

See inside for the full Division
7 Program for APA 2018!



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7



Developmental Psychologist

APA Division 7

Summer 2018

Presidential Column: Michael E. Lamb.....	2
Call for your “Research in the News”	3
Division 7 “Thank You’s”	4
Statements from the APA President and CEO on U.S. Family Separation Policy.....	5
Q and A with Boyd McCandless Award Winner, David S. Yeager.....	6
Division 7 Social Hour at APA 2018 Announcement.....	7
Why I Love Bayesian Statistics for Developmental Research, Barbara W. Sarnecka.....	8-11
On Sharing Developmental Research via Ted(x) Talks, Lindsay C. Malloy.....	12-13
APA 2018 Division 7 Program Preview.....	14-18
Funding Opportunities.....	19
Contribute to the Young Scholars Fund.....	20
Become a Division 7 Member.....	21
Upcoming Conferences.....	22
Executive Committee.....	23

Presidential Column

Michael E. Lamb, University of Cambridge

What a tumultuous year it has been! Many people, including members of Division 7, were shocked to hear earlier this year that thousands of children, including infants and toddlers, were being separated from their parents at the US border. Alarming, these enforced separations were neither brief nor carefully documented. Instead, children were either warehoused in totally inappropriate conditions or placed in group homes or foster families hundreds and even thousands of miles away from their parents. According to press reports, some were even being considered for adoption. Meanwhile, the authorities often failed to record the locations of the parents and children, complicating or preventing reunification.

As reports of these horrifying events spread, developmental scientists took an active role in ensuring that the relevant policy makers and the public-at-large fully understood the extensive scholarly literature documenting the adverse effects of prolonged child-parent separations on children's well-being and psychological adjustment, not to mention the traumatic impact on their distraught and disbelieving mothers and fathers. Our efforts helped ensure that public disgust was reinforced by growing understanding of the underlying science and I am grateful to the many colleagues who helped inform, and are continuing to inform, reporters, policy makers, and members of the public. APA issued strongly worded condemnations of the administration's policy and several Divisions, including Division 7, published a separate statement that also drew attention to our members' revulsion.

In delayed compliance with a Federal Court decision, some of the youngest children have since been reunited with their parents, but many children and parents remain separated at the time of writing. As developmental scientists, we must continue to ensure that policy makers and members of the public understand the established science while, as individual citizens, we also express our opinions regarding the (im)morality of the relevant



policies. I have been impressed by the efforts made by our members to inform the ongoing debate and urge you all to remain engaged.

Although recent attention has focused on the harmful effects of separating children from their immigrating parents, it is worth noting that thousands of children are separated from their parents every day by social service agencies authorized to protect children from harmful abuse by their parents. Many of these children are surely at risk, but overloaded agencies and courts are often unable to properly investigate the circumstances and make judicious decisions. There is considerable evidence that children's wellbeing and relationships are undermined when parents and children are separated, especially for extended periods of time, and these adverse iatrogenic effects need to be weighed against the benefits of preventing abuse. Developmental psychologists should ensure that their expertise and understanding of developmental processes help to inform such policies and practices in their own communities, not only the immigration policies that have recently attracted so much attention. For me, it is especially exciting to see our Division increasingly recognise its responsibility to make scholarship matter at the international, national, and local levels!

Particularly for Division 7, other recent and ongoing issues pale in importance. However, I should note the recent decision by members of the Division to change the terms of duty for the elected President. This change was motivated by recognition of the fact that many members were unwilling to participate in elec-

tions because the 6-year commitment (2 each as President-Elect, President, and Past-President) seemed too onerous. From now on, the total commitment will only be for 3 years, and we are hopeful this will encourage more of our members to become involved in the governance of the Division. At the time of writing, members are choosing a President to succeed Suniya Luthar, who will be President throughout 2019. Later this year, members will also be asked to elect several new members of the Executive Committee. I urge you all to participate, both as voters but also as candidates. Please let me know (mel37@cam.ac.uk) if you would like to become more involved.

Meanwhile, we are on the threshold of the 2018 Convention in San Francisco. For many members of the Division, the Convention is much less important than the biennial SRCO meeting, but the Convention offers developmental scientists the opportunity to interact with and learn from psychologists with other interdisciplinary expertise. The annual Convention typically features exceptional lectures by winners of the G Stanley Hall, Bronfenbrenner, and McCandless Awards as well as the Presidential address. (Later in this newsletter, we reprint the 2018 Division 7 program; you'll see that there are many sessions featuring developmental psychology content.) I especially urge members based in the Western US, as well as their students, to attend the Convention. I certainly look forward to meeting many of you in San Francisco!

Next year, the Convention will be in Chicago, and I hope that midwestern members will submit symposia, papers, and posters to enrich that event. Unfortunately, proposals are due just when most of us are gearing up for and launching a new academic year, so let me urge you to get started preparing your submissions now.

Enjoy the rest of the summer, stay involved, and see you in San Francisco!



Has your research appeared in the popular media recently?

Please 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



Big thanks to those who served on Division 7 Award Committees this year!

Early Career Outstanding Paper Award Committee

Martha Ann Bell
Lori Camparo
Mary Gauvain
Camelia Elena Hostinar
Kelly Lynn Mulvey
Jacquelynne Eccles, Chair

G. Stanley Hall and Urie Bronfenbrenner Awards Committee

Stephen J. Ceci
Jaquelynne Eccles
Michael Lamb
Margaret Spencer
Ross Thompson
Sunya S. Luthar, Chair

Dissertation Research Grant Committee

Lindsay Cameron
Maria Laura Filippetti
Gary Glick
Wendy Rote
Christin Ogle, Chair

Mentor Award Committee

Michael Chandler, Co-Chair
Alison Gopnik, Co-Chair

Early Career Research Grant Committee

Kathleen Corriveau
Loren Marulis
Christin Ogle, Chair

Eleanor Maccoby Book Award Committee

Lucas Butler
Valerie Kuhlmeier
Michael Tomasello, Chair

Boyd McCandless Award Committee

Adriana Galvan
Elena Grigorenko
Michael Lamb
Willem Frankenhuis, Co-Chair
Luke Hyde, Co-Chair
Marjorie Rhodes, Co-Chair

Dissertation Award Committee

Catherine Haden
Michael Lamb
Kristen Tummeltshammer
Jacquelynne Eccles, Chair

Rural Families and Communities Penn State's 26th Annual Symposium on Family Issues October 22-23, 2018

The landscape of family life is ever changing. The strategies needed to maintain family economic stability, health and general well-being vary across space and place. Although the rural-urban divide is often portrayed as the most important geographic distinction, there is tremendous diversity across rural communities. Contrary to some depictions, families in rural areas come from diverse backgrounds. Further, some rural areas are resource constrained while others host opportunities that can support healthy families and child well-being. The 2018 National Symposium on Family Issues will focus on the challenges facing families in rural areas and the unique strategies invoked by families in rural areas today. For more information and to register visit [2018 Family Symposium](http://www.pop.psu.edu/event/2536/26th-annual-national-symposium-family-issues) at <http://www.pop.psu.edu/event/2536/26th-annual-national-symposium-family-issues>



Statements of APA President and CEO on Family Separation at the U.S. Border

May 29, 2018

Statement from APA President Jessica Henderson Daniel, PhD as available on the APA website here:

<http://www.apa.org/news/press/releases/2018/05/separating-immigrant-families.aspx>

“The administration’s policy of separating children from their families as they attempt to cross into the United States without documentation is not only needless and cruel, it threatens the mental and physical health of both the children and their caregivers. Psychological research shows that immigrants experience unique stressors related to the conditions that led them to flee their home countries in the first place. The longer that children and parents are separated, the greater the reported symptoms of anxiety and depression for the children. Negative outcomes for children include psychological distress, academic difficulties and disruptions in their development.

The American Psychological Association calls on the administration to rescind this policy and keep immigrant families intact. We support practical, humane immigration policies that consider the needs of immigrants, and particularly immigrant families. We must adopt policies that take into account what we know about the harmful, long-term psychological effects of separation on children and their families. This is not an acceptable policy to counter unlawful immigration.”

June 21, 2018

Statement from APA CEO Arthur C. Evans Jr., PhD as available on the APA website here:

<http://www.apa.org/news/press/response/family-separation.aspx>

“The American Psychological Association is relieved that President Trump issued the executive order yesterday, ending the administration’s policy of separating immigrant children from their parents.

However, there are still many questions and concerns regarding the treatment of immigrant families who may now be housed together in Defense Department and other federal facilities but may be detained longer than is currently permitted by law.

We are also gravely concerned about the fate of the more than 2,300 immigrant children who have already been separated from their parents and are being held in shelters or foster care. These children have been needlessly traumatized and must be reunited with their parents or other family members as quickly as possible to minimize any long-term harm to their mental and physical health.

We recommend the following four principles to guide our immigration policy:

1. Families are not separated.
2. Services for children and families are informed by research on trauma-informed care.
3. Culturally competent mental health services are available.

4. The same standards of care are applied for immigrant children in U.S. custody as for children in our child welfare system.

Decades of psychological research show that children and parents are in danger of experiencing toxic stress as a result of lengthy separations. Toxic stress can cause irreparable harm to children’s development by disrupting their brain architecture and other biological systems. This, in turn, can lead to a host of mental and physical health problems later in childhood and well into adulthood.

These problems can include severe psychological distress, including PTSD, sleep disturbances, withdrawal, substance use, aggressive behavior and decline in educational achievement. The longer the parent and child are separated, the more severe some of these symptoms may become.

Furthermore, young children – especially infants and toddlers – thrive with personal contact and need to be held by parents and caregivers. Research has shown that children who are not held and touched can experience such serious problems as depression, anxiety and developmental delays. Yet we have heard reports that caregivers in some of these shelters are forbidden to touch the children.

The bottom line is we need to enact immigration policies that are humane and in the best interests of children and families. The American Psychological Association and our members stand ready to assist in getting these children the appropriate psychological care that they need during the time they are in U.S. custody and upon their release.

2018 Boyd McCandless Awardee: Advice to Students and Early Career Professionals



**Dr. Yeager will give his
award talk on
Saturday 8/11, 12-12:50pm
Room 3000**

David S. Yeager

Associate Professor, University of Texas at Austin

ward social comparison, after all, is a subjective, psychological phenomenon—one that will only grow in importance as technology makes it easier than ever to compare our own circumstances to those of outliers. I'm excited to see the methods and theories from developmental psychology contributing to our understanding of inequality, and hopefully to better-functioning societies.

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

The main thing I would emphasize is that it's important to continue to rely on mentors for writing and research and strategy. There's sometimes a tendency to think that just because you have your PhD that means you're ready to do everything alone, or to worry that you won't be seen as independent if you work with senior people. But my perspective is that if the goal is to do the best science that we can, then why not have lots of people's expertise contributing to the work? It does take work and planning to construct a group of mentors that can give you different kinds of expertise – whether it's how to create a stable flow of grants or how to do an interdisciplinary project or how to do a new statistical technique—so my advice is to seek out diverse people who can join your team, and invest in keeping them engaged and collaborating with you.

The more minor thing is to fully invest in creating strong database and syntax archiving practices, especially using tidyverse/Rstudio, that will work for your style of research. Once you're on

the rush to tenure, it's hard to change your routines.

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

I think it's hard to discern which of the methodological changes that the field seems to be going through regarding openness, replication, and reproducibility are lasting improvements, and which are fads that won't work out, and to do so at a time when people are increasingly critiquing work on the basis of in-process criteria on twitter or blogs. This makes it hard to know what practices to invest in, in terms of developing your own skills or how to place your papers in the journals, and it creates a lot of worry about how your work will be publicly perceived even after publication, since the field hasn't settled on workable standards yet. This is hard to manage while also making novel contributions to theory.

What do you wish you had more time to do?

We have three kids aged 8 and under, so there are a million things! I love teaching my kids stuff – like new games or about bugs or how to play a sport – and I wish we had more time to do that. I also wish I had more time to read and re-read classical texts – the foundations of Western intellectual history – and some more contemporary philosophy of science.

Professionally, I wish I had more time to spend on data visualization, and more time to learn advanced programming skills in R so I could write better functions. I'd also like to have the time

Congrats

to write better prose.

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

This question is hilarious! I'm writing this on a Sunday morning.

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

I wish I knew how to use the resources at my university to create a sustainable infrastructure to support our work. I now know which colleagues to ask for advice, and which aspects of our (fabulous) Population Research Center at UT can support my work. But I did a lot of work for my grant proposals and subcontracts etc. on my own initially and that was unsustainable.

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

Jim Stigler at UCLA (also a McCandless winner) once told me this: "David, there are three things. It doesn't matter what they are, but there are always three." It's great advice. I try to use this advice (1) in talks, (2) in papers, and (3) in casual conversation.

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

My advice is to find teaching or service that "counts twice." When I first got to UT, I got asked by the vice-provost to contribute to some of the student success initiatives. We ended up doing an RCT to evaluate a freshman-orientation intervention, and that turned into great data that we eventu-

ally published. For teaching, I got advice from Ron Dahl, a neuroscientist at Berkeley. I asked him how I could learn a new sub-field, to improve my research (specifically, about pubertal hormones). He said "teach or co-teach a class!" It was good advice. For two semesters I taught a PhD seminar where I worked with a terrific group of PhD students. We learned new content, taught it to each other, and tried to build a shared understanding of the field. Then with a few of those students – Melanie Netter and Fortunato Medrano – we developed a new advanced undergraduate class, which we just taught for two semesters. This has given us a ton of research ideas.

**Join us at APA for a Social Hour
in Conjunction with Division 37
and the Committee on Children,
Youth, and Families**

**Thursday, August 9, 6-8pm
Marriott Marquis, Sierra Room J**

****Open to All****



Why I Love Bayesian Statistics for Developmental Research

Barbara W. Sarnecka

Associate Professor, Cognitive Sciences, University of California-Irvine

Let's start by acknowledging one thing: People who say you should use Bayesian statistics are *super annoying*. *The first few times some guy at a conference told me I should really be using Bayesian methods, I treated him like a telemarketer who had interrupted my dinner. "I'll think about it," I'd say, and then mentally hang up the phone and block his number.*

But then I got some very nice colleagues who started teaching Bayesian methods to my grad students,* and over the years, my grad students have shown me how these methods really can be useful in developmental research.

And now it's really easy, because in the last couple of years, people have made free statistical software programs like [JASP](#) (see No. 6, below) that make Bayesian methods as easy to use as frequentist ones, even if you're not a 'stats head.' Here are some of my favorite things about Bayesian data analysis for developmental studies.

1. Preferential stopping. (Saves time and money!)

With frequentist statistics (i.e., the regular old kind), you're not supposed to look at your data before you've finished collecting them. For example, you're not supposed to test 16 babies, see if there's an effect, test a few more, look again, etc. Nope, that's cheating. It's one of the statistical no-no's that fall under the label of 'p-hacking.' It's a no-no because frequentist tests depend on the assumption that you decided ahead of time how many kids

you were going to test, and that's how many you tested, and then you stopped testing and analyzed the data all at once.

But with Bayesian methods, you can look at your data as much as you want. You can look at the data after every dang kid if you want to, and it won't mess anything up! So [you can](#)



[keep testing until you find an effect, and then stop.](#) Think about how much time and money that saves!

2. You can find evidence for the null hypothesis. (New superpower!)

When you were reading the point about stopping above, maybe you thought, "Well, that's fine if you see an effect, but what if you don't see one? What if you test 16, 20, 24, 30 children

and there's still no effect . . . how do you decide when to stop?"

This is the second great thing about Bayesian methods: You can not only find evidence that there *is an effect*, *you can find evidence that there's not one.*

For example, say you are studying empathy in preschoolers, and you want to know whether boys and girls perform differently on some empathy task. So you test a bunch of boys and a bunch of girls on this task, and now you want to know whether the mean scores of the two groups are the same or different.

If you do a frequentist t-test, there are basically two possible outcomes:

- $p < .05$, which means you have found a difference between the groups. ('Reject the null')
- $p > .05$ which means you have not found anything. ('Fail to reject the null.')

If $p > .05$, have you shown that the two groups are the same? Nope, not at all. (People sometimes think you have, but you haven't.) Basically, it means you can't say anything: The groups might be different or they might not.

If you're asking, "Well, how *can I use a p-value to show that the two groups are the same?*" *That's just it--you can't.*

That's one of the reasons for p-hacking. With frequentist tests, if you don't have a significant p-value, you don't have a finding, which means you don't have a publication. So people are desperate to find a significant p-value,

and they start doing questionable things.)

But with Bayesian statistics, you can actually find *evidence for the null*. When you do a Bayesian *t*-test instead of a frequentist one, the result you get is not a *p*-value, but a number called a Bayes factor. And it can show evidence for your effect, evidence against your effect, or it can say you don't have enough evidence to decide. For example, let's say you set up your Bayesian *t*-test like a frequentist *t*-test, where the null hypothesis is that there's no difference between the boys' and girls' scores, and the alternative hypothesis is that there is a difference (in either direction). So you will get a Bayes factor for the alternative hypothesis.

- If this Bayes factor is greater than 1, you have evidence that the groups are different: The higher the number, the more sure you can be. A Bayes factor of 3 means you should believe three times as much that the groups are different, compared to what you believed at the beginning. A Bayes factor of 10 means that this evidence should make your beliefs ten times stronger. A Bayes factor of 115.8 means they should get 115.8 times stronger, and so on. (This is evidence, like when you have a *p*-value of $<.05$)
- If the Bayes factor is close to 1, that means your evidence is inconclusive: You can't tell from these data whether the groups are the same or different. (This is an absence of evidence, like when you have a *p*-value of $>.05$)
- If the Bayes factor is less than 1, that means that you have evidence that the groups are the same. A Bayes factor of $1/3$ means your belief that the groups are the same should be three times stronger than when you started; $1/10$ means your belief gets 10 times stronger, $1/115.8$ means it gets 115.8 stronger, and so on. (This is evi-

*dence of absence, evidence for the null-- something you can never get with a *p*-value.*)

In other words, whereas a frequentist *t*-test just lets you say either, 'The groups are different' or 'I don't know,' a Bayesian *t*-test lets you say that this evidence makes you more sure the groups are different, or that it makes you more sure they are the same, or that it doesn't really tell you anything either way. So cool, right?

3. No more worrying about power. (Yay!)

Someone told me a long time ago that *p*-values took power into account, and that if I didn't have enough data to answer a question, the *p*-value wouldn't be significant. So I thought that a *p*-value of $<.05$ automatically meant I had enough power. Ummm . . . nope.

Turns out that plenty of studies in psychology, including developmental psychology, are waaaaay underpowered, even though they report significant *p*-values. That means we can't really tell if the findings are real or just a fluke. (We can only believe in those findings after they've been replicated a few times. But direct replication is pretty rare in our field-- reviewers and journals seem to think it's boring. I hope that will change.)

Well, Bayes factors *do tell you whether you have enough data, in pretty much the way I (incorrectly) thought *p*-values did*. If you don't have enough data, the Bayes factor will stay close to 1. So if you get a Bayes factor far above or below 1, you automatically know you that have enough data to answer the question. That's why you can stop when you see an effect (see No. 1, above).

4. Bayes is more intuitive. (No joke.)

At first I thought Bayesian statistics

were hard to understand. But that's because I was used to doing things the frequentist way. When I tried to explain things to my kids, I found it was really easy to explain Bayesian reasoning, and hard to explain frequentist reasoning.

True story: A month or two ago, I was driving with both of my sons (ages 12 and 18) to drop the older one off at the train station. One of them asked me to explain Bayesian statistics.

I said, well, we're driving to the train station, right? And we're not there yet, but we know that the train might be there when we arrive, or it might not. It might just be late, or maybe some crazy thing happened, like it got blown up by terrorists.

So before we even get to the train station, based on our previous experiences, let's say we think there's a 50% chance the train is already there, a 49% chance that it's not there because it's running late, and a 1% chance it's not there because it was blown up by terrorists. That's called our 'prior' distribution.

So say we arrive at the station, and the train is not there. That's evidence-- it's something we observed. So based on that evidence, we update our set of probabilities. Now we think there's a 0% chance that the train is there, a 98% chance that it's running late, and a 2% chance that it got blown up by terrorists. This is called the 'posterior' distribution. The way Bayesians say it is that you 'update' from the prior to the posterior distribution, based on the evidence.

So the chances that it was blown up are still really small, but they're bigger than before, because we have a little bit of evidence that would be consistent with the train getting blown up. (If it got blown up, it wouldn't be here on time.) The fact that the train isn't here (the evidence) is equally consistent with the train running late

or being blown up. It's our *prior belief* (that running late is common and terrorist attacks are rare) that makes us think now there's still only a 2% chance that the train was blown up.

My kids were like, "Yep, that makes sense. So how would the other kind of statistics, the not-Bayesian kind, do this problem?" And... I couldn't figure out what to say. I had to think about it for a long time, and I eventually came up with some story that involved multiple trains, and averaging over their arrival times... but it was really difficult, and I can't even remember the story now, and the kids were bored.

Maybe someone reading this could have come up with a much better train story to illustrate frequentist reasoning, but I couldn't. And when you consider that I've been using frequentist statistics for 20 years and Bayesian statistics only recently, that's pretty amazing.

5. You can build in what you already know. (Fancy!)

In the train example, the prior distribution was whatever we believed about the trains before we got to the station. If we were placing bets, we might have said, "OK, I'll put \$50 on 'Train is there,' \$49 on 'Train is late,' and \$1 on 'Terrorist attack.'"

But if we had different ideas going in, we could have started with different priors. For example, if we had been taking this train every week for the past year and it was usually at the station when we got there, we'd put a high probability on it being there. Maybe we'd say there was an 90% chance it would be there, a 9.9% chance it would run late, and a 0.1% chance it would be blown up.

Or if we knew for sure that it would arrive within an hour of the scheduled time, but we didn't want to predict

anything more specific than that, we could say that our prior puts equal probability on every arrival time from one hour before the scheduled time to one hour after it, but nothing outside of those times. In other words, we think there's zero chance that the train will be more than an hour early or more than an hour late, but all the times in between those two limits are equally likely.

Frequentist tests don't have priors, which means there's no way for you build what you already know into your test. (Of course, in a Bayesian analysis, if you know absolutely nothing about what you're testing ahead of time, you can set a prior that makes equal bets on all possible outcomes. That's called an 'uninformative prior'.)

Being able to set a prior is great. It lets you test a whole [range of different hypotheses](#). To take a totally fictional example, let's say you are studying the effects of chronic ear infections on language development. These ear infections basically make children deaf so they don't hear language for a few weeks or even months at a time, and you want to study the effect on their language learning.

Previous studies in this literature going back 20 years are a mixed bag: Some say that chronic ear infections have a slight negative effect on language development; others find no effect. Importantly, no studies find really *big negative effects*, and of course no studies have reported positive effects. In other words, ear infections might cause a slight delay in language learning or they might not, but they definitely don't cause huge problems, and they definitely don't help.

If you were asking this question using frequentist methods, you could avoid looking for a positive effect by using a one-tailed test. But how could you look for a *small negative effect with-*

out looking for a big one? In a one-tailed frequentist test, all possible negative outcomes are treated as equally likely, whether they say that ear infections delay language development by 2 months or 200 years.

Using Bayesian tests, you can set your priors in a way that reflects what you believe. You can specify that the possible answers range from no effect at all to whatever you think the largest effect could realistically be. Let's say you think the biggest effect possible is that ear infections delay language development by five years. You actually think the true average delay is somewhere in the range of a few months. But in any case, you feel *sure it's not more than five years*.

So when you set up your priors, you place zero prior probability on ear infections having a positive effect (so your analysis will not consider the possibility that ear infections might make language development *better*), and you also place zero prior probability on any negative effect causing more than a five-year delay.

Why is this better than having an uninformative prior, like you would automatically have in a frequentist test? Because limiting the space of possibilities makes the test more powerful. The more narrow and specific your priors are, the more evidence you can get from fewer data points.

This is actually how we reason in real life all the time. If my 12-year-old son starts looking fat, my prior knowledge tells me that it's probably because of the sugary drinks and pastries he's been buying every day from the Starbucks next to his new school. I'm not 100% sure of that, of course... for example, there's a small chance that he might have developed some rare endocrine disorder. But I don't rush him to an endocrinologist right away; first we cut back on the Starbucks, because that's the most probable ex-

planation. If he stops eating junk but keeps gaining weight, or if he develops other symptoms, then I might take him to a doctor.

And here's an important point: No matter how fat he gets or what his symptoms are, I never think he might be pregnant. The prior probability of his being pregnant is zero, so it's not even in the space of possibilities I consider. Other examples of zero-probability explanations include (a) he has been possessed by evil spirits, (b) he got fat because he started using wireless headphones, and (c) he is being deliberately fattened up by NASA scientists who sneak into our house at night to inject him with chemicals.

In other words, prior to him getting fat, I already had a set of hypotheses about things that could happen to him. Bad diet? Absolutely. Sudden endocrine disorder? Eh, maybe. Pregnancy? No way. I observed some evidence (he gained weight) and I combined that information with my prior beliefs to come up with a new set of beliefs: I think he's probably getting fat because of a bad diet; probably not because of some rare disease, and definitely not because he's pregnant. That's what Bayesians mean when they talk about first specifying a prior distribution, then adding evidence (the data) and then updating to a posterior distribution.

I'll be honest, changing the priors for your analysis isn't quite as easy (yet) as just picking the Bayesian t-test instead of the frequentist t-test in JASP. And if the idea of setting priors freaks you out, you don't have to worry about it. You can just use the uninformative prior that JASP automatically assigns, which is sort of like saying, "I have no prior beliefs."

And speaking of frequentist tests, they have assumptions built into them too. In a frequentist approach, you're always having to assume either that the

data are normally distributed or not; that there are equal variances or not; that the data are independent observations or not, and so forth. Maybe you're used to just letting the stats program make those decisions for you, but don't kid yourself-- decisions are being made.

With Bayesian statistics, once you get comfortable with them, you can make the decisions yourself.

6. JASP is free and makes it easy to do Bayesian stats. (YouTube tutorials for everything!)

So for a few years now, I've known that Bayesian statistics had advantages over frequentist ones, but they had one big disadvantage, which was that there was no easy, user-friendly statistics program like SPSS or SAS that would do Bayesian tests. You had to use something like R or Matlab, and write code, and who wants to bother with that? (I can see the stats guys smirking when I say I don't want to write code. *Listen, Imaginary Stats Guy, last time I counted, my lab had tested over five thousand kids. How many have you tested? Oh, none? Yeah-- that's what I thought. I guess that's why you have so much time to write code.*)

But a year or two ago, some lovely and not-at-all smug people made a free, super easy-to-use statistics program called [JASP](#) that makes doing Bayesian tests as simple as doing frequentist ones. No coding necessary. And whenever I have a question about something, I watch one of the gazillions of tutorial videos on their [YouTube channel](#). They are so helpful and friendly and fun to watch. It makes me really happy. :-)

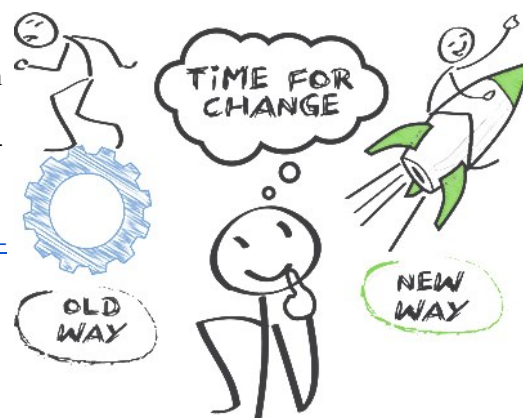
7. All reviewers are familiar with Bayesian statistics. (Not.)

OK, this one is a joke. The one awkwardness left about using Bayesian

statistics in developmental papers is that some reviewers are unfamiliar with them. I worry that they'll think I must be hiding something, or else why wouldn't I just report p-values and effect sizes like a normal person? (Sometimes we report both frequentist and Bayesian tests, and reviewers seem okay with that.)

But I'm not the only one in our community already using these methods (see other examples [here](#) and [here](#)), and I'm hoping that if we start talking about them more, others will join us. If you want to read more about Bayesian methods for psychologists, here are a [whole bunch of great articles](#) to get you started, and [here's one specifically for developmental researchers](#). Or you could just download [JASP](#) and start messing around with it. Have fun!

*I am grateful to my current and former grad students, Emily Slusser, James Negen, Meghan Goldman, Ashley Thomas and Emily Sumner, for teaching me The Ways of Bayes, and to my wonderful colleagues Michael Lee and Joachim Vandekerckhove for teaching all of us.



On Sharing Developmental Research via “Ted”

Lindsay C. Malloy

Associate Professor, University of Ontario Institute of Technology

In November 2016, I gave a talk on juvenile false confessions interrogations at the TedxFIU event in Miami, FL. At the time I was an Assistant Professor at Florida International University (FIU). For those who don't know, “Tedx” events are independently organized and affiliated with the main Ted.com organization. Approximately one year later, I was contacted by an attorney at Ted.com to prepare my talk for potential posting on the main Ted website. The talk was going to the “big stage”! I was thrilled to have a platform that would allow me to get the research into thousands of people's hands. The talk is available here: go.ted.com/lindsaymalloy. It was posted on July 3rd and has been viewed over 500,000 times as of this writing (July 17). The following are some musings on the experience and advice on sharing developmental research via Ted or Tedx talks. It was a ton of work and highly time consuming, but overall a fantastic experience that I would recommend.



tion. On that third try, I used a new angle to pitch my talk (see point 2).

1) **Apply. And apply again. And maybe again.** As my former postdoc mentor once said to me, “The only way to be certain you won't get something is by not applying for it.” My former postdoc mentor was Michael Lamb so he probably said it much more eloquently than that (see President's Column, this issue) but you get the gist. I was selected to be part of TedxFIU upon my third applica-

2) **Tell a good story.** When I made my third pitch to do a Tedx talk, I discussed the case of Brendan Dassey, a juvenile whose interrogation and subsequent conviction had captured the attention of viewers of Netflix's “Making a Murderer” around the world. I wove the research on juvenile confessions and interrogations into his story. I think this made it more relatable. It capitalized on the millions of people who were already invested in his case. And it certainly was timely. I can't be certain but I think this angle is what finally got me invited to be a Tedx speaker.

3) **Write out an actual script and get lots of feedback.** This is not the kind of talk that you want to do “on the fly.” I had my 17-minute

talk memorized word for word. While I don't recommend that approach per se (I think I sound slightly unnatural at times), I would certainly treat it differently than a conference talk in terms of planning what will be said and soliciting feedback from as many people as you can. If your Ted event involves working with any “speech coaches,” jump at this opportunity. They helped improve my talk significantly.

4) **Establish why you are the person to tell the audience about X.** In the first draft of my talk, I had nothing about me. I didn't think this was particularly important as I was simply a sort of vessel of knowledge – sharing what I knew about the intersection of developmental psychology and the law with anyone willing to listen. But the TedxFIU “speech coaches” who worked with me pointed out that I needed to establish myself as an authority on the subject. Why would someone listen to ME on this particular topic?

5) **Practice, practice, practice.** Although this piece of advice is rather obvious, here are a few suggestions that may not be. Record yourself giving the talk; only audio is necessary for these purposes. It may not be relaxing or something you can sing along to, but this can be-

come your commute companion. I know it's rather cringe worthy to listen to the sound of your own voice. I know this well as I spent five years in professional radio and had to do "air check critique sessions" with my Program Director blasting the sound of my voice down the hallway as he gave me critical feedback. But it's a nice way to "memorize" your talk in situations where you can't read the words. Plus, it can highlight areas that just aren't flowing very well.

6) Wear something that is "you" and is comfortable. To be 100% honest, my biggest concerns about choosing what to wear were (1) not tripping and falling flat on my face on the stage, and (2) hiding the fact that I was 12 weeks pregnant with my second child. But also know that you are not "supposed" to wear patterns, especially bold patterns, due to the lighting/recording. I did not learn this until the day before the event at the dress rehearsal. Hopefully, I have potentially saved you the last minute panicked shopping trip that I endured!

7) Go with the flow. On the night of the "performance" in front of roughly 1000 people, I knew that I was supposed to go third. One talk that involved a keyboard. One video presentation (the main Ted organization requires two of these at each Tedx event). And then me. During the video, staff would clear the keyboard off the stage. But, following the first talk, the emcee started introducing someone...and I quickly realized that it was me! I

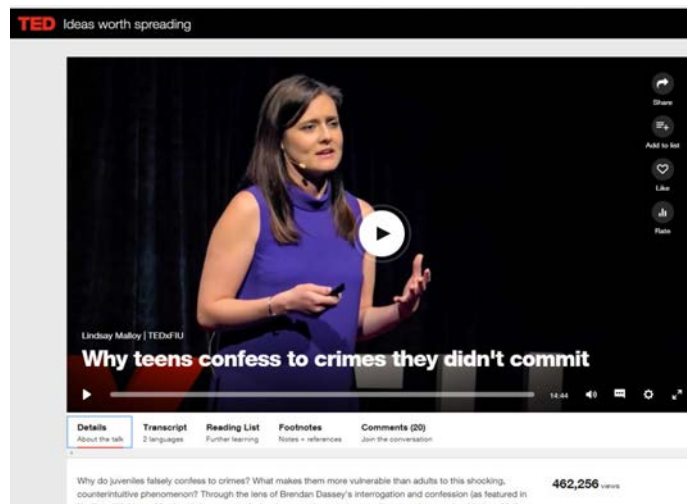
could see the panicked looks on the faces of people running around wearing headsets. They were trying to communicate with the emcee to stop introducing me and to do the video as planned. But it became clear that wasn't going to happen. So the next thing I knew I was being pulled from my chair, the mic that I was wearing was turned on, and I was pushed (okay maybe gently nudged) onto the stage. I thought I had another 15 minutes or so to prepare myself mentally but alas, that was not the case. I managed the unexpected change okay – but I did not manage to incorporate the keyboard into my talk, which was probably best for everyone involved.

8) Get approval for any images/videos/etc you use! In my talk, I begin with several images of juveniles who had falsely confessed to murder. I downloaded these images from online news articles. I used snippets of Brendan Dassey's interrogation videos that were posted on Youtube. I asked my local Tedx organizers whether I had to obtain any sort of permission to use these materials. I was concerned about copyright issues. I was told that I did not need to worry about it because the talk was for educational purposes only (and not for profit). ***But as it turns out, I very much needed to worry about it.*** When

the Ted attorneys contacted me about posting my talk on the main Ted.com website, I lost about a solid week tracking down the various licenses for the photos and other materials that I had used. Learn from my mistakes and only include "free images" or obtain the licenses in advance!

9) Try to enjoy it. I had a hard time with this one. I was quite stressed about the talk. And I was quite stressed about whether my 17-month-old would go to sleep okay for the new babysitter (priorities!). That night I just wanted it to be over. But once my talk was over, I did enjoy the night. From that perspective, try to avoid going last if you can!

10) Share your talk widely. I know that self promotion can be awkward but after all the work you put into it, share your talk with the individuals and organizations who may be interested in it. And make sure to share with Division 7, including the Division 7 Facebook page!



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 9-12



Presidential Address
Michael E. Lamb,
University of Cambridge

“Bringing Developmental Science into the Legal System”

Friday 8/10, 4-4:50pm, Room 2010

The full Division 7 Program is available at the end of this newsletter!
Note: All room numbers refer to the Moscone Center.

Award Addresses at APA 2018

Urie Bronfenbrenner Award for Lifetime
Contribution to Developmental Psychology

Ross A. Thompson

“Turning Development Relational Science into
Practice”

Saturday 8/11, 10-10:50am

Room 2014



Saturday 8/11, 12-12:50pm

Room 3000

Boyd McCandless Award

David S. Yeager

“How Can we Leverage
Psychological Interven-
tions to Improve Adoles-
cents’ Trajectories?”

126th

APA ANNUAL CONVENTION

SAN FRANCISCO, CA

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

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

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

Thursday 8/9, 10-11:50am**Room 3008**

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**

Thursday 8/9, 12-1:50pm**Room 2003**

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**

Friday 8/10, 10-11:50am**Room 2010**

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

Sunday 8/12, 10-10:50am**Room 2000**

The Division 7 program is available in full at the end of this newsletter!

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

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

More 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**

Saturday 8/11, 4-5:50pm**Room 2007**

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

Thursday 8/9, 8-8:50am**Room 2008**

Socio-emotional and Cognitive Functioning in Maltreated Children and Adolescents

- ♦ **Kelly L. Dickerson**, University of California, Irvine
- ♦ **Antonia Cartwright**, University of California, Davis
- ♦ **Stacy Metcalf**, University of California, Irvine
- ♦ **Michael Galloway**, University of California, Berkeley
- ♦ **Jodi A. Quas**, University of California, Irvine, **Chair**

Saturday 8/11, 8-8:50am**Room 154**

Eyewitness Memory in Autism Spectrum Disorder—Strategies to Improve Accuracy and Perceived Accuracy (sponsored by Division 41)

- ♦ **Lucy Henry**, City University of London
- ♦ **Telma Sousa Almeida**, University of Cambridge
- ♦ **Jonni L. Johnson**, University of California, Davis, **Presenter and Chair**
- ♦ **Katie Maras**, University of Bath

Saturday 8/11, 9-9:50am**Room 3007**

126th**APA ANNUAL CONVENTION****SAN FRANCISCO, CA****AUGUST 9–12, 2018 / EXHIBIT DATES: AUGUST 9–11****Collaborative Sessions******Cross-cutting themes and sessions that cut across APA Divisions and content areas********See the full Division 7 Program at the end of this newsletter for more Collaborative Sessions of interest to Division 7 Members!******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

Thursday 8/9, 2-3:50pm**Room 158****A Guide on Best Practices for Running an Intervention—
Implementation and Analysis****With Divisions 5, 12, 20**

- ♦ **Allison A.M. Bielak**, Colorado State University, Fort Collins
- ♦ **Kelly L. Schmitt**, KL Media Research
- ♦ **Susie M. Breitenstein**, Rush University
- ♦ **Walter R. Boot**, Florida State University
- ♦ **Alden Gross**, Johns Hopkins University
- ♦ **Courtney Beard**, McLean Hospital

Saturday 8/11, 4-5:50pm**Room 156****Discussion****Advancing International Prevention Science—
Promoting Empowerment and Global Partnerships****With Divisions 17, 27, 43**

- ♦ **John L. Romano**, University of Minnesota, **Co-Chair**
- ♦ **Moshe Israelashvili**, Tel Aviv University, **Co-Chair**
- ♦ **Annamaria DiFabio**, University of Florence
- ♦ **Abigail Gewirtz**, University of Minnesota
- ♦ **Teresa M. Sgaramella**, University of Padova
- ♦ **Carmen Orte**, University of the Balearic Islands, Palma

Friday 8/10, 9-11am**Rooms 3022 & 3024**

Funding Opportunities



APA Dissertation Research

Awards

Deadline: September 1, 2018

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

Early Graduate Student Researcher Awards

Deadline: September 14, 2018

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 this award, visit: <http://www.apa.org/about/awards/scistucoun-earlyre.aspx>

Elizabeth Munsterberg Koppitz Child Psychology Graduate Student Fellowship

Deadline: November 15, 2018

The Elizabeth Munsterberg Koppitz Fellowship program supports graduate research projects and scholarships in child psychology. The goals of the program are to (1) Nurture excellent young scholars for careers in areas of psychology, such as child-clinical, pediatric, school, educational, and developmental psychopathology, and (2) Support scholarly work contributing to the advancement of knowledge in these areas

Several fellowships of up to \$25,000 each will be awarded. Support is provided for one year only. Only one application accepted from any one institution in any given year.

For more details about this award, visit <http://www.apa.org/apf/funding/koppitz.aspx?tab=1>

Lizette Peterson-Homer Injury Prevention Grant Award

Deadline: October 1, 2018

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.

The Lizette Peterson-Homer Memorial Research Grant is designed to (1) increase understanding of the nature and etiology of injuries in children, (2) Support development and evaluation of intervention techniques in this area, and (3) Support dissemination and implementation of proven techniques in this area

For more details about this award, visit <http://www.apa.org/apf/funding/peterson-homer.aspx>

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

**Division 7 membership
is always free for under-
graduate and graduate
students!**

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**

Upcoming Conferences

American Psychological Association Annual Convention

Aug 9-12, 2018
San Francisco, CA
<http://apa.org/convention/>

Annual Conference of the Association for Moral Education

Nov 8-10, 2018
Barcelona, Spain
<https://www.amenetwork.org/2018/>

American Psychological Association Annual Convention

Aug 8-11, 2019
Chicago, IL
<http://apa.org/convention/>

European Early Childhood Education Research Association Annual Conference

Aug 28-31, 2018
University of Debrecen, Budapest,
Hungary
<http://www.eecera.org/conferences/>

The Annual International Confer- ence on Stigma

Nov 16, 2018
Washington, D.C.
<http://www.whocanyoutell.org/>

Meeting of the European Society for Cognitive Psychology (ESCoP)

Sep 25-28 2019
Tenerife, Spain
<http://escop.eu/events/conference/>

The Flux Congress

Aug 30—Sept 1, 2018
Berlin, German
<https://fluxsociety.org/2018-berlin/>

Budapest CEU Conference on Cog- nitive Development

Jan 3-5, 2019
Budapest, Hungary
<http://www.bcccd.org/>

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

Oct 9-13, 2019
Toronto, ON, Canada
<http://www.ssea.org/>

Penn State's 26th Annual Symposi- um on Family Issues

Rural Families and Communities
Oct 22-23, 2018
University Park, PA
[http://www.pop.psu.edu/
event/2536/26th-annual-national-
symposium-family-issues](http://www.pop.psu.edu/event/2536/26th-annual-national-symposium-family-issues)

Annual International Conference on Cognitive and Behavioral Psy- chology

Jan 28-29, 2019
Singapore
<http://www.cognitive-behavior.org/>

The Cognitive Development Socie- ty's Biennial Meeting

Oct 17-19, 2019
Louisville, KY
<http://www.cogdevsoc.org/>

The Annual Boston University Con- ference on Language Development

Nov 2-4, 2018
Boston, MA
<http://www.bu.edu/bucld/>

Society for Research in Child Devel- opment

March 21-23, 2019
[https://www.srcd.org/meetings/
biennial-meeting](https://www.srcd.org/meetings/biennial-meeting)

Society for Research on Adoles- cence

March 19-21, 2020
San Diego, CA
<https://s-r-a.org/biennial-meeting/>



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):	Megan Gunnar (Jan 18 – Dec 19)
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>

NEWSLETTER EDITOR:
Lindsay C. Malloy
Faculty of Social Science and Humanities
University of Ontario Institute of Technology
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126th Annual APA Convention

Division 7 Program Booklet



Moscone Center, San Francisco, CA, August 9th – 12th, 2018

Registration Information

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

Full Program

The full APA Convention Program will be available at: <http://convention.apa.org/agenda>

Division Reception

To be held from 6 – 8pm Thursday August 9 in the Marriott Marquis Sierra Room J, in conjunction with Committee on Children, Youth, and Families at APA, Division 37.

All sessions held in the Moscone Center unless otherwise stated.

THURSDAY AUGUST 9, 2018

Time	Session ID	Room	Title			
8 – 8:50	1108	2008	Narrating School: How Stories Told Shape Students, Teachers, Principals, and Policy. Chair: Jones. Presenters: Zapata-Geitl, Jones, Swen, Kim.			
9 – 9:50	1301	Halls ABC	Poster Session 1			
10 - 10:50	1166	3008	Symposium 18794 Moral Development: The role of Context in Shaping Children's, Adolescent's and Adult's Moral Judgment. Chairs: Mulvey, Gönültas. Presenters: Elenbaas, McGuire, Hitti, Goldfarb, Gönültas.			
11 – 11:50						
12 – 12:50	1106	2003	Symposium 19140. Applied Developmental Psychology: Forensic & Clinical Research in the Aftermath of Childhood Trauma. Chairs: Hobbs, Goodman. Presenters: Hobbs, Goldfarb, Lieberman, Kletter. Discussants: Quas, Myers. Co-listing Divisions: 48, 56			
1:00 – 1:50						
2 - 2:50	CPG	158	Collaborative Session. Psychological Perspectives on Rising Income Inequality. Presenters: Hostinar, Swartz. Co-listing Divisions: 16, 38, 53.	Sess. ID	Room	Title
3 – 3:50				1306	Marriott Marquis Hotel Pacific Room E	Executive Committee Meeting (Closed).
4 – 4:50						
5 – 5:50						
6 – 8:00			Social Hour In Conjunction with Committee on Children, Youth, and Families, Division 37 Marriott Marquis Sierra Room J			

FRIDAY AUGUST 10, 2018

Time	ID	Rm	Title				ID	Rm	Title
9 – 9:50	1305	Halls ABC	Poster Session II				2102	3022 & 3024	Collaborative Session. <i>Advancing International Prevention Science --- Promoting Empowerment and Global Partnerships</i> Presenters: Romano, Israelashvili. Co-listing Divisions: 17, 27, 43
	ID	Rm	Title	ID	Rm	Title			
10 – 10:50	1107	2010	Symposium 18819 <i>Children's Exploration and Early Scientific Thinking</i> . Chair: Sobel. Presenters: Sobel, Bonawitz, Walker. Discussant: Gopnik. Co-Listing Division: 15	CPG	156	Collaborative Session. <i>What Every Psychologist Should Know About Marijuana --- Correcting Myths and Misperceptions</i> . Presenter: Pearson. Co-listing Divisions: 12, 19, 28, 50, 55			
11 – 11:50									
12 – 12:50									
1 – 1:50									
2 – 2:50									
3 – 3:50									
	Sess. ID	Room	Title	ID	Rm	Title	ID	Rm	Title
4 – 4:50	1321	2010	Presidential Address - <i>Bringing Developmental Psychology Into The Legal System</i> . Presenter: Lamb.	CPG	158	Collaborative Session:	CPG	20 & 21	Collaborative Session:
	Engaging the Body 2020 --- <i>Establishing Embodiment as Metatheory</i> . Presenter: Dess. Co-listing Divisions: 3, 6, 10			Applying Psychological Science to Teaching, Learning, and Well-Being in Schools. Presenters: Van Meter, Sperling. Co-listing Divisions: 15, 16, 45					
5 – 5:50	1307	2010	Div 7 Business Meeting						

SATURDAY AUGUST 11, 2017

Time	Session ID	Room	Title			
8 – 8:50	1402	154	Symposium 18691 <i>Socio-emotional and Cognitive Functioning in Maltreated Children and Adolescents</i> . Chair: Quas. Presenters: Dickerson, Cartwright, Metcalf, Galloway.			
9 - 9:50			<i>*G. Stanley Hall Award winner Stephen J. Ceci and Urie Bronfenbrenner Award co-winner Margaret B. Spencer are unable to attend Convention.</i>			
10 - 10:50	1316	2014	Invited Address. <u>Urie Bronfenbrenner Award</u> for Lifetime Contribution to Developmental Psychology. <i>Turning Developmental Relational Science into Practice</i> . Recipient/Presenter: Ross Thompson. Co-listing Division: 52			
11 – 11:50						
12 – 12:50	1310	3000	Invited Address. <u>Boyd McCandless Young Scientist Award</u> . <i>How Can We Leverage Psychological Interventions to Improve Adolescents' Trajectories?"</i> Recipient/Presenter: David S. Yeager			
1-1:50						
	Sess. ID	Room	Title	Sess. ID	Rm	Title
4 – 4:50	1308	2007	<i>Young Investigators Symposium</i> Presenters: Rachlin, Coulombe, Lee, Jensen, Sadri. Discussant: Luthar.	CPG	156	Collaborative Session:
5 – 5:50				<i>A Guide on Best Practices for Running an Intervention --- Implementation and Analysis</i> . Presenter: Bielak. Co-listing Divisions: 5, 12, 20		

SUNDAY AUGUST 12, 2017

Time	Session ID	Room	Title
10 – 10:50	1167	2000	Symposium 18225: <i>What Can International Research Teach Us About Child Development?</i> Chairs: Gauvain, Best. Presenters: Rogoff, Weisner. Co-listing Divisions: 43, 52