



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
— DIVISION 7 —

Developmental Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7 DEVELOPMENTAL PSYCHOLOGY
NEWSLETTER
SUMMER 2023



DEVELOPMENTAL PSYCHOLOGY

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Presidential Column

Roberta Michnick Golinkoff

Unidel H. Rodney Sharp Professor
Member, National Academy of Education
University of Delaware, Newark

Vacations: Only for Some Families

Here I sit at a counter in a kitchen in Vermont on vacation for the 4th of July with my extended family. There are three children here ranging in age from 9 to 15. All the adults here are at the disposal of the children, occasionally doing puzzles, playing games, and encouraging them to put their plates into the dishwasher. It is peaceful here with a child now singing a nonsense song incorporating the name of the dog (Sherlock) -- that he is trying to entice to play with him.

These children, like children everywhere, interact with the adults in their lives. Despite this calm picture, some of these children still have their own fears and anxieties and receive treatment from professionals. Children from high-earning families have different issues than children from under-resourced families (see the work of the late [Suniya Luthar](#)) but children with eco-

nomically privileged parents seem to have more time and money to access diverse options for high quality care.

Why is it so hard for the richest country in the world to have all our children receive appropriate mental health treatment? Why do we make it so hard for poor and low-income families? Many parents never get to take their children on vacation to distant locations and have little time to engage with them. Holding two jobs that pay poorly and require repetitive work hardly sets up a parent to play with their child. And many parents come home to do their "second shift" tasks -- laundry, cooking, and cleaning.

Given that many African Americans, for example, have been historically prevented from amassing wealth because of policies like red-lining and highway construction projects



that destroyed their communities, experiments are underway that give some African American and poor families money and to evaluate how this impacts their children's development. [Preliminary results](#) are very promising. Infants in their first year of life whose parents' anxieties about basic living are reduced, have babies whose brains develop better than those whose parents remain concerned about making ends

meet. As the authors wrote, “Such changes reflect neuroplasticity and environmental adaptation and display a pattern that has been associated with the development of subsequent cognitive skills.”

Membership in Division 7 is one of the ways that I address my concerns about America’s families. APA is the leading scientific and professional organization representing psychology in the United States, with **more than 146,000** researchers, educators, clinicians, consultants, and students as its members.

Division 7 is one vehicle for bringing the findings we gener-

ate from research into the world. I also love that APA advocates for children and families and goes before Congress to offer the latest research.

In my own way, and with my colleague Kathy Hirsh-Pasek, we have tried to make a difference for children and families, but we know this is but a proverbial drop in the bucket. With my amazing team, we have also just launched an e-book and activity website for Ukrainian children and families to try and reduce their stress and real fears and grab a moment of normalcy (www.ebooks4UKRkids.org).

That website is in English too, so especially useful for under-resourced families who want to read e-books, play games, color, listen to music and sing, and more.

Division 7 gives me a platform to say these things and perhaps to prompt others to take on that new project that will help children by applying what we know. Maybe it will also prompt some of our members to write for the public to inform them about what children really need – overriding the noise from the marketplace about what to buy.

Division 7 is about bettering ALL children and families’ lives. Please urge your colleagues to join us.

Roberta Michnick Golinkoff
President, Division 7, APA

Thanks to Kathy Hirsh-Pasek, Lisa Guernsey, and Michael Cunningham for comments.

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.



DEVELOPMENTAL
PSYCHOLOGY

Benefits:

- Receive the Division 7 newsletter, *Developmental Psychologist*, which is distributed twice a year, and other periodic notices and announcements shared with us by Adam Winsler who has been thankfully in charge of our list-serve for many years.
- 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, APA advocates for children and grant funds at the highest governmental levels.
- 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!](#)

Q & A with Mentor Award in Developmental Psychology

Patricia Bauer

Asa Griggs Candler Professor of Psychology, Emory University



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

There is no one way to find and choose a mentor, because a successful career is guided by multiple mentors. No one person can provide all the advice and support one needs, in all the domains that comprise a career. And the type of advice and support one needs changes over the course of a career. To find good guides, pay attention to how they navigate the world. Preserve the core of what they do and how they do it, and adapt the rest to your own style.

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

The best advice I received as a graduate student was from my advisor, Dr. Cecilia Shore (now retired). Cecilia was fond of quipping that “if you can’t fix it, feature it.” In other words, if something is not working, do not just look for the silver lining, but actually turn the thing inside out so that the silver lining is what

shows, and then capitalize on it. You will be surprised how often it works.

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

Everything is a work in progress. Just because something did not work right away—on the first draft, for example—does not mean that what you have done so far is “wrong,” or

that you need to start over. Think of Michelangelo and his beautiful statue of David. After his first day of work on the marble, Michelangelo did not step back, look, and say to himself that what he did today was wrong. No—it was merely incomplete—the statue was a work in progress. Work on it every day and watch it take shape.

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

The most rewarding aspect is watching students find their own way in the field, regardless of their direction. The most difficult aspect is almost the same thing—watching students make their own way, even when they choose differently than you would for yourself, or even for them.

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

Go for it! It is the most rewarding career I can imagine. More concretely, develop both a “cheap” and an “expensive” line of research. The cheap line involves pursuit of smaller questions, with tried-and-true methods, and at least one outcome that you can count on to “work” (i.e., to yield publishable results). The expensive line involves pursuit of larger or riskier questions, with methods that might be high risk but also stand to be high pay off, and which may yield nothing that “works,” but which is likely to have high heuristic value.

6. What advice would you give to early career scholars?

Develop a thick skin and celebrate small victories. There is the adage that the only difference between people who are successful in the world of funding for research and those who are not is that those who are successful submit more applications. But of course, submitting applications—or papers—makes you vulnerable to rejection. My favorite rejection letter was one I received very early in my career. It read “We received many fine applications. Yours was not among them.” I have never forgotten it, but I also did not let it stop me. And every time I have even a small success, I celebrate it!

7. What lessons have you learned as a mentor?

That every student or colleague has their own life to live. I cannot make choices for them. What I can do is be there and share when they have something to celebrate and help them regain perspective when things go less well.

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

My image is of myself at the hub of a large wheel. My students and collaborators extend out from there, taking us in new directions. Yet in each one, you can see the connection to the hub. I sometimes think of us as “locally stupid units” (a phrase borrowed from distributed processing models)—the knowledge or ideas are not in the individual. Rather, they are patterns that emerge from joint action. I can never quite anticipate where a collaboration with a student will go. But 99 times out of 100, they have built a strong new spoke on the wheel.

Q & A with Mentor Award in Developmental Psychology

Nora Newcombe

Laura H. Carnell Professor of Psychology, Temple University

Dr. Newcombe said:

- ♦ Mentoring in academia is centrally about sharing a “life of the mind” and the thrill of doing science, especially for graduate students who are new to the world.
- ♦ Mentoring is also about “tips and tools” – but never forget the first point.
- ♦ Mentoring is different for undergraduates, graduate students, postdocs, junior colleagues, peers, and various other groups of people.
- ♦ Mentoring is about relationships, so every mentoring situation is different, even within the groups I just mentioned.



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

Choose someone with interests you share and whose style and personality seem like a good fit with yours.

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

Never forget to ask yourself whether your research question is important, and why.

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

It varies wildly depending on

what they ask or need to hear.

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

Because mentoring is a relationship, it can be a vital part of one's social network. But it is hard when relationships do not work out.

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

Always have at least two projects in progress at the same time, and document everything

carefully as you work.

6. *What advice would you give to early career scholars?*

Select and prioritize what work you engage in and decline some requests.

7. *What lessons have you learned as a mentor?*

To be humble.

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

I could not do my research alone :-). Also, most of the best ideas I have had, I developed in dialogue with mentees.

Mavis Hetherington Award for Excellence in Applied Developmental Science: Sandra Simpkins

Professor, School of Education, University of California, Irvine

It is truly an honor to receive the Mavis Hetherington Award for Excellence in Applied Developmental Science. Mavis Hetherington's work sparked my initial interest in developmental psychology and has continued to shape my thinking to this day.

I was first exposed to developmental psychology through Mavis Hetherington and Ross Parke's seminal undergraduate textbook on *Child Psychology*. I was fascinated by the topics—particularly those focused on families. I went on to graduate school and had the honor of being mentored by Ross Parke. My doctoral research focused on children's peer relationships and how parents managed children's friendships, including setting rules and organizing children's after-school activities. After my doctoral studies, I had the privilege of working with Jacque Eccles and studied how families influenced youth's motivation and choices in a range of pursuits including STEM and after-school activities.



One central contribution of my work is charting the changes in youth's STEM motivational beliefs for diverse youth and the family correlates. Parents are the unwavering backbone of youth's support system. However, many parents say they struggle helping their children in math and science. Our research suggests parents provide support in many little ways, which collectively matter for youth's motivation (Simpkins, Fredricks, & Eccles, 2015; Starr, Tulagan, & Simpkins, 2022). We have published several studies describing how parents and older siblings serve as

sources of strength for the positive STEM motivational development of Latine high school students (Soto-Lara & Simpkins, 2022). Now, Jacque Eccles and I are extending this work with a team of talented rising scholars by testing the extent to which findings replicate among diverse groups defined by race/ethnicity, gender, and socioeconomic status, and across six datasets that vary in methodology and span the 1980s to 2010s (Hsieh & Simpkins, 2022; Puente et al., 2021; Rubach et al., 2022).

A second long-standing area of my research describes youth's organized after-school activities. Rigorous research is key to policy decisions on funding and helping support the use of best practices in activities. Much of my work has focused on questions that have both theoretical and applied implications including, the benefits and challenges of participating in activities and how activities can serve as a structural support for diverse youth. For instance, Deborah Vandell and I

are publishing a series of papers examining complex developmental questions concerning for whom, for which activities, and under what circumstances activities matter (Simpkins, Vandell, & Liu, in press; Vandell, Simpkins, & Liu, 2021). Another area that needs more attention is considering how to design activities that benefit all youth in our diverse society. To this end, I have published several studies that focus on how culture, ethnicity, social class, and immigration shape Latine adolescents' after-school activities. Some of this work has illustrated the negative experiences of Latine youth, including experiencing peer discrimination and microaggressions in organized activities as well as the cascading

effects of the immigration law in Arizona (i.e., SB1070) on families (Lin et al., 2016; Ma et al., 2020). In response to these concerns, I led an interdisciplinary effort to develop a framework for culturally responsive activities (Simpkins et al., 2017). My students and I have found that culturally responsive practices have great potential, but they can also have significant negative implications for Latine youth if these practices are not responsive (Ettekal et al., 2020; Yu et al., 2021). We have used this work to advise local, state, and national after-school organizations to promote inclusion and improve the quality of activities for all youth.

Mavis Hetherington's work

underscored the importance of relationships in people's lives, particularly family relationships. My achievements have only been possible because of the numerous people who have enriched my life. I want to first thank my family, including my husband, daughters, parents, grandparents, and brothers. Ross always had the doctoral students complete an academic family tree. I am forever grateful to my academic family including my mentors and mentees, as well as my academic siblings, cousins, aunts, and uncles. I also have had the privilege of working with outstanding colleagues at Arizona State University and the University of California, Irvine. I would not be who I am without all of you.





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What would you like to see on the Division 7 website?

Dear Division 7 community,

My name is Dana Hartman, and I am the volunteer webmaster for Division 7 as well as a 4th year graduate student at the University of California, Davis. I need your help. Division 7 is working to build a stronger internet presence. As part of that effort, we are making some changes to our website. This is where you come in!

We need your help in the following areas:

Help us keep our list of developmental graduate programs up-to-date and accurate. If you are a student or faculty member at a program not already listed in our website, please tell us. Alternatively, please let us know if a program already listed on the website needs to be changed in any way (e.g., there was a departmental name change).

You can find the [current list of graduate programs by clicking here!](#)

Let us know about funding sources and employment resources, especially those that apply to students and early-career scholars.

And more generally, please tell us what you would like to see represented on the [Division-7 website](#). What would make the website the most useful for you?

We want to feature your research throughout the year!

If your research (or that of a colleague) has been featured in the media (magazines, news outlets, public video) please let us know and we can share it on our website and Facebook page. And if you are not already a member of the Facebook page, please [join us by clicking here!](#)



Please email any questions, comments, or information to me at dthartman@ucdavis.edu. Thank you all in advance for helping keep the Division 7 website a useful resource!

Best,

Dana

dthartman@ucdavis.edu

Q & A with Boyd McCandless Awardee:

Kathryn L. Humphreys

Assistant Professor, Vanderbilt University

1. On what projects/studies are you currently working?

In my own lab, we have three interconnected goals: (1) improving the characterization of early experiences, (2) tracing how those experiences shape brain development and subsequent behavior, and (3) developing and testing interventions to improve children's caregiving experiences. I am grateful to collaborate with several investigators, both at Vanderbilt and around the world, on a number of projects. Collaborative projects include the Bucharest Early Intervention Project, iLookOut for Child Abuse, and the Healthy Brains and Child Development (HBCD) Study. I also work closely with Autumn Kujawa on several projects at Vanderbilt that focus on mental health in the peripartum period and parent-child relationships.



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

For new faculty members, I would like to acknowledge that this job requires wearing many hats and that it can be challenging to meet one's own expectations in all those different roles. Finding and maintaining great collaborators to work with is one of the best ways I have found to stay motivated through these challenges.

3. What advice would you give to current graduate students?

There is no one "right way" to pursue a career or even a "right career." For me, having a Plan A, Plan B, and Plan C was helpful in alleviating anxiety around choosing the best path and guiding decision-making regarding how to prioritize my time, focusing on tasks that align with my goals for each potential pathway.

4. What are some ways that you strive for work-life balance?

I gave birth to my third child last summer, and while she is truly a delight, being a parent to three kids reminds me that I am in the perfect position to model to other current/future parents that it is okay to cancel meetings to stay home with a sick child or nurse during Zoom meetings.

5. What do you wish you had more time to do?

One of my absolute favorite aspects of my job is talking with other scientists about research. I wish I had more time to travel to conferences to engage in these exchanges of ideas.

6. What activities do you do in your spare time?

I am in a life stage with limited spare time (three young

kids and in a dual career couple). However, I do enjoy musicals and going on long walks/hikes with the kids.

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

Some of the significant challenges for society that psychology should address include making placement deci-

sions for orphaned and abandoned children, understanding the impact of social inequality and injustice, and addressing the growing mental health and substance use difficulties in youth. There is no shortage of opportunities to study topics with real-world relevance and translational opportunities.

Q & A with Boyd McCandless Awardee: Eddie Brummelman

Associate Professor, University of Amsterdam

1. *On what projects/studies are you currently working?*

My lab, KiDLAB, studies the developing self. We study the origins, nature, and consequences of children's self-views, such as narcissism and self-esteem.

The ability to conceive of ourselves is what separates us from other animals. This ability emerges early: From their youngest years, children form views of themselves, their abilities, and their overall worth as a person. These self-views have profound consequences. When self-views are robust and grounded in reality, they help children flourish. But when they are fragile and detached from reality, they prevent children from fulfilling their full potential.

I have become fascinated by the problem of achievement inequality: Why do children from disadvantaged backgrounds underperform in school, even when they are as talented as—or even more talented than—their peers? I see a critical role for children's self



-views. Children from disadvantaged backgrounds often receive denigrating messages about their potential, which can become ingrained in their self-views. My students and I are currently investigating this phenomenon in several projects.

My lab is also conducting citizen science projects, including Lil'Scientist—a program where we engage children from disadvantaged backgrounds as real scientists. As a first-generation student, I care deeply about using developmental science to improve equity.

2. *What advice would you give someone starting out in an academic position?*

When I started my academic position, I was so excited that I took on many new projects at once. People tend to regret things they didn't do, but I certainly regret projects I did do. Taking on too many projects distracted me from the projects that really mattered. I would therefore encourage those starting out in an academic position to be selective, so as to build a programmatic line of research, even when this means declining exciting opportunities.

3. *What advice would you give to current graduate students?*

I think the search for meaning is one of the most important drivers of academic work—one that can inform our research questions. I would encourage graduate students to pursue research questions that give them a sense of meaning. In graduate school, students receive extensive training in how

to design their research, but rarely in how to ask research questions that galvanize them for the years to come. Some students experience meaning when their work directly benefits the well-being and health of individuals or communities. Other students experience meaning when they delve deep: when they get to the bottom of a psychological phenomenon and understand its true workings. Such diversity in science and scientists is much needed.

4. What are some ways that you strive for work-life balance?

When I got this very same question a few weeks back, I said that I absolutely love my job, and that work feels like my life. But I think this answer obscures a problem in academia: We often see work-life balance

as our individual responsibility, but it's not; it's the responsibility of our employers and the academic community at large. Early career scholars are often expected to meet standards that can only be met if they sacrifice their personal lives, and this is not sustainable.

5. What do you wish you had more time to do?

I would read more literature across disciplines, because I am always inspired by the wide variety of research questions and methods that I encounter in fields like sociology, anthropology, and psychiatry.

6. What activities do you do in your spare time?

Working out, reading, and hanging out with my partner and daughter.

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

Society faces pressing problems, such as growing inequality, which disproportionately impact our youngest generations. As developmental psychologists, we are uniquely positioned to examine the consequences of these problems for child development and to generate novel solutions. What's more, these problems often require collaborations that cross disciplinary borders. I am convinced that these interdisciplinary collaborations will infuse developmental psychology with new theories and methods, which will greatly benefit our field.

Announcing 2024 Award Winners



**Award for Distinguished
Contribution to Developmental Psychology:
Kenneth Rubin,
University of Maryland—College Park**



**Urie Bronfenbrenner Award for Lifetime
Contribution to Developmental Psychology
in the Service of Science and Society:
Jean Rhodes,
University of Massachusetts Boston**



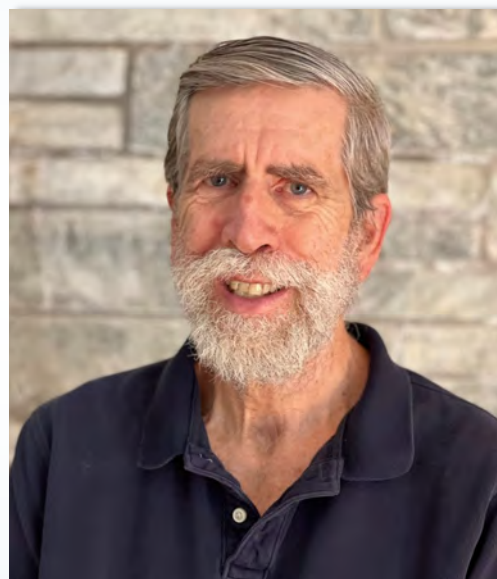
**Mavis Hetherington Award for Excellence in
Applied Developmental Science:
Anna Gassman-Pines,
Duke University**

Announcing 2024 Award Winners

**Mary Ainsworth Award for Excellence in
Developmental Science:
Jennifer Lansford,
Duke University**



**Eleanor Maccoby Book Award in
Developmental Psychology:
Frank Keil,
Yale University**



**Dissertation Award in
Developmental Psychology:
Noam Markovitch,
The Hebrew University of Jerusalem**



Announcing 2024 Award Winners

Mentor Award in Developmental Psychology

Gail S. Goodman,
University of California, Davis



Koraly Pérez-Edgar,
Pennsylvania State University



Boyd McCandless Award

Lin Bian,
University of Chicago



Juan Del Toro,
University of Minnesota
-Twin Cities



Caren Walker,
University of California
San Diego



Announcing 2023 Award Winners

**Dissertation Research Grant in
Developmental Psychology:
Huiguang Ren,
University of Maryland, Baltimore County**

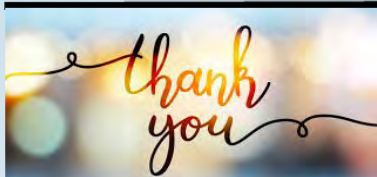


**Early Career Outstanding Paper Award:
Samia Akhter-Khan,
King's College London**



**Early Career Research Grant in
Developmental Psychology:
Sarah Borowski,
Lehigh University**





2024 Award Committees



Distinguished Contribution Award Committee

E. Mark Cummings (chair)
Mary Gauvain
Roberta Golinkoff
Laurence Steinberg

Andrei Cimpian
Felix Warneken
Roberta Golinkoff

Eleanor Maccoby Book Award Committee

Jean Rhodes (chair)
Carola Suárez-Orozco
Alice Carter

Urie Bronfenbrenner Award Committee

E. Mark Cummings (chair)
Mary Gauvain
Roberta Golinkoff
Richard Fabes

Mentor Award Committee

Patricia Bauer (co-chair)
Nora Newcombe (co-chair)
Roberta Golinkoff
Ann Masten

Mavis Hetherington Award Committee

Roberta Golinkoff (chair)
Mary Gauvain
E. Mark Cummings
Sandra Simpkins

Dissertation Research Grant Committee

E. Mark Cummings (chair)
Michael Cunningham
Andrea Felice Fields

Mary Ainsworth Award Committee

Roberta Golinkoff (chair)
Mary Gauvain
Glenn Roisman

Early Career Paper Award Committee

Mary Gauvain (chair)
Jorge Cuartas
Patty X. Kuo
David Uttal

Dissertation Award Committee

Mary Gauvain (chair)
Sarah Friedman
Fanita Tyrell
Wouter Wolf

Early Career Research Grant Committee

E. Mark Cummings (chair)
Michael Cunningham
Andrew Ribner

Boyd McCandless Award Committee

Eddie Brummelman (co-chair)
Kathryn L. Humphreys (co-chair)

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



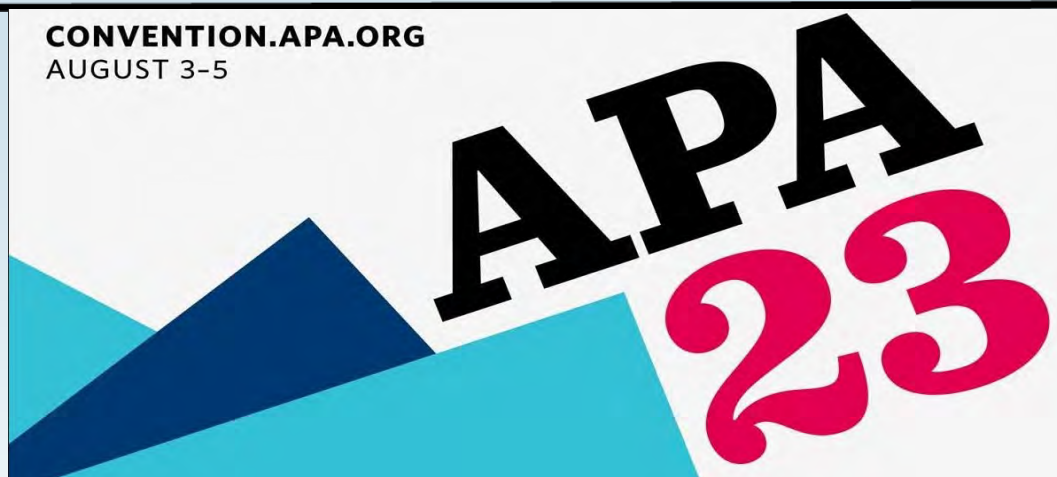
Developmental Psychology Division 7 Program

It would be wonderful to see you at APA!

We can thank Andres Bustamante (University of California, Irvine) and Dana Miller-Cotto (Kent State University) for assembling a superlative program for us to enjoy. They have both been a delight to work with!

Join us too, at the **Business Meeting on Friday, August 4 at 5pm** to applaud for your favorite scholars as they receive their awards. And most importantly, come to chat informally with your colleagues and friends as opportunities and insights often begin in informal conversations.

Hope to see you!
Roberta Golinkoff



Developmental Psychology Division 7 Program

Thursday, August 3rd

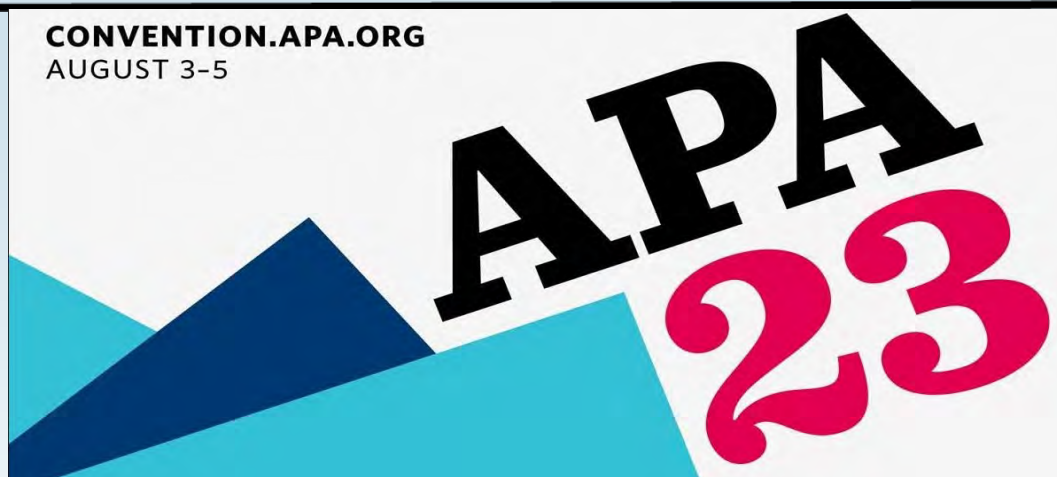
8:30 – 9:20AM: Critical Conversation: “Who cares about bullying? Is the term still relevant? Dr. Christine D. MacDonald

11 – 11:50AM: Symposium: “Fueling Pride: How discrimination impacts ethnic-racial identity development for Latine students”. Chair: Dr. Stephanie D. Cuellar

1 – 2:50PM: Invited Address: Rethinking Cognitive Development: Future Directions for Studying Underrepresented Children Drs. Sabine Doebel, Dana Miller-Cotto, and Richard Prather

3 – 3:50PM: Invited Address: Disorganized No More: How the ABC Program Prevents Disorganized Attachment Dr. Mary Dozier

6 – 8PM: Mega Social Hour



Developmental Psychology Division 7 Program

Friday, August 4th

10 – 10:50AM: Presidential Address: Making Schools Work: More than a pipe dream? Dr. Roberta Golinkoff

11AM – 12:50PM: Executive Committee Meeting

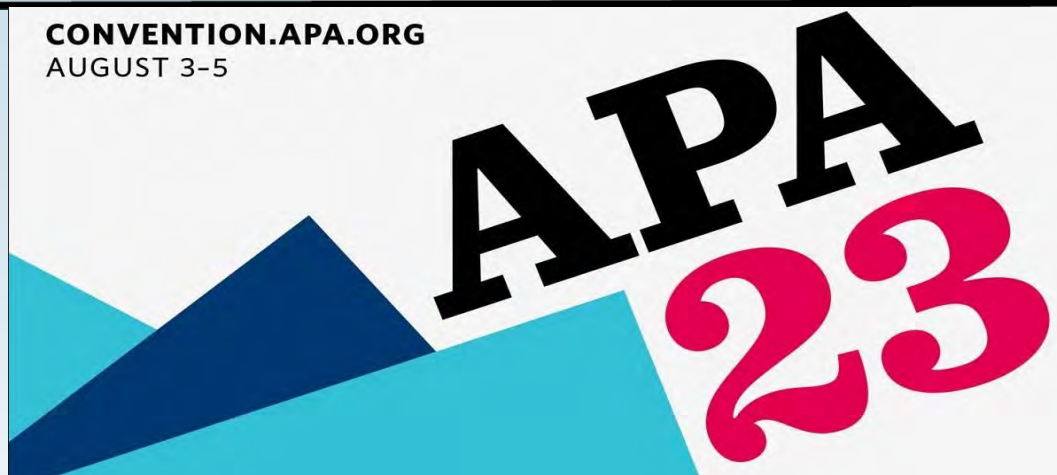
1 – 2:50PM: Invited Address: Bringing Psychology to Streets and Communities: Playful Learning Landscapes. Drs. Andres Bustamante, Brenna Hassinger-Das, and Diana Leyva

3 – 3:50PM: Invited Address: Do I Fit In? Race/Ethnicity and Feelings of Belonging in School. Dr. Sandra Graham

4 – 4:50PM: Poster Session 1

5 – 5:50PM: Division 7 Business Meeting

At this meeting, we will bestow our prestigious awards on distinguished members of Division 7. Please come to offer them the accolades they deserve!



Developmental Psychology Division 7 Program

Saturday, August 5th

9 – 10:50AM: Symposium: Development of science orientation beyond the classroom: The role of informal science programs. Drs. Kelly Lynn Mulvey and Emine Ozturk

11 – 11:50AM: Poster Session 2

1 – 2:50PM: Symposium: Multidisciplinary approaches to early identification and instruction for learning disabilities Chair: Dr. Jeffrey R. R. Gruen

Sunday, August 6th

8AM: Virtual Poster Sessions

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DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
— DIVISION 7 —

Upcoming Conferences & Updates

American Psychological Association Annual Convention

Aug 3-5, 2023

Washington, DC

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

European Early Childhood Education Research Association Annual Conference

Aug 30-Sep2, 2023

Lisbon, Portugal

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

The Flux Congress

Sep 6-9, 2023

Santa Rosa, CA

<https://fluxsociety.org/2023-santa-rosa/>

Penn State's 31st Annual Symposium on Family Issues

October 23-24, 2023

University Park, PA and Virtual

<https://pop.psu.edu/events/31st-annual-national-symposium-family-issues>

The 48th Annual Boston University Conference on Language Development

Nov 2-5, 2023

Boston University

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

49th Annual Conference of the Association for Moral Education

October 26-28, 2023

Fort Worth, TX

<https://ame49fortworth.org/>

Budapest CEU Conference on Cognitive Development

Jan 4-6, 2024

Budapest, Hungary

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

Society for Research on Adolescence

April 18-20, 2024

Chicago, IL

<https://annualmeeting.s-r-a.org/2024-annual-meeting>

**Save
the
date!**

The 27th Biennial Meeting of the International Society for the Study of Behavioral Development (ISSBD)

Jun 16-20, 2024

Lisbon, Portugal

<https://2024biennial.issbd.org/>

European Association for Research on Adolescence (EARA) 19th Biennial Conference

Sep 25-28, 2024

Limassol, Cyprus

<https://www.earaonline.org/conferences/cyprus-2024/>

18th European Congress of Psychology

Jul 3-6, 2023

Brighton, UK

<https://ecp2023.eu/>

Meeting of the European Society for Cognitive Psychology (23rd ESCOP)

Sep 6-9-, 2023

Porto, Portugal

<https://escop2023.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

March 21-23, 2024

Pasadena, CA

<https://cogdevsoc.org/>

National Council on Family Relations (NCFR) Annual Conference

Nov 8-11, 2023

Rosen Centre, Orlando, FL

<https://www.ncfr.org/ncfr-2023>

Meeting of the American Educational Research Association (AERA)

April 11-14, 2024

Philadelphia, PA

April 25-26, 2024 Virtual

<https://www.aera.net/Events-Meetings/Annual-Meeting>

13th Biennial Conference of the Society for the Study of Human Development (SSHHD)

October 13-15, 2023

Sonesta Rittenhouse Square, PA

https://sshdonline.org/2023_conference/

Division 7 Election



- Joy D. Osofsky, Ph.D. was elected as President of Division 7 for 2025. Dr. Osofsky will begin her service as President-Elect on January 1, 2024. At that time, she will join the *Division Presidential Trio*, which consists of the immediate Past President, the current President, and the President-Elect.
- Natasha J. Cabrera, Ph.D. was elected a Division 7 Member-at-Large and she will begin her 3-year term of service on January 1, 2024. As a member-at-large, Dr. Cabrera will serve on the Executive Committee, the decision-making body of the Division, where she and the other two members-at-large represent the needs and concerns of the Division membership.
- Sarah L. Pierotti, Ph.D. was appointed as Newsletter Editor of Division 7 and she will begin her 3-year term of service on January 1, 2024.



Executive Committee

President (1-year term):	Roberta M. Golinkoff (2023)
Past President (1-year term):	Mary Gauvain (2023)
President-Elect (1-year term):	E. Mark Cummings (2023)
Secretary (3-year term):	Natalie H. Brito (2023 – 2025)
Treasurer (3-year term):	Yoojin Chae (2023 – 2025)
Members-at-Large (3-year term):	Elena Grigorenko (2021 – 2023)
.....	Michael Cunningham (2023 – 2025)
.....	Sandra D. Simpkins (2023 – 2025)
Representatives to APA Council (3-year term):	Sandra Graham (2022 – 2024)
.....	Michael E. Lamb (2023 – 2025)
Newsletter Editor (3-year term):	Zehra Gülseven (2020 – 2023)
Fellows Committee Chair (2-year term):	Martha Ann Bell (2022 – 2024)
Fellows Committee (2-year term):	Sarah L. Friedman (2022 – 2024)
.....	David H. Uttal (2022 – 2024)
Program Committee Chair (1-year term):	Andres Sebastian Bustamante (2023)
Program Committee Co-chair (1-year term):	TBA (2023)
Membership Chair (3-year term):	Kelly Lynn Mulvey (2021-2023)
Web Master (3-year term):	Dana T. Hartman (2022 – 2025)
Historian (3-year term):	TBA (2023 – 2026)
Early Career Member Representatives (2-year term):	Patty X. Kuo (2023 – 2025)
.....	Andrew D. Ribner (2023 – 2025)
.....	Fanita A. Tyrell (2023 – 2025)
Graduate Student Representative (2-year term): ..	TBA (2023 – 2025)
Listserv Administrator:	Adam Winsler

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

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