

DEVELOPMENTS

A NEWSLETTER OF THE DEVELOPMENTAL PSYCHOLOGY AREA

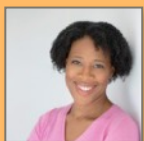


Developmental Area, Fall 2019

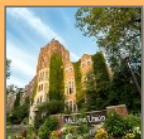
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MESSAGE FROM THE CHAIR

Dear Friends,

What a challenging and unprecedented time this is. As I write this letter, rates of COVID-19 are climbing, the State of Michigan is under a stay-at-home executive order from the governor, and outside the home we're wearing face masks while maintaining 6-foot social distances. An academic year that started off with great joy, energy, and excitement is coming to an end in ways that we never anticipated. Classes have been online since March 16th, labs have been closed or moved online, talks and brown bags have been postponed or canceled, prelims have been pushed back, university graduation has been postponed, and we communicate remotely via Zoom, BlueJeans, email, and old-fashioned phone calls. Our third biennial Arnold Sameroff Lecture in Developmental Theory--anticipated as **the** event of

“Amidst these difficulties, I am profoundly grateful for the support and community of our developmental area, and of the department more broadly”

our area--unfortunately had to be postponed due to the coronavirus. Dr. Megan Gunnar of the University of Minnesota Institute of Child Development was scheduled to present a lecture in April entitled, *“Early deprivation and development: Studies of orphanage-adopted children.”* We plan to reschedule this event for next year; **please stay tuned for details!**



Prof. Susan Gelman

*Developmental Area Chair
Heinz Werner Distinguished
University Professor of
Psychology and Linguistics*

I deeply hope that with all that is going on, you are safe, healthy, and coping with the "new normal." Amidst these difficulties, I am profoundly grateful for the support and community of our developmental area, and of the department more broadly.

Please celebrate with me all the successes and accomplishments of our area over the past year! In September, we welcomed a wonderful new faculty member: **Dr. Nicole Gardner-Neblett**. Nicole received her Ph.D. from Michigan in 2004 and prior to arriving at U-M was a Research Assistant Professor at UNC. Please read more about Nicole and her exciting research program in this newsletter! We also have a phenomenal group of first-year students: **Deaweh Benson, Ana Patricia Esqueda, Felicia Hardi, Sunghyun Hong** (joint with Social Work), **Joonyoung Park, Kari Sherwood** (joint with

Social Work), **Ella Simmons**, **Gabriela Suarez**, and **Chi-Lin Yu**. All of these new students are featured in this newsletter. We also welcomed AMDP students **Julia Barron** (working with Pam Davis-Kean) and **Kristen Cross** (working with Rosie Ceballo). Looking toward the 2020-2021 academic year, I am delighted to welcome our incoming group of graduate students: **Enrica Bridgewater** (in Communications; working with Monique Ward), **Jay Kaysar** (joint with Social Work), **Emma Gross** (joint with Social Work; will start in 2021), **Danielle Rosenscruggs**, and **Valerie Umscheid**. This is a truly impressive group with diverse research interests. I want to thank the admissions committee and all of those who hosted and helped with admissions weekend.

It was also a productive year for the developmental area's training grant. During the 2019-2020 academic year, the training grant supported four students (**Michael Demidenko**, **Valerie Freund**, **Leigh Goetschius**, and **Nicholas Waters**) and a postdoctoral fellow (**Elif Isbell**) who all participated in a weekly seminar and integrated new dimensions into their research. The training grant seminar and developmental area were also honored with presentations from scholars across the country, including James Booth from Vanderbilt, Fumiko Hoeft from the University of Connecticut/UC San Francisco, and Elizabeth Norton from Northwestern. We are pleased to announce that students **Averill Cantwell**, **Jennifer Cleary**, and **Felicia Hardi**, as well as postdoctoral fellows **Natasha Chaku** and **Matthew Nielson** were selected for training grant funding for next year. Natasha comes to us from Fordham University and Matthew is arriving from Arizona State. Both Natasha and Matthew will work with Adriene Beltz.

I want to take this opportunity to congratulate our students and faculty members on the many awards and accomplishments that are highlighted in this newsletter. These include winners of the generous awards that the area has received from **Dr. Rob Kail** and **Dr. Lorraine Nadelman**, as well as many national awards to our students and faculty. It has truly been a remarkable banner year for the developmental area.

Finally, as is part of the cycle of academic life, we offer our warmest CONGRATULATIONS to the following developmental students who completed their doctoral training some time from Spring 2019 to Spring 2020: **Josefina Banales**, **Vaness Cox**, **Amira Halawah**, **Ka Ip**, and **Danielle Labotka**. Go forth and continue to make us proud!

Newsletter Committee

Editor

Felicia Hardi

Contributors

Yeonjee Bae
Joonyoung Park
Kari Sherwood

Faculty Advisors

Margaret Evans
Ioulia Kovelman

WELCOME TO THE DEPARTMENT!

NEW FACULTY

by Kari Sherwood

NICOLE GARDNER-NEBLETT

What were you doing before starting your faculty position at the University of Michigan?

I was a research assistant professor at The University of North Carolina at Chapel Hill.

What current projects are you working on?

My work focuses on African American children's oral storytelling skills and the implications of these skills for reading achievement. In one project, I am exploring the extent to which African American children's cognitive processing plays a role in the connection between their oral storytelling skills and reading achievement. I am hoping this research may improve understanding of the underlying mechanisms involved in oral storytelling and reading. In another project, I am interested in understanding the role that teachers play in supporting children's oral storytelling skills. I am asking teachers to evaluate children's oral stories and using an experimental design to determine whether children's race and/or gender is associated with teachers' evaluations.



If you were not in developmental psychology, what would you be doing instead?

I would probably be an interior designer.
I love making spaces beautiful.

Favorite thing about Michigan so far:

The people - amazing colleagues and impressive students!

Fun fact about yourself:

I sew my own clothes.

Best advice you can give to graduate students currently pursuing a PhD?

Write every day.

Words you live by:

Keep it moving.



Previous Institution:

University of North Carolina
at Chapel Hill



Research Interest:

Race Ethnicity; Language;
Learning; Education

NEW STUDENTS

by Joonyoung Park



2019 Developmental Area cohort practicing social distancing via Zoom
(L-R, from top row): Ella Simmons, Joonyoung Park, Deaweh Benson, Ana Patricia Esqueda, Gabriela Suarez, Sunghyun Hong, Kari Sherwood, Felicia Hardi, Chi-Lin Yu

DEAWEH BENSON



Prior Institution: Harvard Graduate School of Education

What were you doing before coming to the University of Michigan?: Higher Education Research

Current Advisor: Dr. Vonnie McLoyd

Research Interests: Young Adult Well-Being

A teacher that changed the way you felt about learning?
Jacquie Mattis.

If you were not in developmental psychology what endeavors would you be pursuing instead? I would (and still will!) open up a wellness studio with a focus on enhancing well-being among individuals from low-income backgrounds.

One thing you are looking forward to doing this summer? Teaching yoga! **Favorite thing about Michigan so far?** I love long walks along the Huron River.

What are some of your hobbies or recreational interests? I love watching stand-up comedy, cooking, taking care of my plants.

If you could have any superhuman ability, what would it be?

This is hard--I really like this human thing--I think we're pretty powerful.

Words you live by (Favorite quote/mantra)? Recharging is also a form of being productive.

ANA PATRICIA ESQUEDA

Prior Institution: Princeton University

What were you doing before coming to the University of Michigan? Finishing my undergraduate career and spending lots of time with my family.

Current Advisors: Dr. Twila Tardif and Dr. Rosario Ceballo

Research Interests: Interested in how systems of oppression affect the linguistic and social development of bilingual individuals.

A teacher that changed the way you felt about learning? My high school AP Literature teacher, Mrs. Mulcahey, who taught me to love the process rather than focus on the end result.

If you were not in developmental psychology what endeavors would you be pursuing instead? A career in immigration law.

One thing you are looking forward to doing this summer? Seeing all of MI's outdoor beauty with friends (hopefully from less than 6ft away).

Favorite thing about Michigan so far? The amazing friends it has introduced me to.

What are some of your hobbies or recreational interests? I enjoy dancing to Spanish music, anything from salsa, bachata, to merengue.

If you could have any superhuman ability, what would it be? I would pause time for everyone but myself.

Words you live by (Favorite quote/mantra)? "You have been assigned this mountain to show others it can be moved."



FELICIA HARDI

Prior Institution: Columbia University, but I attended the University of Michigan for my undergraduate and New York University for my Masters of Social Work.

What were you doing before coming to the University of Michigan? Data manager and research assistant in several labs at Columbia. Up until a few years ago, I was also practicing as a social worker and provided behavioral interventions to children, adults, and families.

Current Advisor: Dr. Christopher Monk and Dr. Luke Hyde

Research Interests: Interaction between early experiences and underlying brain/body neurobiological mechanisms that may explain multi-finality of development.

A teacher that changed the way you felt about learning? My mentor at Columbia who taught me that learning is a life-long iterative process.

If you were not in developmental psychology what endeavors would you be pursuing instead? I would go to law school or pursue photojournalism.

One thing you are looking forward to doing this summer? (Hopefully) having in-person social interactions. I have also been growing a human for the past 8 months, so I am really looking forward to the result of this monumental "project".

Favorite thing about Michigan so far? How well structured the program is and the resources available to graduate students.

What are some of your hobbies or recreational interests? Spending time with my dogs, trying new recipes, home decor, watching dark/sci-fi shows that make you think too hard and trashy shows that require no thinking. When I was more active and had more time, I loved to travel and enjoy the outdoors.

If you could have any superhuman ability, what would it be?

Time travel so I can see what the world was like. **Words you live by (Favorite quote/mantra)?** Showing up is eighty percent of life.



SUNGHYUN HONG (Joint with Social Work)

April 26, 2020

Prior Institution: University of Michigan, B.S. in Biopsychology (minor in Anthropology) **What were you doing before coming to the University of M?** I worked in Chicago for 3 yrs as a clinical research coordinator at Northwestern University and a program coordinator at a non-profit in Englewood. Then, I came back to the U of M for Master of Social Work! **Current Advisors:** Dr. Chris Monk and Dr. Todd Herrenkohl
Research Interests: Neuroscience of Resilience across the Life Span and Trauma-Informed Programs, Practices and Policies (Systems)

A teacher that changed the way you felt about learning?

When I was in first grade, my teacher said I am a diamond in rough. Since then, her words inspired me to learn, grow, and mature as a better person, student, and now a scholar.

If you were not in developmental psychology, what endeavors would you be pursuing instead? If I can indeed follow my heart with no string attached, I would love to pursue pottery. **One thing you are looking forward to doing this summer?** fMRI bootcamp! Also, taking my clinical social work license exam!

Favorite thing about Michigan so far? Going for a walk and get lost in nature (there are some lovely hidden gems in Michigan: parks, forests, dunes, and mountains... :D)

What are some of your hobbies or recreational interests? Does consistent meal prepping count as a hobby...? **If you could have any superhuman ability, what would it be?**

Teleportation so that I can go back and forth between the east hall and social work building without having to face the cold weather in winter.

Words you live by (Favorite quote/mantra)? Take heart.



JOONYOUNG PARK

Prior Institution: The Pennsylvania State University (B.A. Psychology) and Teachers College, Columbia University (M.A. Developmental Psychology) **What were you doing before coming to the University of M?** Lab manager at Penn State Context and Development Lab and also conducting own research on how multiple contexts, specifically on neighborhood and family, is conjointly related to African American and Latino youth's outcomes.

Current Advisors: Dr. Rona Carter and Dr. Vonnie McLoyd

Research Interests: The relationship between youth of color's pubertal development and their engagement in deviant behaviors, and how parenting might play a role between this relationship. Currently, I'm interested in what parenting practices (e.g. positive parenting including parental monitoring, parental warmth, and parent adolescent relationship) could be the protective factors from youth of color engaging in risky sexual behaviors. **A teacher that**



changed the way you felt about learning? Dr. Wimer at my undergraduate Abnormal Psychology course taught me consistent perseverance and over preparing while not losing humor is the key to success.

If you were not in developmental psychology what endeavors would you be pursuing instead? I would pursue the dream of becoming a music director in TV variety shows.

One thing you are looking forward to doing this summer? Living and surviving through this summer! **Favorite thing about**

Michigan so far? Having two different art film movie theaters to support my one and only hobby. Also, everyone I have met here is so nice and kind!

What are some of your hobbies? Watching movies (especially independent films) **If you could have any superhuman ability, what would it be?** A healer for physical bruises.

Words you live by? Promise me you'll always remember that you're braver than you believe, stronger than you seem, and smarter than you think. -Christopher Robin to Winnie the Pooh

KARI SHERWOOD (*Joint with Social Work*)

Prior Institution: Undergrad at Oklahoma State University, and then graduate school at Oklahoma State and Bowling Green State University.

What were you doing before coming to the University of Michigan?

I worked as an Instructional Designer of e-learning for the federal government for 10 years. I also co-founded a non-profit organization in Ohio that provides inclusive childcare, therapy, and tutoring for individuals with and without disabilities.

Current Advisors: Dr. Henry Wellman and Dr. Matthew Smith

Research Interests: I am interested in developing and evaluating technology-based interventions focused on social cognition for individuals with Autism and other developmental and psychiatric disabilities to improve employment outcomes, including employer-targeted interventions to reduce unconscious bias in the workplace.

A teacher that changed the way you felt about learning? Any of my research methods instructors, they opened me to my love of research!

If you were not in developmental psychology what endeavors would you be pursuing instead? Working in special education policy or non-profit management.

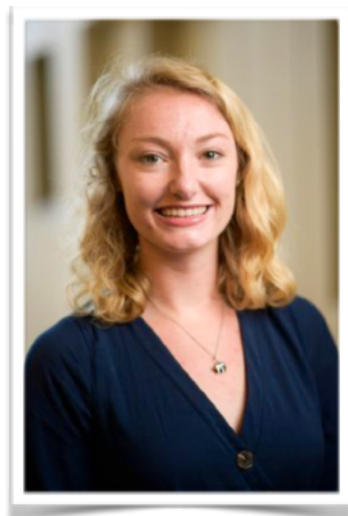
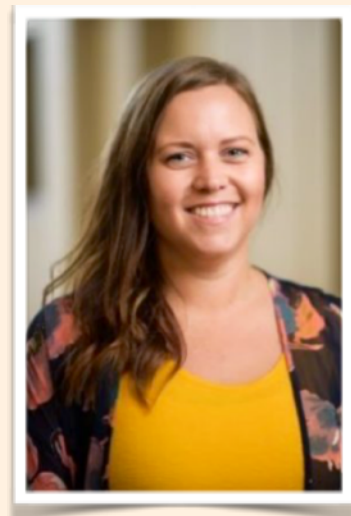
One thing you are looking forward to doing this summer? Hiking and spending time on Lake Erie with my kids and parents.

Favorite thing about Michigan so far? I love the scenery and believe it or not, the weather :)

What are some of your hobbies or recreational interests? Hiking, reading, traveling

If you could have any superhuman ability, what would it be? To have unlimited energy!

Words you live by (Favorite quote/mantra)? "Being disabled should not mean being disqualified from having access to every aspect of life." -*Emma Thompson*



ELLA SIMMONS

Prior Institution: UC Berkeley

What were you doing before coming to the University of Michigan? Before coming to U of M I was an undergraduate student studying psychology at UC Berkeley.

Current advisors: Dr. Susan Gelman and Dr. Henry Wellman

Research Interests: I am interested in how children learn about and organize their understanding of the world, and the role that language plays in this process.

A teacher that changed the way you felt about learning? My fourth grade teacher, Mr. B, made me believe I was good at math, and led me to continually pursue and enjoy higher level math courses throughout my education.

If you were not in developmental psychology what endeavors would you be pursuing instead? A career in law or public policy.

One thing you are looking forward to doing this summer?

Enjoying activities on the Huron River, this summer.

Favorite thing about Michigan so far? My favorite thing about Michigan so far are the fireflies in the warmer months.

What are some of your hobbies or recreational interests? My hobbies and recreational interests include games of all varieties (e.g., board games, party games, video games, etc.), swimming, cooking, and coloring.

If you could have any superhuman ability, what would it be? I would choose teleportation.

Words you live by (Favorite quote/mantra)? I would be friend to all - the foe, the friendless.

GABRIELA SUAREZ

April 26, 2020

Prior Institution: Williams College

What were you doing before coming to the University of Michigan? I worked for 2 years as a post-baccalaureate research assistant in Dr. Nathan Fox's Child Development Lab at the University of Maryland - College Park.

Current Advisors: Dr. Luke Hyde and Dr. Christopher Monk

Research Interests: Understanding the interaction between environmental contexts and behavioral and biological factors. In particular, examining the underlying neurobiological mechanisms linking early life adversity and disadvantage to poor behavioral and psychosocial outcome. **A teacher that changed the way you felt**

about learning? My senior honors thesis advisor, Dr. Amie Hane, introduced me to the fields of developmental psychobiology and psychopathology, which really captured my interests in environmental contexts, human behavior, and underlying physiological mechanisms.

If you were not in developmental psychology what endeavors would you be pursuing instead? Not really sure - backpacking in the National

Parks across the world, and eventually acting as a backpacking guide sounds like a fun job!

One thing you are looking forward to doing this summer? My fiancé and I hope to travel to the Upper Peninsula at some point! **Favorite thing about Michigan so far?** The people here are very warm and friendly! **What are some of your hobbies or recreational interests?** I like to be outdoors and active! I enjoy hiking and playing soccer when I get the chance. I also enjoy going to restaurants and trying new food.

If you could have any superhuman ability, what would it be? Teleportation!

Words you live by (Favorite quote/mantra)? "Yesterday is history, tomorrow is a mystery, but today is a gift. That's why it is called the "present." -Alice Morse Earle



CHI-LIN YU

Prior Institution: National Taiwan University

What were you doing before coming to the University of Michigan? Research Associate at Nation Taiwan University and National Tsing Hua University

Current Advisors: Dr. Henry Wellman and Dr. Ioulia Kovelman

Research Interests: Theory of Mind Processing and Development

A teacher that changed the way you felt about learning? Dr. Der-Yow Chen, a teacher who guided me to do research and showed me what a mentor should do. He encouraged me to integrate all my skills and creative ideas, and even my hobbies into my research. The best example was the paper we published last year, studying human cognitive processing while playing the game of Go.

If you were not in developmental psychology, what endeavors would you be pursuing? I would still be a researcher in either social psychology or cognitive neuroscience, studying Theory of Mind from a different perspective. If I were not in academia, I would be a data

scientist analyzing interesting data instead.

One thing you are looking forward to doing this summer? Given the current COVID-19 situation, I hope that I am still able to go back to my home country, Taiwan, this summer.

Favorite thing about Michigan so far? All the lovely people in the department and the supportive environment! **What are some of your hobbies or recreational interests?** I enjoy doing powerlifting, singing, reading watching sports games, and playing the game of Go.

If you could have any superhuman ability, what would it be? Teleportation

Words you live by? "Forgetting what is behind and straining toward what is ahead"



NEW POSTDOCS

NICOLE WEN

Prior Institution: The University of Texas at Austin

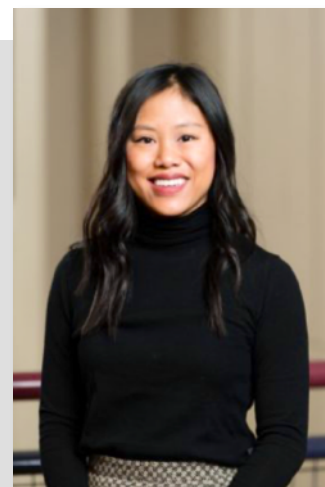
What were you doing before starting your post-doc position at the University of Michigan? I received my Ph.D. in Psychology and portfolio in Applied Statistical Modeling from the University of Texas at Austin in 2018 where I worked with Dr. Cristine Legare. My research explored how children identify and acquire cultural conventions to affiliate with social groups. I also examined how children flexibly use imitation and innovation for cultural learning and how this is socialized in both the U.S. and Vanuatu. **Faculty Advisor:** Dr. Felix Warneken

What are your research interests and what current projects are you working on? I study cognitive and social development from an interdisciplinary perspective using a variety of methods to examine how children learn within and across cultures. I'm in my second year of postdoc and currently examining the role of rituals in children's cooperation. Specifically, I'm exploring whether children use ritual as a cue to cooperation and how rituals may influence children's cooperative behaviors toward in- and out-group members, resource sharing, and commitment to in-group coalitions.

Favorite thing about Michigan so far? Camping at Sleeping Bear Dunes, Lake Michigan, and the (fleeting) fall weather--particularly the leaves changing colors.

What are some of your hobbies or recreational interests? I enjoy hiking with my two dogs, traveling, and exploring new cities. **What is one thing you are looking forward to doing this summer?** Moving to London to start a faculty position.

Best advice you can give to graduate students currently pursuing a PhD? It's really important to sleep, take care of yourself, and your mental health.



GIULIA ELLI

Prior Institution: Johns Hopkins University

What were you doing before starting your post-doc position at the University of Michigan? Before starting my post-doc, I was doing my PhD in the Department of Psychological and Brain Sciences at Johns Hopkins University. **Faculty Advisor:** Dr. Susan Gelman

What are your research interests and what current projects are you working on? Interested in how the many ways we experience the world – our senses, social interactions, and the linguistic input – shape our mind and brain. While during my PhD I focused mainly on the role played by sensory experience, studying blind individual's knowledge of concrete entities (e.g. animals, places) and events (e.g. “sparkling”, “looking”), now I study how language influences how we interpret the events in our lives. Specifically, I am looking at whether the use of generic pronouns (“you” and “we”) can foster empathy and compassion by shifting one's perspective to include others. **Favorite thing about Michigan so far?** The snow! I like experiencing all 4 seasons, and I find winter without snow kind of sad. **What are some of your hobbies or recreational interests?** I like to learn new things, so I am constantly picking up new hobbies. Knitting is something I picked up during my PhD and stuck with me. I also love reading sci-fi and dystopian novels. I've two Scottie dogs, named Dante and Beatrice. **What is one thing you are looking forward to doing this summer?** Explore the lakes (if we'll be able to do it safely!)

Best advice you can give to graduate students currently pursuing a PhD? Do it because you love it, not because you feel any type of obligation toward yourself, your family, advisor, or anyone else.



PERSONAL & PROFESSIONAL MILESTONES

by Yeonjee Bae

Student & Postdoc Achievements & Awards

Lauren Bader won 2019 SRCD Early Career Scholar Small Grant for her study “*Antecedents of Maternal Sensitivity and Mother-Infant Interactional Attunement in a Rural Community in Africa*”.

Averill Cantwell, Jennifer Cleary, and Felicia Hardi, as well as postdoctoral fellows **Natasha Chaku** and **Matthew Nielson** were selected for NICHD Developmental Psychology Training Grant Fellowship next year.

Joonyoung Cho presented a poster titled “*Does Moving Later in Life Influence In-person Contact with Children, Family, and Friends?*” at the Annual Conference of Gerontological Society of America (GSA).

Michael Demidenko won Coombs Scholarship in Mathematical Psychology.

Adam J. Hoffman won 2019 SRCD Early Career Scholar Small Grant for study “*Mitigating the Harmful Effects of Discrimination among Diverse Adolescents: An Identity-Based Intervention*”.

Elif Isbell won 2019 SRCD Early Career Scholar Small Grant for her study titled “*Investigating the associations between children’s socioeconomic status, classroom auditory environments, and the neurobiology of distractor suppression*”.

Dominic Kelly won the Lorraine Nadelman Early Graduate Student Research Award for his 719 project and the 2020 Nan Donald Award for his novel work examining how gender-related individual differences in emotion and personality are reflected in social media and messaging.

Change Kwesele was awarded the Harold and Vivian Shapiro/John Malik/Jean Forrest Award and the Joanne Yaffe Doctoral Fellowship.

Young-eun Lee won the Stevenson-Hagen Dissertation Research Award and the Pillsbury Graduate Research Award.

Andrea Mora was awarded the School of Social Work Office of Global Activities Doctoral Grant for International Research, a Rackham Graduate Student Research Grant and a CEW Riecker Research Grant for her prospective study in Mexico titled *Fortaleza Mexicana: Families Confronting Violence in Rural Mexico*. She also received a *Ford Predoctoral Fellowship* and the *Psychology Student Diversity Service Award*.

Kari Sherwood gave oral presentation at the 2020 Michigan Council for Exceptional Children (MCEC) Conference titled “*Job interviewing and vocational outcomes among transition-age youth with educational disabilities*”; poster presentation at the 2020 Society for Social Work and Research (SSWR) Conference titled “*Preliminary outcomes in transition-age youth with autism spectrum disorders engaged in a newly adapted virtual interview tool*”; poster presentation at the 2019 International Society for Autism Research (INSAR) Conference titled “*Adapting virtual reality job interview training for transition-age youth on the autism spectrum*”

Gabriela Suarez has received the National Science Foundation Graduate Research Fellowship.

Kaitlin Paxton Ward was accepted to the Master's Program in Survey Methodology, Data Science Emphasis through Institute for Social Research. She also won Bobbe & Jon Bridge Award for Engaged Scholarship; W.K. Kellogg Family Endowed Fellowship; John F. Longres Award; John & Penny Tropman Travel Grant; Rackham International Travel Grant. She presented “*A Randomized Clinical Trial Testing a Parenting Intervention Among Afghan and*

Rohingya Refugee Communities in Malaysia"; "Spanking and Child Externalizing Behavior: An American Indian, African American, and White Comparison," "Positive and Negative Discipline across 62 Countries: Does Normativeness Matter? A Bayesian Approach" at the Society for Social Work and Research (SSWR) in Washington, D.C., and at the National Council on Family Relations (NCFR) in Fort Worth, TX entitled, "Can Attachment Style Buffer the Effects of Maternal Spanking? A Longitudinal Investigation" and the International Convention of Psychological Science (ICPS) in Paris entitled, "Negative Effects of Corporal Punishment in a Global Context: A Bayesian Perspective".

Nick Waters won the 2020 Jay and Kay Peters Graduate Psychology Student Award.

Nicole Wen accepted a faculty position at Brunel University London in the Centre for Culture and Evolution. She gave a talk at SCCR titled "Between- and within-population variation in beliefs about children's competency and conformity."

Completed 619s

Yeonjee Bae completed her 619 under Brenda Volling and Toni C. Antonucci titled: "Can a baby doll predict the first child's reactions to an infant sibling?" Exploring firstborn's jealousy from before to after the transition to siblinghood.

Ruoyu (Lexie) Huang completed her 619 under Twila Tardif and Susan Gelman titled: *Early Grammatical Marking Development in Mandarin-speaking Toddlers*. Her 619 aims to understand early grammatical marker acquisition in Mandarin based on two waves of data collection and aims to examine what might be the influential factors in the linguistic input that interact with children's general cognitive capacity to facilitate grammar learning in general.

Andrea Mora completed 619 on November 16, 2019 under Rosario Ceballo and Vonnie McLoyd titled: *Neighborhood Dangers Facing Adolescents: Community Violence and Gender-Based Harassment* which is currently under review.

Faculty Achievements & Awards

Toni C. Antonucci received the NIH OBSSR Matilda White Riley Distinguished Lecturer Award and the 2020 APS Lifetime Achievement Mentoring Award for significantly fostering the careers of others, honoring those who masterfully help students and others find their own voices and discover their own research and career goals. She is excited to expand her research interests to examine the influence of social relations on later life cognitive functioning and have received or have pending several NIA-funded studies including a new wave and a new cohort of the life span Social Relations Study.

Adriene Beltz was awarded a Jacobs Foundation Early Career Research Fellowship.

Elizabeth Buvinger was promoted from a Lecturer I to a Lecturer II in Developmental Area.

Susan A. Gelman won 2020 APS Williams James Fellow Award for her *lifetime of significant intellectual contributions to the basic science of psychology*. She also won Subcontract within Culture of Schooling Grant (Dr. Cristine Legare, PI) from Templeton Foundation titled "Schooling, science, and religion in a highland Andean community". (Bruce Mannheim, PI; Guillermo Salas Carreño, co-I); grant titled "From me to we: Children's attention to kindness, caring, and consideration for others through perspective shifts in language". (with Ethan Kross and Ariana Orvell as co-Is) from John Templeton Foundation; grant titled "Understanding

conceptualizations of digital privacy in children" (co-PI with Florian Schaub, UMSI, and Jenny Radesky, Dept of Pediatrics) from University of Michigan M-Cubed Program.

Luke W. Hyde won Janet Taylor Spence Award for Transformative Early Career Contributions from Association for Psychological Science (APS), and Distinguished Scientific Award for Early Career Contributions to Psychology from American Psychological Association (APA). He also got a new grant with **Christopher Monk** and **Vonnie McLoyd** funded by the National Institute of Mental Health aimed at using computational psychiatry to better understand threat and reward processing across multiple levels and the impact that poverty-related stressors has on these neurobehavioral systems.

Debbie Rivas-Drake won the 2020 Society for Research on Adolescence Social Policy Publication Award for Best Book for *Below the Surface: Talking with Teens about Race, Ethnicity, and Identity* (co-authored with Adriana Umana-Taylor).

Felix Warneken was selected for the Seymour Benzer/Sydney Brenner Lectureship of the National Academy of Sciences.

Henry M. Wellman's book "*Reading Minds*" came out in January (see our Special Report on recent book publications).

Significant Publications

- Albuja, A., Sanchez, D., Lee, S. J., & **Lee, J. Y.** (2019). Early paternal support behaviors moderate consonant smoking among unmarried parents. *Journal of Studies on Alcohol and Drugs*, 80(1), 129-133. doi:10.15288/jsad.2019.80.129.
- Albuja, A., Sanchez, D. T., Lee, S. J., **Lee, J. Y.**, & Yadava, S. (2019). The effect of paternal cues in prenatal care settings on men's involvement intentions. *PLOS ONE*, 14(5). e0216454. doi:10.1371/journal.pone.0216454
- Antonucci, T. C.**, Ajrouch, K. J., & Webster, N. J. (2019). Convoys of Social Relations: Cohort Similarities and Differences over 25 years. *Psychology and Aging*, 34(8), 1158-1169.
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Personal Milestones



Left:

Adriene Beltz and her partner Jeremy welcomed baby Poppy Mae Fallis-Beltz on May 29th, 2019. She was 7lbs. 10oz., and her big brother, Emmitt, was very proud.



Left:

Leigh Goetschius and her partner John welcomed baby Major Goetschius on May 12th, 2019.

Right:

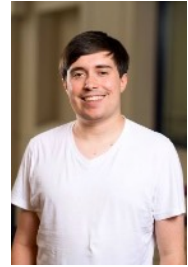
Joyce Lee and her partner Daniel Bae welcomed baby Luka Bae on August 21st, 2019.



DONOR IMPACT



Dr. Lorraine Nadelman provided support for the creation of two awards in developmental psychology. One award, the *Graduate Student Research Prize*, was granted to **Dominic Kelly** who completed an extraordinary 619/719 research. The second award, the *Honors Thesis Award in Developmental Psychology*, was granted to an undergraduate student for honor thesis completion. Dr. Nadelman is Associate Professor Emerita of Psychology. She received her undergraduate and doctorate degree from New York University. Dr. Nadelman joined the University of Michigan faculty in 1963 and retired in 1993.

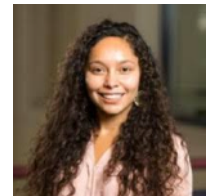


Dr. Robert Kail provided support for a dissertation award in developmental psychology. The award, *Hagen-Stevenson Dissertation Award*, was created in honor of Dr. John Hagen, a Professor Emeritus of Psychology, and Dr. Harold Stevenson, a Professor Emeritus of Psychology. This year, the dissertation award was received by **Young-Eun Lee**. Dr. Kail is a distinguished professor at Purdue University. His research focuses on child and adolescent cognitive development. Dr. Kail received his doctoral degree at the University of Michigan in 1975. He has spent most of his career at Purdue University and now, semi-retired, lives in Ann Arbor.



WARMEST CONGRATULATIONS !

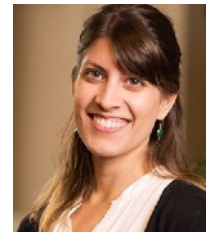
Josefina Banales (*right*) defended her dissertation in February titled: "*Adolescent Critical Consciousness Development*" and will begin an Assistant Professor position at the University of Pittsburgh in the Developmental area this summer.



Vaness Cox (*left*) defended her dissertation this March titled "*Black Women in Media: Representations, Effects, and Social Commentary*." Her committee chair was L. Monique Ward.



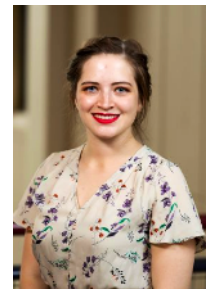
Amira Halawah (*right*) defended her dissertation titled "*She Resides at the Intersections: How Race, Gender, and SES Shape Changes in Black Girls' Achievement and Affect in Math and Science Across High School*." Committee: Rona Carter (Chair), Stephanie Rowley, Tabbye Chavous, and Isis Settles.



Ka Ip (*left*) defended his dissertation this April titled "*Emotion regulation in three cultures: A multi-contextual and multi-level study of preschoolers in the United States, China and Japan*." His committee: Sheryl Olson (Chair), Twila Tardif (Chair), Kate Fitzgerald, and Kate Rosenblum. He will moving on to his post-doctoral position at Yale University.



Danielle Labotka (*right*) defended her dissertation this March titled "*Children's Evaluations of Interlocutors in Foreigner Talk Contexts*." Her committee: Susan Gelman (Chair), Henry Wellman, Felix Warneken, and Marlyse Baptista.



SPECIAL REPORT: MSPICED

by Yeonjee Bae

MSPICED (Michigan Summer Program in Cognition and Early Development), jointly hosted by four developmental psychology laboratories led by Drs. Susan Gelman, Ioulia Kovelman, Felix Warneken, and Henry Wellman, is a 10-week program where each summer intern is paired with a graduate student or postdoctoral fellow mentor to work on new or ongoing research projects (see sites.lsa.umich.edu/mspiced/ for details and applications). The program began in Summer 2018 and is held in Ann Arbor each year. For the last 2 years, 38 undergraduate interns were selected among 368 applicants and about 40% of the accepted interns came from underrepresented racial/ethnic minority and/or first-generation students.



MSPICED is a cornerstone event that not only offers students hands-on research experience aided with basic statistics training in an immersive environment, but it also provides students who may want further their education in Developmental Psychology with an opportunity to connect with senior members. We interviewed two summer interns from Summer 2018 who had successfully transitioned to the next step in their professional pathways - **Mihir Pyakuryal**, an MSPICED intern in the Summer 2018 who has served as a lab manager of the Social Minds Lab (Dr. Felix Warneken) for the past year; and **Ella Simmons**, another MSPICED intern of Summer 2018 who has recently been admitted to the PhD Developmental Psychology program in Fall 2019. They are now beloved members of the Developmental Psychology area at University of Michigan, so we asked them six questions about their experience and insights as former MSPICED interns.

MIHIR PYAKURYAL

Please briefly introduce yourself (current affiliation as well as your MSPICED internship)

I graduated from Dickinson College with a B.A. in Psychology. I am currently a lab manager of the Social Minds Lab, directed by Dr. Felix Warneken, where I also was an MSPICED intern in the summer of 2018.

What motivated you to apply for MSPICED program? When I learned about MSPICED, I was a junior at Dickinson College. At the time, I was doing research on smoking-stigma in a Social Psychology lab. I wanted to diversify my research experiences and delve into other fields in Psychology, such as Developmental Psychology. Considering that MSPICED offered an opportunity to work with the top researchers in Developmental Psychology at the University of Michigan, I did not hesitate to apply to the program.

What do you think was the most distinctive about MSPICED program from other RA or internship experiences in the research lab? In my experience, MSPICED was more than just a research opportunity. I had the chance to conduct research studies with different researchers and take part in lab meetings to design research projects. In addition, through the weekly meetings, presentations and workshops offered by MSPICED, I learned about different



Mihir, at center back row, with fellow MSPICED interns and mentors at Social Minds Lab.

statistical analyses, reading and presenting research, professional development as well as how to apply to graduate school. Further, I had access to faculty members, graduate students, post-doctoral fellows and other interns to answer my questions about Psychology as a field of study. These factors have distinguished MSPICED from my other research related experiences.

How did MSPICED experience affected your decision to pursuit for your current affiliation? or helped your process to apply/

pursuit? As I mentioned above, I was first introduced to the Social Minds Lab as an MSPICED intern. My experience as an intern was very fruitful and positive, which encouraged me to apply for the lab manager position at the lab. My experience with MSPICED made me a competitive applicant for the position. Additionally, not only did my experience as an MSPICED intern showcased my ability as an aspiring researcher, it also helped me network and connect with researchers, allowing me to build professional relationships with people who I would eventually return to work with.

Can you share any moment you had most fun/excitement during MSPICED program? One of the most fun moments for me was going kayaking with the MSPICED team. The MSPICED program offered several fun and social activities, like kayaking and trivia night, where you could get to know the other interns and researchers outside the context of a lab.

Any advice you'd like to give to students who are considering applying for MSPICED program? I would say that the MSPICED program has a lot to offer and will make for an enriching experience. There are many things you can learn about psychological research from the program and it is an excellent opportunity for self-growth. Thus, people should definitely apply to the program. Additionally, those who are considering applying should really take their time to go through the different labs in the program to pick the one that aligns with their interests. Although MSPICED is a collaboration between a few different labs, as an intern, you primarily work in one lab and spend the majority of your time there. Therefore, it is very important to pick the lab that is the best fit for you.

ELLA SIMMONS

Please briefly introduce yourself (current affiliation as well as your MSPICED internship)

I am a first year graduate student in the developmental area. I work with Susan Gelman in the Conceptual Development lab and study how children learn about and organize their understanding of the world around them and the role that language plays in this process. In Summer 2018, I was an intern in the MSPICED program between my junior and senior years of undergraduate study.

What motivated you to apply for MSPICED program? I was interested in applying to grad schools, and knew that I wanted experience outside of my undergraduate institution, so I looked into summer research programs in my area of interest, children's learning. The MSPICED

program seemed like a great fit: there were hands on opportunities, I would have the chance to learn about and participate in the full research process, and the program included highly esteemed labs run by professors who I had only read about in textbooks and papers. Finally the research interests of the participating labs, especially of the Conceptual Development Lab, fit well with my research curiosities. I knew that by participating in the program I would gain top rate research experience, but also enjoy the work I was doing.



Ella, second from right, at the poster session where MSPICED interns presented the research they had worked during the program.

What do you think was the most distinctive about MSPICED program from other RA or internship experiences in the research lab? MSPICED was my first experience working full time in research, so it gave me a chance to test out the waters before I dove into grad school. The program gives you so many hands on experiences and helps you develop so many useful skills that apply both to research but also generally to academics.

Because I was working in the lab full time, I also had the benefit of really getting to know the people, both other students in the program, as well as the grad students and faculty. This was a really unique experience as an undergrad, and helped me confirm that I wanted to go to grad school.

How did MSPICED experience affected your decision to apply/pursuit for your current affiliation? or helped your process to apply/pursuit? I always joke about it, but the truth is that going into MSPICED, I was pretty set on *not* applying to the University of Michigan for graduate school. I grew up in Southern California, and my mom had gone to Michigan for undergrad. Throughout my childhood, I heard from my mom of the woes of a Michigan winter. Because of that, I thought I shouldn't apply. With this in mind, on my way to the first day of the program, I absolutely fell in love with the University and the developmental psychology program here. The people are wonderful, the resources are unbelievable, and Ann Arbor is an incredible place to live, even in the winter.



Ella enjoying Blank Slate Ice Cream for the first time.

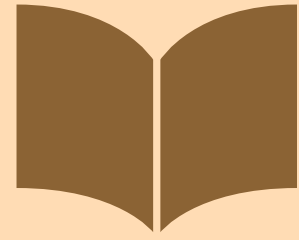
“The program gives you so many hands on experiences and helps you develop so many useful skills that apply both to research and academics.”

Can you share any moment you had most fun/excitement during MSPICED program? One experience that stands out was a planned outing we had. During our year, we had a trip kayaking down the river. It kept being delayed by weather until the end of the summer. By that point all of us had gotten to know each other and really enjoyed the day out on the river. In general, outside of the program, I made great friends and had a lot of fun engaging in all of the great summer activities that Ann Arbor has to offer.

Any advice you'd like to give to students who are considering applying for MSPICED program? Consider what kind of research interests you and if MSPICED would be a good fit with those research interests. MSPICED offers great experience, but I think it is best if you are interested in the projects you are working on, because you will spend a lot of time on them. Trying to get some research experience prior to applying is also always helpful, whether it be in a course you have taken, or in a research lab.

SPECIAL REPORT: RECENT BOOK PUBLICATIONS

by Joonyoung Park



Below the Surface: Talking with Teens about Race, Ethnicity, and Identity

Dr. Deborah Rivas-Drake &
Dr. Adriana Umaña-Taylor



Demographers predict that the U.S. population would consist of more people from minority ethnic-racial background than Caucasians by the year 2044. In light of this trend, we must prepare the current youth generation for this transition to have them be more comfortable about their own ethnic-racial identities and develop a more positive attitude towards others of diverse ethnic-racial backgrounds. Dr. Deborah Rivas-Drake's book (co-authored by Dr. Adriana Umaña-Taylor) *Below the Surface: Talking with Teens about Race, Ethnicity, and Identity*, addresses the importance of youth's ethnic-racial identity in facing this demographic shift. The book not only provides details on how we can promote positive change, but it also deepened my understanding of adolescent ethnic-racial identity development. Specifically, while adolescence may be the most critical period to explore one's ethnic-racial identity, it may also be a vulnerable one due to racial tensions under different contexts that they are living in.

The increasing trend towards diversity within the United States may present challenges to some youths who lack the experience in engaging with out-group peers. The book utilizes recent empirical research on adolescent ethnic-racial identity development to guide any adults who seek to help adolescents develop positive intergroup relations. By bringing in research from varying disciplines (developmental psychology, social psychology, education, and sociology) and using real-life examples from the media to academic programs and curricula, the authors demonstrate how adolescents reflect on their own ethnic-racial identity development using existing context that they grew up in. The authors suggest that if adults were to provide more opportunities for youths to discuss ethnic-racial identity, it would help develop more positive views towards themselves and, more importantly, others who may be different than themselves. The concluding chapter provides a balanced guide for practitioners to implement intergroup dialogues programs within their communities and how research should move forward in the area of youth's ethnic-racial identity development. This book not only provides subtext on adolescent ethnic-racial development in academia, but it can also serve as a practical guide for teaching. If you are interested, I recommend it as a great quarantine reading and can purpose as a tool book that we can implement in our physical classes, hopefully, during the Fall semester!

Reading Minds: How childhood teaches us to understand people

Henry M. Wellman with Karen Lind

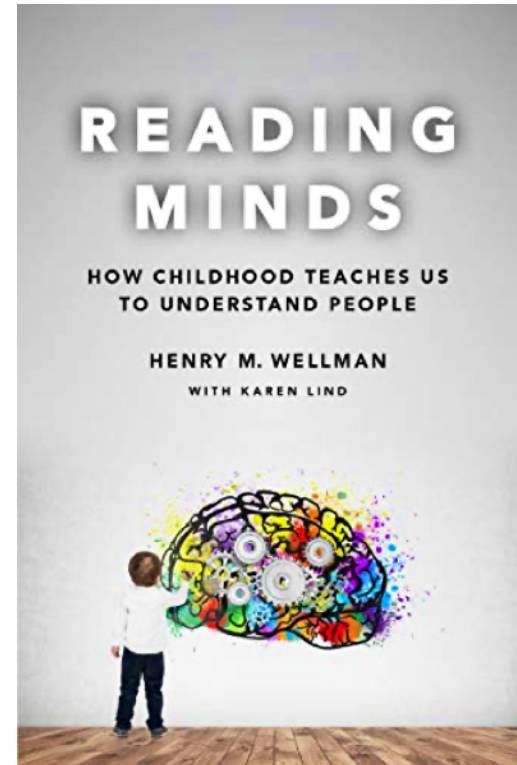
One of the most common questions from people whom I have just met when I introduce myself as a developmental psychology Ph.D. student, is "Can you read other people's minds?" Before reading this book, I have always answered, "obviously not, I'm not a psychic!" However, after having read Dr. Henry M. Wellman's *Reading minds: How childhood teaches us to understand people*, I have changed my answer to "yes, and you have also been doing it since childhood!"

Dr. Wellman's book explains how children learn to read other people's minds, key for social interactions, and building human relationships. We read minds by observing other people's actions and hearing their words. We also share our thoughts through conversations that create a reciprocal understanding of other people's and our own minds.

The theory of mind development begins from infancy, and Dr. Wellman demonstrates how children learn to read minds throughout childhood. Children who are developing a theory of mind have to learn that different people could have different desires and beliefs than their own. One of the most interesting examples presented in this book was how people construct theory of mind when they were born with challenges in social interactions. For instance, Dr. Wellman uses Temple Grandin to illustrate this point. Grandin diligently learned how to behave in certain situations by reviewing video clips of how others react to social situations. Having a limited understanding of others' intentions, Grandin was once betrayed by an employee and had to reexamine her understanding of human behavior, so she could learn how to be more suspicious. This example shows that the reading mind does not come naturally and that trial and error starting from an early age is necessary to develop a theory of mind.

This book covers a wide range of real-life situations that we can all relate to; how some people are ignorant about other's knowledge, how we often fall into false beliefs, and the fact that we can hide our minds from others. Interestingly enough, children learn this not only through peer interactions, imaginary plays, and books, but even from robots, superheroes, and God! In conclusion, if you want to be prepared to give a brilliant answer to one of the most commonly asked questions as a

developmental psychologist, look no further and grab this fun book to read!



Intended for popular audience, *Reading Minds* is currently being translated into 10 other languages including Spanish, Chinese, Korean, Brazilian Portuguese, Turkish, and more.

