

# Developments

A Newsletter of the Developmental Psychology Area

Spring  
2016

## Message from the Chair

BY CHRISTOPHER  
MONK



It has been an action-filled year for the Developmental Area. In September 2015, we were joined by an outstanding group of first year students, **Josefina Banales, Kevin Constante Toala, Vaness Cox, Petal Grower, Danielle Labotka, Jazmine Powell, and Sarah Stilwell**, who are all featured in this issue of the newsletter. Also, I am pleased to welcome our new group of first-year students **Valerie Freund, Leigh Gayle, Change Kwesele** (joint with Social Work), **Lolita Moss** (joint with Social Work) and **Nicholas Waters**. It is a particularly strong group of students with diverse research interests. Welcome!

Our first ever Arnold Sameroff Developmental Theory Lecture Series was a major success. The area very much appreciates **Arnie Sameroff's** generosity and vision in making this possible. Jay Belsky from UC Davis gave an engaging and provocative lecture that was well attended and raised many fascinating questions. Following the talk, **Brenda Volling** hosted a lovely reception at her home that evening. The weather was ideal, and the event provided the perfect chance for the faculty and students to socialize.

On another important topic, **Vonnie McLoyd** and I are delighted (and relieved!) to share the news that the area's NICHD Training Grant was funded for 5 more years. The training grant was originally funded in 1965 under the leadership of **John Hagen**, and it has provided exceptional training for many graduate students and postdocs ever since. We look

forward to mentoring and learning from a new set of trainees in the years ahead.

I want to take this opportunity to highlight and celebrate the many accomplishments of our students and faculty. Four students received PhDs in the area this past year. They are **Patty Kuo, Ninive Sanchez** (joint with Social Work), **Wylie Wan, and Amber Williams**. In addition, students received many prestigious awards. **Maria Arredondo** was

awarded the Rackham Predoctoral Fellowship, the Department of Psychology Dissertation/Thesis Grant and the Hagen-Stevenson Dissertation Award –which is funded by a generous gift from, **Robert Kail**, Distinguished Professor Emeritus of Psychology at Purdue University and a graduate of our program. **Tissyana Camacho** received the ISR Kahn Dissertation fellowship and the Patricia Gurin Award. In addition, **Soraya Giaccardi** won the Perry Roberson Summer Research Scholarship, and **Kevin Constante Toala** received an NSF Honorable Mention. The faculty, too, had a successful year. **Stephanie Rowley** will become the Associate Vice President for Research in Social Sciences and Humanities. She is succeeding **Toni Antonucci**, who served the role with distinction for seven years. **John Schulenberg** just wrapped up his tour as President of the Society for Research on Adolescence. His presidency culminated in what I hear was an outstanding address. Moreover, **Debbie Rivas-Drake** received the highly competitive Spencer Foundation Midcareer Grant.

Thank you to all of the members of the Developmental Area community for your research, teaching and service and for making this another productive and successful year.

*Chris Monk*

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## Newsletter Committee

### Editor:

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Josi Bañales  
Kevin Constante  
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Craig Smith

# Welcome New Students!

COLLECTED BY JOYCE LEE



**Josi Bañales**

**Prior Institution:** Illinois Wesleyan University

**What were you doing before coming to the University of Michigan?** I worked as a project coordinator for the Center for the Study of Black Youth in Context.

**Current Advisors:** Dr. Stephanie Rowley and Dr. Matt Diemer

**Research Interests:** My research centers on how marginalized adolescents develop a critical consciousness. Additionally, I'm interested in how to best facilitate adolescent critical consciousness through critical pedagogy in the community and in the classroom.

**A teacher that changed the way you felt about learning?** Dr. Kira Hudson Banks (an alumna of the U of M PhD Clinical Program). She gave me the language to begin connecting personal experiences of inequality to larger systemic trends that are rooted in historical and contemporary oppression.

**If you were not in developmental psychology what endeavors would you be pursuing instead?** I would

probably pursue a PhD in Clinical Psychology as I have always been concerned about promoting and preserving the psychological well-being and mental health outcomes of marginalized groups.

**One thing you are looking forward to doing this summer?** I am looking forward to going to an indoor water park with my family! I might have just as much fun as my 7 year-old nephew and 2-year niece.

**Favorite thing about Michigan so far?** I love my lab, advisors, and all the assistance I get (shout out to Katie Schmitt in SOE and Shamilya in Psychology!).

**What are some of your hobbies or recreational interests?** I really enjoy meeting new people, smelling fresh coffee beans, drinking black coffee, and staying active (see photo of me dressed as a zombie in a Zombie vs. Nerds 5K!). I also really enjoy cooking and talking to my family!

**If you could have any superhuman ability, what would it be?** To retain everything I learn in long-term memory without having an extreme amount of cognitive load!



**Berenice Castillo**

**Prior Institution:** University of Southern California

**What were you doing before coming to the University of Michigan?** Pursuing a Master of Social Work.

**Current Advisors:** Dr. John Schulenberg and Dr. David Cordova

**Research Interests:** I am interested in risk and protective factors, desistance from problem behavior, adolescent development, and transition into adulthood.

**A teacher that changed the way you felt about learning?** Shannon Gleeson

**If you were not in developmental psychology what endeavors would you be pursuing instead?** Perhaps using my Master of Social Work for research in Social Work.

**One thing you are looking forward to doing this summer?** I will be visiting family in Ecuador.

**Favorite thing about Michigan so far?**

Water sports! Kayaking! Stand up paddle boarding! Swimming! Fun in the sun!

**What are some of your hobbies or recreational interests?**

Coming from San Francisco and Los Angeles, I really appreciate all of the green space.

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

Teleportation



**Kevin Constante**

**Prior Institution:** John Jay College of Criminal Justice, City University of New York

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

I was a research assistant at the Developmental Neuroscience Department at Columbia University.

**Current Advisors:** Dr. Rivas-Drake and Dr. Keating

**Research Interests:** My research interests are understanding adolescent ethnic identity development within the family context. I am also interested in the relationship between ethnic identity and adolescent risk-taking behaviors.

**A teacher that changed the way you felt about learning?**

My 7<sup>th</sup> and 8<sup>th</sup> grade teacher, Ms. May, showed me the importance of how education opens opportunities to move forward. She gave me a rich educational experience which she felt was just as good as, if not better than, that of private schools. It was because of the hard work in her class that I was able to go to a good high school.

**If you were not in developmental psychology what endeavors would you be pursuing instead?**

I would have concentrated my efforts to improving the juvenile justice system. My plan B in life was to be a high school teacher and be the school's soccer coach.

**One thing you are looking forward to doing this summer?**

I will be visiting family in Ecuador.

**Favorite thing about Michigan so far?**

Kayaking the Huron River and sand boarding

**What are some of your hobbies or recreational interests?**

My hobbies include playing soccer, watching movies, and snacking. I recently found out that I enjoy gardening.

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

Speak any language in the world



**Vaness Cox**

**Prior Institution:** University of Missouri

**What were you doing before coming to Michigan?**

During my last year of undergraduate, I worked with Nicole Campione-Barr in the Family Relationships and Adolescent Development Lab.

**Current Advisor:** Dr. Vonnie McLoyd and Dr. Stephanie Rowley

**Research Interests:**

I am broadly interested in the roles of Black families in shaping adolescents' and emerging adults' social and academic outcomes.

**A teacher that changed the way you felt about learning?**

My AP Psychology teacher in high school changed the way I felt about learning. She made me realize how valuable knowledge is and encouraged me to go as far as I could.

**If you were not in developmental psychology what endeavors would you be pursuing instead?**

I would probably be trying to find a way to be in close proximity with famous people on a daily basis. Ideally, I would be working as Rihanna's assistant.

**Favorite thing about Michigan so far?** The food selection. Always so many places to choose from.

**What is one thing you are looking forward to doing this summer?** I am looking forward to celebrating my birthday (June 27th) this summer!

**What are some of your hobbies or recreational interests?** I enjoy going to concerts and surfing music blogs or downloading new music.

**If you could have any superhuman ability, what would it be?** I would like the ability to teleport.



**Petal Grower**

**Prior Institution:** State University of New York at Binghamton

**What were you doing before coming to the University of Michigan?** I was a double-degree student busy working on my honors thesis!

**Current Advisor:** Dr. Monique Ward and Dr. Rona Carter

**Research Interests:** I am primarily interested in the relationship between body appreciation and sexual agency.

**A teacher that changed the way you felt about learning?** My undergraduate mentor, Dr. Merriwether,

changed the way I felt about learning and about myself.

**If you were not in developmental psychology what endeavors would you be pursuing instead?** I would either be an English teacher or doing something in linguistics. I think foreign languages are fascinating!

**One thing you are looking forward to doing this summer?** I look forward to going home and seeing my friends from high school, work, and undergrad. 😊

**Favorite thing about Michigan so far?** The weather! It sounds crazy, but Ann Arbor weather is way nicer than upstate New York weather.

**What are some of your hobbies or recreational interests?** I love to write; the story I am working on right now is about 80 pages long.

**If you could have any superhuman ability, what would it be?** I would love to fly.



**Danielle Labotka**

**Prior Institution:** The University of Chicago

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

finishing up my undergraduate studies and working on my honors thesis under the supervision of Dr. Katherine Kinzler.

**Current Advisor:** Susan Gelman and Henry Wellman

**Research Interests:** I am interested in language development and its interaction with social cognition.

**A teacher that changed the way you felt about learning?** My eighth grade English teacher, Mrs. LaPointe, was the first teacher I had who really encouraged independent thinking and writing. She also taught me how to use commas, and for that, I am forever grateful.

**If you were not in developmental psychology what endeavors would you be pursuing instead?** I'd like to think that I'd be pursuing a career as a competitive Olympic lifter, but more realistically, I think I would have done something like law.

**One thing you are looking forward to doing this summer?** My dream is to spend the summer stand-up paddle boarding with my dog along for the ride. However, my dog is afraid of water, so that might not pan out.

**Favorite thing about Michigan so far?** I love how Michiganders are so proud of the state of Michigan. I think it's endearing and leads to a lot of interesting bumper stickers.

**What are some of your hobbies or recreational interests?** I like to read, hike, lift, and watch a lot of TV (If you ever want to chat about *Survivor*, I've got you covered).

**If you could have any superhuman ability, what would it be?** I'd like the ability to cook tasty and fancy meals

in a matter of seconds. I really like cooking, but I feel like I move so slowly in the kitchen.



**Joyce Lee**

**Prior Institution:** Columbia University

**What were you doing before coming to the University of Michigan?** I worked as a project coordinator at the Institute for the Study of Child Development at Rutgers Robert Wood Johnson Medical School and as a program coordinator for a community-based mentoring program in New Brunswick, New Jersey.

**Current Advisor:** Dr. Brenda Volling and Dr. Shawna Lee

**Research Interests:** I am interested in factors that predict low-income fathers' engagement over time and the relation between low-income fathers' engagement and children's socio-emotional outcomes.

**A teacher that changed the way you felt about learning?** My high school English teacher, Ms. Neagley, who taught me the joys of writing. 😊

**If you were not in developmental psychology what endeavors would you be pursuing instead?** I would be working as a licensed social worker at the Department of Children and Families in New Jersey to ensure the safety, permanency, and well-being

of children and to support their families.

**One thing you are looking forward to doing this summer?** I am looking forward to doing a cross country from California to Michigan in June.

**Favorite thing about Michigan so far?** I love that the city has a variety of food and that the people are genuinely so nice.

**What are some of your hobbies or recreational interests?** I like to read, spin, or arrange flowers during my free time.

**If you could have any superhuman ability, what would it be?** I would have the ability to change the weather to my liking!



**Jazmine Powell**

**Prior Institution:** University of Michigan

**What were you doing before coming to the University of Michigan?** I volunteered for an agency that assists women transitioning from abusive relationships to living independently.

**Current Advisor:** Dr. Rona Carter and Dr. Jacquie Mattis

**Research Interests:** I look at how various psychological and sociological factors affect the life course development of Blacks and Latinos in the U.S. and cross-nationally. For example, I examine how community violence affects the psychological well-being of youth and how parent cohesion (particularly father-daughter cohesion) may moderate the community violence exposure or psychological well-being association.

**A teacher that changed the way you felt about learning?** Mr. Foley, my high school theatre teacher. He taught me that a student can be gifted in many ways and that a letter grade does not define a student's worth.

**If you were not in developmental psychology what endeavors would you be pursuing instead?** Writing poetry or acting

**One thing you are looking forward to doing this summer?** Exercising outside!

**Favorite thing about Michigan so far?** Michigan is my home, but I have to say I am always fascinated by the seasonal changes.

**What are some of your hobbies or recreational interests?** Playing tennis, writing poetry, and acting

**If you could have any superhuman ability, what would it be?** To make everyone smile 😊



**Sarah Stillwell**

**Prior Institution:** University of Michigan

**What were you doing before coming to the University of Michigan?** I was a fourth grade teacher. Then, I managed Dr. Fred Morrison's National Science Foundation school-based research project.

**Current Advisor:** Dr. Frederick Morrison and Dr. Kevin Miller

**Research Interests:** I am interested in defining effective classroom instruction and helping pre-service teachers put it into practice, as well as understanding pedagogical linguistics and its implication on academic achievement.

**A teacher that changed the way you felt about learning?** I was really nervous about beginning first grade because I didn't know how to read. My first grade teacher taught me that everyone learns differently and that knowledge evolves at your own pace. Knowing that I didn't have to be like everyone else in my classroom gave me the confidence to approach learning in a way that was meaningful for me.

**If you were not in developmental psychology what endeavors would you be pursuing instead?** When I was

a little kid, I aspired to be a reconstructive plastic surgeon, so maybe that. Or a master brewer.

**One thing you are looking forward to doing this summer?** Spending time outside with my dogs, biking, and raising chickens

**Favorite thing about Michigan so far?** Being close to my family, the reliable weather, and happy hours with friends

**What are some of your hobbies or recreational interests?** Being a pseudo coffee connoisseur, thrifting, gardening, and coloring in coloring books

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



Some of the first years celebrating the end of exams

# Welcome Postdocs!

COLLECTED BY JOYCE LEE



**Jasmine DeJesus**

**Prior Institution:** University of Chicago

**What were you doing before starting your post-doc position at the University of Michigan?** I finished my PhD and then moved to University of Michigan in September.

**Faculty Advisor:** Susan Gelman, Julie Lumeng, and Henry Wellman

**What are your research interests and what current projects are you working on?** My research broadly examines the development of social cognition, and I am especially interested in children's reasoning about food. Food is deeply related to health and culture, so there are many research questions to investigate. In my current projects, I look at how parent-child dyads talk about food, the content and development of children's food concepts, and the impact of food preparation on children's eating behavior.

**If you were not in developmental psychology, what would you be doing instead?** Perhaps I would be working as a comedy writer. Some of my favorite books are memoirs written by comedians (Tina Fey, Amy Poehler, Mindy Kaling), and their career advice and thoughts on collaboration really resonate with me. Or I would work at America's Test Kitchen, combining my love for food, cooking, and science.

**Favorite thing about Michigan so far?** Exploring Michigan! I would really like to go hiking.

**What are some of your hobbies or recreational interests?** I enjoy making things; I love to cook and I am learning how to use a sewing machine.

**What is one thing you are looking forward to doing this summer?** Exploring Michigan! I would really like to go hiking.

**Fun fact about yourself:** I have completed two Tough Mudder runs.

**Best advice you can give to graduate students currently pursuing a PhD?** Do research that you are passionate about. Academic life has many challenges and rejections, but doing work that you are really invested in makes a huge difference. Your cohort is an amazing resource and was a critical part of my academic and social support system in grad school (and still is now!). Also, make good financial choices and try to find financial planning resources.



**Ying Wang**

**Prior Institution:** University of Hong Kong

**What were you doing before starting your post-doc position at the University of Michigan?** Doing research in early childhood education field

**Faculty Advisor:** Fred Morrison

**What are your research interests and what current projects are you working on?** I have broad interests in developmental and educational psychology –particularly, children’s language development and executive function, and the impact of child, family and schooling factors in children’s cognitive and academic growth.

**If you were not in developmental psychology, what would you be doing instead?** Maybe some practice work in early childhood education

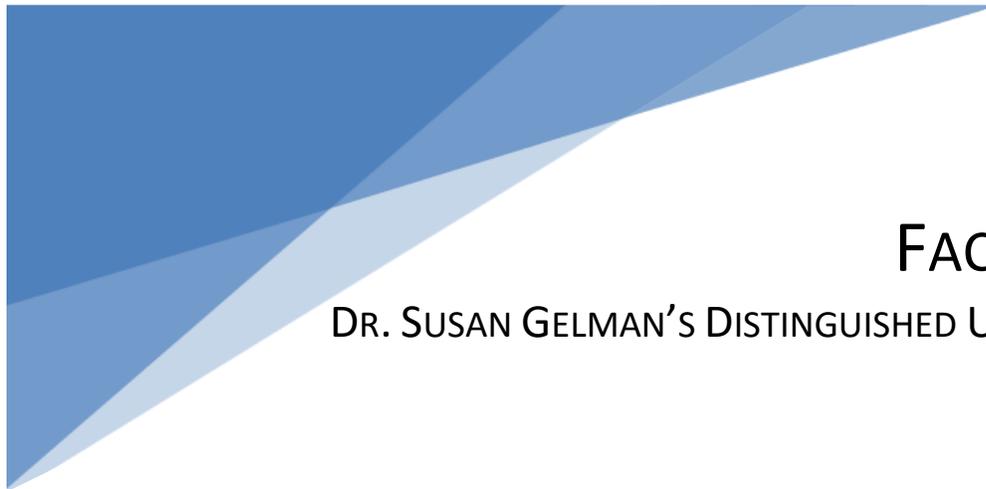
**Favorite thing about Michigan so far?** Our excellent team and friendly people around

**What are some of your hobbies or recreational interests?** Travel and playing tennis

**What is one thing you are looking forward to doing this summer?** Draft a new proposal and go to a conference

**Fun fact about yourself:** I am good at communicating with younger children.

**Best advice you can give to graduate students currently pursuing a PhD?** Please try to be involved in your projects, from the basic data collection to paper preparation; it will be helpful for your independent research.



## FACULTY SPOTLIGHT: DR. SUSAN GELMAN’S DISTINGUISHED UNIVERSITY PROFESSORSHIP LECTURE

BY DANIELLE LABOTKA

On April 4<sup>th</sup>, 2016, Susan Gelman gave her Distinguished University Professorship Lecture, “The Non-Obvious Foundations of Human Thought.” The Distinguished University Professorship recognizes faculty members who have demonstrated an exemplary commitment to mentoring, teaching, and service in addition to their exceptional scholarly achievements. These professorships are among the highest distinction faculty can receive at the University of Michigan. Additionally, each appointment bears a special name chosen by the appointive professor.

For her title, Dr. Gelman chose to honor Heinz Werner, a well-renowned developmental psychologist. Dr. Gelman cited many reasons for her decision including Werner’s attention to cognitive processes when behaviorism ruled the day, his interdisciplinary approach to research, and his influence on both her mentor, John

Flavell, and her close colleague and member of the Developmental Area here at Michigan, Henry Wellman.

Dr. Gelman’s lecture provided a sweeping overview of her influential work on essentialist reasoning in children and adults. Dr. Gelman provided examples of essentialism in categories, generic language, and object history to a large and engaged audience in Rackham’s amphitheater.

This distinction is added to a long list of achievements by Dr. Gelman. She has also received a J. S. Guggenheim Fellowship, the APA Distinguished Scientific Award for Early Career Contribution to Psychology, and the Developmental Psychology Mentor Award from the APA. The Developmental Area has been lucky to have Dr. Susan Gelman among its ranks since 1984.



Past and present members of the PsychoSocial Aging Group at the 2015 Gerontological Society of America Annual meeting in Orlando, FL



(left to right) Amirah Halawah, Tyler Hein, Arianna Gard, & Jasmine Manalel at the 2016 Fitts Banquet



Developmental Psychology Area 2015-2016

# Professional & Personal Milestones

COLLECTED BY BERENICE CASTILLO

## FACULTY AWARDS & HONORS

**Toni Antonucci** was awarded a Russell Sage Fellowship for the 2016-2017 academic year and will spend the year in New York at the Russell Sage Foundation working on a book on Social Relations and Health using data from the three wave study she began in 1992 with a Detroit area life span sample of people from 8 to 93. She is also Secretary-General (Vice President) of the International Association of Gerontology and Geriatrics. Their next meeting is July 2017 and will be held in San Francisco.

**Ioulia Kovelman** received a Harrington Fellowship with the University of Texas at Austin. As part of the fellowship she is organizing a symposium on bilingualism on May 9-10, 2016 in Austin. UM's developmental and CPEP students Maria Arredondo, Neelima Wagley, Rebecca Marks, and Alexa Ellis are taking part.

**John Schulenberg** finished up his two-year term as President of SRA, now serving as Past-President. He gave his invited address at the Baltimore SRA conference that covered an array of topics from lessons learned as a youth baseball coach to developmental theory to SRA water bottles (had to be there).

**L. Monique Ward** was invited to present her research at a conference entitled, "Helping Children Explore, Learn, and Dream without Limits: Breaking Down Gender Stereotypes in Media and Toys." The

conference was at the White House and was sponsored by the White House Council on Women and Girls and by the U. S. Department of Education. Dr. Ward was also awarded the Graduate Mentoring Award at this year's Fitts Banquet. The award recognizes faculty members who embody excellence in mentoring.

**Henry Wellman's** book, *Making Minds: How Theory of Mind Develops*, won the Cognitive Development Society Book Award.

## CURRENT STUDENT AWARDS & ACHIEVEMENTS

**Maria Arredondo** was the recipient of the following awards: University of Michigan Rackham Predoctoral Fellowship, Honorable Mention Ford Foundation Dissertation Fellowship, American Association of University Women Dissertation Fellowship, Hagen-Stevenson Dissertation Research Award, Dept. of Psychology Dissertation Grant, and Cognitive Development Society Diversity Travel Award.

**Kimberly Brink** received a Rackham Graduate Student Precandidate Research Grant.

**Berenice Castillo** received an ISR-Rackham Summer Training Award for 2016.

**Vaness Cox** was accepted to be a workshop Fellow at the 2016 PRBA

Summer Graduate Mentoring Workshop on African American Research.

**Jasmine Manalel** received an award from the Elizabeth Douvan Junior Scholars Fund for Life Course Development and received student travel awards to present at the Gerontological Society of America Annual Meeting and the International Association for Relationship Research Conference. Jasmine also became a LIFE fellow and was elected to be the student representative for 2015-2017.

**Patty Kuo** received a Rackham one-term dissertation fellowship and was the recipient of a Rackham Spring/Summer Research Grant (which facilitates collaborations between faculty and graduate students) awarded to Brenda Volling.

## TENURE, PROMOTION, & JOBS

**Selin Gulgoz** will be a Postdoctoral Research Associate in the Department of Psychology at University of Washington in Seattle. She will be working with Dr. Kristina Olson on the TransYouth Project.

**Patty Kuo** will be starting a postdoc at the University of Notre Dame this summer with Drs. Lee Gettler and Julie Braungart-Rieker.

**Christopher Monk** was promoted to full professor.

**Meghan Martz** accepted a post-doctoral position with the University of Michigan Addiction Research Center's Multidisciplinary Alcoholism Research Training Program.

**Ju-Hyun Song** accepted a post-doctoral position at the Laboratory for Social-emotional Development and Intervention (PI: Tina Malti), University of Toronto, Mississauga.

**Francisco Velasquez** will be a Senior Fellow in the research section of Radiology at the University of Washington School of Medicine, working with Dr. Natalia Kleinhans and in collaboration with the University of Washington Autism Center.

## COMPLETED DISSERTATIONS

**Patty Kuo:** *Who Should Do What? Gender Roles and the Transition to First and Second-Time Parenthood: Lessons from Television and Consequences in Coparenting.* Co-chairs: Brenda Volling & Monique Ward (March, 2016).

**Wylie Wen:** *Work Hour Trajectories, Marital Quality, and Health of Couples Across the Life Course.* Chair: Toni Antonucci (June, 2015).

**Amber Williams:** *Children's Beliefs about the Race-Based Inheritance of Skills: Examining the Roles of Age and Racial Background.* Co-chairs: Robert Sellers & Stephanie Rowley (July, 2015).

## COMPLETED 619s

**Kimberly Brink:** *Infants' Understanding of the Physical Properties of People.* Advisors: Henry M. Wellman & Susan Gelman (August, 2015).

**Tyler Hein:** *Neural Response to Threat in Maltreated Youth: A Quantitative Meta-Analysis.* Advisor: Christopher S. Monk (August, 2015).

**Jasmine Manalel:** *Social support following spousal loss: Antecedents and outcomes.* Advisor: Toni Antonucci (August, 2015).

## SIGNIFICANT PUBLICATIONS

**Wellman, H. M., Kushnir, T., Xu, F., & Brink, K. A.** (2016). Infants Use Statistical Sampling to Understand the Psychological World. *Infancy*. doi: 10.1111/infa.12131

**Lane, J. D., Evans, E. M., Brink, K. A., & Wellman, H. M.** (2016). Developing concepts of ordinary and extraordinary communication. *Developmental Psychology*, 52(1), 19-30. doi: 10.1037/dev0000061

**Arredondo, M. M., Hu, X., Satterfield, T., & Kovelman, I.** (2015) Bilingualism alters children's frontal lobe functioning for attentional control. *Developmental Science*. Doi: 10.1111/desc.12377

**Kuo, P.X., & Ward, L.M.** (2016). Contributions of television use to beliefs about fathers and gendered family roles among first-time expectant parents. *Psychology of Men & Masculinity* (E-pub ahead of print).

**Kuo, P.X., Saini, E.K., Thomason E., Schultheiss, O.C., Gonzalez, R., & Volling, B.L.** (2016). Individual Variation in Fathers' Testosterone Reactivity to Infant Distress Predicts Parenting Behaviors with their 1-Year-Old Infants. *Developmental Psychobiology*, 58(3), 303-314.

**Volling, B.L., Oh, W., Gonzalez, R. Kuo, P.X., & Yu, T.** (2015). Patterns of marital change across the transition from one child to two. *Couple and Family Psychology: Research and Practice*, 4(3), 177-197.

**Martz, M. E., Trucco, E. M., Cope, L. M., Hardee, J. E., Jestor, J. M., Zucker, R. A., & Heitzeg, M. M.** (in press). Marijuana use and blunted nucleus accumbens response to reward anticipation: Prospective effects over four years in early adulthood. *JAMA Psychiatry*.

**Martz, M. E., Schulenberg, J. E., Patrick, M. E., Kloska, D. D.** (in press). "I am so bored!": Prevalence rates and sociodemographic and contextual predictors of high boredom among American adolescents. *Youth & Society*.

**Schulenberg, J. E., Maslowsky, J., Patrick, M. E., & Martz, M. E.** (in press). Substance use in the context of adolescent development. In S. Brown & R. A. Zucker (Eds.), *The Oxford Handbook of Adolescent Substance Abuse*. Oxford University Press: New York.

**Roberts, S. O., & Gelman, S. A.** (in press). Can White children grow up to be Black? Children's reasoning about the stability of emotion and race. *Developmental Psychology*.

**Roberts, S. O., & Gelman, S. A.** (2016). Multiracial children's and adults' categorizations of multiracial

individuals. *Journal of Cognition and Development*. doi: 10.1080/15248372.2015.1086772

**Roberts, S. O.**, & Ho, A. K. (in press). Discrimination: Causes, consequences, and implications for political behavior. *SAGE Encyclopedia of Political Behavior*.

Ho, A. K., **Roberts, S. O.**, & **Gelman, S. A.** (2015). Essentialism and racial bias jointly contribute to the categorization of multiracial individuals. *Psychological Science*, 26, 1639-1645. doi: 10.1177/0956797615596436

**Song, J. -H.**, **Volling, B. L.**, Lane, J. D., & **Wellman, H. M.** (2016). Aggression, sibling conflict, and Theory-of-Mind: A developmental cascade. *Child Development*. Advance online publication. doi: 10.1111/cdev.12530

### PERSONAL

**Toni Antonucci** became a grandmother twice last year. First, her youngest daughter, Kendra, had a baby named Josephine in January of 2015. Then, her oldest daughter, Ariana, had a son named Emmett on December 24<sup>th</sup>, 2015.



**Fernanda Cross** welcomed twins, Daniel & Anna, to her family last year shortly after passing her prelims.



**Henry Wellman** welcomed his second granddaughter, Alexandra (Alex) Wellman.

**Abigail Williams** got married on June 27<sup>th</sup>, 2015.



**Luke Hyde** became a father. Grace Lucille Hyde was born to Luke Hyde and Kelley Kidwell on February 24<sup>th</sup>, 2016.

# Conference Spotlight: Society for Research on Adolescence

16<sup>th</sup> Biennial Meeting in Baltimore, Maryland on March 31-April 2, 2016

By KEVIN CONSTANCE

The Society for Research on Adolescence (SRA) is an association that seeks to shape the discourse on adolescence and guide policies in order to advance the wellbeing of youth globally. Its biannual meeting serves to disseminate theoretical, empirical, and policy research on adolescence. At this professional meeting, experts and emerging scholars come together to share and discuss the frontier of adolescence research.

The 16<sup>th</sup> Biennial Meeting for SRA was held in Baltimore, Maryland from March 31<sup>st</sup> through April 2<sup>nd</sup>. Those in attendance enjoyed nice spring weather while folks back in Michigan got snow.

This year's meeting did not have a specific theme; instead, it showcased outstanding research within and across the biological, cognitive, emotional, and social domains and included research situated in many contexts such as schools, communities, family, and peers. As such, attendees were presented with an exciting variety of research from statistical techniques and novel methods for improving science to emerging areas of research like youth civic engagement. Invited panels likewise demonstrated strength in attending to the multifaceted nature of psychology—including a panel on the in-

terface between sociocultural and biological processes in shaping adolescent development.

University of Michigan was well-represented at the conference with many members of the Developmental Area speaking at symposiums. To name a few, Dr. Luke Hyde presented research on understanding amygdala reactivity as a potential neuromarker of resiliency. Dr. Rona Carter presented research on race, perception of puberty, pubertal time, and deviancy and externalizing behaviors. Dr. Deborah Rivas-Drake presented research on discordance between parents' and adolescents' ethnic identity and adolescents' cognitive and behavioral school engagement. Tissyana Camacho presented her research on the role of school climate in the promotion of ethnic identity development among diverse adolescent youths. In sum, the students and faculty who represented our area upheld if not surpassed the excellence we are known for.

The SRA meeting offered an exciting repertoire of features. A new feature of this year's meeting was the downloadable SRA mobile app that contained the program guide. This app was a success and made the conference easy to navigate. Poster sessions were simultaneously fun and informative

while also offering an opportunity to win an Amazon gift certificate each day. In addition, there were several career and professional development symposiums and workshops in line with SRA's commitment to promoting a flourishing research community. These symposiums and workshops included everything from talks on jobs in government agencies to ones providing insights to publishing. Finally, SRA also held several pre- and post-conferences. One of particular interest discussed Black Lives Matter by examining how science can contribute to improving the lives of Black youths.

In total, this was a superb conference. SRA excelled at showcasing a diversity of topics and interdisciplinary approaches. Of course, our very own Dr. John Schulenburg gave his presidential address in which he encouraged the field to continue researching what occurs in this unique period of time known as adolescence in order to better inform us about what happens later in the lifespan. It was a talk not to be missed.

The next Biennial Meeting for Society for Research on Adolescence will be held April 12<sup>th</sup>-14<sup>th</sup>, 2018 in Minneapolis, Minnesota.



Dr. Schulenberg gives presidential address at SRA



Dr. Adam Voight, Dr. Judith Tourney-Purta, Josi Bañales, Dr. Elan Hope (CPEP alumna), & Casta Guillaume (CPEP student) presenting at a paper symposium on adolescent civic engagement



Rivas-Drake Lab Enjoys a Meal



SRA Poster Session



View from the conference center:  
Geppi's Entertainment Museum

# UNIVERSITY OF MICHIGAN LIVING LAB

BY CRAIG SMITH

In November 2012, a unique partnership between the University of Michigan (UM) and the Ann Arbor Hands-On Museum (AAHOM) was launched. Called the UM Living Lab Program, the partnership began with lab space right on the main floor of the museum in which museum visitors participated in research on child development. The model has been so successful that the program continues to run at AAHOM and has expanded to include lab sites at the UM Museum of Natural History and at the Ann Arbor District Library.

Many of the studies explore questions about the development of behavior and cognition in children. Children serve as enthusiastic research participants while parents watch and ask questions. Further, many studies ask parents to join in as participants in some of the procedures. A key aspect of the Living Lab model is the communication between researchers and the public. The UM Living Lab gives adults and children the chance to see social science in action and to pose questions to researchers. Thus, the UM Living Lab serves as a dynamic exhibit in which people learn about the science of child development while partaking in it.

Another key goal of the UM Living Lab program is to provide rich research experiences for UM undergraduate and graduate students. UM undergraduates working in Living Lab sites are tasked with explaining research goals and procedures, running studies with children and parents, and

providing education to museum and library visitors about the methods of social science. Putting students in the dual role of researchers and educators pushes them to attain a deeper understanding of the life cycle of a study. Graduate students also benefit by learning how to communicate complex ideas to general audiences. In this remarkable arrangement, researchers gain access to a large pool of participants, our community partners gain research-focused 'exhibits,' researchers learn invaluable communication skills, and members of the community gain access to exciting new information about child development and the methods of social science.

On March 19, the Living Lab model and Living Lab-based research were featured in a symposium in East Hall that was attended by representatives of the National Living Lab Initiative ([livinglab.org](http://livinglab.org)), UM graduate and undergraduate students, UM faculty members, our museum partners, and local parents and teachers. This successful event was a way for the Living Lab researchers to share their findings, and it was a chance for us to think about new directions for the UM Living Lab Program (e.g., expanding to new community-based sites).

This summer there will be up to 14 research shifts a week at each of the two museums, and 2-3 more in the youth room at the downtown library. With this many shifts, many members of the local community are exposed to new ideas about child development and the methods used to study it.

## LIVING LAB STATISTICS

*Number of participants who have served as data points in UM psychology studies:*

**7,618**

*Number of museum/library visitors who have talked with Living Lab researchers:*

**11,994**

*Number of museum/library staff members and volunteers who have talked about research or science education with Living Lab researchers:*

**847**

*Researchers involved in the Living Lab:*

**8 faculty members, 10 graduate students, 2 postdocs, 102 undergraduate RAs, 1 local high school student, and 5 lab managers or others associated with UM labs**

*As of November 2015, Living Lab research had been featured in:*

**22 poster presentations, 21 paper presentations, 3 published papers, 3 in-press papers, and 12 papers in preparation**

*Note: Most numbers are as of March 2016*



Parent and child participating in a study at the Ann Arbor Hands-On Museum



Living Lab research in the lab space at the UM Museum of Natural History



Undergraduate RA panel at the Living Lab Symposium



Child participating at the Ann Arbor Hands on Museum



the  
living lab



Living  
Laboratory.  
Developed at the  
Museum of Science, Boston

If you're around town this summer, please stop by one of our lab sites to say hello. You can find out when research shifts are scheduled by visiting our website:

<https://sites.lsa.umich.edu/livinglab>.

If you are interested in getting involved with the Living Lab, please contact us at [livinglab@umich.edu](mailto:livinglab@umich.edu).