



Biennial Report 2005-2007

# Institute of Child Development

CEHD | College of Education + Human Development

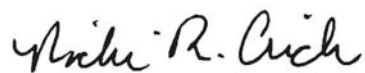
UNIVERSITY OF MINNESOTA  
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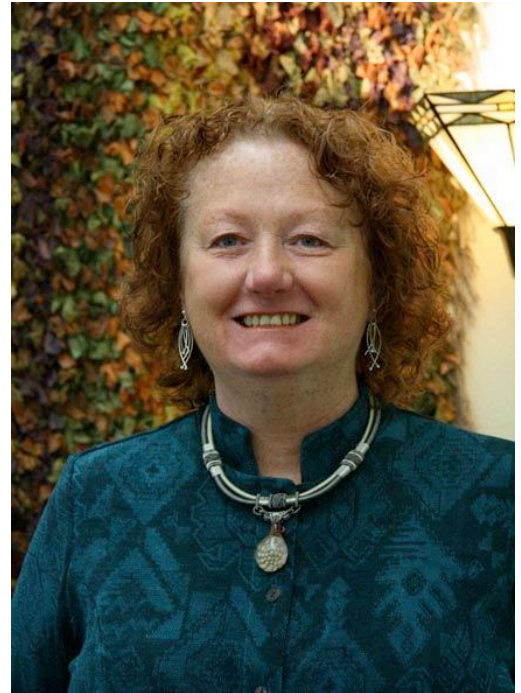
## THE BIENNIAL REPORT

Many exciting transitions marked this biennium in the Institute of Child Development, University of Minnesota. We became part of a newly formed College of Education and Human Development headed by a new Dean, Dr. Darlyne Bailey. We're excited that the new college mission closely matches our own and these changes provide the foundation for an exciting future for both of us. The transitions we have undergone during this biennium and ones we look forward to in the next biennium will support the goal of becoming a world leader in research and teaching that will enhance the psychological, physical, and social development of children, youth, families and communities.

All the best,



Nicki R. Crick, Director  
Distinguished McKnight University Professor  
Emma M. Birkmaier Professor in Educational Leadership



## INTRODUCTION

This Biennial Report describes the Institute of Child Development at the University of Minnesota, including its personnel and programs, and summarizes the activities and attainments of the most recent biennium (July 2005 – June 2007). By the second year of the biennium (2007), the Institute included more than 165 full- and part-time personnel, including 18 professorial faculty, 14 associate faculty and lecturers, 64 graduate students, 5 postdoctoral fellows, 35 undergraduate assistants, and 33 administrative and research associates.

### Change and continuity

During this biennium, the Institute of Child Development reached its 82<sup>nd</sup> anniversary in a building that it has occupied for 50 years; five faculty members had held tenure for more than three decades. Lynn Galle, Director of the Shirley G. Moore Laboratory Nursery School for 27 years, celebrated her retirement at the very end of the biennium. Change, however, was in the air at the beginning of this two-year period with the appointment of a new Director, Nicki R. Crick, who first joined the faculty in 1996. Four new faculty members joined the staff during the two years just past and four others were recruited, with appointments to begin in the autumn of 2007.

“Child development” does not refer to a narrowly defined academic field. Rather, the Institute of Child Development has a continuing commitment to understanding the processes of development broadly -- but with special attention to the implications of continuities and changes occurring during the first two decades of life. Child development, as a field, is extraordinarily vibrant so that the 82-year-old mission of the Institute “to study the growth and development of the child and the adolescent” is as viable now as it was in 1925.

The discipline underlying most scholarly activities in the Institute of Child Development continues to be developmental psychology. Both undergraduate and graduate majors are called “child psychology” so as to be consistent with the Institute’s name. But in many countries, including our own, the term “child psychology” connotes applied or clinical activities with children. While the Institute’s mission includes the training of clinical child psychologists, these individuals are also specialists in developmental psychology. Some students work on developmental problems that have little to do with the applied or clinical fields. And many are concerned with bridging the divide between behavioral development, on the one hand, and neuroscience and developmental biology, on the other.



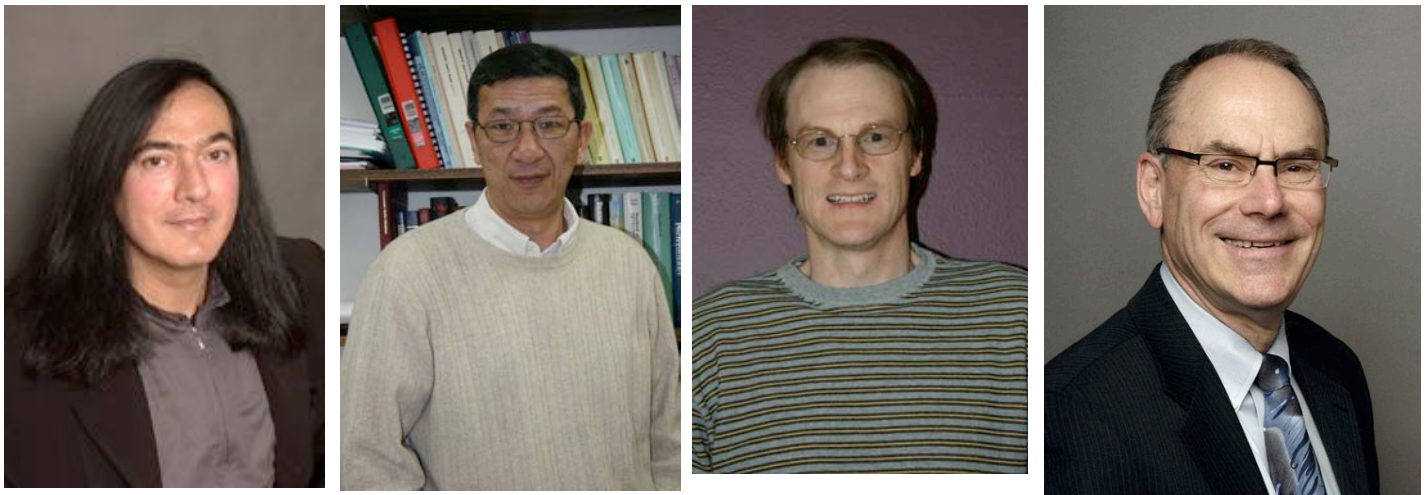
Lynn Galle

### Faculty transitions

Several key faculty members resigned during the biennium. As mentioned, Lynn Galle, long-time Director of the Shirley G. Moore Laboratory Nursery School, retired at the end of the biennium. During Lynn’s tenure as Director of the Lab School she cultivated a climate of professionalism and continued the tradition of offering the highest quality early childhood education and teacher training, an objective of the school since its inception in 1925. To commemorate her retirement, a life-size brass sculpture consisting of a bench and two preschool-aged children was placed in the school playground. Two faculty members resigned to move to other institutions: Charles A. Nelson moved to Harvard University Medical School after being a faculty member in the Institute since 1986. Patricia J. Bauer moved to Duke University after serving in the Institute since 1989.

Joining the faculty during the biennium were four well-known individuals. Dante Cicchetti became Professor of Child Psychology and Psychiatry and holder of the McKnight Presidential Chair in 2005, moving from the University of Rochester where he had been for many years.

Professor Cicchetti is known as one of the founders of the discipline of developmental psychopathology and his empirical work cuts across that field. He is the Director of the University of Minnesota Child and Family Center in North Minneapolis, which is currently in development. Also taking up appointment in 2006 was Arthur J. Reynolds, who moved from the University of Wisconsin, Madison. A highly-regarded specialist in the development of early childhood school-based intervention programs, Professor Reynolds is also known for his long term follow-up studies that emphasize academic achievement, school behavior, and social adaptation. Another faculty member "rejoined" the Institute during the biennium -- Steven R. Yussen, until 2006 the Dean of Minnesota's College of Education and Human Development. Yussen is a graduate of the Institute of Child Development (1973) and will continue studies in the area of story comprehension and related topics in cognitive development. And, in January 2007, Xiaojia Ge, became Professor of Child Psychology in the Institute, moving to Minnesota from the University of California at Davis. Professor Ge is best known for his studies of adolescent behavior problems in relation to family conditions (both early and contemporaneous) and his work encompasses both the development of depression and conduct disorders.



New ICD Faculty (left to right): Cicchetti, Ge, Reynolds, Yussen.

Taking on the role of Director of the Shirley G. Moore Laboratory Nursery School is Barbara Murphy. Murphy has been affiliated with the Laboratory School since 1985. Along with her new role as Director of the Nursery School, Murphy has also assumed the position of Co-Coordinator of the Early Childhood/Early Childhood Special Education Program with Richard Weinberg.

Vigorous recruitment of other new faculty members occurred during the biennium with four individuals accepting appointments to begin during 2007-2008: Stephanie Carlson, to be Professor of Child Psychology, is moving from the University of Washington; Abigail Gewirtz, from the Department of Psychiatry, is to hold a joint appointment as Assistant Professor in the Department of Family Social Science and in the Institute; Melissa Koenig, to be Assistant Professor of Child Psychology, will arrive from the University of Texas, Austin; and Philip Zelazo, to be Professor of Child Psychology and the Nancy M. and John E. Lindhal Professor of Excellence in Teaching and Learning will move from the University of Toronto.



Barbara Murphy

All of these appointments—made or planned during the biennium -- strengthen and broaden the Institute's scientific and educational staff so as to reflect current integration in research on "typical" and "atypical" development, research dealing with molecular genetics as moderated by social experience, cognitive development and its social and biological applications, the development of children suffering various forms of environmental deprivation or maltreatment, and developmental applications to educational and clinical issues.

### **Program transitions**

**Center for Cognitive Sciences (CCS).** Founded in 1964, the interdisciplinary Center for Cognitive Sciences witnessed significant growth during the biennium. Under the direction of Regents' Professor Apostolos Georgopoulos, Department of Neuroscience and Neurology, two initiatives came to fruition: 1) The first issue of a new journal, *Cognitive Critique*, will appear in Spring, 2008, including articles from students and faculty as well as national and international contributors. 2) In 2006, the Center sponsored its first annual Summer Institute organized around the theme "Motor Control and Cognitive Neuroscience." Featured speakers came from the University of Minnesota and numerous others, attracting a diverse audience. The 2007 Summer Institute (co-organized by Albert Yonas) focused on visual perception and cognition and the 2008 Institute will concern "Understanding Others."

**Center for Early Education and Development (CEED).** Celebrating its 35<sup>th</sup> anniversary in 2007, the Center for Early Education and Development is the oldest cross-College center in the College of Education and Human Development. In September, 2005, CEED merged with the Irving B. Harris Training Center for Infant and Toddler Development (formerly in the Institute of Child Development). The new CEED, with Richard Weinberg once again Director, provides an opportunity for staff in both original entities to combine resources and increase effectiveness in serving the early childhood community.

**Center for Neurobehavioral Development (CNBD).** Founded in 1999, the Center for Neurobehavioral Development began the biennium with a new Director, Michael K. Georgieff, and Associate Director, Megan R. Gunnar. The Center's aim is to further work across disciplines in brain-behavior development through coordinated research and training activities. Now housed in much enlarged space in the Medical School, the Center experienced phenomenal growth during the biennium so that its faculty now consists of 40 members across 11 departments and four colleges. A total of 35 collaborative, interdisciplinary research protocols in neurobehavioral development used CNBD resources in this time period with total funding ranging from 4 to 6 million dollars. A training grant was awarded from NIMH during the biennium.

### **Special recognition**

Numerous honors and awards were received by members of the Institute of which the following have special significance: Megan R. Gunnar, Distinguished McKnight University Professor since 1996, was made a Regents' Professor in 2006. The Regents' Professorship is the highest award that the University makes to its faculty members and these lifetime chairs are limited to a maximum of three persons appointed in any one year (about 25 total). She received the award for her path-breaking developmental studies of the psychobiology of stress. Gunnar is the fourth faculty member of the College of Education and Human Development to hold this professorship.

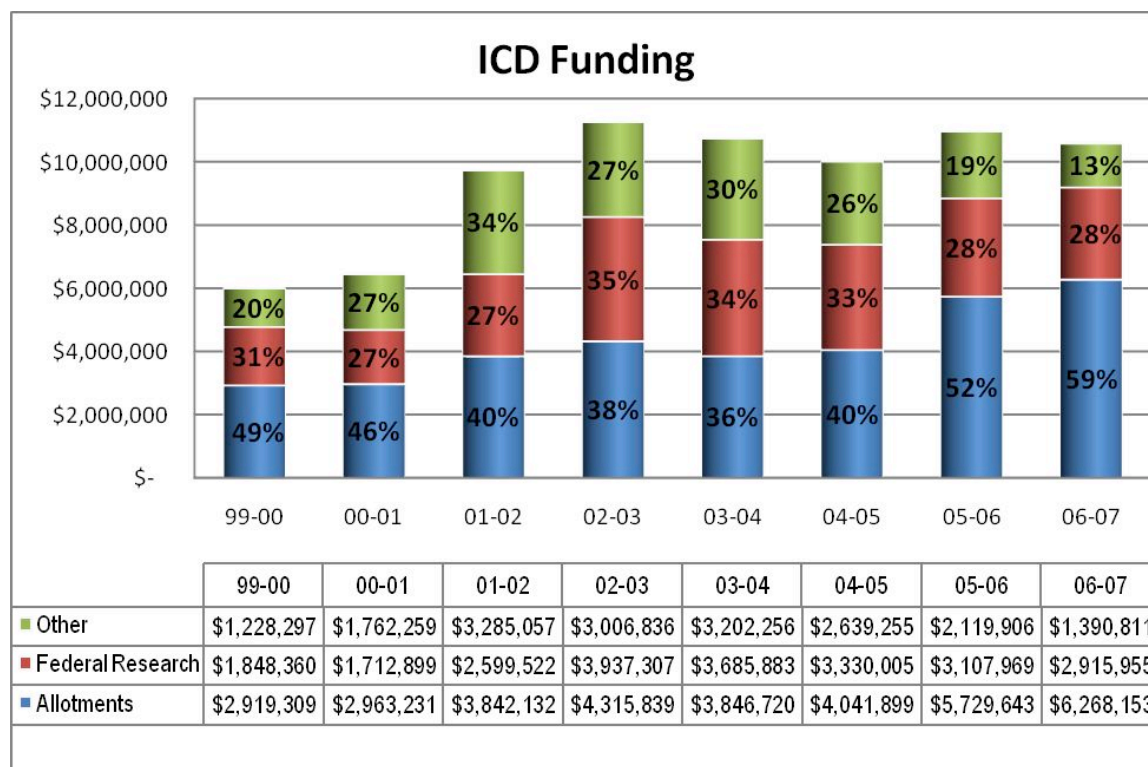
Receiving the G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology from the Division on Developmental Psychology of the American Psychological Association (APA) in successive years were Dante Cicchetti in 2005, Megan R. Gunnar in 2006, and L. Alan Sroufe in 2007. In addition, Professor Cicchetti received the Urie Bronfenbrenner Award from the APA Division on Developmental Psychology in 2006, given for his lifetime contributions to developmental psychology in the service of science and

society. Finally, L. Alan Sroufe received the Bowlby-Ainsworth Award from the New York Attachment Consortium in 2006 for his distinguished contributions to research on attachment. Along with Byron Egeland, Elizabeth Carlson, and Andrew Collins, Professor Sroufe was also honored in 2007 by the Division on Developmental Psychology (APA), with the Eleanor E. Maccoby Book Award for their volume, *The Development of the Person*. Within the University, Kathleen M. Thomas received the McKnight Presidential Fellow Award for the period 2006-2009 and Maria D. Sera received the Faculty Multi-cultural Research Award in 2006.

### History and Current Status of the Institute

One of the oldest centers for the study of child development in the United States, the Institute was organized in 1925 under a grant from the Laura Spelman Rockefeller Memorial (New York). The Institute was to become a major center among the programs funded by the Memorial during the 1920s in the belief that scientific study of child development was essential to the promotion of child welfare, and that child welfare was directly linked to societal functioning. The Institute became an integral part of the University, originally administered by the Office of Academic Affairs and, then, in 1957 through its present affiliation – the College of Education and Human Development.

As the various programs have grown, so has the Institute’s financial base. The original funding arrangement (1925-26) consisted of \$50,000 per year from the Rockefeller Memorial, which was expended on a small staff of psychologists and partial support of joint appointments with allied units in the University Medical School and the College of Science, Literature and the Arts. In 2006-2007, University allotments to the Institute of Child Development amounted to \$6,268,153, accounting for 59% of the budget. Federal granting agencies provided \$2,915,955 to support research and graduate training, accounting for 28% of expenditures. Other sources (private foundations, endowment income, professional organizations, and the Graduate School Research Fund) accounted for \$1,390,811, 13% of the budget. Funds from all sources, for both training and research, amounted to \$10,574,919.



The chart shows how the amount of funding from the various sources has changed over the past 8 years. Total funding increased by approximately 75% between 1999 and 2003, peaking in 2002-2003. Some of the year-to-year variations in federal research dollars and in funding from other sources, primarily research dollars from private foundations, can be accounted for by changes in the overall economy and the diminishing availability of federal funds.

The National Institute of Mental Health (NIMH) first provided a training grant to support Institute graduate students in 1959; it was renewed in 2007 for five years. This 48-year-old grant supports three predoctoral and two postdoctoral fellows each year. Altogether, 154 predoctoral and 21 postdoctoral fellows have been supported by this grant since its inception. Megan R. Gunnar was named Program Director in 2005, succeeding Patricia Bauer. Other training and research support funds come from NIMH (e.g., Center for Neurobehavioral Development) and other federal agencies, notably the National Institute of Child Health and Human Development (NICHD) through its support of research and training in the Center for Cognitive Sciences as well as the Institute.



## **INSTRUCTION**

The Institute of Child Development is responsible for all instruction in Child Psychology in the University. Course offerings are available to students at both the graduate and undergraduate levels and students may major in this discipline at both levels. An honors program exists for talented undergraduates. Postdoctoral training is also an instructional responsibility as well as Continuing Education.

### **Postdoctoral Studies**

Several postdoctoral traineeships are available each year supported by training grants from the National Institute of Mental Health (NIMH) in the Institute and in the Center for Neurobehavioral Development (CNBD) and a training grant from the National Institute of Child Health and Human Development (NICHD) in the Center for Cognitive Science. Other postdoctoral students are supported by grants they themselves obtain from sources outside the University. Readers are referred elsewhere in the Institute's website for details. During the biennium, six postdoctoral trainees were in residence, most for two years.

### **Graduate Studies (Michael P. Maratsos, Director of Graduate Studies)**

**Doctoral training in Child Psychology.** Doctoral training in the Institute of Child Development prepares students for careers in such fields as research, college teaching, clinical and applied science as well as numerous others. Students are not admitted for masters' degrees although doctoral students sometimes take this degree in the course of their training. The doctoral program ordinarily requires four years to complete and includes course work, research, and teaching experience. Students in Developmental Psychopathology and Clinical Sciences and in School Psychology complete additional coursework in psychopathology, assessment and intervention, practica, and an internship. Research training in the Institute of Child Development adheres to an apprenticeship model. A seminar on teaching child psychology is a degree requirement as well as a teaching apprenticeship in which students, under supervision, conduct their own sections of *Introductory Child Psychology* or co-teach a course with a faculty member. Admissions requirements and information about financial support can be found on the Web site.

### **Special programs**

**Developmental Psychopathology and Clinical Science (DPCS).** The Institute and the Department of Psychology cooperate in providing specialized training in psychopathology and clinical science from a developmental perspective. This specialty track offers students the opportunity to train in developmental psychopathology, which has become the unifying framework for theory, research, assessment, and intervention concerned with the behavioral problems of children and youth, and, increasingly, across the life span. The DPCS track was coordinated by Professor Ann S. Masten during the biennium, working with Professor Monica Luciana in the Department of Psychology. Six faculty members from each department were affiliated with this program (from the Institute: Cicchetti, Crick, Egeland, Karatekin, Masten, and Sroufe). Eight new students were enrolled during the biennium making a total of 23 students enrolled at any one time. Five students completed the program. Internship placements were 100%, with students accepting appointments in top programs in the Twin Cities area and in other states.

**School Psychology.** The Department of Educational Psychology offers a Ph.D. program in School Psychology into which students enroll jointly in School Psychology and Child Psychology. This program is designed to prepare psychologists who have a strong and broad-based knowledge of psychology, educational psychology, and child development that can be applied in school settings. Professor Richard Weinberg was the coordinator for

Institute students enrolled in this program. Special admission requirements must be followed in applying for admission (see Web site).

**Applied Developmental Psychology.** The certification program in Applied Developmental Psychology provides graduate students who major or minor in Child Psychology opportunities to study and experience applications of developmental science to complex issues, public policies, and problems concerning children and child development. . Since 2001, six students have received the certificate from the Graduate School, and several others are at various stages of completion. Richard Weinberg was also coordinator of this program

**Interpersonal Relationships Research.** This doctoral minor was begun in 1991 to provide courses and seminars on the distinctive theories and methods for research on close personal relationships. In 2005-2007, 17 students with majors in a variety of fields were pursuing this doctoral minor. Coordinator for the program during the biennium was Andrew Collins. The program includes an annual proseminar, in which graduate faculty members and other speakers lead discussions on conceptual and methodological issues, and an annual course on data collection methods and statistical approaches for dyadic data (that is, measures of the behavior of pairs of persons, rather than individuals on their own). During the biennium, visitors included Niall Bolger (Columbia University), Thomas Bradbury (UCLA), Joanne Davila (SUNY – Stony Brook), Geraldine Downey (Columbia University), Beverley Fehr (University of Winnipeg), and Harry Reis (University of Rochester).

### **Early Childhood/Early Childhood Special Education.**

Students who wish to prepare for careers in early childhood teaching enroll in the College of Education and Human



Development's post baccalaureate Initial Licensure Program (ILP) in Early Childhood/Early Childhood Special Education. Coordinated in the Institute during the biennium by Lynn Galle and Richard Weinberg, this is a joint program of the Departments of Curriculum and Instruction, Educational Psychology, and the Institute that leads to the M.Ed. degree.

### **Ph.D. degrees awarded - 2005-2007: 17**

**Janet Alwin.** *Dissertation:* Salivary Cortisol in Infants at Daycare and at Home. *Advisors:* L. Alan Sroufe & Megan R. Gunnar

**Karen Appleyard.** *Dissertation:* The Role of Social Support Relationships in the Lives of Young High Risk Children. *Advisors:* Byron Egeland, L. Alan Sroufe & Christopher Patrick

**Jean Burr.** *Dissertation:* Relational Aggression and Reciprocal, Dyadic Friendships During Early Childhood: Does it Take Two to Tango? *Advisor:* Nicki R. Crick

**Jill Carlivati.** *Dissertation:* Clarifying Adolescent and Adult Attachment: Construct Validation and Establishment of Associations Between Two Relationship Representations. *Advisor:* W. Andrew Collins.

**Tara Coffey.** *Dissertation:* Putting Relationships Back into the School Milieu: The Role of Peers and Friends in Engaging Students in the Classroom. *Advisor:* W. Andrew Collins

**Tracy DeBoer.** *Dissertation:* A Neurobehavioral Investigation of Autobiographical Memory Development: Contributions of Source Memory and Memory for Temporal Order. *Advisors:* Charles A. Nelson & Patricia Bauer

**Nim Tottenham Delafield.** *Dissertation:* The Development of Face Perception & Facial Expression Processing: Childhood to Young Adulthood. *Advisors:* Charles A. Nelson & Megan R. Gunnar. Current position: Assistant Professor, Weill Cornell Medical College.

**Susan Hickman.** *Dissertation:* Examining Relational Aggression and Victimization in the Workplace. *Advisor:* W. Andrew Collins

**Darlene Kertes.** *Dissertation:* Parent Emotional Availability and Child Temperament Predict Adrenocortical Response to Stress in Young Children. *Advisors:* Megan R. Gunnar & Charles A. Nelson.

**Angela Lukowski.** *Dissertation:* Building a Memory Representation in the First Year of Life: The Effect of Repeated Exposure on Memory Specificity in 9-Month-Olds. *Advisor:* Patricia Bauer

**Dianna Murray Close.** *Dissertation:* Gender Differences in the Association between Autonomic Arousal and Aggressive Conduct. *Advisor:* Nicki R. Crick.

**Jelena Obradović.** *Dissertation:* The Mechanisms Underlying Adaptive Functioning of Homeless Children: The Role of Effortful Control. *Advisor:* Ann S. Masten.

**Megan Sampson.** *Dissertation:* Continuity and Change in Patterns of Attachment Between Infancy, Adolescence, and Early Adulthood in a High Risk Sample. *Advisors:* L. Alan Sroufe & Monica Luciana.

**Elise Townsend.** *Dissertation:* Declarative Learning and Memory in Childhood: A Brain-Based Approach to Studying the Development of Hippocampal Functions. *Advisors:* Charles A. Nelson & Kathleen M. Thomas

**Kathleen Woods.** *Dissertation:* Links Between Peer Victimization and Childhood and Adolescent Depression: A Developmental Psychopathology Approach. *Advisors:* Nicki R. Crick & Monica Luciana

**Tuppett Yates.** *Dissertation:* A Longitudinal Study of Self-injurious Behavior in a Community Sample. *Advisors:* Byron Egeland and L. Alan Sroufe

**Elizabeth Jansen Yeh.** *Dissertation:* Preschool Children's and Teachers' Behavioral Responses to Physical and Relational Peer Victimization: A Short-term Longitudinal Study. *Advisor:* Nicki R. Crick



**M.A. degrees awarded - 2005-2007: 9**

**M.Ed. degrees awarded - 2005-2007: 30**

**Undergraduate Studies (Director of Undergraduate Studies: Charles Oberg).** The Institute of Child Development offers both the Bachelor of Arts and the Bachelor of Science degree. The BA degree emphasizes basic processes in child and adolescent development and serves primarily those students planning to continue toward advanced degrees in psychology, sociology, education, medicine, law, and other fields. The BS degree combines intensive training in developmental psychology with in-depth work in related fields and with practical field experience. During the biennium, approximately 300 students elected this major each year. BA or BS degrees in Child Psychology were granted to more than 240 students, 20 with honors.

**Continuing Education.** Courses in Child Psychology are offered through the Department of Continuing Education and Extension and through special programs. Institute faculty, graduate students, adjunct faculty, and qualified persons from local schools and clinics teach these courses. During both summers of the biennium, Professor Sroufe and Elizabeth Carlson taught a two-week Attachment Assessment workshop. Total enrollment in continuing education courses in Child Psychology during the biennium exceeded 1,000 students.

### **Institute Colloquia**

Weekly colloquia feature speakers and discussion leaders from the Institute, other departments of the University, and outside institutions. Listed below are featured visitors during the biennium:

**Ted Huston**, University of Texas, Austin: *"When the honeymoon is over: Why some marriages succeed and others fail."*

**Philip Zelazo**, University of Toronto: *"Mechanisms underlying the development of hot and cool executive function."*

**Xiaoja Ge**, University of California, Davis: *"Puberty, social context, and emotional and behavioral development."*

**Robert Pianta**, University of Virginia: *"Updates from the NICHD Study of Early Care and Youth Development."*

**Bill Haider**, Internet Crimes Against Children Task Force, St. Paul Police Department: *"Issues surrounding internet related child exploitation."*

**Beverly Fehr**, University of Winnipeg: *"Intimacy in same-sex friendships."*

**Stephanie Carlson**, University of Washington: *"Development of representational skills in young children: Mind over matter."*

**Melissa Koenig**, University of Chicago: *"Truth and trust: Social cognition in children's evaluations of speaker reliability."*

**Lenneke Alink**, Leiden University: *"Early childhood aggression: Longitudinal study in the Netherlands."*

**Lawrence Aber**, New York University: *"Place-randomized experiments: Bridging the gap between developmental science and social policy."*

**Arietta Slade**, City University of New York: *"How can we get parents to mentalize, and why does it matter?: Attachment and parental reflective functioning."*

**Charles Greenbaum**, Hebrew University: *"Assessment and prevention of children's Trauma: A view from conflicts in the Middle East."*

## SHIRLEY G. MOORE LABORATORY NURSERY SCHOOL

The Shirley G. Moore Laboratory School is one of the oldest laboratory schools in the United States. It has been a University and community resource since 1925 and, through the years, has been integral to the programs of the Institute of Child Development as well as the College of Education and Human Development. The primary purposes of the program include demonstrating exemplary early childhood education practices, preparing teachers of young children, and serving as an active center for child study and research. The school's enrollment during the academic year has been approximately 100 children, ages two to five, in six classes and approximately 25 children during the summer. The school is open to the community. Lynn Galle was the director of the school until June of 2007. Lead teachers during 2005 – 2007 were Barbara A. Murphy, Ann Ruhl Carlson, Vicki Barker, Dalia Gheiler, Amy Vavricka, Ross Thompson, Christyna Anderson and Shanna Mliner. Peggy Beck served as Administrative Associate and Helene Hass as the school's family support and resource teacher.



During the biennium, approximately 60 undergraduates from the College of Education and Human Development worked and studied in the school along with approximately 50 graduate students in the ILP program, from the Institute, Educational Psychology, and other University programs. Faculty and graduate students conducted 24 research projects in the Lab School between 2005 and 2007.



## RESEARCH

Research activities in the Institute are funded by the University of Minnesota, federal and state agencies, and private foundations. Major funding that was operational during the last two years (2005-2007) includes:

### Faculty funding:

**Dante Cicchetti:** "Redesign of Mental Health Services," Hennepin County, \$100,000, 2007-2008; "Family Process, Emotional Security, and Child Adaptation," National Institute of Child Health and Human Development, subcontracted through University of Rochester, \$196,862, 2006-2011; "Maternal Drug Use, Psychopathology and Child Adaptation," National Institutes of Health, subcontracted through Yale University, \$199,913, 2007-2012.

**Nicki R. Crick:** "Transition to Kindergarten and Relational Aggression," National Institute of Mental Health, \$799,043, 2004-2007.

**Byron Egeland, L. Alan Sroufe, & W. Andrew Collins:** "Adaptation in a Risk Sample: Infancy to Early Adulthood," National Institute of Mental Health, \$3,450,996, 2001-2007.

**W. Andrew Collins, Byron Egeland, & L. Alan Sroufe:** "The Developmental Construction of Adult Competence," National Institute of Mental Health, \$3,068,621, 2007-2012.

**Xiaoja Ge:** "Genes, Prenatal Drug Exposure and Postnatal Environment: An Adoption Study," National Institutes of Health, subcontracted through Penn State University, \$1,419,304, 2007-2012; "Early Growth and Development Study," National Institutes of Health, subcontracted through Oregon Social Learning Center, \$825,338, 2007-2012; "Risk, Resilience, and Disorder: African Americans Transitioning to Adulthood," National Institutes of Health, subcontracted through University of Georgia, \$11,581, 2007-2008.

**Megan R. Gunnar:** "Psychobiological Study of Stress in Young Children," National Institute of Mental Health, \$1,777,947, 2001-2006; "Early Experience, Stress Neurobiology, and Prevention Science," National Institute of Mental Health, \$2,755,142; "Developmental Psychobiology of Stress in Children, National Institute of Mental Health," \$646,680, 2002-2007; "Neurobehavioral Correlates of Early Deprivation in Child Development," National Institute of Mental Health, \$1,545,937, 2004-2009. "Child Development NRSA," National Institute of Mental Health, \$1,327,411, 2007-2012.

**Ann S. Masten:** "Faculty Interactive Research Program," Center for Urban and Regional Affairs, University of Minnesota, \$44,741, 2006-2007.

**Herbert L. Pick, Jr.:** "Perceptual Aspects of Locomotion," National Science Foundation, \$470,758, 2001-2006.

**Arthur J. Reynolds:** "Longitudinal Effects of Extended Childhood Intervention," National Institute of Child Health and Human Development, \$2,507,425, 2006-2010.

**Kathleen M. Thomas:** "Development and Neural Bases of Sequence Learning," National Institute of Mental Health, \$570,379, 2001-2006; "Infants of Diabetic Mothers," National Institutes of Health subcontracted Children's Hospital of Boston, \$1,641,398, 2005-2010; "The Effects of Temporal Structure on Memory for Events," National Institutes of Health subcontracted through Duke University, \$519,44 2006-2007.

**Kathleen M. Thomas & Michael K. Georgieff:** "Postdoctoral Training in Neurobehavioral Development," 1,332,766, 2004-2009, National Institute of Child Health and Human Development.



### **Non-faculty funding:**

**Abigail Gewirtz:** "Integration of Evidence Based Treatment," Substance Abuse and Mental Health Services Administration, \$1,600,000, 2005-2009

**Amy Susman-Stillman:** "Child Trends QUINCE Research," Child Trends, \$183,487, 2004-2006

### **Student funding:**

**Angela Lukowski:** "Processing Speed and Infant Memory Development," National Institutes of Health, \$66,749, 2004-2006.

### **The Florence L. Goodenough Reference Room**

The Florence L. Goodenough Reference Room is a major asset to scholarly endeavor in the Institute. The collection contains over 5,000 volumes and the files of more than 50 journals although this number is being reduced as journal contents become increasingly available on line. Indeed, a major objective of the committee overseeing the Reference Room has been to balance new acquisitions with the availability of increasingly efficient technology for information retrieval. The Reference Room's catalog is computerized and available to faculty, graduate students, and undergraduate students who pay an annual membership fee.

### **Faculty Research Projects**

**Dante Cicchetti:** Dante Cicchetti's work is characterized by a multiple levels-of-analysis perspective in examining the interface between normality and psychopathology. Simultaneous investigation is undertaken of molecular genetic, neurobiological, psychological, and environmental aspects of high-risk conditions (e.g., child maltreatment), mental disorders (e.g., unipolar and bipolar depression; borderline personality disorder), and resilience. Cicchetti has utilized this perspective to enhance understanding of resilience in maltreated children, showing that diurnal variation in adrenal steroid hormones, EEG hemispheric activation asymmetry, ego resiliency and ego overcontrol and emotional regulation ability each independently contribute to resilient functioning in these children.

**W. Andrew Collins:** Using data drawn from a long-term longitudinal study (the Minnesota Longitudinal Study of High-risk Children and their Families), Andrew Collins and his students supplemented findings that early relationships contribute to later relationships with new evidence that infant caregiving influences flow through peer relationships in childhood and, in turn, adolescent friendships, to influence emotional experiences in early adult relationships. Peer relations in middle childhood, even more than in adolescence, influence competence in early adult work and romantic contexts. Peer group competence across childhood and adolescence is related to the likelihood of a romantic relationship, but not to its quality, should one exist. In contrast, friendship quality across the same period is linked to relationship quality but does not influence whether relationships occur.

**Nicki R. Crick:** Nicki Crick's past research demonstrated that aggressive children are at risk for concurrent as well as future academic and social-psychological maladjustment. More recent work is a multi-year longitudinal investigation of relational aggression and victimization during the transition from nursery school to kindergarten. Early results suggest a complex interplay between early (i.e., nursery school) engagement in aggression, nascent social skills, and interpersonal relationships affecting the academic and social success of children as they move into kindergarten. Crick intends to follow this sample through

elementary school and establish one of the longest running longitudinal studies of relational aggression with its beginnings in early childhood.

**Byron Egeland:** Byron Egeland's research interests involve the study of the antecedents and developmental pathways leading to behavior problems and psychopathology as well as resilience and competence. Of special interest is his study of early adversity, care, and development as related to developmental trajectories later in adolescence and early adulthood. Egeland finds that, with respect to antisocial behavior, the early onset of conduct problems as well as the severity of these problems is related to the likelihood that antisocial behavior will persist across adolescence to early adulthood. Persistence or desistance of antisocial behavior is also influenced by relationships and work competence in early adulthood. Similarly, individuals who are competent in coping with adversity in early adulthood are better able to use the resources available to them (e.g., supportive relationships) than those who experience adversity but are not judged to be competent.

**Xiaoja Ge:** Professor Ge is continuing his attempts to understand how and why children and adolescents develop behavioral and emotional problems. His work currently focuses on two topics: 1) How do pubertal transitions interact with social contexts (peers, family, and neighborhood) in affecting the development of depression and conduct problems among adolescents? 2) How do genetic predispositions interact with social contexts in affecting emotional and behavioral development among toddlers and preschoolers?

**Michael K. Georgieff:** Professor Georgieff's main research interests concern early nutrition and long-term neurobehavioral development. He uses multi-disciplinary strategies derived from such varying sources as molecular genetics and human electrophysiology to determine the effects of early iron deficiency on brain development and neurocognitive function. Important findings from this work show that iron deficiency during the fetal and neonatal periods – whether due to maternal anemia or diabetes mellitus – produces short term dysfunction of recognition memory that is based in the hippocampus as well as continuing iron deficiency and longer term dysfunction in spite of iron repletion.

**Megan R. Gunnar:** The activity of stress-sensitive neurobiological systems and the impact of stress biology on brain and behavioral development are Megan Gunnar's main research topics. One arm of her work deals with the typical challenges of early childhood, the stress patterns shown by children with different emotional temperaments, and ways that caregivers can buffer temperamentally-vulnerable children from maladaptive stress patterns. The other arm of her work deals with children who begin their lives living under conditions of extreme deprivation and neglect. Much of this research involves internationally-adopted children who began their lives in foster care or orphanages overseas. Here, Gunnar's interest is in the impact of those early experiences on neural systems involved in stress and emotion regulation.

**Canan Karatekin:** Canan Karatekin's research is aimed at understanding cognitive and motor impairments in developmental disorders of attention and action [e.g., psychosis and Attention Deficit/Hyperactivity Disorder (ADHD)] with the goal of establishing empirically-supported interventions. During the past two years, with colleagues in the Department of Psychiatry, Karatekin completed a study of psychotic 9- to 19-year olds, ADHD individuals, and healthy controls. Data were collected on the diagnostic, medical, and developmental history of the participants, and their cognitive functions (using an eye-tracker); brain imaging was completed on a subset of the participants. Karatekin expects that the two disorders will be associated with disruptions in connectivity across brain regions and the data are being analyzed to establish this.

**Michael P. Maratsos:** Michael Maratsos is currently working on an empirical and theoretical analysis of how structures of resources and power interact with human psychological structure to produce the extremely wide variation in childhoods and development that are found in the human species across time and place. Among themes emerging in this analysis are: 1) Practical and theoretical distinctions between processes “inside” and “outside” the family are generally weak or untenable. 2) In a world of shifting contingencies, people tend sentimentally to overestimate how much parents are benevolently disposed to pursue their children’s best interests as opposed to their own. 3) The uncertain and variable strength of parents’ benevolent dispositions, in the end, helps weaken the boundaries between extra- and intra-familial processes.

**Ann S. Masten:** Ann Masten’s research examines processes of risk and resilience in human development, with the goal of informing practice and policy efforts designed to promote competence and prevent problems – particularly for children growing up in risky or hazardous situations. She studies risk and adaptation in normative populations as well as war and disaster survivors, refugees, children from homeless families, and farm children. With her research team, she analyzed growth curves in district achievement data and studied children and parents living in emergency shelters. Results revealed classic achievement gaps, but also striking variations, with evidence of resilience related to executive function skills in children, as well as effective parenting.

**Herbert L. Pick, Jr.:** How do people know where they are when walking around without vision? Even young children have considerable capability for this, as evidenced in games like pin-the-tail-on-the-donkey. One major part of Herbert Pick’s research is based on the idea that it is with vision that we calibrate our motor activity, such as stepping, with the changes that occur when we move. And we use this calibration when moving while blindfolded. Such an idea implies that our calibrations are flexible since, as children, stepping produces smaller changes than it does among adults. Pick has been investigating whether these calibrations are so flexible that they can be modified with relatively brief experience. Indeed, brief experience with unusual perceptual-motor relationships can change the calibration of such actions as walking, turning in place, and throwing

**Arthur J. Reynolds:** Arthur Reynolds studies the effects of early childhood intervention on children’s development from school entry to early adulthood. He also investigates family and school influences on children’s educational success. Currently, the center of Reynolds’s work is the Chicago Longitudinal Study (which he directs), one of the largest and most extensive studies of the effects of early childhood intervention. This ongoing, 21-year project is now in the adult phase. In addition to examining the effects of intervention on education, economic well-being, health, mental health, and family outcomes, the project team is documenting the determinants of child maltreatment, delinquency and crime, educational attainment, and economic well-being. A major aspect of these explanatory studies is understanding the processes by which early childhood experiences affect development into adulthood.

**Maria D. Sera:** Goals addressed by Maria Sera include: 1) Understanding how the acquisition of constructions in American Sign Language is related to developing skills in mental rotation; 2) documenting the noun divisions made by classifiers in Hmong, Chinese, and Japanese (Sera is also beginning to study the relation between classifiers and categorization in these languages); 3) determining whether the acquisition of a foreign language by adults changes their concepts; 4) understanding why children and adults differ in their processing of shape; 5) describing longitudinally the acquisition of English by native Spanish-speaking preschoolers.

**L. Alan Sroufe:** Alan Sroufe's work examines a particular process of development wherein early experience frames subsequent environmental encounters and also influences adaptation. For example, early attachment experiences and other influences lead to initial patterns of adaptation, and these early patterns interact with later experiences and circumstances to yield subsequent adaptation at each point in life. All psychological phenomena are the result of both current circumstances and developmental history.

**Kathleen M. Thomas:** The link between brain structure and function, on the one hand, and the development of cognitive skills in childhood, on the other, is being examined by Kathleen Thomas. A major component of the work is the application of non-invasive neuroimaging techniques including electroencephalography (EEG) and functional magnetic resonance imaging (fMRI) to explore both the precise time course of individual mental events in childhood and the brain circuitry engaged by developing cognitive and emotional skills in the preschool and school-age years. Thomas also examines the plasticity or flexibility of the developing nervous system by exploring the structural and functional consequences of early brain insults in children experiencing prenatal injury or those with childhood behavioral or emotional disorders.

**Richard A. Weinberg:** Most recently, Richard Weinberg has pursued a series of unanswered questions regarding the psychosocial adjustment of members of transracial adoptive families first studied 30 years ago and again when the children were adolescents and new problems might have emerged for these families. However, the majority of children in the transracial adoptive families did not show evidence of poor psychosocial adjustment as portrayed by the perceptions of their parents in interviews. These data suggest that individual differences, rather than group differences, are more critical for understanding the adolescent psychosocial adjustment outcomes in this sample of transracial adoptees and their non-adopted siblings.

**Albert Yonas:** Professor Yonas's research deals with perceptual development in infancy. The objective is to understand the changes in the visual system of the infant that can explain the development of visual processing. Yonas hypothesizes that, over the first six months of life, maturation of neural networks makes possible the use of "top down" information to influence the processing of visual information, to improve the ability to extract spatial layout from pictorial depth cues, to perceive the constant reflectance of surfaces under varying lighting conditions, and, in the social domain, to detect the danger implied in the appearance of a stranger.

**Steven R. Yussen:** The focus of Steven Yussen's research is on cognitive processes involved in interpretation of stories. One line of research seeks to understand how adults, high school, and middle school students comprehend published literary work. In one instance, college students are asked to "think aloud" as they read one of four short stories, under instructional sets to read and respond so as to "remember," "interpret," or "be entertained" by the story. Afterwards, they are asked to try to remember the story, complete an instrument that reflects their "engagement" with the story, and explain its larger "meaning." In a second instance, Yussen is studying how adults "interpret" novels in Book Group discussions, with interview questions targeting individual members' interpretive "stances" before and after their scheduled meetings.

## PERSONNEL

### Faculty

**William R. Charlesworth**, PhD, 1962, Cornell University, Professor Emeritus.

**Dante Cicchetti**, PhD, 1977, University of Minnesota, McKnight Presidential Chair in Child Psychology and Psychiatry. Developmental psychopathology, molecular genetics, child maltreatment.

**W. Andrew Collins**, PhD, 1971, Stanford University, Morse-Alumni Distinguished Teaching Professor of Child Psychology. Social development, relationship processes, family and peer relationships.

**Nicki R. Crick**, PhD, 1992, Vanderbilt University, Distinguished McKnight University Professor, Birkmaier Educational Leadership Professor, and Director. Social development, cognitive and relational mediators of aggression.

**Byron Egeland**, PhD, 1966, University of Iowa, Irving B. Harris Professor. Developmental psychopathology, abuse and maltreatment.

**Lynn P. Galle**, MA, 1979, University of Minnesota, Coordinator and Lecturer. Peer influences on development, early childhood education, parent-child relations.

**Xiaojia Ge**, PhD, 1990, Iowa State University, Professor. Adolescent development, developmental psychopathology, biological and environmental interactions.

**Michael K. Georgieff**, MD, 1979, Washington University, Professor of Child Psychology and Pediatrics. Brain development, prenatal and infant nutrition.

**Megan R. Gunnar**, PhD, 1978, Stanford University, Regents' Professor and Distinguished McKnight University Professor. Social and biological aspects of development.

**Willard W. Hartup**, EdD, 1955, Harvard University, Regents' Professor Emeritus.

**Canan Karatekin**, PhD, 1996, University of California, Los Angeles, Associate Professor. Neuropsychology and clinical science.

**Michael P. Maratsos**, PhD, 1972, Harvard University, Professor. Language development, psycholinguistics.

**Ann S. Masten**, PhD, 1982, University of Minnesota, Distinguished McKnight University Professor and Morse-Alumni Distinguished Teaching Professor of Child Psychology. Developmental psychopathology, risk and resilience processes.

**Shirley G. Moore**, PhD, 1960, University of Iowa, Professor Emerita.

**Barbara A. Murphy**, MS, 1979, Northern Illinois University, Early Childhood Specialist and Lecturer. Early childhood education.

**Anne D. Pick**, PhD, 1963, Cornell University, Professor Emerita.

**Herbert L. Pick, Jr.**, PhD, 1960, Cornell University, Professor. Perceptual development, learning.

**Arthur J. Reynolds**, PhD, 1989 University of Illinois, Professor. Early educational interventions, early childhood development, evaluation research, prevention science.

**Maria D. Sera**, PhD, 1987, Indiana University, Professor. Cognitive and linguistic development.

**L. Alan Sroufe**, PhD, 1967, University of Wisconsin, William Harris Professor. Socioemotional development, developmental psychopathology.

**Mildred C. Templin**, PhD, 1947, University of Minnesota, Professor Emerita.

**Kathleen M. Thomas**, PhD, 1997, University of Minnesota, McKnight Land-Grant Associate Professor. Cognitive development, implicit learning, pediatric neuroimaging, functional magnetic resonance imaging.

**Richard A. Weinberg**, PhD, 1968, University of Minnesota, Distinguished Teaching Professor of Child Psychology. Behavior genetics, assessment, preschool education.

**Albert Yonas**, PhD, 1969, Cornell University, Professor. Perceptual development.

**Steven R. Yussen**, PhD, 1973, University of Minnesota, Professor. Cognitive development, reading processes, schooling and development.

### **Associate Faculty and Lecturers**

**Brian Abery**, PhD, Research Associate, Institute on Community Integration. Lecturer

**Dale A. Blythe**, PhD, Director, Center for 4-H Youth Development

**LaVonne Carlson**, PhD, 1995, Early Childhood Education, University of Minnesota. Lecturer

**Sandra Christenson**, PhD, 1988, University of Minnesota. Professor, Educational Psychology

**Harold D. Grotevant**, PhD, 1977, University of Minnesota. Professor, Family Social Science

**Susan Hupp**, PhD, 1980, University of Illinois, Professor. Educational Psychology

**William Iacono**, PhD, 1978, University of Minnesota. Professor, Psychology

**Gloria Leon**, PhD, 1967, University of Maryland. Professor, Psychology

**Monica Luciana**, PhD, 1994, University of Minnesota. Associate Professor, Psychology

**Scott McConnell**, PhD, 1982, University of Oregon. Professor, Educational Psychology

**Elsa Shapiro**, PhD, 1965, University of Minnesota. Professor, Pediatrics

**Jessica Siebenbruner**, PhD, 2005, University of Minnesota. Lecturer

**Paul van den Broek**, PhD, 1985, University of Chicago. Professor, Educational Psychology

**Henriette Warren**, PhD, 2001, University of Illinois. Lecturer



## PUBLICATIONS AND PRESENTATIONS

**Publications - 2005-2007: 208**

**Publications in press: 54**

**Presentations - 2005-2007: 173**

### Selected publications:

- Biehl, M. C., Natsuaki, M. N., & Ge, X.** (2007). The influence of pubertal timing on alcohol use and heavy drinking trajectories. *Journal of Youth and Adolescence, 36*, 153-167.
- Charlesworth, W. R.** (2005). Spiritual development: Evolutionary and cultural perspectives. In E. M. Dowling & W. G. Scarlett (Eds.), *Encyclopedia of Religious Development in Childhood and Adolescence*. (pp.43-47). Thousand Oaks, CA. Sage.
- Cicchetti, D., & Toth, S.L.** (2006). A developmental psychopathology perspective on preventive interventions with high risk children and families. In A. Renninger and I. Sigel (Eds.), *Handbook of Child Psychology (6<sup>th</sup> Ed.)* (pp. 497-547). New York: Wiley.
- Collins, W. A., & Steinberg, L.** (2006). Adolescent development in interpersonal context. In W. Damon & N. Eisenberg (Eds.), *Handbook of child psychology: Vol. 4, Socioemotional processes* (pp. 1003-1067). New York: Wiley. (Abridged version in W. Damon & R. Lerner [Eds.]
- Crick, N. R., Ostrov, J. M., & Werner, N. E.** (2006). A longitudinal study of relational aggression, physical aggression, and children's social-psychological adjustment. *Journal of Abnormal Psychology, 34*, 131-142.
- Egeland, B.** (2007). Understanding developmental processes of resilience and psychology: Implications for policy and practice. In A. Masten (ed.), *Minnesota symposia on child psychology, 34*, 83-117.
- Gunnar, M. R. & Quevedo, K.** (2007). Developmental biology of stress. In S. Fiske (Ed.) *Annual Review of Psychology, 58*, 145-174.
- Hartup, W. W.** (2006). Relationships in early and middle childhood. In D. Perlman & A. Vangelisi (Eds.) *Handbook of personal relationships* (pp. 177-190). Cambridge, UK: Cambridge University Press.
- Karatekin, C., Marcus, D. J., & Couperus, J.W.** (2007). Regulation of cognitive resources during sustained attention and working memory in 10-year-olds and adults. *Psychophysiology, 44*, 128-144.
- Maratsos, M. P.** (2005). People are as bad as social psychologists say they are, and worse. Commentary on Kruger, 'Balancing the social psychologist's dark picture of human behavior,' *Behavioral and Brain Sciences, 27*, 147-149.
- Masten, A. S., Roisman, G. I., Long, J. D., Burt, K. B., Obradović, J., Riley, J. R., Boelcke-Stennes, K., & Tellegen, A.** (2005). Developmental cascades: Linking academic achievement, externalizing and internalizing symptoms over 20 years. *Developmental Psychology, 41*, 733-746.
- Nelson, C. A., Thomas, K. M., & de Haan, M.** (2006). Neural bases of cognition. In W. Damon, R. Lerner, D. Kuhn, & R. Siegler (Eds.), *Handbook of Child Psychology, Sixth Edition, Volume Two: Cognition Perception and Language*, (pp. 3-57). Hoboken, NJ: Wiley.

- Pick, A. D., & Pick, H. L. Jr.** (2007). Scientific biography of Eleanor J. Gibson. In N. Koertge (Ed.) *New Dictionary of Scientific Biography*. New York: Scribner.
- Pick, H.L., Jr.** (2007). History of research on blindness and brain plasticity. In J. J. Rieser, Ashmead, D. H., Ebner, F., & Corn, A. L. (Eds.) *Blindness and Brain Plasticity in Navigation and Object Perception*. Hillsdale NJ: Erlbaum.
- Reynolds, A. J., & Temple, J. A.** (2006). Economic returns of investments in preschool education. In E. Zigler, W. Gilliam, & S. Jones. (Eds.). *The case for universal preschool education*. New York: Cambridge University Press.
- Sera, M. D., & Martin, A. J.** (2005) Developmental relationships between language and cognition. In K. Brown (series ed.), E. Lieven (vol. ed.) *Encyclopedia of Language and Linguistics, Vol. 3, Language Development* . (pp. 491-500). Rotterdam: Elsevier.
- Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A.** (2005). *The development of the person: The Minnesota study of risk and adaptation from birth to adulthood*. New York: Guilford.
- Weinberg, R.A. Waldman, I., van Dulmen, M., & Scarr, S.** (2005). The Minnesota Transracial Adoption Study: Parent reports of psychosocial adjustment at late adolescence. *Adoption Quarterly*, 8(2), 27-44.
- Yonas, A., & Granrud, C.** (2006). Infants' perception of depth from cast shadows. *Perception and Psychophysics*, 68 (1), 154-160.



## PROFESSIONAL ACTIVITIES

### University Service

**Dante Cicchetti:** Director, University of Minnesota Child and Family Center; Member, Advisory Board, Infant and Early Childhood Mental Health Certificate Program;

**Nicki R. Crick:** Member, Advisory Board, Building Interdisciplinary Research in Women's Health; Member, Advisory Board, Center for the Study of Human-Animal Relationships and Contexts; Member, Advisory Board, Center for Children, Youth, and Families

**Michael K. Georgieff:** Director, Center for Neurobehavioral Development (CNBD)

**Megan R. Gunnar:** Associate Director, CNBD; Member, Faculty Consultative Committee; Member, Provost's Advisory Committee for the Advancement of Science and Technology; Member, Executive Council, Center for Cognitive Science (CCS)

**Canan Karatekin:** Member, Scientific Advisory Committee, CNBD; Eva O. Miller Awards Committee;

**Ann S. Masten:** Member, Science and Scholarly Advisory Board; Member, Regents' Professor Nominating Committee

**Maria D. Sera:** Member, Executive Council, CCS; Chair, Membership Committee, CCS; Academic Committee on Athletics; Senate Research Committee

**Kathleen M. Thomas:** Member, Scientific and Advisory Review Committee, CNBD; Chair, Postdoctoral Trainee Review Committee, CNBD; Policy and Scientific Review Committee, Center for Magnetic Resonance Research; Member, Advisory Committee, Institute for Translational Neuroscience

**Richard A. Weinberg:** Faculty Athletics Representative, National Collegiate Athletic Association; Member, Faculty Academic Oversight Committee for Intercollegiate Athletics; Member, Intercollegiate Athletics Department Strategic Planning Committee; Member, Advisory Committee for Athletics; Member, Coalition of Intercollegiate Athletics Campus Advisory Group; Chair, McNamara Academic Center Advisory Board; Member, Intercollegiate Athletics Graduation Rates Task Force; Liaison, NCAA Men's Gymnastics Committee; Chair, Women's League, Western Collegiate Hockey Association; Member, Northrop Advisory Committee; Member, Big-Ten Television Network Program Committee; Co-chair, President's Initiative on Children, Youth, and Families; Member, "Children's Summit" Steering Committee; Member, Stadium Campus Advisory Committee and Stadium Steering and Policy Committee

### College Service

**Nicki R. Crick:** Member, Administrative Council

**Michael K. Georgieff:** Member, Academic Health Center Consultative Committee;

**Megan R. Gunnar:** Member, General College/College of Education and Human Development Restructuring Task Force; Member, Task Force on Department 7.12 Statements

**Canan Karatekin:** Member, Committee on Academic Uses of Technology; Member, Committee on Single Semester Leaves

**Arthur J. Reynolds:** Co-chair, Consortium on Early Childhood Education; Co-director, Early Childhood Research Collaborative, Center for Early Education and Development (CEED); Co-chair, Steering Committee, Prevention Sciences Training Program, Graduate School, University of Wisconsin

**Maria D. Sera:** Member, Task Force on Department 7.12 Statements; Member, Information and Technology Committee

**Kathleen M. Thomas:** Committee on Research; Centennial Committee

**Richard A. Weinberg:** Director, CEED; Co-chair, Early Childhood Advisory Committee; Member, Administrative Council; Member, University Child Care Center Task Force; Co-Chair, Constitution Committee; Member, Cross-College Center Directors' Leadership Group

**Steven R. Yussen:** Professor Yussen was Dean of the College of Education and Human Development for eight years, ending in 2006

## **Organizational Responsibilities**

**Dante Cicchetti:** Member, Awards Committee, Division on Developmental Psychology, American Psychological Association (APA)

**W. Andrew Collins:** Member, Executive Committee, International Society for the Study of Behavioral Development;

**Nicki R. Crick:** Member, Education and Training Committee, Division on Developmental Psychology, APA

**Byron Egeland:** Member, Committee for Child Development, Public Policy, and Public Information, Society for Research in Child Development (SRCD)

**Xiaoja Ge:** Biennial Conference Co-chair, Society for Research on Adolescence (SRA)

**Megan R. Gunnar:** Member, Finance Committee, International Society of Psychoneuroendocrinology; Member, Committee on Ethical Conduct, SRCD

**Ann S. Masten:** President, Division on Developmental Psychology, APA; Member, Governing Council, SRCD; Member, Program Committee, SRCD; Member, Executive Council, SRA; President, Phi Beta Kappa, University of Minnesota Chapter

**Anne D. Pick:** Chair, Publications Committee, SRCD

**Albert Yonas:** President, Society of the Sigma Xi (Minnesota chapter)

## **Advisory Positions**

**Dante Cicchetti:** Consultant, Office of Juvenile Justice and Delinquency Prevention; Member, Advisory Committee on Child Violence Identification and Prevention Project; Consultant, Center for Education and Drug Abuse Research (Western Psychiatric Institute); Member, Scientific Advisory Board, National Alliance for Autism

**W. Andrew Collins:** Chair, Advisory Board, National Institute for Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development; Collaborative Investigator, Child and Family Research, NICHD

**Nicki R. Crick:** Member, Advisory Board, *GRE* (Psychology), Educational Testing Service; Member, Task Force on Taking Stock of Risk Factors for Externalizing Disorders, National Institute of Mental Health (NIMH)

**Byron Egeland:** Member, Alternative Response Research Advisory Committee, Minnesota Department of Human Services; Consultant, National Evaluation of JOBS and New Chances Programs; Member, Scientific Advisory Committee, Center for Research on Child and Adolescent Mental Health, San Diego Children's Hospital and Health Center; Consultant, Casey Foster Care Study; Member, Technical Work Group, National Survey of Child and Adolescent Well-being; Member, Board of Directors, Prevent Child Abuse America; Member, Board of Directors, St. David's Child Development and Family Services (MN); Member, Planning Group for Longitudinal Research, NIMH

**Xiaoja Ge:** Member, Center for Scientific Review, Psychosocial Development and Risk Prevention, also Risk Prevention and Health Behaviors, NIH; Consultant, National Longitudinal Study of Adolescent Health; Member, Family Research Consortium IV, NIMH

**Megan R. Gunnar:** Member, National Advisory Council for the NIMH;

Member, NIMH Mental Health Conference on Comparative and Primate Studies; Director, NIMH Network on Early Experience, Stress, Neurobiology and Prevention Sciences; Member, Board of Directors, Zero to Three; Fellow, Canadian Institute for Advanced Research; Member, College of Reviewers, Canada Research Chairs; Member, National Scientific Council on the Developing Child, MacArthur and McDonnell Foundations

**Willard W. Hartup:** Chair, Steering Committee, NICHD Study of Early Child Care and Youth Development

**Ann S. Masten:** Member, Steering Committee, Interdisciplinary Team on Underage Drinking Research, National Institute of Alcohol and Alcohol Abuse; Member, Risk, Prevention, and Health Behaviors Study Section, NIH

**Arthur J. Reynolds:** Member, National Institute of Early Education Research, Rutgers University; Member, Technical Work Group, Comprehensive Child Development Program Follow-up, US Administration for Children and Families

**Richard A. Weinberg:** Consultant, W. T. Grant Foundation; Member, Harris Professional Development Network; Member, Advisory Board, Civitas Institute (Chicago); Member, Advisory Board, Tufts WebGuide for Child Development and Family Information; Trustee, Association of State and Provincial Psychology Boards Foundation; Member, Advisory Board, St. David's Child Development Programs (MN); Member, Itasca Project; Member, Board of Directors, Minnesota Children's Museum

## Editorial Appointments

### Editors

**Dante Cicchetti:** Editor, *Development and Psychopathology*

**W. Andrew Collins:** Editor, *Monographs of the Society for Research in Child Development*

**L. Alan Sroufe:** Associate Editor, *Development and Psychopathology*

### Consulting Editors/Advisory Board Editors

*American Journal of Psychiatry* (**Cicchetti**); *Attachment and Human Development* (**Cicchetti**); *Child Development* (**Sroufe**); *Child Development Perspectives* (**Crick**); *Development and Psychopathology* (**Crick, Egeland, Masten**); *Developmental Psychology* (**Cicchetti, Gunnar, Masten**); *Developmental Review* (**Gunnar**); *Ecological Psychology* (**A. Pick**); *Emotion* (**Gunnar**); *Frontiers in Behavioural Neuroscience* (**Gunnar**); *International Journal of Behavioral Development* (**Ge, Hartup**); *Journal of Behavioral and Brain Sciences* (**Cicchetti**); *Journal of Child Psychology and Psychiatry* (**Cicchetti**); *Journal of Child and Family Studies* (**Cicchetti**); *Journal of Family Psychology* (**Ge**); *Journal of Russian and East European Psychology* (**H. Pick**); *New Directions for Youth Development* (**Cicchetti**); *Personal Relationships* (**Collins**); *Psychiatry* (**Sroufe**); *Psychoneuroendocrinology* (**Gunnar**); *Social Development* (**Crick**); *Psychology, Spatial Cognition and Computation* (**H. Pick**); *Zero to Three* (**Cicchetti**)

## **CREDITS**

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