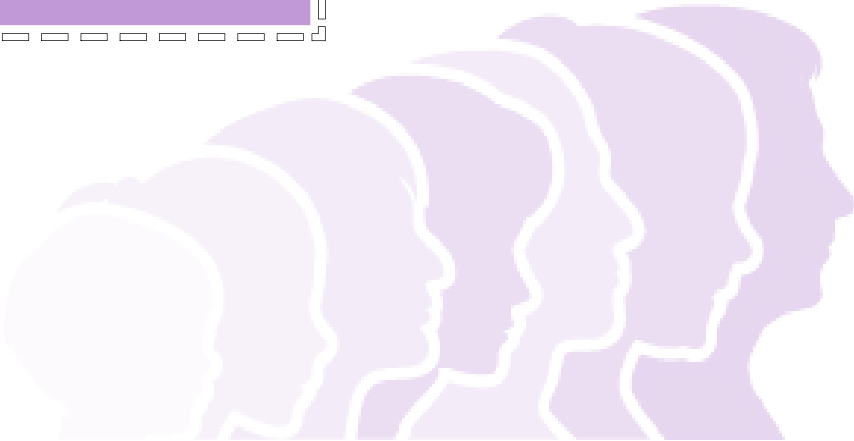


See inside for New Division 7
Mid-Career Awards!



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7



Developmental Psychologist

APA Division 7

Winter 2019

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Presidential Column

Suniya S. Luthar, Arizona State University

Dear Division 7 Members,

A very happy new year to you -- and a warm welcome to those of you who are new members in our Division!

In this newsletter, I am writing to share some good news about new awards to be granted by our Division, and to highlight a sampling of our major initiatives in which we'd love to have you involved.

First, the **awards**: Recognizing gaps in existing Division 7 awards, last year, the Executive Committee discussed the creation of two awards for mid-career scholars, both named for women who have been leaders in Developmental Psychology (our existing awards for distinguished contributions are named after men). EC members were enthusiastic; I requested suggestions for names for these new awards and the two most frequently cited were chosen. So now, we have the *Mavis Hetherington Award for Excellence in Applied Developmental Science* and the *Mary Ainsworth Award for Excellence in Developmental Science*. Details of eligibility criteria and application process are listed on our [website](#) (also see P. 13).

These new awards fit well with what has been an especially important aim of Division 7, to recognize outstanding contributions from scholars across different career stages, through the presentation of awards and small grants. For students and folks in the early stages of their careers, we pay tribute to excellence in research through the Dissertation award, Early Career outstanding paper award, the Boyd McCandless Award, as well as dissertation and early career grants.



For Distinguished Contributions by senior scholars, we have the G. Stanley Hall Award and the Urie Bronfenbrenner Award; in addition, we have the Maccoby Book Award, and the Mentor Award.

And now to a sampling of **major initiatives** of Division 7: Significant among our activities is the promotion of scientific knowledge in applied settings, informing public policy decisions relevant to optimal development across the life span. Because of our association with APA located in Washington DC and its offices dedicated to such advocacy, we have the ability to influence -- at the national level -- not only psychological science, but also grant priorities and social policy initiatives related to human development.

In addition to promoting research in developmental psychology across the entire lifespan, Division 7 is committed to facilitating dissemination of cutting-edge work via our newsletter, website, and the APA Convention program. We are also proactive in collaborative work with other Divisions. In an effort to promote scientific knowledge in applied settings, for example, the leaders

of seven APA Divisions (including ours) formed a consortium to develop a web-based resource for behavioral information on children, youth and families (infoaboutkids.org). This resource serves as a gateway to a network of websites that provide evidence-based approaches to promote healthy development. In another important initiative, Division 7, along with Division 37 (Family Policy and Practice) led a [Joint Task Force on Physical Punishment of Children](#) to review research on spanking and its effects. Division 7 also continues to play an active role in helping shape the policies and priorities of APA as an organization via our elected members to the [Council of Representatives](#).

In contemporary times -- more than ever before -- evidence-based, excellent scientific research must be communicated to policy-makers in our government. It is for all these reasons that I am extending a personal invitation for you to become involved in the initiatives we are already pursuing, and as or more importantly, to bring fresh thoughts and ideas to the table! The leadership of our Division is especially keen to have a strong voice from students and early developmental scientists, so please do invite your students and colleagues to become members as well, and join us in helping to shape the directions that developmental science will take in the years to come.

Looking forward to working with you, and sending all best wishes for a peaceful, happy, and prosperous 2019--

Suniya.

Suniya S. Luthar

President, Division 7

2019 Dissertation Awardee



Laura Elenbaas

Assistant Professor, University of Rochester

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

I had been interested in children's attitudes toward peers of different backgrounds for some time. In my dissertation, I used an experimental design to bridge children's everyday experiences with broader societal patterns of inequality.

How did you fund your dissertation research?

I was fortunate to fund my dissertation research with an APA Dissertation Research Award, an APF Graduate Research Scholarship, and a SPARC grant from my department at the University of Maryland.

What advice would you give to grad students who are proposing or working on their dissertation?

When I first started thinking about my dissertation topic, I was anxious to design a huge study that would answer every important question about kids' perceptions of economic inequality. My PhD mentor (Melanie Killen) encouraged me to re-conceptualize my dissertation as part of my overall program of research, stemming from ideas I'd been working on, and leading to future areas of inquiry. That was very helpful advice, so I'll pass it along here.

What are you working on now?

I'm an Assistant Professor of psychology at the University of Rochester. In [my lab](#), we study how children think about people and the social world. We focus on developing concepts of fairness, perceptions of social groups, and peer relationships. Some of the topics we're investigating right now include children's perceptions of social inequalities, experiences of social exclusion, the development of stereotypes, and reasoning about rights.

Brief summary of dissertation:

My dissertation reflects part of my ongoing work on children's perceptions of social and economic inequalities. The set of three studies examined children's perceptions of economic disparities in access to educational opportunities, decisions about whether to correct or perpetuate similar inequalities in familiar peer scenarios, and expectations for whether others would do the same. Between middle childhood and early adolescence children's decisions differed as a function of social-cognitive (i.e., stereotypes), family (i.e., income) and experimental factors. The findings, now in press at *Child Development* and *Developmental Psychology*, highlight the moral salience of economic exclusion for children, and underscore the need for continued research on the factors that enable children to reject conventions that limit access to resources on the basis of economic status.



Congrats

2019 Dissertation Awardee



Tyler Colasante Postdoctoral Fellow, University of Toronto Mississauga

Brief summary of dissertation:

The study of guilt has a rich—albeit relatively dark—history in psychology. The works of Freud and Erikson cast significant shadows over its psychological functions, characterizing it as an exaggerated fear of doing something wrong. Alternatively, evolutionary psychologists argue that guilt evolved as a critical emotional compass to govern our social behavior and help us maintain harmonious ties with others. As a graduate student, I was interested in exploring the adaptive characteristics of guilt. I quickly noticed that very few studies had ventured deeper into the mechanisms and complexities of guilt in early life to explain how it emerges and begins to offset problematic social behaviors like aggression. This spurred the three studies of my dissertation.

For study 1, I investigated the physiological building blocks of children's guilt responses while they imagined harming others to achieve desirable objects. Those who were more physiologically responsive to the desirable objects and less physiologically responsive while harming others went on to report less guilt and were rated by their parents as more aggressive. Guiltier, less aggressive children were able to regulate their initial arousal in response to the desirable objects and channel it towards feeling bad while harming others. For study 2, I hypothe-

sized that guilt would help 5-, 8-, and 12-year-olds with low heart rates avoid aggression because children with low heart rates lack arousal, and guilt is often more cognitively infused (i.e., involves more thinking and less affective arousal) than other emotions. Indeed, children with lower heart rates were more aggressive, but not if they had high levels of guilt. In lieu of arousal cues, a firm cognitive grasp of right, wrong, and others' feelings may help children with underarousal navigate social conflicts away from aggression. For study 3, I tracked children's anger and aggression for 10 days and developed a new statistical method to isolate spikes in anger above each child's norm. I then tested whether children high in guilt were less likely to pass their anger-aggression tipping points. Children were much more aggressive on days when their anger hovered above their typical anger level. However, spikes in daily anger were less likely to trigger aggression for guilt-prone children, suggesting that guilt redirects or quells anger before it manifests as aggression.

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

Prior to graduate school, I worked in community service and spent a considerable amount of time helping children write apology letters to their victims. A lot of the children struggled with expressing and characterizing their remorse and I noticed that these difficulties were rooted in their broader difficulties with emotional expression and regulation. Children who had a better handle on their emotions were more likely to devel-

op guilt over their actions. These experiences served as the foundation for my graduate work on the intersections of guilt and regulatory abilities across childhood.

How did you fund your dissertation research?

I was fortunate to receive scholarships and funding from the Government of Canada, Government of Ontario, University of Toronto, and my supervisor, Dr. Tina Malti.

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

For those just beginning, I think it is important above all to choose a topic that you feel deeply invested in—this makes the long haul of graduate studies more enjoyable and will help you leave a personal mark on the field above and beyond those before you. For those working on or nearing the end of their dissertation, try your best to keep things simple and remain aligned with the original goals set out at the beginning of your dissertation. Mastering the details is integral to good science, but it is equally important to step back from time to time and maintain levels of feasibility and focus that allow you to finish and fulfill the broader goals of your dissertation.

What are you working on now?

I am currently a postdoctoral fellow at the University of Toronto Mississauga. My work is delving deeper into the physiological and neurobiological mechanisms of guilt and aggression. I am also applying for assistant professorships and hope to expand my burgeoning research program to experiences of shame in adolescence, particularly in the context of recent surges in adolescents' social media usage.

2019 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology Award Winner

Mary Dozier
Professor, University of Delaware

Young children who have experienced early adversity often have difficulty developing adequate self-regulatory capabilities and secure, organized attachments. Our work has focused on understanding the specific problems faced by such children and designing parenting interventions that target the issues. We have worked with children in the child welfare system who live with their birth parents, children who live with foster parents, and children who are adopted internationally following institutional care. With each of these groups, we have conducted randomized clinical trials in the lab, and then made the intervention available nationally & internationally to others.

The Attachment and Biobehavioral Catch-up (ABC) intervention targets three parenting behaviors, each because of a need identified through research findings. First, young children who have experienced adversity are often dysregulated behaviorally and biologically. To enhance children's self-regulation, parents are coached to follow their children's lead. Following-the-lead interactions are experienced as very smooth and controllable, which enhance children's attention and

regulation (Raver, 1996). Parent coaches make "in-the-moment" comments that support parents following their children's lead. Comments are almost entirely positive, bringing attention to very specific ways that parents are following their children's lead.



Such comments often lead to a cascade of sensitive behaviors on the parent's part. More frequent comments are related to greater change in parental sensitivity (Caron, Bernard, & Dozier, 2016).

Second, young children who have experienced adversity especially need nurturing care. Without nurturing care, they are at risk for developing

disorganized attachments (Dozier, Stovall, Albus, & Bates, 2001). In addition to providing a rationale for the importance of nurturing parenting based on research findings, ABC parent coaches make in-the-moment comments when parents behave in nurturing ways. As with in-the-moment comments about following the lead, these comments provide real-time feedback that describe nurturing parenting behaviors and link the behaviors with long-term child outcomes.

Third, parents living under challenging conditions are often frightening or harsh in their interactions with their children. Frightening parental behavior undermines children's ability to develop self-regulatory capabilities and the ability to develop organized attachments (Schuengel, Bakermans-Kranenburg, & van IJzendoorn, 1999). ABC helps parents recognize when they are behaving in potentially frightening ways and to appreciate how these behaviors affect their children.

We have assessed the efficacy of the ABC intervention through randomized controlled trials and found striking and lasting effects on children's behavioral

and biological outcomes. Children whose parents received the ABC intervention develop secure and organized attachments more often than children whose parents received a control intervention (Bernard, Dozier, Bick, Lewis-Morrarty, Lindhiem, & Carlson, 2012). Diurnal cortisol production is more normative among children in the ABC group than in the control group (Bernard, Dozier, Bick, & Gordon, 2015), with effects seen though early and middle childhood (e.g., Bernard, Hostinar, & Dozier, 2015). Effects are also seen on executive functioning, language development, DNA methylation, brain activation, and autonomic nervous system regulation (e.g., Tabachnick et al., in press).

Having developed an intervention with a strong evidence base, disseminating the intervention in the community may seem straightforward. What has become painfully clear over the last several decades, however, is that moving an intervention from a research lab into the community is not easy. One of the things that often goes wrong is that interventions are not implemented with adequate fidelity to the model when implemented in the community (Santa Ana et al., 2008). Based on what we knew from the literature and our early experiences with challenges in implementing with fidelity, we (Caron et al., 2016) developed a micro-analytic

system for monitoring fidelity. Using only a 5-minute clip from a session each week, parent coaches' in-the-moment comments can be reliably monitored. Throughout their year of supervision on the ABC model, parent coaches implementing ABC around the world therefore get quantified feedback weekly regarding the extent to which they are meeting criteria. We think that this attention to fidelity is why we find effect sizes in the community that are as large as effects found through randomized clinical trials (Roben, Dozier, Caron, & Bernard, 2017).

This work has been challenging and exciting. We look forward to adapting this intervention for use with other populations (e.g., for opioid-dependent mothers), to integrating with other services, and to exploring intervention effects even beyond middle childhood. We were surprised that the intervention has proven so successful with effects sustained over many years. I am honored, on behalf of my collaborators and students, to have been chosen as the Urie Bronfenbrenner Awardee for Lifetime Contribution to Developmental Psychology in the Service of Science and Society.

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The Work of APA's Coalition for Psychology in Schools and Education

Timothy W. Curby
Associate Professor, George Mason University

Celebrating its 15th anniversary this year, APA's Coalition for Psychology in Schools and Education seeks to apply psychological principles to pre-K–12 education. The Coalition brings together 20–25 psychologists twice a year from many divisions and groups to provide resources that can be of use to teachers and students. As the chair and divisional representative to the Coalition, I wanted to provide this update to the division.



The Coalition's best known product is the [Top 20 Psychological Principles for Pre-K–12 Education](#). It describes important principles for educators to understand (e.g., What students already know affects their learning). The document is being used by teacher training programs, psychology courses, and practitioners in the US and abroad. In fact, because of demand, the document has been [translated into 10 languages](#), with several others underway. Furthermore, there are several derivative products available or in process. For example, the Coalition is finalizing a version of the document that focuses on early childhood (similar to an adaptation that was made for creative, talented and [gifted students](#)). There is also a [badges program](#) that schools can apply for if they are able to provide evidence of integration of the principles into their school.

There are several other products that provide salient information through modules, videos, web pages, and [blog posts](#) that address a variety of psychological topics. For example, some topics that have been addressed include understanding and preventing [violence directed against teachers](#), promoting high-functioning [school-based teams](#) of professionals, dealing with disruptive [classroom behavior](#), and [choosing a high-quality preschool](#). The Coalition has also conducted surveys to better understand educationally and psychologically relevant phenomena. For example, the Coalition conducted a [survey of kindergarten teachers](#) across the US and found, for example, despite the changes in the emphases of preschools to be more academically oriented, kindergarten teachers would much prefer that children come into kindergarten with social–emotional skills than academic ones.

The Coalition has also created an [early childhood educator toolkit](#) that categorizes well-known resources across 11 areas of child development and learning as *not researched*, *research-based*, and *evidence-based*. These resources are all freely available to the public.

There are also several projects presently underway. The Coalition is working on providing classroom teachers with basic information on mental health based on behavior not diagnosis (e.g., anxiety-related behaviors). In addition, the Coalition is also analyzing information from a survey of pre-k–12 educators to determine what their needs are. The survey also was designed to determine the extent to which teachers understood and valued the principles identified in the Top 20. One area of need the Coalition has already identified was to adapt the Top 20 for special education environments. Lastly, the Coalition has plans to target resources focused on reducing educational disparities. This work would build off of the APA's report on [ethnic and racial disparities in education](#) and interleave with president-elect, Dr. Rosie Phillips Davis's [initiatives on deep poverty](#). If you are interested in learning more about the Coalition, or have any questions about our work, please feel free to email me (tcurby@gmu.edu).

Great Leaders in Developmental Psychology: Karen Saywitz, Ph.D.

By Bette L. Bottoms, Professor of Psychology, University of Illinois at Chicago; and Gail S. Goodman, Distinguished Professor of Psychology, University of California, Davis

Karen Saywitz, PhD, was an ardent advocate, scientist and practitioner working tirelessly to ameliorate the trauma of child maltreatment and its legal aftermath for children and their families. Her work spanned many domains, including (a) foundational and cutting-edge research, (b) policy activities, such as congressional lobbying, (c) valuable service to the field and (d) the education and training of undergraduates, graduate and medical students and postdoctoral scholars who continue the work of understanding and ending the various traumas associated with child maltreatment.

Uniquely prepared, with doctoral degree concentrations in both developmental and clinical psychology, Saywitz enjoyed a highly successful career at the University of California, Los Angeles (UCLA). She rose from assistant to full professor while she was director of child and adolescent psychology at the Harbor-UCLA Medical Center. During her career, Saywitz founded, co-founded, directed and served with numerous programs meant to better the lives of children, including TIES for Adoption, the National Judicial College,



California Professional Society on the Abuse of Children, Div. 37's Section on Child Maltreatment and the Interdivisional Task Force on Child and Adolescent Mental Health, a multi-year task force involving eight of APA's divisions (and growing).

Saywitz conducted and published innovative research on child maltreatment and its associated trauma, foster care, child mental health and child forensic interviewing, including landmark research on emotionally sensitive child forensic interview protocols. She was one of the first researchers in the world to specialize in these areas, jump-starting the field of child witness research back in the 1980s when virtually no one else was concentrating on this topic. Years ago,

well before nearly all others, she achieved national and international stature for her applied research on child witnesses, child abuse and child mental health. This research paved the way for others who followed in her footsteps. Her research and writings have been repeatedly cited in U.S. Supreme Court rulings and appellate court decisions, a goal to which many in our field aspire.

In addition to her highly influential scientific articles, Saywitz authored handbooks for judges and forensic interviewers and developed tools for front line investigators of child abuse claims. In all of her research, writing and teaching, she stressed practical and applied implications while advancing the science of our discipline. She ensured each of her publications provided an opportunity to improve the lives of children, youth and families who have suffered trauma. She spent her professional life in research and advocacy related to child victims. Karen Saywitz was a highly distinguished star in our field, one of the foremost child witness/child trauma researchers in the world and a truly wonderful colleague, mentor and friend.

DIVISION 7 at APA 2018!



Suniya S. Luthar with 2018 Outstanding Research Presentation Award Winners
Left to Right: Joyce Lee, Cjersti Jensen, Amanda Sadri, Suniya Luthar, Beth Rachlin, Brianne Coulombe



Presentation by Michael E. Lamb



Presentation by Gail S. Goodman



Presentation by Jodi A. Quas



Suniya Luthar & Margaret B. Spencer (Bronfenbrenner Awardee)

DIVISION 7 at APA 2018!



**Ross A. Thompson (Bronfenbrenner Awardee) with
Michael E. Lamb**



**Join us in Chicago, August
8-11 for APA 2019!**

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 a 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. Winners are presented at the APA Annual Convention.

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, 2019

[Click here](#) for more information.



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.

Eligibility:

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

Deadline: March 15, 2019

[Click here](#) for more information.

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.

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, 2019

[Click here](#) for more information.

DIVISION 7 AWARDS IN DETAIL

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.

Eligibility: No specific restrictions.

Deadline: March 15, 2019

[Click here](#) for more information.

Urie Bronfenbrenner Award for Lifetime Contribution to Develop- mental 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, but who has also worked to the benefit of the application of developmental psy-

chology 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.

Eligibility: No specific restrictions.

Deadline: March 15, 2019

[Click here](#) for more information.

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.

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, 2019

[Click here](#) for more information.

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 careers of others.

Eligibility:

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

Deadline: March 15, 2019

[Click here](#) for more information.

NEW MID-CAREER AWARDS FROM DIVISION 7

Division 7 announces the creation of two new awards for mid-career developmental scientists, who are between 15-30 years from having received their doctoral degrees

The Mavis Hetherington Award for Excellence in Applied Developmental Science

The Hetherington award is to recognize excellence in scholarship and contributions to applied developmental science. This is intended for individuals whose work has not only advanced the science of developmental psychology, but also has helped to promote well-being of children, families, and groups or organizations. These contributions could have been made through applied research, direct service, advocacy, influencing public policy or education, or other activities that have improved outcomes for children and families.



The Mary Ainsworth Award for Excellence in Developmental Science



The Ainsworth award is to recognize excellence in scholarship and contributions to developmental science, 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 other disciplines.

Eligibility for both awards

Scientists who are between 15 and 30 years of completing their doctoral degree are eligible.

How to Apply

The annual deadline is March 15.

Nominations should include:

- A letter of nomination, with two additional letters of support provided by the nominator. At least one of these three letters should be from someone with membership in Division 7 at the time of submitting the nomination.
- The nominee's curriculum vitae.
- Up to four representative publications.

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

sluthar@asu.edu

Suniya S. Luthar

Department of Psychology

Arizona State University

Research Funding Opportunities



APA Dissertation Research

Awards

Deadline: September 1, 2019

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, 2019

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, 2019

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, 2019

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>



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

Jessica Sutherland, Div 7 Membership Chair, jessica.sutherland@uoit.ca

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

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,
Jessica Sutherland, jessica.sutherland@uoit.ca**

Executive Committee

President (1-year term):	Suniya S. Luthar (2019)
Past President (1-year term):.....	Michael E. Lamb (2019)
President-Elect (1-year term):	Deborah Vandell (2019)
Secretary (3-year term):	Catherine A. Haden (2017 – 2019)
Treasurer (3-year term):	Kristen W. Alexander (2017 – 2019)
Members-at-Large (3-year term):.....	Martha Ann Bell (2018 – 2020)
.....	Mary Gauvain (2017 – 2019)
.....	Lori Camparo (2017 – 2019)
Representatives to APA Council (3-year term):.....	Sarah Friedman (2019 – 2021)
.....	Simona Ghetti (2017 – 2019)
Newsletter Editor (3-year term):	Kyndra C. Cleveland (2019 – 2021)
Fellows Committee Chair (1-year term):	Megan Gunnar (2019)
Program Committee Chair (1-year term):.....	Kate Ellis-Davies (2019)
Program Committee Co-Chair (1-year term):	Kelly L. Mulvey (2019)
Membership Chair (3-year term):.....	Jessica Sutherland (2019 – 2021)
Historian (3-year term):	Kali Trzesniewski (2017 – 2019)
Web Master (3-year term):.....	Sue Hobbs (2017 – 2019)
Early Career Member Representative (2-yr):	Kelly L. Mulvey (2018 – 2019)
Graduate Student Representative (2-year term):.....	TBA (2019 – 2020)
Listserv Administrator.....	Adam Winsler

Addresses and e-mails are listed on the Division 7 website:

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

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