



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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Transitions: Thanking and Reminiscing

By Lonnie Sherrod, Executive Director

This is the last issue of the newsletter *Developments*. SRCD's Governing Council (GC) is reviewing and expanding SRCD's communications efforts in collaboration with Strategic Plan Workgroup 2 chaired by Marc Bornstein and Justin Jaeger and with a paid communications consultant. One aspect is to transform the newsletter into a more interactive and fluid means of keeping members informed of major activities of the Society. This transformation will take place over the next few months. For example, one of the consultant's first tasks was to design a communications plan for the 2017 Biennial Meeting, April 6-8, in Austin, TX. E-news will continue during this planning phase and will pick up a few of the major features of the newsletter, but thereafter e-news will also be folded into the new communications strategy. Continuing revision and expansion of the website will, of course, also be a key component of this effort. Hence, my first goal in this article is to thank those folks who have been instrumental in producing the newsletter. First and foremost is Angela Lukowski, who has effectively and graciously edited the newsletter. She handled the transition from co-editor to single editor a few years ago seamlessly and productively. Thanks are also due to Frank Kessel, who has been editor for the "In Memoriam" section across the past few years. And there would not be a newsletter were it not for Amy Glaspie, the SRCD staff member who has served as managing editor. Finally, thanks should be offered to all who have contributed to the different sections of the newsletter across the past few years, but they are too numerous to mention.

My second goal for this column is to reflect on some of SRCD's major activities during the past 2 decades, including my tenure as Executive Director. Hopefully, most of you saw the announcement of my retirement in e-news as well as my article in the last newsletter. Hence, this would be my last Executive Director column for the newsletter, even if it were not ending. As a result, I thought I'd do a bit of reminiscing and summarizing both old and new activities.

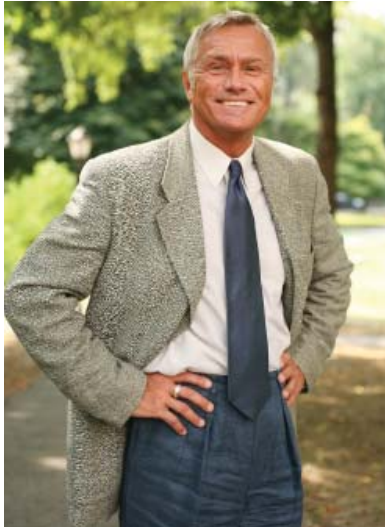
In my retirement announcement, I mention that I have been involved with SRCD for over 40 years. Of course, my first involvement, during my graduate student days, was with the journals and the Biennial Meeting. And despite a virtual explosion of other activities, these remain SRCD's signature activities. They also are the major sources of revenue for the Society that allow it to undertake its other activities. The social changes addressed by SRCD's new Strategic Plan, particularly the technological revolution and accompanying information explosion, have implications for each. Both the journals and the Biennial Meeting offer comprehensive overviews of the state of the field, of research on children and youth, and of developmental science generally. They are therefore invaluable for anyone in the field. Each covers both the status quo as well as innovative, leading edge research. The quality of each is unlikely to change in the foreseeable future but their role in the Society may change. The future of print media is uncertain, and increasingly meetings are becoming virtual. In my view, this will be a major challenge for the new Executive Director. It will be necessary to figure out how to maintain the importance of these two major activities to the field and as important revenue sources for SRCD, despite the ever changing environment for print and meetings.

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I am pleased and proud of the growth in SRCD's portfolio during my years of involvement with the Society, including my Directorship. First, the *Social Policy Report* (SPR) has grown from a newsletter type publication into one of SRCD's main publications. *Child Development Perspectives* (CDP) has been added to the publications portfolio so that with *Child Development* and *Monographs*, SRCD now has 4 major publications contributing to the field. The smaller themed or special topic meetings have been started in the off years from the Biennial to expand SRCD's meeting offerings to members. SRCD has begun its program of small grants with its Request for Proposals (RFP grants) that contribute to pursuit of the Strategic Plan. These need to be updated for the new Strategic Plan so were not offered during the current year. Within the coming year, SRCD will launch a program of summer institutes related to the new Strategic Plan. Travel awards to the Biennial Meeting have been substantially increased in both number and size. The awards offered at the Biennial Meeting have been revised and expanded. The involvement of students and early career scholars has been significantly expanded as the Student and Early Career Council (SECC) has been formed and grown. There are SECC representatives on every committee as well as GC. This year SRCD began a collaboration with the American Educational Research Association (AERA)

to bring junior members to the meetings of both organizations in order to address early childhood development and education. Several new committees have been formed such as Teaching and Interdisciplinary, the newest being the Committee on Equity and Justice. And both our membership and our program activities which address the interdisciplinary and multidisciplinary aspects of the field and the internationalization/globalization of developmental science have grown across the past decade. SRCD, for example, played a key role in forming the International Consortium of Developmental Science Societies (ICDSS). An article by Anne Petersen and Frosso Motti-Stefanidi in this issue of the newsletter describes a recent consensus conference organized by ICDSS in the Netherlands.

But perhaps the greatest change in SRCD's activities across the past decade is the growth in the quantity and quality of its attention to policy and communications. This began with the opening of its own office in Washington DC in the mid-1990s. That office had grown to 4 employees, including Director Martha Zaslow, out of a full SRCD staff of 15. And as of February 2017, SRCD's headquarter office has moved from Ann Arbor, MI to 1825 K St, NW, Washington DC. I am so pleased that one of my last major projects as Executive Director was to establish this office.

SRCD's portfolio of activities in policy and communications reflects the growth in its importance to the Society. SRCD has had a post-doctoral congressional policy fellowship program since the 1970s and in the 1990s added an executive branch policy fellowship program. These programs have been incredibly important to the field. The international press coverage of our research for policy syntheses has grown considerably across the past 10 years. Furthermore, SRCD's role in forming ICDSS and our participation in it (as described in the article by Petersen and Motti-Stefanidi in this issue) substantially increases the international dimensions of our policy and communications efforts. Under Martha Zaslow's leadership, SRCD is now pilot testing a pre- and post-doctoral state policy fellowship. Our relatively new collaboration with the Consortium of University-based Child Policy Centers makes this possible. Dr. Zaslow is also working with Eleanor Seaton, Ethnic and Racial Issues (ERI) Committee chair, and GC member Michael Cunningham to develop a new diversity effort to explain our program activities well beyond the long standing Millennium Scholars program at the Biennial Meeting. Finally, SRCD is beginning a variety of new efforts to address the current socio-political context, such as supporting the March for Science on April 22, while maintaining our policy of focusing on science and remaining non-partisan.

There is no question that SRCD is "on a roll." I will regret not continuing to lead its activities, but I take comfort and pride in its current status and in my contribution to it. And I have high expectations for SRCD's future.

GLOBAL PERSPECTIVES 2.0

Global Perspectives 2.0

Frank Kessel (Section Editor) and Angela Lukowski (Developments Editor)

As we indicated when the initial “Global Perspectives” appeared (*Developments*, January 2016), the goal of this section of the newsletter was to provide occasional reflections on issues central to SRCD’s mission and programmatic initiatives from the perspective of scholars with particular interests in and commitments to the global research community. As a corollary, the section is one of several expressions of the international dimension of SRCD’s evolving Strategic Plan (Dahl, 2015). More generally, our hope was -- and remains -- that such reflections will prompt critical and self-critical consideration of the question of how to establish genuinely reciprocal relationships between the majority global community of researchers and “mainstream” developmental science.

Against this background, what appears below could not be more appropriate and timely, as it was largely through Lonnie Sherrod’s leadership that the International Consortium of Developmental Science Societies (ICDSS) was formed. Anne Petersen and Frosso Motti-Stefanidi’s summary of the group’s recent activities thus signals but one of the ways in which Lonnie’s legacy will shape how collaboratively engaged scholars will help confront the great challenges faced by the majority of children, youth, families, and communities in an ever-globalizing, and increasingly polarized, world.

Reference

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Using Developmental Science to Improve Lives Globally: The Role of the International Consortium of Developmental Science Societies (ICDSS)

By Anne C. Petersen, University of Michigan, and Frosso Motti-Stefanidi, National and Kapodistrian University of Athens

Developmental science has much to contribute to global issues affecting human development. Representatives from the eleven member societies of the International Consortium of Developmental Science Societies (ICDSS) gathered in Utrecht, The Netherlands in February 2017 to identify developmental science contributions to understanding important global challenges and ways to improve lives. Working groups discussed three topics for policy and practice implications: (1) migration, (2) trauma resulting from disasters, and (3) climate change effects. Each group is preparing statements for the member societies and other potential stakeholders.

What is the International Consortium of Developmental Science Societies?

The International Consortium of Developmental Science Societies was initiated in December 2012 among nine founding societies: the Cognitive Development Society (CDS), the European Association for Developmental Psychology (EADP), the European Association for Research on Adolescence (EARA), the International Congress for Infant Studies (ICIS), the International Society for the Study of Behavioral Development (ISSBD), the Jean Piaget Society (JPS), the Society for Research on Child Development (SRCD), the Society for Research on Adolescence (SRA), and the Society for the Study of Human Development SSHD). Subsequently two additional societies joined: the Australasian Human Development Association (AHDA) and the Society for the Study of Emerging Adulthood (SSEA). Criteria for membership include global scope and interdisciplinary focus on human development. Additional societies have asked to join and will be considered later this year. Until governance of the consortium is in place, a Secretariat¹ has been managing the work.

¹ ICDSS initial Secretariat: Anne Petersen, Rainer Silbereisen, and Lonnie Sherrod; Frosso Motti-Stefanidi joined in February 2017

GLOBAL PERSPECTIVES (CONT)

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Initial discussions established the vision (i.e., global developmental science enhancing human potential) and mission (i.e., to coordinate and extend the work of the member societies to foster global developmental science and enhance global policy and practice). Governance principles were identified and it was agreed that the Consortium should pursue programs that are effective across the member societies, such as sharing effective organizational approaches, engaging in collaborative research on global topics, and translating developmental science for effective policy and practice.

Policy Perspective

The Secretariat developed a framing statement for engaging policy research. Other multinational organizations have considered the role of global phenomena in affecting human development. For example, the World Bank examined the effects of economic shocks on human development (Lundberg & Wuermli, 2012), and the recently-adopted United Nations Sustainable Development Goals (UN, 2016) integrated developmental science in two of the 17 goals: “ensure healthy lives and promote well-being for all at all ages” and “promote lifelong learning opportunities for all.”

Beyond effective communication, bringing developmental science to policy-makers and practitioners requires engagement with implementation science to bridge the gap between research and programs/policy (e.g., Wuermli et al., 2015). Recent examples (e.g., Cockcroft et al., 2014) make clear that policy-makers can understand research and expect more from research for shaping effective policy. ICDSS must include both “intrinsic” curiosity-driven research and “extrinsic” research to address societal needs. Important principles for bringing science to policy and practice are: (1) using research syntheses (and not single studies) for conclusions and inferences, (2) tailoring communication of research to specific stakeholders and their needs, (3) developing reputations as honest brokers of reliable scientific information (vs. advocating for beliefs or positions without evidence), and (4) being clear about where scientific evidence is inadequate or insufficient to guide policy or practice.

While there is tremendous strength in collaborative efforts among Consortium members, such efforts also present challenges. For example, there is great variation in the size and scope of ICDSS member societies, the largest having sophisticated communication efforts for bringing research to policy and practice. Further, even those societies with existing policy initiatives tend to focus on a region, such as Europe or North America; thus no society has yet taken a global perspective. Nevertheless, while most policy and programs are implemented locally, and only occasionally nationally or regionally, we believe that developmental science could be useful for global policy and programs if attention were paid to scope and scale, as well as to the cultural relevance of existing research evidence. ICDSS aims to aid member societies and their scientists to access the best, i.e., the most reliable and relevant research results needed for adopting effective policy and implementing best practice.

The ICDSS Consensus Conference

Secretariat members raised funds with a competitive grant from one member society plus contributions from several others for a Consensus Conference to develop collaborative research and policy/practice statements on the three topics. The Conference aimed to exploit the richness of expertise represented by consortium member societies across ages and disciplines. Member societies were invited to submit brief statements on each topic that identified useful theories, constructs, and scientists; in order to include all societies who submitted statements, three submissions were selected for each topic.

Based on the background papers submitted by ICDSS member societies, a clearer conceptual frame emerged. There are three major kinds of disasters affecting human development: natural disasters (including those resulting from climate change), political conflict/violence, and economic shocks (Lundberg & Wuermli, 2012). Natural disasters are the most prevalent and costly globally, followed by political conflict/violence, with economic shocks a distant third in terms of human effects. All three factors cause migration and human trauma, with effects worse for lower income countries because they lack systems for effective response. The salient underlying construct is *pervasive uncertainty and its consequences*. Many of the background papers identified theories and constructs for framing consideration of human development responses. These included Bronfenbrenner’s multilevel systems, risk/resilience, plasticity, relational systems theory, perceived coping/self-efficacy, meaning making, and ambiguous loss framework. Effective responses include social support/social convoy model, community effectiveness/civic

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GLOBAL PERSPECTIVES (CONT)

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engagement, as well as psychological/behavioral interventions available to wealthier countries. Sustainable Development Goals were mentioned in some papers as the major existing global policy. Its coherent framework considers distal factors and focusses on what must be done for sustainable development of nations and especially the communities within them. One possible ICDSS contribution would be to specifically identify effective responses to disasters that promote human development and/or reduce negative consequences. The intermediate consequences of disasters include migration of populations and trauma to individuals, topics extensively studied by developmental scientists with results such as:

- **Migration:** Age/developmental period at migration matters along with aspects of both the migrants and the receiving context/people. Social support (e.g., migrating with family or alone); resilience including relational resilience; acculturation process and effects on families and individuals; and ethnic identity development. These are among the processes discussed in the background papers.
- **Trauma:** The developmental science of stress/trauma is well established. Specific contexts that might be considered with policy and practice in mind include terrorism, child soldiers, youth and political conflict. There is also significant developmental research on effective interventions for reducing the effects of trauma.

The background papers recommended that collaborative research syntheses are needed because extant research provides partial knowledge on specific populations in specific circumstances; in contrast, a global scope requires a more comprehensive, synthesizing perspective. The dominant theory mentioned in this context is the life-span ecological perspective (e.g., Bronfenbrenner, 2005). In addition to research syntheses, it will be important to identify programs and policies that have been shown to be effective.

The Consensus Conference took place over two days. The first day involved an overview session on moving from research to policy/practice, followed by discussion of the background papers in three sessions. The second day involved writing by three working groups. Here are brief paragraphs describing the results of these interim working group sessions.

- **Migration:** Jeffrey Arnett, Marc Bornstein, Robert Crosnoe, Frosso Motti-Stefanidi (lead), Wim Meeus, Fons Van de Vijver, and Hirokazu Yoshikawa
The Migration Working Group chose an initial focus on Syrian refugees to Europe for a projected policy brief. They began with a vignette exemplifying the challenges of refugee children/youth and their families. The contributions of developmental science include knowledge about risk/resilience of children in challenging contexts. Among the risks to children/youth is the asylum experience -- an uncertain, often protracted period involving harsh living conditions without adequate food and shelter and often exposure to violence. Social isolation, discrimination, and lack of access to education or employment are among other risks. These challenges can be addressed with effective services by the host countries to minimize risk and trauma. Effective examples will be identified.
- **Trauma:** Kristine Ajrouch (co-lead), Ronald Barr, Colette Daiute, Anja Huizink (co-lead), and Paul Jose
The Trauma Working Group is preparing a research synthesis to be submitted for publication. Key developmental theories (including sociological, psychological, and biological stress models) frame the review of what is known about understanding and intervening with trauma. The focus will be specifically on how trauma inherent in the refugee situation may impact developmental milestones across the life course. The refugee situation will be used to highlight what is known from developmental science and where knowledge is limited or lacking.
- **Climate Change:** Marcel van Aken, David Henry Feldman, Katariina Salmela-Aro, and Ann Sanson (lead)
Climate change is regarded as the most serious global health threat of the 21st century (Costello et al., 2009) and the most significant inter-generational challenge facing the world (UNICEF, 2013). By 2050, there will be 150-200 million forced migrants due to climate change events (Oxfam, 2010). Children in the poorest communities are the most vulnerable to the effects of climate change through increases in malnutrition, disease, poverty, inequality, and conflict (Stern, 2007). Developmental scientists have important roles to play in mitigation of and adaptation to the impacts of climate change. This working group is developing a call to action that will include developing a research agenda for increasing children's

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GLOBAL PERSPECTIVES (CONT)

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understanding about climate change, building their capacity to adapt and engaging them in mitigation efforts, and identifying effective ways to reduce negative impacts on populations, especially children and youth. Given that climate change features prominently in the Sustainable Development Goals, that may be an effective avenue for mobilizing action (Raikes et al., in press).

These efforts will continue through follow-on activities engaged by the Consortium in partnership with member societies.

Acknowledgements: The Consensus Conference was convened with major support from SRCD competitive grants and member contributions from EADP, ICIS, ISSBD, SRA, and SSEA.

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SRCD Contact Information

Membership:

Tel: (734) 926-0617

Fax: (734) 926-0601

Email: membership@srcd.org

Biennial Meeting Program:

Tel: (734) 926-0610

Fax: (734) 926-0601

Email: programoffice@srcd.org

Meeting Registration

Tel: (734) 926-0612

Fax: (734) 926-0601

Email: biennialmeeting@srcd.org

Website:

Email: webmaster@srcd.org

Member Engagement

SRCD needs your help - be active by voicing your views. Please share your comments and suggestions [here](#).

LOOKING BACK ON THE 2017 BIENNIAL MEETING

The 2017 SRCD Biennial Meeting in Austin, TX was held on April 6-8 with pre-conferences on the 5th. Despite flight difficulties caused by weather, there were over 6,200 attendees! The weather was ideal and attendees had fun taking pictures at the selfie station and posting them to social media.

Highlights:

- The meeting opened on Thursday morning with a breakfast reception followed by President Ron Dahl's address: *Integrative Developmental Science: Where Deeper Understanding Connects to Broader Impact*. His talk can be seen on [SRCD's YouTube](#) channel if you missed it.
- SRCD was excited to present a **joint invited session with the American Educational Research Association (AERA)** on Thursday: *Creating Opportunity and Educational Pathways for Young Children: An Ongoing Conversation*. AERA and SRCD are also co-sponsoring an Early Career Fellowship Program in Early Childhood Education and Development. This fellowship will provide a collaborative opportunity for early career scholars to participate in a research network focused on early childhood education and development. Twenty-two Fellows were selected to participate in discussion following the joint session held in Austin and they will also participate in a session at AERA's conference being held in San Antonio, TX, at the end of April. We look forward to further collaboration with AERA in the future.
- The **Welcome Reception** for all attendees was on Thursday evening with music provided by a local Austin band, Albert and Gage. Committee representatives were on hand to answer questions from anyone who was interested in becoming more involved in SRCD.
- The **Awards Ceremony** on Friday recognized distinguished scholars as well as the contributions of retiring Executive Director, Lonnie Sherrod, to SRCD. For a complete list of awardees, please click [here](#). The **Presidential Reception** that followed gave attendees a chance to mingle with the awardees and each other. The music provided by another local Austin band, Clyde, was energizing and fun to listen to.
- Saturday morning brought the **Strategic Plan Poster Session** which highlighted submitted posters on topics related to diversity, international, policy, and interdisciplinary research. A continental breakfast was enjoyed by all!
- As always, the **Lunch with Leaders** sessions on Friday and Saturday were sold out and well received by those who attended. SRCD would like to thank the senior scholars who volunteered their time to meet with students during this popular event.

Program Co-Chairs Nick Allen and Ariel Kalil organized an outstanding invited program with the theme *Developmental Science and Society*. Supporting this theme were four areas of emphasis:

1. Poverty, Inequality, and Developmental Science
2. Global Change and Child Development
3. Neuroscience and Child Development
4. Behavioral Science and Public Policy

They also introduced a stimulating new format - the Invited SRCD Salon. This format featured speakers in a relaxed setting which encouraged in-depth discussion of the topic with the audience.

Overall, the meeting was a great success thanks to excellent presentations of research and many volunteers working behind the scenes. Thank you to all!

To see all the Biennial Meeting pictures, click [here](#).

Save the date for the 2019 Biennial Meeting in Baltimore, MD, March 21-23. We look forward to seeing you there!



REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

Advocating for Developmental Science: What Guidelines Does SRCD Adhere To?

By Martha Zaslow, Patricia Barton, and Lauren Nemeroff
SRCD Office for Policy and Communications

SRCD's overarching mission is "to advance developmental science and promote its use to improve human lives." One of the core goals of our Strategic Plan is that "SRCD will be a respected source of scientific knowledge about human development and about the application of this knowledge to policies and practices for improving human well-being."

How do we pursue our overarching mission and Strategic Plan goals, including bringing research to application in policy and practice, especially in the changing policy context? This column seeks to provide a summary of the guidelines that our association follows.

- SRCD seeks to bring research to policy makers and practitioners: both original research and careful reviews of the evidence. Being seen by policy makers and practitioners as a key source of objective evidence requires that we avoid clearly partisan statements.

Making clearly partisan statements or urging partisan activism challenges the objective stance of the association. Such statements or activism would affect the extent to which policy makers (for example, members of Congress from both parties and their staff) view the evidence presented by SRCD members as rigorous and objective.

- SRCD's Governing Council (GC) made the decision that, as an association, we would bring the research evidence on key *social policy issues* to policy makers, but not lobby for specific social policy legislation. In contrast, we would engage in a limited amount of direct lobbying on *science policy issues*.

By way of background, lobbying is broadly defined as communications intended to influence specific legislation. There are two primary types of lobbying. "Direct lobbying" is a communication made to a legislator, employee of a legislative body, or another government employee who may participate in the formulation of legislation (but only if the principle purpose of the communication is to influence legislation). Direct lobbying must refer to a specific piece of legislation and express a view on that piece of legislation. **Grassroots lobbying** encourages the public to contact legislators about legislation. A grassroots lobbying communication refers to a specific piece of legislation, reflects a view on that specific legislation, and encourages the recipients of the communication to take lobbying action with respect to the specific legislation.

As a 501(c)(3) nonprofit organization, the amount of lobbying SRCD can participate in is limited by federal tax law. SRCD has opted to measure its lobbying using the 501(h) expenditure test, which provides an exact dollar-based lobbying limit, and measures lobbying based upon an organization's expenditures (more information on the different ways that lobbying can be measured under the tax code is available [here](#)). SRCD tracks staff time and organizational expenditures related to lobbying, and monitors these expenditures to ensure that SRCD does not exceed the limit allowed under the 501(h) expenditure test.

SRCD undertakes a limited amount of direct lobbying on science policy issues: issues related to the conduct of science (such as the process of peer review, informed consent procedures) as well as to the research priorities and funding for the federal agencies that sponsor scientific research. We undertake this lobbying under the assumption that our members would generally be in agreement on science policy issues. In some instances, to assure that we have agreement, we have convened a Task Force, as we did when revisions to the Common Rule regarding the conduct of research with human subjects were being considered ([Fisher et al., 2013](#)).

On social policy issues (focusing on government-funded programs addressing the needs of children and families), SRCD does not assume that our members would agree on a specific legislative directions even when reviewing the same evidence. Out of respect for the diversity of views among our members on when the evidence supports

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REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

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specific social policy approaches, SRCD's GC determined that we would not conduct direct lobbying on social policy issues. Instead, *as an association*, we would provide original research and reviews of the evidence on social policy issues, presenting implications for policy without advocating for specific legislation.

We note that authors of our *SRCD Social Policy Reports* will sometimes indicate that the research they have reviewed on a social policy issue points in the direction of support for specific legislation. There is an important distinction here between the views of the authors and the views of the society. Each *SRCD Social Policy Report* notes that the views of the authors do not reflect the views of the association as a whole. The guidelines noted here about lobbying on behalf of specific legislation involving social policy pertains to our efforts as an association overall.

- There are important ways in which bringing the research evidence to policy makers on social policy issues can inform next steps, even when SRCD does not engage in direct lobbying.

Timely reviews of the evidence or presentations of new evidence can be extremely important for policy makers even when direct lobbying for legislation is not involved. In addition, sometimes important new research findings or a review of the evidence will be taken and used by advocacy organizations in their efforts.

The follow-up to a recent *SRCD Social Policy Report* illustrates the sequence of steps that can follow publication of important new findings or a review of the evidence on a social policy issue when SRCD is not involved in direct lobbying. Elizabeth Gershoff and Sarah Font reported on new analyses of Department of Education Office of Civil Rights data on corporal punishment in U.S. public schools in their recent *Social Policy Report* ([Gershoff & Font, 2016](#)). Their analyses found differences by race as well as gender and disability status especially in certain geographical areas. SRCD staff arranged an informational briefing for the Department of Education Office of Civil Rights on the findings. Advocacy organizations also became aware of the newly released findings and organized a sign on letter to (then) Secretary of the U.S. Department of Education John B. King Jr. On November 22, 2016, the U.S. Department of Education released a [press release as well as a letter](#) from Secretary King to Governors and Chief State School Officers urging the end of corporal punishment in U.S. public schools, including a citation to the *SRCD Social Policy Report*. In this way, the work of Gershoff and Font provided critical new evidence from rigorously conducted research; evidence that was useful to policy makers and that informed advocacy efforts. But as an association, we observed the guidance of SRCD in stopping short of engaging in direct lobbying.

- SRCD's participation in direct lobbying on science policy issues often takes place in collaboration with other scientific associations.

We join voices with other associations on issues related to how research is conducted, scientific priorities, and funding for science. An example of a recent science policy effort in which SRCD participated involved joining with other associations in protesting the travel ban as it would affect travel by scientists. A [letter](#) initiated by the American Association for the Advancement of Science, signed by more than 180 scientific societies including SRCD, indicated concern "that [the January 27, 2017] Executive Order [would] have a negative impact on the ability of scientists and engineers in industry and academia to enter, or leave from and return to, the United States. This [would] reduce U.S. science and engineering output to the detriment of America and Americans."

A second example is the [letter](#) sponsored by the American Association of Geographers that SRCD signed regarding legislation introduced into the House of Representatives (H.R. 482) focusing on Department of Housing and Urban Development regulations. This bill provides that "... no Federal funds may be used to design, build, maintain, utilize or provide access to a Federal database of geospatial information on community racial disparities or disparities in access to affordable housing...". The letter which SRCD supported indicates that the data are critical to informing federal programs and that lack of these data could result in racial discrimination as well as severely hinder federally sponsored research on racial disparities.

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REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS (CONT)

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SRCD has also recently signed joint letters regarding funding for scientific agencies, such as the Institute of Education Sciences, the National Science Foundation, and the National Institutes of Health (see, for example, [letters](#) signed by SRCD as a member of the Coalition for National Science Funding regarding appropriations for NSF).

- The March for Science is an important example of SRCD's advocacy for developmental science and science more broadly.

SRCD is a sponsor of the [March for Science](#), scheduled for April 22, 2017. Our involvement is an additional example of SRCD's direct advocacy in the area of science policy, supporting the importance of the scientific endeavor overall and the use of evidence in decision making for our country. This march will certainly involve advocacy on behalf of legislation involving funding for research.

SRCD member Melanie Killen, Professor of Human Development and Quantitative Methodology at the University of Maryland, who is also a former SRCD Governing Council member and one of the founders of SRCD's Equity and Justice Committee, is serving as spokesperson for SRCD for the March. The following statement that she developed expresses our endorsement for the March for Science:

SRCD endorses March for Science

As one of the largest international organizations focused on the science of child development, the Society for Research in Child Development (SRCD) is dedicated to the advancement of knowledge about child development and to evidence-based policy. For these reasons, the Executive Committee of the Governing Council of SRCD fully endorses the March for Science to be held on the National Mall in Washington, D.C., on April 22, 2017.

According to its mission statement, "The March for Science champions robustly funded and publicly communicated science as a pillar of human freedom and prosperity. We unite as a diverse, nonpartisan group to call for science that upholds the common good and for political leaders and policy makers to enact evidence-based policies in the public interest." SRCD member participation in the march will support the goals of science which are integral to the mission of the SRCD.

The Society for Research in Child Development while explicitly nonpartisan is dedicated to research on child development, promoting equity and justice in developmental science, and to fostering an inclusive and international scientific community promoting research on infant, child, and adolescent development in diverse contexts and across a life-long trajectory. SRCD will work with march organizers and other scientific organizations to further the principles of scientific freedom, integrity, and dissemination.

SAVE THE DATE!

SRCD Biennial Meeting
Baltimore, Maryland, USA
March 21-23, 2019

TEACHERS' CORNER

Connecting 21st Century Students with 20th Century Research

By Katharine A. Blackwell, Salem College

Ever since I referenced 9/11 in class and discovered my students were kindergarteners at the time, I have added Beloit College's "[Mindset List](#)" to my annual academic year preparations, a check on myself as to how these students might think about the world, or at least a check on which cultural references will earn me blank or confused looks. This year, the [Class of 2020](#) mindset list contained two particularly jarring revelations for my planned Lifespan Developmental Psychology course. First, most of my first-year students were born in 1998, making every one of foundational childhood research studies -- Piaget, Bandura, Ainsworth, and Kagan -- older than the students. Second, specific items on the list indicated a different perspective on developmental psychology than I wanted (e.g., "vaccines have always been erroneously linked to autism") and that some of my examples of prenatal development would be unrecognized (e.g., "the once-feared thalidomide has always been recognized as a cancer fighting drug;" McBride, Neif, & Westerberger, 2016). I wasn't about to give up on teaching some of the most influential studies on developmental psychology, but I have been taking a careful look at what I can do to help my students see how the research is still relevant to them, and not just an outdated history of psychology.

Jerome Kagan's Research on Infant Temperament

My standard lesson plan on Kagan's research predicting development from infant temperament includes a [YouTube clip](#) demonstrating how infants were categorized as high-reactive and low-reactive, sometimes with a reading of Kagan, Snidman, and Arcus's (1998) follow-up with the children as preschoolers. Discussion focuses on nature-nurture interactions between genetic factors such as the reticular activating system and environmental influences from parents and peers.

A modern hook for my students comes from the New York Times, which presented a 2009 magazine article on the adolescent outcomes of those infants. With the number of students who now self-identify as having some level of social anxiety, a title like "[Understanding the Anxious Mind](#)" and an opening paragraph describing an anxious teenager draws my students into caring about the research.

Albert Bandura's Research on Imitation of Aggression

There is a certain dark humor in the classroom while [watching a boy and girl beat up a Bobo doll in the 1960s](#), particularly when the little girl starts using a baby doll as a weapon against it. A classroom activity of inspecting tables of results from Bandura, Ross, and Ross's (1961) study for patterns of gender differences in types of aggression and which children imitated the aggressive acts is not quite so thrilling for students, and eventually someone comments on the little girl's dress or the publication date and asks if the results would be the same today. Some students are surprisingly pessimistic, suggesting that the violent imitation by girls would be increased, removing the observed gender difference.

Bullying has been a huge topic recently, and my modern connection of choice is another (shorter) New York Times article, "[The Playground Gets Even Tougher](#)," which discusses an apparent increase in "mean girl" behavior in kindergarten. This article helps illustrate the difference between physical and relational aggression, and broadens the discussion about who children imitate and how imitation rates might change when aggressive acts are demonstrated by a parent or an older peer instead of an adult stranger.

Jean Piaget's Stages of Cognitive Development

Piaget's pre-operational thinking never fails to entertain, as students marvel at children's claims that the amount of water miraculously increased as it was poured from one cup to another, or [accepts two small graham crackers as being equal to two big ones](#). But aside from being an unusual way that children think -- and a potential party trick for those who have young cousins or siblings -- the applications to everyday interactions with children can seem obscure.

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TEACHERS' CORNER (CONT)

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As the demographics of my student population have increasingly shifted to a pre-health student population, the modern take on Piaget's theory focuses on Koopman et al.'s (2004) exploration of how children understand illness. In addition to debating connections to Piaget's stages of cognitive development, the process of transformation -- of either assimilating or accommodating information -- can be explored more enthusiastically as students think about ways of helping a child advance to the next stage of understanding illness.

I am now on the hunt for perfect connections to add a modern element to other foundational studies. Mary Ainsworth's theory of attachment and the Strange Situation are slightly enlivened by connections to the "daycare wars," but for most of my incoming students child care is an equally abstract concept. I'm hoping to step fully into the current decade by asking students to apply concepts from Werner's (1989) study on resilience to determine what protective and risk factors might exist among Syrian refugees.

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SECC UPDATE

The Process of Developing Research Independence



By Jose-Michael Gonzalez,¹ Daseul Han,² Madison Taylor,² and Lizette Viramontes²
University of Connecticut¹
University of Arizona²

The Continuum in Establishing Your Line of Research

Competitive graduate school candidates are not only measured by their educational background, but also by their accomplishments and experiences that extend beyond academia such as volunteerism, work experience or internships, and participation in clubs and organizations. Another important and daunting way to expand one's resume and uniquely differentiate oneself from other competitive candidates is to develop research independence.

The creation of an independent line of research involves a process of forming unique questions, addressing needs, and making discoveries that will challenge the way people think. Personal experiences and curiosities are often the building blocks in establishing one's *own* independent line of research. Establishing a strong research background also involves forging relationships with other collaborators. Collaboration exposes researchers to opportunities that allow them to gain cultural awareness and develop a wider range of perspectives, in addition to making connections that may become a gateway for future opportunities and professional development. I see myself as someone who has developed his own research independence by taking advantage of research opportunities as well as by establishing meaningful relationships with other professionals who share similar curiosities, questions, and drive.

How to Gain Credibility

It is crucial to engage in as many opportunities as possible in your undergraduate education to gain experience, develop skills and tools to become a successful and competitive researcher, foster collaborative relationships, and feel more comfortable conducting your own research. This process extends beyond learning relevant theories and methodologies to actively participating in research opportunities that will allow you to build trust and relationships with a multitude of people who share similar goals and ideas. These relationships will help build your reputation through collaboration and can help provide the answers to difficult scientific questions. Arnaudova (2014) makes a great point in saying, "A programmatic line of research on one topic helps young scientists transition from frantic graduate students to accomplished scientists." Engaging yourself in a research opportunity as an undergraduate will set you on the path in strengthening the skills to begin developing your own line of research while increasing your independence and confidence.

Connecting to a Meaningful Research Experience



I am Daseul Han, a senior in the undergraduate program at the University of Arizona, and a first-generation Korean college student. My interest and desire to learn more about individuals' behavioral health was sparked through taking courses in the Department of Family Studies. It became evident during my classes that the best way for me to become more competent was to engage myself in the actual practice of research. I pursued the opportunity to work on parent-school involvement with Jose-Michael as a research assistant. Although I had doubts as a first-time research assistant, my current skills and tools have grown from working with my research team. Jose-Michael's line of research has challenged me to think critically about parental engagement in school and its influence on youth development in a cross-cultural and cross-national context. I have also developed professional abilities such as organizational skills, time management, credibility, and integrity. As an aspiring therapist, the greatest part about being a research assistant is

knowing that the contributions I make and the skills that I have developed are applicable in both the research field as well as in my personal life.

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I am Madison Taylor, a junior at the University of Arizona. In order to distinguish myself as a competitive applicant for graduate school, I need to establish my credibility, make connections, and learn research skills. As a first-time research assistant working with Jose-Michael on prosocial and antisocial behavior in the school context, I learned how to be responsible, independent, and professional, which has allowed me to feel more confident about applying to graduate school. I am in a position where I have been given a substantial amount of trust to assist in analyzing data, preparing materials for submission, and being part of a team. Working with Jose-Michael and my fellow lab assistants has given me the opportunity to develop skills and establish relationships that will position me well for establishing my own independent program of research.



I am Lizette Viramontes, a senior at the University of Arizona. I believe that it is important to get involved in school and the community in order to strengthen my resume for graduate school and for future jobs. Under Jose-Michael's mentorship, I contribute to the study of positive youth development in cross-cultural and cross-national contexts. I have developed strong research and writing skills, and I have learned about youth adjustment and well-being in samples from over 20 countries! I have also learned the process of going from research conceptualization to publication, which I know will be beneficial for me in the future as a graduate student. Lastly, I have learned the importance of establishing trust with colleagues by demonstrating professionalism and integrity.

Conclusions

Developing research independence can be an exciting process because it involves establishing relationships with the potential to extend beyond one's immediate institution and through time, it allows us to expand our scientific knowledge, and build professionalism and establish credibility in the field. Our interests, drive, and motivation led us to a relaxed partnership outside the traditional research advisor-advisee relationship that includes mentorship by an advanced, competent, and trustworthy graduate student researcher who we could come together with and share conversations about undergraduate student challenges and fears about pursuing graduate school. For us, developing research independence is not simply about publishing our own line of research -- it is about a relationship process that has led to growing critical skills that strengthen our resume, enhance competency, build professional credibility, and encourage integrity. Engaging in research opportunities as an undergraduate with a caring research mentor will empower one to become a competitive, successful graduate student candidate and future professional.



References


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<http://www.psychologicalscience.org/publications/observer/2014/november-14/ten-tips-for-developing-a-programmatic-line-of-research.html>

MEMBERS IN THE MEDIA

The SRCD *Policy and Communications Staff* is interested in highlighting SRCD members and publications featured in the news media. The following are the most recent submissions:

All links below are to news articles except when noted as:  TV or Radio Interview or  Op-Ed Piece


 This [New York Times](#) op-ed cites an SRCD *Social Policy Report* by Elizabeth T. Gershoff and Sarah A. Font on the prevalence of corporal punishment in U.S. public schools. The report has also been featured in [USA Today](#), [Slate](#), [The Huffington Post](#), [Education Week](#), [Parents Magazine](#), [Vocativ](#), [The 74 Million](#), and the [Pacific Standard](#). In addition, the U.S. Department of Education [press release](#) and [letter](#) urging the end of corporal punishment in public schools cites the report.

Research by Amy Wolfson and colleagues published in *Child Development* on lack of sleep and school outcomes is cited in this [Forbes](#) article.

Research published in *Child Development* by David Yeager and colleagues on the importance of sustaining trust in middle school for youth of color is the focus of this [CNN](#) article. This research is also featured in this [Education Week](#) article.

A study by Rachel White and colleagues published in *Child Development* found that children who were asked to pretend to be superheroes persevered on a tedious task for longer than those who were not asked to pretend to be superheroes. These findings were covered by the [Wall Street Journal](#) and [Quartz](#).

Joseph Piven is quoted in this [CNBC](#) article describing an algorithm he and his colleagues created that may improve early diagnosis of autism.

 This [Washington Post](#) op-ed co-authored by Greg Duncan, Drew Bailey, and Candice Odgers discusses the issue of fadeout from the boost provided by early childhood programs.

New research by Rochelle Hentges and colleagues published in *Child Development* indicates that harsh parenting has long-term negative associations with educational achievement that are conveyed through over-reliance on peers and increased risky behavior. This research is covered by [CNN](#), [CBS Pittsburgh](#), and [Romper](#).

This [BBC](#) article describing new guidance from the UK government on recognizing child abuse includes quotes from Danya Glaser.

This [USA Today](#) article on the future of the women's movement references research by Deanna Gomby on newborn family leave.

Research by Tammy L. Mann and colleagues on early childhood education in rural communities is cited in this [Salon](#) article about unique challenges faced by rural America.

We strongly encourage and welcome all members to report recent noteworthy mentions of their research in the media. Information may be emailed to communications@srcd.org.

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alukowsk@uci.edu

Managing Editor

Amy Glaspie
aglaspie@srcd.org

In Memoriam Editor

Frank Kessel
kesfam@pdq.net

Teachers' Corner Moderator

Katharine Blackwell
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SECC Column Moderator

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ehillard@nd.edu

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