



Hurricane Relief: APA's Response

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In the aftermath of Hurricane Katrina, APA is responding to the needs of the public and the discipline of psychology in unprecedented ways. In addition to providing financial assistance for direct relief efforts, APA will grant dues relief to affected APA members, give grants to colleges and universities to replace damaged materials, provide funding to state psychological associations, and continue to provide information on mental health services to those in need.

There are several articles in this issue of Psychological Science Agenda about these efforts. Please read them and pass the information along to those who might need it. For example, the Science Directorate will administer a new grant program designed to assist colleges and universities in their efforts to replace ruined materials. Further, there is an announcement from the National Institutes of Health about flexibility in grants management rules.

For the latest in news about APA's involvement in Hurricane Katrina relief efforts, please visit the Science Directorate homepage (www.apa.org/science) and the APA homepage (www.apa.org). In addition to information about APA programs, both of these sites have extensive links to federal agencies and other sources of information of use to those in the research and academic community.



For More Information on Hurricane Relief Efforts and How to Get Involved:

APA Relief Activities

<http://www.apa.org/releases/apakatrina.html>

Help the Psychology Community

http://www.apa.org/ed/katrina_gen.pdf

Resources for Psychologists
<http://www.apa.org/topics/katrinahome.html>

APA Natural Disaster's Webpage
<http://www.apa.org/topics/topicdisasters.html>

Resources for the Scientific Community
<http://www.aaas.org/katrina>

EXECUTIVE DIRECTOR'S COLUMN

STEVEN BRECKLER, Executive Director for Science

Psychological Science in the Response to Disasters

For most of us, Hurricane Katrina has been the focus of our attention for the past several weeks. It is a natural disaster of mammoth proportions, and we are only beginning to comprehend its damage and long-term consequences. No matter where our identities lie as psychologists, we should all take pride in the swift and concrete actions taken by APA and especially by our colleagues who have heeded the call to action in providing help to those in need. We must also recognize that many of our own – clinicians, scientists, and educators – have suffered personal and professional loss and injury. We owe it to one another to help in all the ways we can.

It seems as though our collective recent memory is overflowing with disasters – the attack on the World Trade Center in 2001, the Tsunami of 2004, and now Hurricane Katrina in 2005. In the wake of each disaster has been a heavy loss of life and profound consequences for mental health. In each case, the damage to physical infrastructure pales in comparison to the physical and mental injury suffered by people.

Because the human toll is so large, it is not surprising that many turn to psychology for answers. At first, the questions focus on what can be done to help the victims, many of whom are suffering the greatest traumas of their lives. Eventually – in every case – questions start to focus on the nature of human behavior. Why did some not heed the warnings to evacuate? Was proper attention paid to the design of communication and warning systems? Do we design our buildings, cities, roadways, and transportation systems in ways that can accommodate the human response to disaster? Why does civil disorder and panic often ensue in the wake of disasters? Do we really know



enough about the mental health needs of those who are touched by such disasters, and can we better anticipate them in the future?

These questions all cut to the heart of scientific psychology. Our science can provide the answers, if only we would apply ourselves to finding them. Sadly, too little research attention is paid. Don't get me wrong – many fine programs of research do focus precisely on these questions. My point is that more needs to be done before our research results can accumulate enough to shape policy and guide interventions.

I know that some will argue that science does not – must not! – work this way. I've heard some say that the road to scientific discovery should be protected and insulated from political and social forces, and that we must not be deterred by moments or crises of the day. Some will reason that true scientific discovery requires that we set our sights much farther down the road, and resolving that we will eventually get to the answers – some day.

I disagree. I believe that science works best and is most productive when it is inspired by the need to solve practical and pressing problems. The greatest scientific discoveries have been the result of such inspiration. I most appreciate research

that lies – as Donald Stokes would call it – in Pasteur's quadrant. Scientists need feel no shame when their work is motivated by practical questions, and they should display no modesty in offering their results when they inform those questions. If we can rise to this challenge, psychological science will have something of profound significance to offer in the response to disasters.

What would this mean for scientific psychology? For one thing, we would need to devote more of our attention to identifying the practical problems that demand high priority. Once identified, we would need to resolve that programs of research, scientific journals, training programs, and public dissemination efforts focus on them in a sustained way.

The federal agencies that fund our research must also support the enterprise. The latest news is that NSF will support small grants for exploratory research (SGERs) relating to the hurricane disaster. This is good news. To make the research count in the long run, however, NSF needs to follow through by funding full-scale major programs of research inspired by the problem. NIH – especially NIMH – must also heed the call to action. A renewed commitment to supporting research in social psychology, decision making, and human response to trauma would make NIMH a valued contributor to the effort. And the Department of Homeland Security – presently home of FEMA – would need to support the scientific effort in all of its areas of responsibility.

Lessons can always be learned in the wake of disasters. They are also quickly forgotten. Science can make a difference, and it can produce an enduring legacy.

SCIENCE BRIEFS:



Father Knows Best (Unless I Know Better): Family Relationships in Late Life

by BRIAN D. CARPENTER

Brian D. Carpenter earned his PhD in Clinical Psychology from Case Western Reserve University in 1997, followed by postdoctoral fellowships at the Philadelphia Geriatric Center and the University of Pennsylvania. He is currently an Assistant Professor at Washington University in St. Louis. His research uses a family systems perspective to examine how families address aging, with a particular interest in intergenerational preparedness. Other interests include family response to diagnostic disclosure in Alzheimer's disease and family involvement in end-of-life care. In 2002 he was awarded a Brookdale Foundation National Fellowship, and he is a member of both APA's Division 20 and Division 12/Section II (clinical geropsychology).

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Robert "Bob" E. Welch, 56, of Enfield passed away Saturday (January 29, 2005) at the West Haven Veterans Hospital after a long battle with his family at his bedside.

— obituary from the Hartford Courant

The quote above is both a humorous misstatement and a pointed reminder that family relationships are complicated across the lifespan, even at the point of death. As people grow older, they face many decisions regarding their health care, housing, and finances, among other concerns. Often, family members are involved in those decisions, providing input, offering advice, or even making decisions when older adults are no longer able to speak for themselves due to cognitive or physical impairment. Many state laws have codified this kind of participatory role for family members (American Bar Association, 2004), reflecting the belief that family members know each other well, or at least are likely to act in each other's best interests (President's Commission, 1983). Yet recent experience and research suggest that family members may not be the knowledgeable, unbiased informants we expect. Consider, for instance, the recent case of Terri Schiavo, a Florida resident

in a persistent vegetative state whose family members were in conflict over the continuation of her medical care (Quill, 2005). This was but one example of family members who had radically different beliefs about how a person would have wanted to live.

The reality is that family members are involved in many aspects of elder care, and psychological research has an important role to play in helping families. In a number of research studies, we have attempted to learn more about the knowledge—or lack of knowledge—of family informants, with the ultimate goal of developing interventions to help families face the challenges that aging will bring to the entire family system.

What do family informants know?

Previous studies have explored informant knowledge in the realm of health care preferences. Roberto (1999), for example, found only low to moderate agreement ($kappas < .60$) between older adults and family members who were asked to predict preferences regarding hypothetical health care procedures and life-sustaining treatments. When other researchers (Muncie, Magaziner, Hebel, & Warren, 1997) examined informants'

ability to predict opinions about hypothetical medical treatments, informants' estimates were closer to *what they would have chosen for themselves*, rather than what their family member would have wanted. As Muncie et al. explain, "It appears that the proxy does not stand in the shoes of the charge. Rather, this study suggests that the proxy decides as though the charge were in the proxy's shoes." (p. 932).

In our research we have taken an expanded perspective on preferences by also looking at family members' knowledge about a broad range of preferences, including those for medical care.

In a first study (Carpenter, Lee, Ruckdeschel, Van Haitsma, & Feldman, 2005) we examined the psychosocial preferences of frail older adults, asking them about preferences regarding their daily routine, leisure activities, living environment, and other minutiae of daily life. We consider these seemingly minor details to be important to quality of life, perhaps as or even more important than what might appear to be momentous decisions. A brief conversation with most nursing home residents about what time they are required to get up in the morning, how they are bathed, what clothes they

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Father Knows Best...continued...

can choose to wear, not to mention whether they can have a beer with dinner or a private space for intimacy, makes clear how important these details are.

In our studies we have settled upon a methodology that, at the risk of endangering our credibility, is not unlike *The Newlywed Game*, the once popular TV show in which newly married couples were tested on how well they knew each other. In our adaptation, older adults tell us about their preferences and wishes, and then in separate interviews family members predict how their older relatives answered those same questions. Our results suggest that, overall, adult children are good at predicting concrete, observable parent preferences, such as leisure activities (average intraclass correlation = 0.73) but are less accurate when estimating parent preferences for continued personal growth (traveling, attending cultural events; average ICC = 0.59) and autonomy (choosing their own routine and surroundings; average ICC = 0.64). Across the board, adult children tend to *underestimate* how important these preferences were to their parents.

In this first study we learned many lessons, perhaps the most important of which was that we had overlooked important people in the family. A frequent comment was something like, "My sister would probably know a lot more about these things than me." So in our next study we expanded our sampling technique to include two adult children. And we broadened the preferences we asked about to include not only psychosocial preferences but also financial, housing, and medical preferences. As in the previous study, we have found that, overall, children are only moderately accurate at making predictions about their parent's preferences. To give some examples, many children are mistaken about parent preferences regarding organ donation (underestimate), their willingness to be on mechanical ventilation (overestimate), readiness to accept financial assistance from children (overestimate), and housing (children tend to think their parents would be interested in living with them, while parents are firm in not wanting to live with their children). Once again,

family informants seem to have spotty knowledge about older adults.

In both these studies it is important to note that we found a broad range of knowledge among adult children: some children are quite knowledgeable while others are no better than chance at estimating what their parent would want. (A hyperbolic way of putting it is that for some parents, their child is as knowledgeable about them as any random child plucked from the street.) In trying to identify correlates of children's knowledge, we have found a few promising candidates. Parents who are more physically frail tend to have children who are more knowledgeable, suggesting the possibility that frailty may prompt the family to begin to investigate parent preferences. In contrast, older parents who are depressed seem to have children who are less knowledgeable, perhaps indicating that these parents have withdrawn from their children, leaving children less aware. And family members who experience more caregiving burden are less knowledgeable, which may reflect the psychological hurdle of making a prediction through the scrim of one's own distress. No other demographic or contextual variables have been consistently predictive of children's knowledge—not gender (of parent or child), age, geographical proximity, etc.

More recently we have begun to explore family-level attributes that also may be informative. We approach our research from a family systems perspective, believing that longstanding patterns of interaction within the family may be related to contemporary family functioning. (And yes, we finally learned our lesson and now try to include as many family members as possible.) In particular, structural family theory (Minuchin, 1974) suggests that families may have maladaptive patterns of behaving with one another that impede the family's ability to respond to developmental challenges, such as parent care (see Carpenter, 2001). A number of other research groups, for instance, have found that family dynamics help explain how families respond to caregiving challenges (Lieberman & Fisher, 1999; Mitrani, Feaster, McCabe, Czaja, & Szapocznik,

2005). We have added an observational component to our protocols, asking families to complete simple problem solving and interaction tasks, which we videotape and code for a range of communication and affective features.

These data are still under analysis, but our aim is to determine if aspects of family interactions, such as interruptions, overspeaking, disengagement, and criticality, may predict children's knowledge. That kind of data might, in turn, have implications for family intervention. Here I should add that few assessment tools, observational or self-report, have been validated with older families, meaning that much more basic research is needed to create reliable and valid assessment instruments that can be used in family geropsychology.

From surveys to services

During our conversations with research families—and even amongst ourselves—it became clear that families just do not talk about preferences and wishes. As an explanation, adult children tell us they are not sure how to bring up a topic that seems morbid. Older parents tell us they try to bring the topic up with their children but they are rebuffed. When Cicirelli (1992) asked adult children and their parents if they had talked about future caregiving preferences, 42% of the parents said they had *never* discussed their preferences with their children. Meanwhile, only 20% of the children agreed, suggesting that adult children may think they have discussed parent preferences adequately even when parents still have more to talk about. Instead of talking about preferences directly, adult children tend to rely on implicit assumptions about what a relative would want (Pecchioni, 2001). And so, decisions about elder care are based on speculation rather than conversation. As clinical scientists with a commitment to applied research, we plan to use what we are learning to develop family education programs that improve communication about parent preferences.

In a recent feasibility study, we tested an intervention with a small sample ($n = 24$)

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Father Knows Best continued...

of families. We broadened our recruitment once again, inviting all adult children in the family to participate, and we developed a brief psychoeducational program. The program involves meeting with each family, teaching basic communication skills and strategies for collaborative decision making, and describing the kinds of decisions families commonly face as parents age. The core of the intervention, however, is a guided discussion through a personalized workbook that we create for each family. In the workbook we list parent preferences side by side with the assumptions each child made about parent preferences. In this way everyone in the family sees what children know and don't know about their parent. We lead families through a discussion of points of agreement and disagreement, and the family keeps the workbooks for future reference. We hope this kind of tool will make conversations less threatening and will provide the structure and detail families need to consider all the decisions they may some day encounter. A formal evaluation of the psychoeducational program is in the planning phases.

One question that has dogged us throughout our research is whether what we are learning about families in our idealized lab- and home-based protocols will generalize to real-life situations, a concern raised by others (see Roberto, 1999). Decisions about where a parent should live, whether to start (or end) a medical treatment, and how to disperse a deceased parent's assets are made under time constraints and in the presence of powerful emotions. Even if we manage to improve knowledge about parent preferences, there is no guarantee family informants will act on that knowledge. For many complicated reasons, surrogate decision makers override or ignore parent preferences. The practical, legal, and ethical issues in this area deserve their own empirical attention.

Conclusion

Family members play an important role in the support and care of aging parents. Demographic patterns suggest that the vast majority of people will at some point be involved in parent care.

Psychologists can play an important role in helping families navigate the challenges of aging. We bring to the table an understanding of lifespan development, cognitive aspects of decision making, and interpersonal dynamics, and we have skills in developing and evaluating intervention programs. In our own research, we have the modest aim of getting families to talk about some of the aging issues they might face before a crisis arises. These conversations are not easy for families to have, but they might help avert problems and conflicts in their futures.

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American Psychological Association Hurricane Relief Support - Small Grants for Psychology Education and Training

Scope and Purpose. APA has established a \$50,000 fund to assist psychology education and training departments/institutions in the replacement of destroyed materials or other needs associated with the hurricane. Grants up to \$5,000 will be made on a one-time basis. Funding may be used to offset the expenses associated with replacing supplies, books, journals, teaching resources, and other losses or costs associated with the hurricane.

Eligibility. Proposals will be accepted from psychology departments or programs of regionally accredited institutions of higher education or APA accredited training programs. Only one proposal may be submitted by an individual program.

6 *Application Procedure.* Proposals should be typewritten, and not exceed two single-spaced pages of text. The proposal must briefly explain the need for funding, and provide a detailed budget.

Proposal Review and Decision-Making. Proposals will be reviewed by an ad hoc committee drawn from the APA Boards of Scientific Affairs (BSA) and Educational Affairs (BEA).

Deadline. Proposals must be postmarked no later than October 15, 2005. Review will be completed by early November, and funding decisions will be made by November 15.

Send Proposals to: Deborah McCall, Science Directorate, American Psychological Association, 750 First Street NE, Washington, DC 20002.

Changes in NIH rules to help grantees affected by Hurricane Katrina— APA considering actions to help

Noting the need for flexibility as NIH grantees along the Gulf Coast assess damage to their research labs or populations, NIH has announced the following steps:

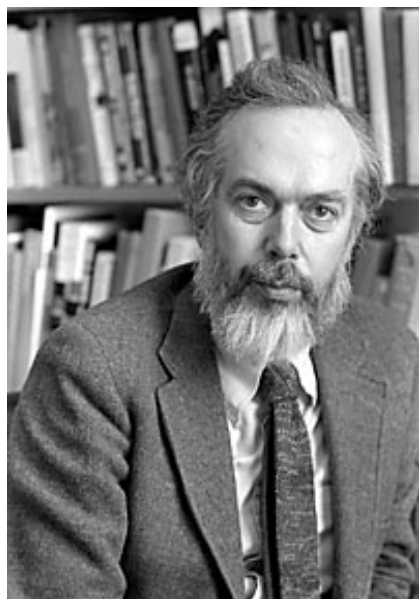
1. NIH encourages grantees to discuss any damage to their research program with their NIH program officer as soon as possible.
2. NIH will consider requests for administrative supplements for extensions in time that include personnel costs; and replacement of equipment, supplies and unique resources damaged or lost as a result of the storm. Instructions are on the NIH Grants web page: (<http://grants.nih.gov/grants/katrina/index.htm>).

APA is currently considering actions to help members whose research has been affected by Hurricane Katrina. Please check the APA website (www.apa.org) for updates and announcements.

JERHRE Announcement

JERHRE (the Journal of Empirical Research on Human Research Ethics), is a new, international nonprofit journal that publishes empirical and methodological research and reviews of empirical literature on human research ethics. The Journal is looking for good authors and articles. Additional information about JERHRE can be found at the JERHRE website (<http://www.csueastbay.edu/JERHRE/>). Note that a variety of kinds of articles are welcome, including research agendas, and very brief research reports (e.g., pilot studies). For additional information, contact Joan Sieber.

IN MEMORIAM



Robert P. Abelson

(1928-2005)

by: Ira J. Roseman, *Rutgers University*
Stephen J. Read, *University of Southern California*

Robert Paul Abelson, who was Eugene Higgins Professor of Psychology and Professor of Political Science at Yale until his retirement in 1994, died on July 13, 2005 from pneumonia brought on by Parkinson's Disease.

Bob was born in New York City on Sept. 12, 1928. He was educated at the Bronx High School of Science and MIT, and then worked with John Tukey and Silvan Tomkins at Princeton, where he received his Ph.D. in 1953. From Princeton he went to Yale, where he taught for 42 years.

During his career, Bob made foundational contributions to several disciplines. Within social psychology, the 1958 Abelson and Rosenberg model of "symbolic psycho-logic" was one of the first attempts to map the psychological rather than logical structure of attitudes—identifying basic elements, key relationships between them, and conditions under which one attitude might influence another. This early paper was followed by classic, influential analyses of cognitive consistency and inconsistency.

Bob's computer modeling of "hot cognition" in 1963 presciently pointed out the importance of affective phenomena in an era of increased focus on cognitive processes. Along with other work, including a chapter in the 1968 *Handbook of Social Psychology*, this early example of a computer simulation also helped show psychologists the usefulness of such simulations for specifying complex theories (e.g., of personality processes, attitude formation, and belief systems).

Rather than build highly abstract formal systems, as did some of his contemporaries, or focusing on one or two variables, as did others, Bob instead explored how people actually thought and felt about concrete everyday reality, and was able to understand how that should be represented. First by himself and later with Roger Schank, Bob focused on the idea that human reasoning was largely based on highly detailed and rich representations of the specifics of the social world.

As Hamilton, Devine, and Ostrom wrote in 1994, "the career-long contributions of Robert P. Abelson had, in many important ways, both anticipated and laid the foundation for many of the developments that ultimately came to be described as 'social cognition.'"

In addition to his contributions to social psychology, Bob was one of the founders of the field of cognitive science. In a series of trail-blazing papers, written between 1973 and 1981, he proposed that knowledge and beliefs are coherently and hierarchically structured, with constitu-

ent elements organized into conceptual atoms, molecules, plans, themes, and scripts. These theoretical constructs provided psychologists and computer scientists with essential tools to understand processes of social perception, memory, comprehension, reasoning, and argumentation.

Bob's collaboration with Roger Schank resulted in the landmark 1977 publication of *Scripts, Plans, Goals, and Understanding*, which argued forcefully and influentially that human thought was embedded in and depended upon a rich web of specific knowledge about the world. This work spawned numerous attempts by psychologists and computer scientists, often in collaboration, to understand how people reason in various domains. At Yale, Schank and Abelson established the first interdisciplinary graduate program in cognitive science—a model subsequently adopted by many other universities (as alumni Kristian Hammond & Colleen Seifert recalled in 1994).

Bob also made major theoretical and methodological contributions to political science and political psychology. With Ithiel de Sola Pool, he undertook, for the 1960 and 1964 elections, one of the first computer simulations of the voting behavior of Americans. Pool, Abelson, and Popkin's 1965 book describing this

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...In Memoriam, continued

endeavor, *Candidates, issues, and strategies* was recognized as “a classic work of social science” by the Lasswell Award Committee of the International Society of Political Psychology in 1996.

Bob’s substantive interest in public opinion, combined with his sense that, in the real world, important attitudes were often strongly resistant to change, led to his writing a computer program (with John S. Carroll in 1965) that attempted to simulate the responses of a true believer to a series of questions about political events. This “ideology machine” (a/k/a the Goldwater Machine) attracted considerable interest, was a significant early contribution to the emerging field of political psychology, and inspired other investigators to model ideological thinking. Bob subsequently argued, in a 1988 paper in *American Psychologist*, that researchers should pay more attention to beliefs held with conviction. This has helped to promote a new emphasis in the field on attitude strength and importance.

Bob also published (with Donald Kinder, Mark Peters, and Susan Fiske, in 1982) a pioneering study demonstrating that the emotions aroused by political candidates are key determinants of people’s preferences among them—bringing emotions into a domain where party identification, issue positions, candidate trait perceptions, and rational voter models were often emphasized.

As a statistician, Bob was known for suggesting elegant and intuitively appealing ways to analyze data, interpret results, and test hypotheses (such as the Abelson-Tukey test for linear trends). At Yale, Bob taught generations of psychologists—with humor, metaphor, and vivid illustrations—how to design experiments, analyze the results, and clearly convey the findings. His 1995 book *Statistics as Principled Argument* situated the process of statistical analysis within the overall enterprise of making arguments that are appropriately based on data, and fleshed out general criteria (magnitude, articulation, generality, interestingness, and credibility) for the persuasiveness of empirical claims.

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Spear Wins NIAAA’s Keller Award

Linda Spear, Distinguished Professor of Psychology at the State University of New York at Binghamton, was selected to receive the National Institute on Alcohol Abuse and Alcoholism’s Mark Keller Award and to deliver the accompanying lecture, “Adolescence: Neurobehavioral characteristics, differential alcohol sensitivities and intake,” on November 3, 2005 at the National Institutes of Health (NIH).

Spear’s lab has published landmark studies on the effects of alcohol on the developing brain. Her work centers, in particular, on alcohol sensitivity and use during adolescence, the age when many young people first drink alcohol. Spear’s investigations use animal models to identify factors that might contribute to adolescents’ propensity to experiment with alcohol and to determine why this age group seems to be at particular risk for alcohol’s deleterious effects. Her findings are helping scientists understand how alcohol affects the developing brain and ultimately how drinking during adolescence may contribute to alcohol-related problems later in life.

This award is given annually to “an outstanding alcohol researcher who has made significant and long-term contributions to our understanding of how alcohol affects the body and mind, how we can prevent and treat alcohol abuse and alcoholism, and how today’s scientific advancements can provide hope for tomorrow.”

National Science Foundation Division Director Position Now Open

National Science Foundation is seeking candidates for the position of Division Director for Behavioral and Cognitive Sciences (BCS).

The Division Director, a key member of the SBE Directorate leadership team, provides leadership and direction for the support of research and education activities that develop and advance scientific knowledge focusing on human cognition, language, social behavior and culture, as well as research on the interactions between human societies and the physical environment. The Division Director provides overall direction and management to a division that includes a staff of approximately 20 employees and a FY 2005 budget of about \$76 million. Information about the BCS Division’s mission and programs is provided on its Home Page (<http://www.nsf.gov/sbe/bcs>).

Employment for this Senior Executive Service (SES) position may be on a permanent or temporary basis in the Federal service. Alternatively, the selectee may be assigned under Intergovernmental Personnel Act (IPA) provisions.

The announcement may also be accessed electronically at <http://www.nsf.gov/oirm/hrm/jobs/start.htm>. NSF Division of Human Resource Management (HRM) is assisting me in this outreach. Hugh Sullivan (hsullivan@nsf.gov; 703-292-4376) is the point of contact in the HRM Division. The application deadline is October 14, 2005.

It's Not Just Polygraph Anymore

by: John G. Capps, Chief of the Credibility Assessment Directorate for Behavioral Sciences
Counterintelligence Field Activities

Andrew Ryan, Chief of the Research Division for the Department of Defense Polygraph Institute

The polygraph. It has been a principle fixture in the federal government's security processes for decades. However, within the behavioral sciences community, the polygraph is a controversial device that has often generated a polarizing reaction. Advocates point to research indicating accuracy rates exceeding 80%, the growing acceptance of the polygraph in the court system and beneficial use of polygraph in sex offender rehabilitation. Opponents cite high false positive rates and question the underlying theories coupling the act of lying with physiological arousal. This dichotomy of opinion was most recently highlighted in a National Academy of Sciences National Research Council study which recognized polygraph weaknesses but ultimately concluded that "...potential alternatives to the polygraph show promise, but none has yet shown to outperform the polygraph."

While opinions differ among researchers on use, application and effectiveness of polygraph in the detection of deception, the field has begun to take some interesting and exciting leaps forward. At the federal level, these efforts are being spearheaded by the Department of Defense Polygraph Institute (DoDPI) at Fort Jackson in Columbia, South Carolina.

History of DODPI

DoDPI began in 1985 with the passage of the National Security Directive which transformed what had since 1951 been the U.S. Army Polygraph School to the Department of Defense Polygraph Institute. The Institute began to aggressively focus on polygraph related research, curriculum development and training of examiners for the federal government. In 1994, the Joint Security Commission recommended that the government establish a more robust research program and DoDPI become the principle agent for polygraph research. However, research remained focused

almost entirely on the evaluation and validation of current and innovative polygraph approaches and technologies. Recognizing continuing advances in both science and technology, DoDPI developed a new vision for its research division in the mid-1990s. With the movement of DoDPI from the Defense Security Service, to the DoD Counterintelligence Field Activity in 2002, the focus on expanding DoDPI's research division and its funding has increased. Existing DoDPI research focuses on the science and technology of alternate methods of deception detection while continuing research designed to improve on traditional polygraph.

"Science Partners"

The Institute has sought to establish collaborative relationships designed to advance the science of deception detection and routinely reaches out to other organizations by providing consultive expertise, project management, and project funding. DoDPI has worked with such well regarded research institutions as the Washington University School of Medicine, the University of Utah, the University of Oklahoma, Johns Hopkins, Honeywell Technology Center, the University of South Carolina, the Mayo Clinic, Veridical Research and Design, and the University of Houston. DoDPI's own internal research initiatives, coupled with the establishment of this network of "Science Partners," advanced the field and lead many scientists and researchers to begin to see a new paradigm for assessing the genuineness of human information and solidify the theoretical bases for human veracity.

A recent report by the National Research Council recognized DoDPI as an organization "working to put polygraph research on a more scientific footing" (NRC, 2003 p. 230). This change reflects a ubiquitous increase in the contextual demands for the psychophysiological detection of deception. In the last few years, the term "credibility assessment"

has replaced the more narrow "detection of deception" as it purports to encompass a much wider range of situation and contexts in which determining the existence of concealed and hidden information is vital. The continuation of these efforts and new research collaborations is leading to new and exciting avenues in the field of credibility assessment that are vital in assisting our troops in the global war on terrorism.

DODPI'S Research Agenda

New areas of research in the field of credibility assessment cover a wide spectrum, some based on autonomic measures as is the polygraph, others contingent on central nervous system measures, and still others addressing naturalistic measures. In the area of autonomic measures, a great deal of promise is being shown in thermal imaging research at DoDPI. Thermal imaging, as a tool for credibility assessment, focuses on the use of a mid-level infrared thermal camera which looks at the spectrum of body heat based on changes in facial blood flow. Specifically, DoDPI is seeking to determine if the changes in facial blood flow resulting from the activation of the sympathetic nervous system occurring when someone is anxious is because they are being deceptive. This increase in blood increases facial skin surface temperature, which is picked up by the infrared camera.

DoDPI first became interested in thermal imagery around ten years ago when DoDPI researchers looked at thermal imagery and the hand. The findings in this area were not conclusive, but in 2000 Honeywell approached DoDPI with a much improved infrared camera. The initial study conducted by DoDPI showed promise in the area of use of thermal imagery in credibility assessment and DoDPI began to fully explore this new technology.

Current research in detecting deception has found accuracy rates in excess of 80%; however, there is much more research to

Continued on next page...

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be done in this area. Researchers continue to explore the underlying reasons why blood tends to pool in the periorbital area and whether other areas of the face offer valuable data. In addition, there are efforts underway to address tracking concerns due to head movement and modifications needed to the existing algorithm. Nevertheless, this technology shows excellent promise to enhance our ability in assessing credibility.

Research is also underway at DoDPI on use of the laser Doppler vibrometry (LDV) as remote measures of assessment of individual physiological responses to emotional stress. Through LDV, DoDPI researchers study changes in respiration, cardiovascular activity, muscle contraction, and body tremor at a distance of up to hundreds of feet. Since this technology is both noninvasive and can be conducted without the subject's awareness offers significant advantages to traditional polygraph techniques that require a cooperative subject and attachment of sensors.

Another exciting technology under investigation at DoDPI is the eye tracking technology (Eye Movement Memory Assessment). Eye tracker technology follows the pattern of the subjects' visual attention to a scene. For example, when an individual initially scans a photo of an object it is usually with their peripheral vision, he then focuses in on what is of interest for a more attentive, higher detailed observation. Visual scene inspection is based on the process of putting together small regions of what is being viewed and integrating this into a coherent whole representation.

Studying how the eye scans a familiar object versus an unfamiliar object is the focus of current work at DoDPI. Current research has shown that with unfamiliar objects, the number of points the eye briefly fixates is greater, the time in which the eye fixates is longer, the number of regions where fixation occurs increases, and the complexity of the gaze patterns is greater. Additional research

efforts involve event-related potentials (ERPs). Because certain brain processes elicit ERPs, researchers have found that particular wave forms are believed to be associated with deception. At DoDPI the three principle waveforms being studied are the P3b, the P3a and the N4.

Functional Magnetic Resonance Imaging is being used to determine what actually goes on in the brain when a person is lying. In short, researchers at DoDPI are comparing scans of an individual's brain when they are lying to scans when they are not. Researchers hope to target what parts of the brain are activated and require increased blood flow when an individual is deceptive.

These are representative of the varied research efforts currently underway at DoDPI and at institutions DoDPI is coordinating with. Since the challenge has never been greater and there is an urgency to search for improved methods to protect America and Americans, this in the forefront of the DoDPI mission.

The Future: Expansion and Continued Collaboration

The Institute is interested in expanding their network of Science Partners through their contracts and grants program. Research awards are available to funds thesis, dissertation, and institutional research awards. It is strongly suggested that potential Science Partners visit the Institute's web page located at <http://www.dodpoly.army.mil> to obtain information on applying for support and all are invited to contact any member of the Research Division to discuss the possibilities and opportunities.

From the polygraph suite to the global war on terrorism, scientists, engineers, software specialists, field operatives and others in the public and private sector are joining DoDPI in advancing research, science and technology in the field of Credibility Assessment. There are endless opportunities for those in the field of psychology to join efforts to advance the degree of certainty in credibility assessment.

SUMMER-RESEARCH GRANTS PROGRAM ANNOUNCED UP TO \$10,000 PER AWARD TARGETING JUNIOR FACULTY IN THE NEUROSCIENCES AT PREDOMINANTLY UNDERGRADUATE INSTITUTIONS

SOMAS: Support of Mentors and their Students in the Neurosciences

The SOMAS Program is pleased to announce the 2006 SOMAS summer fellowship program designed to support junior faculty (untenured/pre-tenure assistant professors, typically within 5 years of having completed Ph.D. and postdoctoral training) in the neurosciences seeking to launch research programs with undergraduate student collaborators. Faculty from predominantly undergraduate institutions will be eligible for awards of up to \$10,000 to cover a supply budget, summer student housing, faculty and student stipends, and travel expenses to the joint Annual Meetings of the Society for Neuroscience and Faculty for Undergraduate Neuroscience. Application deadline is December 1, 2005, with awards made in early February for the 2006 summer research effort. Up to six awards will be made for the 2006 program. Faculty members with little experience in grant-writing or those from institutions serving women and minority groups underrepresented in the sciences are particularly encouraged to apply. For more information, go to www.somasprogram.org.

CPTA Calls for More Research on Disability Status Assessment

by MARIANNE ERNESTO

On September 6, 2005, APA provided comments to John H. Hager, Assistant Secretary, Office of Special Education and Rehabilitative Services, U. S. Department of Education in response to a call issued June 21, 2005 for public comment on Proposed Rulemaking to implement the Individuals with Disabilities Education Improvement Act (IDEIA).

Members of APA's Committee on Psychological Tests and Assessment (CPTA) were instrumental in crafting the section of APA's letter to Assistant Secretary Hager which dealt with the Assessment for Determining Disability Status. In addition to providing specific recommendations to the Department (see below) members of the Committee also addressed issues relating to identification of specific learning disabilities (SLD), particularly the utilization of the Response to Intervention (RTI) model and the IQ/achievement discrepancy criterion.

While the Committee whole-heartedly supported the Department's "efforts to encourage the states to include a process to determine whether a child 'responds to scientific, research-based intervention,'" they noted several challenges to the widespread implementation of RTI and did not recommend that RTI be used as the sole criterion for determining SLD. Instead, they noted the need for a comprehensive psychological and educational evaluation for individuals who do not respond to intervention to rule out alternative causes before making a determination of SLD. Members of CPTA also stressed the need for continued research to support the use of the (RTI) model, and called upon the Department to take action to ensure adequate training and technical support for those who implement RTI.

Regarding the issue of the utilization of the IQ/achievement discrepancy criterion to determine SLD, Committee



members re-affirmed that "research as failed to support the continued use of IQ/achievement discrepancy for classification and informing remedial instruction," but cautioned that Departmental guidelines should "clarify that the proposed regulatory provision specifically authorizing states to prohibit use of the IQ/achievement discrepancy measure, do not encompass other promising cognitive processing models for assessment and intervention." As was suggested with RTI, members of the Committee called on the Department to acknowledge the need for, and to support, additional research "focusing on cognitive processing/ability approaches, as well as on approaches that combine RTI and cognitive processing."

The following are highlights of the Committee's recommendations to the Department of Education on behalf of APA:

~In determining whether a child has a learning disability, APA supports a comprehensive psychological and educational evaluation to rule out alternative causes for functional impairments in academic achievement.

~APA urges the Department to allow Individualized Education Program (IEP) teams to use a variety of assessment tools and strategies.

~APA strongly recommends that the Department specifically require local educational agencies (LEAs) to demonstrate that *any* assessment procedure they use to identify students under IDEA is reliable, valid for the purposes for which it is intended, unbiased, and implemented in the child's primary mode of communication, whenever possible.

~APA also recommends that the Department support research and technical assistance to guide LEAs in responding to the requirement of demonstrating adequate reliability, validity, and absence of bias.

APA encourages governmental and other agencies to adopt evaluation, identification, and eligibility regulations that result in accurate and consistent definition of the construct of learning disabilities.

The complete text of APA's letter to John H. Hager, Assistant Secretary, Office of Special Education and Rehabilitative Service, U.S. Department of Education can be found at:

<http://www.apa.org/ppo/disability/ltr905.html>

...In Memoriam continued

Bob complemented his academic accomplishments with important applied work. He helped John Tukey develop a system, first used by NBC in 1962, for projecting the outcome of elections (an early application of empirical Bayesian methods that are now widely used for making small area estimates), and served as statistical consultant for NBC Election News in 1964, 1968, and 1976. He was instrumental in the design of the National Assessment of Educational Progress, served on the NAEP Advisory Panel, and co-authored two reports on the results of this major study in 1970 and 1971. With Phil Zimbardo, he wrote *Canvassing for Peace: A manual for volunteers* which used social psychological knowledge to give advice on mounting petition drives and working effectively for peace candidates. He served as a pollster and consultant for numerous local and national political campaigns, including the presidential campaigns of John F. Kennedy, Jimmy Carter, and Walter Mondale.

In recognition of his outstanding contributions in multiple arenas, Bob received Distinguished Scientific Contribution Awards from the American Psychological Association, the Society for Experimental Social Psychology and the International Society of Political Psychology. He was also named a Fellow of the American Academy of Arts and Sciences, the American Statistical Association, the American Psychological Association, and the American Psychological Society.

Bob Abelson had a rare quality of mind. He was able to blend the formal with the concrete in a way that allowed him to capture key aspects of psychological and social reality. He was particularly gifted at “cutting nature at its joints,” seeing what kinds of distinctions really mattered and would give us greater insight into the world. And with such memorable turns of phrase as *psychologic* and *hot cognition*, he niftily captured conceptual essences of wide and enduring interest and imprinted them upon the consciousness of the field. As his 1986 APA award citation noted, Bob’s discerning sense of what problems were interesting and important, and his

“creative ruminations” on them, repeatedly stimulated research and thinking in psychology. Bob’s incisive analyses of the current state of knowledge, along with his talent for sketching out alternative possibilities, helped suggest new answers to the questions that he raised.

Bob was also a beloved mentor and colleague to many people. His students and collaborators benefited enormously from his intellectual rigor, creativity, open-mindedness, and generosity; and were inspired by his invitation to join in extending the field’s understanding of timely issues (and the field itself). In the 1994 festschrift collection *Beliefs, reasoning, and decision-making: Psycho-logic in honor of Bob Abelson*, edited by Roger Schank and Ellen Langer, Mark Lepper (now Albert Ray Lang Professor of Psychology at Stanford) recounts with obvious affection how Bob’s students absorbed his “colorful style of presentation, his enthusiasm for psychology, his sense of theater, and his basic values about what made an interesting idea or an important piece of research...that truly important research in social psychology spoke, whether directly or indirectly, to deep issues about the nature and the situation of humankind.” Donald Kinder (now Philip Converse Professor of Psychology and Political Science and chair of the political science department at the University of Michigan) was far from alone when, in another chapter in that volume, he described his collaborative relationship with Abelson as “one of the glories of my professional life.”

A cardinal lesson that Bob taught concerned the importance of intellectual honesty. He advocated and exemplified the benefits of examining one’s own and others’ arguments and data straightforwardly—appreciating both the strengths and the shortcomings of all formulations—and then seeking to find or develop the missing pieces. It was perhaps this non-defensive, integrative building on worthwhile accomplishments from many quarters, recognizing gaps, and questing for further, deeper, more comprehensive understanding, that

enabled Bob to help lay the foundation for so many new directions in so many fields of inquiry, and to remain on the frontier of knowledge throughout his career.

He is, and will be, deeply missed.

Ira Roseman received his Ph.D. from Yale with Bob Abelson and Phoebe Ellsworth as dissertation co-chairs. He is best known for his work on appraisal and emotion, and he co-authored a paper on emotion and political cognition with Bob Abelson and Mike Ewing in 1984.

Stephen J. Read received his Ph.D. from UT Austin, with William B. Swann, Jr.. He attended Schank and Abelson’s 1978 intensive summer workshop on the Knowledge Structure Approach and was an NSF Postdoctoral Fellow with Bob. He is best known for his work on a knowledge structure approach to causal reasoning and for his work on computational models of social reasoning and behavior.

We are grateful to Roger Tourangeau for providing information on Bob Abelson’s work with John Tukey on election projections in 1962, on the National Assessment of Educational Progress, and on some of Bob’s work at Yale.

Grants Available for Scientific Conferences Proposals Invited

The Science Directorate is currently seeking proposals for research conferences in psychology. The purpose of this program is to promote the exchange of important new contributions and approaches in scientific psychology. The next deadline for applications is **December 1, 2005**.

Grant money ranging from **\$500 to \$20,000** is available for the scientific conference. Proposals will be considered using such formats as “add-a-day” conferences (\$500-\$3,000 available), “stand alone” conferences (\$5,000-\$20,000 available), and festschrifts (\$5,000-\$20,000 available). APA is also open to innovative ways of holding conferences. The conference must be additionally supported by the host institution with direct funds, in-kind support, or a combination of the two. Please note that a detailed budget including institutional support is required for application.

Conference proposals must meet the following eligibility requirements:

- One of the primary organizers must be a member of APA.
- Only academic institutions accredited by a regional body may apply. Independent research institutions must provide evidence of affiliation with an accredited institution. Joint proposals from cooperating institutions are encouraged.
- Conferences may be held only in the United States, its possessions, or Canada.
- APA governance groups, APA Divisions and other related entities are not eligible for funding under this program.

Conference proceedings and presentation materials (including electronic presentations) must be submitted to APA three months after the date the conference is held. APA will hold the conference proceedings for three years. If a book has not been published by APA or another publisher within the three-year holding period, APA will place the conference proceedings in PsycEXTRA.

Seventy-five percent of funds will be distributed to grantees prior to the conferences, and the remaining twenty-five percent will be released following the conference and after the submission of a final financial report detailing conference expenditures equal to or exceeding Grantee’s proposed total budget.

Conference review committee members are: Anita Davis, PhD; Michael Domjan, PhD; Irene Frieze, PhD; Kathleen McDermott, PhD; Kevin Murphy, PhD; and James W. Pennebaker, PhD.

PROPOSAL DEADLINE:

December 1, 2005

Please mail proposals to:
 APA Science Directorate
 750 First Street, NE
 Attn: Scientific Conferences Proposals
 Washington, DC 20002-4242
[http://www.apa.org/science/
 confer2.html](http://www.apa.org/science/confer2.html)

MORE INFORMATION:

For more information on review criteria, proposal contents, and budget guidelines, please refer to the APA website at <http://www.apa.org/science/confer2.html> or contact Deborah McCall, Science Program Manager, at (202) 218-3590.

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