



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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We're Planning For Montreal!

by Lisa A. Serbin and J. Steven Reznick
Program Co-Chairs

The 2011 SRCD Biennial meeting is only a few months away and promises to be an exciting program with an international and interdisciplinary flavor! Presentations will include some of the most original and challenging work in our field. In addition to the newest research ideas and findings, there will be many sessions devoted to increasing and facilitating the interface between developmental research and children's welfare. Issues of knowledge translation and informing public policy are a salient priority for developmental scientists, and many of the presentations will address these issues from various perspectives.

The 2011 Biennial Meeting Invited Program is listed on the SRCD website, so please take a look and plan to attend these stimulating sessions. A new feature for 2011 will be the "SRCD Networking Rooms." Check the SRCD website for availability. The review process was completed in November. We had more submissions than ever (5355, up from 4970 in 2009), and our review panels and Program Office staff worked extremely hard to meet deadlines so that we could send out acceptances on time. For paper symposia, the acceptance rate was 63.4% (down from 70% in 2009), and for posters the acceptance rate was 76.5% (down from 80.6% in 2009). Despite the pressures of international travel and budget cuts, the priority and prestige of the SRCD Biennial Meeting continues to grow.

We hope that all of our conference attendees are busy preparing their presentations, booking flights and hotel rooms, and planning for an excellent meeting in Montreal. We encourage you to register early, and to make your travel arrangements as soon as possible in order to get the flights that you want.

A few practical reminders are in order. Passports are necessary unless you are coming from within Canada. Please check expiration dates well in advance to be sure that you have a current passport upon arrival and departure.

Also, please check your cell phone service provider's international options to avoid surprises regarding cost and service availability in Montreal. Special travel packages for international use of phones are often available.

International travel provides both stimulating opportunities and potentially complex logistics. We want to you have a wonderful time in Montreal, and a little planning will greatly increase your chances of attaining that goal! If you have any questions regarding the meeting, first check the SRCD website (<http://www.srcd.org/>) and if your question remains, contact Thelma Tucker (tetucker@srcd.org, 734-926-0612 or Hailey Buck (hkbuck@srcd.org, 734-926-0613).

We are looking forward to seeing you very soon and to enjoying the meeting with all of our colleagues. We hope you are as excited about the program as we are!

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NOTES FROM THE EXECUTIVE DIRECTOR



Supporting Science through Policy and Communications

by Lonnie Sherrod
Executive Director

When times are tough, science is often targeted as one budget item that is expendable, or at least one that can be reduced. As a result, we have to demonstrate to our public constituencies that science is in fact as vital to the national well-being as defense, access to energy sources, or protecting the environment. Member Anne Petersen made this point when she was Deputy Director of the National Science Foundation (NSF). Policy and Communications is one vehicle for doing this. I am proud of our Washington DC-based Office of Policy and Communications (OPC) and even prouder that I, along with Aletha Huston and other members, contributed to its establishment in 1999.

Under the new directorship of Dr. Martha Zaslow, ably assisted by Sarah Hutcheon and Sarah Mandell, this office has really thrived. Press attention to our coverage of *Child Development* articles has increased substantially and we are getting considerable international press coverage. The research briefs prepared on each issue of the *Social Policy Report* are getting increasing attention, including at the state level. We are able to respond more effectively to requests for comments that issue from Federal agencies. SRCD is now clearly viewed by organizations in Washington as a key source for valid, reliable, and useful information on developmental science as well as on children and families.

However, this office of three people cannot do it alone, and we are now entering tough times. We are on the brink of a financial crisis in this country. There has been some recovery of the economy since the fall 2008 collapse, but unemployment is still high. Furthermore, we eventually will have to attend to the national deficit. No tax increase can solve the problem, even if legislators and the public will consider one. Hence, significant cuts in spending are undoubtedly on the horizon. To compound this situation, members of the newly elected Congress are already beginning to point to selected science examples as being a waste of public funds.

There is a small amount of private funding for research but most of our science is funded by the federal government. As a result, the current situation poses real dangers. It is critical that we maintain our policy and communications efforts to demonstrate the value of science to the public and to legislators. Basic research, research on controversial topics, and the social and behavioral sciences generally are always going to be at greatest risk.

I became a developmental scientist because I believed in its worth, although my early research career involved only basic research. I am sure the same is true for most of you, regardless of your specific research interests. Hence, we have to lend our voice to that of efforts such as our OPC. We need to be attentive to how our science might be perceived or misperceived by a layperson. We need to develop our own arguments on the value of our science. For example, Bandura's research on self-efficacy provided the only tools we had to promote safe sex behavior when the AIDS epidemic emerged. We all need to develop such examples and we each need to examine our own work for how it might be misconstrued and how it might prove useful to the nation.

Our national economic standing is decreasing. The science and math competency of our children who will become our leaders is less than that of other countries (see [report](#)). Clearly, this is an issue that needs to be addressed by science, and there is increasing national attention being given to Science, Technology, Engineering, and Math (STEM) education. Far too often, the social and behavioral sciences are omitted from this dialogue because they do not involve technology or engineering. Yet developmental science makes important contributions to understanding how best to support science and math competency, a current national priority. We all need to be involved in supporting the role that social and behavioral sciences play in developing competence and motivation in sciences and math.

In line with our strategic plan, we are beginning to adopt an international perspective on policy and communications. For example, we are collaborating with UNICEF to bring research to policy on early childhood development

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in the majority world. The goal in cases such as this is to learn from cross-national comparisons on what works for whom under what conditions. Although I focus here on U.S.-supported science, the economic recession is global so that other countries face the same situation. We can learn from other countries about how they maintain support for science during difficult economic times, and we can share our successes. Internationalization is one part of our strategic plan because we increasingly live in a global world. This is also true for public support of science so that we should partner with our international colleague organizations to tackle this issue collaboratively.

I do not mean to cry wolf in this article. But I do want to stress the point that policy and communications is an area we all need to address regardless of how basic our research may be. Aletha Huston made this point in her 2007 Presidential address at the biennial meeting. But the stakes for doing so are increasing rather substantially.

Developments Editorial Team Transition

The last six years have flown by, and it is with mixed emotions that we announce that this is the last issue of *Developments* under the editorship of Karen Brakke and Joan Youngquist. We have greatly enjoyed the opportunity to work together and contribute to the SRCD community, and to get to know the many people who have contributed and provided feedback to the newsletter during our term. In particular, we appreciate the outstanding efforts of our regular columnists and column moderators as well as the SRCD Central Office staff over the years. Special thanks and kudos go to Amy Glaspie, who as the newsletter's managing editor does most of the hard work associated with its layout and circulation.

Although we are leaving our roles as newsletter editors, we continue to support SRCD as active members. Karen, in fact, is now the co-chair of the Teaching Committee and is organizing the 2011 Teaching Institute along with David Daniel. We hope to see you at this highly-energizing pre-conference event as well as the Biennial Meeting in Montreal this spring.

We are very pleased to share the news that we leave the newsletter in the very capable hands of the new editorial team, Jonathan Bruce Santo and Angela Lukowski. Jonathan is a faculty member in the psychology department at University of Nebraska at Omaha and has been an active member of SRCD's Student and Early Career Council. His research interests center around the role of context in shaping human development. His editorial interests first began while serving as a senior editor of the McGill Journal of Medicine followed by working as managing editor of the International Journal of Behavioral Development. Angela is an assistant professor in the Department of Psychology and Social Behavior at the University of California-Irvine. Her research interests include examining individual differences in infant sleep habits in relation to cognitive and social-emotional functioning. Jonathan and Angela will, with Amy's help, continue to keep you up-to-date on SRCD news while strengthening the newsletter with their fresh vision and new ideas.

With appreciation to all of our readers --

Karen and Joan

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Our New Editors



Jonathan Bruce Santo



Angela Lukowski

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

OppNet: An Important *Development* for SRCD Members

by Martha Zaslow, Sarah Hutcheon and Sarah Mandell
SRCD Office for Policy & Communications

The Executive Director's column in this issue of *Developments* is sobering, pointing to the potential for budget cut-backs for research agencies in general, and social and behavioral sciences research in particular. Against this very real backdrop (about which, as Lonnie Sherrod notes, our office is working to maintain vigilance on behalf of SRCD), it is a heartening counterbalance to point to a growing emphasis across the National Institutes of Health (NIH) on basic behavioral and social sciences.

The trans-NIH [Basic Behavioral and Social Science Opportunity Network](#) (OppNet) initiative, in its current round of funding announcements, is focusing on issues of clear interest to developmental scientists, including understanding and measuring psychosocial stress, the mechanisms of self-regulation, linkages between sleep and the social environment, and how learned health behaviors can be maintained.

Why is OppNet Critical to the Work of NIH? At an [OppNet Meeting](#) in late October, Lawrence Tabak, Principal Deputy Director of NIH, described OppNet as reflecting a fundamental understanding at NIH that in order to address issues of health with effective interventions, it is critical to understand the behavioral and social bases of health behaviors. Basic research, leading to greater understanding of the mechanisms underlying health behaviors, can in turn contribute to effective interventions addressing health issues.

We have excellent examples of how basic research on behavior has eventually informed the development of more effective health interventions. In her [address](#) to the Consortium of Social Science Associations annual meeting this November, Deborah Olster—Acting Director of NIH's [Office of Behavioral and Social Sciences Research](#)—summarized results of the Diabetes Prevention Program in which a lifestyle intervention reduced the risk of diabetes significantly more than medication (metformin), which in turn was more effective than the placebo control, over a four-year follow-up period. Risk of diabetes was reduced 58% by the lifestyle intervention, but only 31% by metformin.

The goal of OppNet is to pursue opportunities to strengthen basic behavioral and social science research beyond existing NIH investments, fostering activities and initiatives that cut across public health challenges as well as NIH Institutes, Centers and Offices. Basic behavioral and social science research is seen as encompassing research on behavioral and social processes (including learning, social cognition, and group processes), biopsychosocial research, and research involving methodology and measurement. As Francis Collins, Director of NIH, noted in [launching the initiative](#) last year, "Synergy across a variety of research disciplines will fuel high-quality basic behavioral and social science research, a vital component of the NIH research portfolio."

The 24 NIH Institutes and four program offices all co-fund and co-manage OppNet. In FY 2010, funding included \$10 million in American Recovery and Reinvestment Act of 2009 (ARRA) funds and additional monies from the [Office of AIDS Research](#) for HIV/AIDS related research. The proposed 2011 budget of \$20 million comes half from the NIH Office of the Director and half from NIH Institutes and Centers. The planned budget for FY 2012-2014 is \$30 million/year.

How Can SRCD Members Contribute and Benefit? OppNet was launched with considerable input from stakeholders regarding the issues it should focus on. In January 2010, OppNet issued a [Request for Information](#) (RFI) to solicit input from the scientific community, health professionals, patient advocates, and the general public about current and emerging priorities in *basic* behavioral and social science research (b-BSSR) that offer the greatest potential for improving the Nation's health and well-being. SRCD welcomed this opportunity to provide input, and submitted a response taking a developmental perspective. This input, along with the input of 317 other responses, has been [summarized](#) to inform current and future OppNet funding opportunities.

An OppNet Symposium Series was also recently launched. These symposia will be hosted at NIH and archived on the OppNet website. The [inaugural symposium](#), on Maternal-Infant Bonding, was held on December 7, 2010 and featured presentations by Jeanne Brooks-Gunn, Megan Gunnar and Stephen Suomi. It was moderated by Yvonne Maddox, the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) Deputy Director and OppNet Steering Committee member.

We encourage members to learn more about this exciting initiative and to consider preparing proposals in response to its funding opportunities. Updates on these will be provided through [Policy Watch](#) and [Federal Funding Opportunities](#) via the monthly SRCD e-news.

SPECIAL SECTION: TAKING DEVELOPMENTAL SCIENCE INTO THE COMMUNITY

Editor's Introduction: *Science is, at its heart, a public enterprise - both in terms of its primary sources of funding and of the population it is meant to serve. As scientists we may not always be mindful of our obligation to share our work with the public. Much of our attention is necessarily occupied by the business of research within our labs: seeking and managing funding, gathering and making sense of data, training students, and the like. In this age of open access, global communication, and spending accountability, however, the conversation between science and public is vital to our ability to thrive. This is as true for developmental science as it is for other areas of inquiry. In this issue of Developments, we share reports of two recent initiatives that take developmental science directly and interactively to public audiences. We hope that such efforts will inspire readers to share the excitement of our field with other communities as well.*



The Ultimate Block Party: Putting Our Science in the Hands of Families

by Kathy Hirsh-Pasek, Temple University and Roberta Michnick Golinkoff, University of Delaware

I can imagine nothing we could do that would be more relevant to human welfare, and nothing that could pose a greater challenge to the next generation of psychologists, than to discover how best to give psychology away. (Miller, 1969, p. 74).

What if you could take “nuggets” of science and transform them into activities and exhibits that deeply engage families and children in playful learning? What if you could carry forth that vision in one of the most visible places in the world - Central Park in New York City? Would people come? Could average families -rich and poor, Black, White, Asian and Hispanic participate in a day-long event designed to change they way they think about learning? Could they ever appreciate the links between Simon Says and emotional regulation, bilingualism and executive function, playing with blocks and spatial learning?

On October 3, 2010, with a team of distinguished scientists headed by Professor Ed Zigler, we aimed to find out. The Ultimate Block Party (UBP) was an event that brought together a novel combination of stakeholders in children’s development. Sponsors included non-profit organizations, many of our professional associations, universities (Temple, University of Delaware, NYU, Columbia, CUNY, Bank Street, among others), educators, policymakers and scientists. The National Science Foundation, through their Informal Learning and Science of Learning branches, helped to fund the vision (see www.ultimateblockparty.com)

Then at 11:00 on a beautiful fall morning, 50,000+ people started to pour in and we had our answer. Imagine a diverse group of parents and children who marked UBP as a destination. Envision lines, like those for a *Harry Potter* release, where parents of all ethnic origins waited to get free signed books from our author’s corner. Families who grabbed the Spanish activity sheets walked out of the Bilingual Bingo activity with their heads a little higher. One mom commented, “I never knew that having two languages was a *good* thing.” The kids joined a master builder to design skyscrapers at the LEGO table and became engineers doing a “skyscraper challenge” at the Spatial Intelligence Learning Center activity. Families were so engaged that they spent more time designing cardboard box forts and pop up playgrounds than they did rushing to the wonderful music, drum circles and world’s largest Simon Says going on at the bandshell nearby. Developmental psychology undergraduates morphed into “masters” who volunteered to make the connections from science to learning a little more evident, graduate students conducted evaluations of the day designed by colleagues Mark Schlesinger and Rachel Grob, and notable professors in our field roamed UBP with colored lab coats and large buttons designating them as Play Doctors.

As the activities began to wind down at 5:00, parents tucked the free *Playbook* we had written under their arms. In those pages, during the quiet hours beyond the event, they will find a rich palate of information about the science behind the activities, and activities that can be used in their living room or classrooms to foster the way their children learn.

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SPECIAL SECTION (CONT.)

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The Ultimate Block Party started with a challenge that George Miller once articulated in his 1969 APA presidential speech. How can we all find ways to “give our science away?” This is a ripe time in history to take this charge seriously as we have learned a considerable amount about how to facilitate development. With leaders like Ed Zigler and Urie Bronfenbrenner, our field is being reshaped in ways that hark back to the mission of the earliest psychologists like James, Thorndike and Dewey. Social relevance and application are again acceptable outgrowths of our growing science.

How we go about meeting this challenge is still emerging. But the newly-coined *science of learning* invites us to ask how we can put our findings and their implications into the hands of educators and families. The Ultimate Block Party was one proof of concept demonstrating that “scaling up” our research and outreach efforts can occur both in and out of the classroom.

The Ultimate Block Party is a kick-off to a larger initiative. Block parties are now being planned around the world (bring it to your town!), along with a *LEARN* web portal intended as a “go-to” place for linking academe with practitioners, and a publishing arm that will deliver science in accessible, bite-sized pieces for families, educators and policymakers. UBP taught us about the hunger that families, museums, corporations and schools have for the information we have at our fingertips. It is time to give away our science. And as we do, we will not only work together to solve social problems but will debunk the often misleading cultural messaging about how children learn.

Collaborating with Museums to Bring Child Development Research to the Public

by Susan M. Letourneau and Marta Biarnes
Museum of Science, Boston

For the past five years, the Living Laboratory at the Museum of Science, Boston, has brought child development research to the public by collaborating with local research institutions, including Harvard, MIT, Tufts, Boston College, and Northeastern University. Scientists from psychology and education departments conduct behavioral studies within museum exhibits, speaking with visitors about their ongoing studies and welcoming families to participate. The Living Laboratory currently hosts research on a wide range of topics, including math and language cognition, causal learning, emotion recognition, and social reasoning. The program has been extremely popular with museum visitors: to date, over 20,000 families have spoken with researchers in the museum, and over half of those have formally participated in the ongoing studies.

Although museums, schools, and community centers often allow researchers to recruit participants from their audiences, the studies themselves often take place behind closed doors or in private areas away from public view. The Living Laboratory is unique in that the entire process of scientific research is put on display. Studies are conducted within two hands-on exhibit spaces: the Discovery Center, an exhibit designed for children under age 8, and the Human Body Connection, which welcomes visitors of all ages. Researchers conduct their studies in full view of the public, allowing passersby to see the studies in action. The informal environment allows visitors to have one-on-one conversations with scientists, a novel educational experience for many.

The Living Laboratory therefore fills a niche in the museum’s educational programming by providing learning experiences for adults visiting the museum with their children. Furthermore, the program increases the public’s awareness of psychology as a science by taking advantage of adult visitors’ interest in their own children’s cognitive development. Prior to the program’s inception in 2005, cognitive and developmental psychology were neglected scientific

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SPECIAL SECTION (CONT.)

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fields in the museum, despite visitors' obvious interest in these topics.

As the program has grown, it has also incorporated professional development for both museum educators and collaborating scientists. Scientists receive training in communicating their research with lay audiences, and meet with museum educators each week to discuss their ongoing studies. In the process, educators gain valuable information about how children learn and how scientists study their behavior. Since 2005, over 200 scientists have been trained in informal science education practices at the museum, including students at all levels of study (11 professors, 11 postdoctoral researchers, 69 graduate students, 117 undergraduates), and over 250 educators have interacted with collaborating scientists.

Because the Living Laboratory benefits both scientists and the museum, it has proven to be a sustainable model for on-site research. This type of collaboration is a unique way for developmental scientists to incorporate dissemination into the very process of conducting their research. By working with science educators to make their research transparent and accessible, scientists can increase study participation, generate interest in their results, and raise awareness of child development research. Although the Living Laboratory program is housed in a science museum, similar models of collaboration could be applied into any informal educational setting, provided there is open communication with educators at the research site and a respect for the educational mission of the collaboration.

Researchers interested in learning more about collaborating with local museums can participate in a roundtable discussion symposium at the upcoming SRCD meeting, which will feature presentations from past and present members of the Living Laboratory.

Contact livinglab@mos.org, or visit www.mos.org/discoverycenter/livinglab to learn more about the Living Laboratory at the Museum of Science, Boston.

The Crossroads Collaborative: Youth, Sexuality, Health, & Rights

SRCD member Stephen Russell was recently included in The Ford Foundation announcement of grants totaling \$4.1 million to six organizations to undertake groundbreaking research on youth sexuality in the United States. The research is meant to provide data and analysis that can inform public discussion on policies and programs that affect young people's sexual choices and health.

The winning research teams were selected from more than 200 submissions and are composed of academic institutions working in partnership with established community or policy organizations:

- Public Health Institute and its Center for Research on Adolescent Health and Development in Oakland, California
- University of Arizona in collaboration with the Gay-Straight Alliance Network and YWCA Tucson
- University of Illinois at Chicago in collaboration with researchers in educational psychology at the Illinois Safe Schools Alliance
- University of Michigan working with Alternatives for Girls, the Detroit Hispanic Development Corporation and the Ruth Ellis Center
- San Francisco State University's Health Equity Institute in collaboration with California Latinas for Reproductive Justice and FACES for the Future
- Face Value Project working with the Carr Center for Human Rights Policy at the Harvard Kennedy School, the Sloan School of Management at MIT and New York University

SRCD NEWS

Developmental and Cultural Syntheses for Psychology: A Synopsis of the *Bridging Project*



by Lene Arnett Jensen
Clark University

In 2007, the Society for Research on Child Development (SRCD) started a program supporting study groups and conferences whose goals align with the SRCD mission of promoting interdisciplinary research, cultural diversity, and international perspectives in the study of child development. Of the first four projects supported by SRCD, one was the "Bridging Project." This project brought together international scholars from diverse disciplines, including anthropology, clinical psychology, education, family studies, and human development, with the aim of synthesizing key insights and findings from developmental and cultural approaches to psychology.

The Bridging Project had two phases. The first phase was a three-day conference that took place at Clark University in Worcester, Massachusetts in 2008. For each of their respective areas of expertise, scholars discussed three questions: 1) How do we generate theories that forge new and creative spaces between the universalistic approaches of developmental psychology and the particularistic approaches of cultural psychology? 2) How do we conceptualize distinctions between structure and content without simply concluding that structure is the domain of developmental psychology whereas content is the domain of cultural psychology? and 3) How do we move beyond the old but persistent policy conundrum of pitting universalism against relativism?

A central element of the SRCD program described above is that the study groups and conferences must lead to concrete outcomes. Thus the second phase of the Bridging Project was an edited book recently published by Oxford University Press (Jensen, 2011). In this book, the above three questions are addressed in 13 chapters, divided into four sections pertaining to: 1) Psychological processes such as memory, learning, and moral reasoning; 2) Social contexts such as family, peers, and civic institutions; 3) Self and identity development; and 4) Life course phases such as childhood, adolescence, and emerging adulthood. In the spirit of 'bridging', William Damon (a developmental scientist) and Richard Shweder (a cultural anthropologist) provide a foreword and commentary, respectively.

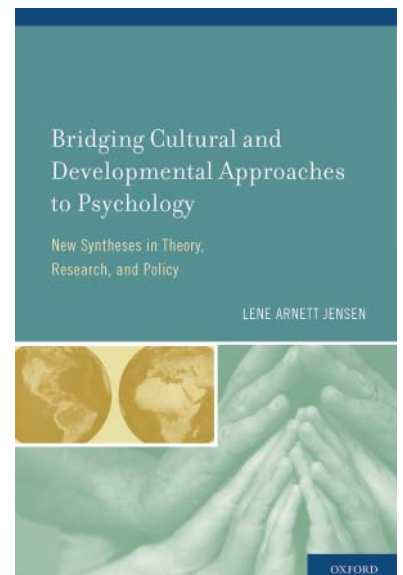
The authors who contributed to the edited book provide in-depth insight into their diverse areas of scholarship. At the same time, the chapters taken together present a united thesis that now is an opportune time to draw together the accumulated developmental and cultural psychology bodies of knowledge in order to build a new vision for scholarship that bridges perspectives. Such bridging requires a profound rethinking of the entity of psychological analysis, the scope and definitions of psychology concepts, and the nature of theoretical frameworks. This rethinking will make psychological theory and research more broadly valid and more likely to have policy applications relevant to local conditions. This is imperative in a world where diverse peoples interact with one another more than ever.

The Bridging Project fit with the SRCD mission of promoting interdisciplinary, culturally attuned, and international work. The opportunity afforded by SRCD of bringing together an international group of scholars for a conference and book promoted exceptionally constructive dialogues and a sense of common commitments that we hope will carry on.



SRCD Book Authors/Editors

SRCD Members are invited to notify the editor, johnathan.santo@gmail.com, about your new publications. These will be listed in the newsletter.



SRCD SPONSORED WORKSHOPS

SRCD Methodology Workshops

SRCD is sponsoring four methodology workshops on Wednesday, March 30, 2011. All four events require registration to the 2011 SRCD Biennial Meeting. You can register for these events [online](#).

Analysis of Longitudinal Data in Developmental Research (9:00am - 12:00pm) by *Noel A. Card*. The workshop provides an introduction to methods of longitudinal data analysis for developmental research, considering both fundamental issues and recent advances.

Missing Data Estimation in Developmental Research: It's not Cheating! It's Essential! (9:00am - 12:00pm) by *Todd D. Little*. The workshop will cover all the ins and outs of dealing with unplanned missing data, including understanding why imputing missing data is not cheating, why you and your colleagues should be doing it as a matter of course, and why, in fact, your results will be more generalizable if you impute than if you don't impute.

Mixing Qualitative and Quantitative Methods in the Study of Culture, Context, and Human Development (2:00pm - 5:00pm) by *Thomas S. Weisner & Hirokazu Yoshikawa*. This workshop will cover the range of methods involved in mixed qualitative / quantitative studies of how contexts and settings influence human development. Topics covered will include the benefits of mixed methods; when to use mixed methods; conceptual and epistemological issues; sampling; choice of particular qualitative and quantitative methods in phases of conceptualization, research design, data collection and analysis; comparisons among qualitative analysis software; approaches to mixing methods; assessment of contexts and settings across these methods; and integration with different types of prospective longitudinal and evaluation studies of human development.

Cross Cultural Research Methods (2:00pm - 5:00pm) by *Xinyin Chen*. The workshop will cover some broad methodological issues such as whether we should or need to do cross-cultural comparisons in order to understand relations between culture and human functioning.

Calling all SRCD Members with Policy Interests!!

Please join us for an exciting SRCD pre-conference in Montreal:
The Edward Zigler SRCD Biennial Policy Pre-Conference: From Neurons to... Policy

Wednesday, March 30th, 2011
4:00 - 6:30 p.m.
SRCD Biennial Meeting
Montreal, Quebec, Canada

The Edward Zigler Policy Pre-conference honors the contributions of Edward Zigler in bridging research and policy. On the tenth anniversary of *Neurons to Neighborhoods*, this year's pre-conference will focus on the intersection between developmental neuroscience research and policy. Jack Shonkoff will give a keynote address, and commentaries will be provided from differing perspectives by Kenneth Dodge, Rosemary Chalk, and Jamie Hanson. Following the keynote address and commentaries, breakout discussion sessions will be facilitated by leaders in the field. Hors d'oeuvres will be served. Students and early career professionals are encouraged to attend! Registration is required and costs \$10.00. This pre-conference event is co-sponsored by the Consortium of University-Based Child and Family Policy Programs, SRCD's Student and Early Career Council, and SRCD's Committee for Policy and Communications.

To register for this event, please visit the Biennial Meeting [registration](#) page on the SRCD website. Space is limited, so reserve your spot early! Questions? Please contact communications@srcd.org.

TEACHERS' CORNER

Why You Should Attend the 2011 SRCD Teaching Institute

by Karen Brakke

Co-Chair, SRCD Teaching Committee

If you are reading this column, chances are that a) you teach undergraduates, and b) you care about being effective in that role. Both parts of this description are important. Having an effective teacher in a developmental science course can be a life-changer for students in all walks of life—not only those who follow in our footsteps, but also for those who become counselors, educators, medical professionals, or even parents.

As those of us who have been in the classroom for a few years know, teaching is a dynamic enterprise. Not only do our students change from year to year, but so do expectations from our institutions, employers, accreditation bodies, and other constituencies. We are currently in an age of accountability measured in terms of student learning outcomes and authentic assessment, and new teaching techniques that capitalize on technological innovations are constantly being promoted, evaluated, and adopted or discarded (hopefully based on their effectiveness).

How does one navigate this changing landscape to keep up with the best new ideas and remain as effective as one can be as a teacher? Stay active in the teaching community! One of the best ways to do this is by attending meetings like the SRCD Developmental Science Teaching Institute, held biennially as a pre-conference event. Here are four good reasons to attend—and even present at—this year's event:

1. *Share ideas with like-minded colleagues:* The Teaching Institute provides several formats for you to share your thoughts and successful teaching practices with others who have similar concerns and understand the challenges you face. These formats include roundtables, workshops, posters, and paper symposia – so there is a lot of flexibility in how work is shared. Even if you aren't a presenter, you can be an active participant in these exchanges. We also provide ample time, including meals and a reception, for participants to connect with other teachers and share ideas or resources.
2. *Hear from the experts:* We have two outstanding plenary addresses planned for this year's Institute. Each of these will focus in a different way on the relationship between the classroom and developmental science in 'real life'. In the morning, author Jeanne Ormrod will speak on "*Bringing Child Development to Life in the Classroom*", while in the afternoon, Kathy Hirsh-Pasek and Roberta Golinkoff will provide a complementary perspective for moving beyond the classroom with "*From the Classroom to the Living Room: Developmental Science Goes Live*".
3. *Keep up with broader issues and best practices in pedagogy:* The presentations and discussions that occur at the Institute reflect the broader conversations that are occurring within higher education. By picking up teaching and assessment ideas at the Institute, you can position yourself to respond quickly to, or even anticipate, new accreditation or institutional requirements.
4. *Get energized about your teaching:* Teaching conferences virtually always have a positive, energizing atmosphere. Those who attend are eager to support and encourage each other, as well as to share ideas. If you have never attended a meeting like this, the Teaching Institute provides an excellent opportunity to experience this and return to your classroom with renewed enthusiasm and commitment to your students' learning.

As co-organizers of the 2011 Teaching Institute, David Daniel and I encourage you to submit a poster, symposium, workshop, or roundtable before the January 14 deadline. Guidelines for submissions and format descriptions can be found on the Teaching Institute website. Even if you decide not to submit a presentation this year, we look forward to talking with you at the Institute on March 30! [[see more about the Teaching Institute](#)]

Teachers' Corner is moderated by David Daniel

SECC REPORT

Institutional Review Board Application for International Research

by Aesha John
Oklahoma State University

Writing an application for an Institutional Review Board (IRB) approval can be an overwhelming prospect, especially to a graduate student considering international research. However, there are several ways by which the task can be made less daunting, and utilized to even enhance your research.

Possible areas of IRB concern. Although issues can vary based on different aspects of your research (population, research site, methods), in general IRBs are concerned with the cultural appropriateness of your methods and procedures from an ethical standpoint. Some questions that can come up are: (a) Are the language and content of your recruitment materials and consent forms appropriate for your population? (b) Do your recruitment procedures ensure that participants do not feel coerced, especially if your recruitment is being facilitated by schools or government organizations where your potential participants are receiving free services? (c) Are your data collection methods (e.g., interviews) culturally appropriate? You can address these issues proactively by explaining clearly but succinctly how your recruitment and consent processes address these concerns. One way to do it is to cite other studies that have used the methods you plan to use, in similar cultural settings. Also, the [International Compilation of Human Research Protections](#) is a great resource that can help you plan and support your protocol. The document is updated annually and includes information on human subjects' research guidelines for close to 100 countries.

Work with your university's IRB office. It is a good idea to discuss your protocol with the staff at your university's IRB office before you begin to work on your application. Some IRB offices have special guidelines for international research. If your IRB has such guidelines, they can serve as your checklist as you write your application. A pre-application meeting is also a good time to get suggestions for alternative ways to meet certain IRB requirements. For example, some IRBs may ask for an approval from their counterpart in the country where you plan to collect data. If your data collection site is in a developing country, chances are that they would not have a similar body. In such situations, you can ask the IRB coordinator to suggest alternative ways to meet this requirement.

Ask an experienced researcher. You can get some excellent practical suggestions from individuals who have experience collecting data from similar populations in the country where you plan to collect data. The individual need not be a content expert on your research topic; just somebody that can give suggestions about practical aspects of data collection such as ethical and effective ways to recruit participants (distributing flyers instead of explaining your project one-on-one to potential participants) or the best way to collect survey data (send survey packets home versus hold group sessions in school to get the surveys completed). As you can imagine, such feedback can benefit your research beyond getting IRB approval. Moreover, a letter from an experienced researcher, stating your procedures are culturally appropriate, is a good way to assure the IRB about your protocol.

Take a long-term view. Thinking ahead is especially important when you plan to travel overseas to collect your data. However well you may have planned your data collection, chances are that you will encounter some surprises when you actually begin to collect data. To the extent possible, try to build some flexibility into your protocol because getting a modification approved long-distance can pose multiple logistical challenges. For example, instead of getting too specific about the time and location at which you will conduct interviews, you can simply state in your IRB application that it will be at a time that is convenient for the participant and at a location that ensures privacy. You could also take a long-term view with respect to the quality of writing. A well-written IRB application can serve as a preliminary draft for the Methods section of your dissertation proposal and/or your final dissertation.

The best piece of advice is to start early. It makes good sense to apply for IRB approval at least six months before you plan to begin data collection for any study. For your international research project, an early application might be even more critical to get timely approval. In case your university's IRB office asks for additional documents that you need to get from your international collaborator or research site, you will have several weeks to obtain them.

Each IRB is a little bit different, so use what you think will work best for you and leave the rest. Good luck with your research!

To explore this topic in more depth, please visit the "Challenges of Conducting Ethical International Research" discussion board on the SRCD Exchange website.

NEW BOOKS BY SRCD MEMBERS



Barry, C. T., Kerig, P. K., Stellwagen, K. K., & Barry, T. D. (Eds.) (2010). *Narcissism and Machiavellianism in youth: Implications for the development of adaptive and maladaptive behavior*. American Psychological Association Press.

This book highlights how knowledge of both narcissism and Machiavellianism may influence problematic youth social interactions as well as youth adaptation to developmental contexts such as peer relationships. The book brings together for the first time scholars who have empirically examined the emotional, social, and behavioral correlates of these constructs in youth. It is organized in three sections, focusing on context, theory and evidence, and sequelae of narcissism and Machiavellian tendencies in children.

Bornstein, M.H., & Lamb, M. E. (2011) *Developmental Science: An Advanced Textbook*. Taylor & Francis.

Noted as one of the most comprehensive textbooks in the field, this text introduces readers to all areas in developmental psychology. Each of the world-renowned contributors introduces the history and systems, methodologies, and measurement and analytic techniques used to understand the area of human development under review. Used primarily as a graduate level text for courses on developmental psychology/science, life span, and/or human development, the book can also be used at the advanced undergraduate level.

Hornik Parritz, R. & Troy, M. F. (2011) *Disorders of Childhood: Development and Psychopathology*. Wadsworth, Cengage Learning.

Parritz and Troy's text provides a

comprehensive overview of disorders of infancy, childhood, and adolescence, with content and organization explicitly grounded in the principles and practices of developmental psychopathology. Four themes are emphasized throughout: multifactorial explanations of disorders; developmental frameworks and developmental pathways; the child in context; and a broad view of the whole child. Cutting-edge research summaries and clinical case studies support student interest and learning, and lead to better understanding of children's distress and dysfunction.

Katz, L., Lederman, C., & Osofsky, J. (2010). *Child-Centered Practices for the Courtroom and Community: A Guide to Working Effectively with Young Children and Their Families in the Child Welfare System*. Baltimore: Paul H. Brookes Publishing Co.

Developed by a psychologist, a judge, and an expert in early intervention and education, this accessible practitioners' guide will help early childhood professionals provide coordinated, high-quality services and supports to the most vulnerable children and families in the child welfare system. Evidence-based strategies will help professionals navigate the complex system, work with the courts, and plan interventions and treatment to improve the lives of young children and families.

Parke, R. D. & Clarke-Stewart, A. (2011) *Social Development*. Wiley.

Social Development is a textbook for undergraduate and graduate courses in social development. It covers both traditional theories of social development and modern thinking emphasizing family systems, ecological approaches, and the recognition that social phenomena are multifaceted, multiply determined, and dynamically related. It includes cultural-contextual and biological foundations

of development and their interplay across levels.

Rubin, K.H. & Coplan, R.J. (Eds.) (2010). *The Development of Shyness and Social Withdrawal*. Guilford.

This volume brings together leading authorities to review progress in understanding the development, causes, and consequences of shyness and social withdrawal. Topics include the interplay of biological, psychological, family, and interpersonal processes in shyness and social withdrawal from infancy through adolescence; the impact of shyness on peer relationships and academic performance; links among shyness, social withdrawal, and social anxiety disorder; the positive side of unsociability; and implications for clinical practice and educational interventions.

Schulz, M. S., Pruett, M. K., Kerig, P. K., & Parke, R. D. (Eds.) (2010). *Strengthening couple relationships for optimal child development: Lessons from research and intervention*. American Psychological Association Press.

This volume presents cutting-edge research and theory on couple relationships, with an emphasis on the implications for child development. The first part demonstrates the influence of couple relationships on parenting processes and child development. The second part explores the determinants of couple functioning, relationship satisfaction, and relationship stability. The final part highlights innovative couples- or family-based interventions designed to promote strong couple relationships, stable families, and healthy child development.

Child Development Moving to Scholar One

The Society for Research in Child Development is pleased to announce that we will be moving to a new submission site for our journal *Child Development* beginning January 1, 2011.

The new site will help streamline the editorial process to ensure greater ease of use for not only the SRCD editorial office but also for our submitters, reviewers, and editors.

Please note: Papers currently under review for *Child Development*, and papers submitted between now and January 1, will NOT be transferred to the new site, and will still be accessed through the current site. Only papers submitted on or after January 1 will be handled through the new site.

Please also note that the SRCD journals *Child Development Perspectives* and *Monographs* will continue to use their current respective submission sites for the time being.

Please feel free to contact the SRCD editorial office with any questions you may have regarding the transfer to the new site by e-mailing cdev@srcd.org or calling (734) 926-0616. We look forward to this exciting change and will keep our users informed of events as they arise.

Many thanks,
The SRCD Editorial Staff

Maureen Black, Sarah Oberlander. [APA Monitor](#): Feeding the children.

Nina C. Chien, Carollee Howes, Margaret Burchinal, Robert Pianta, Sharon Ritchie, Donna Bryant, Richard Clifford, Diane Early, Oscar Barbarin. [TIME](#), [Bloomberg BusinessWeek](#), and others: Free play won't make your child smarter.

Molly S. Helt, Inge-Marie Eigsti, Peter J. Snyder, Deborah A. Fein. [ABC News](#), [Daily Telegraph \(UK\)](#) and others: Kids with autism don't experience contagious yawning.

Sandra L. Hofferth. [Washington Post](#): University of Maryland researcher links kids' computer use with test scores, behavior.

Elizabeth Pellicano. [U.S. News & World Report](#), [United Press International](#) and others: Children with autism improve key thinking skills over time.

David Tzuriel, Gila Egozi. [The Jerusalem Post](#), [Education Week](#), and others: Training seems to close gender gap in spatial ability.

Elizabeth Votruba-Drzal, Rebekah Levine Coley, Carolina Maldonado-Carreño, Christine P. Li-Grining, P. Lindsay Chase-Lansdale. [U.S. News & World Report](#), [MSN](#), and others: Good preschools may prevent problem behaviors later.

Marc Wheeler, Thomas E. Keller, David L. DuBois. [Education Week](#): Time and stability seen as key to effective mentoring.

John Worobey. [Parenting](#): 4 healthy baby feeding tips.

We welcome all 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.

Global Summit on Ending Corporal Punishment of Children and Promoting Positive Discipline

June 2-4, 2011

The Fairmont Hotel

Dallas, TX

This is an international, interdisciplinary conference designed to advance the movement to end the corporal punishment of children in all venues. See conference website: <http://smu.edu/psychology/html/globalSummit.html> or email: cpsummit@smu.edu.

CAREER OPPORTUNITIES

Tenure-Track Faculty Position in Intervention Pennsylvania State University

The Department of Psychology at Penn State (<http://psych.la.psu.edu/>) is searching for a faculty member (rank open) to contribute to the research and training programs of the Child Study Center (<http://csc.psych.psu.edu/>). Candidates should have expertise in child clinical and/or developmental psychology, a strong record of publication and involvement with funded research, and demonstrated leadership skills. We are particularly interested in applicants who conduct prevention or intervention research - at any age ranging from infancy to adolescence. Review of applications will begin immediately and continue until the position is filled. Candidates should submit a letter of application, along with statements of research and teaching interests, a CV, at least three letters of recommendation, and selected (p)reprints to: CSC Intervention Faculty Search Committee - Box M, Department of Psychology, Penn State, University Park, PA 16802. For more information, contact Kristin Buss (kbuss@psu.edu), search committee chair. Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

Faculty Position:

Statistical Methods in Applied Developmental Science Tufts University

The Eliot-Pearson Department of Child Development at Tufts University invites applications for an assistant professor faculty position in statistical methods in Applied Developmental Science, beginning September 2011. The successful candidate will teach courses in developmental methodology and statistics and will provide consultation to faculty colleagues.

Candidates must possess a doctorate in a discipline associated with developmental science and have expertise in both statistical methods and a substantive area of developmental science related to children and adolescents. Expertise in longitudinal multivariate models of person- and variable-centered change and in developmental systems models is necessary. A scholarly record of publication and grantsmanship, and teaching experience, are strongly preferred.

See ase.tufts.edu/facultypositions/Default.htm and ase.tufts.edu/epcd/ for more information about the position and the department.

Evaluation of candidates will begin January 15, 2011, and will continue until the position is filled.

erikson institute

Faculty Positions in Child Development and Early Education

Erikson Institute, an independent graduate school and research center located in Chicago, is seeking two faculty members, open rank, at either a tenured or tenure-track level or as clinical faculty appointments in the following areas beginning in fall 2011:

- Applied Child Development (Birth to Age 8) and Curriculum
- Early Elementary (Pre-K to Grade Three)

For complete job descriptions, please go to www.erikson.edu/jobs.

Erikson Institute, founded in 1966 with a strong commitment to social justice, is one of the nation's preeminent graduate schools in child development. Its mission is to prepare committed professionals at the master's and doctoral level to work in classrooms, social service, policy, and research settings in order to increase our knowledge about and improve the lives of children and families. For more information about Erikson, visit www.erikson.edu.

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- Do not send your change of address to Blackwell Publishers.
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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 Jonathan Bruce Santo, jonathan.santo@gmail.com.

Ads: Contact Amy Glaspie, 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 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.

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