

DEVELOPMENTAL PSYCHOLOGIST

Summer 2009



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APA 2009

**BE SURE TO CHECK OUT THE
DIVISION 7 PROGRAMMING
LISTED AT THE END OF THE
NEWSLETTER**

DIVISION 7 ANNOUNCEMENTS

DIVISION 7 AWARD RECIPIENTS

**Urie Bronfenbrenner Award for Lifetime
Contribution to Developmental Psychology
in the Service of Science and Society**

Michael Lewis, Distinguished Professor of Pediatrics and Psychiatry, and Director of the Institute for the Study of Child Development at the Robert Wood

Johnson Medical School, University of Medicine and Dentistry of New Jersey, was awarded the **Urie Bronfenbrenner Award** for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. His significant empirical and theoretical contributions to understanding both normal and abnormal development have shaped the fields of emotion, developmental psychopathology, the emergence of self-referential behavior, and self-evaluative emotions. His recent work on prenatal cocaine exposure, adaptation to childhood sexual abuse, and early individual differences in stress reactivity is impacting theory, policy, and the lives of children.

Please join us for Dr. Lewis' invited address at the 2009 APA convention in Toronto. He will be discussing his research on **Saturday, August 8th at 12pm in Metro Room 206A.**

G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology

Nancy Eisenberg, Regents Professor at Arizona State University, was awarded the **G. Stanley Hall Award** for Distinguished Contribution to Developmental Psychology in recognition of her outstanding contributions to our understanding of emotion-related regulation and relations with adjustment and socio-emotional competence, as well as moral and emotional development more generally. Her pioneering work on prosocial development had a major impact in developmental psychology and dramatically broadened research on social and moral development. Her research has brought diverse perspectives together to focus on development in a unified way. Particularly notable is that she has made major contributions not only to empirical research but also to theory.

Please join us for Dr. Eisenberg's invited address at the 2009 APA convention in Toronto. She will be discussing her research on **Saturday, August 8th at 11am in Metro Room 206A.**

Boyd McCandless Young Scientist Award

Dr. Simona Ghetti is the winner of the 2009 Boyd McCandless award, awarded by Division 7 in recognition of distinguished early career contributions

to developmental psychology. The award will be presented to Dr. Ghetti in recognition for her major contribution to developmental science, integrating behavioral and imaging approaches in studying memory and metamemory in childhood. Dr. Ghetti's research program combines experimental methods, neuroimaging technologies, and typical and atypical populations to explore the development and awareness of remembering and the associated neural pathways. Division 7 congratulates Dr. Ghetti and looks forward to following her rising career.

Please join us for Dr. Ghetti's invited address at the 2009 APA convention in Toronto. She will be discussing her research on **Saturday, August 8th at 10am in Metro Room 206A.**

**Division 7 congratulates
Past President Laurence Steinberg for winning the
APA Award for Distinguished Research in
Public Policy**

Please join us for his award address
"Should Research on Adolescent Brain Development
Inform Public Policy?"

Friday, August 7th at 10am, Meeting Room 706

WELCOME TO OUR NEW MEMBERS OF THE EXECUTIVE COMMITTEE

Andrea Greenhoot, Treasurer
Bonnie Klein-Tasman, Membership Chair
Lisa Oakes, Fellows Committee
David Uttal, Fellows Committee
Kate McLean, Early Career Representative
John Hagen, Division Representative to Council

CHECK OUT OUR WEBSITE!

<http://ecp.fiu.edu/APA/div7/>

The Division 7 website offers a wealth of useful information. In addition to general information about the membership, you will find:

◆ **Listing of Graduate Programs in Developmental Psychology**

DOTDEP maintains a helpful list of graduate training programs in developmental psychology and related disciplines (with links to each department's WebPages). This is a great resource for prospective graduate students or others interested in learning about or applying for graduate training. More than 70 graduate programs are now listed on our web site at: <http://ecp.fiu.edu/APA/div7/?f=gradprograms>

If you would like to have your graduate program added to the listing (or would like to make changes to it), the following information from an appropriate representative is requested: school name; program name; department or college affiliation; web site URL to link to relevant developmental or departmental program information; and email address for an appropriate contact person. Programs concerned with graduate training in developmental psychology, whether located in a department of psychology, or a department or college of education, human development, pediatrics, or home economics, will be considered for inclusion if the above material is submitted. Please send the information to: marsha.weinraub@temple.edu.

◆ **Listing of online resources for developmental psychology** (journal homepages, other organizations, grant seeking information...)

◆ **On-line mechanism to submit Division 7 Awards Nominations** - Nominate your colleagues today!

◆ **Web-based email mechanism to send questions/comments to various Division 7 committee members**

For information concerning the Division 7 webpage, please contact our webmaster, Louis Manfra, manfral@fiu.edu

UPDATE FROM DOTDEP

DIRECTORS OF TRAINING IN DEVELOPMENTAL PSYCHOLOGY

DOTDEP (DIRECTORS OF TRAINING IN DEVELOPMENTAL PSYCHOLOGY), the major initiative of the Education and Training Committee of Division 7 of APA, held its Fifth Biennial meeting in Denver on April 2 at the Society for Research in Child Development Biennial Conference.

Unlike previous years, this meeting was held in the evening because of the new SRCD meeting schedule. Turns out – this meeting conflicted with parties and dinners galore! Nevertheless, about 15 members attended. We had a tasty dessert reception and thoughtful discussion.

Louis Manfra, our web master, announced that he has instituted a Bulletin Board program that allows members to share files such a teaching resources, teaching syllabi and interesting teaching demonstrations. There is also a blog opportunity where members can raise questions about assistantship stipends and job opportunities. Good thing too, because in the panel discussion, the need for communication became a clear priority

The panel discussion topic was, "Challenges for Developmental Psychology Training Programs, 2009-2011." Panelists were Nora Newcombe, 2007 winner of the G. Stanley Hall Award, Patricia Miller, Division 7 President and Chair of the Psychology Department at the University of Georgia, and George Hollich, 2007 McCandless Young Scientist Award winner.

Pat Miller began the discussion by identifying exciting challenges for our field. New techniques in the toolbox—fMRI imaging, genetic analyses and assays make clear the need for collaboration across disciplines. Multidisciplinary research raises questions about what unique perspectives developmental psychologists bring to the research enterprise. How can our training prepare students to face these challenges?

Nora Newcombe expressed concern about whether there is an “identity crisis” in cognitive development.

With breakthroughs in cognition, what is to keep developmentalists in our Area?

George Hollich noted that each of us developmentalists works in areas that connect with different domains. Students need to be trained not only more intensively in narrow areas, but also more widely in areas with greater breadth. At the same time, shrinking graduate programs make collaborations across universities organized around a particular domain particularly important.

The panelist comments inspired spirited discussion. Susan Sonnenschein wondered whether we should be selecting more sophisticated students for admission to our graduate programs. John Hagan suggested that we bring practical work into our undergraduate and graduate programs earlier than before. Other members wondered about the impact of smaller cohorts in our graduate programs. How do we deliver developmental programming to smaller classes? How do we encourage and give credit for interdisciplinary work?

As readers who have been following our meetings over the past few years know, we are better at raising questions than answering them. Nevertheless, identifying these questions keeps us abreast of trends in our discipline.

DOTDEP is seeking volunteers for leadership and service on the DOTDEP Education and Training Committee for 2009-2011. Volunteers are encouraged to contact Marsha Weinraub at marsha.weinraub@temple.edu.

**DIALOGUE BETWEEN
DIVISIONS 7 (DEVELOPMENTAL)
AND 20 (ADULTHOOD AND AGING)**

Note from President Pat Miller: While Presidents-Elect of our respective divisions, Christopher Hertzog and I obtained a CODAPAR grant from APA to stimulate research dialogues between members of our two divisions. Our first step was to coordinate these dialogues into a series of articles for

the newsletters of both divisions. Below is the third article in this series. Members interested in contributing a future article should contact Pat Miller, phmiller@uga.edu, and Christopher Hertzog, Christopher.hertzog@psych.gatech.edu.

Alcohol Use Across the Life Span

Elizabeth M. Oliva¹, Sandra A. Brown², Theodore Jacob³, Laura B. Koenig³, and Rudolf H. Moos³

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Alcohol Use Across the Life Span

Alcohol is the most widely used psychoactive substance in the world. In 2007, over 50% of Americans aged 12 or older drank in the past month (estimated 126 million people) and 23% engaged in binge drinking (5+ drinks on one occasion; estimated 57 million people; Substance Abuse and Mental Health Services Administration [SAMSHA], 2008). For the majority of individuals, alcohol use is non-problematic and among older adults it may even be linked to better cardiovascular health; however, for many risk groups alcohol misuse can be destructive in multiple domains (e.g., accidents, injuries, addiction). Thus, there is tremendous interest in alcohol research, intervention, and prevention.

To better understand the course of alcohol use and its associated outcomes, a life span developmental perspective is needed. The benefits of this approach are evident in recent supplemental issues of *Addiction* (2008) and *Pediatrics* (2008). These issues highlight how alcohol behaviors occur in a developing individual with contributing factors across multiple levels of analysis also changing and developing over time. Indeed, Brown (2008) proposes a *double developmental synthesis* in which addiction researchers consider normative developmental processes (e.g., biological, cognitive, social-emotional, and behavioral changes) in conjunction with addiction processes to improve research, risk prediction, and treatment interventions. From this perspective, different risk and protective factors may emerge or

become more or less salient at various ages and stages of development.

At a broad level, genetic and environmental influences have been shown to change across stages of both development and alcohol use (Dick et al., 2006; Pagan et al. 2006). For example, individuals with a family history of alcoholism appear to develop alcohol problems early in life (e.g., during adolescence) whereas individuals who develop alcohol problems later in life (e.g., after retirement) are less likely to have a family history of alcoholism. Moreover, mediators of the relations between level of response to alcohol and alcohol-related problems also differ by developmental stage (Shuckit, Smith, Anderson, & Brown, 2004; Shuckit et al., 2005). Although low level of response to alcohol has been shown to mediate the relationship between family history of alcoholism and alcohol-related problems, among adolescents, this relationship partially operated through alcohol expectancies, whereas among middle-aged adults it operated through drinking to cope with stress.

Important areas of alcohol research that will be discussed in this article include etiologic and treatment research. Both of these areas could benefit from further examining differences based on race/ethnicity, gender, and developmental timing of events.

Etiology of Alcohol Use and Alcohol Use Disorders (AUDs)

Alcohol onset typically occurs during mid-adolescence with early-onset alcohol use—i.e., use before age 15—associated with poor outcomes including increased risk for alcohol use disorders (AUDs; McGue, Iacono, Legrand, Malone, & Elkins, 2001; U.S. Department of Health and Human Services, 2007). As defined by the *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition (DSM-IV TR; American Psychiatric Association, 2000) AUDs include alcohol abuse and alcohol dependence. Epidemiological studies suggest that rates of past month alcohol use increase dramatically over the course of adolescence almost tripling between 8th and 12th grade (16% vs. 44%; Johnston, O'Malley, Bachman, & Schulenberg, 2008). Rates of past month alcohol use increased into young adulthood, peaking

between the ages of 21 to 25 at 68%, leveling off during middle adulthood at ~60%, and then decreasing into older adulthood (SAMSHA, 2008). Amount of consumption also changes dramatically over the life span with teens and young adults more likely to binge (5+ drinks in one sitting) and drink heavily (binge drinking on 5+ days in past month) compared to middle and older adults (SAMSHA, 2008).

Similar trends were observed for past year AUD prevalence with peak rates occurring in individuals aged 18 to 29 (7-9%) with rates decreasing as individuals age (e.g., .2-1.2% in individuals aged 65+; Grant et al., 2004). There is some concern, however, that the AUD criteria used to classify adolescents and older adults may not be appropriate, thus yielding “diagnostic orphans”, or individuals with AUD symptoms and problematic drinking who do not meet full criteria for alcohol abuse or dependence (Martin & Winters, 1998; Pollock & Martin, 1999). For example, among older adults, Lemke and Moos (2002) suggest that focusing on symptoms and using a lower consumption threshold may improve identification of drinking problems. It is unclear whether revisions to the DSM-V will address these issues (e.g., use a dimensional approach), but they are important considerations when studying AUDs across the life span.

Although there are clear differences in patterns of alcohol use across the life span, clinically significant heterogeneity in these patterns have also been observed within age groups. While most of the earlier work focused on identifying alcohol phenotypes (Cloninger, 1987; Cloninger, Bohman, & Sigvardsson, 1981; Jellinek, 1960; Zucker, Fitzgerald, & Moses, 1995), especially types of adult alcoholics, recent statistical procedures have led to an explosion of research using group-based trajectory approaches (e.g., latent growth mixture modeling, latent class growth analysis). These approaches estimate latent trajectory classes with distinct developmental trajectories and examine how those classes relate to predictors or outcomes.

Despite debate surrounding these approaches and their interpretations (Bauer & Curran, 2003; Cudeck & Henly, 2003; Muthén, 2003; Nagin & Tremblay, 2005; Sampson & Laub, 2005), researchers hope to identify

common longitudinal patterns of alcohol use and their developmental antecedents and consequences as such knowledge may guide intervention and prevention efforts. For instance, Chassin, Pitts, and Prost (2002) identified three binge drinking trajectories from adolescence into emerging adulthood—i.e., early-heavy, late-moderate, and infrequent—that were differentiated by factors measured in adolescence including externalizing behaviors (among males), depression (among females), peer substance use, and parental alcoholism. Externalizing was associated with the early-heavy trajectory; depression was associated with the infrequent trajectory; and parental alcoholism was associated with both the early-heavy and infrequent trajectories.

There are five key directions for future research in this area: (1) the development of an understanding of the range of alcohol behaviors and trajectories, not just of problematic alcohol use (Zucker & Gomberg, 1986); (2) conceptualizing continuity and discontinuity in alcohol trajectories from adolescence into older adulthood (e.g., should problem use trajectory thresholds be lowered for the young and the elderly?); (3) examining continuity in measures of the underlying constructs and processes theoretically involved in alcohol use (e.g., social control—bonding/support; social learning—expectancies; see Moos, 2007 for a review); (4) figuring out how to incorporate psychiatric and health co-morbidities into trajectory analyses; and (5) examining factors associated with changes in trajectories (e.g., deflection from a problem use trajectory) that may differ across the lifespan.

Future research should also include the use of different measurement intervals, such as “measurement bursts” versus the long-delays typical of longitudinal research (Schulenberg et al. 2003), or measurement linked to developmental transitions such as entry into college or job retirement (Brown, 2004). Ecological momentary assessments may allow evaluation during salient periods of adjustment across the lifespan (e.g., transition to independence; marriage; Kypri, McCarthy, Coe, & Brown, 2004; Schulenberg, Maggs, & Hurrelmann, 1997) and help elucidate how these events relate to changes in alcohol involvement or the development or resolution of drinking problems. Another valuable step would be

to extend trajectory analyses into later adulthood, as much of the research to date has examined alcohol trajectories from adolescence into young adulthood (Schulenberg, Wadsworth, O’Malley, Bachman, & Johnston, 1996). Recent advances have identified trajectories through middle adulthood that are consistent with existing theoretical work on alcohol typologies (Jacob, Bucholz, Sartor, Howell, & Wood, 2005; Jacob, Koenig, Howell, Wood, & Haber, in press).

Alcohol Treatment Across the Life Span

Although there are several treatments for AUDs that appear to be beneficial for adults who opt to participate in them (e.g., 12-step facilitation treatment, motivational enhancement treatment, and cognitive-behavioral treatment), the evidence is less clear for adolescents. Thus, there are many key questions about treatment across development and the answers may differ at various ages. Three especially salient questions are: (1) What are the barriers to treatment across the life span and how can we reduce them (e.g., brief interventions; Fleming et al., 1993)? (2) How can we best address treatment co-morbidities (e.g., nicotine, psychiatric co-morbidities; Brown, D’Amico, McCarthy, & Tapert, 2001; Myers, Doran, & Brown, 2007; Tomlinson, Brown, & Abrantes, 2004)? (3) Would age-appropriate intervention strategies be more successful in engaging individuals and producing better treatment outcomes (Rice, Longabaugh, Beattie, & Noel, 1993; Brown et al., 2001; Kelly, Myers, & Brown, 2005)? Interestingly, a number of studies suggest that older adults benefit from mixed-age inpatient, outpatient, and community residential facility treatment as much as younger adults do, and that older adults may even have better prognoses (Brennan, Nichol, & Moos, 2003; Lemke & Moos, 2002; Lemke & Moos, 2003a; Lemke & Moos, 2003b). An understanding of the common active ingredients or mechanisms involved in initiating and maintaining behavior change is one key toward making more advances in these areas.

Future studies in this area should include multidimensional assessments of predictors and outcomes of alcohol use. For instance, after extended alcohol remission, younger adults may be more likely to rebound financially than older adults (Moos, Finney, & Cronkite, 1990; Schutte, Brennan, & Moos,

2009). Examining outcomes across multiple domains can help identify content and contexts to target to best meet the treatment needs of individuals as they mature.

Notably, individuals seeking alcohol treatment tend to have more severe and longstanding problems and may not represent the vast majority of adults with alcohol problems. For instance, 77% of adults who have alcohol-related problems tend to resolve them without professional treatment, a process known as self-change or natural recovery (Sobell, Cunningham, & Sobell, 1996). Among adolescents, about 14% report attempts to reduce or stop alcohol use on their own (Wagner, Brown, Monti, Myers, & Waldron, 1999). Research in the area of self-change suggests that some older adults may continue consuming alcohol without incurring new drinking problems; however, they may be at risk for poorer health outcomes (Schutte, Brennan, & Moos, 2009). Future research in this area should examine factors and processes involved in self-change and in the stability and maintenance of alcohol related changes across the lifespan to guide efforts to improve treatment interventions (Sobell, Ellingstad, & Sobell, 2000; Brown, 2008).

Summary and Conclusions

These intergenerational and interdisciplinary dialogues play an important role in advancing the field of psychology, and in particular, the area of alcohol research. This brief article highlighted just some of the complexity involved in understanding the etiology and treatment of alcohol behaviors. Clearly, alcohol use and misuse unfold in the context of life-long development and are influenced by multiple factors. Understanding common pathways towards and away from problematic and non-problematic alcohol use and the important factors contributing to those pathways can inform intervention and prevention programs and help reduce the burden of alcohol use disorders on individuals, families, and society.

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FILM REVIEW

Review of "No Dumb Questions"
Suzanne M. Johnson, Ph.D.

"No Dumb Questions", a documentary produced, directed, and edited by Melissa Regan and marketed by New Day Films, chronicles the reactions of three young girls to their Aunt Barbara's transitioning process from male to female. Once known as Uncle Bill to Chelsea, age eleven, Olivia, age nine, and Abby, age six, Bill is transitioning and becoming Barbara. The documentary focuses on the thoughts, feelings, and questions the girls have in anticipation of meeting their former uncle for the first time as their aunt.

This is a fascinating short film (running time of approximately 24 minutes) that shows the range of reactions and questions that children of different developmental phases have to this family experience. As one might expect, the girls' reactions vary quite a bit. Chelsea, the eldest, demonstrates more emotional difficulty with her aunt's transition. Her expressed concern of not wanting to ask questions that could be seen as inappropriate by her aunt, her desire to keep it a family secret, and her concern about what others will think if they know of her aunt's transition illustrate her growing awareness and concern of appraisals by others. Chelsea's concern about others knowing and her clear disappointment and distress when finding out that her mother had told close friends reflect the socialization and cultural pressures on children as they move into adolescence.

Chelsea's reactions are contrasted quite distinctively with her youngest sister, Abby. Given Abby's age her interest immediately focuses on the concrete. Will Aunt Barbara now be willing to play Barbie with her? Will they do their nails together? Will Aunt Barbara use the men's room or the women's room? Will Aunt Barbara still have a penis? Her mother suggests that the primary reason Abby asks about the status of Aunt Barbara's penis is due to the possibility that Abby simply likes to say the word "penis". However, Abby's questions seem quite in line with most children her age. Unlike Chelsea, Abby does not yet evidence concern about what others might think or

whether others know. For children Abby's age, gender identity centers on physical anatomical structures and gender typed activities and nothing more.

Olivia, the middle child, provides an interesting mixture of thoughts and reactions and appears to have the most difficulty with coming to resolution about Aunt Barbara. She is beyond the simplicity of her younger sister's world view but lacks her older sister's greater understanding of the many layers of what Uncle Bill's transition to being Aunt Barbara means. This unsettledness seems to be there even after meeting Aunt Barbara for the first time.

What the two older girls have in common, however, is a strong emotional reaction to their first meeting with Aunt Barbara. Overwhelmed with emotion, both Chelsea and Olivia resist going into the house where their aunt awaits. Both appear tearful and the thoughts that inspire this emotion are likely complicated and left unexplained. Is it simply so novel and an event that has been anticipated for so long that cause their tears to bubble up or is it grief? It is made clear that all three girls have had a significant and meaningful relationship with their Uncle Bill in the past. Could it be that Olivia and Chelsea are mourning the loss of their uncle and wonder with some degree of uncertainty what sort of person Aunt Barbara will be? While Chelsea and Olivia lag behind, becoming more anxious and tearful, Abby runs to her aunt without hesitation as if Aunt Barbara has always been part of the family. Indeed, Aunt Barbara has always been part of the family but as Uncle Bill. Abby simply sees her Uncle Bill's transition to Aunt Barbara as an opportunity to do more girls things than before. There is nothing but gains in their relationship from Abby's point of view. Aunt Barbara will be happier now and she will have a playmate with even more shared interests. Chelsea and Olivia need more convincing. It is through their aunt's comfort, openness, and understanding that the older girls progressively become more comfortable with her. As one might expect, as soon as the focus is taken off of Aunt Barbara's transitioning and appearance and put on to topics such as a family vacation to Paris – a topic that Chelsea immediately relaxes into, and prisms – a topic that Olivia finds fascinating, the tension seems to subside. It is through conversations about everyday events and

objects that help the older girls realize that their Aunt Barbara, although new to the family, is a very familiar person that they have always loved and still do.

Following the much anticipated meeting with Aunt Barbara, Chelsea, Olivia, and Abby reflect on how it felt, what they learned, and what they think at this point. Abby, very steadfast in thought and emotion, finds the meeting exciting. She is happy for her aunt and happy that she likes to do her nails too. Aunt Barbara does not, however, like to play with Barbie. Olivia seems more settled, relieved, and pleased for her aunt but still presents the greatest level of ambivalence. She seems to listen attentively to both her younger and older sister as they express their feelings in much clearer ways. Perhaps the biggest growth, both cognitively and emotionally, is seen in Chelsea. An incident at Chelsea's school helps capture her growth and understanding. In the context of her school's sex education class a classmate is reported to have asked their teacher about people who change their sex and what the proper term is for individuals who go through such a process. The teacher, unfortunately, is reported to have responded in an ignorant and uneducated way by saying: "Why would anyone want to do that?". Chelsea bravely raises her hand and shares the term transgendered with her classmates. She also mentions she can think of many reasons why a person would want to be transgendered. This described classroom moment helps capture the significance of a documentary like "No Dumb Questions".

In a time when greater understanding and knowledge about transgenderism is on the rise there still exist profound ignorance and discrimination towards those who are transgendered. A documentary like "No Dumb Questions" shows us all that children raised in the context of loving parenting have the ability to achieve a far greater acceptance and understanding of diversity than many adults. And although there aren't necessarily answers to all the questions they have about the process that their Uncle Bill has and is going through to become their Aunt Barbara, in the end it doesn't matter. This is still the person they have loved and still love no matter what the gender identity.

If there is anything lacking from the documentary it would be the opportunity to have heard from Aunt Barbara herself. It is clear that the documentary's purpose and intent is to focus on the three girls as they process the fact that their Uncle Bill is now Aunt Barbara. However, it would have been nice to have just a few minutes to get to know Barbara herself. She sounds like a wonderful person who has much to offer in guiding families through similar experiences.

This is a highly recommended film that would be especially appropriate in any college course covering topics such as human sexuality, sexual orientation, child development, and family studies. It would also lend itself to clinical courses focusing on the counseling of families who face similar situations and for therapists and family members concerned about children's reactions to such events. Beyond the academic and therapeutic applications this is a film that fills a unique gap in documentary film making and will be enjoyed by anyone with interest in the topic. It would be beneficial to have more documentaries like this in the future.

"No Dumb Questions" is produced, directed, and edited by Melissa Regan. It was produced by Epiphany Productions in 2001 and is marketed by New Day Films. New Day Films can be reached at www.newday.com. Mailing address for New Day Films is 190 Route 17M, P.O. Box 1084, Harriman, New York 10926; voicemail 888-367-9154 / fax 845-774-2945.

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NEWS FROM THE PUBLIC INTEREST GOVERNMENT RELATIONS OFFICE

The APA Public Interest Government Relations Office (PI-GRO) actively engages in shaping federal policy to promote psychology in the public interest. Micah Haskell-Hoehl and Karen Studwell report on APA's recent activities.

Update from APA's Public Interest and Science Government Relations Offices

Micah Haskell-Hoehl and Karen Studwell, JD

National headlines over recent weeks reflected a flurry of congressional activity on Health Care Reform (HCR) and energy legislation that overshadowed even issues related to the economic downturn. Spurring this urgency and momentum, the President and Democratic congressional leaders continue to associate the need for these major reforms with the long-term fiscal stability of the nation. Despite the news cycle fixation on and political spectacle around these issues, though, policymakers, advocates, professional associations, and lobbyists continue to pursue broad, diverse agendas.

Within this context, APA is advancing critical priorities related to HCR and advocating on behalf of longstanding Association objectives. What follows is a summary of activities undertaken by APA's Public Interest and Science Government Relations Offices over the first half of 2009 in connection with the field of developmental psychology and issues related to children and youth.

Health Care Reform

APA believes that HCR provides a critical opportunity to ensure that our nation has the appropriate infrastructure to meet the mental and behavioral health needs of individuals across the lifespan. As part of a coordinated, APA-wide effort, APA's Public Interest Government Relations Office (PI-GRO) worked diligently over the early part of 2009 in collaboration with other APA Directorates to develop a variety of legislative resources that articulate and

reflect APA's policy recommendations for HCR. [APA's Health Care Reform Priorities](#) is the product of this collaboration.

Furthermore, PI-GRO's [Resources for National Health Care Reform](#) includes fact sheets specific to individual APA priorities for HCR, along with a collection of letters sent to congressional offices and committees related to specific legislative proposals.

Pertaining specifically to children's mental health issues in HCR, PI-GRO spearheaded outreach to the White House to advance critical priorities. In collaboration with the Carter Center and the National Center for Children in Poverty, PI-GRO crafted a letter, signed by 61 organizations, calling for HCR to focus on this issue and include specific provisions for:

- Family-centered infant and early childhood mental health services;
- A comprehensive financing strategy;
- A public health approach to children's mental health;
- Enhancing service delivery to transition age youth;
- Eliminating health disparities in mental health status and mental health care; and
- Investing in health professions training and education.

Juvenile Life without Parole (JLWOP)

On May 18, PI-GRO sent a letter to Representative Bobby Scott (D-VA) in support of H.R. 2289, *the Juvenile Justice Accountability and Improvement Act of 2009*. This critical piece of legislation would end the practice of sentencing individuals to life in prison without chance of parole for crimes they committed before reaching the age of 18. To achieve this, the bill mandates a meaningful opportunity for parole within the first 15 years of incarceration.

APA's position on this bill builds from two APA Resolutions in support of the United Nations Convention on the Rights of the Child, which requires participating states to abandon JLWOP, as well as [APA's amicus curiae](#) submitted in the U.S. Supreme Court case of *Roper v. Simmons*. Based on its accounting of the relevant developmental and

neuroscientific data, APA's brief in this case argued for ending the practice of executing individuals for crimes they committed before reaching the age of 18; the Court cited APA's arguments in the majority opinion, which found the practice unconstitutional.

The U.S. Supreme Court now has accepted two cases related to JLWOP, and APA will file an amicus brief outlining the science related to this issue, which indicates a need also to curb this practice. The brief will highlight three attributes—immaturity, vulnerability, and changeability—noted by the court in *Roper v. Simmons* as demonstrating juveniles' diminished culpability. Respectively, these attributes indicate that juveniles: have an underdeveloped sense of responsibility, which can result in ill-considered actions and decisions; are more susceptible to negative influences and peer pressure; and have a character that is not as well-formed as that of an adult, thereby giving juveniles greater potential for rehabilitation.

American Investment and Recovery Act (ARRA) of 2009

This year, NIH received unprecedented investments in research funding, as Congress provided it with \$10.4 billion in stimulus funds through ARRA. The package requires the NIH to expend the funds by the end of Fiscal Year 2010 (FY 10). For this reason, grant announcements were fast-tracked this spring for the Challenge Grants, two year grants to support specific areas of research that could benefit from the jumpstart funds, and Grand Opportunities (GO) grants, which support high impact ideas and large-scale research for two years. More information about these and other ARRA-funded programs is available at the [NIH website](#).

FY 10 Appropriations

As much as the ARRA funds may provide an immediate boost to the scientific enterprise, APA and other stakeholders are working with congressional staff to encourage more robust funding in the annual appropriations bill that is currently before the House and Senate Appropriations Committees. NIH received a 3.2 % increase in for Fiscal Year 2009, which did not keep pace with the estimated biomedical research

and development price index. Even more concerning, the President's FY10 [budget](#) called for a 1.7% increase of only \$443 million for NIH, of which \$268 million is targeted to cancer research and \$141 million is directed to autism research. During a recent Senate hearing of the Appropriations Subcommittee on Labor, Health and Human Services, and Education, Chairman Tom Harkin (D-IA) questioned Acting NIH Director Raynard Kington about the wisdom and fairness of prioritizing these two diseases, while all the other diseases, including cardiovascular disease and diabetes, would only receive a small part of the remaining \$153 million of the increase. Senator Harkin indicated that Congress might disagree with these priorities.

National Science Foundation Funding

Also included in the President's FY 10 budget was \$7.045 billion for NSF, an increase of \$555 million, or 8.5 %, over estimated current year funding. Within the overall budget, the Directorate for Social, Behavioral, and Economic Sciences (SBE), a major source of support for psychological research, would receive an increase of \$16.7 million, or 6.9 %, in FY 2010, for a total of \$257 million.

The National Children's Study (NCS) Begins Recruitment for Pilot Study

Since the enactment of *the Children's Health Act of 2000*, which established the NCS, APA has closely followed the planning for this longitudinal study that seeks to follow a cohort of 100,000 children from preconception to the age of 21 to examine the role of environment, including the chemical, physical, and social environment, on health and development.

In May of 2008, the National Academy of Sciences (NAS) Panel Reviewing the NCS concluded that the NCS provided, "an excellent opportunity to examine the effects of environmental influences on child health and development, as well as to explore the complex interactions between genes and environments." However, the NAS report also noted several weaknesses, including the lack of an adequate pilot phase, inadequacy of plans to maximize response and retention rates, a weakness of the conceptual model in failing to define health and development, weakness of certain data instruments,

and insufficient attention to racial, ethnic, and other disparities.

In response to the recommendations, NCS is delaying the full implementation of the study and has begun an 18-month pilot study so that project researchers can evaluate recruitment and sampling methods, as well as all other methods. At the end of this phase, Study scientists will review the pilot experience—including scope and costs—and make any necessary adjustments before a decision is made on expanding recruitment to more locations.

PI-GRO serves APA's Public Interest Directorate to advance the interest of psychology in federal legislation and policy. PI-GRO actively engages in shaping federal policy to promote psychology in the public interest. PI-GRO endeavors to:

- Inform members of Congress and their staffs about psychology and its relevance to federal policy;
- Advocate for increased support for federally funded psychological research and behavioral and mental health services;
- Strengthen the inclusion of psychological concerns at the regulatory level;
- Enhance opportunities for education and training psychologists; and
- Utilize the expertise of psychologists to address our nation's human welfare problems.

The Science Government Relations Office (SGRO) works with both the legislative and executive branches in order to:

- Share psychological research with policymakers;
- Increase the ability of APA scientists to advocate for their discipline;
- Enhance psychological research funding; and
- Strengthen the scientific infrastructure.

Though much of SGRO's work focuses on increasing funding for those federal agencies that support psychological research, including the National Institutes of Health (NIH) and the National Science Foundation (NSF), we also seek to raise the profile of

behavioral science within Congress by meeting with congressional staff, presenting testimony at congressional hearings, as well as sponsoring congressional briefings and tracking research infrastructure changes, such as the development of the National Children's Study (NCS).

To receive updates from PI-GRO and SGRO, please subscribe to our monthly e-newsletters, [In the Public Interest](#) and [SPIN](#), respectively, and please consider joining the [Public Policy Action Network \(PPAN\)](#). If you have any questions, please contact [Micah Haskell-Hoehl](#), Policy Associate in PI-GRO, or [Karen Studwell](#), JD, Senior Legislative and Federal Affairs Officer in SGRO.

SCIENCE POLICY AND FUNDING NEWS

NSF Releases Report on Interdisciplinary Research and Training

The National Science Foundation has released a report, [Impact of Transformative Interdisciplinary Research and Graduate Education on Academic Institutions](#), which lays out specific recommendations for how universities and granting agencies can best support interdisciplinary research and training in the coming years. The report is the product of a 2008 workshop that gathered together more than 100 scientists and university administrators who have been involved in NSF-supported interdisciplinary research and training activities. Many of the recommendations and examples contained in the report will likely be useful to psychologists and psychology departments that seek to develop a more interdisciplinary approach to their work.

The report emphasizes the importance of traditional single-discipline research as well as interdisciplinary research. It suggests that universities "[o]rganize discussions about research around achieving open-ended scientific discovery and addressing social challenges rather than framing discussions in terms of disciplinary versus interdisciplinary science" and that funding agencies "[m]aintain a balance of funding

between disciplinary and interdisciplinary research, emphasizing scientific problems as the major determinant in the types of funding programs in the portfolio."

Drawing from the experiences of a wide range of academic programs, the report discusses organizational mechanisms for encouraging, sustaining, and evaluating interdisciplinary research; incentives and support for faculty engaging in interdisciplinary and collaborative research, including promotion and tenure guidelines; the design and funding of graduate programs for interdisciplinary training; and undergraduate preparation for interdisciplinary graduate training.

For funding agencies, the report recommends that interdisciplinary research be encouraged at the level of regular single-project grants as well as of large center grants. It also suggests that agencies call upon peer reviewers who have engaged in interdisciplinary research themselves, rather than relying on multiple reviews by scientists from single disciplines.

The APA Board of Scientific Affairs (BSA) recently made recommendations for fostering interdisciplinary work by psychologists that are broadly consistent with those in the NSF report (see January [PSA](#)). The BSA and Science Directorate will continue to develop activities and resources for the field that support the growth of interdisciplinary research and training.

AWARDS

Annette Urso Rickel Dissertation Award for Public Policy

The American Psychological Foundation (APF) provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

The APF Annette Urso Rickel Foundation Dissertation Award for Public Policy supports dissertation research on public policy, which has the potential to improve services for children and families facing psychosocial issues. Examples of eligible topics include but are not limited to issues with at-risk populations, prevention

of child abuse, services for youth in the criminal justice system, effectiveness of school programs for children with psychological issues, using psychology in public policy to improve math and science education, and promoting healthy parenting.

Amount:

The scholarship amount is \$1,000.

Goals of the Program:

- Encourage talented psychology students to focus on public policy issues
- Encourage work that has the potential to improve children and family services

Eligibility: Applicants must be graduate students in psychology enrolled full time and in good standing in a graduate program in psychology at a regionally-accredited university or college located in the United States or Canada. Applicants must also have:

- Approval of dissertation proposal by the dissertation committee prior to application;
- No record of having received either an APA or APF dissertation award

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

To Apply:

Submit a Dissertation summary, including a brief description of the research design and budget (three-page limit, font size no smaller than 11); letter of recommendation from a faculty advisor and current CV online at <http://forms.apa.org/apf/grants/> by **November 1, 2009**. For more information, visit www.apa.org/apf.

Questions about this program should be directed to the Foundation at (202) 336-5843 or foundation@apa.org.

The American Psychological Foundation (APF) is pleased to announce the call for nominations for the 2010 APF Gold Medal Awards for Life Achievement in Psychology.

The Gold Medal Awards for Life Achievement are bestowed in recognition of a distinguished career and enduring contribution to psychology. The Awards are conferred in four categories:

- **Gold Medal Award for Life Achievement in the Science of Psychology** recognizes a distinguished career and enduring contribution to advancing psychological science.
- **Gold Medal for Life Achievement in the Application of Psychology** 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.
- **Gold Medal Award for Life Achievement in Psychology in the Public Interest** recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- **Gold Medal Award for Life Achievement in the Practice of Psychology** recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Amount: APF Gold Medalists receive a mounted gold medal, and an all-expense paid trip to the APA annual convention, where the award is presented.

Eligibility: Psychologists who are 65 years or older, normally residing in North America. The application deadline is **December 1, 2009**.

For more information, including the nomination procedures, please visit <http://www.apa.org/apf/gold.html>.

The American Psychological Foundation (APF) is pleased to announce the call for nominations for the 2010 APF Charles L. Brewer Distinguished Teaching of Psychology Award. The award recognizes a significant career of contributions of a psychologist who has a proven track record as an exceptional teacher of psychology. Nominees must demonstrate the following dimensions:

- Demonstrated influence as a teacher whose students became outstanding psychologists: names and careers of nominee's students and evidence of influence as a teacher of them.
- Development of effective teaching methods and/or teaching materials.
- Engagement in significant research or other creative activity on teaching.
- Development of innovative curricula and courses: description and sample of innovation and evidence of its successful utilization.
- Outstanding performance as a teacher in and outside the classroom: student ratings, enrollment figures, evaluative observation by colleagues, teaching awards, other forms of prior recognition.
- An especially effective trainer of teachers of psychology: description of the contributions and evidence of effectiveness.
- Outstanding teaching of advanced research methods and practice in psychology (advanced undergraduate, graduate, or other): description of classroom and mentoring roles.
- Responsible for administrative facilitation of outstanding teaching: description of administrative actions and results on teaching programs; evaluation by others of actions and results.

Amount: The awardee will receive a plaque, \$2,000, and an all-expense paid round trip to the APA annual convention, where the award is presented. Awardees are also invited to give a special address.

The application deadline is **December 1, 2009**.

For more information, including the nomination procedures, please visit <http://www.apa.org/apf/brewer.html>.

2009 APA Dissertation Research Awards: Call for Applications

To assist science-oriented doctoral students of psychology with the costs of conducting dissertation research, the American Psychological Association Science Directorate sponsors an annual competition for funding. This award program features 30-40 grants of \$1,000 each, and several larger grants of up to \$5,000. Projects in any area of psychology are eligible. Funds may be requested for expenses that are directly related to the dissertation research such as participant incentives, animal care, and equipment.

Awards are provided to students whose dissertation research reflects excellence in scientific psychology. Each department of psychology may forward up to three applications per year for consideration for this award program. In order to be eligible for an award, by the application deadline students must have had their dissertation proposals approved by their dissertation committees but must not yet have received their doctoral degree. Award recipients will be listed in an upcoming issue of *Psychological Science Agenda*.

The deadline for Dissertation Research Award application packets to arrive at the Science Directorate is **September 15, 2009**. Complete information about this exciting opportunity can be found on the [APA web site](#).

Early Graduate Student Researcher Awards: Call for Applications

Sponsored by the APA Science Student Council, the Early Graduate Student Research Awards program was designed to reward students for conducting outstanding research early in their graduate training (i.e. within the first three years of doctoral study). The award focuses on both the student's general research experience and specific completed research projects.

Up to three awards are given each year, drawn from basic science, applied science, and interdisciplinary science areas. **Each Early Graduate Student Research Award is in the amount of \$1,000.**

The application deadline is September 15, 2009.

More details about the awards, including eligibility requirements and application materials can be found on the [APA web site](#). If you have questions, please contact the Science Directorate [via email](#) or by phone (202) 336-6000.

2009 Lizette Peterson Homer Grant: Call for Applications

American Psychological Foundation (APF) is accepting applications for the 2009 Lizette Peterson Homer Grant--a \$5,000 grant which supports research into psychological and behavioral aspects of the prevention of injuries in children and adolescents (including non-intentional and intentional injuries). Types of research projects related to childhood injuries are those that are published in the *Journal of Pediatric Psychology*. Innovative projects are encouraged.

Students and faculty are eligible to apply.

The deadline is **October 1**. For more information, visit the [APF web site](#).

2010 Troland Research Awards: Call for Nominations

The [Troland Research Awards](#) are presented to young investigators (age 40 or younger) to recognize unusual achievement and further empirical research in psychology regarding the relationships of consciousness and the physical world. Funds are to be used by the awardee to support his or her research within the broad spectrum of experimental psychology, including, for example, the topics of sensation, perception, motivation, emotion, learning, memory, cognition, language, and action.

These awards are scheduled for presentation in 2010 and each come with a prize of \$50,000.

Hershel D. Thornburg Dissertation Award. This award recognizes *outstanding scholastic promise in research on adolescence*. Students having completed their dissertations between September 2007 and August 2009 are eligible to be nominated. Nominees are invited from all relevant disciplines and faculty and self-nominations are equally encouraged.

Nominations for the Hershel D. Thornburg Dissertation Award Requirements:

- Current SRA membership;
- The name, address, and phone number of the nominee;
- The name, address, and phone number of the advisor;
- 5 copies of a 3-5 page abstract of the dissertation;
- A letter of recommendation from the advisor indicating the nature of the student's contribution to the development of the research and the perceived contribution of the study to the field of investigation.
- 3 copies of the full dissertation.

John P. Hill Memorial Award. This award recognizes an *individual whose overall program of work has had a significant impact on our understanding of development and behavior during the second decade of the lifespan*. Letters of nomination to the committee should include a brief statement about the nominee's contributions to the field, including pertinent references to scholarly articles or chapters that represent the nominee's contributions to research on adolescence. Nominees for the awards must be current members of SRA.

Nominations for this award require:

- A letter outlining the merits of the award nominee
- 3 letters of recommendation
- Copies of 3 scholarly articles or chapters that represent the nominee's contributions.

Nominations for the Thornburg and Hill Awards should be sent to: Patrick Tolan at Tolan@uic.edu; Institute of Juvenile Research, University of Illinois at Chicago, 1747 W. Roosevelt Road, Chicago, IL 60608.

The Young Investigator's Award. This award was established by the SRA Governing Council in 2006 to recognize a beginning scholar who already has made a significant contribution to understanding adolescent development and behavior. This award will be made to a young investigator whose scholarly contributions are distinguished through research, publications, grants, conference presentations, and visibility in the field. Nominees should be no more than six years beyond the Ph.D. or equivalent degree, unless exceptional circumstances (e.g., illness) necessitated a hiatus in their scholarly activities.

Nominations for this award require:

- A letter detailing contributions and future promise of the nominee.
- 2 letters of recommendation
- Copies of up to 3 scholarly articles or chapters that represent the nominee's contributions.

All nominations are due by September 18, 2009 .

Nominations for all the awards should be sent to: Patrick Tolan at Tolan@uic.edu; Institute of Juvenile Research, University of Illinois at Chicago, 1747 W. Roosevelt Road, Chicago, IL 60608.

SRA Social Policy Publication Awards 2010 Call for Nominations

The Society for Research on Adolescence (SRA) Committee on Research, Policy, and Public Information announces a call for nominations to be considered for the SRA's three Social Policy Awards: one for the best edited volume, one for the best authored book, and one for the best journal article at the intersection of adolescent research and social policy.

Books or articles published between January 1, 2008 and December 31, 2009 are eligible (Articles or books that are in press and will have a publication date of 2009 may be submitted). Article submissions must be from peer-reviewed journals.

Nominated articles or books should exemplify research on adolescence with implications for social policy. Submissions could include policy-oriented

research, program evaluations, or basic research in which implications for policy or practice are clearly articulated. Submissions from a variety of disciplines are encouraged. Self-nominations are welcome.

The SRA Committee on Research, Policy, and Public Information will review all submissions, and the winners will be announced at the 2010 SRA Biennial Meeting in Philadelphia. Criteria for selection are:

- (1) research and theory meet high standards,
- (2) policy issues are substantive and timely, and
- (3) the work clearly articulates the implications of the research for a social policy issue, such that policy problems are clarified and/or solutions are illustrated.

Nominations should include a copy of the book or article, a cover letter articulating how the book or article meets the award criteria, and (for book nominations) a 3-5 page summary of the nominated book.

Nominations should be sent as soon as possible (**but no later than September 15th**) to:

Bonnie Leadbeater
Professor, Department of Psychology
University of Victoria
Coronett A241
Victoria, BC, Canada, V8W3P5
250-721-7523, Fax 250-721-8929
bleadbea@uvic.ca

REQUEST FOR PROPOSALS

Elizabeth Munsterberg Koppitz Fellowship

The American Psychological Foundation (APF) provides financial support of innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

APF is requesting applications for the Elizabeth Munsterberg Koppitz Graduate Student Fellowship. The Koppitz Fellowships support graduate students in child psychology. Up to four fellowships and up to two runner-up scholarships will be awarded.

Amount: Up to four fellowships of up to \$25,000 for graduate work; up to two \$5,000 scholarships for runners-up.

Goals: The program seeks to facilitate:

- Nurturance of excellent scholars in the broad area of child psychology (e.g., developmental, child-clinical, pediatric, school psychology, educational psychology, and developmental psychopathology)
- Support for scholarly work that contributes to the advancement of knowledge and learning in child psychology

Eligibility: To qualify for the fellowship, applicants must have achieved doctoral candidacy. Students can apply before having passed their qualifying exams, but proof of having advanced to doctoral candidacy will be required before funds are released.

The home institution of the applicant must provide a tuition waiver. Only one application can be received from any one institution in any one year. Applications are for one year.

Proposal Content (Not to exceed 7 pages (1 inch margins, no smaller than 11 point font): Describe specifically how the program is based on and applies current psychological research and knowledge and answer the following questions:

- What is the project's goal? Please give an overview of the proposed program and how it fulfills the goals of the Koppitz Fellowship program, as well as the goals of its author.
- What is the potential impact of the program on child psychology?
- Briefly discuss prior research in the field and plans for future development of the research program.
- What is the timeline for accomplishing the activities associated with the proposed project?
- What is the total cost of the project? Please provide a full budget and justification. Indirect costs (e.g., overhead) are not permitted.

To Apply:

Submit a proposal, brief CV, two recommendations (one from a graduate advisor and the other from the department chair or Director of Graduate Studies), and a copy of the IRB approval online at <http://forms.apa.org/apf/grants/> by midnight on **November 16, 2009.**

Questions about this program should be directed to

APF at foundation@apa.org or (202) 336-5843

OTHER ANNOUNCEMENTS

Call for Proposals for SRCD's 2012 "Off-Year" Meetings

In its April, 2009, meeting, SRCD's Governing Council approved planning for an experimental "off-year" set of small meetings to be held possibly as early as the 2011-2012 academic year. We now want to encourage SRCD members to submit proposals for topical content that could be covered in such meetings.

To view the entire proposal requirements please visit the [SRCD website](#). The deadline for submitting the proposal ideas is **September 15, 2009**. Please provide details akin to what is provided in the topical area example, and list potential coordinators of this meeting. Precede this with a statement of 750 words or less, covering the points listed in the announcement on the [SRCD website](#).

Tired of the Same Old Symposium Ideas? Explore the Online SRA Symposium Assistant!

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

The "Symposium Assistant" is a website designed to help you connect and/or collaborate in organizing

symposia to submit for the 2010 SRA Biennial Meeting Program.

- This website tool works best when you populate it with symposia possibilities, paper/poster possibilities, possible topics for Roundtable Discussion Symposia, and candidates for symposium discussant.
- Encourage everyone to join you in using this website tool -- it is a very valuable resource!
- URL: <http://www.s-r-a.org/submissions2010/>. Click on the appropriate box.

**International Society on Infant Studies
Call for Submissions**

XVIIth Biennial International Conference on Infant Studies

Baltimore, Maryland, March 10-14, 2010

Nathan Fox and Amanda Woodward, Program Chairs

<http://icis2010.isisweb.org/submissions/>

SUBMISSION DEADLINE: Tuesday, September 8, 2009

WORKSHOPS

Applied Multilevel and Structural Equation Modeling Workshop

Dates: August 10 -12

Location: Department of Psychology, North Carolina State University

For more information please visit:

<http://www4.ncsu.edu/~jcallair/Workshop.htm>

Two Mplus short courses will be given on August 20-21 at the Johns Hopkins University, Baltimore. The registration fee is \$75 per day. The topics for the first day are exploratory factor analysis, confirmatory factor analysis, and structural equation modeling for continuous observed variables. The second day discusses the same topics for categorical, censored, and count observed variables. The courses will also cover the new Mplus methodology of "exploratory structural equation modeling (ESEM)" described in

two papers to appear in the next issue of the journal Structural Equation Modeling:

<http://www.statmodel.com/esem.shtml>

The two short course days correspond to Topics 1 and 2, representing the restart of the 8-topic Mplus course sequence described at

<http://www.statmodel.com/coursesequence.shtml>

For more information about the August short courses and to register, see

<http://www.jhsph.edu/prevention/Conferences/MutHen2006>

CALL FOR PAPERS

Call for Papers for Theme Issue of Archives of Pediatrics and Adolescent Medicine

Influence of birth to five experiences on emotional and psychological health

For the May 2010 theme issue of *Archives of Pediatrics and Adolescent Medicine*, we are specifically interested in the effects of life experiences and exposures occurring during this critical window of child development on the emotional and psychological health and development – or ill health – of children both during that age and at later ages during childhood and adolescence. We are interested in the range of life experiences from harmful to beneficial. Studies that further clarify the biological basis in which these early life experiences have both immediate and long-lasting effects on the emotional and psychological health of children are of particular interest.

A variety of human studies can contribute new knowledge to this area. Observational designs, especially longitudinal studies, can highlight the causal chain in the effects of early experiences on emotional and psychological health. Genomic studies can help us to understand the biological interaction of nature and nurture, and can help us better understand the reasons why some children are

resilient in the face of multiple risk factors while other children are not. Randomized controlled trials on the prevention or management of behavior problems can guide both future practice and public policy. Laboratory-based experiments can guide future clinical trials and interventions.

We are interested as well in the variety of disciplines that continue to make contributions to how early experiences and exposures affect both short and long term outcomes including but not limited to psychology, pediatrics, psychiatry, sociology, education, economics, and nutrition.

In highlighting the influence of birth to five experiences on emotional and psychological health as a theme issue for *Archives of Pediatrics and Adolescent Medicine* for May 2010, we are interested in papers that peer into all aspects of this critical window of child development. It is our hope that consolidating a broad array of papers into this theme issue will help focus public and scientific attention on this age.

Papers submitted by **September 30, 2009** have the best chance of acceptance. Please go to our website at www.archpediatrics.com for full submission information. If you have questions regarding a paper's suitability, do not hesitate to contact us.

Call for papers for edited volume "Emotional Expression: The Brain and The Face" (V. II, Second Series).

The edited book will be peer-reviewed and will require APA guidelines in manuscript submission.

The paper should be no more than thirty (30) pages.

This book will be edited by Professor Freitas-Magalhaes, University Fernando Pessoa Health Sciences School.

If you are interested, the deadline for submission of your paper is December 31, 2009. After this deadline, the papers will be reviewed and the status of your paper will be sent to you in eight weeks.

We want to have the book published by September 2010. We shall be happy to provide you with any further information.

The book will be useful to academics and practitioners as well as students in the area of Emotion Psychology and will be published by UFP Press.

Freitas-Magalhaes, Ph.D.
University Fernando Pessoa Health Sciences School
Facial Emotion Expression Lab <http://www.ufp.pt/>
<http://fm.ufp.pt/> <http://feelab.ufp.pt/>

The *Journal of Advanced Academics* announces a special issue on

HOMEWORK: THEORY, RESEARCH, AND PRACTICE

Guest Editor: Dr. Héfer Bembenuddy

Queens College of the City University of New York
The Editors of the peer-reviewed *Journal of Advanced Academics* are pleased to announce a Call for Papers for a special feature issue on Homework: Theory, Research, and Practice.

DEADLINE FOR SUBMISSION:

Manuscripts will be reviewed on a rolling basis, but the submission deadline for consideration in the special issue is February 1, 2010.

ANTICIPATED PUBLICATION DATE: Winter 2010

GOAL AND SCOPE OF THE SPECIAL ISSUE:

The focus of the special issue is on the theory, research, and applications of homework to academic achievement.

A unique feature of the special issue is that each manuscript must include, at the end of the discussion section or as an appendix, a one-page complete description of how educators can apply the basic principles addressed in the manuscript to their particular area of instruction.

The Journal especially encourages manuscript submissions in the subject areas of education, technology, online learning, sports psychology, music education, health psychology, gifted education, cognitive psychology, personality and social

psychology, and developmental psychology with an emphasis on homework.

Theoretical and empirical studies with learning applications are all welcome. Specifically, the journal will consider the following items for publication: essays, data-driven research, advances in theory, critical literature reviews, and practice innovations and applications.

WHO CAN SUBMIT A MANUSCRIPT?

Submissions are sought from theorists, researchers, and educators. Graduate students are particularly encouraged to submit manuscripts co-authored with their academic advisors.

HOW TO SUBMIT A MANUSCRIPT:

Please submit your manuscript electronically through our submission page (<http://www.jaa.uconn.edu/JAAsubmission.cfm>).

On the title page, indicate that you would like the manuscript to be considered for the special issue on Homework and address it to the attention of Dr. Héfer Bembenuddy.

CONTACT INFORMATION:

For questions related to the special issue on Homework, please contact:
Dr. Hefer Bembenuddy
E-mail: bembenuddyseys@yahoo.com
Telephone: (646) 338-4130

UPCOMING CONFERENCES



American Psychological Association (APA) Annual Convention

Toronto, ON Canada
August 6-9, 2009
<http://www.apa.org/conf.html>

State of the Science in Stress and Coping Conference

In honor the 30 year career of Susan Folkman, PhD
Friday, September 11, 2009; 8:00 am - 6:00 pm
UCSF Laurel Heights Conference Center
3333 California Street
San Francisco, CA 94118

http://www.surveymonkey.com/s.aspx?sm=H9XS231E3NOnW_2b39jVE5gg_3d_3d.

“Biosocial Research Contributions to Understanding Family Processes and Problems”

Penn State’s 17th Annual Symposium on Family Issues; Penn State’s University Park campus
October 8-9, 2009

<http://www.pop.psu.edu/events/symposium/2009.htm>

Society for the Study of Human Development
“Human Development: Earlier Influences on Later Life Outcomes”

University of Michigan, Ann Arbor, October 18-20
www.sshdonline.org

Kjetil Bruun Society

Social and Epidemiological Research on Alcohol

December 10-12, 2009
Nijmegen, the Netherlands

<http://www.ru.nl/kbsmeeting/english/>

International Conference on Sport And Society

University of British Columbia
Vancouver, Canada
March 8-10, 2010

<http://www.SportConference.com/>

12th Biennial Conference of the European Association for Research on Adolescence

May 12-15, 2010
Vilnius, Lithuania

<http://www.eara2010.eu/>

Head Start’s 10th National Research Conference
Research on Young Children and Families:
Launching the Next Decade for Policy and Practice

June 21-23, 2010
Washington, D.C.

www.headstartresearchconf.net

21st Biennial ISSBD Meeting

University of Zambia
July 18-22, 2010
Lusaka, Zambia

<http://sites.google.com/site/issbd2010lusakazambia/>

APA 2010

San Diego, California
August 12–15

www.apa.org

Measuring Behavior 2010

The 7th International Conference on Methods and Techniques in Behavioral research
August 24 – 27, 2010
Eindhoven, The Netherlands.

Web: www.measuringbehavior.org

SRCD Biennial Meeting

March 31 – April 2, 2011
Montreal , Quebec, Canada

www.srcd.org

EXECUTIVE COMMITTEE

- President (2-year term):..... Patricia Miller (Jan 09 – Dec 10)
- Past President (2-year term):..... Laurence Steinberg (Jan 09 – Dec 10)
- President-Elect (2-year term):..... Nancy Eisenberg (Jan 09 – Dec 10)
- Secretary (3-year term):..... Sandra Graham (Jan 08 – Dec 10)
- Treasurer (3-year term):..... Neil Salkind (Jan 07 – Dec 09)
- Members-at-Large (3-year terms):..... Martha Alibali (Jan 08 – Dec 10)
- Robyn Fivush (Jan 08 – Dec 10)
- Joan Lucariello (Jan 09 – Dec 11)
- Reps. to APA Council (3-year terms): Mary Gauvain (Jan 07 – Dec 09)
- Newsletter Editor (3-year term):..... Kali Trzesniewski (Jan 08 – Dec 10)
- Fellows Committee Chair (1-year term):..... Philip Zelazo (Jan 09 –Dec 09)
- Program Committee Chair (1-year term):..... Jodie Quas (Jan 09 – Dec 09)
- Program Committee Co-Chair (1-year term): Victoria Talwar (Jan 09 –Dec 09)
- Membership Chair (2-year term): Catherine A. Haden (Jan 08 – Dec 09)
- Education & Training Chair (DOTDEP) (3-year term): Marsha Weinraub (Jan 07 –Dec 09)
- Historian (3-year term): Thomas C. Dalton (Jan 08 – Dec 10)
- Web Master (3-year term): Louis Manfra (Jan 08– Dec 10)
- Early Career Psychologists Network Representative (2-yr) Victoria Talwar (Jan 09 – Dec 10)
- Glenn Roisman (Jan 08 – Dec 09)
- Graduate Student Representative (2-year term) Caroline Boyer (Jan 09 – Dec 10)

(Addresses, telephone numbers, and
Emails are listed on the Division 7 web site.)

NEWSLETTER EDITOR:
Kali Trzesniewski, Ph.D.
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APA CONVENTION
PROGRAM SCHEDULE- Division 7

Thursday, August 6

- 10-12: Young Researcher Selected Paper Symposium (Chair, Jodi Quas)**
Presenters: (1) Shanna Williams, (2) Stacey Doan, (3) Karen Willoughby, (4) Amy De Jaeger, and (5) Kathleen King
Metro Toronto Convention Centre
Meeting Room 202B
- 1-2: Developmental Psychology: Poster Session #1: Infancy, Childhood, Family**
Metro Toronto Convention Centre
Exhibit Halls D and E
- 2-3: Facilitating Literacy and Learning in Young Children: Roundtable Discussion**
Participants: John Hagen, Faith Lamb-Parker, Fred Morrison, Steven Pacynski
Metro Toronto Convention Centre
Meeting Room 206F
- 3-4: Invited Address (Chair, Patricia Miller, Division 7 President)**
Presenter: Susan Goldin-Meadow
"How our hands help us talk"
Metro Toronto Convention Centre
Meeting Room 202B

Friday, August 7

- 8-10: Symposium: At promise: Redefining giftedness and talent within a developmental framework (Chair, Rena Subotnik)**
Presenters: (1) David F. Lohman, (2) David Henry Feldman, and (3) Dona Matthews; Discussants: Frances Horowitz, Rena Subotnik
Metro Toronto Convention Centre
Meeting Room 203D
- 10-11 APA Award For Distinguished Contributions to Research in Public Policy Address Larry Steinberg**
"Should Research on Adolescent Brain Development Inform Public Policy?"
Metro Toronto Convention Centre
Meeting Room 706

Convention within the Convention "Development of Executive Function: From Neuroscience to Intervention (12-4 PM)

Metro Toronto Convention Centre
Meeting Room 716B

- 12-1: Presenter: Stephanie Carlson**
"Executive function: Normative development and individual differences"
- 1-2: Presenter: Adele Diamond**
"Strategies and Programs that Help to Improve Executive Functions in Young Children"
- 2-3: Presenter: Mark Rapport**
"Working memory deficits in ADHD: The functional relationship between central executive processes and hyperactivity"
- 3-4: Presenter: Rosemary Tannock**
"Working Memory and ADHD: Neuroscience, clinical, and educational perspectives"

Additional Division Programming

2-4: Advances in Experimental Research on Aging (Chair, Veronica Dark)

Presenters: (1) Susan Charles, (2) Meredyth Daneman, (3) David Balota,
(4) Fergus Craik

*Metro Toronto Convention Centre
Meeting Room 206F*

4-6: Incorporating Secondary Data Analysis into the Tool-kit of the Developmental Psychologist (Chairs, Kali Trzesniewski, Brent Donnellan)

Presenters: (1) Brent Donnellan (2) Amy Pienta, (3) Pamela Davis-Kean, (4) Carolyn Halpern
Discussant: *Stephen Russell*

*Metro Toronto Convention Centre
Meeting Room 202*

Saturday, August 8

Award Addresses

*Metro Toronto Convention Centre
Meeting Room 206A*

10-11: Simona Ghetti: Boyd McCandless Young Scientist Award

"Development of True and False Recollection: Behavioral and Neural Mechanisms"

11-12: Nancy Eisenberg: G. Stanley Award for Distinguished Contributions to Developmental Psychology

"Emotion Regulation: Where We Are and Where We Are Going"

12-1: Michael Lewis: Urie Bronfenbrenner Award for Lifetime Contributions to Developmental Psychology

"Role of Environment in the Development of Emotions"

Division Meetings:

Intercontinental Toronto Centre Hotel

3-5: Division 7 Executive Committee Meeting

Humber Room

5-6: Division 7 Business Meeting

Niagara Room

6-7: Developmental Psychologists' Division 7 Social Hour

Niagara Room

Sunday, August 9

10-11: Developmental Psychology: Poster Session #2: Infancy, Childhood, Family

*Metro Toronto Convention Centre
Exhibit Halls D and E*