



Developmental Psychologist

AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7 DEVELOPMENTAL PSYCHOLOGY
NEWSLETTER
SUMMER 2024



DEVELOPMENTAL PSYCHOLOGY

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Presidential Column

E. Mark Cummings

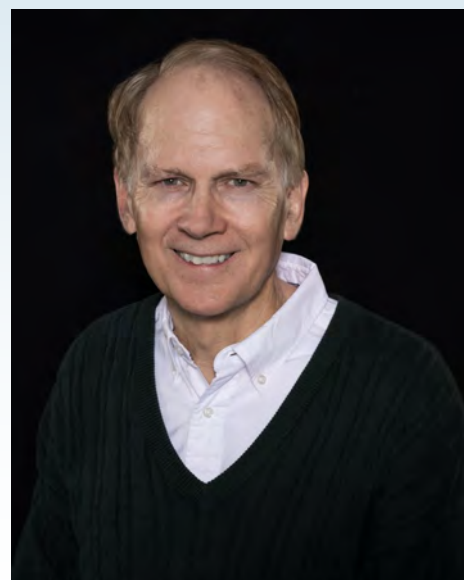
Department of Psychology

University of Notre Dame

As the APA Convention approaches, which will be held from August 8-10 in Seattle, I am pleased to have this opportunity to call attention to the full and exciting program that will be hosted by Division 7 and, more broadly, APA. With regard to Division 7, I have set the overall Division theme for the 2024 meeting as **“Developmental Psychopathology and Family and Child Development: Implications for Research and Intervention.”**

Pertinent to that theme, multiple Division 7 presentations address topics pertinent to research and intervention approaches in conditions of adversity, stress, and resilience from a developmental perspective, including symposia concerned with Children and Disasters: Risk and Resilience Viewed through a Development

and Systems Lens (**August 8, 11am**), Research and Interventions for Children Exposed to Political Violence and War (**August 10, 9am**), Hoping in Adversity: Early Childhood Development, Responsive Parenting and Problem Appraisals (**August 10, 8am**), Fostering Resilience in Grieving Adults with Intellectual and Developmental Disabilities (**August 9, 1pm**), Imaging a New Developmental Science of Antisemitism (**August 9, 2pm**), and my Presidential Address concerned with theoretical and translational models as guides for prevention and intervention research (**August 10, 1pm**). Additional Presentations are concerned with Skill Building of Analytic Models of Parenting Style, Communication, and Identity Development (**August 8, 1pm**), unpacking the effects of legislation concerning Woke



and Critical Race Theory policies on adolescents and young adults of color (**August 9, 3pm**) and a Critical Conversation on Social Media: Limits and Utility in Childhood and Adolescents (**August 8, 1pm**). In addition, poster sessions address topics of family and peer relations, including developmental delays, self-concept, and autistic children (**Poster Session 1, August 8, 4pm**) and topics of mothers' and fathers' parenting styles, including parent substance abuse, and other risk

and resilience processes
(**Poster Session 2, August 9, 12pm**). A virtual poster session is also planned (**August 10, 7pm**).

In addition to these many exciting presentations and discussions, Division 7 participants are invited to the Division 7 business meeting (**August 10, 2 pm**) in which we will discuss important topic being addressed by our division, including discussion of a proposal for a journal for the Division. The tentative title for this journal is "Children: Violence, War, Trauma and Resilience". We look forward to a lively discussion of the pros and cons of this journal concept, including expressions of interest by members in being considered as an Editor or Editorial Board member. Another important agenda item for this meeting is our awards ceremony, in which awards will be presented to winners of Division 7 awards for 2023 (Distinguished Contributions, Bronfenbrenner Lifetime, Mary

Ainsworth, Mavis Hetherington, Boyd McCandless, Dissertation Award, Maccoby Award, Mentor Award) and 2024 (Early Career Paper, Dissertation Research Grant, Early Career Research Grant). Winners will be asked to prepare a brief talk including highlights of their research. This meeting will also feature the Treasurer's report.

Finally, I am pleased to call attention as in my Winter Presidential Column to the particular strength of Division 7 for the study of the developmental origins of psychological processes and also to call attention to the significance of the study of development, particularly psychological processes longitudinally, which is essential to identifying causal processes and explanatory mechanisms underlying development over time. While one purpose of this Presidential Column is to encourage further work on these topics from scholars in Division 7, another purpose is to encourage collaborations

with scholars and practitioners in other APA Divisions (e.g., Divisions 12 and 37). Relatedly, a great additional reason to attend the 2024 APA Meeting is the many exciting and pertinent presentations to be made at APA, which can be seen on the convention website. Participating in these sessions offers us the opportunity to extend a developmental perspective to these issues (e.g., *Combating the Loneliness Epidemic*, **August 8, 9am**). In closing, Division 7 holds great potential for advancing valuable and synergistic collaborations with other divisions of APA for shedding light on the dynamic processes underlying the well-being and adjustment of individuals over time, including children as well as adults.

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 (free for students their first year!)
- \$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 Winner Koraly Pérez-Edgar

McCourtney Professor of Child Studies and Professor of Psychology, Pennsylvania State University

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

This can be a difficult question to answer as there are so many unknowns prior to a student actually joining the lab and experiencing the day-to-day realities of work firsthand. However, I've always found that speaking to former students, current colleagues, and your own mentors can give you a sense of the general tone of the lab, the types of supports that individual students receive, and the ways in which students have used individualized experiences to shape their own unique developmental trajectories. Of course, one first step is to determine if the mentor would provide the student opportunities to work on problems of interest or to learn the skills that the student wishes to gain. That initial match lets the student know that at the very least they will have the tangible outcomes they wished for at the end of the grad school process. Usually there are multiple people who have the skills, the knowledge, and the curiosity to match the student's interest. So, the next question becomes, does the work style match? That is, are they compatible in the ways in which they approach science and carry out the life of the lab? This can again be hard to determine because often students do not realize what their own work



style is. So, I think this is a preparatory question that a student has to ask themselves prior to assessing a lab. And, in the end, I think the most important ask question above all is: Will this mentor work with me as a human individual and create a dyadic process where we co-construct the training process?

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

I received some wonderful advice when I was a graduate student. It was suggested that students find 2, maybe 3, research areas that are of interest to the student and that have a fairly solid foundation in the literature and the data. Or at least, one is solid and the other emerging

as a new approach or field. These areas of research should typically not speak to each other and, instead, are carried out somewhat in parallel or in silos. The student then becomes the individual who acts as the bridge across these silos. It is the student who then allows these disparate communities of researchers to speak to one another. It would be hard to demand that a student become the world expert in “A” or the leading expert in “B.” However, if the student is one of the few people who can link A to B and communicate the emerging findings from that link, then that is a novel, important, and independent contribution to the field.

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

Ironically, I think we lose site of the timing and tempo of development during a graduate career. A lot of the work we do takes time to bear explicit fruit. And so months go by and we worry that “I haven’t done anything.” But, in that time students have jumped into the literature and increased expertise, they may have learned a new analytic approach, they are collecting data, and they are engaging in conversation with peers and mentors. These activities are all vital to eventual success—but they often do not show up as a line in the CV. If you are going to monitor CV progress, then only give it a critical eye every 4 to 6 months or so. The rate of change will only lead to frustration if you expect it to go faster. More importantly, create

new metrics for yourself that are not dependent on a set of words on a piece of paper.

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

I love interacting with a diverse group of smart people. They keep my day to day so exciting and allow me to see and think about the work from a point of view that I would not naturally take on. It can be difficult for me when I don’t have the answers – whether on a science question or a life question. We are often making decisions based on probabilities, heuristics, and guesses, and I worry that I am placing students at a disadvantage when I don’t have a clear cut “yes” or “no.”

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

You must diversify. And you must have luck. First, diversifying your areas of training, your methodologies, and questions of interest will make you a more unique candidate (see above). In addition, it increases the likelihood that in any one year you will be able to match to at least a subset of posted job listings. You can also then interact with potential collaborators and allow them to see how you will enhance their work as a future long-term colleague. Second, there is luck. You can’t always know which jobs are listed in any year, if you have geographic limitations, and who else is interviewing for the position. Step 1 gets you ready for the job market and increases your odds. It is in your control. Step 2 is not.

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

Be open new ideas and avenues of work. Yes, you chose a lab or program based on initial interests and matches. But you will be in grad school for almost half a decade (eep!). That is a lot of time to encounter new ideas and new areas of work. Take advantage of these opportunities. This can also open new avenues or post-graduate school careers, whether it be in academia, alt-ac, or in industry. Also, your friends and peers and family are crucial to your success. Do not neglect these relationships as you move through grad school. Finally, if you are not eating and sleeping, you will not also be doing the science.

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

I have blinders and can get caught up in the inertia of day-to-day life. I need to be able to stop and take stock and make sure that things are going well for my students and colleagues. I also now know that when a student or colleague raises an issue, then it is real—do not second guess. Then it is up to deal with the issues, together, to the best of our abilities. I also know that I have to be true to my own personality and mentoring style. If I try to emulate someone else, even they are an amazing mentor, I will inevitably fall short because it would not be sustainable or authentic.

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

My students are *so much smarter* than I am. Working with a diverse expert team generates new questions and approaches that I would never—I could never—come up on my own. Indeed, I fully expect that by the 2nd year my students are out pacing me in their understanding of some literatures and most analytic approaches. In many ways, my role is to add context and history, and challenge the logic and purpose of the work we do.

Q & A with Mentor Award in Developmental Psychology Winner Gail Goodman

Distinguished Professor of Psychology, University of California-Davis

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

Ideally there is a good match in interests. But even if not, make sure you can learn about experimentation and statistical tests. Then you can apply your skills to your interests later. Also, pick someone you admire so that you want to please them by working hard. Ideally, you make the mentor your friend, so select someone you feel good about and that feel you can work with happily.

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

The best advice I received was from Dr. Robert Bjork, who was on my dissertation committee. When I insecurely said I was too shy to be a professional, he responded that psychology has all kinds of people in it, shy, not shy, and not to let that get in my way. Psychology is for everyone, he said. I am still so grateful to him for his encouragement!

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

You should love the work you are doing and make it fun. Also, make sure you have a great vita by the time you get your PhD! Being a Professor of Psychology is competitive, so you need to make sure you are devoted to it.



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

Graduate students are crucial, and it helps a lot if they are collaborative, hard working, and smart. I prefer students who try to "raise the boat" for all in my lab and who are fun and intellectual in their approach to research. The most difficult part is someone who is so competitive or so negatively projective that they can't work well with you or others.

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

Find what really interests you and then work extremely hard at making sure you have the skills to pursue it. Don't let the field define your interests. Push it ahead!

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

Aside from working extremely long hours, find your right audience. Also, find more senior mentors to guide you, which in retrospect was crucial.

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

I am still learning! As a mentor, you need to "go with the flow" to a great extent. Each doctoral student has different needs and strengths; I try to learn about each person, what they need and what they are good at, but I still hold high expectations for them.

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

It's best when it is a collaborative process. I have profited so much from my doctoral students. They have expanded my thinking and my research.

Mavis Hetherington Award for Excellence in Applied Developmental Science Winner

Anna Gassman-Pines

Professor of Psychology and Neuroscience, Duke University

I am honored to be the recipient of the Mavis Hetherington Award for Excellence in Applied Developmental Science. I deeply admire Mavis Hetherington's commitment to the rigorous study of families and family systems as key contexts for child development and seek to carry on that legacy in my own work.

As a community and developmental psychologist, my research makes contributions to the understanding of how systems external to the family – primarily the parental employment and poverty policy contexts – influence family processes and, in turn, children's development.

My research has shown that parents in the current U.S. context experience many workplace stressors on a daily basis, including unpredictable work schedules, nonstandard work



hours, high and low workload, and negative interpersonal interactions. Each of those stressors at work spill over to workers and families (Ananat & Gassman-Pines, 2021; Gassman-Pines, 2011a, 2011b, 2013, 2015), meaning that low-income parents' work experiences affect not only their own well-being but also the functioning and well-being of their families and children. For example, although both nighttime and weekend hours are “nonstandard” (outside Monday

-Friday, 9-5), using daily survey data collected over several weeks, I showed that the consequences of different types of nonstandard work hours differ: nighttime work hours were adversely associated with family outcomes – more negative mood and mother-child interactions and less positive child behavior – but weekend work hours were not (Gassman-Pines, 2011b).

A second area of my research relates to families' experiences of unexpected shocks like job loss or a health emergency. Although such shocks can affect families of all income levels, they are particularly hard for low-income families to weather as they have fewer resources to buffer from negative consequences. Understanding how these unexpected shocks affect family functioning and child well-being is crucial since

children grow up to be the citizens of the future, and because both family-level instability and instability in the broader context can greatly influence child development.

The COVID-19 pandemic was obviously unexpected, and I have been among the developmental scientists at the forefront of understanding ways in which low-income families experienced the pandemic (Ananat et al., 2022; Gassman-Pines et al., 2021; Gassman-Pines et al., 2020; Gassman-Pines & Gennetian, 2020; Steimle et al., 2021). With Dr. Elizabeth Ananat, I used daily survey data to show that both parental work and family well-being declined markedly after COVID-related restrictions were put into place. Further, the more COVID hardship that families faced in the early months of the pandemic, the worse parents' and children's mental health became (Gassman-Pines et al., 2020). Disruptions to school and child care were very common throughout the fall of 2020

– with disruption on nearly one quarter of all days – and negatively affected both children and parents (Gassman-Pines et al., 2021). Parent mood and child behavior problems were worse on days with disruptions, compared to days when school and care went smoothly.

But, even before the pandemic, I examined ways in which communities around the country experienced unexpected economic downturns following factory closings, with substantial cascading effects on families and children. Child development scholars have long examined effects of economic downturns on children by focusing on the consequences of family members' employment or income loss. Such changes in families' economic circumstances are strongly linked to individual children's outcomes. However, my work has demonstrated both theoretically and empirically that economic downturns should be conceptualized as community-level phenomena. Many, if not all, chil-

dren within communities will be affected, not merely those who directly experience family job or income loss (Gassman-Pines et al., 2015; Gassman-Pines & Schenck-Fontaine, 2018). This set of studies has contributed to public policy and to broader scholarly and public dialogue on economic downturns, and we have summarized our empirical findings in *Science* (Ananat et al., 2017). That paper showed that economic downturns not only affected youth immediately, in terms of reductions in academic achievement (Ananat et al., 2013; Ananat et al., 2011) and increases in suicide-related behaviors (Gassman-Pines et al., 2014), but also affected intergenerational mobility in the longer-term.

I am so grateful to everyone who has helped make my research possible: most importantly, my family, and also mentors, students, collaborators, and colleagues. I am grateful for the deep community of support behind me.

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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 5th 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:

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. If you are not already a member of the Facebook page, please [join us by clicking here!](#)

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?

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: Juan Del Toro

Assistant Professor of Psychology, University of Minnesota-Twin Cities

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

There are two lines of work that I'm thrilled to work on, and they both pertain to resilience among adolescents of color. In one of line work, I'm working to illustrate that the intended resilience tied to messages youth receive about their race/ethnicity (i.e., racial/ethnic socialization) may not always be apparent in psycho-social measures but rather in distal indicators of well-being that can be captured in biological indicators of their health. I have been titling this phenomenon as "Hidden Resilience" because indicators of well-being are not visible to the naked eye but are rather hidden "underneath the skin." In a second line of work, I have been working to illustrate that messages from different agents of racial/ethnic socialization do not carry equal value, but rather racial/ethnic sociali-



zation from teachers may instill adolescents with more resilience than that from other agents (e.g., parents, peers). As most readers may recall from their own upbringings or even witnessing their teen children's experiences, teenagers have a lot pressure to be independent and autonomous outside the family, making them less inclined to want to listen to their parents to support their development. Instead, teenagers are more likely to lean on others,

such as close adult figures in school, for support, and I'm finding that this support is promotive and protective especially in the context of racial/ethnic discrimination.

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

Write and learn a lot! The only way to get better at certain activities (e.g., writing papers, data analyses) is by making these activities a habit.

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

I wish I knew earlier on that psychology is a field that values theory. I used to write my articles thinking about their methodological strengths, whereas I should have been thinking more about, "What is a theory-of-change that I am interested in and able to test?"

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

I don't work past 5pm nor on Saturdays/weekends. I also frequently take vacations. It's important to nourish your social life, so that one has the energy and revitalization to do good research.

5. *What activities do you enjoy doing in your spare time?*

I enjoy working out and trying new coffee beans at a coffee shop.

6. *Was there a particular piece of advice you received that really has stuck with you and has helped you make decisions along the way?*

The advice I received was: "If you're not getting rejected, then you're not aiming high enough." That and also how the Diary of Anne Frank was turned down by 10 publishers, and it's now live in 30 million copies with translations into 70 different manuscripts, so I've learned to accept that rejection is com-

mon and perseverance is important in this career.

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

As a psychologist speaking to other psychologists, most, if not all, our research relies on individual-level data. To address racial/ethnic discrimination in my field, I have learned that we need more large-scale and population-level data to be able to study the consequences of certain policies that may uphold and reinforce systemic racism. Otherwise, our methods relying on individual-level will continue to put on a bandaid on people affected by racism, because we may not have the tools yet to dismantle racism's foundations that perpetually harm people of color.

Q & A with Boyd McCandless Awardee: Caren Walker

Associate Professor of Psychology, University of California-San Diego

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

My lab investigates basic questions about the mechanisms underlying learning, and in particular, how children come to acquire abstract concepts and theories about the world. We approach this through the lens of scientific thinking—studying children’s reasoning about cause and effect. We have a number of different lines of work related to this process. One line that I am currently pretty excited about aims to understand children’s developing representations of uncertainty. Since learners rarely have complete information about the true causal structure of the world, they are often confronted with multiple possibilities. The ability to recognize and respond to uncertainty is therefore a core component of the processes underlying learning. In contrast,



young children’s explicit judgments of what they do not know are often poorly calibrated. They often fail to prepare for multiple possible outcomes and express high confidence when they should be uncertain. We are currently developing a set of studies that explore this apparent disconnect.

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

When you are first starting out, teaching takes an enormous

amount of time and energy. It is incredibly time-consuming to prep a new course, and there is a steep learning curve if you are a first-time instructor (as I was when I got started). At the same time, the seasoned teachers around you are constantly telling you to spend *less* time on teaching and focus on your research and writing. I would suggest that – just for the first year – ignore those voices, and lean in to course prep – allow it to swamp your time. Create a solid set of classes, lectures, and materials. Don’t feel guilty about spending most of your working hours on course prep. If you put in this time in your first year, your future self will benefit. Each subsequent time you teach the same course, you have less and less to prepare, and you will be able to shift your focus to research. Teaching is hard! It is okay to give it the time it requires at the beginning.

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

Work-life balance sometimes feels like an impossible dream in academia. Since we have so much control over our schedules, we have quite a lot of flexibility. But this also means that anytime we are choosing to focus on life, we are also aware that we could be working, and vice versa. I feel lucky that I genuinely enjoy my work, so it doesn't always feel like a choice between 'work' and 'life'. On the other hand...I am currently sitting in a café a block away from our family vacation home responding to these questions for the Division 7 newsletter...so...

4. What activities do you enjoy doing in your spare time?

I have two young kids, so I keep pretty busy with my family. We live in San Diego, so we spend a lot of time on the beach. We go camping, attend festivals, and see live music whenever we can. I am also proud to report that,

post-tenure, I have started taking ceramics classes once a week.

5. Was there a particular piece of advice you received that really has stuck with you and has helped you make decisions along the way?

Always have something in the pipeline. Since projects can take years to complete (to date, my longest running project from conception to publication was 11 years!), it is important to have at least one project in each of the following categories: 1) ideation, 2) study prep/piloting, 3) data collection, 4) data analysis/presentations, 5) manuscript writing, 6) under review or revision. This will help to ensure that you have a pretty consistent flow of publications coming out, and help to avoid those big gaps on your CV while some of your projects are still in progress.

Announcing 2024 Early Career Award Winners

Early Career Outstanding Paper Award

Catalina Rey-Guerra

Boston College



Early Career Outstanding Paper Award

Audrey-Ann Deneault

University of Montreal

Announcing 2024 Early Career Award Winners



**Dissertation Research Grant Award
in Developmental Psychology**

Hyun Su Cho

**University of Maryland, Baltimore
County**

**Early Career Research Grant
in Developmental Psychology**

Shaocong Ma

**The Hong Kong University
of Science and Technology**



Thank You to the Award Committees!

Distinguished Contribution Award Committee

Joy Osofsky (chair)

Mark Cummings

Roberta Golinkoff

Kenneth Rubin

Michael Cunningham

Urie Bronfenbrenner Award Committee

Joy Osofsky (chair)

Mark Cummings

Roberta Golinkoff

Jean Rhodes

Mavis Hetherington Award Committee

Mark Cummings (chair)

Roberta Golinkoff

Joy Osofsky

Anna Gassman-Pines

Mary Ainsworth Award Committee

Mark Cummings (chair)

Roberta Golinkoff

Joy Osofsky

Jennifer Lansford

Dissertation Award Committee

Roberta Golinkoff (chair)

Noam Markovitch

Joy Osofsky

Boyd McCandless Award Committee

Lin Bao (co-chair)

Caren Walker (co-chair)

Juan Del Toro (co-chair)

Eddie Brummelman

Kathryn Leigh Humphreys

Mark Cummings

Eleanor Maccoby Book Award Committee

Frank Keil (chair)

Lisa Oakes

David Rakison

Mentor Award Committee

Gail Goodman (co-chair)

Koraly Pérez-Edgar (co-chair)

Mark Cummings

Dissertation Research Grant Committee

Joy Osofsky (chair)

Huiguang Ren

Sarah Borowski

Shira Segal

Early Career Paper Award Committee

Roberta Golinkoff (chair)

Joy Osofsky

Samia Akhter-Kahn

Huiguang Ren

Early Career Research Grant Committee

Joy Osofsky (chair)

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

Upcoming Conferences

American Psychological Association Annual Convention

August 8-10, 2024

Seattle, Washington, USA

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

European Early Childhood

Education Research Association Annual Conference

September 4-6, 2024

Brighton, United Kingdom

<https://2024.eeceraconference.org/>

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

September 25-28, 2024

Limassol, Cyprus

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

The Flux Congress

September 27-30, 2024

Baltimore, Maryland, USA

<https://fluxsociety.org/2024-baltimore/>

50th Annual Conference of the Association for Moral Education

October 24-26, 2024

Queens, New York, USA

<https://www.amenetwork.org/2024>

The 49th Annual Boston University Conference on Language Development

November 7-10, 2024

Boston, Massachusetts, USA

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

National Council on Family Relations (NCFR) Annual Conference

November 20-23, 2024

Bellevue, Washington, USA

<https://www.ncfr.org/ncfr-2024>

Budapest CEU Conference on Cognitive Development

January 9-11, 2025

Budapest, Hungary

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

Meeting of the American Educational Research Association (AERA)

April 23-27, 2025

Denver, Colorado, USA

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

Society for Research on Child Development Biennial Meeting

May 1-3, 2025

Minneapolis, Minnesota, USA

<https://www.srkd.org/event/srkd-2025-biennial-meeting>

Society for the Study of Emerging Adulthood Biennial Conference

June 4-6, 2025

Charleston, South Carolina, USA

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

19th European Congress of Psychology

July 1-4, 2025

Paphos, Cyprus

<https://ecp2025.eu/>

The Cognitive Development Society's Biennial Meeting

April 9-11, 2026

Montréal, Canada

<https://cogdevsoc.org/>

Save the date!

To suggest a conference for this list, please send the information to the Newsletter Editor:

Sarah Pierotti
slp5723@psu.edu

Division 7 Election Results for 2025

- Barbara Rogoff, Ph.D. was elected as President of Division 7 for 2026. Dr. Rogoff will begin her service as President-Elect on January 1, 2025. At that time, she will join the *Division Presidential Trio*, which consists of the immediate Past President, the current President, and the President-Elect.
- Dr. Catherine Haden was elected as Division Representative to the APA Council.
- Dr. Zehra Gülseven and Dr. Irem Korucu were elected as Early Career Representatives.
- Drs. Gail Ferguson, Jeffrey Liew, and Kathleen Rudasill were elected to the Fellows Committee.



Executive Committee

President (1-year term):	E. Mark Cummings (2024)
Past President (1-year term):	Roberta Golinkoff (2024)
President-Elect (1-year term):	Joy Osofsky (2024)
Secretary (3-year term):	Natalie H. Brito (2023–2025)
Treasurer (3-year term):	Yoojin Chae (2023–2025)
Members-at-Large (3-year term):	Michael Cunningham (2023–2025)
.....	Sandra D. Simpkins (2023–2025)
.....	Natasha Cabrera (2024–2026)
Representatives to APA Council (3-year term):	Sandra Graham (2022–2024)
.....	Michael E. Lamb (2023–2025)
Newsletter Editor (3-year term):	Sarah L. Pierotti (2024–2027)
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):	Dana Miller-Cotto (2024)
Program Committee Co-Chair (1-year term):	Juan Del Toro (2024)
Membership Chair (3-year term):	Kelly Lynn Mulvey (2024–2026)
Webmaster (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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