely been correlational in nature; however,

the present study directly demonstrates that mothers can influence their adolescent children to take greater risks.

Although these results suggest that mothers and friends are equally influential on adolescents' risky behavior, these findings also suggest that mothers may be in a unique position to weaken the effect of risky peer influence. Essentially, these results indicate that positive maternal influence has the potential to buffer against the effects of negative peer influence. Interestingly, the buffering effect was limited to mothers, as peers' positive influence did not reduce the effect of negative maternal influence on adolescents' risk behavior. Thus, mothers have the potential to influence their adolescent children in ways that peers cannot. These results have important implications for parenting practices, as they suggest that mothers can play an active role in keeping their adolescent children safe – even in the presence of negative peer influence.

Congrats

Early Career Research Grant Winner

Allison A. DiBianca Fasoli

Navigating Science and Religion: Children's Reasoning and Parent-Child Conversations in Evangelical Christian Families

Heated ideological debates over climate change, vaccines, and the origins of species have revealed fault lines between religious and scientific explanations for natural phenomena. These divisions pose challenges for science educators who need to develop ways to reach students whose reasoning includes religious concepts. Such questions are particularly pressing for public school educators who teach children being raised in evangelical Christian faiths, a faith which comprises over one-fourth of the nation's adults (Pew Center, 2015). My project aims to better understand how children, raised in evangelical Christian families, learn to navigate scientific and religious systems of reasoning. My project uses parent-child conversations and child interviews to investigate this issue through two questions: **How do evangelical Christian children navigate between religious and scientific reasoning at different points in their development? How do parent-child conversations guide children in this process?** By understanding children's religious reasoning development, its relation to their scientific concepts, and parental supports for children's reasoning at home, we can develop curricula that better scaffold children's science learning in schools, while further elucidating the social processes of children's causal reasoning development.



Theoretical Background

Early models of children's reasoning suggested that scientific reasoning replaces religious reasoning over the course of development, but recent studies have challenged this view. Findings of these studies have led to a new model of reasoning, one in which apparently contradictory ideas—such as science and religion—can “coexist” within individuals' reasoning (Legare et al., 2012). The next step is to understand how different forms of coexistence develop. It is likely that children first use religious and scientific concepts side-by-side, as two separate lines of reasoning, but later come to integrate them (Legare et al., 2012). Further, the development of coexistence is supported by children's epistemologies (i.e. their certainty and evaluation of knowledge) (Hofer & Pintrich, 1997). While some argue that science and religion represent opposing epistemologies (Sinatra & Nadelson, 2008), recent studies

suggest that students hold similar epistemologies of science and religion (e.g., Shtulman, 2013).

Both scientific and religious reasoning require extensive social support for their development. In particular, children use the testimony they hear from adults to construct scientific and religious concepts (Harris & Koenig, 2006; Robinson & Einav, 2014). However, few studies have examined actual child-adult interactions (Callanan et al., 2012), and most studies focus on explicit testimony, overlooking the myriad of ways that inter-individual interactions *implicitly* convey coexistence and epistemic information about science and religion (cf. Duranti et al., 2011).

Methodological Approach

My project uses a multi-level approach in order to capture the dynamic relation between individual psychological development and inter-individual socialization in cultural context (McLean & Syed, 2016; Miller et al., 2012; Rogoff, 2003). Specifically, I use children's responses to hypothetical vignettes to assess individual child reasoning and parent-child conversations to assess inter-individual socialization. I situate these methods in a cross-sectional study design that employs qualitative and quantitative analyses of data.

I am recruiting thirty fifth-graders, thirty ninth-graders, and their parents, from evangelical Christian church congregations. For both individual child interviews and parent-child conversations, participants respond to a series of hypothetical vignettes about natural events and people with diverging views on scientific, religious, and moral issues (following, for example, Kuhn et al., 2000; Woolley et al., 2011). Vignettes are followed by questions that probe causal reasoning (e.g., “Why did this happen?”) and epistemic understanding (e.g., “How do you know?” “Can both people be right?”).

For the child interview data, I will use the three forms of coexistence (“synthetic,” “target-dependent,” and “integrative”) outlined by Legare et al. (2012) to assess how children navigate between scientific and religious concepts at different points in development. Parent-child conversations will be analyzed using qualitative analyses because qualitative analyses can capture the dynamics of process (McLean & Syed, 2016). Specifically, I will conduct close, micro-analyses of conversations (DiBianca Fasoli, 2017) that examine each conversational turn to identify how parents and children use scientific and religious concepts to respond to one another (e.g., to align, counter, justify, explain, warn) and whether and how scientific and religious concepts commonly co-occur together. I will also examine the participant roles that children assume (e.g., as author, speaker, listener), since participant roles are a key way that epistemic information is implicitly conveyed through conversation (Miller et al., 2012).

Significance of the Research

Historically, religious reasoning has been a “blind spot” in developmental psychology (Callanan, 2014). Given that many children’s thinking is embedded in religious contexts, my project will expand developmental theories to capture this human phenomenon. Further, **the notion that apparently contradictory ideas—such as science and religion—can coexist within individuals’ reasoning needs to be explored. My project puts this issue front and center.** Finally, we have thousands of studies on children’s reasoning development, but only a handful on the social processes of that development. The unique advantages of my project are that it (1) connects children’s coexistence reasoning to inter-individual reasoning contexts and (2) can reveal precisely *how* these inter-individual contexts *implicitly* support children’s coexistence development. **Findings will advance understanding of the social processes of children’s reasoning development and can help educators bridge students’ scientific reasoning across family and school contexts.**

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Early Career Outstanding Paper Award

Traci Kennedy

Emotionally Numb: Desensitization to Community Violence Exposure among Urban Youth

Kennedy, T.M., & Ceballo, R. Emotionally numb: Desensitization to community violence exposure among urban youth. *Developmental Psychology*, 52, 112-89.

I am thrilled and grateful to have been selected to receive a Division 7 Early Career Outstanding Paper Award for my recent work examining the links between community violence exposure and youths' well-being. My paper, "Emotionally Numb: Desensitization to Community Violence Exposure Among Urban Youth," was published in *Developmental Psychology*. This study was part of my dissertation at the University of Michigan, where I completed my PhD under the mentorship of Dr. Rosario Ceballo (co-author of the paper).

This paper describes the nuanced links between community violence exposure (CVE) among youth and both internalizing and externalizing symptoms over time. Violence exposure is a pervasive and frequent part of daily life for many children and adolescents, particularly those living in low-income, urban neighborhoods.

A fairly new theory in the subfield of CVE – the "desensitization" model – posits that youth who are exposed to inordinate levels of violence in their communities may become emotionally desensitized to its effects over time (Gaylord-Harden et al., 2011; Mrug et al., 2016, 2008; Ng-Mak et al., 2004).



"...emotional numbing or normalization may develop as community violence exposure climbs to the most extreme levels over time."

The cumulative effects model typically tested in studies of CVE and youth well-being assumes that both internalizing and externalizing symptoms worsen as a constant, linear function of exposure. That is, every instance of violence exposure over time should predict a commensurate increase in symptoms,

regardless of the symptom domain.

In contrast, the desensitization model predicts that internalizing, emotional symptoms will worsen with increasing exposure *to a point*, then level off or even improve at the very highest levels of violence exposure; meanwhile, externalizing symptoms, such as aggression and delinquency, should continue to increase linearly with increasing exposure, even at the very highest levels. In other words, the desensitization model assumes that the relation between CVE and internalizing symptoms is curvilinear, whereas the relation between CVE and externalizing symptoms is linear. According to the theory, this pattern may reflect emotional numbing to violence exposure as youth come to regard violence in their communities as normative and expected, but only at the cost of their own antisocial tendencies – perhaps developing a hardened exterior to shield themselves and loved ones from the violence they encounter.

I analyzed data from the Longitudinal Cohort Study of the Project on Human Development in Chicago Neighborhoods (PHDCN), a large, representative, study of randomly selected youth. Focusing on 3 waves of data for 3,480 youth ages 3 to 12

at baseline (9 to 18 at outcome), I **tested the hypothesis that CVE would predict quadratic increases in internalizing symptoms and linear increases in externalizing symptoms.** Indeed, results of both longitudinal (from Wave 2 to Wave 3) and cross-sectional (from Wave 3 to Wave 3) partially supported this hypothesis, controlling for baseline symptoms and other relevant covariates. Specifically, the quadratic association between CVE and internalizing symptoms emerged in longitudinal analyses, and the linear association between CVE and externalizing symptoms emerged in cross-sectional analyses.

This evidence suggests that emotional numbing or normalization may develop as CVE climbs to the most extreme levels over time. Emotional desensitization may require time to develop, which may account for these more distal effects on internalizing symptoms, whereas the linear effects of CVE on externalizing symptoms may be more immediate (i.e., responding to present threats with violence/aggression). Thus, the more proximal, cross-sectional Wave 3 association with externalizing symptoms may dilute any longitudinal effects from earlier CVE.

These findings from a large, representative sample critically support and extend similar findings from the only prior longitudinal investigation of the desensitization model of CVE (Mrug et al., 2016). These findings not only help to clarify how CVE differentially predicts internalizing and externalizing symptoms, but they importantly challenge developmental psychologists to move beyond analytically con-

venient assumptions (often implicit in our choice of statistical techniques), and to build creative statistical models that most appropriately and rigorously test complex theories about human development.

In addition to testing a novel model of how CVE relates to youths' well-being, several other strengths make this paper an important contribution to the literature and made it an exciting project to work on. Unlike

"These findings help to clarify how community violence exposure differentially predicts internalizing and externalizing symptoms."

the high-risk samples of youth used in many studies of CVE, the PHDCN included youth from a wide range of socioeconomic backgrounds and census tracts. This sampling strategy afforded the unique opportunity to examine a wide range of CVE levels relating to youth outcomes rather than focusing on those with the most extreme exposure, making this paper's findings especially generalizable, expanding the CVE literature. Moreover, the detailed CVE measure used in the PHDCN included a broader range of types of both violence witnessing and victimization than is typically examined. Many studies also dichotomously measure only the *variety* of violent events – that is, *whether or not* youth had been exposed to each event; in contrast, this study considered both *variety and frequency*, which uncovered important, nuanced differences among youth along the entire spectrum of CVE frequency. This feature demonstrates the importance

of considering multiple dimensions of CVE (e.g., variety, frequency, type) rather than treating it as one homogenous construct.

I am grateful for the opportunity to share my work with my Division 7 colleagues. I look forward to continuing to expand the boundaries of our models for human development – both within the CVE literature and across the field of developmental psychology more generally.

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Early Career Outstanding Paper Award

Cecilia Cheung

Controlling and Autonomy-Supportive Parenting in the United States and China: Beyond Children's Reports

Cheung, C. S., Pomerantz, E. M., Wang, M. & Qu, Y. (2016). Controlling and autonomy-supportive parenting in the United States and China: Beyond children's reports. *Child Development*, 43, 1992-2007.

A sizable body of research indicates that parents' attempts to control children through shaming, authority assertion, and guilt induction have aversive effects on children's psychological functioning (for reviews, see Grolnick & Pomerantz, 2009; Soenens & Vansteenkiste, 2010). In contrast, when parents are autonomy supportive—that is, they encourage children's self-direction by adopting children's perspective and allowing children to make decisions, children flourish (e.g., Grolnick & Ryan, 1989). Notably, these conclusions are primarily based on research conducted in the Western cultural context, such as the United States. **Do parents' controlling and autonomy-supportive practices have similar implications for children's functioning in environments other than the West?**

It has been argued that in East Asian countries, such as China, individuals' autonomy is emphasized to a lesser extent. As such, controlling parenting practices may not be as detrimental for children's functioning as in the West (e.g., Chao, 1994; Soenens, Vansteenkiste, & Van Petegem, 2015). However, contrary to such an argument, research indicates that parents' control predicts dampened academic and emotional functioning among children in China, as in the United States (for a review, see Pomerantz



“If American and Chinese children's reports of parenting do not similarly reflect parents' actual practices in the two countries, analyses based on children's reports can lead to erroneous conclusions about the role of parents in the United States and China.”

& Wang, 2009). Unfortunately, the evidence to date has almost exclusively relied on children's reports of parenting. If American and Chinese children's reports of parenting do not similarly reflect parents' actual practices in the two countries, analyses based on children's reports can

lead to erroneous conclusions about the role of parents in the United States and China.

To address this research gap, we examined whether children's reports of parenting correspond with mothers' and observers' reports similarly in the United States and China. In addition, we investigated whether controlling and autonomy-supportive parenting practices are predictive of children's adjustment similarly in the two countries, using reports from various informants. We focused on parenting in the academic arena given that controlling parenting may be less detrimental for Chinese (vs. American) children when it is exerted around academics.

A total of 394 American and Chinese mother-child dyads participated in the study. At the start of the study, all children were in seventh grade (Mage = 13.19 years). Children and their mothers reported on mothers' control and autonomy support with frequently used measures (e.g., Barber, Stolz, & Olsen, 2005; Wang, Pomerantz, & Chen, 2007) adapted to the academic arena.

These measures paralleled a laboratory observation of mothers' control and autonomy support as they worked with children on a set of challenging academic tasks in the

“...Heightened control and dampened autonomy support among parents can undermine children’s academic and emotional functioning in both the United States and China.”

laboratory. The tasks were designed to elicit observable interactions in a standardized setting of similar familiarity in the United States and China. Trained observers provided ratings on parents’ behaviors during the laboratory task. At the conclusion of the laboratory session, as well as six months after the session, children completed surveys about their academic and psychological functioning.

Results indicated that children’s reports of their mothers’ parenting were modestly associated with mothers’ reports of their own parenting. Notably, the strength of association between children’s and mothers’ reports, as well as children’s and observers’ reports, do not differ between the United States and China. Therefore, there is no evidence that American and Chinese children’s reports of their mothers’ practices are differentially reflective of their parents’ actual practices.

Moreover, consistent with research using children’s reports, this research revealed that parents’ control predicted dampened functioning in children, as reflected in children’s grades and emotional adjustment. These patterns were similarly evident in the United States and China, even when mothers’ and observers’ reports of parenting were utilized.

Taken together, findings from this research affirm prior research indicating that heightened control and dampened autonomy support among parents can undermine children’s academic and emotional functioning in both the United States and China. Results allayed the suspicion that American and Chinese children’s reports of parenting do not similarly correspond to parents’ actual practices, thereby creating problems in making comparisons.

“There [was] no evidence that American and Chinese children’s reports of their mothers’ practices are differentially reflective of their parents’ actual practices.”

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Soenens, B., Vansteenkiste, M., & Van Petegem, S. (2015). Let us not throw the baby with the bathwater: Applying the principle of universalism without uniformity to autonomy-supportive and controlling parenting. *Child Development Perspectives*, 9, 44–49. doi:10.1111/cdep.12103

Nominations (self or other) for the 2019 Early Career Outstanding Paper Award are due March 15, 2018! See p. 22 for more details.

Division 7 Dissertation Award Winner

Jessica Lougheed

Interpersonal Emotion Dynamics in Mother-Daughter Dyads in Adolescence

Summary of the Dissertation

I received my PhD in Developmental Psychology from Queen's University in 2016, mentored by Dr. Tom Hollenstein. In my dissertation, "Interpersonal Emotion Dynamics in Mother-Daughter Dyads in Adolescence", I studied emotion dynamics in parent-child interactions, and how they relate to psychosocial adjustment (e.g., symptoms of depression and anxiety, the quality of the parent-adolescent relationship). I focused specifically on mother-daughter relationships in adolescence because we know surprisingly little about how emotions unfold moment-to-moment between parents and teens, and because the mother-daughter relationship specifically is one of the most emotionally-intense parent-child relationships across the lifespan.

In Study 1 (Lougheed, Koval, & Hollenstein, 2016), I examined emotional load sharing (i.e., the distribution of the burden of emotional distress among relationship partners; Beckes & Coan, 2011) during adolescent social stress as it related to physical and relationship closeness. Dyads were randomly assigned to either have physical contact or no physical contact during the social stress elicitation. Evidence of load sharing was observed among dyads who were in physical contact, independent of relationship quality. However, without

physical contact, load sharing was only evident among dyads with higher relationship quality. Thus, emotional load sharing occurred at higher levels of physical and/or re-



lationship closeness in mother-daughter dyads.

In Study 2 (Lougheed & Hollenstein, 2016), I examined individual differences in dyadic socioemotional flexibility—the ability to adjust emotions according to situational demands—across positive and negative emotional contexts. Higher flexibility within emotional contexts, and moderate levels of flexibility across positive and negative emotional contexts, were associated with higher mother-daughter relationship quality and lower maternal internalizing symptoms (e.g., depression, anxiety, and social anxiety). In Study 3, I examined mother-daughter arousal transmission—the extent to which mothers and

daughters “pick up” on each others’ physiological arousal—across positive and negative emotional contexts. Daughter-to-mother arousal transmission decreased between a positive context and a negative context but otherwise, daughter-to-mother and mother-to-daughter arousal transmission did not vary across contexts. Contrary to expectations, relationship quality was not associated with arousal transmission.

How did you come up with the idea for your dissertation research?

Research on emotion regulation in developmental psychology has been evolving over the last two decades. Current emphases are on incorporating (1) a focus on emotion regulation as embedded in social relationships, and (2) a dynamic perspective of emotions unfolding over time. Both of these new directions in emotion regulation research have been valued in theoretical and conceptual perspectives for some time, but there have been a number of challenges in the pragmatics of incorporating these ideas into research. This gap between theory and method is in part because of the challenges of implementing the advanced statistical methods required for dyadic and/or time series approaches. Other challenges relate to how best to observe emotion dynamics in parent-adolescent interactions.

I came up with the ideas for my dissertation research because I was interested in digging deeply into the dynamics of parent-adolescent interactions that are related to psychosocial adjustment. Naturally, this involved diving into the methodological challenges of observing and then analyzing interpersonal emotion dynamics, which have since become one of my favourite types of challenges to work on. For me, my dissertation was just as much about learning something new about mother-daughter interactions as it was about working on methodological problems. For example, while working through these challenges, I developed a new method for observing parent-adolescent emotions in lab settings, with the Emotional Rollercoaster task (Lougheed & Hollenstein, 2016).

How did you fund your dissertation research?

I was supported by a Joseph-Armand Bombardier Canada Graduate Scholarship from the Social Sciences and Humanities Research Council of Canada. The studies in my dissertation were supported by Tom Hollenstein's Discovery grant from the Natural Sciences and Engineering Research Council of Canada.

What advice would you give graduate students who are proposing or working on their dissertation research?

If you haven't yet proposed your dissertation research, it can be helpful to consider gaps in methods (e.g., in terms of study paradigms, measurement, statistical approaches) in your field in addition to gaps

in knowledge when brainstorming your topic. If you are currently working on your research, one piece of advice is to keep in mind that research is hard and that everyone struggles with it at some point (or a lot of points). Try not to get too discouraged when you reach those struggles—you might be on the verge of learning something!

What are you working on now?

I am currently a Banting Postdoctoral Fellow at the Pennsylvania State University. As I mentioned above, one current challenge in developmental psychology research is the gap between theory and methods—advances in statistical techniques do not always get picked up by the research community more broadly, even though many of these methods would enable researchers to directly test their theoretically-driven research questions. One of my current projects is a series of methods papers geared towards developmental researchers that make some of these advanced statistical techniques more accessible to researchers who might not otherwise learn about them. I also have the exciting opportunity to be involved in a project that will make important contributions to the study of self-regulation (i.e., delaying gratification, resisting impulses) in early childhood. My mentors, Pamela Cole and Nilam Ram, have developed theoretical and statistical models of self-regulation that unify the many processes that occur (e.g., behaviour, emotion, psychophysiology, parental scaffolding) in the moments when children experience situations that challenges their ability to self-regulate. I am also getting ready for my transition to the role of assistant professor in the Depart-

ment of Human Development and Family Studies at Purdue University in August, 2018. I am excited to start up my own lab where I can continue to work on methodological challenges and contribute to research on family dynamics in adolescence.

References

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**Nominate a student
for the Dissertation
Award in Develop-
mental Psychology
by March 15, 2018!**

See details on p. 22.

Division 7 Dissertation

Award Winner

Mark Wade

A Developmental Cascade Model of Neurocognitive Functioning:

Risk, Resilience, and Implications for Children's Mental Health



Summary of the Dissertation

My dissertation drew on data from an ongoing longitudinal birth cohort study of 501 families living in the greater Toronto, ON, region. Central to my dissertation is the concept of developmental cascades, in which competencies in one domain of functioning at an early period of development scaffold or build competencies in other domains of functioning at later periods of development. In particular, I was interested in how early social-cognitive skill development at 18 months (empathy, cooperation, joint attention, and self-recognition) laid the groundwork for more sophisticated cognitive skills at age 4.5, namely theory of mind (ToM) and executive functioning (EF). I showed that these early social-cognitive competencies predicted later ToM and EF,

and that these effects were mediated by children's emergent language skills at age 3. Moreover, these effects operated similarly for children from high and low social risk backgrounds, despite overall compromised development in high risk children. These results suggest that high risk children who experience relatively poorer early social-cognitive skill development may be set up to experience continued neurocognitive difficulties in other domains of functioning over the first five years of life.

My dissertation also explored the role of various biomedical and genetic factors in children's ToM and EF. In the biomedical sphere, I showed that lower birth weight and exposure to maternal pregnancy hypertension were risk factors for deficits in ToM and EF at age 4.5, effects that were again mediated through children's language. Optimistically, these effects were moderated by responsive parenting at 18 months, such that children facing biomedical risk but receiving high levels of responsive caregiving achieved levels of cognitive functioning comparable to their low risk peers. Finally, in the genetics domain I examined the effects of variability in the oxytocin and vasopressin hormone genes, showing that both of these neurohypophysial systems are op-

erative in children's ToM and EF development. Interestingly, these genetic effects were contingent upon both environmental (maternal responsiveness) and biomedical (birth weight) factors, suggesting that such genetic effects are non-deterministic and potentially modifiable. **Overall, these results highlight the complex biopsychosocial mechanisms underpinning children's early ToM and EF development, which has implications for children's downstream academic functioning, social competence, and mental health.**

How did you come up with the idea for your dissertation research?

As a student in clinical psychology, I was interested in better understanding the mechanisms contributing to children's neurodevelopment and psychopathology. Over the last decade or so, ToM and EF have become important candidates in the search for endophenotypes underlying liability to several forms of psychopathology. This made me interested in understanding the developmental mechanisms that contribute to ToM and EF development, with the intention of uncovering the social-environmental conditions that either promote or encumber ToM

and EF development. Given that ToM and EF are implicated in several other domains of functioning, the idea was that identifying and enhancing these early experiences may protect children against developing problems in other domains of adaptation.

How did you fund your dissertation research?

My dissertation research was funded by several internal and external sources, including a Canadian Institutes of Health Research (CIHR) Doctoral Award, Ontario Graduate Scholarship, and AFP-COGDOP Graduate Research Scholarship.

My supervisor, Dr. Jenny Jenkins, also provided support and was the one to whom the large CIHR grant for the longitudinal study was awarded.

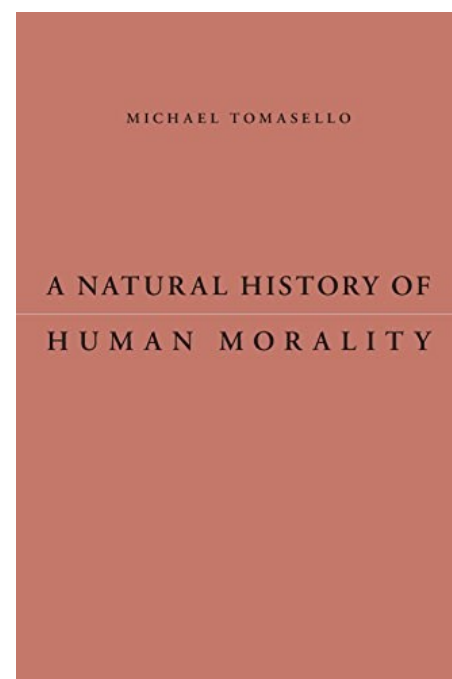
What advice would you give graduate students who are proposing or working on their dissertation research?

Make sure you are genuinely interested in your topic area, and that you negotiate this with your supervisor. It's easy to defer to one's supervisor or be given a particular theme to research, but over time this may become daunting and uninteresting. It is well worth it to take the time to figure out what you are interested in and how this can be carried out within the lab. This will sustain your curiosity and enthusiasm throughout graduate school. Also, talk to a lot of other students and faculty, and really get to know their work. Some of the most interesting ideas I ever had were by listening to people whom I never thought I'd have anything in

common with. Don't be afraid to think outside the box and integrate concepts from different fields. Finally, have patience with the process—it can be overwhelming and at times unnerving, but most things worthwhile are, to one degree or another. Surround yourself with people who won't only commiserate with you, but people who will keep you intellectually curious and push around your intuitions. Whether you end up in an academic position or not, graduate school is often a place where you learn not only what to think, but how to think. It's an invaluable experience, regardless of outcome.

What are you working on now?

I'm currently a Banting Postdoctoral Fellow at Harvard Medical School and Boston Children's Hospital, working on the Bucharest Early Intervention Project with Dr. Charles Nelson. Here, we are looking at the long-term consequences of institutionalization on children's brain and behavioral development, with a particular focus on psychopathology. This project has tracked children from infancy to age 16, which is an important period of social and biological change. We hope to better understand how early psychosocial deprivation contributes to psychopathology through influences on the brain and cognition, and how early enrichment in the form of early foster care might mitigate these risks. I'm excited to be part of such an innovative study, and am hopeful that we might one day understand how best to support the health and development of this vulnerable group.



Eleanor Maccoby Book Award in Developmental Psychology, 2018 Recipient:

Michael Tomasello



Division 7 at the 2017 APA Convention in Washington DC!



Above: Moshe Szyf presenting in a collaborative session

Above left: Michael Lamb presenting the Boyd McCandless Award to Luke Hyde

Giving out awards

Below: E. Mark Cummings delivering his Bronfenbrenner Award address



Right: Michael Lamb presenting the G. Stanley Hall Award to Nathan Fox





Above: David Sweatt presenting in a collaborative session



Above: Nathan Fox delivering his G. Stanley Hall Award address

Right: Michael Lamb presenting the Boyd McCandless Award to Marjorie Rhodes



Above: Amy Non presenting in a collaborative session

Right: Marjorie Rhodes and Luke Hyde, Boyd McCandless Award recipients



Attending great talks

Know a Deserving Early Career Researcher?

Boyd McCandless Young Scientist Award

The Boyd McCandless Award recognizes a young scientist who has made a distinguished theoretical contribution to developmental psychology, has conducted programmatic research of distinction, or has made a distinguished contribution to the dissemination of developmental science.

The award is for continued efforts rather than a single outstanding work. Scientists who are within seven years of completion of the doctoral degrees are eligible, and for the 2019 award (to be judged in 2018), nominees should have received their degrees in 2011 or later. In certain circumstances, when the scientist has taken an extended leave of absence (e.g., for his/her own serious health condition, for the birth or care of his/her child, to care for an immediate family member who has a serious health condition, etc.), one extra year of eligibility may be granted. Any scientist wishing to be considered for an extra year of eligibility should submit a letter explaining the circumstances to the Chair of the Award Committee along with official documentation of the leave.

The award is presented by the membership of Division 7 of the American Psychological Association, and the award winner will be invited to address the following year's meeting of the APA.

To nominate an individual, please email the following:

- A letter of nomination
- The nominee's curriculum vitae
- Up to four representative publications
- Suggestions for additional potential referees

Please email nomination materials to the chair of the selection committee:

David S. Yeager
Developmental Psychology
University of Texas, Austin
Email: dyeager@utexas.edu

**Applications/
Nominations Due
March 15, 2018!**

For more information see: [http://
www.apadivisions.org/division-7/awards/mccandless.aspx](http://www.apadivisions.org/division-7/awards/mccandless.aspx)

A graphic with a dark blue background and a lighter blue abstract shape. The text "call for" is in a small, light blue font, and "NOMINATIONS" is in a large, bold, orange font.

SUMMARY OF DIVISION 7 AWARDS

AWARDS FOR STUDENTS AND EARLY CAREER SCHOLARS

Dissertation Award in Developmental Psychology

This award recognizes an individual whose dissertation is deemed to be an outstanding contribution to developmental psychology.

Deadline: March 15, 2018

Boyd McCandless Award

This award recognizes young scientists who have made distinguished contributions to developmental psychology.

Deadline: March 15, 2018

Early Career Outstanding Paper Award

The Early Career Outstanding Paper Award recognizes a graduate student or early career scientist who has published (or has in press) an outstanding paper in the previous year.

Deadline: March 15, 2018

AWARDS FOR DISTINGUISHED/LIFETIME CONTRIBUTIONS

G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology

This award recognizes distinguished contributions to developmental psychology, including contributions in research, student training, and other scholarly endeavors.

Deadline: March 15, 2018

Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology

This award recognizes an individual who has contributed to the science of developmental psychology and who has also worked to apply developmental psychology to society.

Deadline: March 15, 2018

OTHER DIVISION 7 AWARDS

Eleanor Maccoby Book Award in Developmental Psychology

This award recognizes an author of a book in the field of psychology that has a profound effect on one or more of the areas represented by Division 7.

Deadline: March 15, 2018

Mentor Award in Developmental Psychology

This award recognizes individuals who have had a substantial impact on developmental psychology by their mentoring of young scholars.

Deadline: March 15, 2018

AWARD DEADLINES ARE APPROACHING!

SUBMIT NOMINATIONS BY MARCH 15, 2018

SEE PAGE 24 FOR DIVISION 7 FUNDING OPPORTUNITIES!

DIVISION 7 AWARDS IN DETAIL

AWARDS FOR STUDENTS AND EARLY CAREER SCHOLARS

Dissertation Award in Developmental Psychology

Description: This award is given to an individual whose dissertation is judged to be an outstanding contribution to developmental psychology. Award winning dissertations demonstrate strong contribution to developmental science and theory through asking important questions and displaying theoretical rationale and systematic methods. A distinguished dissertation includes a well written summary and is publishable in a top journal. Award winners will be invited to address the following year's annual APA Convention during which the awards will be presented by the membership of Div. 7.

Eligibility:

- The nominee must have completed his/her dissertation as part of a developmental graduate program.
- The nominee must have participated in his/her dissertation defense during the current or prior calendar year of the award.

Deadline: March 15, 2018

How to Apply:

Nominations should include:

- An electronic summary of the research (maximum of 2,000 words, excluding references).
- Electronic letter from the chair of the student's dissertation committee attesting to the student's primary and major contributions to the research and explaining why the dissertation is worthy of the award.

Please email nominations to:

[Jacquelynne S. Eccles](mailto:jseccles@uci.edu)

jseccles@uci.edu

School of Education

University of California, Irvine

Boyd McCandless Award

Description: The Boyd McCandless Award recognizes a young scientist who has made a distinguished theoretical contribution to developmental psychology, has conducted programmatic research of distinction, or has made a distinguished contribution to the dissemination of developmental science. The award is for continued efforts rather than a single outstanding work. The award is presented by the membership of Div. 7 of the APA, and the award winner will be invited to address the following year's meeting of the APA. Winners serve as committee chairs for the following year's award.

Eligibility:

- Scientists who are within seven years of completing their doctoral degree are eligible.

Deadline: March 15, 2018

How to Apply:

Nominations should include:

- A letter of nomination.
- The nominee's curriculum vitae.
- Up to four representative publications.
- Suggestions for potential referees.

Please email nomination materials to the chairs of the Boyd McCandless selection committee via:

David S. Yeager

dyeager@utexas.edu

Developmental Psychology

University of Texas at Austin

Early Career Outstanding Paper Award

Description: The paper must significantly advance content knowledge, methodology and/or theory in developmental psychology. Important criteria include the importance of the work, innovation and

the likely impact on the field. The nominee must be the first author and must be a member of APA and Division 7. Winners do not need to attend the APA Convention to receive the award.

Eligibility:

- Applicants can be self- or other-nominated.
- An in-press paper must be accompanied by a letter of acceptance from the editor.
- Nominees must make sure that any other authors of the nominated article do not object to the nomination.

Deadline: March 15, 2018

How to Apply:

Nominations should include:

- The paper being nominated.
- The CV of the nominee.
- A one-page cover letter outlining the strengths, importance and potential impact of the article

Please email nominations to:

[Jacquelynne S. Eccles](mailto:jseccles@uci.edu)

jseccles@uci.edu

School of Education

University of California, Irvine

AWARDS FOR DISTINGUISHED / LIFETIME CONTRIBUTIONS

G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology

Description: The G. Stanley Hall award is given to a single individual (sometimes a research team) who has made distinguished contributions to developmental psychology, including contributions in research, student training, and other scholarly endeavors. Evaluations are based on the scientific merit of the individual's work, the importance of this work for opening up new empirical or theoretical

areas of development psychology, and the importance of the individual's work in linking developmental psychology with issues confronting the larger society or with other disciplines. Award winners will be invited to address the following year's APA Annual Convention during which the awards will be presented by the membership of Div. 7.

Eligibility: No specific restrictions.

Deadline: March 15, 2018

How to Apply:

- Nominations should include the vita of the person being nominated.

Please email nominations to:

[Suniya Luthar](mailto:sluthar@asu.edu)

sluthar@asu.edu

Department of Psychology

Arizona State University

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

Description: The Bronfenbrenner award is for an individual whose work has, over a lifetime career, contributed not only to the science of developmental psychology, and who has also worked to the benefit of the application of developmental psychology to society. The individual's contributions may have been made through advocacy, direct service, influencing public policy or education, or through any other routes that enable scientific developmental psychology to better the condition of children and families. Award winners will be invited to address the following year's APA Annual Convention during which the awards will be presented by the membership of Div. 7.

Eligibility: No specific restrictions.

Deadline: March 15, 2018

How to Apply:

- Nominations should include the vita of the person being nominated.

Please email nominations to:

[Suniya Luthar](mailto:sluthar@asu.edu)

sluthar@asu.edu

Department of Psychology

Arizona State University

OTHER DIVISION 7 AWARDS

Eleanor Maccoby Book Award in Developmental Psychology

Description: The Maccoby Award is presented to the author of a book in the field of psychology that has had or promises to have a profound effect on one or more of the areas represented by Div. 7, including promoting research in the field of developmental psychology; fostering the development of researchers through providing information about educational opportunities and recognizing outstanding contributions to the discipline; facilitating exchange of scientific information about developmental psychology through publications such as the division's newsletter and through national and international meetings; and/or promoting high standards for the application of scientific knowledge on human development to public policy issues. Winners do not need to attend the APA Convention to receive awards. Winners serve as committee chairs for the following year's award.

Eligibility:

- Nominee must be an author, not an editor of the book.
- The book must have been published within the prior two years and must have had or promises to have a profound effect on one or more of the areas represented by Div. 7 of the APA.

Deadline: March 15, 2018

How to Apply:

Nominations should include:

- The author's name and address.
- The name of the book.
- The publication date.
- The publisher's name and address.
- A paragraph about the book's contribution.

Nominations and self-nominations will be considered.

Please email nominations to:

[Michael Tomasello](mailto:tomas@eva.mpg.de)

tomas@eva.mpg.de

Department of Developmental and Comparative Psychology
Max Planck Institute for Evolutionary Anthropology

Mentor Award in Developmental Psychology

Description: The Developmental Psychology Mentor Award honors individuals who have contributed to developmental psychology through the education and training of the next generation of research leaders in developmental psychology. Our interest is in recognizing individuals who have had substantial impact on the field of developmental psychology by their mentoring of young scholars. We invite developmental psychologists to nominate individuals who have played a major mentoring role in their own careers or in the career of others. Winners do not need to attend the APA Convention to receive awards. Winners serve as committee chairs for the following year's award.

Eligibility:

- Nominees should be individuals who have played a major mentoring role in the careers of young scholars.

Deadline: March 15, 2018

How to Apply:

Please email nominations to:

[Alison Gopnik](mailto:gopnik@berkeley.edu)

gopnik@berkeley.edu

Department of Psychology

University of California, Berkeley

[Michael Chandler](mailto:chandler@mail.ubc.ca)

chandler@mail.ubc.ca

University of British Columbia

Department of Psychology



Division 7 Funding Opportunities



DISSERTATION RESEARCH GRANT IN DEVELOPMENTAL PSYCHOLOGY

Between one and three \$500 grants are awarded each year. The in-progress research must significantly advance content knowledge, methodology and/or theory in developmental psychology. Criteria include the project's importance, innovation, feasibility, funding needs and likely contribution to the field, as well as the applicant's record.

Eligibility: Eligible doctoral students are within one year of successfully defending their dissertation proposal (or the program's equivalent requirement) at the time of application for the dissertation grant. The dissertation proposal must have been approved by the dissertation/orals committee (or the equivalent, depending on the doctoral program requirements). Applicants must be nominated by their faculty supervisor. Awardees will submit a report at the end of their dissertation, describing the results and how the funds were used. Funds cannot be applied to conference travel.

Winners do not need to attend the APA Convention to receive awards.

Deadline: March 15, 2018

How to Apply: Applicants must be nominated by their faculty supervisor. Applications should include a letter of recommendation from the faculty supervisor, the student's CV, a one-page budget with justification (e.g., why the funds are needed), and a one-page single-spaced research proposal outlining the research question, the rationale for the study, the methodology, the significance, and the expected contribution to knowledge.

Please email materials to:

Christin M. Ogle

christin.ogle.ctr@usuhhs.edu

Center for the Study of Traumatic Stress

Department of Psychiatry

Uniformed Services University of the Health Sciences



EARLY CAREER RESEARCH GRANT IN DEVELOPMENTAL PSYCHOLOGY

The Early Career Research Grant supports the research of outstanding early career members of Div. 7 who have not yet received any federal funding for research as a principal investigator or co-investigator (pre-PhD training funds or F31 grants are not counted). One or two of these \$1,000 grants will be awarded each year, as possible.

Eligibility: Eligible assistant professors (pre-tenure as of Oct. 1, 2017) and postdoctoral scholars (within five years past receipt of the doctoral degree) may apply. The proposed or in-progress research must significantly advance content knowledge, methodology and/or theory in developmental psychology. Criteria include the project's importance, innovation, feasibility, funding needs, likely contribution to the field and the applicant's record. Awardees will submit a report at the end of their project and no later than two years after the award, describing the results and how the funds were used. The report should be in a form that facilitates Div. 7's posting it on the website and/or including it in the newsletter. Funds cannot be applied to conference travel. *Winners do not need to attend the APA Convention to receive awards.*

Deadline: March 15, 2018

How to Apply: Applications will include the applicant's CV; a one-page budget with justification (e.g., why the funds are needed); a three-page single-spaced research proposal outlining the research question, the rationale for the study, the methodology, the significance and the expected contribution to knowledge. In the case of multi-investigator studies, the application should make clear the specific contribution of the applicant.

Please email materials to:

Christin M. Ogle

christin.ogle.ctr@usuhhs.edu

Center for the Study of Traumatic Stress

Department of Psychiatry

Uniformed Services University of the Health Sciences

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.

Join Us in San Francisco!



126th

APA ANNUAL CONVENTION

SAN FRANCISCO, CA

AUGUST 9–12, 2018 / EXHIBIT DATES: AUGUST 9–11

Preview of the 2018 Division 7 APA Program August 9–11



Presidential Address
Michael E. Lamb,
University of Cambridge

“Bringing Developmental Science into the Legal System”

The full Division 7 Program will be available soon at
<http://www.apa.org/convention/>
and in the Division 7 Summer Newsletter!

Award Addresses at APA 2018



Stay Tuned for Dates and Times!

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

G. Stanley Hall Award for Distinguished
Contribution to Developmental Psychology
Stephen J. Ceci

Urie Bronfenbrenner Award for Lifetime
Contribution to Developmental Psychology
Ross A. Thompson



Boyd McCandless Award
David S. Yeager

Congratulations

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Symposia at APA 2018

Moral Development: The Role of Context in Shaping Children's, Adolescent's and Adult's Moral Judgment

- ◆ Kelly Lynn Mulvey, University of South Carolina, Columbia, **Co-Chair**
- ◆ Seçil Gönültaş, University of South Carolina, Columbia, **Co-Chair and Presenter**
- ◆ Laura Elenbaas, University of Rochester
- ◆ Luke McGuire, Goldsmiths, University of London
- ◆ Aline Hitti, University of San Francisco
- ◆ Deborah Goldfarb, University of California, Davis

Applied Developmental Psychology: Forensic & Clinical Research in the Aftermath of Childhood Trauma

- ◆ Sue D. Hobbs, California State University, Sacramento, **Co-Chair and Presenter**
- ◆ Gail S. Goodman, University of California, Davis, **Co-Chair**
- ◆ Deborah Goldfarb, University of California, Davis
- ◆ Alicia Lieberman, University of California, San Francisco
- ◆ Hilit Kletter, Stanford University School of Medicine
- ◆ Jodi A. Quas, University of California, Irvine, **Discussant**
- ◆ John E.B. Myers, University of the Pacific, **Discussant**

Children's Exploration and Early Scientific Thinking

- ◆ David M. Sobel, Brown University, **Chair and Presenter**
- ◆ Elizabeth Bonawitz, Rutgers the State University of New Jersey, Newark
- ◆ Caren Walker, University of California, San Diego
- ◆ Alison Gopnik, University of California, Berkeley, **Discussant**

What Can International Research Teach Us About Child Development

- ◆ Mary Gauvain, University of California, Riverside, **Co-Chair**
- ◆ Deborah L. Best, Wake Forest University, **Co-Chair**
- ◆ Barbara Rogoff, University of California, Riverside
- ◆ Thomas S. Weisner, University of California, Los Angeles

Session times & the exciting Division 7 program will be available in full on the APA website soon and in the July Division 7 newsletter!

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

126th**APA ANNUAL CONVENTION****SAN FRANCISCO, CA****AUGUST 9–12, 2018 / EXHIBIT DATES: AUGUST 9–11**

Symposia at APA 2018

Young Investigators Symposium

- ♦ **Beth Rachlin**, The University of Tennessee at Chattanooga
- ♦ **Brianne R. Coulombe**, University of California, Riverside
- ♦ **Joyce Y. Lee**, University of Michigan
- ♦ **Cjersti J. Jensen**, Bowling Green State University
- ♦ **Amanda Sadri**, University of California, Irvine
- ♦ **Suniya Luthar**, Arizona State University, **Discussant**

Narrating School: How Stories Told Shape Students, Teachers, Principals, and Policy

- ♦ **Brady K. Jones**, University of St. Francis, **Chair and Presenter**
- ♦ **Claudia Zapata-Gietl**, Northwestern University
- ♦ **Carolyn P. Swen**, Northwestern University
- ♦ **Debbie Kim**, Tulane University

Collaborative Session Submitted by Division 7

With Divisions 16, 38, and 53

****Cross-cutting themes and sessions that cut across APA Divisions and Content Areas****

Psychological Perspectives on Rising Economic Inequality

- ♦ **Camelia E. Hostinar**, University of California, Davis, **Chair**
- ♦ **Johnna R. Swartz**, University of California, Davis, **Chair**
- ♦ **Ross A. Thompson**, University of California, Davis
- ♦ **Frank C. Worrell**, University of California, Berkeley
- ♦ **Dawn K. Wilson**, University of South Carolina
- ♦ **Martha E. Wadsworth**, Pennsylvania State University

This interdisciplinary symposium will address the implications of rising socioeconomic inequality for child development. Perspectives from developmental, school, health and clinical psychology will be integrated by leading experts from APA divisions.

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 s.brubacher@griffith.edu.au**

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 A. Haden (Jan 17 – Dec 19)
Treasurer (3-year term):	Kristen Alexander (Jan 16 – Dec 18)
Members-at-Large (3-year terms):	Martha Ann Bell (Jan 18 – Dec 20)
.....	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):	Cynthia Garcia Coll (Jan 18 – Dec 18)
Program Committee Chair (1-year term):.....	Matt Stevenson (Jan 18 – Dec 18)
Program Committee Co-Chair (1-year term):	Kate Ellis-Davies (Jan 18 – Dec 18)
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)
.....	Kelly Lynn Mulvey (Jan 18 – Dec 19)
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/leadership/executive-committee/index.aspx>

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