



DEVELOPMENTS

Newsletter of the Society for Research in Child Development

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Notes from the President and the Executive Director

Reviewing SRCD's Strategic Plan and Requesting Your Input

By Lynn Liben, SRCD President, and Lonnie Sherrod, SRCD Executive Director

We are excited to use this column of *Developments* to let you know about SRCD's new strategic planning process and to invite your input.

Our prior strategic plan was developed about a decade ago. It has proven to be extremely valuable in helping SRCD to prioritize its activities and to be responsive to its members and the broader environment. Given the ever-changing national and global context in which we operate, Governing Council (GC) judged that it would be important to review and update our plan. This column provides you with background on the earlier strategic planning process, explains why GC decided to update the strategic plan, and describes the expected process and timelines. Ideas and suggestions from a range of members is critical to the process. At the end of the column you will find specific information on how to provide input.

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Background

In order for SRCD to continue to play a leading role in developmental research and to remain an important contributor to evidence-based policy, it must build on its current strengths, address its weaknesses, take advantage of ever changing opportunities and challenges within and outside the field, and respond to threats facing the field. Strategic planning is one means to achieve these ends. In 2004 Governing Council (GC) undertook a strategic planning process, with the help of Cambridge Concord Associates (CCA), a private consulting organization. Several meetings were held across a year, a variety of information was collected, and in 2005, GC adopted the current five part [strategic plan](#).

The broad goals outlined in that strategic plan have served as guideposts for decisions about directions taken by the society across the past decade. Member benefits have grown. We have become more diligent and effective at monitoring and addressing science policy. SRCD has become more international and multidisciplinary in programming, although not as much in membership. Nevertheless, attention to diversity has grown and improved. Through the DC-based Office of Policy and Communications, SRCD has become known as an objective resource for information on children and families. New committees have formed. A new journal, *Child Development Perspectives*, was launched. Various efforts have begun to address the needs of student and early career members. Grants to fund a variety of member-

initiated projects have been provided. A series of small, thematically-focused meetings has been used to complement the large Biennial Meetings. Collaborations have developed with international organizations such as UNICEF and World

NOTES FROM THE EXECUTIVE DIRECTOR

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Bank. Increased communication has been sought with other developmental science societies and disciplinary associations both in the U.S. and in other nations.

Recognizing that the context of and support for developmental research is constantly changing, as is the world in which children grow up, GC has recently begun a new strategic planning process, again with the help of CCA. As was true for the last planning process, several meetings will be held across the remainder of the year and we anticipate that a new or revised strategic plan will be adopted by the end of the calendar year.

The Current Planning Process

The new round of strategic planning started from

SRCD's current mission statement, which is:

The SRCD promotes interdisciplinary research on infant, child, and adolescent development in diverse contexts and across a life-long trajectory; fosters the exchange of information among scientists and research consumers world-wide; and fosters application of research-based knowledge.

The strategic planning process is using this mission as a foundation. We are beginning by identifying our current strengths and weaknesses as an organization and then attempting to identify current as well as expected opportunities and threats.

To do so, prior to the May 2014 Governing Council meeting, CCA reviewed all of the materials from the last round of strategic planning and conducted phone interviews with various members of GC and the three SRCD directors. Then, immediately following the regular spring GC meeting, CCA staff initiated discussions with GC and the SRCD directors to review the mission statement and to identify SRCD's strengths, weaknesses, opportunities and challenges.

What are Your Thoughts?

SRCD is its members. Only a fraction of members can be involved in governance, yet we need involvement from the full array of members for this strategic planning process. Member input is critical to help shape a plan that will allow SRCD to maintain its leading role in developmental science in the years ahead. We thus very much want to hear your ideas about directions you believe SRCD should pursue, and hear your ideas about how SRCD might better address your needs as a developmental scholar. What do you consider to be SRCD's strengths and weaknesses as an organization? Where do we need to change to improve and what should we leave alone? What opportunities do you see for developmental science across the next decade and what do you see to be serious threats to our science? PLEASE give us your input by responding to the brief survey available through this [survey link!](#)

We invite you to join us in this strategic planning process. Help us to build the best SRCD ever.

REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

Providing a Clear View of *Early View*: What *Early View* Means for SRCD Members, Other Scientists, and the Public

By Hannah Klein, Sarah Mancoll, and Martha Zaslow

Acknowledgments: The idea for this column originated with the SRCD Committee for Policy and Communications. We would like to thank Elizabeth Gershoff, Eugene Huyunga, Susan Lennon, Valerie Maholmes, Adam Martin, and John Siever for their input into and review of this column.

Prior to 2011, researchers and the public had to wait for the print issue of a journal to come out before they could read the latest research. This was an often frustrating process, as lag times between manuscript acceptance and publication varied from several months to over a year. Today, *Early View* makes those frustrations a thing of the past. The purpose of this *Developments* column is to provide an overview of *Early View* for SRCD members. We underscore that the information presented here is specific to SRCD's journals as published by SRCD's publisher, Wiley. (Note: Wiley used to be more commonly known as Wiley-Blackwell.) Other journals and publishers may use different terminology and procedures.

What is *Early View*?

Early View is the term used by the publisher of SRCD journals, Wiley, to indicate articles that have been published online in advance of their appearance in a compiled issue of a journal. In the case of SRCD journals, accepted manuscripts are sent to Wiley as soon as SRCD receives the authors' corrected proofs (in addition to some accompanying paperwork) and published online about eight weeks later. Final, full-text, peer-reviewed, copyedited articles are published in *Early View* as soon as they are ready, often months before the release of the compiled print issue. Articles include all figures and tables and are entirely citable. Every *Early View* article also carries an online publication date and a DOI (digital object identifier) for citations.

Where can I find the *Early View* version of my article?

As an SRCD member, you can access the full text and references for any article, along with supporting materials (such as appendices, audio, or visual files) by:

1. Logging on to the [SRCD website](#) by clicking on the "Log In" icon on the top right-hand side of the SRCD home page
2. Selecting "Publications" from the horizontal menu on the SRCD home page, and then scrolling down to the publication of interest (e.g., *Child Development*)
3. Selecting the link for the period of years that interests you (e.g., under *Child Development*, most members will be interested in selecting "1990 - Present")
4. The SRCD website will redirect you to the website of the journal (which is hosted by Wiley), where you can then access full text copies of any paper

Access to articles published in *Early View* can also be granted to non-SRCD members through institutional access and individual subscriptions. Non-members can use Wiley Online Library to access abstracts and determine if they wish to purchase individual articles through "pay per view." Anyone with access to the article can download separately its references as well as supporting information, such as appendices, video, and audio files.

SRCD members and non-members alike can also use the [Wiley Online Library](#) to set up electronic alerts whereby they will be notified when new content posts to the Wiley Online Library for a particular journal or that is related to a saved search. [Click here](#) to learn more about setting up electronic alerts.

How does *Early View* change the way articles are accessed and covered by the press?

As before, journalists can gain advance access to an article (before it is published in *Early View* or in a compiled issue) through an author or through the SRCD staff who handle press releases. (Journalists can also access already published articles through the publisher.) All articles are embargoed for public release. This means that a journalist may not publish a story about an article (or related press release) until the article is in the public domain—i.e., published in *Early View*. Journalists may lose their "advance access" privileges if they disregard embargo dates.

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REPORT FROM OFFICE FOR POLICY & COMMUNICATIONS

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SRCD members (and/or their institutional press officers) who have been contacted by journalists—or who plan on reaching out to journalists—should confer with SRCD's Office for Policy and Communications (communications@srcd.org) to make sure that they communicate the correct embargo date to journalists.

How do I cite my *Early View* article?

Your *Early View* article is simply an online version of record; this means it ought to be treated as an electronic source. According to the 6th Edition of the APA Publications Manual:

1. When in doubt, include the same elements, in the same order, as you would for a reference to a fixed-media source and as much electronic retrieval information as needed for others to locate.
2. When DOIs are available, include them for both print and electronic sources. (DOI is an alphanumeric string assigned to identify content. It is assigned when your article is published and made available electronically. Every *Early View* article comes with a DOI.)
3. Once your article is assigned to an issue of a journal, the citation should be updated to include volume, issue, and page numbers.

So, for example, a citation might look like one of the examples below:

Article posted in *Early View* (in September of 2013), not yet assigned to an issue:

Wang M.-T., & Kenny, S. (2013). Longitudinal links between fathers' and mothers' harsh verbal discipline and adolescents' conduct problems and depressive symptoms. *Child Development*. Advance online publication. doi: 10.1111/cdev.12143

Article assigned to the May/June 2014 issue:

Wang, M.-T., & Kenny, S. (2014). Longitudinal links between fathers' and mothers' harsh verbal discipline and adolescents' conduct problems and depressive symptoms. *Child Development*, 85(3), 908-923. doi: 10.1111/cdev.12143

I have been funded through an NIH grant. How and when does my article get submitted and posted to PubMed Central, and how do I list my article in NIH applications, proposals, and reports?

Publishers and journals each have their own Public Access submissions policy. For articles published in SRCD journals, Wiley will submit the accepted version of the article to [PubMed Central](#) (PMC) upon acceptance by the journal. PMC is a free archive of biomedical and life sciences journal literature which is overseen by the U.S. National Institute of Health's (NIH) National Library of Medicine. The accepted version incorporates all amendments made during peer review, but not the publisher's copy-editing and typesetting. *Once Wiley has posted the files of an accepted manuscript to the NIH Manuscript Submission system, authors are notified by email and need to approve the upload for display on PMC. Authors are required to do this as a requirement of their grant/affiliation.*

Articles are made publicly available through PMC 12 months after publication. The NIH Public Access Policy is based on a law—the NIH Public Access Mandate—requiring that final, peer-reviewed manuscripts that arise from NIH funds be submitted to PMC upon acceptance for publication. This law applies to all manuscripts based on research that has been wholly or partially funded by the NIH on or after April 7, 2008.

In addition, researchers must include the PMC reference number (PMCID) when citing applicable papers (that they author or that arise from their NIH-funded research) in NIH applications, proposals, and reports. NIH will not fund awards if the PMCIDs are not included in Progress Reports or Competing Continuation applications.

[Click here](#) for more detailed information on complying with NIH Public Access Policy.

[Click here](#) for more information on how Wiley works with authors and NIH to comply with the NIH Public Access Mandate.

[Click here](#) for useful resources that Wiley has compiled for authors who publish in their journals.

CALL FOR NOMINATIONS PRESIDENT AND GOVERNING COUNCIL POSITIONS

The Society for Research in Child Development is seeking nominations for President-Elect, Secretary, and three Members-At-Large of the Governing Council (GC). Those elected will take office immediately after the 2015 Biennial Meeting. All full members of the Society are eligible to serve in any of these roles, and thus we invite you to nominate full members of SRCD for one or more of these positions. In keeping with the Society's commitment to diversity as well as interdisciplinary and international perspectives, we encourage nominees from groups that have been traditionally under-represented in SRCD leadership including members of minority groups, those from disciplines other than psychology, and those from outside the US.

President-Elect -

The President-Elect serves on Governing Council (and its Executive Committee) for six years: two years as President-Elect, two years as President, and two years as Past President.

Secretary-

The secretary also serves 6 years and is a member of the Executive Committee of GC.

Members-At-Large -

Members-At-Large serve on GC for 6-year terms. Two are elected by the membership of SRCD, and a third is appointed by Governing Council.

Nominations must be received by Friday, September 12, 2014. To place your nominations, please send names, specify the position for which you are nominating the candidate, and provide brief identifying information about the candidate to: SRCD Nominations Committee, at info@srcd.org.

Please call the SRCD offices at (734) 926-0600 with any questions.

CALL FOR NOMINATIONS SRCD EARLY CAREER REPRESENTATIVES TO COMMITTEES

The Society for Research in Child Development is seeking nominations for student and early career representatives to SRCD Committees and the Student/Early Career Council (SECC). We invite all members of the Society to nominate qualified SRCD members to serve. Self nominations will be accepted. Once the candidates have been nominated, the representatives will be elected by the student/early career membership. Elected representatives will take office at the March 2015 Biennial Meeting.

Students and early career members are simultaneously elected as a representative to a specific SRCD committee for a two year term and to SECC for a four year term. Please contact the current committee representative (see below) for information regarding the goals and requirements of a specific committee. To learn more about SECC, contact SECC co-chairs: Carlos Santos (carlos.e.santos@asu.edu) or Dawn England (dawn.england@asu.edu).

Eligibility:

Nominees for Student and Early Career Representatives are open to students and early career individuals who (1) are in their second year of doctoral studies and beyond up to individuals who are ONE year post-Ph.D.; (2) individuals who are current members of SRCD; (3) and individuals who have been members for at least one year. Consistent with the SRCD initiatives to improve multidisciplinary and multicultural collaboration in the child development field, we are especially interested in receiving nominations from international members and individuals from under-represented groups and disciplines.

Nominations must be received by Friday, September 12, 2014. To place your nominations for Student Representatives to Committees, send names and brief identifying information to: SRCD Nominations Committee, at info@srcd.org. Nominees will be contacted immediately after this date.

Once nominated, individuals are asked to submit a brief letter of intent and their current CV. The letter of intent should address the applicant's (1) interest in a particular committee, (2) interest in serving on SECC, and (3) qualifications related to both aspects of the position. *Individuals who are nominating themselves should provide the above information to info@srcd.org by the Sept. 12, 2014 deadline.*

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CALL FOR NOMINATIONS... (CONT)

(cont. from p. 5)

Current SRCD Student Representatives:

Governing Council Representative, Dawn England, dawn.England@asu.edu (this position is not open for nomination and is elected from current SECC members)

Communications & Public Policy Committee Shelley Alonso-Marsden, Shelley.alonso-marsden@duke.edu

Equity and Justice Committee, Guadalupe Espinoza, guadespinoza@fullerton.edu

Ethnic & Racial Issues Committee, Radosveta Dimitrova, radosveta.dimitrova@psychology.su.se

History Committee, (past representative) Dawn England, Dawn.England@asu.edu

Interdisciplinary Committee, Koeun Choi, kchoi38@wisc.edu

International Affairs Committee, Josafa da Cunha, josafas@gmail.com

Program Committee, Brenna Hassinger Dhas, bhassinger@gmail.com

Publications Committee, Anna Markowitz, ajm267@georgetown.edu

Teaching Committee, Jordan Booker, Jordan.booker@vt.edu

CALL FOR NOMINATIONS SRCD BIENNIAL MEETING AWARDS

SRCD Distinguished Contributions Awards

The Governing Council of SRCD is seeking nominations for the SRCD Distinguished Contributions Awards. Established in 1977, this collection of awards is for SRCD members who have distinguished themselves over a sustained period of time in at least one domain of research and service. These awards are generally meant for more senior SRCD members.

For the first round of the selection process, nominators should submit a CV for the nominee along with a letter that explains why the nominee deserves to be considered for a Senior SRCD Distinguished Contributions Award. The letter must specify one or more areas of contribution from a list of 5 categories—1) distinguished scientific contributions to child development, 2) distinguished contributions to public policy and practice in child development, 3) distinguished contributions to understanding international, cultural, and contextual diversity in child development, 4) distinguished contributions to mentoring of developmental scientists, 5) distinguished contributions to interdisciplinary understanding of child development—or from another area of contribution described by the nominator.

All nominations are due **August 15, 2014** and should be submitted electronically through the submission site at this [link](#); *all files must be in PDF format*. A small number of finalists will be selected for a second stage of review, with additional materials (e.g., publications, letters of support) to be submitted at that point.

Please send inquiries regarding nomination submissions to Tacarra Andrade at tandrade@srcd.org.

Awards will be presented at SRCD's Biennial Meeting during the Presidential Plenary Session and at a special awards dinner. A list of previous award recipients can be found at this [link](#).

SRCD Early Career Research Contributions Award

The Governing Council of SRCD is seeking nominations for the Early Career Research Contributions Award. Established in 2002, this Award is made to a person or persons who have distinguished themselves as researchers and scholars, as evidenced through research, publications, and scholarly activity. The nominee should be an SRCD member and ordinarily be no more than six years beyond the Ph.D. or equivalent degree (obtained after January 1, 2009).

Any SRCD member can make a nomination, which should include: 1) a letter explaining the reasons for the nomination along with key information (the nominee's name, current employment, and Ph.D. year), 2) a recent curriculum vitae with complete bibliography and three key papers marked with an asterisk (*), and 3) copies of the three highlighted papers. *All files should be in pdf format*.

All nominations are due **August 15, 2014** and should be submitted electronically through the submission site at this [link](#). A list of previous award recipients can be found at this [here](#).

Please send inquiries regarding nomination submissions to Tacarra Andrade at tandrade@srcd.org.

UPDATE ON THE 2015 SRCD BIENNIAL MEETING



2015 SRCD Biennial Meeting March 19-21 Philadelphia, Pennsylvania, USA

Program Co-Chairs Catherine Tamis-LeMonda and Jeffrey Lockman have been busy planning an exciting invited program for the 2015 SRCD Biennial Meeting! All sessions will be held at the Pennsylvania Convention Center and the Marriott Downtown Hotel. Preconference events will be held on Wednesday, March 18.

Philadelphia will be a fun city for the biennial - easy to get around with lots of entertainment and good food! The [Call for Submissions](#) is posted and the submission website is open. Plan ahead and submit early as SRCD is using a new submissions site.

NOTE: The submission deadline has been extended to *Wednesday, August 20, 2014, 8:00 PM EDT.*

SRCD's commitment to interdisciplinarity, diversity, and an international perspective is strongly supported through its Biennial Meetings. Empirical, theoretical, historical, methodological, policy, application and translational submissions from investigators around the globe in all disciplines related to the field of child development are welcomed. The Society also encourages submissions from students, both graduate and undergraduate.

Interested in reviewing submissions? A reviewer must have a Ph.D. or equivalent degree. The site is now open for volunteer reviewers to sign up to help with this important role. Please choose up to five areas in which you have the expertise to review. Panel chairs will be selecting their review panels soon.

You may also sign up as a Mentor/Mentee pair:

- A Mentor must have a Ph.D. or equivalent degree and be a 2014 Regular or Early Career Member of SRCD who is 3-5 years *beyond* his/her advanced degree and currently in a teaching position.
- A Mentee paired with a Mentor may be a 2014 Graduate Student Member of SRCD or a 2014 Early Career Member of SRCD who is less than 3 years beyond his/her advanced degree.
- Click [here](#) for more information.

Visit the SRCD website (www.srcd.org) for updated Biennial Meeting information. Meanwhile, you may access the online program schedule, award recipient photos and certificates of merit, and other archived materials from the 2003-2013 meetings under the Biennial Meeting tab, "Meeting Archives."

Questions specific to the Biennial Meeting Program? (734) 926-0610 or programoffice@srcd.org.

Other questions about the Biennial Meeting? Contact (734) 926-0612 or biennialmeeting@srcd.org.



2014 SRCD SPECIAL TOPIC MEETINGS

Developmental Methodology

September 11 - 13, 2014
San Diego, California

Keynote Speakers: Greg Duncan, University of California, Irvine and Betsy McCoach, University of Connecticut
Invited Session Formats: Workshops (half day and 100 minutes), Symposia, and Talks
Submitted Formats: Paper Symposia, Workshops and Poster Sessions (including Ask-A-Question Posters)

Decision notifications, registration and housing will be available late July. Click [here](#) for more information.



Positive Youth Development (PYD) in the Context of the Global Recession

The final program is nearly ready for the October 23-25, 2014 Special Topic Meeting: [Positive Youth Development in the Context of the Global Recession](#) co-chaired by Frosso Motti, Silvia Koller, and Anne Petersen. The meeting will take place at the Corinthia Hotel in Prague, Czech Republic and is the first SRCD meeting to be held outside of North America.

This meeting addresses an important topic for both the minority and majority worlds. In many countries, youth have been particularly hard hit by the global economic recession. Many young people are trapped in endless cycles of unemployment or underemployment and possibly return to education because of lack of job opportunities. Alarming, increasing numbers of skilled young graduates migrate to wealthier countries for a better future. The “brain drain” from less wealthy societies is one of the deep wounds of the current crisis. However, the economic crisis may also have long-lasting and pervasive consequences for youth’s adaptation and development. It thwarts the aspirations and goals for the future of young people, and presents serious obstacles to their professional and personal adaptation. In Europe, the current cohort of young people is actually referred to as “the lost generation.” What are the effects of the economic downturn for youth’s adaptation and development? What makes a difference for those who are able to more successfully navigate through this situation? How can we support youth to become the engines of hope and change in their countries? What can scientists from different countries learn from each other? The purpose of the meeting is to better understand these questions and identify appropriate programmatic and policy responses for positive youth development.

There will be five plenary sessions featuring 12 [distinguished speakers](#) including one on appropriate research designs and analyses to be followed by an optional methods workshop. An additional plenary session will feature a summary of the learning gleaned by early career scholars. The submitted program is currently being organized into paper and poster symposia and sessions.

The Early Researchers Union (ERU) at European Association of Developmental Psychology (EADP) and Student Early Career Council at the SRCD (SECC) are collaborating on the planning of special lunchtime sessions which will give students and early career scholars the opportunity to network with senior scholars in the field. Students and early career scholars will be able to sign up for these events during the registration process.

Registration will soon be open for this exciting and important meeting whose program will be posted soon. Visit the [SRCD website](#) for information on how to register.

New Conceptualizations in the Study of Parenting-At-Risk

November 13 - 15, 2014,
San Diego, California

Program Chairs: Douglas Teti, Natasha Cabrera, Pamela Cole, SherryL Goodman and Vonnie McLoyd
Join us for the final Special Topic Meeting of 2014. This meeting is scheduled for November 13-15, also at the Hilton San Diego Resort and Spa in San Diego, CA.

Decision notifications will be sent out mid-August and Registration will open late August. Click [here](#) for more information.

VICTORIA S. LEVIN GRANT



Victoria S. Levin Grant Application Site is Now Open:

In 30 years of distinguished service at the National Institutes of Health (NIH), Victoria S. Levin's career centered on fostering scientific research that addressed children's mental health. Upon her retirement there was an exceptional outpouring of tributes from the many distinguished scientists with whom Vicki worked over these years. The tributes vividly highlighted two hallmarks of Vicki's life work. First, they acknowledged Vicki's passion for scientific research examining development in the very first years of life, years that form a critical foundation for the development of lifelong mental health and well-being, and which play an important role in the prevention of mental disorders. Second, they praised her unique capability for encouraging new scientists, instilling them with confidence that they could achieve the high standards required to secure their first major funding from the NIH. The Victoria S. Levin Grant for Early Career Success in Young Children's Mental Health Research is established to continue Vicki's legacy in these two areas. Its aim is to foster early success in achieving federal funding for re-

search that is informed by developmental science to address concerns affecting the early foundations of children's mental health and well-being. Broadly defined, this area of research addresses all aspects of the development of competence and risk for children from all types of backgrounds.

The grant serves the promising pre-tenured, junior investigator by:

1. Supporting release time from duties during which time the grantee writes and submits an application in the area of early childhood mental health to the NIH. This support compensates the grantee's unit/department for the work from which the grantee is released. Having adequate time to develop and submit a grant application is essential for early career success.
2. Providing travel funds for a trip to NIH to meet program staff. This support helps the grantee develop meaningful contacts with NIH program staff who can guide the application preparation and revision (funding usually requires two application submissions).
3. Providing a pre-review of the candidate's NIH application. This support allows the mentor and grantee to benefit from an external critique of the NIH application prior to its submission. In our experience, this pre-review heightens the chances of early success in the first round of review and the mentor is able to guide the grantee in responding to reviews.

Aiming to heighten the chances of early success in achieving federal funding for developmentally-informed research that addresses the early foundations of children's mental health and well-being, the Victoria S. Levin Grant for Early Career Success in Young Children's Mental Health Research was created to honor and carry forward this focus of Victoria S. Levin's life work.

The application for the 2014 Grant is now available [here](#). The deadline for applications is **September 5, 2014**; the grant of up to \$25,000 will be announced in November, 2014. For your reference, you may view and print the following documentation: [Levin Grant Information](#), [Applicant Eligibility](#), and [Required Application Elements](#) (files to be uploaded).

TEACHERS' CORNER

"Using Interactive Teaching Strategies in Developmental Courses - A Matrix for Instructors"

By Jennifer K. Henk, Ph.D., University of Arkansas jhenk@uark.edu and
Mardi Crandall, M. S., University of Arkansas mcranda@uark.edu

In the past two decades, interactive teaching approaches have begun to proliferate. Specific strategies are spreading across campuses through disciplinary and professional networks. As more faculty members use interactive teaching, the design and analysis of these approaches becomes increasingly diverse and sophisticated. Research and evaluation on interactive teaching strategies are sharpening our definitions of student outcomes and giving us a clearer understanding of when interactive techniques do and do not work (Smith & MacGregor, 1992).

Designing interactive teaching situations for developmental courses requires a demanding yet important rethinking of one's syllabus in terms of course content and time allocation. Furthermore, the instructor must value his or her role as facilitator over that of sage and be convinced that interactive teaching does indeed model what we know to be true about the efficacy of hands-on learning experiences (Smith & MacGregor, 1992). How, then, should the rest of the class time (lectures, assignments, examinations) be designed if classroom time is considered an important social space for developing understanding about developmental material, or if some of the out-of-class time is devoted to study groups or group projects? How does the teacher ensure that students are learning and mastering key skills and ideas in the course, while at the same time addressing all the material to be covered?

Although using interactive approaches can create tension between the process of students' learning and content coverage, this tension eases when we design interactive learning experiences which guide students to become more directly immersed in the ideas of the class (Bean, 2001). Students develop confidence and become skilled at entertaining ideas on their own while learning to raise questions, to listen carefully, and to respond to others' questions. They develop the ability to stay focused, sustain an idea, build rapport with fellow students, and learn the art of disagreeing with others with respect and courtesy. They recognize and acknowledge the limitations of their own points of view. These intellectual and interpersonal skills don't come easily to college students. Their development requires extended and focused practice. As Finkel and Monk (1983) pointed out, students' awkwardness and tentativeness can often discourage teachers, driving them back into the comparative ease of lecturing. Developing successful interactive teaching strategies challenges teachers to become coaches and facilitators of complex social processes, but these are deeply important ones for true learning.

At the 2013 Teaching Institute, we presented a workshop that introduced a matrix for use as a tool in choosing appropriate interactive teaching strategies applicable to a wide range of courses in human development and early childhood. It simplifies the process of modeling interactive teaching. Based very practically on the teacher's immediate goal for the session - goals with which any instructor can identify—the matrix can be pulled out and applied with some ease. Some of these goals include teaching mastery of content, promoting analytical thinking about material, and facilitating review of content. They are grouped with interactive techniques designed to support those purposes. Activities described in the matrix represent useful techniques in a wide range of class configurations and sizes, from large lectures to small seminars. The matrix supports the interactive process by modeling what it means to question, learn, and understand in concert with others. Teaching interactively demands responsibility, persistence, and sensitivity, but the result can be a community of learners in which everyone is welcome to join, participate, and grow.

(cont. on p. 11)

TEACHERS' CORNER (CONT)

(cont. from p. 10)

Here is a sample of the teaching goals, strategies, outcomes, and methods for promoting interactive teaching that were discussed and modeled in the workshop:

Teacher wants to:	Select interaction such as:	Best for:	Outcomes to expect	Description
Teach content, mastery of fact, promote thinking	Lay It Down	Classes that can be divided into teams of 3 or 4	Mastery of fact, promotion of thinking and communication skills, team building, and information sharing	Teacher prepares problems(s) or scenario(s) and four possible cards for each question. Teacher also gives each group a pile of tokens (poker chips would do well) and tells them they will use the chips to vote for the answers each selects. Teams lay their answer cards out for all to see. When the question is given, each student places a chip on the answer.
Encourage students to share ideas anonymously with the class	Air Mail	Small to moderately sized class; ideal for sensitive topics that students may be hesitant to discuss if attached to them personally	Sharing and expanding ideas, communication skills, appreciation for the value/diversity of others' ideas	Pose a somewhat controversial question for class discussion. Ask each student to write down an answer on a piece of paper. Explain that the answer will be shared but no name should be included in the answer. Instruct students to fold their paper into an airplane shape, and give the signal to launch all the airplanes to the center. Each student retrieves the closest paper.

There is no getting around the challenging nature of interactive teaching in developmental courses. But when interactive work becomes a regular feature of their class, faculty members usually find it enormously energizing and liberating (McKeachie, 1986). Every course and every class presents an intriguing opportunity. Teachers relish the intellectual challenges of creating (and re-creating) activities or problems that really engage students. They enjoy those moments when a class becomes a community. And they often speak of the new lens they gain on their students, which comes from watching them struggle with ideas and build meaningful connections to previous learning or personal experiences. They also remark on the fresh perspective they gain on their subject matter, as it is enriched and challenged by continuous and diverse student examination and reshaping of it (Brookfield, 2006).

References

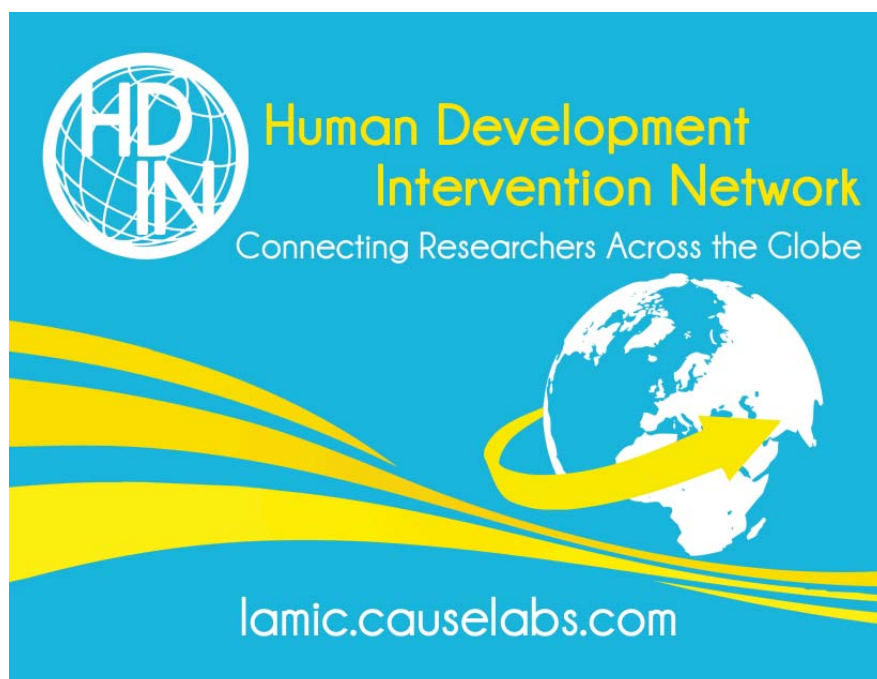
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LAUNCH OF GLOBAL NETWORK

Launch of Global Network to Promote Human Development Interventions in Low- and Middle-Income Countries

In 2013, a team of senior and early career scholars (Larry Aber, Anne Petersen, Carly Tubbs, and Alice Wuermli), with support from the SRCD International Committee and the Jacobs Foundation, led a highly successful SRCD preconference workshop on “Interventions for Children and Youth in Low- and Middle-Income (LAMI) countries.” At that preconference, researchers from around the world presented case studies of interventions to support human development (e.g., with respect to school readiness, violence prevention); the need for an ongoing network to support human development intervention research was identified. Spurred by the success of the preconference, the International Committee together with the preconference planning committee was awarded funds from SRCD to develop a network of individuals and resources to promote child and youth development globally. The development of this network reflects SRCD’s mission to incorporate cultural and contextual diversity as well as international perspectives in all aspects of the Society’s organization, activities, and membership. Over the course of the last year, Josafa Cunha (josafas@ufpr.br), Jennifer Lansford (lansford@duke.edu), Anne Petersen (annepete@umich.edu), and Alice Wuermli (awuermli@ucdavis.edu) have worked with CauseLabs, a consulting group that develops technological solutions to advance social benefits, to develop a website to support the activities of this network.

We are pleased to announce the launch of the resulting network and online platform that will motivate, support, and connect a diverse global group of scientists and interventionists at all stages of career development to advance human development research and interventions. We have secured a distinguished Advisory Committee with members from several countries and settings, including universities as well as agencies (e.g., World Bank, UNICEF), who will guide and contribute to future developments and enhancements of the Network’s mission and activities. The Network’s online platform has several features to facilitate these goals. First, users create a member profile with affiliations, professional interests, and areas of expertise; social networking features allow users to connect with others who have similar interests. Second, a data and resource repository enables users to upload content tagged by keywords, as well as search by these keywords to find information relevant to the specific topics, regions, or types of interventions of interest to them. Third, regular blogposts will feature current intervention work and stimulate discussion around cutting-edge topics. One of the central objectives of the Network is to establish and facilitate South-South, North-South collaboration as well as mentoring relationships for early career scholars. Go to lamic.causelabs.com to create a member profile, search for resources (including presentations from the 2013 SRCD preconference), and share your own resources with other researchers working on human development interventions in low- and middle-income countries. For questions or suggestions about the Network or online platform, please contact us through lamic.causelabs.com.



TWENTY MOST IMPORTANT STUDIES IN CHILD PSYCHOLOGY

By Wallace E. Dixon, Jr., East Tennessee State University

In my previous two installments, I reported the *20 Most Fascinating Studies* and the *20 Most Controversial Studies* published in child psychology since 1960, based on survey responses of professional scientists in the field of child psychology. In this installment, I identify the *20 Most Important Studies*. In my survey question stem, "Important" was left undefined, under the assumption that different people would bring different criteria to the table. In my next article, I will report out the 20 "Most Revolutionary" articles. At that point you will notice that "Most Important" doesn't necessarily equate with "Most Revolutionary," although there is considerable overlap among the highest ranked studies.

If I were to hazard a guess as to the differences between people's understanding of the two terms, I would suggest that *revolutionary* articles were those judged to have taken the field by storm or to have redirected the field into a whole new paradigmatic approach. In contrast, *important* articles that don't also appear on the list of *revolutionary* articles may have been those that started out slowly, maybe didn't necessarily redirect the field in any particular direction, but eventually emerged as a central piece of science over time. These are just speculations. I will let you be the final judge. Let me know your thoughts: dixonw@etsu.edu.

Below are the studies that survey respondents identified as the most important in the field of child psychology. Remember that these folks were themselves scientists in either the Society for Research in Child Development (SRCD), the International Society on Infant Studies (ISIS), or the Cognitive Development Society (CDS). As before, there was considerable agreement among members of the three learned societies about which studies were most important. But unlike in the first two lists, there were three studies on *this* list resulting from the strong, exclusive support of one or another of the societies. These three studies are identified below.

Now, on to the 20 Most Important Studies published in the field of child psychology since 1960, in reverse order:

- 20) Flavell, J. H., Beach, D. R., & Chinsky, J. M. (1966). Spontaneous verbal rehearsal in a memory task as a function of age. *Child Development*, 37, 283-299. (SRCD exclusive)
- 19) Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science*, 198, 75-79. (CDS exclusive)
- 18) Ceci, S. J., & Bruck, M. (1993). Suggestibility of the child witness: A historical review and synthesis. *Psychological Bulletin*, 113, 403-439. (ISIS exclusive)
- 17) Werker, J. F., & Tees, R. C. (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. *Infant Behavior and Development*, 7, 49-63.
- 16) Eimas, P. D., Siqueland, E. R., Jusczyk, P., & Vigorito, J. (1971). Speech perception in infants. *Science*, 171, 303-306.
- 15) DeCasper, A. J., & Fifer, W. P. (1980). Of human bonding: Newborns prefer their mothers' voices. *Science*, 208, 1174-1176.
- 14) Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926-1928.
- 13) Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes Publishing.
- 12) Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048.
- 11) Baron-Cohen, S., Leslie, A. M., & Frith, U. (1985). Does the autistic child have a "theory of mind"? *Cognition*, 21, 37-46.

(cont. on p. 14)

TWENTY MOST IMPORTANT... (CONT)

(cont. from p. 13)

- 10) Kagan, J., Reznick, J. S., & Snidman, N. (1988). Biological bases of childhood shyness. *Science*, 240, 167-171.
- 9) Fantz, R. L. (1964). Visual experience in infants: Decreased attention to familiar patterns relative to novel ones. *Science*, 146, 668-670.
- 8) Thelen, E., & Fisher, D. M. (1982). Newborn stepping: An explanation for a "disappearing" reflex. *Developmental Psychology*, 18, 760-775.
- 7) Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.
- 6) Gibson, E. J., & Walk, R. D. (1960). The "visual cliff." *Scientific American*, 202, 67-71.
- 5) Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- 4) Harlow, H. F., & Harlow, M. K. (1965). The affectional systems. In A. Schrier, H. F. Harlow, & F. Stollnitz (Eds.), *Behavior of nonhuman primates: Modern research trends*. New York: Academic Press.
- 3) Bowlby, J. (1969). *Attachment and loss, Vol. 1: Attachment*. New York: Basic Books.
- 2) Piaget, J. (1962). *Play, dreams and imitation in childhood*. New York: Norton.

And the #1 Most Important Study in Child Psychology published since 1960 is...

- 1) Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1979). *Patterns of attachment: A psychological study of the strange situation*. Hillsdale, NJ: Lawrence Erlbaum.

SRCD's Wiley Discount Program

SRCD and our publishing partner Wiley are pleased to announce an update to Wiley's Society Discount Program. Through the SDP, SRCD members have historically received a 25% discount on virtually all Wiley books. However, we are pleased to announce an increase in the discount percentage from 25% to 35% for a trial period through the end of 2014. More information can be found at [SRCD's Wiley discount page](#).

IN MEMORIAM



K. Alison Clarke-Stewart
(1943-2014)

K. Alison Clarke-Stewart was a change agent for the field of developmental psychology. Brilliant, insightful, and irreverent, she was able to see beyond the questions, theories and methods of the day. Over a 40-year period, she pushed us to think differently about issues that matter -- the roles that mothers and fathers play in their children's development, the effects of infant child care, the implications of child suggestibility for high-stakes legal decisions, and the effects of divorce and custody decisions on child developmental outcomes.

For developmental psychologists coming of age in the 1970s and 1980s, Alison's dissertation at Yale was our guiding star of how we wanted to do our research. Published in 1973 as an SRCD Monograph, "Interactions between Mothers and their Young Children: Characteristics and Consequences" set the standard for a multi-method, multi-respondent prospective longitudinal study. Mothers and their first-born children were observed as they interacted spontaneously beginning when the children were 9 months old and continuing until they were 18 months. In this pre-videotape era, she used steno pads (maternal behavior on the left and child behavior on the right) to record in long-hand the sequence of mother and child behaviors as they occurred. These interactions were then related to a panoply of child developmental outcomes that included standardized assessments like the Bayley as well as novel tasks Alison designed. Her measure of "optimal maternal care" a composite that included affection, contingent responding, stimulation, and acceptance predicted myriad indicators of children's cognitive and social-emotional competencies. So much research on mothering focused on pathology; in contrast, Alison focused on the positive and in so doing provided needed balance.

After receiving her PhD, Alison joined the faculty at the University of Chicago where she worked on two groundbreaking projects. In one line of research, she focused on the role of the father role in the family. One paper, "And Daddy Makes Three: The Father's Impact on Mother and Young Child" published in *Child Development*, demonstrated the power of her multi-method, multi-respondent approach to the study of the family. With careful precision, she and her team observed children longitudinally at 3 ages (15, 20, and 30 months) in unstructured and structured home interactions. Mother-child and father-child dyads were observed along with mother-father-child triads. These observations were related to child assessments and innovative probes that Alison again designed. Her findings documented differences in play styles between mother-child and father-child dyads. More importantly, Alison showed how the mere presence of a father influenced mother-child interaction. Mothers' and fathers' behaviors were related to children's intellectual competence. As with her prior, painstakingly designed and executed observational work, the results of this study advanced our knowledge about important family influences on children's development generally, and the important role of fathers specifically. It was the latter finding that would connect her with her future husband, Ross Parke.

While at Chicago, Alison also conducted a visionary child care study, published as a book entitled, *Children at Home and in Day Care*. In quintessential Alison fashion, she took great pains to measure the full range of child care experiences (daycare centers, family daycare homes, and sitters) in addition to children's experiences at home with their mothers. These experiences were then related to children's cognitive abilities, social competencies with adults, and peer relationships, assessed in the laboratory and in naturalistic settings. As she succinctly noted in the volume's conclusion, "children . . . benefit from the opportunities afforded by a day-care environment that is rich in toys and educational activities, with a group of stimulating and diverse peers. Without detracting from what their families offer, these opportunities enrich the lives and development of today's children and set them on the road to further adventures in school." (p. 242). While other researchers focused on the daycare as a risk, Alison was more focused on its benefits, again providing a balanced view for the field.

In 1983, Alison moved to the University of California, Irvine where she was a Professor of Psychology and Social Behavior and of Education until her retirement in 2008. While at Irvine, she pursued three lines of work: extended work on early child care as well as the work on child suggestibility and divorce. One of her seminal papers at Irvine, "Infant Day Care: Maligned or Malignant" carefully reviewed the available evidence that infants in full-time child care were less likely than children who did not attend child care to seek proximity in the Ainsworth Strange-Situation procedure, evidence that some argued indicated that early extensive non-maternal care constituted a risk

(cont. on p. 16)

IN MEMORIAM (CONT)

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for young children's development. Alison argued that, while these behaviors might signal emotional insecurity and risk, they also might reflect greater confidence and assertiveness. She concluded that further research was needed to determine the circumstances under which infant child care is a risk for young children and the circumstances under which it supports or fosters development.

Identifying these circumstances became the primary motivation for the NICHD Study of Early Child Care and Youth Development, a study that became a primary focus of Alison's, and our, research for the next 20 years. In 1988, the National Institute of Child Health and Human Development issued a Request for Proposals to determine the conditions under which infant child care is a risk to healthy child development and conditions under which children benefit from child care. Not surprisingly, Alison's grant application was one of the 10 proposals funded following peer review. So began a network of social scientists that was constituted by NICHD, an arranged marriage of sorts. We studied 1,364 children, their families, and their caregivers and teachers from birth through the end of high school. Collectively, we published more than 100 scholarly articles, many of which influenced policymakers, parents, and educators. It was hard work. We met more than 100 times in Bethesda, and the meetings were sometimes tedious, other times contentious. Thank goodness for Alison's sense of humor, which often got us back on track; we typically sat next to her and were able to appreciate her sidebar comments as well.

Alison played a critical role in the study, making important and forward-thinking contributions to the design of the study, selection of measures, development of new assessments (especially the Observational Record of the Caregiving Environment), collection of data, and data analyses. Although the majority of the papers were published under corporate authorship (NICHD Early Child Care Research Network), Alison made essential contributions to some of our most central publications on the near- and long-term effects of child-care quality, quantity, and type on children's developmental outcomes, including "Does Quality of Child Care Affect Child Outcomes at Age 4½?" published in *Developmental Psychology* and "The Effects of Infant Child Care on Infant-Mother Attachment Security" published in *Child Development*.

Her focus in the area of children's testimony concerns how suggestibility may influence children's recall of prior events in cases of alleged abuse. In a classic paper with William Thompson, "What did the janitor do?" she found that children's recall of a prior encounter with an adult could be distorted by suggestions offered by an interviewer. In related work she identified child characteristics such as verbal ability and self-control and family relationships such as close ties between child and parent which protect children from suggestive questioning. Knowledge of jurors about the reliability of child witnesses is another aspect of this issue that she has explored.

In her work on divorce, she researched issues of father custody and the effects of divorce on young children. She coauthored two major books on divorce. One (*Divorce*) is a comprehensive review of the effects of divorce on children, and a second book (*Divorce Lessons*) is a volume aimed at parents and practitioners with a focus on advice to parents for dealing with the aftermath of divorce.

One of the hallmarks of all of Alison's publications was clear and compelling prose (as well as the clever manuscript titles she created). She was a wonderful writer who made it look easy, although her husband Ross Parke revealed that she worked hard to write prose that appeared effortless. A second hallmark was that her papers were exhaustively researched. She took pride in synthesizing and integrating the literature. Her child-care chapters that appeared in the *Handbook of Child Psychology* are a case in point; so are her textbooks, which bring the field to life for students.

After her retirement, she continued her writing, research, and creative ideas. She and Ross Parke had recently completed the second edition of their *Social Development* textbook, published early this year. At the time of her passing she was planning a volume about children's eyewitness testimony and suggestibility, entitled "Good touch, Bad touch" about the consequences of often misinterpreted contact between adults and children. Alison's illness and unexpected passing is a significant loss for the field. Like all great thinkers, she will be remembered for her writings, which live on. Alison would like knowing that we think her prose was perfection. In remembering our dear friend and colleague, we are reminded of the last lines of Maya Angelou's poem, *When Great Trees Fall*: "They existed. We can be. Be and be better. For they existed."

*Deborah Lowe Vandell
Kathleen McCartney
Cathryn Booth-LaForce*

SECC REPORT



Being an International Early Career Scholar at SRCD: Why is Important and How We Can Best Reach Out to More International Colleagues?

*By Radosveta Dimitrova, Department of Psychology, Stockholm University, Sweden
<http://w3.psychology.su.se/staff/rdimi/>*

Mentoring and network opportunities represent one of the most crucial experiences for students and early career scholars to succeed in their future careers. For U.S.-based scholars and those of us who are lucky enough to have such experiences, this is not an issue. However, many international colleagues may find it hard to network and benefit from professional development opportunities offered by SRCD and/or SRCD's Student and Early Career Committee (SECC). I would like to share my experience so as to motivate more colleagues to join and be active within SRCD.

I got involved with SRCD in 2009 when I had the honor of working with Dr. Cynthia Garcia Coll at Brown University. She is tremendously effective in providing guidance and opportunities for student and early career scholars. I will always be grateful for her exceptional care and support as her belief in my abilities has helped me to move forward during difficult times. Since then, I have been actively involved in the society as an international representative of the SECC and the Ethnic & Racial Issues Committee (ERI). I am also a member of the Society for the Study of Human Development (SSHHD) Emerging Scholars Committee, the Society for Research on Adolescence's (SRA) Study Group Committee, and the Advisory Board of the Global Network for Human Development Intervention Research in Low- and Middle-Income (LAMI) countries.

In 2012, I was awarded the SECC Dissertation Funding Award (DFA) for my project on identity and well-being of youth from marginalized ethnic minority groups in post-communist Europe. Receipt of this award allowed me additional opportunities to examine Roma minority youth, such that I am now implementing this line of research in my current project at Stockholm University, Sweden on Positive Youth Development (PYD) of Roma across Europe (for more details, [click here](#)). I am extremely grateful to the SECC and SRCD for this award that has had such an important influence on me and my program of research.

Later in 2013, I was elected the President of the Early Researchers Union (ERU) of the European Association of Developmental Psychology (EADP), which is the largest and most representative early career union of developmental psychologists in Europe (see [here](#)).

None of these achievements would have been possible without the exceptional network and career development opportunities I was able to access through SRCD. I am concerned with international professional service for young scholars and it is my strong belief that more international colleagues need to join us and benefit from such opportunities. An important step in that direction is the SECC commitment to facilitate and coordinate student events. For the first time at the SRCD Themed Meeting in Prague in 2014, we plan to organize a joint SECC/ERU event for young scholars. Reaching out to early career scholars and enhancing their involvement in SRCD is essential step in furthering their career opportunities. It is also important to involve local organizations and resources that can facilitate common initiatives among students and make SRCD/SECC more visible and approachable for our international colleagues. I am confident that my SECC colleagues and I are on a good path towards maximizing such international initiatives while also touching on important goals of the SRCD strategic plan.

Finally, if I were to give any advice to young scholars who want to get involved in SRCD, benefit and make the most of many opportunities in the field, I would suggest the following:

- Attend the biennial meeting, which provides excellent opportunities to meet senior scholars and network with your colleagues. If you are too intimidated by the biennial meeting, then you can focus on the special topic themed meetings. These are very small in format and it will be easier to network with people you are interested in talking to.
- Get in touch with the SECC representatives and learn more about our initiatives for young scholars (DFA award), newsletter, coffee hours, seminars and SECC events at the SRCD meetings;

(cont. on p. 18)

SECC REPORT (CONT)

(cont. from p. 17)

- Be open to mobility and flexibility in joining new projects, develop new ideas, and get involved in collaborative projects; these might involve new data collection, joining a paper with other colleagues, or applying for a workshop, training events, etc.
- Get in touch with other senior/junior scholars and learn more about their research while telling them more about the practical implications of your research program and its unique contribution to the field;
- Link up with other research teams or projects which might give you autonomy and different research resources/perspective outside your own lab.
- Be proactive and network, network, network!

MEMBER NEWS



The American Psychological Association (APA) awarded Richard Lerner the 2014 APA Gold Medal for Life Achievement in the Application of Psychology. The award "recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems."



Roberta Michnick Golinkoff (University of Delaware) and Kathy Hirsh-Pasek (Temple University) are the 2015 recipients of the James McKeen Cattell Fellow Award from the Association of Psychological Science. From the letter we received: "The Cattell Award is the highest honor conferred by APS. It honors distinguished APS Members for a lifetime of outstanding contributions to applied psychological research."

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NEW BOOKS BY SRCD MEMBERS



Learning by playing: Video Gaming in Education (Oxford University Press, 2014).
Edited by Fran Blumberg

Kotsopoulos, D., & Lee, J. (2014). *Let's Talk About Math: The LittleCounters® Approach to Building Early Math Skills*. Baltimore, MD: Brookes Publishing.

Drawn from the authors' playful and popular LittleCounters® workshops, this guidebook shows early educators, caregivers, and parents how to use purposeful play with children from birth to 5 to promote mathematical thinking and get them ready for formal math instruction. In *Let's Talk About Math*, readers will learn how to transform ordinary toys into learning tools that help teach mathematical concepts; organize play environments and activities to encourage math learning; and infuse math talk and learning into specific daily routines and tasks.

Newman, B. M., and Newman, P. R. (2015). *Development through life: A psychosocial approach*, 12th edition. Stamford, CT: Cengage Learning.

This text uses a chronological approach to present the development of a changing person in changing cultural and historical contexts across eleven stages of the life span, drawing on psychosocial theory to provide a conceptual framework based upon the developmental tasks and psychosocial crises of each stage. In this completely updated and thoroughly revised edition, we address physical, intellectual, social, and emotional growth in all life stages, focusing on the idea that development results from the interdependence of these areas at every stage, and placing special emphasis on optimal development through life.

Treiman, R., & Kessler, B. (2014). *How children learn to write words*. New York: Oxford University Press.

This book examines how children learn to spell. It provides a theoretical framework that integrates findings from a wide range of age groups--from children who are producing their first scribbles to experienced spellers who are writing complex words. It reviews research on learners of a variety of different writing systems. Discussions of how spell is and should be taught are incorporated into each chapter, making the book of interest to educators as well as to psychologists and linguists. For further information, [click here](#).



CALL FOR LETTERS OF INTENT


The Philosophy and Science of Self-Control project Call for Letters of Intent

Dr. Alfred Mele of the Florida State University Department of Philosophy is directing The Philosophy and Science of Self-Control project, a new grant project funded by the John Templeton Foundation. Philosophers and scientists are invited to compete for sub-grants and prizes to support research along two dimensions: the philosophy of self-control and the integrated science and philosophy of self-control. The first phase in the process of selecting the winners of these awards is to review letters of intent from applicants. Letters of intent for projects focusing on integrated science and the philosophy of self-control are due by August 1st, 2014, and letters of intent for the philosophy of self-control research projects are due by September 1st, 2014. For more information about The Philosophy and Science of Self-Control project and for instructions to submit letters of intent, please visit www.philosophyandscienceofself-control.com.


MEMBERS IN THE MEDIA

The SRCD *Office for Policy and Communications* 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:  TV or Radio Interview  Op-Ed Piece


An article published in *Child Development* written by Joseph P. Allen, Megan M. Schad, Barbara Oudekerk, and Joanna Chango sheds light on what happens to “cool” kids. The study was featured in an SRCD [press release](#) and covered by the [The Washington Post](#),  [The Wall Street Journal](#), [The New York Times](#), and [CNN](#), among others. On June 25, the New York Times piece was listed as the “most emailed” (within the last 24 hours) and “most viewed” (within the last 24 hours) article on the New York Times website.

Want a young child to “help” or “be a helper?” As featured in an SRCD [press release](#), on [NPR](#), and on [Today](#), research published in *Child Development*—and conducted by Christopher J. Bryan, Allison Master, and Gregory M. Walton—shows that choice of words matters.

SRCD member Anna Gassman-Pines penned an Op-Ed on the effects of parental job loss on children. She offers opinions on a bill introduced by Sens. Jack Reed and Dean Heller that aims to restore benefits for up to five months for the long-term unemployed. Her article can be found on  [The News & Observer](#) website.

A study by Daniel A. Hackman, Laura M. Betancourt, Robert Gallop, Daniel Romer, Nancy L. Brodsky, Hal-lam Hurt, and Martha J. Farah—and published in *Child Development*—found that working memory differs by parents’ education and that the effects persist into adolescence. The study was featured in an SRCD [press release](#) and covered by a variety of outlets including [The Conversation](#).

SRCD member Ariel Kalil, alongside fellow University of Chicago professors, participated in the White House Working Families Summit. Their contributions are discussed by the [Chicago Sun Times](#).

A new  [NICHD Podcast](#) features an interview with Elizabeth B. Miller, the lead author of a study published in *Child Development*. The study found that Head Start was more beneficial for children whose parents provide less early academic stimulation. These findings are also summarized in an SRCD [press release](#). Miller’s co-authors include George Farkas, Deborah Lowe Vandell, and Greg J. Duncan.

An article published in *Child Development* and written by Jeanne Shinsky and Liza J. Jachens describes how infants can transfer learning from pictures to real objects by 9 months. The study was featured in an SRCD [press release](#) and covered by [The Independent](#) (UK).

Research by SRCD member Richard A. Warshak was cited in [The Age](#) (Victoria, Australia) and in [The Guardian](#) (UK) on young children who divide their sleeping time between homes when their parents are separated or divorced.

After presenting at a congressional [briefing](#) cosponsored by SRCD, Christina Weiland, Hirokazu Yoshikawa, Deborah Phillips, and Jason Sachs were cited in this [EdCentral](#) article. Deborah Phillips was later interviewed for [National Public Radio](#) coverage on high quality preschool.

Research by SRCD member John Worobey was cited in the UK’s [Daily Mail](#). His study found that, when presented with dolls of different sizes, three-year-old girls prefer “thin” dolls over “fat” dolls. Worobey reflects on how parental anxiety might set the stage for this preference.

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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Developments' Submission Guidelines

Text: Provide your material in unformatted text blocks only, preferably using "Trebuchet" 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, "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, JSanto@UNOmaha.edu or Angela Lukowski, alukowsk@uci.edu.

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

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