



# DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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## Notes From the Executive Director...

### The Delay of Adulthood: Implications for the Field of Developmental Science

Lonnie Sherrod  
Executive Director

Most developmental scientists are now familiar with the idea of “emerging adulthood”. Coined by Jeff Arnett and others, emerging adulthood denotes that adult status is achieved over some interval of years. Adult status is slowly acquired; it emerges across a decade or more. So why do I discuss this issue in a newsletter article? The reason is that it demonstrates the challenges that confront developmental science and reaffirms the importance of the Society’s strategic plan. I have always seen SRCD to have two goals: to serve members, and to promote the growth and richness of developmental science. The latter goal means we must be attentive to the challenges the field faces. SRCD is the Society for Research in *Child* Development; yet this topic illustrates how the definition of ‘child’ and ‘adolescent’ is changing and therefore has general implications for developmental science to which SRCD must attend.

Two of my favorite theoretical perspectives are those of biosocial science and life-span or life-course perspectives, and each is relevant here. The biosocial science approach recognizes that genes change more slowly than the environment. As a result our genetic makeup evolved in, or was naturally selected for, different environments than those in which we now function. We therefore need to ask about the organism’s range of reactions to the new environment given its genetic makeup. This is relevant to the delay of adulthood in that the nature of development has not changed very much. Adult status (and granted, one can debate its definition) today is often not achieved until well into the twenties. Historically, however, individuals were thrust into adult roles upon physical maturity. This was the function served by initiation rituals. Hence we need to inquire about humans’ range of reaction to being

“put on hold” or to having to “prepare for adulthood” for 10-15 years. The array of youth problems prevalent today and youths’ cynicism and feelings of disenfranchisement undoubtedly relate to this situation.

Furthermore, we often forget the parents in this context. Parents are now expected to “parent” for another 10-15 years. And often they are asked to offer only one side of parenting such as economic support without accompanying supervision or influence on life style and behavior. This is an important topic for research—the impact of the delay of full adulthood status on parents.

A life-span approach argues that the potential for developmental change continues throughout life; it does not end in early adolescence as many child developmental theorists, including Piaget, have argued. This is of course relevant to the delay of adulthood because it means that appropriate developmental environments during this period might promote

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# NOTES FROM THE EXECUTIVE DIRECTOR (CONT.)

(cont. from p. 1)



Lonnie Sherrod

growth and positive change, so that this time need not be just a holding period. The other important tenet of a life-span approach is that there are multiple influences on development. Most of our organization's members are psychologists, and developmental psychologists have typically been interested in influences associated with age—brain development or puberty, for example. But influences related to historical context, living in a particular place and time, can be equally important. For young people coming of age in the early 21<sup>st</sup> century, the extended period of transition to adulthood is one such influence. Research examining historical influences on development has increased, but we need more attention directed to this area.

The current delay in achieving adult status in contemporary societies illustrates the complexity of human development. It is a moving target that changes with historical time, as well as changes in micro- and macro-contexts. It has multiple influences at all levels of analysis. It can vary across the array of human characteristics that define the world's population. This is why the strategic plan emphasizing diversity, international and multidisciplinary perspectives is so important.

A couple of examples.....In some cultures, such as those found in Europe, the delay is even greater than in the US. Youth may not leave home until their 30's compared to their 20's in the US. At the same time, youth in developing countries may transition to adulthood even during childhood; and in the US disadvantaged youth may not prolong adulthood until their twenties. This transnational variability demonstrates the import of cross national research and hence of adopting an international perspective. Teen pregnancy also represents accelerated transition to adult roles. This variability demonstrates the importance of diversity in developmental research. Thus two components of SRCD's strategic plan offer important guidance for research on the transition to adulthood. Although there has been limited research, more and more systematic exploration is needed.

The strategic plan is, however, now five years old, and SRCD's Governing Council is beginning to re-evaluate it both for progress and for necessary improvements. The characteristics of development which I describe also mean that it is exceedingly difficult to research human development, and even more difficult to use this research to impact policies that affect development. If the definition of 'child' is changing as individuals maintain some childlike status into their twenties, then developmental science has to change and the very nature of the Society must respond. Although I would not recommend a name change, SRCD needs to attend to this issue as we review the strategic plan.

My point is not to be pessimistic about the potential of our field. These characteristics of development also mean that developmental science is a rich, exciting field. SRCD has a responsibility to promote this richness through its activities such as conference programming and pre-conferences, special issues of our journals, RFP's, and other projects that can contribute to pursuit of the strategic plan. And we need to be creative about the types of activities that might contribute. We are, for example, currently exploring both social media software for the website and the possibility of a small, theme-based, off-year meeting. The transition-to-adulthood period of human development is just one theme in our field that illustrates how SRCD needs to be at the forefront of defining and promoting developmental science.

## Apply for an SRCD Fellowship in Public Policy

Policy Fellowships with the *Society for Research in Child Development* will be available for 2010-2011. SRCD Policy Fellows - in both Congressional and Executive Branch placements - work as "resident scholars" at the interface of science and policy. Applicants must have a doctoral level degree in any discipline related to Child Development. ***Both early and mid-career doctoral level professionals of all scientific disciplines related to child development are encouraged to apply.*** ***The deadline for applications is December 15, 2009.*** More information about the Fellowships and application instructions are available online at [www.srcd.org](http://www.srcd.org) under Quick Links or call (202) 289-7903.

# SMALL CONFERENCE REPORTS

*Editor's note:* In early 2008, SRCD announced a new initiative and invited proposals for small conferences or study groups that would further three strategic priorities and goals of the Society: 1. Increase appreciation for the fact that an understanding of development requires the perspectives and methods of multiple disciplines; 2. Increase cultural and contextual diversity in all aspects of the study of child development; 3. Increase international perspectives in the study of child development.

The four projects that were funded by this initiative all address the issue of culture and child development from different perspectives. The study groups have now completed their meetings and are currently working on follow-up publications and activities. In this issue of *Developments*, we present brief summaries of these projects written by their respective conveners. These summaries appear on pages 3-6.

Because this initiative was so successful, a second request for proposals was announced earlier this year. Two additional projects have been funded; overviews of these, convening in 2010, are presented on page 7 of this issue.

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## The Native Children's Research Exchange

*Nancy Rumbaugh Whitesell*  
*University of Colorado Denver*

The Native Children's Research Exchange (NCRE) was formed in 2008 with funding from SRCD's small groups initiative. The initial model for NCRE came from other scholarly organizations focused on child development research in ethnic minority populations (e.g., Asian, Hispanic, and African American), whose members have successfully joined forces to share information and support common research agendas. NCRE was created with the hope that the kinds of advances in developmental research these organizations have fostered in other minority populations could be realized for Native populations as well.

The coordinators of NCRE - Nancy Rumbaugh Whitesell, Michelle Sarche (Centers for American Indian and Alaska Native Health, University of Colorado Denver), and Paul Spicer (University of Oklahoma) - consulted with colleagues to identify an initial group of 35 scholars conducting developmental research with Native children. These scholars were invited to the inaugural meeting of NCRE, held in October, 2008, at the University of Colorado Denver, where it was agreed that additional NCRE conferences could play an important role in supporting research with Native children. Additional scholars were identified for inclusion, and a second meeting was planned to coincide with SRCD's biennial conference in April, 2009.

In both the 2008 and 2009 meetings, scholars shared their research and identified pressing needs and critical questions related to developmental research with Native children. Together, participants began to define a common agenda for advancing science, policy, and practice related to child health and development in Native communities. Plans were made to draft collaborative manuscripts to educate the broader child development community on current knowledge of Native children's development and on issues encountered in conducting research with Native children and communities (e.g., extensive community-based participatory research, collaborating with sovereign nations). Manuscripts in preparation include submissions to *Child Development Perspectives*, and chapters for a 2-volume set to be published by Praeger Press on *American Indian Child Psychology and Mental Health*. A website is being developed to serve as a resource for information exchange among researchers working with Native children, and for others seeking information related to Native children's development (<http://aianp.uchsc.edu/ncre>). Outreach efforts continue to increase participation; a total of 49 scholars are now involved with NCRE.

A recurrent theme of discussions in the 2008 and 2009 NCRE meetings (now referred to as NCRE I) was substance use disparities in Native communities and the ways in which they influence children's development. Two important agendas were identified: 1) To examine how substance use disparities in the broader Native community affect children's development, and 2) to understand the developmental course of Native children's own substance use problems. In response to these agendas, Drs. Whitesell and Sarche submitted an application to the National Institute on Drug Abuse (NIDA) to fund a series of five annual meetings (*NCRE II: Native Children's Development in the Context of Substance Use*). It is our hope that, with funding from NIDA, NCRE will continue to advance developmental research with Native children by fostering information exchange, opportunities for collaboration, and mentorship of new investigators focusing on these issues.

## SMALL CONFERENCE REPORTS (CONT.)

### Bridging Cultural and Developmental Psychology: New Syntheses in Theory, Research and Policy

Lene Arnett Jensen  
Clark University

On October 16-18, 2008, an interdisciplinary and international group of scholars met at Clark University in Worcester, Massachusetts for a study group meeting supported by the Society for Research in Child Development and the Department of Psychology at Clark University. One outcome of the meeting will be a book edited by Lene Arnett Jensen entitled *Bridging Cultural and Developmental Psychology: New Syntheses in Theory, Research and Policy* to be published by Oxford University Press in mid-2010.

At the meeting, the scholars addressed the timely issue of how to integrate key insights and findings from developmental and cultural psychology. As people increasingly grow up and live in a world where diverse cultures come into contact, theories and findings need to address psychological development across diverse cultures.

While developmental and cultural psychology focus on many of the same important issues pertaining to development, they have also remained notably apart. In order to move beyond this impasse and arrive at new syntheses for today's world, all study-group scholars addressed three specific sets of questions for their respective areas of scholarship:

1. On the one hand, developmental psychology typically provides one-size-fits-all-theories. On the other hand, cultural psychology provides detailed conceptions of diverse cultural groups. This potentially suggests a need for a theory-for-every-culture, raising the specter of theoretical pandemonium. Bridging the two disciplines, what are original syntheses that offer a more appealing alternative to one-size-fits-all and one-for-every-culture?
2. One attempt to reconcile developmental and cultural psychology has been the suggestion that the former addresses the "structure" of human thought and behavior, whereas the latter addresses "content". To what extent does this distinction adequately capture the insights from both developmental and cultural psychology? If the structure-content distinction is inadequate, what are plausible alternatives?
3. Turning to policy, some have claimed that developmental psychology can lead to a kind of colonialism. The argument is that theories purported to be universal and their policy implications are exported to other cultures, even though these theories more often than not are based in work with American middle-class research participants. Others have claimed that cultural psychology can lead to a kind of rosy romanticism or all-out relativism where diverse cultural practices are regarded exclusively in positive light and potential clashes between cultures and their practices are ignored. Does bridging developmental and cultural psychology offer new and helpful alternatives to these old but persistent issues of universalism and relativism?

The present "Bridging Project" fits with the SRCD goals of promoting interdisciplinary, culturally attuned, and international work. In turn, the opportunity afforded by SRCD of bringing together the present group of scholars at a study group meeting promoted exceptionally constructive dialogue, as well as a sense of common commitments and connections.



Sitting (from left to right): Jean Phinney, Alice Schlegel, Lene Arnett Jensen, Jacqueline Goodnow, Richard Shweder, and Saraswathi Tharakad.

Standing (from left to right): Jeffrey Arnett, Yan Wang, Jaan Valsiner, Constance Flanagan, Fred Rothbaum, A. Bame Nsamenang, Xinyin Chen, Jin Li, and Michelle Leichtman.

# SMALL CONFERENCE REPORTS (CONT.)

## Strengthening Africa's Contributions to Child Development Research

*Kofi Marfo & Alan R. Pence, Co-Leaders*

This invitational conference (held in Victoria, Canada, February 2-6, 2009) was organized in response to SRCD's first call for projects to advance interdisciplinarity, cultural/contextual diversity, and international perspectives in child development inquiry. We welcomed the call as an opportunity to raise awareness about the underrepresentation of non-Western voices in our field and to contribute to the advancement of a science of child development that opens up to other populations and possibilities. We constituted an international, interdisciplinary group of scholars to examine Africa's contributions specifically. We expected this work to respond to a critical need, within the African higher education environment, for capacity building activities to advance knowledge production and dissemination across the continent. The Association of African Universities (AAU) underscored this need in its 2005-2009 Strategic Plan (<http://www.aau.org/coreprog/index.htm>), and we hoped that our work could serve as one model of how the AAU's strategic goals might be achieved. Consequently, the conference emphasized scholarly contributions as well as concrete planning towards post-conference capacity-building and networking initiatives.

The objectives, procedures, and outcomes of the conference, including a listing and preview of seven scholarly papers under review for a special journal section, are described fully in a final report submitted to SRCD in July 2009 ([http://www.srcd.org/index.php?option=com\\_content&task=view&id=361&Itemid=255](http://www.srcd.org/index.php?option=com_content&task=view&id=361&Itemid=255)). In this article we highlight some of our planning and follow-up activities regarding research capacity-building in Africa.

The conference produced a two-pronged strategy to establish a long-term, multi-site research program and to prepare and mentor new generations of child development researchers. Interdisciplinary teams of researchers, working through regional project sites in East, Southern, and West Africa, would follow cohorts of children in longitudinal studies designed to generate practically and theoretically significant data on a wide range of culturally relevant subjects. Once operational, these sites would also provide hands-on research education and mentorship for beginning and mid-career scholars. A separate research mentoring initiative was envisioned to proceed in the short term and run concurrently with efforts to secure major funding to build up to the regional research centers program. At a dinner meeting at the end of the Victoria conference, we were able to discuss these objectives with key staff invited from the World Bank, the Consultative Group on Early Childhood Care and Development, and Save the Children.

In the short time since the conference, we have made good progress on implementation activities. We have begun identifying and assessing African institutions for their readiness to support various aspects of the proposed initiatives. We are taking advantage of four events on the continent to identify faculty pools for research collaborations and mentorship initiatives. The events include two regional workshops sponsored by the International Association of Cross-Cultural Psychology (Cameroon, August 2009) and the International Society for the Study of Behavioral Development (ISSBD; Kenya, December 2009) as well as the 4<sup>th</sup> Africa Early Childhood Development Conference (Senegal, November 2009) and the 21<sup>st</sup> Biennial ISSBD Conference (Zambia, July 2010). At least four members of our project team are involved in one or more of these events in presenter or organizer roles.

On the mentorship program, following initial consultations co-leader Pence has submitted a proposal to UNICEF's East and Southern Africa Regional Office to convene in 2010 the first of what we hope will become a series of regional workshops to build frameworks to support institutions and research mentoring on the continent. If funded, this first workshop, which aligns well with UNICEF's broader strategy to strengthen research capacity in early childhood development, will bring together junior and senior scholar dyads, one each from at least 10-12 universities in the region.

# SMALL CONFERENCE REPORTS (CONT.)

## Workshop on the Development of Institutionalized Children

*Robert B. McCall*  
*University of Pittsburgh*

Infants and children reared in orphanages, often from the first months of their lives, represent an unfortunate natural opportunity to study the effects of early experience on the development of these children while they reside in the institution and after they are placed in domestic adoptive, foster, kinship, and biological families and international adoptive homes. The purpose of this workshop project was to promote international and interdisciplinary collaboration among specialists in research on the development of institutionalized children and those placed in alternative care arrangements, as well as to stimulate mutually beneficial engagement among research, practice, and policy professionals. These purposes align with three of the major tenets of SRCD's strategic plan.

A fundamental premise of the project was that these goals could be promoted most effectively by having professionals in research, practice, and policy work collaboratively on issues relevant to this topic. A second premise was that the field would be moved forward and maximum collaboration would occur among participants if the specific issues were broad, conceptually important, and relatively unsettled empirically. The project was funded by SRCD plus grants from Leiden University (Netherlands) and an anonymous donor.

Orphanages vary in the quality of physical and behavioral resources they provide, but children in most orphanages are cared for by many and changing caregivers who seldom talk to, play with, or provide warm, sensitive, continuously responsive interactions with children. Not surprisingly, such children are developmentally delayed in every respect, and higher than expected percentages display a variety of limitations and problems even after adoption into advantaged families. The major questions are the nature and extent of those persistent deficiencies; whether they define a post-institutionalized syndrome; whether a common underlying deficiency exists; what about early institutional residency is likely to produce problems; whether there is a critical or sensitive period of exposure; and what can be done in low-resource countries to improve orphanages or promote quality family alternatives to institutions.

Procedurally, a Steering Committee was chosen to represent researchers, practitioners, and policy professionals, and this Committee selected two dozen professionals to participate in the project. Participants represented eight countries and several academic disciplines. A list of topics and issues was created and reviewed by participants, who then collaborated on the writing of chapters covering each of the major topics. Drafts of chapters were prepared and shared before holding a three-day "immersion-style" conference in Leiden May 11-13, 2009. In view of discussion at the conference and email correspondence, chapters were revised, and a major publication as well as more targeted publications are planned.

Although research and practice in this field are relatively new, a few major themes have emerged: 1) Although most post-institutional children display very substantial catch-up growth after transitioning to a family, a higher than expected minority display continued delays in physical growth; certain aspects of brain development; cognitive performance including language, cognitive, attention, memory, activity, and executive functioning; and appropriate social, emotional, and behavioral development. 2) Exposure to the institution between 6 and approximately 24 months appears to be especially related to persistent problems. 3) How to improve orphanages or create systems of quality alternative family environments is largely known, but most low-resource countries present a variety of financial, historical, cultural, governmental, and social challenges to such reforms that several international organizations are trying to help surmount.

The conference certainly accomplished its goals. At the conference, vigorous exchanges occurred not only among researchers in different disciplines but between researchers and practice and policy professionals. Plans were made to communicate research findings as well as best practices to appropriate organizations that deal globally with children in institutions and alternative care arrangements. Several researchers conducted new analyses on their own data to address questions posed by other participants, and the group intends to keep in touch electronically.

*Editor's note:* Because of the popularity of the first request for small conference proposals last fall, the Society issued a second request for proposals this past spring for study groups and other research planning activities that address the strategic plan. We are pleased to be able to help fund the following two proposals submitted:

***Mexican American Children and Families:  
A Normative and Multidisciplinary Perspective***

This meeting will be coordinated by Drs. Yvonne M. Caldera and Elizabeth Trejos-Castillo of Texas Tech University in Lubbock, Texas. The purpose of the proposed small conference is to convene an interdisciplinary team of scholars who study Latinos of Mexican origin in order to compile a volume that will provide a holistic and normative perspective of Mexican American children and families. Until relatively recently, most of the research on Latinos was conducted from a deficit model and failed to investigate normative processes in Latino children and families. This early research also collapsed Latinos into one group assuming that the group was monolithic and failing to examine children's development and family life from any one country of origin. The largest group of Latinos in the U.S. Although they share a country of origin, there is much within-group diversity. This diversity is based on year of immigration, generation, length of time in the U.S., socioeconomic status before and after migration, language and acculturation among other factors. To this end, we have invited scholars from several sub-disciplines of Psychology, and from History, Education, Public Health and Social Policy to meet in February of 2010 in Lubbock, Texas for a two-day plenary conference. Prior to the conference, participants will be asked to draft a comprehensive review paper on their area of expertise that includes diversity within Mexican Americans and provides policy implications of their findings. At the conference, the participants will meet to present and discuss each area, interpret the findings, and come to the best conclusions for publication content, policy implications, and dissemination venues.

***Social and Biological Determinants of Parenting:  
An Interdisciplinary Synthesis***

This workshop is organized by Drs. David Haley, Joan Grusec, and Alison Fleming of the University of Toronto, Canada. Interest in the effects of parenting on children's development has a long history in psychology and related disciplines. By contrast, there has been much less interest in the factors that influence the behavior of parents as they interact with their children. This workshop will focus on parenting, specifically, on sociocultural and biological influences on the parenting process as well as the interaction of these influences. The workshop brings together researchers who work both with humans and animals in order to identify areas of commonality and to foster future collaborations. Fifteen multidisciplinary and international researchers will address evolutionary, genetic, biological, social, cognitive, and cultural perspectives in a two-day conference in October of 2010. In addition to an edited book, an interactive website will be established to enhance interactions among participants; this website will also be made available to the larger scientific community.

**SRCD Announces New  
Director of the Office for  
Policy and Communications**

**Martha Zaslow**  
will assume the  
role of Director  
of the Office  
for Policy and  
Communications  
(OPC) of SRCD on  
Nov. 1, 2009. Dr.



Zaslow received her Ph.D. in Personality and Developmental Psychology from Harvard University in 1978. She comes to SRCD from her position as Vice President for Research and Director of the Early Childhood Program Area at the nonprofit research center, Child Trends. Prior to joining Child Trends, she worked with the Committee on Child Development Research and Public Policy of the National Research Council, National Academy of Sciences, as well as the Carnegie Council on Adolescent Development. She also worked as a Staff Fellow in the intramural Child and Family Research Section of the National Institute of Child Health and Human Development. Dr. Zaslow served on the SRCD Committee for Policy and Communications from 2003-2005 and co-chaired the Committee from 2005-7. She has served on several child-centered policy committees for other organizations as well. Her research focuses on programs and policies to strengthen the quality of early care and education, professional development of the early childhood workforce, and the measurement of quality in early childhood settings and of children's development in the early years. Dr. Zaslow will be continuing her affiliation at Child Trends as a Senior Scholar as she moves into the OPC position.

# TEACHERS' CORNER

## Five Themes in Teaching Child Development

Teresa M. McDevitt

University of Northern Colorado

At a recent Developmental Science Teaching Institute, David Daniel and Nora Newcombe both lamented that a *science* of teaching child development does not yet exist (Daniel, 2009; Newcombe, 2009). We have bits and pieces of data, they suggested, but few theoretical frameworks or organized bodies of evidence. As I listened to their presentations, it occurred to me that numerous kinds of data will be needed to launch this elusive science—microgenetic analyses of students' conceptual change, comparisons of different instructional models, longitudinal records, and the like.

It is a daunting feat to embark on a new science, but there are some promising signposts to guide our work. For example, the experiences of developmental instructors offer testable hypotheses about effective educational practices. In reviewing recommendations for teaching child development to future teachers made by instructors from the turn of the last century to the present day, I found five themes that might help direct our inquiries.

1. *We reach the majority of aspiring teachers.* In 1935, 80% of universities and 68% of teacher colleges offered courses in child psychology for prospective teachers (Myers, 1935). In 2007, 90% of teacher candidates in accredited institutions were required to take one or more courses in child and adolescent development (National Institute of Child Health and Human Development/National Council for the Accreditation of Teacher Education [NICHD/NCATE], 2007). The prevalence of developmental coursework suggests that if we are successful in delivering our subject, we have the potential to influence a vast audience of teachers and parents and ultimately the children in their care.

2. *We expect teachers to apply concepts from the field of child development but struggle to communicate what these concrete implications actually are.* Early developmental scholars found that prospective teachers are motivated to learn specific ways to interact with children (Hall, 1893; Pressey, 1942). Scholars also recognized that students do not easily infer applications from abstract psychological concepts (Allen & Pearse, 1917; Trow, 1948). Today, the connection between child development concepts and best practices in schools is still an underdeveloped feature in teacher education programs (NICHD/NCATE, 2007). Illustrations of resources that begin to address this gap include direct instruction in developmentally appropriate practices; case studies of instructional adaptations for children with discernible individual needs; and observations of teachers with considerable expertise in facilitating children's peer relationships, self-regulation, and academic learning.

3. *We take an ecological perspective.* Historically, educators concluded that teachers benefit from observing children in schools, homes, and playgrounds (Pressey, 1942; O'Shea, 1906). In the last few decades, theoretical views of child development have become increasingly dynamic and environmentally grounded, and instructors have responded with a variety of methods that show children taking initiative in familiar settings (Barnett, 2006; Bond & Gorman, 2003; Harper & Silvestro, 1983; Lee, 1989; Mazur, 2005; McCurdy, 2009; Nieto, 2009). Instructors have found video recordings of children, visits to classrooms, and apprenticeships in communities to be particularly informative for students.

4. *We are learning how to address the beliefs and backgrounds of prospective teachers.* Some early psychologists and educators recognized the need to build their curriculum around the concerns of teachers (English, 1942; Pressey, 1942). In recent decades, instructors have likewise addressed the life experiences of students (Garbarino, 1977; Junn, 2000). Increasingly, we realize that instructors must challenge the stereotyped, irrational, or otherwise biased beliefs that some prospective teachers hold by creating safe environments for their self-reflection, insisting on high levels of academic engagement, questioning non-productive ideas, and enlisting their support of alternative perspectives (Daniels & Shumow, 2003; McDevitt & Ormrod, 2008).

5. *We see merit in defining core knowledge.* Original efforts to identify essential concepts in child development yielded lengthy lists of children's abilities (Charters & Waples, 1929). Recent attempts to codify knowledge have focused on a comprehensive but narrower array that is based in the responsibilities of classroom teachers (Brabeck, Subotnik, Conoley, & Pianta, 2009; NICHD/NCATE, 2007). In the future, we need to stimulate a dialogue among those who teach child development in order to build consensus regarding essential understandings of the dynamics of development and their implications for practice.

The reference list for this article is available from the author at [teresa.mcdevitt@unco.edu](mailto:teresa.mcdevitt@unco.edu).

*Teachers' Corner* is moderated by Barbara Newman.

**Call for Applications for  
Jacobs Foundation Travel Awards  
to further the research careers  
of Junior Investigators**

SRCD announces a program of travel awards for young investigators to allow them to visit the labs of more senior scholars in fields relevant to their research interests. The purpose of such visits could include: learning a new research area; visiting a scholar in a different discipline; learning new measures or methods; or becoming acquainted with a different cultural tradition. It is up to the applicant to arrange the visit. Applications consist of the plan for the visit, its rationale or contribution to the research of the applicant, and a budget. A statement describing this plan of not more than 1,000 words and a letter of support/agreement from the host should constitute the application.

We anticipate making 6-10 awards between \$1,000 and \$2,500. Costs may include round trip air fare, ground transportation, hotel, and meals. Given these funding constraints, we envision visits of 2-3 days duration. A justification for all costs and the length of the visit is required. Applications are due by November 30, 2009 and decisions will be communicated by January 15, 2010. Applications should be submitted to [info@srcd.org](mailto:info@srcd.org) and to [aperdue@srcd.org](mailto:aperdue@srcd.org).

Applicants must be SRCD members (but hosts need not be), students or graduates no more than 5-7 years post degree, and interested in school age children, adolescents or youth. Priority will be given, in order of importance, to:

- Applicants from developing countries
- Applicants from outside the US
- Plans to combine travel/visit with attendance at the 2010 SRA meeting in Philadelphia, PA (for international applicants only)
- Applicants with an interest in immigration
- Applicants with multidisciplinary interests

**Technology Tips:**

**10 websites to make the academic year more productive!**

*Alisa Beyer, SECC co-chair  
Dominican University*

The start of another school year seems a good time to share some interesting and useful websites for making life in academia a little easier. Below are 10 websites offering free services that have allowed me to save time and be more productive:

- 1. For teaching ideas in developmental or other psychology courses** visit *PsychExchange* (<http://www.psychexchange.co.uk>). This is a site where psychology teachers can share resources with each other.
- 2. Create notes on internet pages for teaching or research** with *MyStickies* ([www.mystickies.com](http://www.mystickies.com)).
- 3. If you don't already use a reference manager program**, consider *RefWorks*, *EndNote* or *Papers* (all offer free trials). These programs sync you with library search engines to integrate multiple searches, download, manage, and organize PDF articles (and sources) for future use. These programs also easily facilitate adding in citations and references as you are writing up papers.
- 4. To transfer files back and forth between home and school for research or teaching**, check out the *Digital Dropbox* ([www.getdropbox.com](http://www.getdropbox.com)). Simply install Dropbox to computers that you frequently use, upload files from different computers, and changes made will automatically sync up. You get 2 gigs for free.
- 5. To convert a file to PDF for research applications or posting materials**, try *Pdf995* ([www.pdf995.com](http://www.pdf995.com)). *Pdf995* allows you to convert any file to a PDF by creating a virtual printer on your computer.
- 6. To share documents with committee members or researchers across difference campuses** consider setting up a *Google docs* account ([docs.google.com](http://docs.google.com)). This is an easy-to-use way to collect and share files.
- 7. Save videos for teaching or save web videos for your research lab** with *Zamzar* ([www.zamzar.com](http://www.zamzar.com)), an online conversion website that allow you to convert videos (e.g., *YouTube*) and download them to your computer. Two other options are *Any Video Converter* (<http://tiny.cc/AZjou>), and if you use *Firefox*, *Video Download Helper* (<http://tiny.cc/KRpUV>). *Download Helper* is a free tool for extracting web content like video files from websites. *Firefox* has over 5,000 applications to check out.
- 8. Calculating chronological age:** There are a number of websites that do this, such as Pearson's website (<http://tiny.cc/ADjZE>).
- 9. For free statistical software comparable to SPSS** check out *PSPP* (<http://tiny.cc/7KYa9>).
- 10. Finally**, if you need to shorten links, use *Tiny URL* (<http://www.tiny.cc/>).

I hope you find these websites helpful. Cheers to a more technology savvy academic year!

# CONFERENCE ANNOUNCEMENTS

**World Association for Infant  
Mental Health (WAIMH)  
12<sup>th</sup> World Congress**  
June 29 - July 3, 2010  
Leipzig, Germany

The online submission site is now open. Visit the WAIMH web sites ([www.waimh.org](http://www.waimh.org) and [www.waimh-leipzig2010.org](http://www.waimh-leipzig2010.org))

The central theme of the Leipzig congress will be “**Infancy in Times of Transition**”.

We are looking forward to welcoming scientists and infant mental health experts from all over the world, in an exchange of scientific research, clinical experience, theoretical thinking and social political ideas. And we promise: because of its great tradition of liberal open-mindedness and scientific curiosity, Leipzig will be a good place to meet.

**SRHD Biennial Conference  
35<sup>th</sup> Anniversary Meeting**  
March 25-27, 2010  
San Antonio, Texas

**Location:** Historic Menger Hotel  
(next to The Alamo and River Walk)

**Keynote Address:**  
Dr. Deborah Vandell -  
University of California, Irvine

**Guest Address:**  
Dr. John Bates - Indiana University  
**History Panel:** Dr. Harold Grotevant -  
University of Massachusetts, Amherst

**Submission Deadline:** Dec. 7, 2009

**Undergraduate submissions only:**  
February 15, 2010

**Hotel early reservation deadline:**  
February 25, 2010

**Submission website:**  
<http://ches.okstate.edu/hdfs/SRHD-2010submissions/>

**SRHD:** [homepage.psy.utexas.edu/homepage/group/SRHD](http://homepage.psy.utexas.edu/homepage/group/SRHD)

**SRCD Biennial Meeting**  
March 31 - April 2, 2011  
Montreal, Quebec, Canada

**Mark Your Calendar for 2011 -**  
For only the second time in SRCD history, the Biennial Meeting will be hosted in a non-U.S. city!

**Visit the SRCD website** ([www.srcd.org](http://www.srcd.org)) in spring 2010 for updated Biennial Meeting information. Meanwhile, you may access the online program schedule, award recipient photos and certificates of merit, and other archived materials from the 2003-2009 meetings under the Biennial Meeting tab, “Meeting Archives.”

**What do cheesesteak, the Liberty Bell, Rodin’s *The Kiss*, and the “Rocky steps” have in common?** The answer is simple: You can experience all of them in Philadelphia. Join us there!

**13th SRA Biennial Meeting**  
**March 11-13, 2010**  
**Philadelphia, PA, USA**

**New Schedule for 2010 Biennial Meeting:**

Meeting sessions begin at 8:00 AM on Thursday, March 11, and end at 5:45 PM on Saturday, March 13, 2010.  
*Don’t miss a minute of this exciting program!*

We encourage you to visit the official Philadelphia Convention & Visitors website where you can download a *Visitor’s Guide*, take a photo tour, and use interactive maps to plan your conference breaks. The headquarter hotel, Philadelphia Marriott Downtown, is only a few blocks from many historic sites and immediately adjacent to Chinatown, Antique and Jewelers’ Row, and the Washington Square historic neighborhood. It also is within walking distance to the historic Italian Market, where local, affordable food and great shopping abound. And the hotel is next door to the Market East rail station—take the train from the airport for only \$5.50.

### **Important Deadlines**

Early Bird Registration: February 19, 2010

Hotel Reservations: February 23, 2010

Visit the SRA website at <http://www.s-r-a.org> for more information.

### **JOIN the SRA Facebook Group!**

Whether you are an emerging scholar, a senior scholar, or somewhere in between, we invite you to be a part of the SRA online community through Facebook! Use this forum to share announcements, start or participate in scholarly discussions, and network with other members. Check the page regularly for announcements and discussion about the 2010 meeting in Philadelphia. To find and join the group, search for Society for Research on Adolescence on [Facebook](http://Facebook), or click [here](#). (The Facebook group is not officially sponsored by SRA. This Facebook page can be viewed without having a Facebook account, but you must have an account to join the group.)

# ANNOUNCEMENTS

**Young Scholars Program  
SRA Biennial Meeting  
March 11-13, 2010  
Philadelphia, PA**

SRA is now accepting scholar, junior mentor, and senior mentor applications for the 2010 Young Scholars Program, which is being Co-Directed by Drs. Margarita Azmitia and Adriana Umaña-Taylor.

**Apply Now!**

<http://www.s-r-a.org/ysp/>

## **About the Program**

The Young Scholars Program is designed to encourage and support junior and senior undergraduate students from underrepresented ethnic minority groups from the United States and/or North America to pursue graduate work and careers in adolescent development.

To that end, the Young Scholars Program is organized around the SRA Biennial Meeting, to be held in Philadelphia, Pennsylvania, March 11-13, 2010. Selected scholars will attend the meeting and participate in special pre-meeting activities that focus on topics such as careers in adolescent research, applying to graduate school and applying for funding, and navigating the SRA Biennial Meeting. Scholars also receive mentorship from graduate students and senior scholars who are active in the field of adolescent research. Young scholars will be compensated for travel, accommodations, and some meals.

## **Who Should Apply?**

**Scholars** are undergraduate students from underrepresented racial/ethnic groups (African Americans, Latinos, Native Americans, Asians and Pacific Islanders) who are considering, but may be undecided about pursuing, graduate work in child development and related fields. **Junior Mentors** are committed doctoral students who are willing to serve as inspirations and role models for younger students. **Senior Mentors** are established professionals willing to help and support undergraduate students with their professional development.

**Are you interested in applying to the program or have a candidate in mind?** Please visit the SRA website ([www.s-r-a.org](http://www.s-r-a.org)) for more information or contact Birgit Swanson at (734) 926-0610 or [swansonb@s-r-a.org](mailto:swansonb@s-r-a.org).

## **Notice to JRA Contributors**

Beginning with the 19:4 issue of the *Journal of Research on Adolescence*, brief reports will be appearing at the front of the issue, followed by the longer empirical reports.

### **Brief reports**

**(no more than 4,500 words, inclusive of everything).**

Such reports are particularly appropriate for studies that extend prior work to new populations in theoretically creative ways and are mandatory for all cross-sectional, correlational studies. These reports should be modeled after research reports in journals like *Psychological Science* and should focus on the methods and results. We plan to devote about half of our publication space to brief reports.

Submit your brief report today!

Brief reports should be submitted electronically at <http://www.s-r-a.org/jrasubmit>.

## **Notice to SRCD Contributors**

In July 2009, the American Psychological Association released the 6<sup>th</sup> edition of their Publication Manual. The *Publication Manual of the American Psychological Association* provides guidelines for writers in the social and behavioral sciences.

The Society for Research in Child Development requires all authors to follow APA style when submitting manuscripts. We ask that authors familiarize themselves with the 6<sup>th</sup> edition, as there have been some changes made including updates on electronic reference formats and the construction of tables and figures. We will begin to implement the 6<sup>th</sup> edition of APA's Publication Manual on January 1, 2010.

Please visit [www.apa.org](http://www.apa.org) for more information.

You may also visit this website (<http://www.apastyle.org/manual/whats-new.aspx>) to access specific information on what is new in the 6<sup>th</sup> edition.

# MEMBER NEWS



## New Books by SRCD Members

**Mercer, J.** (2009). *Child development: Myths & misunderstandings*. Los Angeles: Sage.

This volume is intended as a supplementary text to accompany textbooks in child development or developmental psychology courses. It contains 51 essays on commonly misunderstood points in the study of child development -- for example, the belief that consuming sugar causes hyperactive behavior. Each point is discussed in terms of relevant empirical research, or, where no such research exists, in terms of logic and of the research questions that need to be asked.

**Chuang, S.S., & Moreno, R.P.** (Eds.) (2008). *On new shores: Understanding immigrant fathers in North America*. Lanham, MD: Lexington Books.

This edited book extends our understanding of fathering in ethnic minority families with specific focus on immigrant fathers. It provides a richer and more comprehensive approach of fathering, using various methodological strategies to gain greater insight into these families.

**Elder, G.H. Jr & Giele, J.Z., Eds.** (2009) *The Craft of Life Course Research*. Guilford Press.

This book brings together prominent investigators to provide a comprehensive guide to doing life course research, including an "inside view" of how they designed and carried out influential longitudinal studies. Using vivid examples, the contributors trace the connections between early and later experience and reveal how researchers and graduate students can discover these links in

their own research. Well-organized chapters describe the best and newest ways to collect different types of data over long time periods, and to apply innovative statistical methods to these data.

**Benson, J.B. & Haith, M.M.** (2009). *Social and Emotional Development in Infancy and Early Childhood*. Elsevier.

This volume consists of focused articles from the authoritative *Encyclopedia of Infant and Early Childhood Development* that specifically address social and emotional development and collates research in this area in a way that isn't readily available in the existent literature. This one volume reference provides a reference for researchers, graduate students and clinicians interested in social psychology and personality, as well as those involved with cultural psychology and developmental psychology.

**Benson, J.B. & Haith, M.M.** (2009). *Diseases and Disorders in Infancy and Early Childhood*. Elsevier.

This volume consists of focused articles from the authoritative *Encyclopedia of Infant and Early Childhood Development* that cover the research information on common disorders in age 0-3. Topics include those most typically occurring, making them of great interest to both specialists and nonspecialists. Disorders and dysfunction of a variety of types are discussed, whether cognitive, social, emotional, or physiological. This reference allows for easy and quick grasp of information to both specialists and non specialists alike.

**Benson, J.B. & Haith, M.M.** (2009). *Language, Memory, and Cognition in Infancy and Early Childhood*. Elsevier.

This volume consists of focused articles from the authoritative *Encyclopedia of Infant and Early Childhood Development*, and specifically targets the ages 0-3. Providing summary

overviews of basic and cutting edge research, this collection of articles provides a reference for researchers, graduate students, and clinicians interested in cognitive development, language development, and memory, as well as those developmental psychologists interested in all aspects of development.

**Clark, E.V.** The 2nd edition of my book, *First Language Acquisition*, 2<sup>nd</sup> ed. (2009). Cambridge University Press.

This is an advanced textbook/reference book for students and researchers interested in how children acquire a first language.

**Holden, G.W.** (2009) *Parenting: A dynamic perspective*. Thousand Oaks, CA: SAGE.

Unlike other books on the market, this text conveys parenting in all of its complexities. It is parent-centered, not child-centered, highlighting such questions as why parents behave the way they do. Although the book is written from a psychological perspective, views from other disciplines—including sociology, criminology, anthropology, and pediatrics—are also discussed where appropriate. The text focuses on typical parent-child relations, emphasizing the process of parenting, and includes historical and cross-cultural perspectives.

### Erratum

In the July 2009 issue of *Developments*, Mary K. Rothbart's name was omitted from the list of the 2009 Distinguished Scientific Contributions to Child Development Award winners. We regret the error and congratulate Dr. Rothbart on her achievements.

**Sid Bijou**, 100, died June 11, 2009. Bijou was a pioneer in the study of child development and early childhood education. Trained as a clinician, Bijou worked with B.F. Skinner before becoming Director of the Institute for Child Development in Washington DC. His work at the Institute, still influential today, laid a foundation for behavior analytic approaches to child development.

**Xiaoja Ge**, 55, died August 26, 2009. Born in China before emigrating to the U.S., Dr. Ge was well-known for his research on the interaction of biological and social factors on adolescent developmental outcomes. Dr. Ge served on the Executive Council of the Society for Research on Adolescence, and was Program Co-Chair for that organization's 2006 Biennial Meeting. He is survived by his wife, Ronghua (Jenny) Li, son, Yijie Ge, and other relatives.

### SRCD E-News

Look for this email each month for up-to-date member news including the Washington Update, deadlines, Meeting information, and much more. [www.srcd.org/e-news.html](http://www.srcd.org/e-news.html)



### SRCD Book Authors/Editors

SRCD Members are invited to notify the editor, [kbrakke@spelman.edu](mailto:kbrakke@spelman.edu), about your new publications. These will be listed in the newsletter.

The SRCD Office for Policy and Communications is interested in highlighting our members who are featured in the news media for their work on various research-related topics. The following are the most recent submissions:

**Lindsay Bowman**: UPI and *The Peterborough Examiner*: Neurodevelopmental correlates of theory of mind.

**Gene H. Brody, Velma McBride Murry**: *NIH Radio, ScienceDaily, FirstScience, Livestrong*: Gene x environment interactions and youth risk behavior.

**Natasha Cabrera**: *TIME Magazine*, May 30 2009: "All but the Ring: Why Some Couples Don't Wed".

**Susan S. Chuang**: *Los Angeles Times, U.S. News & World Report, ANI, UPI*: Family Dynamics and Relationships among Immigrant Families.

**Rebekah Levine Coley, Elizabeth Votruba-Drzal, & Holly S. Schindler**: *Toronto Star, Forbes, U.S. News & World Report, KTVN News, MSNBC, Washington Times*: Fathers' and mothers' parenting and adolescent sexual risk behaviors.

**Alison Gopnik**: *New York Times*, August 15, 2009: "Your Baby Is Smarter than You Think".

**Magdalena Janus**: *Ottawa Citizen*, June 5, 2009: Milestones at six years of age.

**Grazyna Kochanska, June Tangney**: *New York Times*, August 24, 2009: Guilt and atonement on the path to adulthood.

**Bonnie J. Leadbeater & Wendy L.G. Hogg**: *CBS News, ScienceDaily, The Victoria Times Colonist, Psych-Central, UPI, CFAX 1070 Radio*: Peer victimization, physical aggression, and changes in

Internalizing in first and third grade.

**Andrew J. Mashburn, Laura M. Justice, Jason T. Downer, Robert C. Pianta**: *The Telegraph, ANI, ScienceDaily, Education Week and Parenting Magazine*: Peer effects on pre-kindergarten language achievement.

**Mary Ann McCabe**: *Baltimore Sun*, August 4, 2009: Adolescents in America need the resources to get through one of life's toughest transitions.

**Jennifer H. Pfeifer, Carrie L. Masten, Larissa Borofsky, Andrew J. Fuligni**: *ABC Good Morning America, Forbes, MSN, ANI, WPTV*: Adolescent self-perception and social perspective-taking.

**Anthony D. Pellegrini**: The Early Ed Watch Blog: Research and policy on children's play.

**Elaine Reese**: *New Zealand Herald, Times Colonist, Otago Daily Times, Globe and Mail*: Children with imaginary companions create richer narratives.

**Glenn I. Roisman, Elizabeth J. Susman, Cathryn Booth-LaForce, Margaret Trench Owen, Jay Belsky, Robert H. Bradley, Laurence D. Steinberg**, (NICHD Early Child Care Research Network on Early Family and Child-Care): *Reuters, UPI, ScienceDaily and HealthDay*: Antecedents of changing cortisol levels in adolescence.

**Rebecca Saxe & Kevin A. Pelphrey**: *MSN, KCEN-DT*: Brain regions involved in children's perceiving and reasoning about other people.

**Qian Wang & Eva M. Pomerantz**: *Forbes, MSN, WBAY*: Disengaging from Academics in the US and China. We invite members to report recent noteworthy mentions of their research in the media. Information may be emailed to the Office for Policy and Communications at: [communications@srcd.org](mailto:communications@srcd.org).

# JOB OPPORTUNITIES

## Department of Human and Community Development, University of California, Davis

The Division of Human Development and Family Studies in the Department of Human and Community Development, College of Agricultural and Environmental Sciences, is expanding its program and announces two positions:

**1) Robert M. and Natalie Reid Dorn Endowed Chair on Infancy.** We are seeking a nationally and internationally prominent scholar for an endowed faculty chair, at the associate/full professor level, in infant and early childhood development, to begin on July 1, 2010. Applicants must have a Ph.D. in a relevant field (e.g., Human Development, Child Development, or Psychology) and a leading program of research in early socio-emotional development (e.g., attachment), mental health, and/or family-based interventions during the last trimester of pregnancy and the first year of life after birth. Candidates must demonstrate an exceptional record of achievement in publication, external grant funding, and teaching. We are seeking applicants who are: 1) skilled in multidisciplinary collaboration with scientists and practitioners; 2) able to bridge the study of typically and atypically developing children; and 3) able to translate research findings into prevention and intervention strategies.

The successful candidate will be the first holder of the Robert M. and Natalie Reid Dorn Endowed Chair on Infancy, and is expected to maintain an active, externally funded program of research, publish research in top-tier journals, actively engage in outreach activities, and be committed to both undergraduate and graduate education in the area of early socio-emotional development. The appointment is on an academic year [9 mo] basis, but fiscal-year term employment, with an appointment in the Agricultural Experiment Station, may be offered, if appropriate. The endowed chair appointment is for a period of five years, and can be renewed following successful review at the campus level.

**2) Assistant or Associate Cooperative Extension Specialist position: Youth Development.** We are seeking an Assistant or Associate Specialist in Cooperative Extension (CE) with expertise in the area of youth development. The individual who is selected for this position will have a strong general background in adolescent development with demonstrated experience and excellence in one or more of the following areas: ethnic and cultural diversity, social-emotional development, cognitive development, risk prevention/intervention, or community-based youth learning programs such as 4-H. The successful candidate will be expected to play a key leadership role as associate director of the University of California's Division of Agriculture and Natural Resources' Statewide 4-H Youth Development Program, which is located at UC Davis, and possibly as director of the 4-H Center for Youth Development, which is housed in the Department of Human and Community Development. The Specialist in CE will also be expected to contribute to the University's cooperative extension mission to conduct applied research and outreach with a focus on adolescent development. Candidates must hold an earned Doctoral or equivalent degree in Human Development, Psychology, Education, or other related field and a record of research related to youth development.

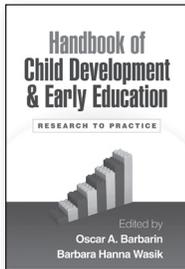
Candidates should begin the application process by registering online at <https://secure.caes.ucdavis.edu/Recruitment/>. Applicants should submit the following information online: a statement of teaching and research interests for the first position (a letter of interests for the second position), curriculum vitae, three samples of scholarly work, and the names and addresses of at least three references. The positions will remain open until filled.

To ensure full consideration, applications should be received by January 15, 2010. For more information, email [chermes@ucdavis.edu](mailto:chermes@ucdavis.edu) or call (530) 752-4370.

UC Davis is an affirmative action/equal employment opportunity employer and is dedicated to recruiting a diverse faculty community. We welcome all qualified applicants to apply, including women, minorities, veterans, and individuals with disabilities.

# RESOURCES

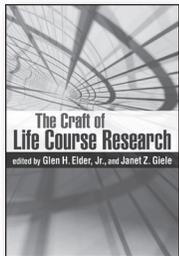
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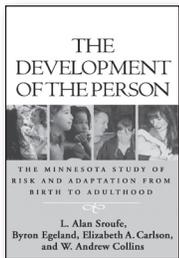


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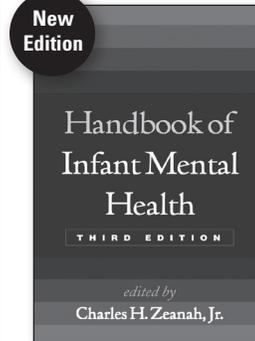


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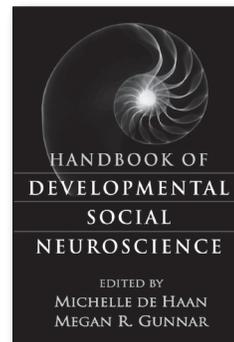


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# RESOURCES

New from the *British Journal of Educational Psychology* Monograph Series II:

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This established series publishes the inputs to a set of annual conferences on psychological aspects of education, in which invited world-leading researchers provide updates on the latest advances in their fields and consideration of the applied implications.

### **Number 6: Teaching and Learning Writing**

*Edited by: Vincent Connelly, Anna L. Barnett, Julie E. Dockrell and Andrew Tolmie.*

The sixth monograph presents recent international research on the teaching and learning of writing with the aim of informing education professionals about this exciting new research which we hope will, in turn, contribute to improved practice and performance in the classroom. The studies in this monograph are concerned with charting performance and development in writing skills in typical and in special populations, as well as assessment, assistance and instruction in writing.

Also available:

Number 1: Learning and Teaching Reading

Number 2: Development and Motivation

Number 3: Pedagogy – Teaching for Learning

Number 4: Student Learning and University Teaching

Number 5: Learning through Digital Technologies

### **Also forthcoming in January 2010 –**

*Monograph 7: Understanding Number Development*, edited by Richard Cowan, Matthew Saxton and Andrew Tolmie. This monograph will examine the processes through which children achieve proficiency and the causes of individual variation. Understanding these issues is important for achieving national goals for primary education and because difficulties at primary school predict difficulties in adulthood.

Further details and the full contents listings of all issues in the series, as well as information on how to order, can be found at <http://www.bps.org.uk/bjepmonographs>.

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### **Youth Development Resources**

[www.childtrends.org/youthdevelopment](http://www.childtrends.org/youthdevelopment)

Short, easy-to-read briefs that provide research-based information on topics ranging from staff development and cultural competence to implementing evidence-based practices and evaluating program outcomes for youth. Useful readings for undergraduate classes.

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Research briefs, fact sheets, reports, PowerPoint presentations, and newsletters on various topics, including early childhood development, child welfare, education, and teen reproductive health.

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## Developments' Submission Guidelines

**Text:** Provide your material in unformatted text blocks only, preferably using "Times New Roman" 10-pt font in Word or WordPerfect. Word limit for a one page article is 775 words. A photo of the author or topic or both to accompany the article would be greatly appreciated.

**Photographs:** 300 DPI, grayscale, "tif" files only. If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you. Please send materials to Karen Brakke, [kbrakke@spelman.edu](mailto:kbrakke@spelman.edu).

**Ads:** Contact Amy Glaspie, [aglaspie@srcd.org](mailto:aglaspie@srcd.org); 734-926-0614 for information and an order form. General ad specs:

- 1/8-page display ad is 2" x 3.5" and contains up to 75 words plus a 2-line header
- 1/4-page display ad is 3.5" x 4.5" and contains up to 175 words plus a 2-line header
- 1/2-page display ad is 4.5" x 7.25" and contains up to 325 words plus a 2-line header
- Full-page display ad is 7.25" x 8.75" and contains up to 650 words plus a 2-line header

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The Newsletter is published four times a year: Circulation is approximately 6,000. The newsletter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

### Copy deadlines:

December 1 for January issue  
March 1 for April issue  
June 1 for July issue  
September 1 for October issue

**For advertising rates**—website display ads, classified or display ads for the newsletter—contact the SRCD Office or [aglaspie@srcd.org](mailto:aglaspie@srcd.org).

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