



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
— DIVISION 7 —

Developmental Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7 DEVELOPMENTAL PSYCHOLOGY
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President's Message

Mary Gauvain

University of California, Riverside

Greetings! I hope you are doing well and that during the summer you will have a chance to relax and spend time with loved ones.

This August APA will hold its first in-person convention in three years. Division 7 has a full and exciting program, and we are grateful to our Program Co-Chairs Elise Dykhuis and Andres Bustamante for putting it together. The program includes two invited addresses, one by Ann Masten on children's risk and resilience during Covid-19 and the other by Michael Cunningham on research with black populations in particular adolescents. In addition, there are symposia, critical conversations, poster sessions, and a skill building presentation that cover a range of important topics and research in developmental psychology. The full program is described in the Newsletter.

The main change in our programming from prior conventions is the absence of talks by individuals who received Division 7 awards. There are simply too few Division program hours to honor each of the awardees from 2020, 2021, and 2022 in a way fitting to the awards. So, instead, we will have an Honorary Session for Division 7 Awardees from the past three years. This event will be held on Friday, August 5 from 4-4:50 pm, immediately after the Division Business Meeting. Then, following the session honoring our awardees, there will be a Division 7 Social Gathering from 5-6:50 pm. If you are at the Convention, please come to these events and bring your students. We want these to be festive occasions both



to honor our colleagues and greet one another in person once again.

These past three years have brought many unexpected changes to our lives and work. As we move forward, all of us are thinking carefully about what comes next. Division 7 is no exception. Developmentalists are accustomed to thinking about change, so applying some of our understanding to how to move the Division forward may prove useful. At the upcoming convention, we want to begin this conversation both in formal and informal discussions. One important opportunity to hear the voices of our membership will come at the Business Meeting on Friday – which is open to all members. If you are at the convention, please join us at the Business meeting. We need your ideas! If you are not there, please send us your thoughts about where the Division should be putting its energies.

Here are some initial ideas. We expect that our members are united in wanting useful ways for the Division to engage in many of the difficult issues before us, including the aftermath of the pandemic, the continuing plight of economic disparity, understanding and addressing systemic racism, and the ongoing challenges of the climate crisis. These issues affect the livelihood and well-being of children and youth in every context - at home, in school, and in the community. We also know that how these issues are dealt with today will determine the lives of future generations. These are important and weighty issues, and we will need to rely on the many strengths of Division members to contribute in meaningful ways.

Division 7 is a scientific society and despite the distressing questioning of the value of science in public discourse today, we stand committed to this way of knowing. In fact, our By-Laws state clearly that the purposes of the Division include, and I paraphrase, the promotion of research in developmental psychology, the communication of scientific information in publications and meetings, and the promotion of high standards in the application of scientific knowledge to practical problems. Our affiliation with APA, the largest professional organization of psychologists in the United States, provides unique and powerful ways of getting scientific findings from developmental psychology out to policy makers and the community at large. APA has tremendous reach, both nationally and internationally, and Division 7 has a long and notable history of contributing scientific knowledge to the formation of social policies affecting children and youth. The development of Head Start in the 1970s is an important case in point (see Dalton, 1995). We seek ways to get our expertise out to children and

families in need, such as publications in the [Child and Family Blog](#). Also, I direct your attention to the piece later in the Newsletter requesting help for children and youth affected by the Russian-Ukrainian Military Conflict.

Division 7 is a vital part of APA's efforts in various ways. Our representatives to the APA Council, Sandra Graham and Michael Lamb, are strong advocates for the role of developmental psychology in APA activities pertaining to children and youth. In addition, we work closely with groups in APA that are aligned with our interests and expertise, especially the Committee on Children, Youth, and Families (CYF), the Coalition for Psychology in Schools and Education, and the Interdivisional Task Force on Child and Adolescent Health. We are strengthening our connections to the APA publications board and the journals that are important outlets for our discipline. Finally, we are working closely with the reorganized APA Science Office under the leadership of Mitch Prinstein. We encourage you to sign up for Science Spotlight, the new newsletter from [this office](#).

We look forward to working with you on these ideas and we welcome any other ideas you have for Division 7 activities over the coming years. Please feel free to contact any of us in the Division Leadership, our names are listed later in the Newsletter. We would love to hear from you. And if you are at the Convention in August, please say hello and attend our events. It will be very nice to see you again.

With my best regards,

Mary Gauvain

Dalton, T. C. (1995). A history of Division 7 (Developmental Psychology). In D. A. Dewsbury (Ed.), *Unification through division: Histories of the divisions of the American Psychological Association*, Vol. 1, pp. 67-99. Washington, DC: American Psychological Association.

Urgently Seeking Professional Assistance on Behalf of Children and Youth Affected By the Russian-Ukrainian War

Division 7 is responding to the request of psychologists working with children and youth affected by the Russian-Ukrainian Military Conflict to assemble relevant video and printed materials. Of particular need and importance are programs, materials, and didactics on trauma associated with military actions, relocation, loss of family members, destruction of the social network, and related impacts on social-emotional and cognitive development. Division 7 is asking interested professionals to prepare and donate video presentations (existing or specially recorded) and relevant materials (e.g., publications and manuals). The materials will be translated into Ukrainian and Russian, assembled, and prepared for curated distribution. All related copyright issues will be addressed. For information, please contact Elena L. Grigorenko, Ph.D. at elena.grigorenko@times.uh.edu

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

Vonnie C. McLoyd

Ewart A. C. Thomas Collegiate Professor,
University of Michigan, Ann Arbor

The early years of my career were devoted to research on children's play (e.g., McLoyd, 1980) and intrinsic motivation (e.g., McLoyd, 1979) and to analyses of the conceptual and methodological problems that plagued research on African American children's development (e.g., McLoyd & Randolph, 1984, 1985; Washington & McLoyd, 1982). In the mid-1980s, I turned my attention to understanding economic stress and the family- and neighborhood-level processes through which it affected children's socioemotional functioning. The 1980-1982 economic recession ravaged the State of Michigan and I found myself pondering a slew of questions in response to the steady drumbeat of stories in the Detroit-Ann Arbor media chronicling how economic stress was upending family life. I was drawn to this area of study partly because living under Jim Crow in Alabama as a child heightened my sensitivity to economic deprivation and instability, and how they could radically impact the quality of life. I grew up in a middle-class family (my mother was a school teacher, my father an African American Episcopal minister), but I knew many hardworking families in our community for whom making ends meet was a constant struggle that took a toll on family life. The feasibility of carrying out a program of research in this area increased when I received a Faculty Scholars Award from the William T. Grant Foundation, a 5-year award that enabled early- and mid-career faculty scholars to reduce their teaching load to devote more time to re-



search specifically focused on stress and coping in school-age children.

I published several highly cited conceptual and review papers and book chapters on childhood poverty and socioeconomic disadvantage that centered on family dynamics and developmental processes (e.g., McLoyd, 1990, 1998a, 1998b; McLoyd, Aikens, & Burton, 2006). In keeping with Bronfenbrenner's ecological perspective (Bronfenbrenner, 1986), I was careful to situate these microsystem-level processes within processes operating at the exosystem and macrosystem level (e.g., historical and contemporary racism, public policy, and practice). In terms of empirical research, my collaborators and I tested

variants of the family stress model, drawing on Elder's work on children of the Great Depression (Elder et al., 1985) and Conger's studies of White families in rural Iowa hit by the farm crisis in the 1980s (e.g., Conger et al., 1992). Even though both of these lines of research focused on how families coped with the shock of economic loss, I could see their relevance for our work investigating economic stress as an ongoing condition. The family stress model emphasizes the impact that economic stress has on children through its impact on parents' mental health, marital and co-parenting relationships, and quality of parenting. The model hypothesizes a cascading process whereby (a) insufficient income creates economic pressure as parents struggle to pay bills and meet material needs, and make economic adjustments (e.g., cutbacks, reducing utility costs); (b) economic pressure creates irritability or depressive moods that spill over into marital and co-parenting relationships. These problems, in turn, encourage parenting practices that are more punitive, harsh, and inconsistent and can harm children's socioemotional development.

My collaborators and I found support for most of the hypothesized links in the model in families from diverse racial/ethnic backgrounds, in two-parent and single-parent families, and in families living in both rural and urban contexts. Hypothesized relations among variables generally held across gender and age of child (e.g., Conger et al., 2002; Gard et al., 2020; Gutman et al., 2005; Jocson & McLoyd, 2015; McLoyd et al., 1994; McLoyd & Wilson, 1990; Mistry et al., 2002). Although our studies and those conducted by other scholars provided robust empirical support for the family stress model, we emphasized that parenting behavior is only one of mul-

tipl pathways through which poverty and economic stress can undermine children's socioemotional adjustment.

Expanding our focus to include the exosystem, we found that neighborhood problems associated with poverty (e.g., low social control, vandalism, abandoned buildings) can indirectly contribute to internalizing and externalizing behavior in children and adolescents through their influence on mothers' mental health and parenting behavior (e.g., Gutman, et al., 2005; Jocson & McLoyd, 2015), and that the benefits of emotional and instrumental support on parenting diminish in neighborhoods beset with a higher prevalence of poverty and crime (Ceballo & McLoyd, 2002; McLoyd et al. 1994).

Another strand of work focused on contributors to resilience in low-income children exposed to violence. In general, our findings suggest that exposure to violence may promote youth behavior problems in ways that are not easily overcome by experiences that have robust mitigating influences in the presence of other stressors. In one study, for example, high levels of participation in structured extracurricular activities and positive parent-adolescent relations weakened, but did not eliminate, the link between adolescents' exposure to community violence and externalizing problems--and furthermore, provided no protection against internalizing problems (Hardaway et al., 2012). In other work, we found that school connectedness protected low-income children against social deprivation (i.e., low levels of support in the home and neighborhood), but had no protective effect against exposure to community or domestic violence (Goetschius et al., 2021).

My opportunity to shift from correlational to experimental research and from basic to policy research (and to investigate directly the influence of factors in the macrosystem) came in the late 1990s when I joined a multidisciplinary team of researchers that evaluated the longitudinal effects on children and their parents of New Hope, a 3-year, employment-based, antipoverty program with random assignment. It was an edifying experience that generated opportunities to advance policies that benefit children and their families. We published numerous papers based on the evaluation (e.g., Huston et al., 2005; McLoyd et al., 2011), but space restrictions require that I forego discussion of the findings. Suffice it to say that New Hope was one of several welfare-to-work experiments conducted during the 1990s that provided wage supplements to individuals in the treatment group, contingent on parents working a minimum number of hours per week/month. A subsequent synthesis of different welfare-to-work experiments showed that only wage supplement programs (compared to programs that provided no wage supplements but had mandatory employment/educational activities or made welfare benefits available for only a limited amount of time) increased both parental employment and family income and consistently produced positive effects across a range of child behaviors.

A National Academy of Sciences Consensus Committee (of which I was a member) charged with identifying evidence-based programs and policies for reducing the number of children living in poverty in the US by half within 10 years reviewed these and other findings from quasi-experiments and natural experiments. On the basis of its review, the committee concluded that “the weight of the causal evidence indicates that

income poverty itself causes negative child outcomes, especially when it begins in early childhood and/or persists throughout a large share of a child’s life” (Duncan & Menestrel, 2019, p. 89). This conclusion had critically important implications for policy. As the committee noted, if the associations between poverty and negative child outcomes are caused by factors other than income, the root causes of negative child outcomes must be addressed by policies other than the kinds of income-focused anti-poverty proposals the committee identified. The committee’s report, *A Roadmap to Reducing Child Poverty*, figured prominently in the anti-poverty legislation that President Biden signed into law in 2021 (i.e., American Rescue Plan). The historic, near-universal child allowance, premised on evidence of the causal effects of poverty on children’s development, was the most controversial but impactful of the anti-poverty policies in the law. Regrettably, as we now know, despite dramatically reducing child poverty, the child allowance ended after one year.

I end this essay with heartfelt expressions of gratitude to the many talented, conscientious, and generous graduate students, postdoctoral fellows, and faculty colleagues with whom I collaborated throughout my career. They played significant roles in instigating, framing, and bringing to fruition the research projects mentioned in this essay and overall, made the process of doing research infinitely more gratifying. I also thank the many individuals who chipped away at structural racial barriers, opened doors of opportunity, and encouraged, inspired, and challenged me through good times and bad. They planted and cultivated the seeds for the rewarding career that I have enjoyed.

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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:

Dana T. Hartman, Division 7 Webmaster, dthartman@ucdavis.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/>



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Facebook

Boyd McCandless Award

Natalie Brito

Assistant Professor of Applied Psychology, New York University

Implement Paid Family Leave to Support Child Development



Babies learn through everyday interactions with their caregivers. By watching, listening, communicating, and most importantly playing. In the first year of life, key neural connections are emerging in the context of these warm, predictable, and responsive social interactions between the infant and caregiver (Scott & Brito, 2022).

But the period after childbirth is also often a vulnerable and stressful time for parents. Mothers routinely face post-birth complications, lactation difficulties, sleep deprivation, and chronic stress. The COVID-19 pandemic has only exasperated these difficulties, and prevalence rates of perinatal depression and anxiety have increased significantly over the last two years (Shuffrey, Thomason, & Brito, 2022). Stress is a common experience for all caregivers, but high levels of chronic stress can potentially disrupt a caregiver's ability

to respond to their infants' cues in a sensitive and timely manner.

One way to decrease maternal stress here in the United States may be through the implementation of paid parental leave. The U.S. is one of a handful of countries in the world without a national policy mandating paid leave after childbirth. Currently, only 19% of caregivers in the U.S. have access to paid leave, forcing caregivers to return to work within weeks of giving birth or take unpaid leave. Black and Hispanic mothers are even less likely to have access to paid leave compared to White mothers. Mandating paid leave could potentially lead to reductions in health disparities, as paid leave has been associated with lower likelihood of postpartum depression, increases in breastfeeding, and more secure attachment between mother and child (Jou et al., 2018).

Previous work from my lab found that in a sample of over 300 families, mothers who took paid leave had toddlers with higher language scores than children whose mothers took unpaid leave. And this was true even after accounting for important indicators like household income and maternal education. We also found that paid leave was linked to fewer socio-emotional problems during toddlerhood, specifically for mothers with lower levels of education (Kozak et al., 2021).



Infant Studies of Language and Neurocognitive Development Lab at NYU

In a newer study published this past year, we wanted to extend this finding and examine if different experiences of leave after birth would be linked to variations in infant brain function. In a sample of about 80 socio-demographically diverse families with 3-month-old infants from New York City, we recorded infant brain activity using electroencephalography (EEG), took a hair sample from the mom to measure physiological stress indexed by cortisol, and also had dyads engage in a 5-minute free play.

We observed three important findings. First, compared to infants whose mothers had unpaid leave, infants whose mothers took paid leave were more likely to demonstrate an EEG activation profile that may reflect a more mature pattern of brain function. Second, we found that mothers with paid leave had lower levels of physiological stress. And lastly, we observed that mothers with paid leave showed higher levels of sensitivity and responsiveness with their infants during the free-play interaction (Brito et al., 2022).

So, what does this tell us? Experiences of paid leave may reflect an economically stable period of bonding needed for dyads to foster sensitive, reciprocal interactions where there is less stress and worry hindering these experiences. This study adds to the abundance of evidence across an array of fields suggesting that increasing access to paid leave is related to a wide range of benefits for families and could help mitigate inequities in developmental outcomes.

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Boyd McCandless Award

Camelia Hostinar

Assistant Professor, University of California, Davis

Stress Pathways and Resilience Processes



Dr. Hostinar's laboratory at UC Davis, the Social Environment & Stress lab (SES Lab), has made several significant empirical contributions to multiple fields. Using rigorous experimental methodology, the lab has discovered several novel and important processes relating to the pathways that link childhood stress to health outcomes, and resilience processes that protect children and adolescents against the deleterious consequences of stress on health. For instance, Dr. Hostinar and students in her lab identified resting cardiac autonomic balance as an early marker and predictor of responding to stress with an inflammatory profile, a risk factor for multiple chronic illnesses (Alen, Deer, & Hostinar, 2020, *Psychoneuroendocrinology*), and longitudinal links among inflammation, adiposity, and working memory (Shields et al., 2021, *Brain, Behavior, and Immunity-Health*). Secondly, Dr. Hostinar's lab used careful random assignment to stress/no stress and parent social support/no parent social support to show how parents can modulate children's anxiety, amplifying it or reducing it

(Parenteau et al., 2020, *Development and Psychopathology*). The SES lab at UC Davis broadens our understanding of human development by examining understudied populations such as low-income samples and income disparities in executive function and academic achievement (Deer et al., 2020, *Child Development*), in addition to studying and studying racial/ethnic disparities in physiology and affect (e.g., Deer et al., 2018, *Development and Psychopathology*).

Dr. Hostinar has also strived to disseminate developmental science to both academic and non-academic audiences. For instance, she was interviewed by [CNN](#) regarding the challenges of coping with the pandemic experienced by adolescents and has attended policy summits in California's State Capitol, where she and other researchers in the UC Davis Center for Poverty Research disseminated the science of poverty to policymakers and youth advocacy groups in the region. In addition, she has given invited talks to governmental agencies involved in promoting healthy youth development (e.g., the California Children's Environmental Health Program and the Yolo County Office of Education). To increase diversity in academia, she also regularly gives professional development talks to the UC Davis Center for Poverty and Inequality summer research program for undergraduate students from Historically Black Colleges and Universities (HBCUs). In addition, she has given talks to local high schools in the Davis-Sacramento area to disseminate developmental science to youth in the Northern California region.



Social Environment & Stress (SES) Lab at UC Davis

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Dissertation Research Grant in Developmental Psychology

Shira Segal

PhD Student, Toronto Metropolitan University

The Effectiveness of Maternal Regulatory Attempts in the Development of Infant Emotion Regulation



It is such an honor to have received the Dissertation Research Grant in Developmental Psychology, which greatly assisted me in the completion of my dissertation research. The focus of my dissertation research was to better understand how caregivers shape the development of infants' emotion regulation skills in the second year of life. It has been well-established that emotion regulation is a fundamental developmental capacity and that caregivers play an instrumental role in the socialization of this skill (Kopp, 1989; Eisenberg & Morris, 2002). The first two years of life represent a window of significant development in this ability, as emotion regulation shifts from being an externally to internally modulated process. Interactions within the infant-caregiver

relationship play a pivotal role in supporting this transition.

Within this research base, there has generally been greater focus on delineating qualities of the infant-caregiver relationship that are associated with promoting infants' emotion regulation (e.g., high levels of warmth and supportiveness and low levels of intrusiveness; Calkins, 1998; Eisenberg, Cumberland & Spinrad, 1998; Gottman, Katz & Hooven, 1996). There has been much less focus on investigating the relative effectiveness of the specific behaviors that caregivers use to regulate their infants' emotions in real time. My dissertation addressed this gap by examining the moment-to-moment impact of different regulatory behaviors initiated by mothers (maternal regulatory attempts; MRAs) on: 1) infants' displays of negative affect and 2) infants' engagement in emotion regulation behaviors.

Another important objective of my research was to better understand whether mothers' ability to select more effective regulation strategies was linked to mind-mindedness (i.e., the ability of caregivers to appreciate that infants' behaviors are driven by their own internal mental states; Meins, 2013). Mind-mindedness has been previously associated with infants' emotion regulation outcomes (McMahon & Newey, 2018; Zeegers et al., 2018), but it has yet to be examined whether this relationship operates via mothers' real-time selection of regulatory strategies.

To answer these research questions, 82 mother-infant dyads completed a free-play interaction task at 3.5 and 7 months (from where mind-mindedness indices were coded), and a frustrating toy removal task between 12 to 24 months (from where MRAs, infant negative affect, and infant emotion regulation were coded).

During the toy removal task, mothers' use of distraction (e.g., hand games, singing) and control strategies (e.g., providing the infant with a behavioral instruction) significantly predicted reductions in infants' negative affect across 5-second intervals, controlling for differences in baseline negative emotion and temperamentally based regulation ability. Furthermore, infants' greater engagement in independent emotion regulation was predicted by mothers' total engagement in effective MRAs (i.e., distraction and control), rather than their total engagement in any MRAs. This finding highlights a unique role of MRAs that provide instrumental, structured assistance in the development of emotion regulation. Finally, mothers who were less attuned to their infants' mental states during the free play task were less likely to select effective regulatory strategies during the toy removal task. Thus, levels of mind-mindedness measured in the first year of life may have predictive power of maternal behaviour into the second year of life.

Taken together, the findings from my dissertation highlight the positive influence of mothers' in-the-moment regulatory behaviors in promoting the development of emotion regulation in the second year of life. The types of regulatory behaviors mothers use matter, as they are differentially effective at reducing real-time distress and promoting independent engagement in emotion reg-

ulation behaviors. Finally, given the link between mind-mindedness and MRAs, enhancing mothers' ability to tune into their infants' mental states may serve as a way of improving their ability to select effective regulatory strategies and manage their infants' distress in real time.

References

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Announcing 2023 Award Winners



**Award for Distinguished
Contribution to Developmental Psychology:
Laurence Steinberg,
Temple University
Former President, APA Division 7**



**Urie Bronfenbrenner Award for Lifetime
Contribution to Developmental Psychology
in the Service of Science and Society:
Richard Fabes,
Arizona State University**



**Mavis Hetherington Award for Excellence in
Applied Developmental Science:
Sandra Simpkins,
University of California, Irvine**

Announcing 2023 Award Winners

**Mary Ainsworth Award for Excellence in
Developmental Science:
Glenn I. Roisman,
University of Minnesota**



**Eleanor Maccoby Book Award in
Developmental Psychology:
Older and Wiser
Jean E. Rhodes,
University of Massachusetts Boston**



**Dissertation Award in
Developmental Psychology:
Wouter Wolf ,
Utrecht University**



Announcing 2023 Award Winners

Mentor Award in Developmental Psychology

**Patricia Bauer,
Emory University**



**Nora Newcombe,
Temple University**



Boyd McCandless Award

**Kathryn L. Humphreys,
Vanderbilt University**



**Eddie Brummelman,
University of Amsterdam**



Announcing 2022 Award Winners

**Dissertation Research Grant in
Developmental Psychology:
Andrea Felice Fields,
Columbia University**



**Early Career Outstanding Paper Award:
Jorge Cuartas,
Harvard University**



**Early Career Research Grant in
Developmental Psychology:
Denise Werchan,
New York University School of Medicine**





2022 Award Committees



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Susan Gellman, Robert Siegler
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Megan McClelland, Ashley Ruba

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

APA 2022

Psychology is here.

AUG 4-6



Developmental Psychology Division 7 Program Highlights

August 4

Symposium: Anti-Racist Parenting: Research, Application, and Intervention (10 - 10:50 am)

Ines Botto, MEd; Chang Su-Russell, PhD; Lorna Durrant, PhD; Margaret Kerr, PhD

Invited Address: Disrupting Development: Cascading Risks and Resilience for Children of COVID-19 (3 - 3:50 pm)

Ann Masten, PhD

August 5

Division 7 Presidential Address: How Experiences Outside of School Contribute to Development: The Impact of the Pandemic on Children's Everyday Lives (10 - 10:50 am)

Mary Gauvain, PhD; Catherine Haden, PhD; Roberta Michnick Golinkoff, PhD

Invited Address: Research with Black Populations; Examples with Adolescents and Implications for Researchers (2 - 2:50 pm)

Michael Cunningham, PhD

August 6

Skill-Building: Critical Components in Assessing Autism Spectrum Disorder (9 - 9:50 am)

Kelly Donohue, PhD (CE Credit Option)

Symposium: From Parenting to Policy: Approaches to Tackling the Whiteness Pandemic (1 - 2:50 pm)

Sarah Gillespie, PhD; Gail Ferguson, PhD; Helen Neville, PhD; Jamie Abaied, PhD



Division 7 Programs: Wednesday

August 3

Executive Committee Meeting (4 - 5:50 pm)

Division 7 Programs: Thursday

August 4

Symposium: Anti-Racist Parenting: Research, Application, and Intervention (10 - 10:50 am)

Ines Botto, MEd; Chang Su-Russell, PhD; Lorna Durrant, PhD; Margaret Kerr, PhD

Symposium: Promises and Prospects for Mindfulness and Compassion in Education (1 - 2:50 pm)

Robert Roeser, PhD; Andrei Semenov, PhD; Tyrallynn Frazier, PhD; Michael Warren, PhD; Brian Galla, PhD

Invited Address: Disrupting Development: Cascading Risks and Resilience for Children of COVID-19 (3 - 3:50 pm)

Ann Masten, PhD

Critical Conversations: Parental Burnout During COVID-19: Psychologists' Roles in Supporting Parents (4 - 4:50 pm)

Margaret Kerr, PhD; Isabelle Roskam, PhD



Division 7 Programs: Friday

August 5

Critical Conversations: Understanding the Post-9/11 Generation
(9 - 9:50 am)

Karla Vermeulen, PhD

Division 7 Presidential Address: How Experiences Outside of School Contribute to Development: The Impact of the Pandemic on Children's Everyday Lives (10 - 10:50 am)

Mary Gouvain, PhD; Catherine Haden, PhD; Roberta Michnick Golinkoff, PhD

Invited Address: Research with Black Populations; Examples with Adolescents and Implications for Researchers (2 - 2:50 pm)

Michael Cunningham, PhD

Division 7 Business Meeting (3 - 3:50 pm)

Critical Conversations: Debating the Usefulness of Stage Theories: From Erikson to Established Adulthood (3 - 3:50 pm)

Clare Mehta, PhD; Joe McFall, PhD; Lauren Mitchell, PhD

Division 7 Awards: 2020-2022 Awardee Talks and Recognition (4 - 4:50 pm)

Division 7 Social Hour (5 - 6:50 pm)



Division 7 Programs: Saturday

August 6

Skill-Building: Critical Components in Assessing Autism Spectrum Disorder
(9 - 9:50 am)

Kelly Donohue, PhD (CE Credit Option)

Division 7 Poster Session (10 - 10:50 am)

Symposium: From Parenting to Policy: Approaches to Tackling the Whiteness Pandemic (1 - 2:50 pm)

Sarah Gillespie, PhD; Gail Ferguson, PhD; Helen Neville, PhD; Jamie Abaied, PhD



Register Now at <https://convention.apa.org/>



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
— DIVISION 7 —

Upcoming Conferences & Updates

American Psychological Association Annual Convention

Aug 4-6, 2022
Minneapolis, MN & Virtual
<https://convention.apa.org/>

European Early Childhood Education Research Association Annual Conference

Aug 23-26, 2022
The School of Education at University of Strathclyde,
Glasgow, Scotland
<http://www.eecera.org/conferences/>

The Flux Congress

Sep 7-9, 2022
La Sorbonne, Paris, France
<https://fluxsociety.org/2022-paris/>

Penn State's 30th Annual National Symposium on Family Issues

TBA, 2022
State College, PA or virtual TBD
<http://www.pop.psu.edu/national-symposium-family-issues>

The 47th Annual Boston University Conference on Language Development

Nov 3-6, 2022
Boston University
<https://www.bu.edu/bucld/>

48th Annual Conference of the Association for Moral Education

July 20-23, 2022
Metropolitan University, Oxford
Road Campus, Manchester UK
<https://www.amenetwork.org/2022>

Budapest CEU Conference on Cognitive Development

Jan 5-7, 2023
In Person & Hybrid
Budapest, Hungary
<http://www.bcccd.org/>

Society for Research on Adolescence

April 13-15, 2023
San Diego, CA
<https://www.biennialmeeting.s-r-a.org/>

European Association for Research on Adolescence (EARA) 18th Biennial Conference

Aug 24-27, 2022
Dublin, Ireland
<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
<https://www.ecp2022.eu/index.php>

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

Aug 29-Sep 1, 2022
Lille, France
<https://escop2022.org/>

Society for the Study of Emerging Adulthood: Biennial Conference

June 15-17, 2023
San Diego, CA
<http://www.ssea.org/>

The Cognitive Development Society's Biennial Meeting

Apr 21-23, 2022
Madison, WI, USA
<https://cogdevsoc.org/>

Society for Research in Child Development

March 23-25, 2023
Salt Lake City, Utah, USA
<https://www.srkd.org/event/srkd-2023-biennial-meeting>

Society for Research in Child Development –Special Topic Meeting—Toward a Holistic Developmental Science: Catalyzing Transdisciplinary Multi-Sector Collaborations to Understand and Support Human Development

Sep 29– Oct 1, 2022
St. Louis, Missouri, USA
<https://www.srkd.org/event/toward-holistic-developmental-science-catalyzing-transdisciplinary-multi-sector>

National Council on Family Relations (NCFR) Annual Conference

Nov 16-19, 2022
Minneapolis, MN
<https://www.ncfr.org/ncfr-2022>

Meeting of the American Educational Research Association (AERA)

April 13-16, 2023
In-Person & Hybrid
Chicago, IL
<https://www.aera.net/Events-Meetings/Annual-Meeting>

Division 7 Election



- Mark Cummings, Ph.D. was elected President for 2024. Dr. Cummings will begin his service as President-Elect in January 2023 and will begin his term as President in January 2024.
- Michael Lamb, Ph.D. was elected Council Representative 2023. Dr. Lamb will continue his service from 2023-2025.
- Natalie Brito, Ph.D. was elected Secretary 2023. Dr. Brito will begin her service in January 2023.
- Yoojin Chae, Ph.D. was elected Treasurer. Dr. Chae will continue her service from 2023-2025.
- Sandra Simpkins, Ph.D. and Michael Cunningham, Ph.D. were elected Members at Large. Dr. Simpkins and Dr. Cunningham will begin their service in January 2023.
- Patty Kuo, Ph.D., Fanita Tyrell, Ph.D., and Andrew Ribner, Ph.D. were elected Early Career Members at Large. They will begin their service in January 2023.
- Martha Ann Bell, Ph.D., Sarah Friedman, Ph.D., and David Uttal, Ph.D. were elected Fellows Committee. They will begin their service in August 2022.



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 (2022 - 2024)
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):	Dana Hartman (2023 – 2025)
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](#).

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