



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
— DIVISION 7 —

Developmental Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7 DEVELOPMENTAL PSYCHOLOGY
NEWSLETTER
WINTER 2022



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President's Message

Mary Gauvain

University of California, Riverside

Dear Members of Division 7,
Happy New Year! January 1, 2022 marked the beginning of my term as President of Division 7. I am very happy to serve in this role and I look forward to working with all of you during the year. I want to thank Catherine Haden for her outstanding work as Division President during 2021 and extend a warm welcome to President-Elect Roberta Golinkoff who will be working with Catherine, as Past President, and me throughout the year.

As we all know, there are many challenges ahead as we enter what will soon be the third year of the Covid pandemic. As a nation, we also continue to work for social and economic justice, and we are increasingly aware of the urgent need to address the climate crisis. These are difficult times, and we have all been affected professionally and personally. Scientists and practitioners in many disciplines, including social and behavioral scientists, will continue to work hard on these issues. The basic and translational research done by developmental psychologists has an especially important role to play. By providing scientifically-based information about human development, our research and expertise inform practice and policy in many critical areas affecting children, youth, families, and communities today.

These last few years have exacted a heavy toll on our professional activities. The conduct of research has changed greatly along with our ability to train students. We have done our best in the circumstances, but we know this period will affect research and professional development for years to come. The Division will continue its efforts to



support, encourage, and provide opportunities for our members, especially young and emerging scholars. We remain committed to the goals of equity, diversity, and inclusion in all aspects of our work - our membership, the students we train, and the people who participate in our research. Please contact us if you would like to learn more about and become involved in leadership roles in the Division. We also encourage you to invite others to become members. It is not necessary to join APA to be a [member of Division 7](#) and the cost is minimal (\$6 for undergraduate and graduate students, \$12 for new regular members, and \$24 for continuing regular members after the first year). Membership and member involvement strengthen the Division. They enhance our ability to communicate our research and concerns to APA and to participate in the organization's advocacy efforts.

Like many of you, I teach developmental psychology, and lately I have been thinking a lot

about cohort effects. In my classes, we usually discuss Glenn Elder's pioneering research on how the Great Depression affected child and adolescent development. Yet nowadays we are looking closely at the present national and global context. It arouses great interest from students because instead of learning how an event of the past affected development, we are witnesses to as well as participants in such an event. This leads me to wonder how the field of developmental psychology might help shape the outcome.

My hope is that we will contribute substantially – our research and training have much to offer. Of course, we are not alone, many professionals, institutions, and societies are doing their utmost. Yet our association with APA, the largest scientific and professional organization of psychology in the United States, puts Division 7 in a unique position both on our own and in our partnerships with other Divisions. We have longstanding and productive relationships with the Divisions of School Psychology (Div. 16), Adult Development and Aging (Div. 20), and the Society for Child and Family Policy and Practice (Div. 37). Closer relationships with other Divisions would extend our reach even more. The Committee on APA Division Relations (CODAPAR) provides opportunities and support for cross-divisional partnerships. If you are interested in or have ideas about Divisional partnerships, please let us know.

Other ways to expand our reach exist in new forms of publication. On the Division 7 website, you can read about two of them: [Info about Kids](#) and the [Child and Family Blog](#). These resources were created to communicate developmental research to practitioners, policymakers, parents, and the public at large. We encourage you to take a look and consider subscribing to them. In addition, many of the articles may be of interest to

your students. We also ask you to think about how your research or that of your colleagues might contribute to these up-and-coming resources for the field.

The 2022 APA convention is scheduled for August 4 to 6 in Minneapolis. The deadline for submissions was last week and the Division 7 Program Chair Elise Dykhuis and Co-Chair Andres Bustamante are contacting members now to review submissions for our program. Some other current APA activities of note include a call for manuscripts about ethical issues in the use of digital technology for a special issue of the *American Psychologist*. Division members who conduct research in this area should consider submitting their work; a developmental perspective would be a valuable addition to this special issue. There is also a call for [nominations for several APA Boards and Committees](#). We encourage interested Division members to look into these opportunities as well as other activities described on the APA website. We are happy to support your involvement in any way we can.

These last two years have affected us all personally, and we continue to live in a chronic state of stress and uncertainty. In addition to genuine worry about the physical health of ourselves and those around us, widespread social and economic difficulties have eroded the mental health and well-being of our communities. It is incumbent on all of us as individuals and as an organization to support and help one another at this time. Thank you for your membership in Division 7. It is my hope that this coming year holds many positive changes for us all and that Division 7 will be a constructive force in these efforts.

With my best regards,
Mary Gauvain
President, Division 7

Division 7 Announcement: Renaming of the *G. Stanley Hall Award to the Award for Distinguished Contributions to Developmental Psychology*

This past fall, the leadership of Division 7 considered the significance of the fact that G. Stanley Hall, an early and prominent developmental psychologist who is honored by name in one of the Division awards, expressed views in his professional writings that do not align with the Division's values today. Specifically, on numerous occasions, Hall wrote about racial groups and women in ways that are seriously problematic, especially in light of current efforts to eradicate systemic racism and strive for social justice.

The Division 7 Executive Committee met in early January of 2022 to discuss this matter. We used Hall's writings as reference (e.g., Hall, 1903; 1905), along with a book chapter (Hogan, 2003) that describes Hall's writings on race. Based on this information, the Executive Committee voted unanimously to remove the name G. Stanley Hall from the Division 7 award for distinguished contributions to the field. Beginning this year, this award will be called the [*Division 7 Award for Distinguished Contributions to Developmental Psychology*](#).

We recognize that during his time Hall was not alone in these views, yet that does not relieve us of responsibility to take them seriously in relation to the social realities of today. By removing his name from this award, we do not intend to pass judgment on Hall as a person or a professional, or on his positive contributions to our discipline. However, as APA's Division of Developmental Psychology, it is incumbent upon the Division to communicate clearly what the field stands for and that it is open for all. It is important to make it clear, especially to new generations of scholars, that the Division does not uphold the views Hall expressed in these writing and that these views are not representative of the field today. We are also proud that our decision is in keeping with the recent resolution from APA in [*An Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in the U. S.*](#) Please feel free to contact the Executive Committee if you have any questions or comments about this decision.

Division 7 Executive Committee Members

Mary Gauvain, President (mgauvain@ucr.edu)	Sandra Graham, Division Representative to the APA Council
Catherine Haden, Past President	Michael Lamb, Division Representative to the APA Council
Roberta Golinkoff, President Elect	Toni Antonucci, Fellow Committee Chair
Amanda Morris, Secretary	Kelly Lynn Mulvey, Membership Chair
Yoojin Chae, Treasurer	Elise Dykhuis, Program Committee Co-Chair
E. Mark Cummings, Member-at-Large	Andres Bustamante, Program Committee Co-Chair
Elena Grigorenko, Member-at-Large	Sue D. Hobbs, Webmaster
David S. Moore, Member-at-Large	Zehra Gülseven, Newsletter Editor

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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/>



Like us on
Facebook

Award for Distinguished Contributions to Developmental Psychology

Robert S. Siegler

Teachers College, Columbia University

The Best Job There Is



Professors are notorious for whining and complaining about being overworked, underpaid, underappreciated, and misunderstood. Novelists such as David Lodge, Richard Russo, Kingsley Amis, and Jane Smiley have depicted this side of academia, often in hilarious ways. No doubt, what they depict is some people's reality, but it certainly has not been mine. For me, the dirty little secret is how great being a professor is, at least being a tenured or tenure track professor at a research-oriented university. At a time when we all are bombarded daily with depressing news, a brief focus on some good things in life might be welcome. In that spirit, here are six ways in which being a professor is great:

1) The thrill of insight. Being a professor at a research-oriented university provides the time needed for insights into issues that fascinate us.

Several times in my career, I have had insights that I was pretty sure no one else had had and that I thought were valuable. These include the ideas underlying the *rule assessment approach*, a method for identifying children's problem solving algorithms (Siegler, 1976); *microgenetic designs*, a means of studying discovery of new strategies (Siegler & Jenkins, 1989); *overlapping waves theory*, an approach that identifies variability, choice, and change as central components of cognitive development (Siegler, 1996); *linear board games*, a way of improving young children's numerical understanding (Siegler & Ramani, 2008); the *number line task*, which allows assessment of numerical representations (Siegler & Opfer, 2003); and the *integrative theory of numerical development*, a framework for unifying acquisition of understanding of whole numbers, fractions, decimals, and percentages (Siegler & Braithwaite, 2017; Siegler, Thompson, & Schneider 2011). After 50 years in the field, such insights still provide inordinate pleasure.

2) Becoming smarter through writing. Although many people find the writing process onerous, the adage, "No pain, no gain" applies. Writing journal articles requires us to state our thoughts clearly and precisely, anticipate and address the views of people who disagree with us, and summon logic and data to support our conclusions. With practice, such thinking becomes reflexive and makes us smarter.

3) Pursuing your interests and avoiding boredom. Professors have tremendous freedom to study whatever we want, whenever we want, with whomever we want. Many successful people in other professions retire before traditional retirement ages; few professors do. One reason is that the freedom to pursue new ideas with new techniques and new collaborators helps us avoid boredom, the silent killer.

4) More collaboration than competition. To an unusual extent, academia involves cooperative rather than competitive relationships. Colleagues' comments on our ideas help us recognize and sharpen the good ones and cull the bad ones. Successes of departmental colleagues help us, as well as them, in attracting high quality students, winning program project and training grants, and motivating us to do better work. We collaborate in conducting research, helping students realize their potentials, evaluating grants and journal articles, and trying to improve our departments and universities. We also compete for some scarce resources, but the ratio of collaboration to competition seems higher than in most fields. The primacy of collaboration is reflected in the many close friendships that emerge among faculty members, as well as between mentors and students, over the years.

5) Foreign relations. I have had the privilege of conducting research with students and faculty from countries around the world: Australia, Belgium, Canada, Chile, China, Finland, France, Germany, Great Britain, Israel, Italy, Poland, Slovenia, Switzerland, and the U.S. In addition to the diverse perspectives, I have gained from interacting with them, I have been able to visit their countries and others, often being hosted by col-

leagues who were interested in showing me a good time, inviting me to their homes, and helping me see how people live in their countries. Getting to know people from societies throughout the world is another underappreciated bonus of being a professor.

6) Seeing students succeed. The lifespan development theorist Erik Erikson identified generativity, concern for establishing and guiding the next generation, as a major goal of successful aging. Professors have unusually great opportunities to enjoy such generativity. Following and promoting the careers of former students, interacting with them at conferences and electronically, and sometimes continuing to collaborate on new research with them are all joyful and deeply satisfying activities. Some former students do research that builds on what we did together, some do other types of research, yet others pursue different careers altogether. Regardless of the path they take, seeing their success is an additional great reward of being a professor.

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Early Career Outstanding Paper Award

Yang Hou

University of Kentucky

Child and Adolescent Development in Underrepresented Populations

As a first-generation college student grown up in poverty and an international student, I experienced many of the challenges facing low-income, immigrant, and minority families, such as discrimination, economic stress, to name a few. I am fortunate to have the “prize” of supportive parents and caring teachers that lead to my academic success and happiness. I want to help others from marginalized groups to receive their “prize” to flourish. Thus, my research aims to comprehensively understand how environmental (e.g., sociocultural, family, community, school, and peer) and biological factors (e.g., diseases) influence child and adolescent development, focusing on underrepresented populations, including ethnic minorities, immigrants, low-income families, and families with genetic disorders. My ultimate goal is to evaluate and develop community-based intervention programs personalized to these marginalized groups to promote their wellbeing. Currently, I have three primary lines of research.

My first research line aims to understand how contextual stressors (e.g., discrimination) influence adolescent development among ethnic minority and low-income families. My work demonstrates that family processes (e.g., marital relationship, parent-child relationship, parenting, racial socialization) play important roles in mediating or moderating the link between contextual stressors and adolescent adjustment (Hou, Kim, Hazen, & Benner, 2017; Hou, Kim, & Wang, 2016; Kim, Hou, & Gonzalez, 2017; Varner et al., 2018).



My work also highlights the importance of considering the family as an interdependent unit and including multiple family members in studying family processes as family members can influence each other through family processes (Hou et al., 2017; Hou, Neff, & Kim, 2018). For example, fathers who experienced more discrimination exhibited more depressive symptoms, which were related to greater maternal hostility toward adolescents, which in turn related to higher levels of adolescent depressive symptoms and delinquent behaviors (Hou et al., 2017).

A common and challenging methodological issue in studying family processes is that different family members often report discordant information on the same family aspect. My second research line sheds light on this issue by examining the patterns, antecedents, and consequences of parent-adolescent discordance in their reports of family processes (e.g., parenting, parent-child

relationships, racial socialization). My work suggests that parent-adolescent discordance in perceptions of family processes can be systematically predicted and have significant implications for adolescent outcomes (Chen et al., 2021; Hou et al., 2020; Hou, Kim, & Benner, 2018). For example, in my meta-analytic study receiving the *Early Career Outstanding Paper Award* (Hou et al., 2020, *American Psychologist*), I found that the levels of parent-adolescent discordance in reports of parenting were higher for younger adolescents, males, those in more individualistic societies, and those from ethnic minority groups, low-socioeconomic status families, or non-intact families; I also identified main findings regarding how parenting discordance related to adolescent outcomes and compared the limitations and strengths of main methodological approaches in studying this issue. This line of research highlights that parent-adolescent discordance in reports of parenting should not be discarded as merely measurement error; instead, such discordance has substantive meaning. The findings have broad implications for social science methodology concerning how to interpret and handle informant discordance. The results also have clinical applications as family therapists and clinicians can use the information to better decide how to use parent and adolescent reports and to target families with higher levels of parent-adolescent discordance for preventive interventions.

My third research line aims to provide a comprehensive understanding of neurobehavioral development (i.e., cognitive, academic, socio-emotional, and behavioral development) in children and adolescents with neurofibromatosis type 1 (NF1) by applying innovative methodologies. My project, recently funded by the Department of Defense, uses integrative data analysis

to combine over ten neuropsychological datasets collected with performance-based and observer-reported standardized assessments in children with NF1 (ages 2-18). I will use innovative statistical approaches (e.g., time-varying effect modeling, latent profile analysis) to analyze the combined dataset to provide much-needed information, such as 1) neurobehavioral trajectories across age, 2) phenotypic subpopulations with various neurobehavioral profiles, and 3) demographic (e.g., race, SES), environmental (e.g., family coping strategies), and biological (e.g., tumors) predictors of neurobehavioral functions. Knowledge from this line of work will be critical for guiding future patient management and informing future intervention studies and policies related to the NF1 population.

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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!](#)

Dissertation Award in Developmental Psychology

Q & A with Kristie L. Poole

University of Waterloo

1) Can you briefly summarize your dissertation?

I completed my PhD under the supervision of Louis Schmidt in the Child Emotion Lab at McMaster University. My dissertation broadly examined the developmental origins, biological correlates, and heterogeneity of temperamental shyness. In a series of studies, I used a multi-method, multi-measure approach that included both cross-sectional and longitudinal study designs, as well as integrated observational and psychophysiological methodology to investigate biological substrates and heterogeneity of shyness from a developmental perspective. This work illustrated that shyness is a heterogeneous phenomenon, with individual differences in the developmental onset and developmental course, resulting in different subtypes of shyness with unique emotional, social, and biological correlates. As well, this work provided evidence that some shy children may be more sensitive to perceiving threat in social situations, and their brain and body may be “primed” to overreact when they are faced with this perceived social threat. These processes may play a role in the expression and maintenance of shyness across development.



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

My research has been driven by my inherent interest in understanding why some children are more shy than other children and what is happening “under the skin” when shy children are in new social situations. I have also been fascinated that the literature, and society more broadly, often view shyness as a relatively maladaptive trait. This has motivated my additional line of research examining heterogeneity in shyness across different levels (e.g., behavioral expression, developmental onset, stability), as well as factors that may influence the differing outcomes (including adaptive outcomes) among shy children.

3) How did you fund your dissertation research?

To fund my dissertation research, I applied for multiple national and international awards. My research and graduate training were funded through a Canadian Institutes of Health Research (CIHR) Doctoral Award, an Elizabeth Munsterberg Koppitz Fellowship from the American Psychological Association, a Dissertation Funding Award from the Society for Research in Child Development, a CIHR Michael Smith Foreign Study Supplement, as well as additional internal and external travel awards. My research was also supported through funding from my supervisor.

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

The most important piece of advice I would give to other students who are pursuing graduate research is to choose a topic that is interesting and exciting to you. By choosing a topic that you are genuinely passionate about, your research will feel more like a hobby that you look forward to as opposed to work that you dread. If you are naturally excited about the topic of your dissertation, it is likely that you will propose novel research questions and produce impactful research outputs. An additional piece of advice I have for graduate students is to actively seek out awards or scholarships that you are eligible for, and importantly, apply for them! You will be surprised at the number of opportunities there are to fund and recognize your important research.

5) What are you working on now?

I am currently a postdoctoral researcher in the Social Development Lab at the University of Waterloo working with Heather Henderson. My postdoctoral research has been focused on the temperamental and socio-cognitive correlates of social behavior, as well as the interpersonal implications of shyness. I am examining how children's shyness is related to their behavior with unfamiliar peers during initial and repeated interactions, how this may differ across contexts (e.g., online versus in-person), and the processes that may influence these social interactions (e.g., cognitions and physiological regulation).



In Memoriam: A Tribute to Lewis P. Lipsitt, Ph.D. (1929-2021)



Dr. Lewis P. Lipsitt, a past President of the Society for General Psychology (Division 1 of the American Psychological Association) passed away peacefully on September 30, 2021. He was also past President of APA Division 7 (Developmental Psychology) and was elected to the APA Council of Representatives for four terms. He chaired APA's board of scientific affairs, and was the APA executive director for science.

Dr. Lew Lipsitt was born in New Bedford, MA on June 28, 1929. The family later moved to Marion, MA. He attended Tabor Academy, the University of Chicago (BA, '50) and the University of Massachusetts (MA, '52) before serving in the Air Force (1952-1954) and working as a clinical psychologist in San Antonio, TX. Subsequently, he attended the University of Iowa and earned a

Ph.D. in Child Psychology in 1957. His dissertation research was on the effects of delayed reward on discrimination learning in children. Since then, he authored many articles on infant learning and perception, perinatal risk, crib death, adolescent suicide, and various conditions threatening young people's lives.

He began his teaching career at Brown University in 1957, where he worked until retirement in 1996. There, he established the Brown University's Child Study Center and also launched and edited various publications including *Advances in Child development and Behavior* and *Advances in Infancy*. As emeritus professor of Psychology, Medical Sciences, and Human Development, he continued his work as a researcher, consultant, author, editor and lecturer until 2016.

Lew Lipsitt's [Curriculum Vitae](#) reveals his amazingly high energy, the evolution and expansion of his interests, his ability to collaborate effectively with many others on research and on dissemination of scientific information, his enterprising spirit that propelled him to initiate publication venues and a new scientific organization, and the need that drove him to be of service to the scientific community and the public in general. The first 28 pages of his Curriculum Vitae (CV) detail his professional appointments, his advisory appointments, selected lectureships/conferences, scientific and professional associations, committee memberships, elected offices/honors and awards, community service, university service, selected grants, editing and reviewing,

consultancies, legal consultation, TV appearances, TV Consultations, media/articles/posters. Pages 29 through 51 of his CV list his many scientific publications. The sheer quantity and the quality of Lipsitt's diverse contributions are inspiring.

Lew was recognized and rewarded for his achievements. For example, he was a Guggenheim Fellow, a Fellow of London's Tavistock Institute of Human Relations, a Cattell Fellow at Stanford University's Center for Advanced Study in the Behavioral Sciences and Fellow of the American Psychological Society (APS), for which he was a founding executive board member. He was a Past president of the Eastern Psychological Association during 1992-93, and on the executive committee of the New England Psychological Association, which honored him with the Distinguished Scientific Achievement Award. He received the Nicholas Hobbs Award for "science in the service of children" in 1990 from the American Psychological Association (APA) Division of Child, Youth, and Family Services, and won the 1994 American Association for the Advancement of Science (AAAS) Lifetime Achievement Mentor Award for his work with minority persons and women in the pursuit of scientific careers.

Lew Lipsitt sought and attracted the collaboration of many and mentored many others. I met him during 1983-1986 when he was a member of the MacArthur Network for the transition from Infancy to Early Childhood, led by Dr. Robert Emde, MD and I was a post-doc member on the same network. Later, I interacted with him in connection with my first peer reviewed Friedman et al. paper which was published in the journal he launched and edited, *Infant Behavior*

and Development. More years have passed and Lew assumed the role of the third chairperson of the Steering Committee of the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development, a long term longitudinal study on which I served as the NICHD Scientific Coordinator and as a co-investigator with many others. He then transitioned to serve on the Advisory Board for that study. I was thankful for the opportunity to benefit from his vast knowledge, wisdom and generosity.

Lew was a historian at heart and wanted his work and other materials of historical value which he saved to be available for interested others to review after he was gone. He arranged for his works to be archived at the Cummings Center for the History of Psychology. Therefore, the family suggests that donations in his memory be sent there.

I hope that the life and work of Lew Lipsitt will continue to inspire others. May his life and contributions to science and society be for a blessing.

Sarah L. Friedman, Ph.D.

Department of Psychological and Brain Sciences,
The George Washington University

(reprinted from *The General Psychologist*, vol. 56
issue 1)

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, 2022

Email: Catherine Haden (chaden@luc.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, 2022

Email: Natalie Brito (natalie.brito@nyu.edu) and Camelia Hostinar (cehostinar@ucdavis.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, 2022

Email: Catherine Haden (chaden@luc.edu)

[Click here](#) for more information.

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, 2022

Email: Mary Gauvain (mgauvain@ucr.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, 2022

Email: Mary Gauvain (mgauvain@ucr.edu)

[Click here](#) for more information.



DIVISION 7 AWARDS FOR DISTINGUISHED / LIFETIME CONTRIBUTIONS

Award for Distinguished Contribution to Developmental Psychology

Description: The Distinguished Contribution 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, 2022

Email: Roberta Golinkoff (roberta@udel.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, 2022

Email: Roberta Golinkoff (roberta@udel.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, 2022

Email: Lisa M. Oakes (lmoakes@ucdavis.edu) and David H. Raikson (rakison@cmu.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, 2022

Email: Ann Masten (amasten@umn.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, 2022

Email: Roberta Golinkoff (roberta@udel.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, 2022

Email: Roberta Golinkoff (roberta@udel.edu)

[Click here](#) for more information.

Executive Committee

President (1-year term):.....Mary Gauvain (2022)
Past President (1-year term):.....Catherine A. Haden (2022)
President-Elect (1-year term): Roberta M. Golinkoff (2022)
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): Sandra Graham (2022-2024)
.....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 – 2022)
.....TBE (2019 – 2022)
Program Committee Chair (1-year term): Elise Dykhuis (2022)
Program Committee Co-chair (1-year term): Andres Bustamante (2022)
Membership Chair (3-year term): Kelly Lynn Mulvey (2021-2023)
Web Master (3-year term): Sue Hobbs (2020 – 2022)
Historian (3-year term): TBA (2022 – 2024)
Early Career Member Representative (2-year term): TBA (2022 – 2023)
Graduate Student Representative (2-year term): ... TBA (2022 – 2023)
Listserv Administrator: Adam Winsler

Addresses and e-mails are listed on the [Division 7 website](#).

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



DIVISION 7

Executive Committee



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

Deborah Lowe Vandell (2021) served as Past President.

Sarah Friedman (2019-2021) served as a Representative to APA Council.

Sandra Calvert (2019-2021) served on the Fellows Committee.

Viridiana Benitez (2020-2021) served as Early Career Member Representative.

Renee Benoit (2020-2021) served as Graduate Student Representative.

Jonathan Tirrell (2021) served as the Program Committee Chair for the 2021 Convention.
