

Developments

A Newsletter of the Developmental Psychology Area

Winter 2008

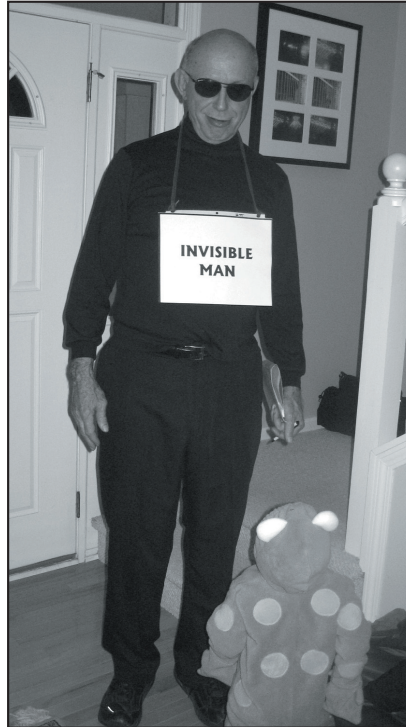
Message from the Chair

BY ARNOLD J. SAMEROFF

Welcome to another year of graduate training in Developmental Psychology at the University of Michigan. Theoretical frames for our field have been dominated by metaphors, “as if” statements that are thought to capture our functioning. One major contrast is between a mechanistic metaphor, where our area is defined by and can be explained by its parts, the particular students and faculty we have at this point in time, and an organismic metaphor, where, like a cell, the parts are continually changing, yet the area goes on. Recruitment weekend is an excellent period in which to reflect on the fact that our area is a mixed metaphor, combining both the identity inherent in the mechanistic metaphor and the transformation in the organismic.

Each year, the turnover in parts include the arrival of a new crop of excellent students who enter the system and the departure of a ripe crop of successful Ph.D.’s into somebody else’s system. This year our Ph.D.s include Cristina Bares, Brandy Frazier, Justin Jager, Rhannon Luyster, Ellen Hamilton, and Michelle Hollander. The turnover in faculty is on a slower timetable, but by the time our first years have completed their dissertation, we will have hired a number of new faculty and retired some who are more senior. But the program goes on to fill the same educational function it has had for the last 35 years.

But within this continuity, the parts do make a difference in the contents of the program, in terms of changing interests of both new faculty and new students. In the past, our faculty have moved from a central focus on school-age children to include first infancy and early childhood, and then adolescence and aging. And now adulthood is seen to be an



Area Chair Arnold Sameroff enjoys the area Halloween party last fall as Devyn, son of student Heather Fuller Iglesias, studies his costume.

important period when developmental changes are occurring. Similarly the contents of the research and training have changed from developmental psychology to developmental science, where sociology, anthropology, economics, and biology are all

standard aspects of our program. These contents further change as students press their advisors to move into new arenas. It is hard for a system to remain the same when the criteria for both a successful dissertation and getting promoted are to do something new and different from what has been done before.

Metaphors are great for simplifying reality and transforming it into graspable constructs, but the reality of our developmental area also demonstrates that there is still much complexity to be explained. As each of you, both faculty and students, spend your time at Michigan, it should be interesting to take a moment to reflect on how much the system has influenced you and how much you have influenced the system—or not.

“Take a moment to reflect on how much the system has influenced you and how much you have influenced the system—or not.”

—Arnold Sameroff

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An Interview with New SRCD Executive Director Lonnie Sherrod

BY ALISON MILLER
AND MARGARET EVANS

The Developmental Psychology Area is delighted to welcome Lonnie R. Sherrod to the University of Michigan (and Ann Arbor) in his new position as Executive Director of SRCD. He obtained his undergraduate and graduate degrees from Duke and Yale universities, respectively.

Prior to his recent appointment, Lonnie was Professor of Psychology and Director of the Applied Developmental Psychology Program at Fordham University and Executive Vice President of the William T. Grant Foundation. He has a long history of research and policy work in youth development, and his numerous publications span three main areas: evaluation and policy research, adolescence and the transition to adulthood, and social cognitive/political development.

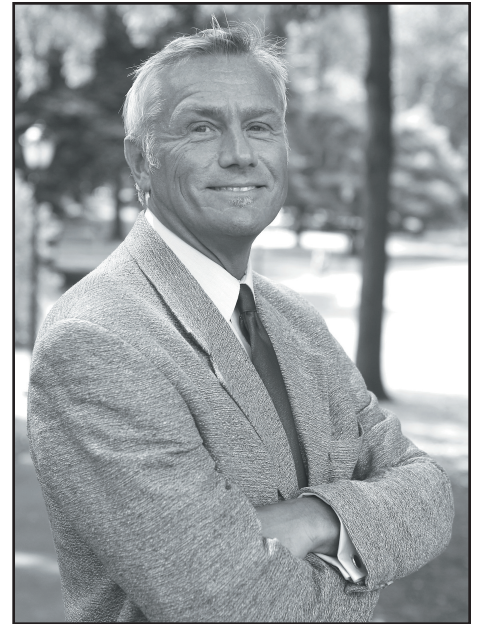
Despite the fact that he is still in process of completing his move to Ann Arbor, Lonnie graciously agreed to this interview.

As an area, we have been discussing what Michigan's Developmental program might look like ten years from now, in 2017. Keeping this broad "theme" in mind, what do

you see as some of the most exciting developments in the field over the past decade, and where do you think it might be most important to focus future efforts?

Multidisciplinary. Certainly one exciting development involves research in biology, genetics, and neuroscience, and the opportunities it creates for interaction with the social and behavioral sciences. However, no one level of analysis is more important than the others; neighborhoods are just as important as biology. Bronfenbrenner's model got it exactly right. Developmental research inherently requires multidisciplinary attention, which means research at all levels of analysis. Hence, promoting more multidisciplinary and interdisciplinary research on development is one of the five parts of SRCD's strategic plan.

Social policy. Another important development is developmental research's reach to social policy. SRCD has played a critically important role in making this happen. In fact, this is the one area in which I have worked most for SRCD across the past decade. And policy and communication is another part of SRCD's strategic plan. It is imperative that developmentalists, especially developmental



Dr. Lonnie Sherrod recently came to Ann Arbor as the new Executive Director of SRCD.

psychologists, be at the policy-making table along with economists and others. Certainly we need to be there for policy making that is aimed at children, youth, and families.

International research. Another part of SRCD's strategic plan focuses on international research. Globalization is a reality. International research requires international collaborations, which are difficult and expensive. The U.S. National Committee on Psychology of the NAS has just released a report on international collaborations, based on input from researchers who have done extensive international collaborations (see www.nap.edu for a PDF).



Cultural sensitivity. International collaborations require recognition of diversity and cultural sensitivity. And both are of course also required for research within a country. This is another part of SRCD's strategic plan. Our field has made considerable progress across past decades in this regard. Investigators must justify selection of samples based on the research questions being addressed.

The ethics of research with diverse and vulnerable populations has become an important consideration for researchers. And, of course, measurement must be respectful of the population being studied.

Big science. Another important development in our field is the emergence of "big science." Recently, NICHD has begun funding of the Child Study designed to examine the impact of environmental factors such as toxins on children's development. Plans are to acquire a sample of 100,000 beginning at pregnancy and following them through young adulthood. Our field has not previously seen a project of this magnitude. Such large-scale collaborative projects are the wave of the future.

"Developmental research inherently requires multidisciplinary attention, which means research at all levels of analysis."

—Lonnie Sherrod

What do you see as the greatest challenges and opportunities for you in guiding SRCD over the next few years?

Challenges and opportunities for SRCD involve turning this strategic plan into a reality. The chance to do this was in large part responsible for my interest in becoming Executive Director.

On a somewhat more local note: How do you see yourself interacting with members of the community here at Michigan?

I am open to as much interaction as possible. I hope to continue my research on youth civic

development, albeit on a more limited basis. I still have a number of students at Fordham, but would certainly be interested in developing collaborations here.

Ann Arbor has a lot to offer for a small town, and that is quite a compliment for me, coming from New York City. I haven't yet explored much, partly because of work responsibilities and partly because of the weather. I hope to explore Ann Arbor much more come spring!



**Meet
Dr.
Tianyi
Yu**

BY CHRIS JARMAN

Dr. Tianyi Yu is a post-doctoral fellow conducting research into the effects of marital conflict and divorce on children, particularly with regard to their relationships later in life. She works with Dr. Volling on the family transitions study, where she performs data management as well as latent growth curve and survival analyses.

Dr. Yu originally hails from Harbin, China, near the border with Russia. She came to Ann Arbor via Auburn University, where she completed her Ph.D. in Human Development and Family Studies. She says she is still adjusting to the weather, but loves the international flavor and culture of Ann Arbor. She enjoys being outdoors when the weather is nice, where she often takes her Eskimo dog Miggy for swims.

Fast Facts: Lonnie Sherrod's Research and Policy Interests

- Evaluation and policy research
- Adolescence and the transition to adulthood
- Social cognitive/political development
- Turning SRCD's strategic plan into reality



Developmental Halloween Party 2007. Left to right: Fifth-year student Besangie Sellars and her boyfriend William White show their appreciation for the upper end of the lifespan. Third-year students: Scott McCann, Lisa Slominski, Jerel Calzo, Jennifer Walsh, Amanda Brandone, and Chao Liu. First-year students Chris Jarman and Jillian Lee. Fifth-year student Jenny LaBounty with daughter Emma. Dr. Brenda Volling in her prize-winning "attachment styles" costume. Dr. Kai Cortina with wife Lilia and son Roman.

Welcome New Students!

BY JEREL CALZO



LINDSAY BELL

Prior institution: Newcomb College, Tulane University, B.S. in Psychology.

What were you doing before coming to Michigan? I taught sixth grade math and social studies in New Orleans as a Teach For America corps member.

Advisor: Fred Morrison

Research interests: I'm interested in the development of self-regulation in preschool, emergent literacy skill development, the transition to school, and early childhood literacy interventions.

Hobbies: I like to read novels and play with puppies.

Favorite thing about Michigan: My favorite thing about Michigan is the snow!

If you weren't in graduate school for developmental psychology, what would you be doing instead? I would still be teaching sixth grade.

If you could be an animal, what would you be and why? Probably a monkey (one of the smaller varieties). I would enjoy playing in the treetops all day.

Where do you see yourself in 2017? I'd like to be back in New Orleans, helping to rebuild the public education system.



JIE CHEN

Prior institutions: Peking University (China), MS; Nankai University (China), BS.

What were you doing before coming to Michigan? I was a student.

Advisor: Twila Tardif.

Research interests: Early language acquisition and development; comparing English- and Mandarin-speaking infants, especially how infants learn the meanings of words; and cognitive development.

Hobbies: Music, movies, and TV shows.

Favorite thing about Michigan: I like Ann Arbor very much. My favorite things are the environment, the clean sky, and that there aren't many people.

If you weren't in graduate school for developmental psychology, what would you be doing instead? I would still be teaching sixth grade.

If you could be an animal, what would you be and why? Squirrel in Ann Arbor, because their lives are so easy and comfortable.

Where do you see yourself in 2017? As faculty in the U.S. or China.



DANIEL CHOE

Prior institution: San Diego State University (SDSU), B.A. in Psychology.

What were you doing before coming to Michigan? I graduated from SDSU in May of 2007 and moved to Ann Arbor in June. During the last two years of my undergraduate studies, I was working as a research assistant in a teratogen lab focusing on mainly prenatal alcohol exposure.

Advisors: Sheryl Olson and Arnold Sameroff.

Research interests: My interests include the development and maintenance of externalizing behavior problems across childhood and adolescence. I am particularly interested in the socio-cultural and biological mechanisms underlying externalizing behaviors, juvenile delinquency, and conduct disorder.

Hobbies: I enjoy exercising, watching football and movies, adventuring in the outdoors, traveling, socializing with friends, sudoku, drawing, and reading.

Favorite and least favorite things about Michigan: My favorite thing about Michigan so far is the diversity in Ann Arbor. Coming from California, it is comforting to see people from various backgrounds. My least favorite thing about Michigan, other than the weather, is the lack of diversity everywhere else in the state outside of Ann Arbor.

If you weren't in graduate school for developmental psychology, what would you be doing instead? I would probably be in law school somewhere in California or be working as a probation officer for juvenile delinquents.

Where do you see yourself in 2017? Hopefully, in 2017 I will be working in a profession that is fulfilling and enjoyable. I see myself settling down in California with a beautiful family and bright future.



CHRIS JARMAN

Prior institutions: West Point and the University of Arkansas.

What were you doing before coming to Michigan? MSW student.

Advisors: Arnold Sameroff and Susan McDonough (Social Work)

Research interests: Developmental psychopathology, particularly in infancy.

Hobbies: (In a former life...) Mountain biking, hiking, reading, and music.

Something that someone wouldn't have guessed about me: I secretly wish I had long hair, a Fu Manchu, and a Harley.

Which is more frightening? Being stranded in the middle of the ocean, or being alone and in a pod, drifting slowly away from earth and into the vastness of space? Being stranded in the middle of the ocean is far more frightening, though I'm not sure why I think that. Maybe it goes back to the time when I was six and my family went on a boat ride across a very deep lake in the German Alps. My older brother told me that if I fell in, nobody would rescue me, and that it would take a year for my body to float to the surface. I cried and cried, but I'm sure he thought that deep down, I thought it was a pretty funny joke, too. He meant to tell me he was kidding, but he forgot.

Where do you see yourself in 2017? I hope to be a productive faculty member at a school out west.



JILLIAN LEE

Prior institutions: Wheaton College, BA; Texas A&M University, MS

What were you doing before coming to Michigan?

Research on the genetic and cognitive underpinnings of depression and disordered eating.

Advisor: Christopher Monk

Research interests: Studying autism spectrum disorders and other psychopathology using fMRI and genetic tools.

Hobbies: Violin, messing around with various crafts.

Something that someone wouldn't have guessed about me:

I am a certified fast-pitch softball umpire. Having never grown up around sports, I was curious as to what this whole "World Series" thing was about, so I did what I thought seemed logical: read the rulebook cover to cover. Then, I thought, "I probably know enough to be an umpire," so I took the paper-and-pencil test. The first time I stepped onto a softball field was as the umpire. Believe it or not, I actually became quite good at it.

If you could be animal, what would you be and why?

I'd be one of those squirrels I see walking (waddling?) around in the Diag. They look like they have fun and good eats.

Where do you see yourself in 2017?

Hopefully navigating the tumultuous waters of assistant professorship.



KRISTINA LOPEZ

Prior institution: California State University Northridge, B.A. in Psychology and M.A. in General Experimental Psychology.

What were you doing before coming to Michigan? Working full-time as a special education assistant in a third to fifth grade developmentally delayed classroom. I held a position as lab coordinator researching ethnic minority students' success at CSUN and was a research assistant in another

lab focused on Latino adolescent academic achievement. I also worked on my master's thesis on perceptions of children with developmental disabilities, babysat my niece and nephews, and kept warm in California.

Advisor: Catherine Lord

Research Interests: Autism, developmental delays, language development, and parent-child interaction based interventions.

Hobbies: Rollerblading.

Where do you see yourself in 2017?

At an R1 institution (maybe in California), researching autistic children, publishing my research, and developing culturally sensitive interventions for families dealing with autism.

Something that someone wouldn't have guessed about me:

I have had brain surgery twice.

Favorite and least favorite thing about Michigan so far:

Favorite: Snow! The first 2" were fascinating to me. Least favorite: Snow, after the first 2", I'm sure.

If you weren't in graduate school for developmental psychology, what would you be doing instead?

Applied behavior analysis or some other type of intervention, social work, or neurology.

If you could be an animal, what type of animal would you be, and why?

I would be a zorse (zebra/horse), because they are so different and fascinating.



ELIZABETH THOMASON

Prior institutions: U. of Michigan—Dearborn, BA; Wayne State University, MSW and Graduate Certificate in Infant Mental Health.

What were you doing before coming to Michigan?

I finished up my MSW in 2006 and worked as an editor/data analyst at a publishing company.

Advisor: Brenda Volling

Research Interests: Infant mental health, attachment, maternal depression, and personality disorders.

Hobbies: Reading.

Favorite and least favorite thing about Michigan:

I've lived in Michigan my whole life, and I still can't get used to the short winter days. The lack of light would be my least favorite thing. Favorite thing: I love Ann Arbor.

If you could be an animal, what type of animal would you be, and why?

I would be a cat. They sleep in the sun, eat when they want, and boss the humans around.

Where do you see yourself in 2017?

Conducting research and teaching.



SAMANTHA WORZALLA

Prior institution and degree: Grinnell College, BA in Psych/French.

What were you doing before coming to Michigan?

I came straight from college.

Advisor: Fred Morrison.

Research interests: The development of individual differences in school readiness skills, especially self-regulation, the influence of parent control on children's self-regulation, and educational interventions for at-risk students.

Hobbies: Ultimate frisbee, running, viola, hiking, backpacking, and canoeing.

Favorite and least favorite thing about Michigan so far:

The 10 minutes after scheduling rule is my least favorite. It's always ambiguous as to whether a talk/class/etc. will start on the hour or 10 (or more) minutes after!

If you weren't in graduate school for developmental psychology, what would you be doing instead?

The other day, I got an NSF update about an MSU Ph.D. student who is currently tracking pandas through the mountains of Mongolia. I have to admit, it's an attractive option.

Where do you see yourself in 2017?

I hope that ten years from now, the developmental area will still be around. :) If not, I hope that developmental will have become (through complex multidirectional and bioecological processes) something even cooler.

Developmental Psychology in 2017

“Developmental Psychology at Michigan in 2017” has been the theme of Brown Bag discussions this year. Here, several faculty members reflect on where the discipline and the area may be headed in the future.

Trends in Developmental Psych

BY BRENDA VOLLING

What will the developmental psychology area look like in 2017? One way to address this question is to look at recent trends in other developmental psychology programs around the country, such as our Big 10 peers and other Research I institutions. When doing so, two noticeable trends are evident.

First, developmental areas no longer exist in several psychology departments, so either psychology students are no longer being exposed to developmental psychology or are going elsewhere on campus to learn about developmental issues. If developmental areas are still housed within psychology departments, there is a clear trend toward developmental cognitive neuroscience, psycho-physiological measurement, and, more recently, genetics.

Faculty that once specialized in social and emotional development, or the influence of social contexts, are scarce in number. Moreover, developmental faculty members with such a focus are often close to retirement. It remains to be seen whether the current hiring trend in these departments will continue and whether these individuals will be replaced by social developmental scientists or those specializing in cognitive neuroscience and genetics.

So where are all the developmental scientists specializing in social development going? This is a key question, as it has important ramifications for many of our graduate students who will be looking for academic positions in the upcoming years. At most of these universities, a department of Human Development and Family Studies also exists on campus and appears to be making a home for those doing research in social development. These departments have been

hiring faculty with interdisciplinary interests in socio-emotional development, family relationships, peer groups, contextual influence, and longitudinal analysis.

UM is unique in not having an HDFS department. Therefore, it is probably safe to say that in 2017, UM will still have a developmental psychology program. What will we look like? Good question. We will need to continue to build our focus on developmental cognitive (and social/affective) neuroscience and gene-environment interaction, as many others have, in order to understand development across the life-span. However, we must also maintain our strengths in the study of social context and environmental influence.

“We must also maintain our strengths in the study of social context and environmental influence...”

—Brenda Volling

A quick perusal of our premier journals indicates that the measurement of environmental influence often involves a strict focus on mother-child relationships, self-report measures of parenting, and social address variables, even though it has been nearly 30 years since Bronfenbrenner underscored the interaction of persons and multiple contexts in shaping developmental outcomes.

By dividing developmental scientists into different departments with little interdisciplinary collaboration, we are unlikely to answer the most exciting questions that are currently at the forefront of developmental science. UM’s developmental psychology program has a long history of academic excellence and interdisciplinary collaboration. Our future is dependent on faculty and students engaging in thoughtful discussions of where developmental science is heading and how we can take the lead in getting there.

An Integrative Neuroscience Approach to Developmental Psychopathology

BY CHRIS MONK

Within the field of developmental psychopathology, a consensus is emerging that psychopathology is the result of genetic mechanisms and environmental events interacting in the context of development. All of these interactions are instantiated in the brain. Specifically, genes guide brain development, and it is through the brain (the molecules, neurons, glia, and circuits) that the environment impacts functioning. Therefore, to make major advances in understanding how psychopathology emerges, it is important to consider all levels of analysis—the genes, brain, cognitive, behavioral, and clinical symptoms that give rise to psychopathology in development.

For the University of Michigan Developmental Area to contribute to a greater extent to this research, it is necessary that we recruit investigators who use multiple measures and integrate these levels of analysis. Moreover, combining these measures with existing strengths of our area, including precise measurements of environmental conditions, will allow for more sophisticated approaches for understanding interactions between the environment and genes.

Perhaps most importantly, the recruitment of these investigators will help us to train students and post-doctoral fellows to be well versed in these new methods and to combine these methods with our existing methodological approaches. With such training opportunities, graduates and post-doctoral fellows from our program will be able to substantially contribute to this emerging field.

Nature-Nurture and the Future of Developmental Science at Michigan

BY ARNOLD SAMEROFF

A Context for Developmental Research? The nature-nurture question is generally considered to be one of the central themes of developmental research. Is the major source of developmental variation among individuals rooted in their biology or their experience? But this question can also be considered to be one of the major “contexts” for developmental research and may be a good predictor of where the exciting future directions in developmental research will come from. One may have strong beliefs about the importance of nature vs. nurture (not good for a scientist), but if there are no methods for studying one or the other, the answer will remain a belief. To the extent that we don’t know how to measure or conceptualize individuals, there will not be much interest in doing research on individuals. The same is true for studying experiences or social contexts. Conversely, to the extent that there is an increase in knowledge about nature or nurture, there will be more opportunities to study them. This has clear implications for the direction of research in developmental psychology and, moreover, explains shifts in research emphases across time.

Historical Shifts. The history of developmental research has shown such shifts over the past century or more. The rise of behaviorism in the 1930s and its dominance in the 40’s and 50’s left no room for individual differences. All development could be explained by an individual’s reinforcement history a la Watson, Hull, and Skinner. The 60’s and 70’s saw the individual come into prominence as ethologists found important species differences in response to the same types of reinforcements, temperament and personality researchers found individual differences in response to the same parenting, and behavioral genetics types argued that heredity explained everything. The 70’s and 80’s brought a re-emphasis on environments as the Bronfenbrenner social ecology model offered a new way to do research on experience in differentiated settings and their interactions, accompanied by advances in how families, peer groups, schools, communities, and cultures could be studied, and the societal concern that economic and social inequalities were severely limiting individual potential. Our current cycle since the 1990’s is being driven by advances in biological research that allow more detailed analyses of individuals, such as the affective and cognitive neuroscience (fMRI, ERP, and hormone assays) now going on in our area.

Predicting the Future: A Cyclical Model. As any developmental scientist knows, the best prediction of the future is based on knowledge of the past. What we can learn from the past history of developmental research emphases is that they cycle between major advances in the study of individuals and then major advances in the study of contexts. This is not to say that when all the action is in the study of environments, there are not productive scientists making advances in the study of individuals nor when the action is in the study of individuals, there are not productive

“The best prediction of the future is based on knowledge of the past.”
—Arnold Sameroff

Search for words that are part of the Future of Developmental Research

BY ASHLEY EVANS

E L U N N R E M S J P O L Y L Q A Y N Z
 Y R A N I L P I C S I D R E T N I G W X
 F M U Q O O D Z U N G O C E J C X O G Q
 N M F T X I J T O R E Y Z F H X C L J E
 J P R M L J T J R H C I T J G B I O T B
 Y Y I I F U C A T A L A G I N G W H L M
 S Z O J Y D C Z C A J M I X F M P C K Y
 Y Q K V Q O V I U I E E G G R O C Y X C
 H K X T H C B T X J F I C Z H X X S Y O
 M E R Y W C X W W B X I N T Z O G P L M
 Y R M Q Y E J L Y X K R S I O B M O A P
 C V K E T C I N U P A K J R K R L R W L
 I C F N B F D F K F L E F Z E X I U O E
 L U O R E D E F I N I T I O N V H E E X
 O C S S Y I U V T J I L S R J T I N S I
 P U P Q Y Q F I H R A C N O E R W D L T
 V A F F Z T U L K G G Q S B W Y K P X Y
 N D C P T H W U U N L Y J D R A X G O Z
 J D G E C S C I T E N E G G J R N L M I
 Q F E K F L Y G R F L L Y Z K Y T B B P

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|-----------------|-------------------|
| AGING | INTERDISCIPLINARY |
| COMPLEXITY | LIFESPAN |
| CONTEXTUALIZE | NEUROPSYCHOLOGY |
| CULTURE | POLICY |
| DIVERSIFICATION | REDEFINITION |
| FMRI | THEORY |
| GENETICS | TRAJECTORIES |

scientists advancing our knowledge about contexts, but the trick is to identify them. Who is making an advance and who is following a dead end? The value of variables that most scientists are studying now will be well decided within a decade or two and a whole array of new research questions and strategies will then be dominant.

Low-Risk or High-Risk Hiring Decisions? This developmental progression in the field is an important consideration when trying to anticipate what kind of researchers to hire for a developmental program. Do we make low-risk decisions and go with what is hot now or do we try and make high-risk predictions of what will be hot in the future? Given that the average age of current starting assistant professors is around 30, they will potentially be on the faculty for another 30-40 years (or maybe even 50 given continued increases in longevity). This is an interesting challenge for a #1 area in a #1 department trying to maintain it’s leadership role in a continuously changing world.

The Cognitive Development Society: A Brief History

BY JON LANE

The Cognitive Development Society (CDS) was founded in the late 1990s as a venue for scholars, researchers, and others interested in typical and atypical cognitive development as well as the biological and cultural antecedents of cognitive development. CDS was established by group of psychologists, including our own Henry Wellman and Susan Gelman, who saw a need for a forum and a society that was smaller than SRCD and composed of members with common interests in cognitive development, conceived broadly. However, unlike other smaller societies that focus on just one developmental period, CDS encompasses the entire lifespan.

Much of the energy for founding the Society was provided by Steve Reznick at University of North Carolina, but Michigan has played a fundamental role in the society since

its inception. Henry Wellman and Susan Gelman were founding members and have been on the editorial board of the society's journal, the *Journal of Cognition and Development*, since its beginning. Michigan graduate students have also played an important role in the initial and continual success of CDS.

Michigan's involvement has been especially prominent over the past few years, with Susan Gelman serving as the society's President from 2005-07, while Medha Tare served as Student Representative. According to Gelman, the society's journal has thrived over the past two years, with high-quality submissions, the transition to an electronic submission system, and a soon-to-be-calculated impact factor.

This past October, CDS met in Santa Fe, New Mexico for a successful fifth biennial meeting. Graduate students were well-repre-

sented at this meeting as poster presenters and organizers of symposia, even though their submissions were not given any special consideration. Although the society's membership has evidenced substantial growth recently, according to Tare, "the conference is still small enough that you can make great contacts that will help with your career goals."

Michigan continues to have a substantial presence in CDS. Henry Wellman was elected to be the society's President from 2007-2009, while Amanda Brandone was elected as Student Representative. Over the next few years, Wellman said, CDS will seek to increase the involvement of international psychologists in the society and the presence of work on adulthood and late life in the journal and conference presentations. The next CDS meeting will be held in San Antonio, Texas in October 2009.

Michigan to Lead Portion of National Children's Study

The University of Michigan is part of a state research consortium taking part in the National Children's Study, an effort to examine environmental influences on the health and development of more than 100,000 children across the nation.

The National Institutes of Health announced the start of the project last October, including an \$18 million, five-year grant to the Michigan Alliance for the National Children's Study.

"This study is unprecedented in the depth of information that will be collected," said Daniel Keating, Director of the UM Center for Human Growth and Development, and lead investigator of the \$4.4 million UM portion of the study.

"Ultimately," said Keating, "the study promises to improve our understanding of a wide range of issues affecting children and their families."

A total of 5,000 Michigan children and their parents will eventually be assessed. The researchers plan to enroll participants

from all major racial and ethnic groups and different socio-economic strata.

Keating and co-investigator Michael Elliott, a UM biostatistician, are collaborating with researchers from Michigan State, Wayne State, the Children's Hospital of Michigan, the Henry Ford Health System, the Michigan Department of Community Health, and local health departments in areas of the state where the research will be conducted.

Fieldwork for the project will be launched this year. The goal is to identify and enroll participants prior to conception when possible and no later than the first trimester of pregnancy. Eventually, the researchers hope to follow study participants through age 21.

"This study is a platform for a completely novel form of research," said Keating. "It combines survey research with biological, environmental and developmental assessments to help clarify how a broad range of factors ... interact with each other to influence children's health."

(Source: UM press release.)

Halloween Party 2007.
Top: Dr. Henry Wellman dressed as "The Old Man and the Sea/C."
Bottom: Fifth-year student Medha Tare (dressed as a nerd) with Devyn, son of fourth-year student Heather Fuller Iglesias (dressed as a frog).



Life of a Graduate Student in the Year 2017

BY LISA SLOMINSKI
AND AMANDA BRANDONE

This story chronicles a morning in the life of Aviva H3940, a third year graduate student in developmental psychology. The setting is the University of Michigan far, far, far in the future (i.e., the year 2017).

9:00 am: Aviva H3940 steps out of her spaceship (a hybrid, of course) after circling the 300-level parking structure for forty minutes. She deposits 115 dollars in the meter and shakes her head, muttering that parking in Ann Arbor is no better than it was in the dark ages (i.e., the year 2007). As she leaves the parking structure and approaches the psychology building, a senior psychology professor appears suddenly in front of her, causing her to nearly drop her hand-top computer. She wishes for the millionth time that the university would allow students to buy teleporting passes, and continues on into the building.

9:15 am: As she passes down the hallway, Aviva overhears a professor giving a lecture to an undergraduate psychology class, and stops to listen for a minute.

“...now I know that 10,000 students is a relatively large class, but you should know that I can see each and every one of you from where I’m standing up here! All internal cell phones must be deactivated during this class period, and robots are only to be used if you have a note for me from student services. Furthermore, there will be NO CLONES during test days! If I catch you sending your clone to take a test for you, I will immediately...”

9:30 am: Aviva continues walking.

She marvels at the space and beauty of the developmental psychology building. Years earlier the developmental faculty at U of M had simultaneously developed a new statistical technique that allowed for the modeling of the entire lifespan and solved the developmental conundrum of continuity versus discontinuity. Because of these accomplishments, the developmental psychology area had been given a 40 trillion dollar grant, as well as its own building at the University of Michigan. Most importantly, each graduate student had been given her own office with a window.

“Don’t worry, I programmed my hologram to teach for me this afternoon.”
—*grad student in 2017*

9:40 am: On her way down the hall, Aviva stops by her friend Keyon G2876’s office to chat. Keyon studies lifespan development, which has become even more

important as the average lifespan of humans now approaches 210 years. New life stages of course had to be added and studied; the last stage of oldest-old, which had previously encompassed all individuals over age 80, had become obsolete. Instead, there was now the oldest-old (ages 80-120), the oldest-old-est-old (ages 120-150), the oldest of the oldest-oldest-old (ages 150-180), and the really, really old (180 and over). Lifespan researchers at the University of Michigan are currently working on renaming these life-stages.

10:30 am: Keyon and Aviva decide to go outside for a bit to continue their conversation. It is January in Michigan, so the weather is quite pleasant—a relatively cool 130 degrees Fahrenheit. Global warming has in fact made Michigan one of the most sought after places to live in the country. As they sit in the shade, Keyon begins to talk about

his research exploring plasticity after the age of 200. Aviva becomes bored and eventually stops listening. She is much more interested in the younger life stages, particularly emerging toddlerhood, emerging childhood, and emerging adolescence. And while the logistics of gathering data are somewhat tricky, Aviva does most of her research in the field of emerging infancy.

11:15 am: “Oh no!” Aviva exclaims suddenly. “I just remembered! I have to go over to the island to check on my study!” After psychology faculty at U of M eradicated autism years before, the building that had previously housed the Autism Center had been turned into the Research Center for Previously Unstudiable Studies. These were all studies that could not have been conducted before the advent of robotic technology. The study that Aviva worked on was one that had often been posed to developmental psychology students in the dark ages: What would happen if we put a group of babies on an island and just left them there to develop? Data from Aviva’s study (together with new findings from the time-elapsed simulation of the evolution of man) were really beginning to revolutionize the field.

“Hey, aren’t you supposed to teach your section in a few minutes?” Keyon yells as Aviva jumps up and starts hovering in the direction of the RCPUS.

“Don’t worry,” Aviva responds telepathically. “I programmed my hologram to teach for me this afternoon.”

The End

(Note: The authors of course realize that several of the changes and developments discussed in this article are pure fantasy. Even in the year 2017, we do not expect graduate students to have their own offices with windows.)

Professional and Personal Milestones

COLLECTED BY AMANDA BRANDONE

FACULTY AWARDS

- The 2006 article "Theory of mind in transition: A microgenetic study" by former student **Jennifer Amsterlaw** and **Henry Wellman** won the 2006 Award for the Best Article in the *Journal of Cognition and Development*.
- Former postdoc **Carol McDonald Connor** received a 2006 Presidential Early Career Award for Scientists and Engineers (PECASE), "the nation's highest honor for professionals at the outset of their independent scientific research careers."
- **Susan Gelman** received a James McKeen Cattell Fund Sabbatical Fellowship for the 2007-2008 year.
- **Scott Paris** received the Ira Harris Outstanding Researcher Award from the International Reading Association in May 2007 and the Oscar Causey Outstanding Researcher Award from the National Reading Conference in December 2007.
- **Brenda Volling** received a UM Faculty Recognition Award for outstanding research, teaching, and service.

STUDENT AWARDS

- **Cheri Chan** received the Rackham Barbour Scholarship.
- **Brandy Frazier** received a Dissertation/Thesis Grant for the Winter 2007 semester.
- **Heather Fuller Iglesias** received the Barbara Perry Roberson Award and the Susan Lipshutz Award. She also received a 2007-2008 Outstanding Graduate Student Instructor Award from Rackham.
- **Adenike Griffin** was awarded the Hough Summer Research Fellowship.
- **Cristine Legare** received an APF Elizabeth Munsterberg Koppitz Travel Stipend.
- **Rhiannon Luyster** received a Dissertation/Thesis Grant for Summer 2007.
- **Marjorie Rhodes** was awarded a 2008-2009 Rackham Predoctoral Fellowship.
- **Medha Tare** received a Dissertation Research Grant from the journal *Language Learning*, the Roger W. Brown Award, and the Walter M. Pillsbury Research Award.

PRESIDENCIES/APPOINTMENTS

- **Arnold Sameroff** officially took over the presidency of SRCD at the end of the 2007 meeting in Boston. Arnold will pass the baton after his presidential address in Denver in 2009.
- **John Schulenberg** was appointed Chair of the Psychosocial Development, Risk and Prevention (PDRP) Study Section, CSR, NIH (2005-2009). They review NIH grant proposals concerning development and psychopathology.
- **John Schulenberg** was also elected to the Council of Representatives of the Society for Research in Adolescence
- At the Cognitive Development Society meeting in October, 2007, **Henry Wellman** was installed as President, taking over from former President, **Susan Gelman**.
- **Amanda Brandone** was elected as Graduate Student Representative for the Cognitive Development Society.
- **Jerel Calzo** was chosen as the Graduate Student Representative to the Emerging Adulthood Special Interest Group of the Society for Research on Adolescence.

JOBS/PROMOTIONS/TENURE

- **Brandy Frazier** is a Post-Doctoral Fellow working with Julie Lumeng at the Center for Human Growth and Development.
- **John Hagen** retired as Executive Officer of the Society for Research in Child Development on August 31, 2007. The offices of SRCD continue to be in Ann Arbor, and Lonnie Sherrod has taken over the position. John is back full time in the Department of Psychology as the Chair of the Office of Student Academic Affairs.
- **Justin Jager** is a Post-Doctoral Fellow at the University of Michigan Addiction Research Center within the Department of Psychiatry.
- After two years as a Post-Doctoral Fellow at the University of Washington, **David Liu** was hired as an Assistant Professor in Psychology at UC San Diego.
- **Rhiannon Luyster** is working with the

Autism Consortium in Boston. Her job title is Assistant in Research at Massachusetts General Hospital/Instructor in Psychiatry at Harvard Medical School.

- Former student, **Amy Rauer**, was hired as an Assistant Professor at Auburn University in the Department of Human Development and Family Studies.
- **Marilyn Shatz** is an Adjunct Professor at the University of North Carolina Wilmington for the winter.
- Former student **Nicole Zarrett** is currently a Post-Doctoral Fellow at the Institute for Applied Research in Youth Development, Tufts University. Her primary role is the evaluation of 4-H Youth Development programs and their impact on youth development.

COMPLETED DISSERTATIONS

- **Cristina Bares**: "The development and influence of subjective experiences on children's thinking: Implications for cognitive-behavioral therapy" with Daphna Oyserman, Norbert Schwartz, and Henry Wellman (August, 2007).
- **Brandy Frazier**: "Preschoolers' search for explanatory information within adult-child conversation" with Susan Gelman and Henry Wellman (September, 2007).
- **Rhiannon Luyster**: "Word learning in children with Autism Spectrum Disorders" with Cathy Lord (June, 2007).
- **Ellen Hamilton**: "Neural and behavioral correlates of rhyming in English- and Mandarin-speaking emergent readers and adult readers" with Twila Tardif (August, 2007).
- **Michelle Hollander**: "Learning and interpreting words for kinds: Adults' and children's understanding of generic language" with Susan Gelman and Twila Tardif (September, 2007).
- **Justin Jager**: "The impact of social status on levels of psychological well-being: A dynamic, developmental approach" with Jacque Eccles, John Schulenberg, Carol Boyd, and Pamela Davis-Kean (June, 2007).

COMPLETED 619s

- **Amanda Brandone:** "Differences in preschoolers' and adults' use of generics about novel animals and artifacts: A window onto a conceptual divide" with Susan Gelman and Henry Wellman (August, 2007).
- **Jerel Calzo:** "The unique contributions of parent, peer, and media sexual socialization discourses to adolescent sexual intentions and non-coital and coital sexual behavior" with Monique Ward and John Schulenberg (July, 2007).
- **Liu Chao:** "Neural correlates of noun labeling conventions in English and Mandarin" with Twila Tardif and Henry Wellman (September, 2007).
- **Ashley Evans:** "Which group matters? Relating beliefs about the academic abilities of race and sex in-groups and out-groups to the academic self-views of black adolescents" with Stephanie Rowley (December, 2007).
- **Scott McCann:** "Word learning and shared book reading: An analysis of eye movements" with Kevin Miller (January, 2008).
- **Lisa Slominski:** "Physical aggression and parenting: Developmental course, direction of effects, and intergenerational transmission" with Arnold Sameroff (August, 2007).
- **Jennifer Walsh:** "Magazine reading and involvement and young adults' sexual health knowledge, efficacy, and behaviors" with Monique Ward and John Schulenberg (August, 2007).

INVITED ADDRESSES

- **Susan Gelman** gave an invited talk in the Kendon Smith Lecture Series at UNC-Greensboro, November 2007.
- **John Schulenberg** gave two Invited Keynote Addresses: "Drug Use and the Transition to Adulthood as Moving Targets: Historical and Developmental Trends" at the International Conference on Transitioning to Adulthood: Theory, Research, Practice, and Policy in October 2007, and "Before, During, and After the Party: Historical and Developmental Perspectives on College Student Substance Use" at the Workshop

on Alcohol and Other Drug Prevention Strategies: Effective Solutions for Higher Education in May 2007.

- **Henry Wellman** gave an invited keynote address at the biennial meeting of the Chinese Psychological Society in Kaifeng, China, November 2007.

SIGNIFICANT PUBLICATIONS

- Bachman, J. G., O'Malley, P. M., **Schulenberg, J. E.**, Johnston, L. D., Freedman-Doan, P., & Messersmith, E.E. (2008). *The education-drug use connection: How successes and failures in school relate to adolescent smoking, drinking, drug use, and delinquency*. Mahwah, NJ: Lawrence Erlbaum Associates.
- **Marilyn Shatz** has a commentary coming out in *Brain and Behavioral Science* in 2008 on an article by former UM faculty member Keith Holyoak. The commentary is entitled "Language as a consequence and an enabler of the exercise of higher order relational capabilities: Evidence from toddlers."
- Former student **Catherine Sophian**, now Professor of Psychology at the University of Hawaii, has written a new book: *The origins of mathematical knowledge in childhood: Studies in mathematical thinking and learning*.

GRANTS

- **Cathy Lord** received two NIH grants to study early intervention (with children under the age of two) for autism.
- **Alison Miller** and **Lori Skibbe** received a grant jointly funded by Health and Human Services, the Association for Children and Families, and the Office of Planning and Evaluation. The project title is: "Child, Family, and Classroom Effects on Early Academic Skill Trajectories in Head Start: Examining Risk and Protective Factors at Multiple Levels of Analysis."
- **John Schulenberg** and his colleagues at ISR received two grants through the National Institute on Drug Abuse to continue the Monitoring the Future national data collection and ongoing longitudinal studies from adolescence to midlife.
- **Brenda Volling** received a 2.4 million dollar grant from NICHD to add a 24-



Emma LaBounty, daughter of Jenny LaBounty.

and 36-month timepoint to the Family Transitions Study, a longitudinal study examining changes in the family after the arrival of a second child.

PERSONAL

- **Kai Cortina** and wife Lilia welcomed daughter Sydney Renee to their family on January 6, 2008. She weighed 9 lbs. 7 oz.
- **Brandy Frazier** and Alex Doumas were engaged on July 15, 2006. They will be married May 31, 2008.
- **Ellen Hamilton** and Lee Newman of the Cognition and Perception area were engaged in Spring 2007.
- **Jenny LaBounty** and husband Ben welcomed daughter Emma June to their family on June 21, 2007. At 6 months, Emma now sits by herself, has started eating rice cereal, says lots of vowel-consonant combinations, shows some separation anxiety, rolls, has 3 teeth and is learning how to crawl.
- **Alison Miller** and husband Scott Roberts welcomed son Wesley to their family on January 23, 2008. Baby Wes weighed 7 lbs. 4 oz.
- **Lori Skibbe** and husband Ryan Bowles welcomed daughter Elena Skibbe Bowles to their family. Elena was born 10 weeks early on July 3, 2007 and weighed 3 lbs. 1 oz. Elena spent 2 weeks in the neonatal intensive care unit and 3 more weeks in the pediatric ward until she was big enough to come home. Elena is now a delightful and healthy child who has no complications associated with her early arrival.
- **Nicole Zarrett** and Christian Kivita were married on October 9, 2007 in a small ceremony held in Kuai.

