CONTENT

Presidential Column: Catherine A. Haden .................................................................3-4
Division 7 Facebook Page ..........................................................................................5
Eleanor Maccoby Book Award in Developmental Psychology: Michael Tomasello ........6
Mary Ainsworth Award for Excellence in Developmental Science: Patrick Davies ..........7-8
Early Career Research Grant in Developmental Psychology: Patty X. Kuo ......................9-10
Early Career Research Grant in Developmental Psychology: Laura Elenbaas .................11-12
Division 7 - 2022 Award Winners ................................................................................13-15
Division 7 - 2021 Award Winners ................................................................................16
Award Committees ........................................................................................................17
APA 2021 Conference, Division 7 Program ..................................................................18-20
Upcoming Conferences .................................................................................................21
Become a Division 7 Member .......................................................................................22
Division 7 Election .........................................................................................................23
Executive Committee .....................................................................................................24
Dear Members of Division 7,

This past Spring semester, I taught – via Zoom – a Developmental Psychology laboratory course for seniors preparing to graduate from Loyola University Chicago. As for so many, the past year-plus was difficult and draining for these students. They had faced countless uncertainties related to the COVID-19 pandemic, including worry and fear about family members and friends, and their own susceptibility to the virus. Over the semester, the daily news delivered more reasons for concern for these students. My message to them expressing solidarity with the Asian American and Pacific Islander community in the face of the violence against Asian Americans in Atlanta (where I called home in my graduate school years), was quickly followed by communications expressing grief over the tragic killing of an unarmed Black man, Daunte Wright, during a traffic stop in Minnesota, and the police shooting of 13-year-old Adam Toledo in the Little Village neighborhood of Chicago. All this less than a year after Breonna Taylor was shot eight times by officers raiding her apartment, Derek Chauvin killed George Floyd, and the following protests attended by millions in support of Black lives. As the semester drew to a close, finally there was some positive news – that we were at least rounding a corner regarding the coronavirus. With cases, hospitalizations, and deaths continuing to drop, and vaccines becoming more available, we were at the start of a good path, one that I now just hope we can stay on. Would that there could be a vaccine against the ills of racial disparities, intolerance, and injustice.

This was the real-world context for a class in which we were focused on questions on the minds of many families and educators amid school closures and stay-at-home orders: What and how do children learn outside of school? As our national educational operation focused on these questions, my students' content analyses of children's television programs, commercials, and online educational apps took on additional meaning, with so many children spending so much time on screens. Likewise, my own research activities and those of many others turned to whether and how tools, resources, and activities might help families support their children’s learning at home (a video summary of our work is available here). To be sure, the
educational and learning impacts are only a portion of the outcomes of the pandemic members of Division 7 will be documenting, assessing, and intervening to address, and we need to ensure that this work focuses especially on those most affected due to systemic inequalities (e.g., racial/ethnic minorities, low economic status communities, individuals with disabilities). APA will continue to offer helpful information and resources, including free articles from APA Journals, information and resources, and outreach. The efforts of our membership and APA are crucial to moving us forward on a good path.

I want to also take the opportunity to again highlight Division 7’s positive involvement in a Committee on Division/APA Relations (CODAPAR)-funded initiative to prevent violence against children. Recently, a Congressional briefing was convened on the need to pass The Protecting Our Students in Schools Act that will ban corporal punishment from public schools and promote positive discipline strategies. APA was one of the co-sponsors of the briefing, and several academic and medical experts, including Division 7 Fellow Elizabeth Gershoff, spoke about the research on corporal punishment. We'll keep our members updated on progress with this important work through our listserv and Facebook page.

Additionally, I want to point out that the effort to ban corporal punishment is an example of a strong collaboration across 9 different Divisions and APA. This month, I’ll be attending a meeting to discuss other opportunities for Divisions to collaborate together. This is part of APA’s strategic initiative to build deeper connections between Divisions and the central organization. I think these collaborations have great promise for Division 7, amplifying the impact we can have promoting research in the field of developmental psychology and its application.

I was very sorry to delete "in San Diego" in my meeting reminder for APA convention, August 12-14, 2021. The Division 7 program for the virtual convention includes 4 symposia, and 42 posters; we are also part of 2 collaborative sessions with other Divisions. Please see pages 18-20 of this Newsletter for details about these convention events, and register to attend. I look forward to seeing our members in person in Minneapolis for APA 2022. We have big plans for celebrating our award winners - across several years! - at the 2022 convention. For now, I hope you will enjoy the news about our award winners in this Newsletter. Congratulations to all our award winners, and thanks to those who served on the selection committees!

Finally, I want to congratulate the new members of Division 7 leadership who will begin their terms in January 2022. These new leaders are listed here in the Newsletter (see p. 23). I hope that members will continue to reach out to me with their ideas and input on activities for Division 7.

Wishing you a restorative and safe summer.

Sincerely,

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/
Virtually all theories of how humans have become such a distinctive species focus on evolution. In his 2019 book *Becoming Human*, Michael Tomasello proposes a complementary theory of human uniqueness, focused on ontogenetic processes. His data-driven model explains how those things that make us most human are constructed during the first years of a child’s life.

In this book, Tomasello assembles nearly three decades of experimental work with chimpanzees, bonobos, and human children to propose a new framework for psychological development between birth and seven years of age. He focuses on eight developmental pathways that most clearly differentiate human from great ape psychology: social cognition, communication, cultural learning, cooperative thinking, collaboration, prosociality, social norms, and moral identity. In each case, the starting point is the ontogeny of great apes. From there, Tomasello proposes that the maturation of capacities for shared intentionality - and the new kinds of social-interactive experiences that these capacities make possible - transform great ape cognition and sociality into human cognition and sociality.

The first step in this process occurs at around nine months of age with the emergence of new capacities for joint intentionality, exercised mostly with caregiving adults. These capacities enable young children both to share experience with others and, at the same time, to discern their unique perspectives on the shared situation and even to influence it via processes of cooperative communication (e.g., the pointing gesture and then conventional linguistic symbols). The second step occurs at around three years of age with the emergence of new capacities for collective intentionality, exercised both with adults, as authoritative pedagogues conveying generalized cultural knowledge, and with peers, as challenging co-equal partners for collaboration and communication. These capacities enable young children to participate meaningfully in group activities and to appreciate group-level social constructions such as cultural conventions, norms, and institutions. An important part of the process at each of these two steps is children’s executive self-regulation, culminating in their ability at 6 or 7 years of age to interact with others as nascent “persons” capable of, indeed responsible for, normatively self-regulating their own beliefs and actions so that they comport with the culture’s norms.

Built on the essential ideas of Lev Vygotsky, *Becoming Human* places human sociocultural activity within the framework of modern evolutionary theory, and shows how biology creates the conditions under which culture does its work.
At the outset, I would like to thank Dante Cicchetti, Judi Smetana, and Melissa Sturge-Apple for nominating me for the Mary Ainsworth Award for Excellence in Developmental Science. I am thrilled and honored to receive this award. As a testament to her long legacy, Mary Ainsworth has heavily influenced my work. Starting back in my graduate school days, Mark Cummings and I were interested in understanding why interparental conflict posed a unique risk to children’s psychological adjustment. We eventually formulated the emotional security theory (EST), using attachment theory as a base for identifying emotion processes that underpin children’s vulnerability to interparental conflict (Davies & Cummings, 1994).

A primary assumption of EST is that witnessing interparental conflict undermines children’s goal of preserving emotional security. In building on attachment theory, EST posits that threats to emotional security are reflected in three forms of responses to interparental conflict: (1) emotional reactivity, or prolonged, intense distress reactions; (2) avoidance or involvement in parental problems, and (3) negative internal representations or appraisals of the negative implications interparental conflict have for their well-being. The new theory, however, demands new methods to test it. Influenced again by Mary Ainsworth’s successes in carefully assessing behavior, our lab developed a new survey (Davies et al., 2002), semi-structured interview (Davies et al., 2012), projective (Bascoe et al., 2009), and observational (Davies et al., 2016a) methods of assessing emotional insecurity.

Over the next two decades, results from studies using the new measures supported that premise children’s insecurity mediated pathways among interparental conflict and children’s social, emotional, and behavioral problems (Davies & Cummings, 1998; Davies et al., 2002; Davies et al., 2012; Davies et al., 2016b). However, the work also showed that emotional insecurity was not a salient risk mechanism for all children from high-conflict homes. Thus, we aimed to identify the factors that interrupted or amplified the role of emotional insecurity as a mediating mechanism. This work has revealed that there are a number of factors that moderate the role of emotional security as a mediator, including early developmental
experiences, polygenic susceptibility, neurobiological functioning, attention biases to emotion cues, and family and sibling relationship attributes (Davies et al., 2020a; Davies et al., 2019; Davies et al., 2020b).

However, EST has some limitations in its lack of depth and precision in characterizing individual differences in the nature, precursors, and sequelae of children’s emotional insecurity. It also provides an insufficient account of how and why emotional security is distinct from attachment security. Inspired in part by John Bowlby and Mary Ainsworth’s emphasis on behavioral systems in evolution and ethology, we developed a reformulation of EST (EST-R; Davies & Martin, 2013; 2014). A primary assumption is the behavioral system organizing children’s emotional insecurity in the interparental relationship is different from the system organizing attachment insecurity. The system (i.e., social defense system) can be distinguished by its goal (i.e., defusing threat in social groups) and the behaviors that children enlist to achieve the goal. EST-R is specifically designed to provide a: (a) clearer understanding of the inner workings of emotional security as a goal system, and (b) a more precise delineation of the early antecedents and developmental consequences of individual differences in children’s patterns of emotional insecurity. At a broader level, we are hopeful that EST-R will spur new ways of understanding the conflict in other social relationships (e.g., parent-child, peer, and sibling) and the implementation of treatment programs to optimize child health and well-being.

References


Attachment security has long been studied as a critical predictor of child adjustment and development. Most research supporting these findings has been conducted only on mothers, despite steady increases in fathers’ involvement in parenting across recent decades (McKelley & Rochlen, 2016). Even when fathers are included in attachment research, infant–father relationships are often analyzed independently from infant–mother relationships (Bretherton, 2010), which ignores the ecological structure of families and the interdependent nature of family relationships. Modern attachment theorists have proposed a network configuration model to explain attachment security (Dagan & Sagi-Schwartz, 2018). In the model, a configuration is defined as groupings based on having secure or insecure attachment to mother and father, resulting in four possible configurations (secure both, insecure both, secure to only mother, secure to only father).

I analyzed attachment configurations in relation to infant cortisol reactivity (Kuo et al., 2019) and found some surprising results. Specifically, having a secure attachment to father and a simultaneous insecure attachment to mother was related to cortisol reactivity indicative of chronic stress that was not seen in the other attachment configurations.

Why would a secure attachment to father in the absence of a secure attachment to mother be stressful? Because increased parental sensitivity predicts infant’s secure attachment with both mothers and fathers (De Wolff & van Ijzendoorn, 1997; Lucassen et al., 2011), it is likely that mothers were insensitive and fathers were sensitive in this configuration. But what could be stressful about having a sensitive father? We looked to sample characteristics: mothers were primary caregivers and fathers were secondary caregivers, showing that mothers were far more available (i.e., accessible) to the infant than fathers were. Infants use primary caregivers as sources of safety and reassurance regardless of attachment security status whereas infants look to secondary caregivers as supporters of exploration and learning (Umemura et al., 2013). This sensitivity/availability
paradox may underlie our surprising results from the secure-to-father and insecure-to-mother group.

The Early Career Grant in Developmental Psychology allowed me to explore some of these issues regarding the sensitivity and availability paradox in the secure attachment to father with a simultaneous insecure attachment to mother group. In our study, parents of infants wore GoPro cameras while both parents were at home and the infant was awake. Parents also completed questions about whether infant care was shared equally or if one person was more responsible than the other. When infants reached 12 months of age, each parent was invited to the lab to participate in the Strange Situation with their infant to assess attachment security. One month later, the other parent attended with their infant. Conducting the Strange Situation during the pandemic was additionally strange – parents wore masks and the stranger wore gloves, a mask, and a face shield! However, infants did not seem to mind the extra PPE on the experimenter or the parent. We plan to code the observational data in the upcoming year – stay tuned for the results!

References
Umemura, T., Jacobvitz, D., Messina, S., & Hazen, N. (2013). Do toddlers prefer the primary caregiver or the parent with whom they feel more secure? The role of toddler emotion. Infant Behavior and Development, 36(1), 102-114. https://doi.org/10.1016/j.infbeh.2012.10.003
To address economic inequalities, it is crucial to understand not only their impact on child wellbeing but also the beliefs that motivate children and adults to ignore, exacerbate, or challenge the status quo (Elenbaas et al., 2020). So far we know that children’s beliefs about social class, particularly stigmatizing stereotypes about the poor, emerge early in development (Mistry et al., 2021). What we do not yet know is where these beliefs come from. Many macro (e.g., societal, media) and micro (e.g., peer, family) contexts likely shape children’s thinking in this area (Elenbaas & Mistry, 2021). This pilot study focuses on parents’ contributions, and asks two primary research questions: (1) How do parents’ verbal and nonverbal messages about social class influence children’s developing beliefs about social class and economic inequality? (2) How do these social and cognitive processes differ across socio-economically diverse families?

Developmental theories of stereotypes and prejudice have long recognized that children interpret environmental messages about social groups (Bigler & Liben, 2007; Rutland et al., 2010), but research in this area has often favored investigation of experimental influences over naturally occurring messages (e.g., from parents). Likewise, research in the areas of civic engagement and critical consciousness shows that families facilitate adolescents’ involvement with community issues (Diemer et al., 2021; Flanagan, 2013), but has not typically asked how children reason about society. This pilot study begins to bridge theoretical and developmental gaps by investigating the content, forms, and impact of parents’ contributions to children’s beliefs about social class and economic inequality. It focuses on parents and children ages 5 to 10 years, targeting an important developmental period when views on social class first emerge.

Family socialization research has typically employed parent self-report methods, but recent studies suggest that parents’ nonverbal cues (e.g., positivity, negativity) during in-the-moment conversations with their children may speak volumes about their beliefs about social groups (Brey & Pauker, 2019; Skinner & Perry, 2020). This pilot study
study uses a multi-method approach to investigate parents’ verbal and nonverbal messages about rich, poor, and middle class people during a storytelling activity. These novel research methods provide insight into the subtle and spontaneous ways in which parents convey biases to their children during everyday interactions.

Thus far, conceptual progress on understanding how family background influences developing views on social class has been limited due to persistent sampling imbalances in developmental social cognition research. This pilot study highlights perspectives that are often underrepresented by investigating whether and how parents’ messages and children’s beliefs about social class and economic inequality differ by family socioeconomic background. Moreover, consistent with the goals of the Early Career Research Grant in Developmental Psychology, this study provides crucial pilot data for a large longitudinal project, currently under review, addressing parents’ and children’s views on inequalities at the intersection of social class and race.

Understanding children’s thinking about economic inequalities is a new and growing area of research in our field. With clear evidence of parents’ contributions in this area, we will be better positioned to encourage greater consideration of equity early in development.

References


Announcing 2022 Award Winners

G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology:
Robert Siegler,
Columbia University

Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society:
Vonnie McLoyd,
University of Michigan, Ann Arbor

Mary Ainsworth Award for Excellence in Developmental Science:
Stephanie M. Carlson,
University of Minnesota - Twin Cities
Announcing 2022 Award Winners

Mavis Hetherington Award for Excellence in Applied Developmental Science: Elizabeth Cauffman, University of California, Irvine

Mentor Award in Developmental Psychology: Ann Masten, University of Minnesota

Dissertation Award in Developmental Psychology: Kristie L. Poole, University of Waterloo
Announcing 2022 Award Winners

Boyd McCandless Award

Natalie Brito, New York University

Camelia Hostinar, University of California, Davis

Eleanor Maccoby Book Award in Developmental Psychology: *Developmental Cascades: Building the Infant Mind*

Lisa M. Oakes, University of California, Davis

David H. Rakison, Carnegie Mellon University
Announcing 2021 Award Winners

Dissertation Research Grant in Developmental Psychology:
Shira Segal, Ryerson University

Early Career Outstanding Paper Award:
Yang Hou, University of Kentucky

Early Career Research Grant in Developmental Psychology:
Ashley Ruba, University of Wisconsin - Madison
### 2021 Award Committees

**G. Stanley Hall Award Committee**
- Mary Gauvain, Chair
- Deborah Lowe Vandell
- Catherine Haden
- Charles Brainerd

**Urie Bronfenbrenner Award Committee**
- Mary Gauvain, Chair
- Catherine Haden
- Deborah Lowe Vandell
- E. Mark Cummings

**Mary Ainsworth Award Committee**
- Catherine Haden, Chair
- Deborah Lowe Vandell
- Mary Gauvain
- Patrick Davies

**Mavis Hetherington Award Committee**
- Catherine Haden, Chair
- Deborah Lowe Vandell
- Mary Gauvain

**Dissertation Award Committee**
- Deborah Lowe Vandell, Chair
- Camelia Hostinar; Yang Hou;
- Ashley Ruba; Cecelia Cheung;
- Laura Elenbaas; Ashley Groh;
- Jessica Lougheed; Mark Wade

**Boyd McCandless Award Committee**

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

*Division 7 Newsletter Summer 2021*
Division 7 Symposia

Risk and Protective Roles of Parenting in Predicting Adolescent Aggression and Delinquency
Session ID: 401  40 minutes  Co-Listed with Divisions 37, 41, PsiChi
- Delinquent Peers as a Mediator Between Parental Factors and Delinquency: Do Moral Beliefs Matter?
- Discrepancies in Reports of Mother-Child Relationships as Predictors of Delinquency
- Parenting Factors Affecting the Intergenerational Continuity of Aggression

You Wouldn't Understand! Addressing Adolescent Stressors and Connecting Generations
Session ID: 402  60 minutes  Co-Listed with Divisions 12, 53, PsiChi
- Mental Health Stress Among Generation Z Adolescents
- Hey Mom, Can We Talk?: Generational Gap Impacts on Adult-To-Adolescent Conversations About Stress
- Can You Hear Me Now? Collaboration With a Teen Advisory Research Team: A CBPR Approach in Psychology

Pandemic Parenting, Homeschooling of Young Children, and Parental Burnout and Resilience
Session ID: 403  60 minutes  Co-Listed with Divisions 33, 37, 53, PsiChi
- A Variable-Centered Approach to Studying Parental Burnout and Motivation During COVID-19
- A Person-Centered Approach to Studying Parent Motivation and Burnout During COVID-19
- Parental Resilience and Coping During COVID-19

How Does Context Foster or Hinder Development? Implications for School Readiness and Later Skills
Session ID: 405  60 minutes  Co-Listed with Divisions 1, 27, 37, PsiChi
- Variations in Kindergarten Teachers’ Cognitively Activating Behaviors in Math-Related Activities
- Children’s Parent-Rated Self-Regulation, Parental Homework Monitoring, Children’s EF Performance
- The Role of School Readiness and the Early Learning Environments for Later Academic Achievement
- Variations in Home Environment Quality During the First Five Years and Children’s Achievement
Collaborative Symposia

Restless Pillows and Ruffled Minds: Sleep as a Transdiagnostic Predictor of Youth Functioning
Session ID: 38  Collaborative Divisions: 33, 7, 53, 54

- Novel Methodology to Examine Causal Effects of Improved Sleep in Habitually Short-Sleeping Youth
- Associations between Adolescents’ Sleep and Adjustment: Respiratory Sinus Arrhythmia as a Moderator
- Electrodermal Activity Moderates Sleep-Behavior Problem Associations in Children with ASD
- Child Sleep Linked to Family Functioning and Child Adaptive Behavior in Children with Down Syndrome

Preventing Physical Punishment of Children in Light of APA's Policy Against Physical Discipline
Session ID: 45  Collaborative Divisions: 37, 7, 53, 54

- Development of a Toolkit about Parental Physical Punishment to Foster Community Awareness
- ACT Raising Safe Kids: APA's Own Parenting and Violence Prevention Program
- Coordinating Efforts: The National Initiative to End Corporal Punishment
- No Hit Zones as a Public Health Approach to Preventing Violence Against Children

Division 7 Posters
Enjoy over 40 posters covering diverse topics in Developmental Psychology
Session ID: 327  Co-Listed with Divisions 37, PsiChi
Reduced registration costs.

- APA member, APA fellow, APA associate, APA community college teacher affiliate, APA international affiliate: $120 (originally $315)
- APA student affiliate, APAGS member, APA high school teacher affiliate: $35 (originally $100)
- Nonmember Full-time student: $75 (originally $195)
- Nonmember of APA: $190 (originally $495)

Note: All program participants will need to register for APA 2021 Virtual.

Registration includes:

- Keynote speakers addressing societies most critical issues
- Collaborative, late-breaking scientific content
- Live Q&A and networking sessions
- More than 1,000 on-demand presentations
- Connections and community

Register Now at https://convention.apa.org/
Virtual Sessions will be available on demand beginning August 12.
Upcoming Conferences & Updates

**American Psychological Association Annual Convention**  
Aug 12-14, 2021  
Virtual  
[https://convention.apa.org/](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/](http://www.eecera.org/conferences/)

**The Flux Congress**  
Sep 17-21, 2021  
Virtual  
[https://fluxsociety.org/2021-virtual-congress/](https://fluxsociety.org/2021-virtual-congress/)

**Penn State’s 29th Annual National Symposium on Family Issues**  
Oct 25-26, 2021  
State College, PA or virtual TBD  
[http://www.pop.psu.edu/national-symposium-family-issues](http://www.pop.psu.edu/national-symposium-family-issues)

**The 46th Annual Boston University Conference on Language Development**  
Nov 4-7, 2021  
Virtual  
[https://www.bu.edu/bucl/](https://www.bu.edu/bucl/)

**Annual Conference of the Association for Moral Education**  
Nov 3-7, 2021  
Virtual  
[https://www.amenetwork.org/2021](https://www.amenetwork.org/2021)

**Budapest CEU Conference on Cognitive Development**  
Jan 6-8 & 10-14 2022  
Hybrid  
Budapest, Hungary  

**Society for Research on Adolescence**  
March 3-5, 2022  
New Orleans, LA  
[https://www.biennialmeeting.sra.org/](https://www.biennialmeeting.sra.org/)

**European Association for Research on Adolescence (EARA) 18th Biennial Conference**  
Last week of August 2022, Dublin or Virtual TBD  
[https://www.earaonline.org/conferences/dublin-2022/](https://www.earaonline.org/conferences/dublin-2022/)

**Save the date!**

17th European Congress of Psychology  
2020 meeting is postponed to July 2022.  
Jul 5-8, 2022  
Ljubljana, Slovenia  

Meeting of the European Society for Cognitive Psychology (22nd ESCoP)  
Aug 29-Sep 1 2022  
Lille, France  
[https://escop2022.org/](https://escop2022.org/)

**Meeting of the European Society for Research on Adolescence (EARA) 20th Biennial Conference**  
Last week of August 2022, Dublin or Virtual TBD  
[https://www.earaonline.org/conferences/dublin-2022/](https://www.earaonline.org/conferences/dublin-2022/)

**26th Biennial Meeting of the International Society for the Study of Behavioural Development**  
2020 meeting is postponed to 2022.

**Society for the Study of Emerging Adulthood: Biennial Conference**  
Nov 4-6, 2021  
Virtual  

**The Cognitive Development Society’s Biennial Meeting**  
Apr 21-23, 2022  
Madison, WI, USA  
[https://cogdevsoc.org/](https://cogdevsoc.org/)

**Society for Research in Child Development**  
March 23-25, 2023  
Salt Lake City, Utah, USA  
[https://www.srcd.org/event/srcd-2023-biennial-meeting](https://www.srcd.org/event/srcd-2023-biennial-meeting)

**Society for Research in Child Development – Special Topic Meeting — Learning through Play and Imagination: Expanding Perspectives**  
April 1-2, 2022  
St. Louis, Missouri, USA  
[https://www.srcd.org/event/learning-through-play-and-imagination](https://www.srcd.org/event/learning-through-play-and-imagination)

**Society for Research in Child Development – Special Topic Meeting — Construction of the ‘Other’: Development, Consequences, and Applied Implications of Racism, Prejudice, and Discrimination**  
May 2-4, 2022  
Rio Grande, Puerto Rico, USA  

June 19-23, 2022  
Island of Rhodes, Greece  
[https://www.issbd2022.org/](https://www.issbd2022.org/)

**Society for Research in Child Development**  
March 23-25, 2023  
Salt Lake City, Utah, USA  
[https://www.srcd.org/event/srcd-2023-biennial-meeting](https://www.srcd.org/event/srcd-2023-biennial-meeting)
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!
Division 7 Election

Roberta M. Golinkoff, PhD was elected President for 2023. Dr. Golinkoff will begin her service as President-Elect in January 2022, and will begin her term as President in January 2023.

Congratulations!

Sandra H. Graham, PhD was elected Council Representative 2023. Dr. Graham will begin her service in January 2022.
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 – 2022)
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): ......................... Kelly Lynn Mulvey (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.