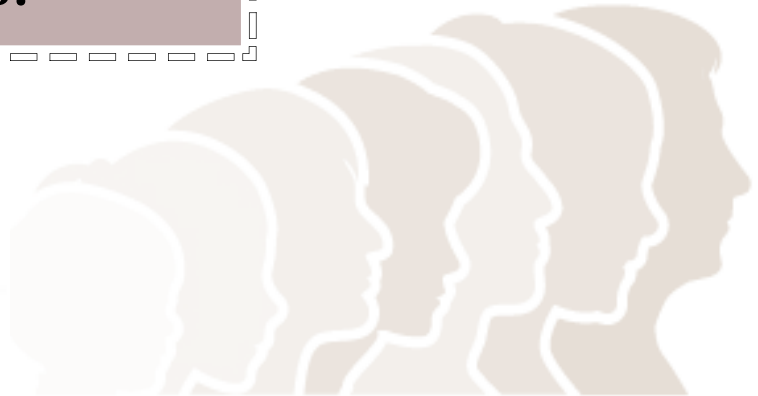


See inside for Division 7 Award Details!



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7



Developmental Psychologist

APA Division 7

Summer 2020

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Presidential Column

Deborah Lowe Vandell
University of California, Irvine

Dear Members of Division 7,

Many of us who are academic psychologists live our lives on a predictable schedule. Classes begin in the fall with new students and the start of new research projects in university labs, school classrooms, and participants' homes. In December, there is a rush to get grades in. Then, in January, we start the new semester (or new quarter, if you are at the University of California) when the process repeats. Then, come May or June, there is a rush to get grades in, attend dissertation and thesis defenses, and make plans for all of the work you are going to get done in the summer. Interspersed across the year are efforts to find time to write and to travel to your favorite conferences where you present your latest work and connect with colleagues.

Well, Fall 2019 started like that, but by March, our lives were completely up-ended by a highly contagious virus with no cure and limited effective treatments, coupled with historic unemployment and economic uncertainty, that were then combined with nearly daily evidence of rampant racism and police brutality, followed by widespread public protests for police reform. And, on top of that, childcare, K-12 schools, and afterschool programs closed leaving families to care for (and serve as teachers) for their children while parents tried to work from home or navigate unemployment. And, our colleges and universities sent students home in March. We



stopped in-person classes and pivoted to online classes within a matter of days. It is little wonder that during 2020, all of us – children, adolescents, young adults, people at every age – have experienced a toxic mix of fear, stress, fatigue, and anxiety that is unlikely to disappear any time soon.

In the midst of our own personal challenges and efforts, I hope that you will give some thought to the role our field of developmental psychology can play as we try to move forward in this new developmental context? I hope that you will send your ideas and recommendations to me (dvandell@uci.edu) so that I can collate and present your ideas to the Division 7 Executive Committee at our July virtual meeting. I also am asking Sue Hobbs, our Division 7 website coordinator, to create a link for you to submit your ideas on the Division 7 website. My hope is to spark conversations, ideas, or actions related to research

and practice in developmental science that can help us as a field to support human development. I will follow-up with you after the Executive Committee meeting, using the Division 7 listserv to talk about your ideas and possible next steps. In the short-run, we might think about using developmental science to encourage community efforts to stay safe by wearing masks and social distancing, or we might draw on developmental science to support working parents and their children, or we might draw on work in developmental science to help parents to talk with their children about racism and oppression. Down the road, research is going to be needed to understand the effects of this perfect storm of 2020 on well-being, health, and education and the kinds of ameliorative efforts that will be needed. Can we help one another as we navigate the new normal in higher education? How can we advocate and press for this research and education agenda? Please share your ideas with Division 7!

And, in the meantime, I hope that you and your loved ones are safe and well and that you have opportunities, in the days ahead, to experience both joy and peace.

Deborah

Deborah Lowe Vandell
President, Division 7

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

Andrew N. Meltzoff

Professor Psychology, Co-Director, Institute for Learning & Brain Sciences,
University of Washington

Social Learning as a Driver of Early Development

I am delighted to receive this APA award and am especially pleased to be on the same award list as Jerome Bruner (1975 awardee), who was my graduate advisor.

The launchpad for my work was our 1977 paper in *Science* on neonatal imitation. Working with neonates impressed upon me that babies are born socially attuned to others. Newborns bring perceptual biases and social capacities to their first interactions with people. Most prominent and unexpected among these is the capacity to recognize the biological movements they see others make as like the movements they feel themselves make (Meltzoff & Moore, 1997). This elementary linkage between action perception and production provides infants with a connection to others. I have proposed that infants recognize the bodies and actions of other people as being “Like-Me” (Meltzoff, 2007, 2013), and have theorized that the early detection of self-other equivalences is a building block for later forms of social cognition (Barragan, Brooks, & Meltzoff, 2020; Meltzoff, 1995; Meltzoff & Brooks, 2008).

To further our study of self-other correspondence, my colleagues and I turned to neuroimaging techniques. We examined infants’ neural representation of the body and showed that some

of the same brain regions that respond to direct tactile stimulation of the infant’s body also are activated when infants observe another person being touched (Meltzoff et al., 2018). These and other experiments are beginning to shed light on the neural processes involved in the basic feelings of interpersonal connectedness between infants and adults (Marshall & Meltzoff, 2015).

The hyper-sociality of young children supports learning but it comes at a cost. Children not only observe and imitate our positive behaviors, they also “catch” our darker tendencies, our prejudices and stereotypes. Using new tools to measure implicit stereotypes, we found that children absorb pervasive societal stereotypes at surprisingly young ages. As early as 2nd grade both boys and girls indicate that math is for boys, despite girls doing just as well on math tests at school (Cvencek, Meltzoff, & Greenwald, 2011). Apparently, children believe that societal stereotypes that apply to other people “like-me” also apply to the self.

We recently investigated how children acquire racial biases and prejudices, and tested whether preschoolers could “catch” novel prejudices by observing the behaviors of others. We found that children who saw an adult displaying nonverbal bias in favor of one individual over another sub-



sequently preferred, imitated, and behaved more prosocially toward, the target of these positive nonverbal signals (Skinner, Olson, & Meltzoff, 2019). Children also generalized such biases toward others who looked like the target. We conclude that generalized social group biases can spread to children based on their observations of how adults treat others.

Forty years ago, psychologists chiefly studied infants’ thoughts about inanimate objects. Today it is clear that infants are social, and captivated by people (Meltzoff, Kuhl, Movellan, & Sejnowski, 2009). It is thrilling to be a developmental psychologist in the 21st century. Modern techniques allow us to investigate longstanding questions about the development of the social mind. And our subjects never disappoint.



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Q & A with Boyd McCandless Award Winner

Haley Vlach, Ph.D.

Associate Professor, Department of Educational Psychology,
University of Wisconsin, Madison

On what projects/studies are you currently working? In what ways, have you needed to modify your projects and research during the pandemic?

My lab studies cognitive development, with a focus on bridging basic and applied developmental science. We use a variety of methods to study children's learning, such as behavioral tasks, standardized testing, longitudinal studies, eye-tracking, parent report apps, online studies, and more. The pandemic has made my lab pivot toward primarily online methods of data collection.

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

I would encourage new faculty to think about how they want to handle various aspects of their job. When I started my first tenure-track position, I read *The Compleat Academic: A Career Guide*, a book published by the APA, which made me realize that there is more to being a professor than teaching and research. As a faculty member, you will have to do service, learn tenure expectations and procedures, navigate power structures and politics, budget funds, and more. Thus, you will need to ask yourself questions about these roles, such as: What kind of service is valuable to you? How will you manage the interpersonal dynamics of your department? Generate answers to these questions before beginning the position, and revisit the questions every semester to make sure you are satisfied with the trajectory of your career.



What advice would you give to current graduate students?

A Ph.D. takes a long time. Although you may have started graduate school to pursue a career as a professor, your life, desires, and goals might change by the end of graduate school. Thus, I encourage graduate students to acquire skills that are marketable inside and outside of academia. Examples include programming, statistical analysis, publishing journal articles, writing grants, and public speaking. These skills will help your career path flourish regardless of what you choose to do at the end of graduate school.

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

My work-life balance is currently unbalanced. The pandemic closed daycares, and thus I have had to navigate parenting and working at the same time. This has been the ultimate test of my multi-tasking skills. I have taught classes, attended faculty meetings, and led lab

events online, all while playing with my toddler. During nap time and post-bed time are when I answer emails and work on writing projects. I'll be revisiting work-life balance once my daughter returns to daycare.

What do you wish you had more time to do during the pandemic?

I wish self-care activities were more feasible during the pandemic.

What activities do you do in your spare time?

Pre-COVID-19: Spending time with friends and family; traveling; watching psychological thrillers; SCUBA diving; hiking; being in the presence of nature

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

Psychological science has the potential to improve the world, as our research has implications for health, education, and more. However, we need to focus energy on our own diversity issues to have a stronger contribution to society; we need to diversify who we are as scientists and the types of science we value. For example, several racial/ethnic groups are still underrepresented in graduate school programs and, consequently, tenure-track faculty lines. Moreover, basic science has historically been valued over applied science, but applied science is how we test and demonstrate the value of basic science. My personal experience has been that I get praise for the theoretical contributions of my work, but rarely for my more applied research or efforts to diversify the academic pipeline. Indeed, psychological science needs a rebalancing in its value system.

Q & A with Boyd McCandless Award Winner

Eva Telzer, Ph.D.

Associate Professor, Department of Psychology and Neuroscience,
University of North Carolina at Chapel Hill



On what projects/studies are you currently working? In what ways, have you needed to modify your projects and research during the pandemic?

Prior to the pandemic, we were starting the 4th wave of a 5-year longitudinal neuroimaging study examining the role of parents and peers on adolescents' developing brain and risk for substance use. We have had to shift our research focus, and wave 4 is now occurring virtually, where we are using ecological momentary assessments to better understand how family and peer relationships may be shifting during these times of social distancing. While we were disappointed our longitudinal study was interrupted, we are doing our best to continue research and refocus during these challenging times.

What advice would you give to current graduate students?

Seek out mentors wherever you can find them and keep them for life! Mentors may be your primary advisor, faculty in other labs, fellow graduate students, or peers outside of academia. The most meaningful mentorship I have received is from my peers, many of whom I met in graduate school. For example, Hailey Vlach, the co-recipient of this year's Boyd McCandless Award, and I were in grad school together – we shared an office, served on committees together, and went through the job market at the same time. Throughout graduate school, and even more so once attaining our faculty jobs, we go to each other for advice and support.

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

Create a diverse lab of students who bring knowledge, expertise, and life experiences from all backgrounds – you may learn more from your students than you did during your formal training as a student yourself!

What activities do you do in your spare time?

I began college as an art major, but as a freshman took a Psychology course, The Mind and Brain, which took me on a different path (one I have never left!), and I stopped doing art. A few years ago, I rediscovered my love of art, and now most of my

free time is spent drawing botanical illustrations. A nearly 20-year hiatus, and now you can find me in gardens obsessively taking pictures of flowers and bugs to draw.

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

The biggest challenge facing society surround race, inequality, and discrimination. These challenges have come to the forefront recently, as we see race-related health disparities in rates of COVID-19, protests in response to losing Black lives, and significant race disparities in higher education. It is our duty as academics to support underrepresented minorities (URM) students, to enhance diversity at every level, to conduct research with samples including people of color and other underrepresented populations, and to conduct antiracism research and engage in outreach. For those of us who are from non-URM groups, it is essential that we commit to creating safe and supportive spaces for URM scholars, engage in self-reflection and learning to better understand the barriers for URM in academia, and to never stop fighting for equality and social justice. The field of Developmental Psychology is perfectly suited to carry out these endeavors, and to conduct research to better understand how youth can be the leaders in breaking down racial barriers.

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

Cynthia García Coll

Adjunct Professor, Department of Pediatrics, University of Puerto Rico
Charles Pitts Robinson and John Palmer Barstow Professor Emerita, Brown University

Dr. Cynthia García Coll is the Charles Pitts Robinson and John Palmer Barstow Professor Emerita at Brown University as well as an Adjunct Professor in the Department of Pediatrics at the University of Puerto Rico. For her, it is an honor to receive the Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. Professor García Coll's work has had far reaching, research, policy and practice relevant impacts, consistent with the vision of Urie Bronfenbrenner.



At its essence, her career has given life to a movement in the field of developmental psychology: the championing of ethnic and racial minority youth development, with an emphasis on de-pathologizing children's lives and holding accountable the academy to understand their development in contextualized, resilient ways. In seminal works appearing in the 1990's, Professor García Coll introduced important theoretical pieces to the field. The first was a historical review of how poorly the field had attended to the experiences of minority youth in its research base. The second was a theoretical piece introducing an Integrative Model of minority youth development. This theoretical framework is used widely today and is recognized as the defining perspective which places

contexts such as racism, discrimination, oppression, migration, and public policy at the forefront of shaping minority children's development. In the area of cultural studies, a third focus of her work was on the well-being of immigrant youth, including scholarship on the immigrant paradox in the U.S. Now, more than ever, her model placing discrimination and public policy at the forefront of shaping minority youth development is extremely relevant and timely.

In addition to her scholarship, developmental psychology has deeply benefited from Professor García Coll's visionary leadership as the Editor of two major journals in our field: *Developmental Psychology* and *Child Development*. Looking forward, Professor

García Coll is mobilizing efforts in several countries to continue her work on behalf of disadvantaged youth on a global stage to combat the deleterious effects of racism of native minority populations and anti-immigrant biases for migratory youth. Recently with her students, she has modified Bronfenbrenner's Bioecological model to bring cultural processes from the macro to the micro.

Aside from a stellar academic life, Professor García Coll is enjoying the development of her three adult children, the emerging adulthood of her three step grandchildren and the return to experiencing early childhood development through her two granddaughters.

In Memoriam: Duane Alexander, M.D. Former NICHD Director



Dr. Duane Alexander in 2008.
Credit: NICHD/NIH

Duane Alexander, M.D., who directed the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) from 1986 to 2009, died at age 79 on February 16, 2020.

Dr. Alexander, a developmental pediatrician, was a champion for the health and wellbeing of women, children, and people with intellectual and physical disabilities. As NICHD's Director, he embraced the importance of psychosocial and developmental factors as prominent topics in the research portfolio of NICHD. His leadership style was open, inclusive, and empowering. He encouraged NICHD extramural scientists to pursue their own initiatives and tasked some of them with additional initiatives which he remained involved with on an ongoing basis. We admired his integrity, original thinking, and respect for science as a means for promoting the welfare of children.

Toward the end of the 1980s, due to the increased participation of mothers of infants in the workforce and concerns raised in the scientific literature and in

the media about the potential negative effects of maternal employment on young children, Dr. Alexander invested NICHD resources in a study about nonmaternal care and child development. Thanks to his vision and active involvement, the study was conducted by a network of academic grantees and NICHD staff; it grew to include 10 data collection sites and a data center. Its scientific scope was expanded beyond the initial focus on the effects of the family and nonmaternal care on children's social-emotional development in the first three years of life to include the school environment, measures of physiological stress and genetics and child functioning measures of physical health, cognition and academic achievement through age 16. Investigators with age appropriate expertise were added to the network as the children matured. The data were made available to the

scientific community at large. Organizationally, financially and scientifically, this study was unprecedented in the field of developmental psychology.

This **NICHD Study of Early Child Care and Youth Development**, with more than 1,300 geographically and ethnically diverse families, revealed that, overall, the quality of the family environment, (defined in terms of supportive and cognitively stimulating human interaction and cognitively stimulating physical environment), predicts children's functioning to a greater extent than does nonmaternal care. Within the nonmaternal care aspects that were studied (i.e., quality, quantity and type of care), the quality of care was the most consistent predictor of children's functioning through age 16. As an added scientific bonus, the same study was also the basis for many other findings about children's development.

Dr. Alexander also shepherded and supported other large-scale studies that expanded the boundaries of research on child development by investigating development in the context of family, neighborhood, school, environmental, and other settings. In one ground-breaking study, developmental psychologists and demographers collaborated to incorporate research on children into the **National Longitudinal Survey of Youth, 1979 Cohort**, thereby enabling research on intergenerational effects on child health and development. Dr. Alexander also oversaw the **Fragile Families & Child Wellbeing Study**, which follows the health and development of a national cohort of children born to unmarried parents. He initiated the **Work, Family & Health Study**, an interdisciplinary five-year, multi-site, randomized, controlled trial to assess the effects of workplace policies and practices on the health and well-being of workers and their children.

Dr. Alexander played a crucial role in championing the **National Longitudinal Study of Adolescent to Adult Health (Add Health)**. Add Health was uniquely designed to permit unbiased analyses of contextual influences on teens' health, development, and achievement. After an earlier study focused on teen sexual behavior in 1991 was cancelled for political reasons, Dr. Alexander supported the development of a broader study in 1994 and helped to organize an NIH-wide consortium to fund it. Dr. Alexander again played a key role in supporting the study's evolution in 2008, when Add Health expanded its measures to include biological markers of disease. The study has since produced novel research tracking the emergence of chronic disease as cohort members aged from their mid-twenties into their forties.

Perhaps Dr. Alexander's most ambitious and visionary initiative was a longitudinal birth cohort study of 100,000 children to in-

vestigate how environmental factors interacting with genetic factors affect child development and health, the **National Children's Study (NCS)**. The NCS would provide the opportunity to study numerous exposures of concern and outcome conditions or diseases simultaneously with the same framework. Specific exposures of concern included endocrine disrupting chemicals, pesticides, media exposure, social determinants and many others. The outcomes included autism, diabetes, schizophrenia, learning disabilities, development, etc. Sadly, after Dr. Alexander stepped down as NICHD Director, scientific leadership of the NCS floundered and the Study was prematurely terminated. However, the magnitude, significance and vision of the Study illustrates Dr. Alexander's remarkable leadership and commitment for vital transformative research in children's development and well-being.

Additional information about Dr. Alexander's contributions is available at <http://www.nichd.nih.gov/>.

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Christine Bachrach, Ph.D.,
Department of Sociology, University of Maryland

Peter Scheidt, M.D., M.P.H.
The George Washington University School of Health Sciences

Announcing 2021 Award Winners

**G. Stanley Hall Award for Distinguished
Contribution to Developmental Psychology:**
David S. Geary, University of Missouri



**Urie Bronfenbrenner Award for Lifetime
Contribution to Developmental Psychology in the
Service of Science and Society:**
Michael Lamb, Cambridge University



**Mary Ainsworth Award for Excellence in
Developmental Science:**
Patrick Davies, University of Rochester



**Mavis Hetherington Award for Excellence in
Applied Developmental Science:**
Steve S. Lee, University of California, Los Angeles



Dissertation Award in Developmental Psychology:
Ashley Ruba, University of Washington



Announcing 2021 Award Winners

Boyd McCandless Award

Jennifer Silvers,
University of California, Los Angeles



Elizabeth Gunderson,
Temple University



**Eleanor Maccoby Book Award in
Developmental Psychology:**
Michael Tomasello, Duke University,
Becoming Human: A Theory of Ontogeny.
Harvard University Press



**Mentor Award in Developmental
Psychology:**
Elizabeth Spelke, Harvard University



Announcing 2020 Award Winners

Dissertation Research Grant in Developmental Psychology: Sarah Giff, George Mason University



**Early Career Outstanding Paper Award:
Camelia Hostinar,
University of California, Davis**



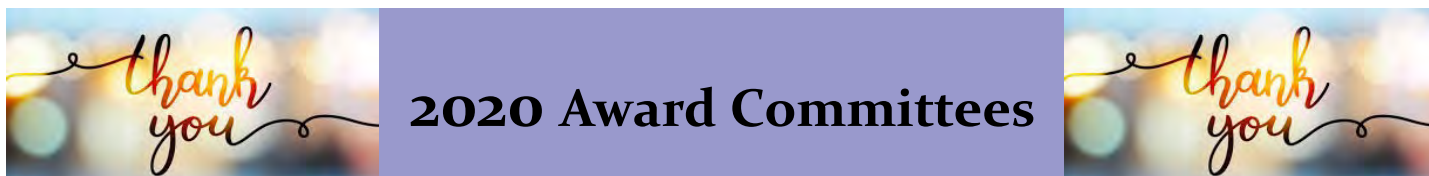
Early Career Research Grant in Developmental Psychology

**Patty Kuo, University of Nebraska,
Lincoln**



Laura Elenbaas, University of Rochester



**G. Stanley Hall Award Committee**

Catherine Haden, Chair
Andrew Meltzoff
Suniya Luthar
Deborah Lowe Vandell

Urie Bronfenbrenner Award Committee

Catherine Haden, Chair
Cynthia Garcia Coll
Suniya Luthar
Deborah Lowe Vandell

Mary Ainsworth Award Committee

Deborah Lowe Vandell, Chair
Catherine Haden
Suniya Luthar
Elena Grigorenko

Mavis Hetherington Award Committee

Deborah Lowe Vandell, Chair
Catherine Haden
Suniya Luthar
Rebekah Levine Coley

Dissertation Award Committee

Suniya Luthar, Chair
Tyler Colosante
Laura Elenbaas
Yang Hou

Boyd McCandless Award Committee

Eva Telzer, Co-chair
Haley Vlach, Co-chair
Lauren Emberson
Luke Hyde
Deborah Lowe Vandell

Eleanor Maccoby Book Award Committee

Deborah Rivas-Drake, Co-chair
Adriana Umaña-Taylor, Co-chair
Deborah Lowe Vandell

Mentor Award Committee

Peter A. Ornstein, Co-chair
Richard Aslin, Co-chair
Deborah Lowe Vandell

Dissertation Research Grant Committee

Catherine Haden, Chair
Mark Cummings
Martha Ann Bell

Early Career Paper Award Committee

Suniya Luthar, Chair
Lee Raby
Ashley Groh
Mark Wade

Early Career Research Grant Committee

Catherine Haden, Chair
Mark Cummings
Martha Ann Bell

Thank you to all who served on
Division 7 Award Committees this year!

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, 2021

Email: Deborah Lowe Vandell
(dvandell@uci.edu)

[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, 2021

Email: Elizabeth Gunderson
(liz.gunderson@temple.edu) and
Jennifer Silvers (silvers@ucla.edu)
[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, 2021

Email: Deborah Lowe Vandell
(dvandell@uci.edu)

[Click here](#) for more information.

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, 2021

Email: Mary Gauvain
(mary.gauvain@ucr.edu)

[Click here](#) for more information.

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

Description: The Bronfenbrenner award is for an individual whose work has, over a lifetime career, contributed not only to the science of developmental psychology, but who has also worked to the benefit of the application of developmental psychology to society. The individual's contributions may have been made through advocacy, direct service, influencing

DIVISION 7 AWARDS IN DETAIL

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, 2021

Email: Mary Gauvain
(mary.gauvain@ucr.edu)

[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, 2021

Email: Michael Tomasello

(mt254@duke.edu)

[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, 2021

Email: Elizabeth Spelke
(spelke@wjh.harvard.edu)

[Click here](#) for more information.

The Mavis Hetherington Award for Excellence in Applied Developmental Science

Description: 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.

Eligibility:

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

Deadline: March 15, 2021

Email: Catherine Haden
(chaden@luc.edu)

[Click here](#) for more information.

The Mary Ainsworth Award for Excellence in Developmental Science

Description: 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:

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

Deadline: March 15, 2021

Email: Catherine Haden
(chaden@luc.edu)

[Click here](#) for more information.

APA 2020 Virtual

Reduced registration costs over 85%.

- ♦ APA member, fellow, associate, APA community college teacher affiliate, APA international affiliate: \$50 (originally \$315)
- ♦ APA student affiliate, APAGS member, APA high school teacher affiliate: \$15 (originally \$100)
- ♦ Nonmember Full-time student: \$30 (originally \$195)
- ♦ Nonmember of APA: \$75 (originally \$495)

Note: All program participants will need to register for APA 2020 Virtual.

Registration includes:

- ♦ Keynote speakers addressing societies most critical issues
- ♦ Collaborative, late-breaking scientific content
- ♦ Innovative posters
- ♦ Connections and community

Typically the Summer Issue of the Division 7 newsletter is devoted to the Division 7 convention program. However, as a result of the global pandemic, APA canceled the 2020 in-person meeting in Washington DC.

Instead, some parts of the Division 7 program, such as the poster sessions and some symposia, are now being presented using a virtual format (see previous page of this newsletter for the details).

Other parts of the 2020 program, such as the Division 7 awards ceremony and several invited addresses, have been postponed until the 2021 APA meeting in San Diego.

Stay tuned and hope to see you in San Diego!



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7

Research Funding Opportunities



APA Dissertation Research Awards

Deadline: September 1, 2020

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, 2020

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, 2020

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, 2020

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>

Upcoming Conferences & Updates

American Psychological Association Annual Convention

Aug 6-8, 2020

Virtual

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

European Early Childhood Education Research Association Annual Conference

Sep 7-10, 2021

Faculty of Teacher Education,
University of Zagreb,
Zagreb, Croatia

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

The Flux Congress

Sep 9-12, 2020

Virtual

<https://fluxsociety.org/2020-virtual-congress/>

Penn State's 28th Annual National Symposium on Family Issues

Oct 26-27, 2020

Nittany Lion Inn, University Park
campus, State College, PA, USA
<http://www.pop.psu.edu/national-symposium-family-issues>

The 45th Annual Boston University Conference on Language Development

Nov 5-8, 2020

Virtual

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

Annual Conference of the Association for Moral Education

Oct 28-Nov 1, 2020

Virtual

<https://www.amenetwork.org/2020>

The Annual International Conference on Stigma

Nov 20, 2020

Washington, D.C.

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

Budapest CEU Conference on Cognitive Development

Jan 7-9, 2021

Central European University
Budapest, Hungary

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

Society for Research in Child Development

April 8-10, 2021

Minneapolis, Minnesota, USA

<https://www.srkd.org/event/srkd-2021-biennial-meeting>

Society for Research on Adolescence

March 11-13, 2021

Omni Louisville, Kentucky

<https://www.biennialmeeting.s-r-a.org/>

European Association for Research on Adolescence (EARA) 17th Biennial Conference

Sep 2-5, 2020

Virtual

<https://www.fpce.up.pt/eara2020/home.html>

17th European Congress of Psychology

2020 meeting is postponed to July 2022.

Jul 5-8, 2022

Ljubljana, Slovenia

<https://www.ecp2022.eu/index.php>

Meeting of the European Society for Cognitive Psychology (22nd ESCoP)

Aug 30-Sep 2 2021

Lille, France

<https://www.escop.eu/events>

26th Biennial Meeting of the International Society for the Study of Behavioural Development

2020 meeting is postponed to 2022.

Island of Rhodes, Greece

<https://www.issbd2020.org/>

Society for the Study of Emerging Adulthood: Biennial Conference

Nov 4-6, 2021

San Diego, CA, USA

<http://ssea.org/index.htm>

The Cognitive Development Society's Biennial Meeting

Oct 21-23, 2021

Madison, WI, USA

<https://cogdevsoc.org/>

**Save
the
date!**

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.

- \$6 for undergraduate and graduate student affiliates.
- \$12 for members for the first year.
- \$24 per year for members after the first year.

Benefits:

- Receive the Division 7 newsletter, *Developmental Psychologist*, which is distributed twice a year, and other periodic notices and announcements
- Nominate for, and receive, a variety of awards and fellowships recognizing important work in the area of developmental psychology
- Influence psychological science, grant priorities, and social policy at the national level
- Network with other developmental psychologists and individuals interested in development
- Eligibility for dissertation and early career grants to fund your research
- Serve on important Division 7 committees, including the Executive Committee
- Membership in APA is encouraged but not required. If you join APA or are already a member of it, there are additional advantages and opportunities, but you can now join Division 7 either way!

**For all membership enquiries,
please contact the Division 7 Membership Chair,
Jessica Sutherland, jessica.sutherland@uoit.ca**

Division-7 Election

Mary Gauvain was elected President for 2022.
Dr. Gauvain will begin her service as President
-Elect in January 2021, and will begin her term
as President in January 2022.



Elena Grigorenko was elected Member at Large.
Dr. Grigorenko's term will begin January 2021.

Toni Antonucci and Abigail Gewirtz
were elected Fellows Committee.
Drs. Antonucci and Gewirtz's term
will begin January 2021.



Executive Committee

President (1-year term):	Deborah Lowe Vandell (2020)
Past President (1-year term):.....	Suniya S. Luthar (2020)
President-Elect (1-year term):	Catherine A. Haden (2020)
Secretary (3-year term):	Amanda Morris (2020 – 2022)
Treasurer (3-year term):	Yoojin Chae (2020 – 2022)
Members-at-Large (3-year term):.....	Martha Ann Bell (2018 – 2020)
.....	E. Mark Cummings (2020 – 2022)
.....	David S. Moore (2020 – 2022)
Representatives to APA Council (3-year term):.....	Sarah Friedman (2019 – 2021)
.....	Michael E. Lamb (2020 – 2022)
Newsletter Editor (3-year term):	Zehra Gülseven (2020 – 2023)
Fellows Committee Chair (1-year term):	Stephen J. Ceci (2020)
Program Committee Chair (1-year term):.....	Kelly Lynn Mulvey (2019)
Program Committee Co-Chair (1-year term):	Jonathan Tirrell (2020)
Membership Chair (3-year term):.....	Jessica Sutherland (2019 – 2021)
Historian (3-year term):	TBA (2020 – 2023)
Web Master (3-year term):.....	Sue Hobbs (2020 – 2022)
Early Career Member Representative (2-year term):.....	Viridinia Benitez (2020 – 2021)
Graduate Student Representative (2-year term):.....	Renee Benoit (2020 – 2021)
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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