

**See inside for Division 7
Award Details!**



DEVELOPMENTAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION
DIVISION 7



Developmental Psychologist

APA Division 7

Winter 2020

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Presidential Column

Deborah L. Vandell, University of California, Irvine

Dear Members of Division 7,

Greetings! I hope this letter finds you well. I look forward to working with you during the coming year to advance cutting-edge science in developmental psychology *and* to promote the use of developmental science to improve the lives of children, adolescents and adults across the lifespan. In these times -- more than ever before -- evidence-based, excellent scientific research is needed. I believe that Division 7 can help make a difference.

One important function of our Division is to highlight exemplary scientific contributions in developmental psychology. One way we do this is through our awards. To help us in this work, I hope that you will think about developmental psychologists at every career stage who have made important contributions to our field and to nominate these scholars for awards presented by Division 7. The Boyd McCandless Award for Distinguished Early Career Contributions recognizes scholars who have received their PhD within the last seven years. For mid-career scholars, we have the Mavis Hetherington Award for Excellence in Applied Developmental Science and the Mary Ainsworth Award for Excellence in Developmental Science. For senior scholars, we recognize their lifetime contributions with two awards: the G. Stanley Hall Award for Distinguished Scientific contributions to Developmental Psychology and the Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society.

Division 7 also recognizes noteworthy papers and books that were published during the previous year. Please consider nominating highly deserving candidates for the Dissertation



Award, the Early Career Outstanding Paper Award and the Eleanor Maccoby Book Award in Developmental Psychology. This recognition is important for individuals' careers but also for our field as a whole. Finally, you may have been the beneficiary of a wonderful mentor who deserves public recognition. I encourage you to consider joining others in nominating your mentor for the Mentor Award in Developmental Psychology.

Details of eligibility criteria and application processes are provided on pages 11-12 of this newsletter and also on the Division 7 website. Your nominations are due in early March.

I also wanted to update you on efforts by Division 7 and its members to communicate evidence-based developmental research to families, practitioners, and policymakers. In one initiative, the Division is partnering with the Jacobs Foundation and the University of Cambridge to fast track communication of child development science to the news media, parents, and practitioners through a Child and Family Blog (<https://www.childandfamilyblog.com/>).

Check it out!

In another initiative, Division 7, along with Division 37, led a Joint Task Force on Physical Punishment of Children. This group, chaired by Division 7 Fellow Elizabeth Gershoff, reviewed research on spanking and its effects. This work resulted in APA adopting a formal resolution that opposes the use of corporal punishment in schools, juvenile facilities, child care nurseries, and all other institutions, public or private, where children are cared for or educated. Division 7 is now working on an invited symposium for the 2020 APA Annual meeting that focuses on child separations and trauma.

I conclude this letter by encouraging you to reach out to your colleagues and students about becoming a member of Division 7. The cost is minimal: \$6 for undergraduate and graduate student affiliates; \$12 for members for the first year, and \$24 per year for continuing members after the first year. Membership in APA is not a requirement for joining Division 7 – although only Division 7 members who are also members of APA are counted towards the Division's representation on the APA Council of Representatives.

Please let me know how Division 7 can better support you and the work you do in our field. Your voice is important, and I hope you will become active in Division 7. I look forward to hearing from you!

Warmest regards,

Deborah

Deborah Lowe Vandell

President, Division 7

Q & A:

2020 Dissertation Awardee



Yang Hou

Assistant Professor, University of Kentucky

Dissertation Topic?

In clinical and developmental studies of children and families, using multiple informants has become a “gold standard”. Yet different informants (e.g., parents and children) often provide inconsistent information regarding the same study construct, which poses challenges for researchers and clinicians to interpret and handle informant discordance. In my dissertation paper, which has been published in *American Psychologist* (<https://psycnet.apa.org/record/2019-31327-001>), I used meta-analysis to investigate the extent and potential moderators of the relation between parent- and adolescent-reported parenting. By systematically synthesizing 313 studies involving both parent- and adolescent-reported parenting, this study demonstrated that the levels of parent-adolescent discordance were higher for younger (versus older) and male (versus female) adolescents, for non-clinical parents (versus parents with internalizing symptoms), in more individualistic societies such as the U.S., and in ethnic minority (versus White), low (versus high) socioeconomic status, and non-intact (versus intact) families among U.S. samples. I also qualitatively reviewed 36 studies that directly examined how parent-adolescent discordance in perceptions of parenting relates to adolescent outcomes.

I revealed current approaches and main findings in studies of parent-adolescent discordance and discussed the problems and/or advantages of each approach. My work highlights that parent-adolescent discordance in reports of parenting should not be discarded as merely measurement error; instead, such discordance has substantive meaning and significant implications for adolescent development. The findings have broad implications for social science methodology concerning how to interpret and handle informant discordance and developmental research regarding how parent-adolescent discordance in perceptions relate to adolescent outcomes. The findings also have clinical applications as family therapists and clinicians can use the information to better decide how to use parent and adolescent reports and to target families with higher levels of parent-adolescent discordance for preventive interventions.

How did you come up with the idea for your dissertation research?

The idea started when I was working on my paper titled “Parent-adolescent discrepancies in reports of parenting and adolescent outcomes in Mexican immigrant families” (<https://link.springer.com/article/10.1007/s10964-017-0717-1>). In the process of writing that paper, I noticed that there was not a systematic review on the issue of parent-adolescent discrepancies in reports of parenting despite the prevalence of these discrepancies and an increasing number of scholars who realized that discrepancies may not just reflect measurement error.

How did you fund your dissertation research?

I received the Graduate School Continuing Fellowship and Graduate School Dissertation Writing Fellowship, which allowed me to focus on writing my dissertation in the fourth year (i.e., my last year). I also received enormous support from my dissertation advisers, Drs. Su Yeong Kim and Aprile D. Benner and many graduate and undergraduate research assistants. All the research assistants participated in my study to gain research experience and did not receive any payments. I feel very fortunate that there are so many brilliant students who are interested in working with me on this important topic.

What advice would you give to grad students who are proposing or working on their dissertation?

Doing a dissertation is not easy. It is important to be proactive and use all resources available, connect to those who can support your research as well as those who can support you personally, and be brave to discuss with experts in the field even if they did not know you. They are usually very nice and supportive! For example, I received very helpful suggestions from two experts in studying informant discrepancies who I did not know before

Congrats

Q & A: 2020 Dissertation Awardee (continued)

Yang Hou

Assistant Professor, University of Kentucky

I discussed with them about my dissertation, Drs. Andres De Los Reyes and Robert Laird. Last but not least, work hard yet be kind to yourself!

What are you working on now?

My research uncovers the cognitive, academic, behavioral, and socioemotional development of children and adolescents in underrepresented groups including ethnic minorities and individuals with genetic diseases, particularly neurofibromatosis type 1 (NF1).

Specifically, I have three established lines of research and will continue to pursue these lines of research: (1) assessing how sociocultural factors (e.g., discrimination) influence family processes, and adolescent socioemotional, behavioral, academic, and health outcomes, among ethnic minority and immigrant families;

(2) addressing a common and challenging methodological issue in developmental and clinical science—informant discrepancies in reports of family process and child outcome variables, by examining the patterns, antecedents, and consequences of discrepancies; (3) understanding the neurocognitive outcomes of individuals with neurofibromatosis type 1 (NF1). Over 80% of individuals with NF1 have certain cognitive impairments, which negatively impact their quality of life.

I just submitted an R21 grant proposal, which aims to comprehensively understand the natural history of cognitive functioning across the lifespan and identify biological and demographic predictors of cognitive development in individuals with NF1 as well as to test NF-specific psychometric properties of the cognitive measures. The project involves the collaboration of 14 institutes across the world.

This project is of vital importance to understanding the natural history of cognitive development in NF1, to provide much-needed information on the psychometric properties of cognitive measures in this rare disease population, to help achieve consensus regarding the most appropriate clinical outcome measures for NF1 neurocognitive clinical trials, and to stimulate collaborative research efforts in the NF1 scientific community. Ultimately, the project will facilitate the identification of effective intervention programs aiming to improve the cognitive functioning of individuals with NF1.



The State of Research on Prevention of Child Maltreatment

SRCD Special Topic Workshop

Francesca Longo

Executive Branch Policy Fellow, Society for Research in Child Development

Child well-being has been at the forefront of policy agendas over the past year. With the inclusion of the Family First Prevention Services Act in the Bipartisan Budget Act of 2018, the enactment of SUPPORT for Patients and Communities Act, and the popularity of “trauma-informed” approaches, there are many new opportunities to help ensure children and families receive the best available resources to prevent maltreatment and promote well-being.

Alongside these new opportunities, researchers must take stock of the body of extant research, critically examining our knowledge and identifying gaps in the knowledge related to preventing child abuse and neglect. In recognition of this effort, the Society for Research in Child Development (SRCD) selected a special topic workshop to be held June 12-13, 2020 in St. Louis, MO, entitled “[The State of Research on Prevention of Child Maltreatment: Current Knowledge and Future Directions to Inform Policy and Practice](#),” which will bring together interdisciplinary researchers, policymakers, and direct service providers.

They will share their expertise in child maltreatment prevention, survey the state of the field, and explore the unanswered questions of policymakers and practitioners looking for answers to inform their work.



This workshop is organized by members of the [Doris Duke Fellowship Network](#), leaders who conduct practice and policy-relevant research that enhances child development and improves the nation’s ability to prevent all forms of child maltreatment. The interdisciplinary nature of the fellowship has created a cadre of the next generation of child welfare researchers from different disciplines (i.e., social work, psychology, prevention science,

public policy and administration, sociology, medicine, public health, education, criminal justice, human development, epidemiology, history, neuroscience) who understand how to bridge the research and policy/practice divide. Including both fellows and their academic and policy mentors, spanning across the career spectrum, provides opportunities for students and early career professionals both inside and outside of academia to highlight important work on the prevention of maltreatment.

The two day workshop is structured to focus on different subtopics per day: Day 1 – What we know about the prevention of child maltreatment and Day 2 – Where research about the prevention of child maltreatment needs to go to fill gaps in current knowledge. Incorporated into both days will be sessions related to translating the state of the field for policy and practice to make real world decisions including concrete methods and connections to engage policymakers and practitioners. Plenary sessions will feature panels of experts from a variety of disciplines, including policymakers and practitioners especially those from the local area, St. Louis.

The State of Research on Prevention of Child Maltreatment

SRCD Special Topic Workshop (continued)

Francesca Longo

Executive Branch Policy Fellow, Society for Research in Child Development

Small and large group opportunities have been designed to engage participants in discussion, such as traditional paper symposia, shorter flash talks about relevant research topics, and invited debate on a hot topic related to prevention of child maltreatment.

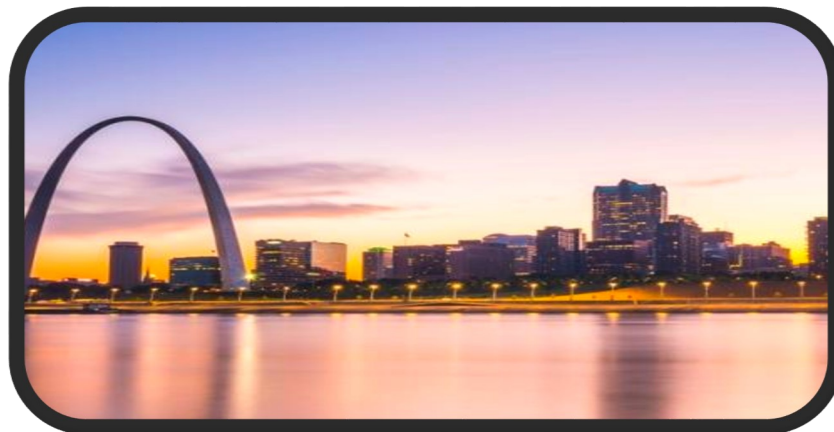
Presentation sessions will focus on interdisciplinary research and workshops and activities will provide attendees with opportunities to learn new skills such as how to prepare for tenure,

how to write policy briefs, and how to engage local community programs and stakeholders in collaborative efforts to prevent child maltreatment.

A joint poster with the other co-occurring SRCD workshops at the end of the first day will provide researchers (especially students and early career professionals) opportunities to present their work and network with individuals from a wide range of disciplines related to child development.

Notes taken throughout the meeting will be compiled and summarized into products such as briefs and monographs to be disseminated widely to help inform researchers, advocates, policymakers, and practitioners. Researchers interested in the prevention of child maltreatment are encouraged to join the discussion in St. Louis, MO on June 12-13, 2020. See you there!

Invitation to Developmental
 Researchers interested in the
 Prevention of Child Maltreatment!
 SRCD Special Topic Workshop
 June 12-13, 2020 in St. Louis, MO



Our Journeys of Identifying Paths of Identity Development

Yerin Park and Carolina Goncalves

Department of Child Study & Human Development, Tufts University

“No two individuals are the same,” was Dr. Richard Lerner’s ostensibly banal statement on the first day of class during the fall semester of our Ph.D. program. Everyone in the class believed in the veracity of the statement, without a doubt. However, Dr. Lerner’s following question challenged the way we had been thinking about development. “Then why do we look mainly at averages to study development?” This question altered our theoretical and methodological understanding of the study of human development as more multifaceted and complex than previously believed.

As doctoral students in the Child Study and Human Development program at Tufts University, we both began graduate school with a background in psychology and with an interest in identity development. During our undergraduate training, courses on research methods provided us with plenty of practice computing means from numerical data sets to arrive at what is considered as the “average” or the “norm.”



For instance, computations on how first-year students feel about entering college would rely on an average score from all responses, ranging from “feeling extremely excited” to “feeling extremely terrified,” that would indicate that those who are outside of the average are abnormal, anomalous, or deviant.

We entered graduate school with questions about the normal trajectory of identity development, such as the critical experiences for identity achievement, or contextual factors that make youth deviate from the ideal path of identity development. However, Dr. Lerner made it evident that such a way of thinking contradicts our belief that everyone

is unique and develops in their own individual way.

Piaget, Erikson, Kohlberg, Vygotsky, among others, proposed stage theories that provided explanations of human behavior and cognition at different ages or stages of our lives. Stage theories, such as Erikson’s psychosocial developmental theory and Piaget’s cognitive developmental theory, place human development on a continuous trajectory emphasizing these stages as the normal developmental trajectory.

For instance, the process of identity development presumably begins and concludes during the period of adolescence as demonstrated by Erikson. However, as many of us can agree, we are constantly in the process of identity development after adolescence, as we transition from college, to being employed, and then perhaps going back to school and adopting the student identity again. We are certainly not anomalies.

Our Journeys of Identifying Paths of Identity Development (Continued)

Throughout the fall semester of this year, we were privileged to work on a research project focused on idiographic (individual) data while also taking a course on the concepts and theories of human development which emphasized person and context mutual relations. The MMDC (Measures and Methods across the Developmental Continuum) project seeks to understand individual developmental pathways by focusing on specific components of developmental trajectories such as executive function, relationship skills, and intentional self-regulation in students across Grades K-12. Through this project, we are hoping that focusing on individual pathways, especially of those who have experienced adversity, can help maximize the opportunities to improve their lives because it will allow us to learn more about specific individuals' needs independent of the group's needs.

Although the MMDC project focuses on the development of skills that are not directly related to our research interests, we are finding it helpful in altering the way we approach our own research. For instance, we are no longer seeking a typical or ideal



path of identity development that is applicable to all youth or, even more, to youth of color, or even youth of a particular racial or ethnic group. We will focus our identity development research on first identifying specific pathways associated with specific youth within the specific racial or ethnic groups we study, and then ask questions about what are the contextual relations that moderate these person-specific trajectories. The MMDC project has taught us that we should be sensitive to the potentially diverse ways in which youth of any racial or ethnic group develop their identities. Moreover, we now acknowledge that even with similar experiences, adolescents can develop different identities, depending on other intraindividual or contextual components of development.

Stage theories were fundamental in shifting the focus of human development from biological factors to include the environment as an essential component of human development. Nevertheless, stage theories still contained several limitations and were utilized to identify “normal development” among individuals. We are very enthusiastic about exploring the domains of individual human development through relational developmental systems theories which deviate from stage theories and averages to emphasize mutual relations between individuals and their environment and the importance of focusing on the uniqueness of every individual. We also hope to work with other graduate students and new scholars who are interested in this approach to studying human development.

Yerin Park and Carolina Goncalves are Ph.D. students in the department of Child Study and Human Development at Tufts University. The MMDC project is part of the Science of Learning and Development (SoLD) Initiative and has been made possible in part by a grant from the Chan Zuckerberg Initiative DAF, an advised fund of Silicon Valley Community Foundation.

DIVISION 7 at APA 2019!



Mary Dozier (2019 Urie Bronfenbrenner Award Winner) with Deborah L. Vandell



Mark Cummings (Mentor Awardee) & Suniya Luthar



Charles Brainerd (Stanley Hall Awardee) & Deborah Vandell



Presentation by Mary Dozier



Presentation by Charles Brainerd

DIVISION 7 at APA 2019!



Lauren Emberson (2019 Boyd McCandless Awardee) with Deborah L. Vandell

Join us in Washington D.C.,

August 6-9 for APA 2020!

APA 2020

DIVISION 7 AWARDS IN DETAIL

AWARDS FOR STUDENTS AND EARLY CAREER SCHOLARS

Dissertation Award in

Developmental Psychology

Description: This award is given to an individual whose dissertation is judged to be an outstanding contribution to developmental psychology. Award winning dissertations demonstrate a strong contribution to developmental science and theory through asking important questions and displaying theoretical rationale and systematic methods. A distinguished dissertation includes a well written summary and is publishable in a top journal. Winners are presented at the APA Annual Convention.

Eligibility:

- The nominee must have completed his/her dissertation as part of a developmental graduate program.
- The nominee must have participated in his/her dissertation defense during the current or prior calendar year of the award.

Deadline: March 15, 2020

Email Chair: [Suniya Luthar](#)

[Click here](#) for more information.



Boyd McCandless Award

Description: The Boyd McCandless 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. The award is presented by the membership of Div. 7 of the APA, and the award winner will be invited to address the following year's meeting of the APA.

Eligibility:

- Scientists who are within seven years of completing their doctoral degree are eligible.

Deadline: March 15, 2020

Email Chairs: [Eva Telzer](#)

[Haley Vlach](#)

[Click here](#) for more information.

Early Career Outstanding Paper Award

Description: The paper must significantly advance content knowledge, methodology and/or theory in developmental psychology. Important criteria include the importance of the work, innovation and the likely impact on the field. The nominee must be the first author and must be a member of APA and Division 7.

Eligibility:

- Applicants can be self- or other-nominated.
- An in-press paper must be accompanied by a letter of acceptance from the editor.
- Nominees must make sure that any other authors of the nominated article do not object to the nomination.

Deadline: March 15, 2020

Email Chair: [Suniya Luthar](#)

[Click here](#) for more information.

DIVISION 7 AWARDS IN DETAIL

AWARDS FOR DISTINGUISHED/ LIFETIME CONTRIBUTIONS

G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology

Description: The G. Stanley Hall 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.

Eligibility: No specific restrictions.

Deadline: March 15, 2020

Email Chair: [Catherine Haden](#)

[Click here](#) for more information.

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

Description: The Bronfenbrenner award is for an individual whose work has, over a lifetime career, contributed not only to the science of developmental psychology, but 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.

Eligibility: No specific restrictions.

Deadline: March 15, 2020

Email Chair: [Catherine Haden](#)

[Click here](#) for more information.

OTHER DIVISION 7 AWARDS

Eleanor Maccoby Book Award in Developmental Psychology

Description: The Maccoby Award is presented to the author of a book in the field of psychology that has had or promises to have a profound effect on one or more of the areas represented by Div. 7, including promoting research in the field of developmental psychology; fostering the development of researchers through providing information about educational opportunities and recognizing outstanding contributions to the discipline; facilitating exchange of scientific information about developmental psychology through publications such as the division's newsletter and through national and international meetings; and/or promoting high standards for the application of scientific knowledge on human development to public policy issues.

Eligibility:

- Nominee must be an author, not an editor of the book.
- The book must have been published within the prior two years and must have had or promises to have a profound effect on one or more of the areas represented by Div. 7 of the APA.

Deadline: March 15, 2020

Email Chairs: [Deborah Rivas-Drake](#) and [Adriana Umana-Taylor](#)

[Click here](#) for more information.

Mentor Award in Developmental Psychology

Description: 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 developmental psychologists to nominate individuals who have played a major mentoring role in their own careers or in the careers of others.

Eligibility:

- Individuals who have played a major mentoring role in the careers of young scholars.

Deadline: March 15, 2020

Email: [Peter Ornstein](#) & [Richard Aslin](#)

[Click here](#) for more information.

Research Funding Opportunities



APA Dissertation Research

Awards

Deadline: September 1, 2020

The Science Directorate of the American Psychological Association sponsors an annual competition for dissertation research funding. The purpose of the Dissertation Research Award program is to assist science-oriented doctoral students of psychology with research costs. The current program includes 30-40 grants of \$1,000 each, along with several larger grants of up to \$5,000 to students whose dissertation research reflects excellence in scientific psychology.

For more details about this award, visit: <http://www.apa.org/about/awards/scidir-dissertre.aspx>

Early Graduate Student

Researcher Awards

Deadline: September 14, 2020

The Early Graduate Student Researcher Awards program recognizes students for conducting outstanding research early in their graduate training (i.e., research conducted within the first two years of doctoral study). It focuses on both the student's general research experience and specific completed research projects. The research independence of the applicant as well as the novelty and implications of research performed as a graduate student will be used for evaluation purposes. Therefore preference may be given to students who have completed their second year of doctoral studies.

The funds may be used for direct research expenses (e.g., computer time, animal care, equipment, participant fees and incentives), software, and/or conference travel; it may not be used for tuition, fees, or personal expenses.

Each recipient receives an award of \$1,000.

For more details about this award, visit: <http://www.apa.org/about/awards/scistucoun-earlyre.aspx>

Elizabeth Munsterberg Koppitz

Child Psychology Graduate

Student Fellowship

Deadline: November 15, 2020

The Elizabeth Munsterberg Koppitz Fellowship program supports graduate research projects and scholarships in child psychology. The goals of the program are to (1) Nurture excellent young scholars for careers in areas of psychology, such as child-clinical, pediatric, school, educational, and developmental psychopathology, and (2) Support scholarly work contributing to the advancement of knowledge in these areas

Several fellowships of up to \$25,000 each will be awarded. Support is provided for one year only. Only one application accepted from any one institution in any given year.

For more details about this award, visit <http://www.apa.org/apf/funding/koppitz.aspx?tab=1>

Lizette Peterson-Homer Injury Prevention Grant Award

Deadline: October 1, 2020

The Lizette Peterson Homer Memorial Injury Research Grant supports research into psychological and behavioral aspects of the prevention of injuries in children and adolescents as reflected in the activities and interests within pediatric psychology of the late Lizette Peterson-Homer and her commitment to improving the status of children in the face of the most significant threats to their health and development. This grant is open to students and faculty to support research related to the prevention of injuries in children and adolescents. Funding is available up to \$5,000 and is sponsored jointly by the American Psychological Foundation and APA Div. 54.

The Lizette Peterson-Homer Memorial Research Grant is designed to (1) increase understanding of the nature and etiology of injuries in children, (2) Support development and evaluation of intervention techniques in this area, and (3) Support dissemination and implementation of proven techniques in this area

For more details about this award, visit <http://www.apa.org/apf/funding/peterson-homer.aspx>



Has your research appeared in the popular media recently?

Please share your **‘Research in the News’** with the Division 7 Facebook Page!

Division 7 is working to build a stronger social media image. As part of that effort, we have recently been posting stories on our Facebook page about Developmentalists whose work has been featured in the media. We are now seeking more stories from our members to share on the page.

If your research (or that of your colleagues) has been featured in the media (popular magazines, news outlets, public video), and you would like us to share it on the Facebook page, please send the link to:

Sue Hobbs, Div 7 Webmaster, sue.hobbs@csus.edu or

Jessica Sutherland, Div 7 Membership Chair, jessica.sutherland@uoit.ca

Division 7 members have been responding positively to the posts. We want to hear from you and learn more about what you are doing! And if you are not already a member of the Facebook page, please join us at <https://www.facebook.com/groups/218878051489647/>



Like us on
Facebook

Not a Member of Division 7 Yet?

Join Division 7: Developmental Psychology

Membership in APA Not Required

Division 7 is the official developmental psychology section of the American Psychological Association (APA). It is comprised of psychological scientists and others from a variety of disciplines who study or work on human development.

- \$6 for undergraduate and graduate student affiliates
- \$12 for members for the first year
- \$24 per year for members after the first year

**Division 7 membership
\$6 for undergraduate
and graduate students!**

Benefits:

- Receive the Division 7 newsletter, *Developmental Psychologist*, which is distributed twice a year, and other periodic notices and announcements
- Nominate for, and receive, a variety of awards and fellowships recognizing important work in the area of developmental psychology
- Influence psychological science, grant priorities, and social policy at the national level
- Network with other developmental psychologists and individuals interested in development
- Eligibility for dissertation and early career grants to fund your research
- Serve on important Division 7 committees, including the Executive Committee
- Membership in APA is encouraged but not required. If you join APA or are already a member of it, there are additional advantages and opportunities, but you can now join Division 7 either way!

**For all membership enquiries,
please contact the Division 7 Membership Chair,
Jessica Sutherland, jessica.sutherland@uoit.ca**

Executive Committee

President (1-year term):.....	Deborah L. Vandell (2020)
Past President (1-year term):.....	Suniya S. Luthar (2020)
President-Elect (1-year term):.....	Catherine A. Haden (2020)
Secretary (3-year term):.....	Amanda Morris (2020 – 2022)
Treasurer (3-year term):.....	Yoojin Chae (2020 – 2022)
Members-at-Large (3-year term):.....	Martha Ann Bell (2018 – 2020)
.....	E. Mark Cummings (2020 – 2022)
.....	Davis S. Moore (2020 – 2022)
Representatives to APA Council (3-year term):.....	Sarah Friedman (2019 – 2021)
.....	Michael E. Lamb (2020 – 2022)
Newsletter Editor (3-year term):.....	Kyndra C. Cleveland (2019 – 2020)
Fellows Committee Chair (1-year term):.....	Stephen J. Ceci (2020)
Program Committee Chair (1-year term):.....	Kelly Lynn Mulvey (2020)
Program Committee Co-Chair (1-year term):	Jonathan Tirrell (2020)
Membership Chair (3-year term):.....	Jessica Sutherland (2019 – 2021)
Historian (3-year term):.....	TBA (2020 – 2022)
Web Master (3-year term):.....	Sue Hobbs (2020 – 2022)
Early Career Member Representative (2-yr):.....	Viridinia Benitez (2020 – 2021)
Graduate Student Representative (2-year term):.....	Renee Benoit (2020 – 2021)
Listserv Administrator.....	Adam Winsler

Addresses and e-mails are listed on the Division 7 website:

<http://www.apadivisions.org/division-7/leadership/executive-committee/index.aspx>

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