
Developmental Psychologist

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DIVISION 7 DEVELOPMENTAL PSYCHOLOGY
NEWSLETTER
WINTER 2021



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Presidential Column

Catherine A. Haden

Loyola University Chicago



Photo Credit: Paige Haden

Dear Members of Division 7,

As I write this column at the start of my term as President of Division 7, I think about the tremendous impacts of COVID-19 - including the ways it has effected research, education, children and families - and how the pandemic has laid bare longstanding racial and economic injustices. Although I have hope for a better 2021, it is clear just wishing will not make it so. **So, what can we do?** For Division 7, here are some of my ideas, and I invite our members to reach out with their own (more on that below):

One thing we can do is work with APA to advance an initiative that I learned of in a [December Town Hall](#) - cultivating more effective, bi-directional relationships between APA and APA Divisions. In my many years of service to Division 7 (on and off since 1998!), I have been convinced that the dollars I put towards being an APA and Division 7 member contributes to the APA's advocacy work supporting devel-

opmental psychology. Nonetheless, for APA to truly advocate for developmental psychology, **the connections between APA and the Division 7 need to be strengthened**, so that expertise of our membership can be leveraged as major issues arise. These connections will need to be made through a combination of APA initiatives, and Division 7's own efforts to open lines of communication with our members.

Another way we raise awareness of the scientific contributions of developmental psychologists is through Division 7's awards. These [awards, and award winners](#), are featured on our website, and are celebrated in multiple ways, including at the annual APA convention. There are awards at every career stage - from seasoned professionals, to mid-career and early career developmental psychologists, as well as awards for papers, books, and to support research. **We need to increase the number and diversity of candidates nominated for these awards.**

The [Boyd McCandless Award for Distinguished Early Career Contributions](#) recognizes scholars who have received their PhD within the last seven years. The [Mavis Hetherington Award for Excellence in Applied Developmental Science](#) and the [Mary Ainsworth Award for Excellence in Developmental Science](#) recognize mid-career scholars. For senior scholars, we recognize their lifetime contributions with two awards: the [G. Stanley Hall Award for Distinguished Scientific Contributions to Developmental Psychology](#) and the [Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society](#). We also recognize exemplary mentors (with 15 or more years of mentoring experience) with

Presidential Column

the [Mentor Award in Developmental Psychology](#).

The [Dissertation Award](#), [Early Career Outstanding Paper Award](#), and [Eleanor Maccoby Book Award](#) – recognize noteworthy papers and books published in the previous year. And we have two awards supporting research: the [Dissertation Research Grant](#), and [Early Career Research Grant](#).

The nomination window is open now for all awards, with a March 15, 2021 deadline. Details about how to make nominations can be found in the links for each award. I encourage our members to help us highlight cutting-edge developmental science work and nominate scholars for these awards.

We postponed our celebration of our award winners when APA 2020 went virtual. Division 7 programming will be online in 2021 as well, and we are making plans for a celebration times two – for all of our award winners from the past two cycles. Our Division programming is being developed now, under the terrific leadership of our program committee chair Jonathan Tirrell and co-chair Elise Dykhuis. Program chair was my first role in Division 7, and I know how much time and effort goes into this work; I appreciate all these two are doing to highlight **terrific scientific contributions in developmental psychology through Division 7's programming** for the 2021 convention. The [call for proposals for APA 2021](#) is now open, and we welcome your submissions.

We **continue initiatives to communicate developmental psychology research to families, practitioners, and policymakers** – including the [Child and Family Blog](#) – to which I encourage you all to subscribe. If you have a recent publication that you think should be featured, you can [contact Duncan Fisher](#), the Editor. Currently on the Child and Family Blog there are several pieces about children and the pandemic.

Division 7's voice is also amplified when we work with other Divisions and **participate in interdivisional initiatives**. One example is an ongoing effort to prevent and reduce the use of physical punishment – involving Divisions with expertise on children and families, including Division 7, 37, 53 and 54, schools (16) and diversity (45). This work has been spearheaded by Division 7 Fellow Elizabeth Gershoff, and resulted in APA adopting a formal resolution that opposes the use of corporal punishment in educational settings. Division 7 is participating in the recently funded interdivisional effort to extend this work to (a) host a Congressional Briefing to advocate for the end to corporal punishment in schools, and (b) offer trainings to education organizations about the science behind [No Hit Zones](#) and how to implement them using a toolkit.

One more set of ideas for action I will suggest as I close: we can make the coming year better by **increasing the number and diversity of our membership and member involvement in Division 7**. Reach out to colleagues who are not members and encourage them to join. Membership in APA is not required, and the cost is minimal (\$6 for undergraduate and graduate students, and \$12 for new regular members; \$24 for continuing regular members after the first year). Sign up to be a mentor or mentee in [Division 7's mentoring program](#). Become active in [Division 7 leadership](#). Provide us with [input](#) about further steps Division 7 can take to support researchers, educators, children and families, and confront racism and inequity. We can do **a lot** working together.

Best regards,

Catherine A. Haden

President, Division 7



Has your research appeared in the popular media recently?

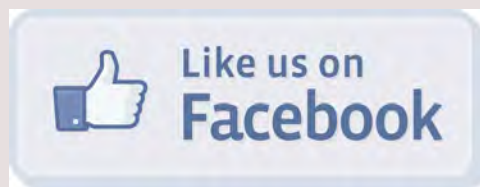
Please share your 'Research in the News' with the Division 7 Facebook Page!

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, Division 7 Webmaster, sue.hobbs@csus.edu

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/>



G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology

David C. Geary

Curators' Distinguished Professor, Thomas Jefferson Fellow
University of Missouri, Columbia

Development in Cultural and Evolutionary Context

I am honored and thrilled to receive the G. Stanley Hall Award for contributions to developmental psychology. Hall was an early proponent of the integration of evolutionary theory and developmental psychology, although the field in general has not matured in this direction. In Hall's time, the understanding of evolution and environmental influences on development was not well developed, but much has changed since then. The basic idea has the potential to broaden our understanding of human development, putting people in evolutionary, historical, and cultural context. These are sometimes seen as competing explanations for the development of at least some traits, but they need not be.

The framing of development in terms of evolutionary, historical, and cultural influences can be illustrated by some of our work on children's mathematical development (Geary, 1994, 1995). Mathematical competencies are clearly an important component of children's education in developed nations and will influence their later employability, wages, and opportunities for career advancement (Bynner, 1997). Historically, the returns to education (e.g., wages, social capital) vary across generations and are now higher than they were just a few generations ago (Hout, 2012).

We showed both cultural and historical influences on the development of basic mathematical competencies by comparing several generations of children and adults from the U.S. and China (Geary, Bow-Thomas, Liu, & Siegler, 1996; Geary et al., 1997; Geary, Salthouse, Chen, & Fan, 1996). Within the



U.S., there has been a cross-generational decline in basic skills (e.g., fluency in arithmetic) and a cross-generational increase in China. The well-documented advantage of Chinese students in basic mathematics did not exist in earlier generations, most likely due (in part) to historical changes in the educational foci of these two nations. We have also shown that educational outcomes in reading as well as broader social mores can influence boys' and girls' preparation for college (Stoet & Geary, 2020), and that broad levels of economic and social development are related to academic development and later occupational choices (Stoet & Geary, 2018).

If we step back even more and broadly consider mathematical competencies, we see that these are not

universal nor is formal schooling. Children in traditional cultures acquire language, various social-cognitive competencies (e.g., processing facial features and expressions), spatial abilities, and an intuitive understanding of how objects can be used as tools, among other abilities. All of these emerge during development without formal education or even much informal education from their parents. Children in these contexts do not, however, learn how to read, write, or do mathematics.

This is why I have made a distinction between universal abilities, such as language and theory of mind, and historically and culturally-specific ones, such as reading and mathematics (Geary, 1994, 1995). To make the distinction clear, I call the former biologically primary abilities and the latter biologically secondary abilities, although much remains to be learned regarding how educational interventions build secondary abilities from their primary base (Geary & Berch, 2016). Whatever the underlying mechanisms (Geary, 2007), the distinction makes it clear that universal education is a massive social intervention that, when effective, can substantively change the lives of children. The gist is that some aspects of children's cognitive development are, from an evolutionary perspective, highly dependent on social interventions and wider cultural factors, whereas other aspects emerge through a combination of inherent biases and engagement in species-typical activities, such as social play (Geary & Bjorklund, 2000).

In recent years, I have become interested in using an evolutionary perspective to better understand sex- and trait-specific sensitivities to social and environmental stressors (Geary, 2015, 2017, 2019). I cannot go into the details here, but this perspective can be used to identify traits that should be more sensitive in one sex or the other. In an animal model, we showed that prenatal exposure to the toxin Bisphenol A had sex- and species-specific effects on spatial abilities and exploratory behaviors that only make sense in terms of the evolutionary history of these species (Jašarević et al., 2011; Williams et al., 2013). We have

recently extended this approach to people and found that binge drinking – another form of toxin exposure – can result in sex-specific cognitive deficits in men (spatial deficits) and women (face processing deficits; Hone, Scofield, Bartholow, Geary, 2020). The approach also highlights developmental periods, such as adolescence, in which some of these sex-specific vulnerabilities are heightened (Geary, 2015).

In all, an evolutionary perspective allows us to zoom out and more clearly see the importance of culture and experience on many aspects of children's development, especially for secondary abilities, and to more fully appreciate the sources of cultural and historical differences in these aspects of development. An evolutionary approach also allows us to zoom in on specific traits, ages, and across the sexes to identify variation in sensitivity to chronic social and other (e.g., toxin exposure) stressors.

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Child Development in Africa: An International Society for the Study of Behavioral Development and Jacobs Foundation Partnership

It is a pleasure to write about a new program and partnership involving the International Society for the Study of Behavioral Development (ISSBD) and the Jacobs Foundation. Since many ISSBD members are also APA Division 7 members, you may already be familiar with ISSBD's long term commitment to emerging scholars from around the world, and especially Africa. ISSBD has provided travel grants to attend pre-conference workshops and the biennial meetings, developed and funded regional workshops on specific topics, and promoted international research partnerships. The Jacobs Foundation is devoted to improving the lives of young people. Most recently the Jacobs Foundation has focused its attention on Africa, particularly the cocoa growing regions of West Africa, where much of the original Jacobs Company production was based.

When I heard of the new strategic focus of the Jacobs Foundation, we, in ISSBD, had something to offer. As incoming President of ISSBD, I met with several Jacobs staff including Gelgia Fetz, Simon Sommers and Fabio Segura, to discuss ideas about a partnership in capacity building. Everyone was supportive and enthusiastic. From these meetings developed a capacity building program which includes **a PhD program in Cote d'Ivoire** and **a Professional Development (early career/emerging scholars) program for Africa** more generally.

One of the reasons I am especially pleased to be sharing the details of this program with you is to invite your thoughts, recommendations, support and partnership. The focus of the program is in three areas: **school readiness among young children, improved numeracy and literacy among primary school children, and improved vocational skills**

among youth. I am sure no one will be surprised to learn that the vast majority of children, especially those in rural areas, have access to only the most limited educational resources. We solicited fellowship applications, had them reviewed by an international committee of outstanding scholars, and admitted our first group of PhD scholars. The original planned program included several regional meetings plus an international meeting at the 2020 ISSBD biennial meeting in Rhodes, Greece. Of course, all that had to be canceled and we had to revise the program to be completely virtual. The result is a year very different from the one we planned but one which I believe was fairly successful. The program will continue to be virtual this year, but we hope that we will be able to meet in person at our biennial meeting in Rhodes, now scheduled for June 2022.

The projects include the use of songs/music to improve school readiness; how ethnicity effects learning; use of nutrient supplements to improve school readiness; using play to improve learning; developing entrepreneurial skills among youth. If you are interested in volunteering to participate in this program with a presentation on any of the above topics or foundational skills in community-based intervention research and implementation science, or simply to mentor an African doctoral student, please contact me. The PhD students all speak French so some familiarity with French would be a real plus.

[Please click here to contact me.](#)

Toni C. Antonucci, Ph.D.

Douvan Collegiate Professor of Psychology

Research Professor, Institute for Social Research

University of Michigan

Dissertation Award in Developmental Psychology

Ashley Ruba

Postdoctoral Research Fellow
University of Wisconsin - Madison

What is an emotion?

For over a century, philosophers, historians, and psychologists have debated the answer to this question. Classical emotion theories argue that certain “basic” emotions are evolutionarily based, universal, potentially innate, and easily recognized on others’ faces. Yet, constructionist theories disagree, arguing that emotions are highly variable in experience and expression, and highlighting the role that language plays in understanding emotions.

Early in my career, I realized that empirical support for these debates relied heavily on studies with adults or children who are able to verbally communicate. Largely missing were studies with infants. Infants, who have comparatively little experience with language and others’ emotions, were the missing piece—the ideal test case to elucidate whether emotions, and the ability to understand emotions, are (a) early emerging or innate, based in our shared evolutionary history, or (b) constructed slowly over development by language and social experience.

I designed my dissertation, with a focus on infancy, to provide a developmental perspective to these debates. My dissertation examined two related questions: (a) whether infants understand different negative emotions prior to learning emotion labels (e.g., “anger”), and (b) whether labels influence infants’ categorization of negative emotions. Across eleven experiments, I found that 10-, 14-, and 18-month-olds may begin to understand different negative emotions prior to learning emotion labels (Ruba et al., 2019; Ruba et al., 2020a). Yet, I also found that labels help 14- and 18-month-olds form categories of negative emotions (Ruba et al., 2020b). Taken together, these studies suggest that infants’ emotion understanding is both early



emerging and influenced by language. These findings prompted me to develop new hypotheses for the development of emotion understanding, with insights from both classical and constructionist emotion theories (Ruba & Repacholi, 2020a).

My dissertation, combined with my undergraduate research (Ruba et al., 2017, 2018), suggests that infants’ emotion understanding changes across the lifespan. However, little is understood about the mechanisms driving these changes (Ruba & Repacholi, 2020b). I am currently exploring these developmental changes as a Postdoctoral Fellow supported by the NIMH Training Program in Emotion Research. Over the past year, I have developed a novel framework to guide research on emotion understanding development (Ruba & Pollak, 2020b). I am applying this framework to my ongoing empirical projects, which examine how developmental processes (e.g., language) and early life stress influence how children learn about and use others’ emotional cues (Ruba et al., 2020c; Ruba & Pollak, in press).

Humans experience a wide range of emotions—expressed in variable ways across many different situations. In order to have successful social interactions, children must decode this complex communicative system. I am honored that my dissertation, “The Development of Emotion Understanding in Infancy,” has received the APA Dissertation Award in Developmental Psychology. For nearly ten years, I have been fascinated by theoretical questions in developmental affective science. I am excited to continue my research at the forefront of this burgeoning field.

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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!
- [Join Now!](#)

Mentor Award in Developmental Psychology

Q & A with Elizabeth Spelke

Marshall L. Berkman Professor of Psychology, Harvard University



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

Choose a mentor who you enjoy talking and thinking with, and who you respect. You and your mentor do not need to agree about everything—you can learn a lot from people who disagree with you. But you should agree on what issues are worth disagreeing about, and you should enjoy thinking about those issues together. If you are not feeling that way, or if you worry that your mentor does not value their time with you, this likely is not anyone's fault and should not be viewed as a personal failure by you or them, but you probably should seek other mentors. If you are at the point of choosing a school or program, and you are not sure who would be your best advisor there, look for a program that makes it easy for students to change advisors if their original choices do not turn out to be best for them.

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

Work on questions that you love to think about, and do not worry too much about whether you are thinking about them in the right way. One of the best things about science is that when our ideas are wrong, we can usually count on our experiments to yield findings that will point us toward better ones.

3. What is the best advice that you often give to your students/ mentees?

Work on things you love, take a long-range view of the work you are doing, and treat criticisms of your work as gifts that will make it better. This is hard advice to follow, when you learn that a fellowship or a publication that you were counting on is not going to happen right away. The rewards of science, however, come to us over time, and we cannot usually predict how much time it will take before the importance of our work becomes clear to anyone, including ourselves. But if you love working on a problem, then your work will be rewarding in itself.

4. How has being a mentor/teacher influenced your research?

Students are centrally involved in almost every research project that I have ever undertaken. Without them, most of my research simply would not exist.

6. What lessons have you learned as a mentor?

I have learned at least as much from my students as I have taught them, and probably more. They have more energy than I do, and they tend to think more freely, inventively, and ambitiously. I work in multiple areas, so their thinking about our joint work also can be more concentrated than my own. I love when a student and I disagree over our joint work and they turn out to be right: This happens to me often! I also treasure the culture clashes that I sometimes experience with current and recent students, over how to do science and how to mentor students justly, in an unjust world. Without my students, my work would be less good, less interesting, and much less fun.

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

For me, they are one and the same, and very similar to the most rewarding and difficult aspects of being a parent: Your wonderful students grow into independent people and leave the nest! The absolute best and worst feeling comes when I realize that a former mentee, now an independent investigator in her or his own lab, is thinking about the problems that we worked on together far better, and more deeply, than I ever did. As a mentor, that is my goal and the surest sign that I have succeeded. But it comes with a pang!

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

If you love doing science, teaching science, and nurturing future scientists, there is no better life you could have—even today. Science has been under pretty heavy attack over the last years, but we need it more than ever, and it continues to light the way to a better, safer, healthier future and a deeper understanding of who we are. What could be better than to contribute to that effort, while having the kind of fun that we can get from mysteries, puzzles, and treasure hunts: the fun of working on wonderful, hard, but solvable problems?

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

Michael Lamb

Emeritus Professor of Psychology, University of Cambridge,
Former President and Council Representative Division 7 of APA

I was especially excited and honored to learn that I will receive the 2021 Bronfenbrenner Award from Division 7 because Urie Bronfenbrenner was a model, a mentor, and an advocate for me. We first met in the 1973/4 academic year, shortly after I read his provocative monograph *Two worlds of childhood, USA and USSR* and right after he returned from a visit to China with a group of distinguished American developmental psychologists, pediatricians, and sociologists. Bronfenbrenner was then on a mission to reform developmental psychology by unforgettably challenging the ecological validity (a term he made familiar) of the many contemporary studies which focused (and I paraphrase) on 'the constrained and unnatural behavior of children assessed interacting with strangers in strange situations for the shortest possible periods of time'. For an impressionable graduate student, the appeal of Bronfenbrenner's passionate criticism and call-to-arms was hard to resist, not least because he was a spell-binding orator in any forum! Further, Bronfenbrenner persuaded the Foundation for Child Development to offer small grants to new researchers proposing to conduct research in naturalistic settings and I was fortunate enough to receive an award that made possible my doctoral research, a longitudinal home-observation study of infants' developing attachments to their mothers and fathers. Although Bronfenbrenner continued with his own research, supervising and inspiring graduate students (including at that time Jay Belsky, Larry Steinberg, and Jim Garbarino) who themselves went on to make major contributions to developmental psychology, he remained an attentive and sometimes demanding mentor-from-afar, writing detailed multipage letters (yes, in the days be-



fore the internet, we exchanged letters and waited weeks to receive replies!) that dissected and criticized my draft papers and other musings with characteristic elan, insight, and warmth.

Of course, Bronfenbrenner remained a tireless and impassioned advocate for the ecological approach, writing several widely-read and -cited books and Handbook chapters outlining his critique, perspective, and theory over the succeeding decades of his life. The appeal of his case for the ecological approach was deepened by the argument that researchers had a duty to conduct research that could help improve the lives of children and families. There is little doubt that he ushered in radical changes in the ways in which we collectively conduct and evaluate research and inspired many scholars, in my generation and beyond.

When I began my studies, basic research was deemed important whereas applied research was widely thought to be of secondary quality and value. Fortunately, giants like Bronfenbrenner and Zigler challenged such prejudices, succeeding perhaps because they had clearly shown their worth as exceptional basic researchers while embracing the responsibility to develop knowledge that made a difference to the world in which they lived. Without their ex-

traordinary trail-blazing careers, I doubt that I could have for so long focused my research on issues such as childcare quality, factors affecting children's adjustment following parental separation, and the factors affecting the quality of children's testimony. I am especially honored that my contributions have been deemed worthy of an award named for a distinguished psychologist who had a huge influence on my own career.

DIVISION 7 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.



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.

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.

DIVISION 7 AWARDS FOR MID-CAREER SCHOLARS

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.

DIVISION 7 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 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.

DIVISION 7 AWARDS FOR SCHOLARSHIP AND MENTORSHIP

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.



DIVISION 7 GRANTS



Dissertation Research Grant in Developmental Psychology

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

Eligibility:

- Eligible doctoral students are within one year of successfully defending their dissertation proposal (or the program's equivalent requirement) at time of application for the dissertation grant.
- Applicant must be a member of the American Psychological Association and Div. 7, and the dissertation topic must be developmental.
- The dissertation proposal must have been approved by the dissertation/orals committee (or the equivalent, depending on the doctoral program requirements).
- Applicants must be nominated by their faculty supervisor.
- Awardees will submit a report at the end of their dissertation, describing the results and how the funds were used.

Deadline: March 15, 2021

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

[Click here](#) for more information.

Early Career Research Grant in Developmental Psychology

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

Eligibility:

- Eligible assistant professors (within five years since the receipt of the PhD) and postdoctoral scholars (within five years since the receipt of the PhD) may apply.
- The proposed or in-progress research must significantly advance content knowledge, methodology and/or theory in developmental psychology.
- Criteria include the project's importance, innovation, feasibility, funding needs, likely contribution to the field and the applicant's record.

Deadline: March 15, 2021

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

[Click here](#) for more information.

Executive Committee

President (1-year term):	Catherine A. Haden (2021)
Past President (1-year term):	Deborah Lowe Vandell (2021)
President-Elect (1-year term):	Mary Gauvain (2021)
Secretary (3-year term):	Amanda Sheffield Morris (2020-2022)
Treasurer (3-year term):	Yoojin Chae (2020 – 2022)
Members-at-Large (3-year term):	Elena Grigorenko (2021 – 2023)
	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 (2-year term):	Toni Antonucci (2020 – 2022)
Fellows Committee (2-year term):	Abigail Gewirtz (2020 – 2022)
	Barbara Rogoff (2019 – 2021)
	Sandra Calvert (2019 – 2021)
Program Committee Chair (1-year term):	Jonathan Tirrell (2021)
Program Committee Co-chair (1-year term):	Elise Dykhuis (2021)
Membership Chair (3-year term):	TBA (2021-2023)
Web Master (3-year term):	Sue Hobbs (2020 – 2022)
Historian (3-year term):	TBA (2021 – 2023)
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](#).

NEWSLETTER EDITOR:
Zehra Gülseven
Postdoctoral Scholar
University of California, Irvine
gulseven@uci.edu



DIVISION 7 Executive Committee



Thank you to all who served on Division 7 Executive Committee this year!

Suniya S. Luthar (2020) served as Past President.

Martha Ann Bell (2018 – 2020) served as Member-at-Large.

Stephen J. Ceci (2020) served as Fellows Committee Chair.

Kelly Lynn Mulvey (2020) served as Program Committee Chair.

Jessica Sutherland (2019 – 2020) served as Membership Chair.
