

# DEVELOPMENTAL PSYCHOLOGIST

Fall/Winter 2000

**DIV7/APA**

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## *Table of Contents*

Some Reflections on Twenty-three Years of APA Meetings and Developmental Psychology Tiffany M. Field .....	1
Letter to Division 7 Members Judy DeLoache and Nora Newcombe .....	3
Synopsis of Minutes from Division 7 Business Meeting .....	5
Division 7 Award Recipients for 2000 .....	6
Thanks for Jobs Well Done .....	7
Welcome to Division 7 New Officers /Fellows .....	7
Web Site and Email Information .....	8
Call for Division 7 Nominations .....	8
Announcements .....	10
Upcoming Meetings, Symposia, Workshops of Interest .....	14
Division 7 Executive Committee .....	14
Nominations Ballot for Officers .....	15

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### **SOME REFLECTIONS ON TWENTY-THREE YEARS OF APA MEETINGS AND DEVELOPMENTAL PSYCHOLOGY**

by  
**Tiffany M. Field**

One of the things about being President of Division 7 Developmental Psychology is that typically you are an elder in the field by the time you get elected, and you get asked about your reflections regarding where the field has been and where it is going. I continue to think of myself as a “young” psychologist and so I was a bit surprised when someone at this year’s meeting said that she thought

I had already been president in a previous year. Well, going back twenty-three years seems like going back a very long time, perhaps because so much has happened in our field. Sitting here, as my daughter drives me home from APA, helps a bit as she is as old as my term in the field and helps me recall some of those years.

In 1976, Infancy was “in its infancy”, neonatal intensive care units were new to the world, virtually nobody studied adolescents, everyone was talking about Piaget (and some about Skinner) and everyone was going to APA. It was the thing to do. Developmental Psychology was introduced to those

of us who were new in this career as being the study of phenomena across the lifespan. Some of us launched into developmental studies, but soon discovered our careers were too short and grant monies were too limited, and only exceptionally persevering people like the Blocks and Arnie Sameroff actually conducted long-term studies. Some jumped from one developmental level to another across their careers such as Jeannie Brooks-Gunn first majoring in infancy and subsequently becoming a leader in adolescence, and Michael Lewis conducting empirical studies on infants but then writing classic goods on adulthood. Even though many questions have been asked and hypotheses formulated regarding the stability of processes like temperament across development, researchers have tended to focus on phenomena in limited stages such as imitation (Meltzoff) or memory development (Rovee-Collier) across infancy and language development (Nelson) and friendship formation (Asher) across childhood.

Also across this period of time an offshoot of Developmental Psychology called Applied Development was emerging. Large grant monies were available and many investigators launched longitudinal studies on the effects of various birthing conditions including prematurity (Sigman, Beckwith, Parmelee & colleagues), complications related to prematurity such as respiratory distress syndrome, and bronchopulmonary dysplasia (Singer), CNS injury and cocaine exposure and the effects of these conditions on neurobehavioral performance (Gardner), cry sound (Lester), and later developmental assessments. Significant momentum in this area was afforded by extensive funding from NIH and NIDA. Using similar kinds of longitudinal assessments, including the Brazelton, early mother-infant interactions and developmental assessments, longitudinal studies were launched on the effects of maternal conditions on infants. These MINH funded projects included maternal depression (Tronick, Field), panic disorder (Weinberg), and schizophrenia (Sameroff).

With advancing computer technology, physiological measurement and biochemical assays were added to the armamentarium of developmental psychology researchers. One of the earliest to be added was sucking (Lipsitt, Sameroff), sleep patterns (Sosteck, Anders, Thoman), heartrate (Graham & Clifton) followed soon after by the development of vagal tone models (Porges), evoked potentials (Karmel), EEG frontal activation models (Fox), and the most recent CAT scan (Nelson) and MRI (Davidson). Similarly, non-invasive collection of body fluids (urine and saliva) including cortisol (Gunnar) and catecholamines (Field & Schanberg) helped in the assessment of stress effects. It seemed at that point that the field expanded to include animal model research for stress in the monkey (Levine) and in the rate (Denenberg, Blass), growth in the rat (Schanberg) and aggression in the monkey (Suomi).

Because of the increasing concern that later development is predicted by prenatal development (obstetric complications predict to adolescent suicide, Lipsitt), the field of development now reaches down to fetal development. In a recent NIH consensus conference (Krasnegor), a number of fetal researchers from around the world (Lecanuet, DiPietro, Emory) convened to revive research on fetal heartrate and fetal activity to complement the earlier research that had been done on fetal learning (DeCasper & Fifer).

Predicting the future development of Developmental Psychology may require some psychic powers greater than my own. If buzzwords like “the year of the brain” and “the genome project” were good predictors we will be growing as a neuroscience and going beyond behavioral genetics (Plomin). If developmental issues featured at the 2000 APA program predict to the millennium 2000 program we will continue to focus on SERIOUS societal problems including substance abuse, child abuse, child care, homelessness, divorce, maternal depression, aggression, conduct disorder, suicide and violence. These are the issues that shake our congressmen, translating into available funding. Problems like child abuse,

neglect, aggression, suicide and violence may continue to drive the funding machine, media, and social policy (Sherrod). Being current on these issues, even though they are not necessarily our areas of expertise, and representing ourselves to the social policy people and to the media, are reasons we need to attend APA meetings.

The APA meetings that were once large, with large social hours and large budgets are now small in every dimension. Larry Erlbaum (who still goes to every APA meeting) said he loved APA meetings in the old days. He started attending APS meetings thinking that all the fun lovers moved over to APS, but when he learned otherwise, he returned to APA hoping like many of us that Developmental Psychology can liven itself once again. The symptoms have become pretty bad. The division is like a revolving door with people who are elected being active for 1-3 years and then another group coming aboard. Awardees, we discover after electing them, are sometimes not even members.

Lynn Liben wrote a letter to members recently highlighting the positive features of attending APA including interacting with other psychologists, (pediatric psychologists, child clinical psychologists and those studying aging), getting refocused on development across the lifespan, attending small and intimate sessions and having an impact on the media, social policy and funding decisions. The increasingly influential APA Science Directorate is doing much of that for us and we need to influence them so they can do the right thing on the Hill.

At our business meeting we suggested that: 1) we need liaisons to Pediatric Psychology, Child Clinical Psychology and International Psychology; 2) we need a historian (and have appointed one); 3) for the next meeting all science divisions meet in the same hotel and on the same Science Weekend, and these divisions coordinate the planning of program so that members from different divisions are represented on the same session. It was also suggested that we return to the cross-division social hours; 4) we need to encourage our students to join APA; we need to nominate deserving people to

APA fellow status in Division 7; 5) we need to have more continuity in the leadership of Division 7 across the years (Lynn Liben suggested a presidential advisory group); and 6) we need to invest our monies (\$40,000 in the treasury).

Twenty-three years ago we had APA meetings and SRCD meetings to attend. Over this time infancy developed its own organization (ISIS), adolescence its own organization (Society for Adolescence), and many of APA members now belong to APS. Ironically, although we have split off into these other organizations, in part because of the large meeting of the parent organization, the large APA meetings have come to feel, as the division membership has dwindled, like the small intimate interaction meetings that we all cherish. Next year's meeting is going to be held in San Francisco in early August so perhaps you can add it on to the beginning or the end of your vacation. We hope you will join us and if, in the interim, you have further suggestions for next year's meeting, please contact Judy De Loache.

Have a great year!  
Tiffany Field.

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**LETTER TO DIVISION 7 MEMBERS**  
**from Judy DeLoache and Nora Newcombe**

Dear Fellow Members of Division 7:

As President and President-Elect of Division 7, we would like to reinforce your membership in this organization. We all know colleagues who have reservations about joining APA. We strongly believe, however, that every developmental psychologist should belong. We would like to share with you some of the many ways in which APA can help developmental science fulfill its promise and mission.

First, APA plays a crucial advocacy role. With more than 159,000 members, APA is the largest psychological organization in the world. No other group speaks so forcefully for psychology, including developmental psychology, as APA does.

The efforts of SRCD and other developmental societies, as well as APS, are valuable, but they can be more powerful in concert with the voice of APA. This fact is recognized by SRCD, which has recently located its Washington advocacy office in the APA building, thereby greatly increasing the opportunities for mutual aid and effectiveness.

Second, it is imperative that psychological science have as strong a voice as possible. No organization can provide a stronger voice than APA. Its ability to do so, however, is dependent on the extent to which researchers are represented in the membership. Some academic and research psychologists left APA in the past, thinking it had become too focused on practice issues and largely indifferent to science. In fact, however, there is strong and increasing support for science in general and developmental science in particular at APA. Furthermore, if research-oriented psychologists do not belong to APA, then the organization that represents psychology to the rest of the world will represent it primarily from a clinical point of view. To the general public, that will be all that psychology is.

Third, the Science Directorate is one of four directorates within APA, all of which are about equally funded. It promotes psychological science through a range of activities, including advocacy with legislators and governmental agencies—very important endeavors for all of us. Additional activities include providing funding for graduate student research, fellowships in congressional offices, and funds for students. The Science Directorate has taken the lead in the Decade of Behavior (<http://www.decadeofbehavior.org/>) initiative, an interdisciplinary effort to highlight the role of the behavioral and social sciences in addressing pressing national concerns. The Scientific Conferences Program (<http://www.apa.org/science/confer.html>) facilitates the exchange of important ideas in scientific psychology by funding conferences in partnership with colleges and universities. With the next generation of academic psychologists in mind, the Science Directorate sponsors the Summer Science Institute (<http://www.apa.org/science/ssi.html>), a week-long

institute that exposes a diverse group of talented undergraduates to the science of psychology and leaders in the field. Finally, the APA Council of Representatives recently approved the Academic Enhancement Initiative that will provide \$350,000 per year for academic initiatives and an additional \$100,000 per year for preparation of press releases to highlight the best in psychological science appearing in APA journals.

Fourth, Division 7 itself has a variety of important activities. The Division is taking steps to coordinate more closely with SRCD in advocacy for social issues relevant to children and families, as well as the need for funding for developmental research. Another prominent activity of the Division is recognizing the remarkable contributions of our colleagues. Psychology as a whole has relatively few prizes and awards (compared to many other disciplines), so the Division plays a critical role in this regard. We are able to pay tribute to our most distinguished colleagues for career contributions with the G. Stanley Hall Award. The Urie Bronfenbrenner Lifetime Achievement Award acknowledge contributions of particular relevance to social issues. The McCandless Award is given to young investigators who have established a record of early contribution to our science (and the list of prior winners reads like a Who's Who of current leaders in the field). Every year, the Maccoby Book Award recognizes an outstanding book on developmental science. The recently established Mentor Award is given to acknowledge individuals who have made vital contributions to the field by their successful mentoring of students and younger colleagues. Finally, a Dissertation Prize recognizes outstanding graduate work. In addition, the status of Fellow of Division 7, APA, is recognition for major contributions to the field. Developmental science is being furthered through an organization of directors of graduate developmental programs (DOTDEP). Fifth, we personally see the APA annual convention as a benefit of membership. It is true that the meeting has become enormous, and some are not very interested in attending it. However, it is a wonderful opportunity to hear longer talks by our most distinguished colleagues; each recipient of one

of the major Division awards gives a colloquium-style talk at the meeting. In addition, you have the relatively rare opportunity of hearing talks by the leaders of other areas in psychology. Still, even if you do not intend to attend the annual convention, belonging to APA and Division 7 is an important thing to do.

For most of us, APA is not our only, or even the most central, professional organization. Nevertheless, for the reasons summarized above, it does serve a very important role, one that is different from but complementary to that of other groups to which we may belong. In recognition of the fact that APA may not be the primary professional organization for many developmental scientists, APA offers a dues reduction of 25% for members of SRCD or APS. In addition, *new* members have reduced dues for the first four years of APA membership.

We hope we have enhanced your awareness of APA as an organization working on your behalf in important ways and deserving of your continued support.

Judy S. DeLoache, President  
Nora Newcombe, President-Elect

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## SYNOPSIS OF MINUTES FROM DIVISION 7 BUSINESS MEETING

Saturday, August 6, 2000, 4:00- 5:00 P.M.  
Hyatt Hotel, Washington D.C.

(Minutes prepared by Mary Gauvain, Secretary/Treasurer)

**Treasurer's Report.** Mary Gauvain reported that budget is presently in good shape but with membership at a stable rate it is important to keep expenses and income in balance.

**Fellows Committee Report.** Steve Ceci, Chair of the Fellows Committee, was unable to attend the meeting. President Tiffany Field announced that five individuals were approved for fellow status in the division. The new fellows are John Eckenrode, Anthony D. Pelligrini, John Richards, Dean Keith Simonton, and Wendy M. Williams.

**Election Results Announced.** Tiffany Field announced the 2000 election results, which are: President-Elect - Nora Newcombe; Member-at-Large - Steve Reznick; Fellows Committee - Linda Acredolo and Henry Wellman, and Council Representative - Deborah Phillips.

**Awards Announced.** Tiffany Field announced the 2000 Division awards: Boyd McCandless award – Amanda Woodward; G. Stanley Hall award – Arnold Sameroff; Bronfenbrenner award – Jeanne Brooks-Gunn; Maccoby Book award – John Bruer (for his book The Myth of the First Three Years); Mentoring award - not yet decided.

**Executive Committee Report.** Tiffany Field reported that several individuals visited the Executive Committee from APA and SRCD who function as liaisons with federal agencies (including NIH, NSF, and NICHD). These representatives noted several items of interest to division members. These included that two members of the division, Fran Horowitz and John Borkowski, are involved with discussion at the NICHD council regarding how to target funds for research and that the Advanced Training Institutes, funded by NSF, are now up and running and applications from developmental applicants are encouraged.

A new newsletter editor, Judi Gardner, was announced. She succeeds Jan Jacobs. Adam Winsler, the new (and first) Division Webmaster was introduced. Adam has agreed to continue in this role for at least another year.

Membership and the Convention Program were discussed. The Executive Committee is interested in co-sponsoring much of the program and hopes to increase this in future years. David Uttal will serve as the Program Chair for the 2001 convention in San Francisco and he is working hard to develop these arrangements. The Executive Committee also would like the program to focus more heavily on student involvement and is working at developing functions that involve students in central ways.

It was announced that APA is seeking more Division 7 members who can talk to reporters about

issues of importance to children. Anyone interested can contact Pam Willens at APA.

**Executive Committee Actions.** The committee voted unanimously to increase member dues from \$15 to \$20 a year.

The following changes to the Division By-Laws were read and voted on by the members.

1. A motion was made to separate the position of Secretary/Treasurer into two positions on the Executive Committee beginning with the election to be held in the spring of 2001. There was discussion about the possibility of having each be a three-year term but staggering the terms of the two positions. The motion to separate the position into two was unanimously approved. No decision was reached on how to coordinate the two terms.
2. A motion was made that in the future the President-Elect would appoint the co-chair of the Program Committee. This was approved unanimously.

**Dissertation Award.** Patricia Greenfield was introduced and then she introduced and presented the Dissertation Award to Ashley Maynard, who received her Ph.D. from UCLA. Her dissertation is entitled: Cultural Teaching: The Social Organization and Development of Teaching in Zinacantecan Maya.

Tiffany Field then introduced the incoming president Judy DeLoache, who thanked Dr. Field for the outstanding job she had done the past year.

**New Business.** President DeLoache discussed her primary goals for the year. They are to make Division 7 more effective, to increase membership in the Division, and to achieve more coherence and continuity in the Division leadership. One way that she will try to increase membership is to send a letter to developmental psychologists who are not members of the Division to encourage them to become members. Another important goal is to work more in coordination with SRCD in Washington, especially in visits to the Hill. In order

to garner more nominations for Division awards, offices, and fellows, a call for nominations will be posted on the Web.

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## DIVISION 7 AWARD RECIPIENTS FOR 2000

### **G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology**

**Arnold Sameroff** was selected as the recipient of the 2000 G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology. He was recognized for his substantial theoretical and empirical contributions to important problems in developmental science. Throughout his distinguished career, Dr. Sameroff has been guided by a holistic systems view that embraces the inherent complexity of development. This view has been in evidence from his early discovery that models of learning in newborns must take into account their biological nature to his recent analysis of the relationship between environmental risk and individual resourcefulness in adolescence. In his work in developmental psychopathology, Dr. Sameroff discovered that continuity in children's development could often be attributed to continuity in their environment. The transactional model of development formulated by Dr. Sameroff and Michael Chandler, which is one of the most highly cited papers in developmental psychology, made a signal contribution. Dr. Sameroff's longstanding argument against simple linear models has also been highly influential, as has his emphasis on the cumulative effects of multiple risk factors on development.

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

**Jeanne Brooks-Gunn** is the recipient of the 2000 Urie Bronfenbrenner Award. Her selection was based on her policy-oriented research on family and community influences on the development of children and youth. This work has centered on designing and evaluating interventions to enhance the well-being of children living in poverty. She has been highly active in many large-scale longitudinal assessments of programs for children

and families, including evaluation of the Early Head Start program. She exemplifies the scientist working in the public interest that is a primary qualification for the Bronfenbrenner Award.

**Dissertation Award in Developmental Psychology**

**Ashley Elisabeth Maynard** was awarded the Division 7 Dissertation Award. Her dissertation was titled "Cultural teaching: The social organization and development of teaching in Zinacantec Maya sibling interactions." She graduated June 1999 from UCLA in developmental psychology. Her committee was chaired by Patricia Greenfield.

**The Division 7 Mentor Award in Developmental Psychology**

The winner of the Division 7 Mentor Award for 2000 was **Norman Garmezy**. Norman is an Emeritus Professor of the University of Minnesota, Department of Psychology. He received this award for his well-known generativity in mentoring a cadre of students and young colleagues in the behavioral sciences. Norman and his students have had a major impact on basic research, intervention, and policies regarding the understanding of protective factors in human development and in promoting a vision of hope and human potential for the development of disadvantaged children.

**The Eleanor Maccoby Book Award in Developmental Psychology**

**John Bruer** is the recipient of the 2000 Maccoby Award for his book, The Myth of the First Three Years.

**The Boyd McCandless Young Scientist Award**  
**Amanda Woodward** is the recipient of the 2000 McCandless Award.

**G. Stanley Hall and Bronfenbrenner Awards Committee**

Judy DeLoache, Chair  
Tiffany Field                      Marshall Haith  
Katherine Nelson                 Barbara Landau

**Dissertation Award Committee**

Bill Overton, Chair  
Ann Masten                         Nancy Budwig

**Mentor Award Committee**

Mark Greenberg, Chair  
Inge Bretherton                 John Rieser

**Maccoby Book Award Committee**

Lois Bloom, Chair                 Michael Chandler  
Richard Lerner                     Eleanor Maccoby  
Ulrich Mueller                     Ellin Scholnick

**McCandless Young Scientist Award Committee**

Linda Acredolo, Chair             Andrew Collins  
Jackie Eccles                         Ross Thompson

**Fellows Committee**

Steven Ceci, Chair                 Nancy Eisenberg  
Ann Masten                         Sarah Friedman

**Program 2000 Co-Chairs**

Fred Morrison                     Catherine Haden

**DOTDEP Coordinator**

Lynn Liben

**WELCOME TO OUR NEW OFFICERS**

We congratulate and welcome our new Division 7 officers:

President-Elect	Nora Newcombe
Member-at-Large	Steve Resnick
Fellows Committee	Linda Acredolo
	Henry Wellman
Council Representative	Deborah Philips

**THANKS FOR A JOB WELL DONE!**

Division 7 is indebted to the following members who gave of their time to serve the division during 1999-2000. We hereby recognize your important contribution to the division and to your colleagues and thank you for your service.

**WELCOME TO OUR NEW FELLOWS**

Congratulations and welcome to our new Division 7 fellows John Eckenrode, Anthony D. Pelligrini, John Richards, Dean Keith Simonton, and Wendy M. Williams.

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**KEEPING UP WITH THE ELECTRONIC  
WORLD  
OR JOINING THE 21<sup>st</sup> CENTURY**

**New Division 7 Web Site!**

Division 7 encourages all members to visit and bookmark the official Division 7 web site:

<http://www.apa.org/divisions/div7/>

Current notable features of the web site include:

- 1) Information on Division 7 membership
- 2) Online membership applications
- 3) Online nominations process for Division 7 awards
- 4) The Division 7 newsletter
- 5) A mechanism for people to send questions/comments (via web-based email) to various Division 7 committee members
- 6) A page with information on, and current activities of, DOTDEP
- 7) An excellent list of online resources for developmental psychology (good websites, journal homepages, other organizations, grant seeking info, good teaching sites...)
- 8) A list of the Executive Committee members (and other committees members) with addresses and emails for contact

This website will be a central medium for Division 7 information exchange, correspondence, and committee business. Division 7 would like to thank Dr. Adam Winsler and Louis Manfra for their work on creating and updating this web resource.

**New Division 7 (Developmental Psychology)  
Email Listserve**

Division 7 has set up a new Developmental Psychology division email listserv! This is an excellent resource for facilitating communication between Division 7 members, distributing announcements (job postings, grant opportunities...) to developmental psychologists, and for posting questions/answers and discussion items of interest to Division 7 members. All members are strongly encouraged to subscribe themselves to the listserv by simply sending an email message to:

[listserv@lists.apa.org](mailto:listserv@lists.apa.org)

Leave the subject line blank and simply write the following on the first line of the body of the message: "subscribe div7 (First Name) (Last Name)"

For example: subscribe div7 Adam Winsler

**Newsletter Moves to Electronic Distribution**

The Executive Committee of Division 7 voted at their last meeting to move to an all-electronic distribution format for the Division 7 newsletter. This move significantly reduces the costs associated with paper distribution of the newsletter, is environmentally sensitive, and greatly reduces the administrative workload associated with producing the newsletter. Thus, this is the last paper copy of the newsletter you will receive in the mail. For future issues, we will be distributing the newsletter via email notification. Current and previous issues of the newsletter are available right now online at: <http://www.apa.org/divisions/div7/newsletter.html>

**Division 7 Needs Your Email Address**

We need your email address so we can let you know about future newsletter issues, the listserv, and the like, and to keep our Division 7 membership database complete. Please take a few moments now to send a quick email message to [awinsler@gmu.edu](mailto:awinsler@gmu.edu) with your current email address and your full name (and your current mailing address and phone number(s) if handy). We promise we will not send you irrelevant stuff nor will we give out our email list to anyone. Thanks!

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**CALL FOR NOMINATIONS FOR DIVISION 7  
AWARDS**

**The G Stanley Hall Award for Distinguished  
Contribution to Development Psychology**

The award is given to a single individual (sometimes a research team) who has made distinguished contributions to developmental psychology, including contributions in research, student training, and other scholarly endeavors. Evaluations are based on the scientific merit of the individual's work, the importance of this work for opening up new empirical or theoretical areas of

development psychology, and the importance of the individual's work in linking developmental psychology with issues confronting the larger society or with other disciplines. Nominations should be sent by February 1, 2001, to Nora Newcombe, Department of Psychology, Temple University, 565 Weiss Hall, Philadelphia, PA 19122; email: [newcombe@unix.temple.edu](mailto:newcombe@unix.temple.edu).

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

The award is for an individual whose work has, over a lifetime career, contributed not only to the science of developmental psychology, and who has also worked to the benefit of the application of developmental psychology to society. The individual's contributions may have been made through advocacy, direct service, influencing public policy or education, or through any other routes that enable scientific developmental psychology to better the condition of children and families. Nominations should be sent by February 1, 2001, to Nora Newcombe, Department of Psychology, Temple University, 565 Weiss Hall, Philadelphia, PA 19122; email: [newcombe@unix.temple.edu](mailto:newcombe@unix.temple.edu).

**Dissertation Award in Developmental Psychology**

This award is given to an individual whose dissertation is judged to be an outstanding contribution to developmental psychology. The person must have completed his or her dissertation as a part of a developmental graduate program, and the dissertation defense should have taken place during the current or prior calendar year preceding the award, which is to be given at the annual APA convention. To make a nomination, please submit four copies of a summary of the research of up to 2,000 words. The summary should be accompanied by a letter from the chair of the student's dissertation committee that attests to the student's primary and major contributions to the research and explains why the dissertation is worthy of the award. Send nominations by February 1, 2000 to Nancy Budwig, Clark University, Department of

Psychology, 950 Main St., Worcester, MA 01610-1477; Fax: 508-793-7265; email: [nbudwig@clarku.edu](mailto:nbudwig@clarku.edu).

**The Division 7 Mentor Award in Developmental Psychology**

The Developmental Psychology Mentor Award honors individuals who have contributed to developmental psychology through the education and training of the next generation of research leaders in developmental psychology. Our interest is in recognizing individuals who have had substantial impact on the field of developmental psychology by their mentoring of young scholars. We invite nominations of individuals who have played a major mentoring role in their own careers or in the career of others. Please send your nominations by February 1 to John Rieser, Dept. of Psychology and Human Development, Vanderbilt University, Box 512 Peabody, Nashville, TN 37203; email: [rieserjj@ctrvax.vanderbilt.edu](mailto:rieserjj@ctrvax.vanderbilt.edu)

**The Eleanor Maccoby Book Award in Developmental Psychology**

The award is for the author (not editor) of a book in the field of psychology that has been published within the prior year and that has had or promises to have a profound effect on one or more of the areas represented by Division 7 of the American Psychological Association. Nominations should include the author's name and address, the name of the book, the publication date, the publisher's name and address, and a paragraph about the book's contribution. Self-nominations are permitted. Send nominations by February 1 to Kathy Hirsh-Pasek, Psychology, Temple University, Philadelphia, PA 19122; email: [khirshpa@nimbus.ocis.temple.edu](mailto:khirshpa@nimbus.ocis.temple.edu).

**The Boyd McCandless Young Scientist Award**

The award recognizes a young scientist who has made a distinguished theoretical contribution to developmental psychology, has conducted programmatic research of distinction, or has made a distinguished contribution to the dissemination of developmental science. The award is for continued efforts rather than a single outstanding work. Scientists who are within seven years of completion

of the doctoral degree are eligible, and for the 2001 award, nominees should have received their degrees in 1994 or later. The award is presented by the membership of Division 7 of APA, and the award winner will be invited to address the 2002 meeting of the APA. To nominate an individual, please send a letter of nomination, any available supporting documents (e.g., CV, pre/reprints), contact information for the nominee, and names of potential additional references by February 1, 2001 to Ross Thompson, Department of Psychology, University of Nebraska, 238 Burnett Hall, Lincoln, NE 68588-0308; Phone: 402-472-3187; Fax: 402-472-4637; email: [rthompson1@unl.edu](mailto:rthompson1@unl.edu).

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### **CALL FOR NOMINATION OF DIVISION 7 OFFICERS**

Nominations are needed for the offices of president-elect, secretary, treasurer, member-at-large of the executive committee, representative to APA council, and 2 members of the fellows committee. Please fill in the nominating ballot at the end of the Newsletter with up to 3 names for each position and mail to Tiffany Field by February 1, 2000 so they can be included in the list of nominees sent to the APA Central Office.

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### **CALL FOR NOMINATION OF FELLOWS**

It is time once more to nominate colleagues for the honor of Fellow of Division 7 of APA. The designation of Fellow in the Division of Developmental Psychology is awarded to those members of the Division who, in the judgment of their peers, have made a distinguished scientific or scholarly contribution to the field of developmental psychology. The contribution will ordinarily take the form of published papers or books documenting the candidate's empirical research, the development of theory or methods, or other scholarly pursuits. Please note that nominees may already be Fellows in other divisions of APA.

All nominees for Fellow must be members of APA Division 7. Any member of Division 7 may

nominate someone for Fellow status, and self-nominations are accepted.

Please take a minute to think of colleagues who deserve being nominated as Division 7 Fellows. Send nominations (including nominees affiliation and addresses-regular and e-mail) by January 1, 2000, to Ann Masten, Institute of Child Development, University of Minnesota, 51 East River Drive, Minneapolis, MN 55455. ([amasten@tc.umn.edu](mailto:amasten@tc.umn.edu))

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## **ANNOUNCEMENTS**

### **American Psychological Association Adopts Resolution on Poverty and Socioeconomic Status**

In the midst of an economic boom in the most powerful nation on Earth, many of the most vulnerable members of our society continue to live in poverty – the poorest of the poor live in conditions rivaling those of so called “third world” developing nations. Why this is and what can be done to deal with the problem has a great deal to do with issues psychologists as researchers, educators, and practitioners are well-equipped to address.

Psychologists have contributed a great deal to our understanding of the powerfully negative impact that such factors as societal stereotypes based on race, gender, and social class, depression and other mental health problems, experience of violence and sexual abuse, lowered IQ, poor socioemotional functioning, and developmental and behavioral problems have on functioning, whether in school, the workplace, or in society. In addition, APA has been actively involved in policy advocacy on behalf of poor individuals and families at the federal level.

However, APA did not have in place a comprehensive policy statement addressing these issues. This has now been rectified: At their meeting on August 6, 2000, APA's Council of Representatives approved the Resolution on Poverty and Socioeconomic Status. The complete resolution is on APA's web site at <http://www.apa.org/pi/urban/povres.html>.

The resolution was initiated by Division 35's Task Force on Women, Poverty, and Public Assistance and developed and submitted for approval by the APA Committee on Urban Initiatives.

The resolution documents the increasing income gap between rich and poor and the impact of poverty on health and mental health. It documents the disproportionate impact of poverty on women, children, ethnic minorities, and older persons. Associated stereotypes and the perception that poverty is a result of personal failures rather than entrenched social and economic structures are also addressed.

APA has participated in coalitions advocating for legislation to reduce the incidence of poverty and its impact; advocated to support the State Children's Health Insurance Program (SCHIP) to provide health coverage for low-income, uninsured children; prepared reports and policy recommendations addressing women's poverty; and sponsored conferences and presentations addressing poverty. This resolution will bolster these and ongoing initiatives and decisively demonstrate APA's commitment to addressing poverty to key policymakers and to other professional disciplines and organizations.

The Urban Initiatives Program will disseminate the resolution widely, to individuals and groups within and outside of APA that deal with the causes and the impact of poverty, and the resolution will provide comprehensive support of continuing advocacy efforts to frame policy that effectively addresses the causes and impact of poverty for low-income individuals and families.

For additional information, contact Leslie Cameron, Urban Initiatives Program, APA, at 202/336-6044 or [lcameron@apa.org](mailto:lcameron@apa.org).

**DOTDEP Pre-Meeting Scheduled for SRCD**  
(Please arrange your travel schedule to participate)  
DOTDEP stands for DIRECTORS OF TRAINING IN DEVELOPMENTAL PSYCHOLOGY. The

missions of DOTDEP include 1) fostering and enhancing academic training in developmental psychology and related specialties and 2) serving the needs of directors/heads of developmental psychology training programs.

The current members of the Education and Training Committee of Division 7 of APA (Lynn S. Liben, Chair; Marvin W. Daehler; Judith G. Smetana; Richard A. Weinberg; and Robert Wozniak) have been charged with implementing and promoting the goals of DOTDEP. One project currently underway is the establishing of an Electronic Brochure of Graduate Developmental Programs which can be visited by prospective graduate students interested in learning more about various graduate programs in developmental psychology. We are attempting to contact a director (or equivalent) in each program that we know about (primarily through earlier editions of the brochure), but it would be helpful if you checked to make sure that someone in your program has received and responded to the request for information. Information may be entered at: <http://psych.la.psu.edu/inforequest.htm>. PLEASE try to avoid having more than one person from the same program sending information! Thanks.

Another recent activity has been sponsorship of a symposia at APA Convention 2000 entitled "Standing on the Shoulders of Giants: Teaching the History of Developmental Psychology." The purpose of this symposia was to present and discuss ways of incorporating the historical foundations of developmental psychology into graduate training.

The Committee is now organizing a meeting of DOTDEP to be held on Thursday, April 19, 2001 just before the biennial meetings of SRCD in Minneapolis. The meeting will begin with a continental breakfast at 8:00 a.m. and continue until 11:30 a.m. The primary focus of the meeting is on opportunities to participate in different workshops. Although the specific details have yet to be completed, the topics of the workshops currently being planned include 1) the purposes as well as the strengths of various formats for completing comprehensives, 2) the importance of and effective

ways by which applied and practicum experiences can be incorporated into developmental training, 3) the extent and kinds of experiences, resources, and evaluative mechanisms helpful in promoting successful graduate training with respect to teacher preparation, and 4) confronting difficulties in the new millennium for developmental psychology such as, for example, recruiting high quality graduate applicants, keeping up with new technologies, obtaining access to research populations, etc.

The Education and Training Committee of Division 7 of APA invites representatives from all programs concerned with developmental psychology, whether located in departments of psychology, departments or colleges of education, human development, pediatrics, or home economics to participate in the DOTDEP meeting. **A representative from your program should plan to arrive in Minneapolis Wednesday evening (April 18, 2001) in order to take part in the meeting on Thursday morning.** Please bring this announcement to the attention of the individual who has primary responsibility for directing the Developmental Program in your department or college. Of course, if that individual is not able to attend, another representative from your program would be welcome.

Marvin Daehler, with the assistance of the other members of the Education and Training Committee, will be organizing the meeting in Minneapolis. You may contact him at [marvin.w.daehler@psych.umass.edu](mailto:marvin.w.daehler@psych.umass.edu), by regular mail at the Department of Psychology, University of Massachusetts, Box 37710, Amherst, MA 01003-7710, or via telephone at 413.545.2429. Also, please send him the name of the individual who will be representing your program at the meeting.

**Award Winners of the Society for General Psychology for Year 2001 and Call for Nominations for Awards of Year 2002**

The Society for General Psychology, Division One of the American Psychological Association, announces its Year 2001 award winners who have been recognized for outstanding achievements in

General Psychology. This year the winner of the William James Book Award is Michael Tomasello for his book *The Cultural Origins of Human Cognition*, which was published in 1991 by Harvard University Press. This award is for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology

The Year-2001 winner of the Ernest R. Hilgard Award for a Career Contribution to General Psychology is Murray Sidman. And the winners of the George A. Miller Award for an Outstanding Recent Article in General Psychology are Jack Martin and Jeff Sugarman of Simon Fraser University for their article "Psychology's Reality Debate: A 'Levels of Reality' Approach" which appeared in the *Journal of Theoretical and Philosophical Psychology* in 1999 (pp. 177-194).. In each case the awardees receive a certificate and a cash prize: \$500 for the Hilgard and Miller awards, and \$1000 for the William James Book Award. The winner of the competition to deliver the Year-2001 Arthur W. Staats Lecture for Unifying Psychology who will receive an award of \$1000 will be determined and announced later..

For all of these awards, the focus is on the quality of the contribution and the linkages made between the diverse fields of psychological theory and research. The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. The Staats Award has a unification theme, recognizing significant contributions of any kind that go beyond mere efforts at coherence and serve to develop psychology as a unified science. The Staats Lecture will deal with how the awardee's work serves to unify psychology.

There are no restrictions on nominees, and self-nominations as well as nominations by others are

encouraged for these awards. For the Hilgard Award and the Staats Award, nominators are asked to submit the candidate's name and vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination.

For the Miller Award, nominations should include: vitae of the author(s), four copies of the article being considered (which can be of any length but must be in print and have a post-1995 publication date), and a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology.

Nominations for the William James Award should include three copies of the book (dated post-1995 and available in print); the vitae of the author(s) and a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. Text books, analytic reviews, biographies, and examples of applications are generally discouraged.

Winners will be announced at the Fall convention of the American Psychological Association the year of submission. Winners will be expected to give an invited address at the subsequent APA convention and also to provide a copy of the award address for inclusion in the newsletter of the Society.

All nominations and supporting materials for each award must be received on or before April 15, 2001. Nominations and materials for all awards and requests for further information should be directed to General Psychology Awards, c/o C. Alan Boneau, Department of Psychology, George Mason University, Fairfax, VA 22030. Phone: 301-320-3695; Fax: 301-320-2845; E-mail: [aboneau@gmu.edu](mailto:aboneau@gmu.edu).

## **Psychologists Affirming Their Gay, Lesbian and Bisexual Family**

Organizing Committee: Laura S. Brown, Donald K. Freedheim, Marvin R. Goldfried, Ritch C. Savin-Williams, Wendy K. Silverman

This is to announce the beginnings of a newly formed network of psychologists who are coming out in open support of their gay, lesbian and bisexual family members. As psychologists, we feel it is time to have our voices heard, especially in light of the hateful and damaging misinformation being put out by such people as "Dr. Laura" and those professionals advocating so-called conversion/reparative therapy. The goals of the network are as follows:

- ◆ To openly support our GLB children, grandchildren, brothers, sisters, nieces, nephews, cousins, aunts, uncles, mothers, and fathers.
- ◆ To impress upon less accepting family members the importance of their GLB relatives.
- ◆ To advocate gay-affirmative research and clinical work on GLB issues.
- ◆ To encourage mainstream psychology to recognize and incorporate clinical and research work on GLB issues.
- ◆ To assist GLB advocacy groups by providing research information and by testifying before legislative bodies.

At this stage, the network is new, but growing steadily. If you would like to add your name to the list, or would like to pass this information on to a colleague or family member, please email, write or call: Marvin R. Goldfried, Ph.D., Prof. of Psychology, State University of New York, Stony Brook, NY 11794-2500; phone: 631-632-7823; email: [marvin.goldfried@sunysb.edu](mailto:marvin.goldfried@sunysb.edu)

## UPCOMING MEETINGS, SYMPOSIA, WORKSHOPS OF INTEREST

5-7 March 2001 - Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities - Charleston, South Carolina

Contact: Beverly B. Hand, Conference Coordinator, Gatlinburg Conf., John F. Kennedy Center for Research on Human Development, Box 40 GPC, Vanderbilt Univ., Nashville, TN 37203 E: [beverly.b.hand@vanderbilt.edu](mailto:beverly.b.hand@vanderbilt.edu) Web: [www.gatlinburg-conf.org](http://www.gatlinburg-conf.org)

29 March 2001 - Developmental Disorders and Language - Bethesda, Maryland

29-31 March 2001 - Southern Early Childhood Association (SECA) - Little Rock, Arkansas

10-14 April 2001 - American Educational Research Association (AERA) - Seattle, Washington

17-21 April - National Association of School Psychologists (NASP) - Washington, DC

19-22 April 2001 - Society for Research in Child Development (SRCD) - Minneapolis, Minnesota

Contact: SRCD, Dept. 1995, 1756 Plymouth Road, Ann Arbor, MI 48105. Web: [www.srkd.org](http://www.srkd.org)

18 April 2001 - SRCD Peer Relations Preconference - Minneapolis, Minnesota

Full-day conference with catered luncheon for researchers, post-doctoral fellows, and advanced graduate students who have already begun a program of research in peer relations. Contact: Deborah Lowe Vandell, Dept. of Educational Psychology, Rm. 467, 1025 W. Johnson Street, Madison, WI 53706 E: [dvandell@facstaff.wisc.edu](mailto:dvandell@facstaff.wisc.edu) Web: <http://alsek.la.psu.edu/peers> Registration deadline: March 1, 2001.

19-22 April 2001 - Eastern Psychological Association (EPA) - Washington, DC

Contact: Roberta E. Dihoff, Ph.D., EPA, Dept. of Psychology, Rowan Univ., 201 Mollica Hill Rd., Glassboro, NJ 08028

23-28 April 2001 - 13<sup>th</sup> National Conference on Child Abuse and Neglect - Albuquerque, New Mexico

10-15 May, 2001 - Association for Research in Vision and Ophthalmology (ARVO) - Fort Lauderdale, Florida

Contact: Janice M. Burke, Exec. Vice Pres., ARVO, 9650 Rockville Pike, Bethesda, MD 20814-3998 O: (301) 571-1844 F: (301) 571-8311 E: [mem@arvo.arvo.org](mailto:mem@arvo.arvo.org)

31 May-2 June 2001 - Jean Piaget Society (JPS) - Berkeley, California

Contact: Web: [www.piaget.org](http://www.piaget.org)

4-8 June 2001 - APA Science Directorate Advanced Training Institute in Longitudinal Methods, Modeling, and Measurement - Charlottesville, Virginia

Contact: APA Science Directorate O: (202-336-6000; E: [science@apa.org](mailto:science@apa.org); applications available at [www.apa.org/science/ati-info.html](http://www.apa.org/science/ati-info.html)

16-21 June 2001 - 60th Annual Meeting of The College on Problems of Drug Dependence (CPDD) - Scottsdale, Arizona

Contact: Martin Adler, Exec. Officer, Dept. of Pharmacology, Temple University School of Medicine, 3420 North Broad St., Philadelphia, PA 19140 O: (215) 707-3242 F: (215) 707-1904 Web: [www.cpdd.org](http://www.cpdd.org)

20-21 June 2001 - Forum for Perinatal Drug Research - (Satellite post-CPDD) - Scottsdale, Arizona

Contact: Sidney Schnoll, Div. of Substance Abuse Medicine, 1200 E. Broad St., PO Box 980109, Richmond, VA 23298-0109 O: (804) 828-9914 F: (804) 828-9906 E: [sschnoll@gems.vcu.edu](mailto:sschnoll@gems.vcu.edu)

24-29 June 2001 - APA Science Directorate Advanced Training Institute in Functional Magnetic Resonance Imaging - Charlestown, Massachusetts

Contact: APA Science Directorate O: (202-336-6000; E: [science@apa.org](mailto:science@apa.org); applications available at [www.apa.org/science/ati-info.html](http://www.apa.org/science/ati-info.html)

26-29 June 2001 - Head Start's 6<sup>th</sup> National Research Conference: The First Eight Years, Pathways to the Future - Washington, D.C.

Presented by the Administration on Children, Youth and Families, U.S. Dept. of Health and Human Services, in collaboration with Columbia Univ. and SRCD.

Contact: Dr. Faith Lamb-Parker, Columbia Univ., School of Public Health/CPEH, 60 Haven Ave. B-3, New York, NY 10032 O: (212) 305-4154 F: (212) 305-2015 E: [flp1@columbia.edu](mailto:flp1@columbia.edu) Additional info E: [hsrc@eainet.com](mailto:hsrc@eainet.com) Submission deadline: June 15, 2001

22-26 August 2001 - Xth European Conference on Developmental Psychology - Uppsala, Sweden

Contact: Scientific and Program Information - ECDP, Dept. of Psychology, Box 1225, SE-751 42 Uppsala, Sweden O: +46 18 471 22 02 F: +46 18 471 21 23 E: [ECDP@psyk.uu.se](mailto:ECDP@psyk.uu.se) Registration - Uppsala Kongress & Konferens AB "ECDP", Dragarbrunnsgatan 35, SE-753 20 Uppsala, Sweden O: +46 18 15 00 60 F: +46 18 13 40 50 E: [kongress@ukkab.se](mailto:kongress@ukkab.se) Submission deadline: December 15, 2000

28 August-1 September 2001 - European conference for Research on Learning and Instruction - Freiburg, Switzerland

Contact: Dr. Ulrich Baetz, Univ. of Fribourg, EARLI 2001, Rue Gaucigny 2, CH-1700 Fribourg, Switzerland O: ++41-26-321 3175 F: ++41-26-322 3527 E: [sales@FribourgTourism.ch](mailto:sales@FribourgTourism.ch) E: [www.earli2001.ch](http://www.earli2001.ch)

**EXECUTIVE COMMITTEE** (Addresses, telephone numbers, and email are listed on the Division 7 website.)

President (1-year term):	Judy DeLoache (2000-01)
Past President (1-year term):	Tiffany Field (1999-00)
President-Elect (1-year term):	Nora S. Newcombe (2001-02)
Secretary/Treasurer (3-year term):	Mary Gauvain (1998-01)
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	Judith Smetana (1999-02)
	J. Steven Reznick (2000-03)
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	Deborah Phillips (2000-03)
Newsletter Editor (3-year term):	Judith M. Gardner (2000-03)
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Education & Training Chair (DOTDEP) (3-year term):	Lynn Liben (1999-02)
Historian (3-year term):	Thomas C. Dalton (2000-03)

**PLEASE NOTE: NEW  
NEWSLETTER EDITOR**

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Many thanks and expressions of  
gratitude go to Jan Jacobs for her  
years of service as Division 7  
Newsletter editor.

*The Developmental Psychologist*  
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NYS Institute for Basic Research  
1050 Forest Hill Road  
Staten Island, NY 10314

**DEADLINE: FEBRUARY 1, 2000**

### Division 7 Nominations

President-Elect	_____ _____ _____
Secretary	_____ _____ _____
Treasurer	_____ _____ _____
Member-at-Large Executive Committee	_____ _____ _____
Representative to APA Council	_____ _____ _____
Members (2) Fellows Committee	_____ _____ _____

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