

# Developments

A Newsletter of the Developmental Psychology Area

Winter 2010

## Message from the Chair

BY BRENDA VOLLING

As a new decade begins, the Developmental area remains a vibrant and exciting place for faculty and students alike. The economic challenges over the past year have had an impact on every level of the university and the department is bracing for additional budget cuts. Yet, Michigan fares better than many of our peer institutions and the university has been quite successful in competing for the ARRA research funding opportunities made available by the Obama administration.

The Developmental area has witnessed many changes over the past year. We have had our share of departures as well as opportunities to welcome new members to the area. This past October, we held a retirement celebration for Dr. Marilyn Shatz who had been on the Developmental faculty for 32 years.

Dr. Laura-Ann Petitto gave the departmental colloquium in Marilyn's honor, and the day was filled with kind words commemorating the many dedicated years Marilyn spent teaching, working with graduate students, and conducting world-class research on children's language development.

Marilyn is now enjoying the warmer climate of North Carolina and tending her rose garden. We wish her happiness and continued success as she enters the next developmental stage of her illustrious career.

This fall we also welcomed the newest addition to our faculty, Dr. Ioulia Kovelman, a neuroscientist with special interests in bilingualism and brain development. She received her Ph.D. from Dartmouth, where she worked with Dr. Laura-Ann Petitto, and then spent three years on a post-doctoral fellowship at MIT working with Dr. John Gabrieli.

We are thrilled to have Ioulia as part of the faculty. Her work bridges nicely with other areas in psychology and other units on campus such as the Center for Human Growth and Development and the School of Education. Ioulia's work is a prime example of the interdisciplinary research that is one of the hallmarks of the Michigan experience.



Our graduate program also remains strong, and if this year's record number of applicants is any indication of the future of our program, we are clearly on an upward trajectory.

Even with the economic situation and diminished hiring efforts across the nation, our students continue to be highly sought after on the job market and successful in acquiring academic positions.

This past year, students completing the program included Heather Fuller-Iglesias, Lisa Jackey, Marjorie Rhodes, and Khia Thomas. Post-doctoral fellows, including Amy Kolak, Tianyi Yu, and Liza Ware, successfully found academic positions.

We take great pride in the achievements and accomplishments of our students. We are in the midst of applying for the renewal of our long-standing NICHD training grant so we can continue providing excellent research training that benefits our students and post-doctoral fellows.

Finally, we are indebted as always to Linda Anderson and Ann Murray, our administrative assistants, who keep everything running smoothly, and who have been a tremendous source of help for me as I have transitioned into my new role as Area Chair.

**“The Developmental area remains a vibrant and exciting place for faculty and students alike...”**

—Brenda Volling

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## Newsletter Committee

**Editor:** Jennifer Walsh

**Faculty Advisor:**

Ioulia Kovelman

**Reporters:** Amanda

Brandone, Jerel

Calzo, Ioulia

Kovelman, Jonathan

Lane, Johnna Swartz,

Elizabeth Thomason,

Jennifer Walsh, and

Jillian Wiggins

**Graphic Design and Layout:**

Jennifer Walsh

**Photo Contributors:**

Jennifer Amsterlaw,

Jerel Calzo, Rona

Carter, Kai Cortina,

Chao Liu, Mel Manis,

Kira Masho, Psych IT,

Brenda Volling, and

Henry Wellman

## Welcome Dr. Ioulia Kovelman

BY JOHNNA SWARTZ

The Developmental area welcomes its newest faculty member, Dr. Ioulia Kovelman. Ioulia joined the faculty as Assistant Professor in Fall 2009.

Before coming to Michigan, Ioulia received her BA at Queen's University in Canada. She then went on to receive her PhD with Laura-Ann Petitto at Dartmouth College and did her post-doctoral training with John Gabrieli at MIT.

Considering all the cold places she's lived in the past (did I mention that she was born and raised in Moscow?), Ioulia should be an old pro at surviving the Michigan winters!

Ioulia's research interests include applying a neuroscience perspective to the development of reading. "I'm interested in how bilingual children learn language and reading, and what neural processes underlie this acquisition," she said.

She adds that in addition to studying children who evidence typical reading development, she also plans to study children with language and reading impairments.

In order to study the neural processes involved in children's reading development, Ioulia uses brain imaging techniques such as functional Magnetic Resonance Imaging (fMRI) and functional Near Infrared Spectroscopy (fNIRS).

**"I'm interested in how bilingual children learn language and reading, and what neural processes underlie this acquisition."**

—Ioulia Kovelman

Lucky for us graduate students, Ioulia is teaching a developmental laboratory course in the winter for those who are interested in learning how to use this technology. I hope the first topic covered is how to get

children to sit still while imaging their brains. Or any time for that matter.

When Ioulia is not in the lab doing research, she says she enjoys spending her spare time with her family. Her husband, Mark Shalinsky, is a biophysicist and a Sci-



Dr. Ioulia Kovelman joined the area this fall.

ence Editor for the *Journal of Visualized Experiments* (JoVE). They have a 2-year-old son, Ben, who according to Ioulia, "will no doubt grow up to be a demolitions expert."

In addition to family time, Ioulia evidently also spends some of her spare time stuck in her car: when asked about her first impressions of Michigan, she says: "Football game traffic!"



**Developmental Halloween Party 2009.** Above: Winners of the costume contest: fourth-year student Julie Maslowsky with Al LaBarrie, professor Monique Ward, professors Lilia and Kai Cortina, first-year student Selin Gulgoz, and fifth-year student Jerel Calzo. Right: New first-year students: Sarah Trinh, Julie Song, Selin Gulgoz, and Lauren Reed.

## Meet Dr. Rosie Ceballo

BY JILLIAN WIGGINS

An alum of the Developmental and Clinical psychology graduate programs at UM, Dr. Rosie Ceballo is a new member of the Developmental area faculty. We interviewed Dr. Ceballo to get to know her a bit better.



Dr. Rosie Ceballo joined the area this fall.

**Q: What are your research interests/projects?**

**A:** While relying on a resiliency perspective and ecological theory, my research focuses on children and families living in poverty. My work examines how contextual aspects of poverty, like residence in dangerous neighborhoods and exposure to community violence, influence children's development.

I am especially interested in the role of parenting strategies and family processes in buffering adolescents from the negative effects of poverty on psychological well-being and academic functioning. I am working on a

study exploring the potential role of Latino cultural values and beliefs as protective factors for impoverished, urban Latino families.

In a second line of research, I have conducted a qualitative study to investigate the experience of infertility among racial minority women and to examine the ways in which women cope with the trauma of infertility and with race- and class-based stereotypes about female reproduction.

**Q: How did you get interested in your research area?**

**A:** My research interests are grounded in and reflect my own personal background. I grew up in a poor, immigrant family in New York City. My parents immigrated from the Dominican Republic and I spoke only Spanish at home. I was fortunate to receive full scholarships to an elite private high school in New York and to Yale University.

My mother and grandmother were sources

of inspiration for me. They were two women who never finished high school but guided their families with dignity, inner strength, and a determination to make things better for the next generation.

I will never forget one of my first research experiences. As an undergraduate, I interviewed my mother, using questions from a standard survey about children's home environment.

As she responded to the questions, my mother lied! She gave responses that reflected what happens in a typical White, middle class home (as we saw on TV)—not what actually occurred in our poor, immigrant Latino family.

That experience left me with a healthy skepticism about research and a desire to do meaningful, culturally informed research that remains true to participants' actual lives.

**Q: What are your hobbies?**

**A:** My hobbies, these days, all center around my two kids (Elisia, who is 13, and Miguel, who is 8). I took ice skating lessons with my daughter for years, and now, I like to read as many of the "independent reader" books that my children recommend as possible. I also love to bake, jog, and watch movies with my kids.

## Developmental Brown Bag Schedule Winter 2010

January 25, 2010: "Toward a Brain Map of Human Parenting: Imaging and Coordinated Behavioral Studies," Dr. James Swain

February 8, 2010: "Instructional Influences on Early Literacy: The Case for Individualization," Dr. Fred Morrison

February 15, 2010: "Longitudinal Growth in Children's Writing Development Across Preschool: Relations Between Growth in Children's Socioemotional and Literacy Skills," Dr. Hope Gerde

February 22, 2010: "Sexual Satisfaction in Young Adults: Challenges in Diverse Measurement," Dr. Sara McClelland

March 16, 2010: Student Presentations

March 22, 2010: "Beliefs, Bros, and Basic Intimacy Needs: Contributions of Masculinity Ideologies, Homosociality, and Attachment to Men's Sociosexuality," Jerel Calzo

March 29, 2010: "Developmental Changes in Positive and Negative Emotionality Among Children at Familial-Risk for Depression," Dr. Nestor Lopez-Duran

April 12, 2010: "A Woman's Worth: Exploring Contributions of Media Use to Black and White Students' Beliefs about Women, Women's Bodies, and the Feminine Ideal," Dr. Monique Ward

April 19, 2010: Dr. Jeffrey Morenoff (Title TBA)

# Welcome New Students!



ELIZABETH  
DUNBAR

**Prior institutions:** Walla Walla, BSW; Andrews University, MSW

**What were you doing before coming to Michigan?** Family Development Coach working with homeless families; Adjunct Instructor at Eastern Washington University.

**Advisors:** Lou Burgio and Jacqui Smith

**Research interests:** Aging and mental health, aging and cognition, and people of color.

**Hobbies:** Cooking, antique shopping, photography, reading, etc.

**Favorite thing about Michigan:** Fall and great coffee shops.

**Least favorite thing about Michigan:** Cold and snow.

**If you weren't in psychology, what would you be doing instead?** I would be working as a social worker with homeless families and teaching part-time.



SELIN  
GULGOZ

**Prior institution:** Koc University, Istanbul, Turkey, BA

**What were you doing before coming to Michigan?** I graduated from Koc University in June 2009 and came to Michigan right away.

**Advisor:** Susan Gelman

**Research interests:** Very broadly, I'm interested in social cognitive development. Recently I have started to focus more

on issues of concept development. Together with Dr. Gelman, I will be doing a study on recall performance for generic noun phrases in preschoolers.

**Hobbies:** I like to read, travel, eat, write, and listen to music, discover new music, and go to concerts.

**If you weren't in psychology, what would you be doing instead?** I might have wanted to become a writer for a periodical, or a journalist, because I like to write and I like following a wide range of current issues.

**What's more frightening, and why?: (a) Being stuck in the middle of the ocean with no land or rescue ships in sight? (b) Being stuck in a pod, alone, drifting slowly away from Earth and into the vastness of space?** Even though both are pretty scary situations that I would not want to be in, being stuck in the middle of the ocean is less fun. I'd rather be stuck in a pod drifting through space, because I would have the chance of seeing a lot of great stuff that most people have never seen before.



LAUREN  
REED

**Prior institution:** University of Michigan-Dearborn, BA

**What were you doing before coming to Michigan?** I was studying psychology at UM-Dearborn, working for the Inter-university Consortium for Political and Social Research, doing group counseling of adolescents for a non-profit organization, and conducting research in racial and gender stereotyping and prejudice.

**Advisors:** Monique Ward (Developmental) and Richard Tolman (Social Work)

**Research interests:** Intimate partner and dating violence, influence of media and culture on dating and relationships attitudes and behaviors, and adolescent relationships.

**Hobbies:** Drinking tea and wine (not at the same time!), snowboarding, salsa dancing, playing piano.

**Favorite and least favorite thing about Michigan so far:** I've lived in Michigan all my life, so I will say about UM that my favorite and least favorite thing is the same—walking! Being a commuter student, I got really tired of driving almost 40 minutes every day to class, so I was looking forward to walking everywhere. But in the winter, there are some days I wish I were driving!

**If you weren't in psychology, what would you be doing instead?** I would probably be a dolphin trainer in Florida ... I love marine animals and I visit aquariums whenever I can.



JU-HYUN  
(JULIE) SONG

**Prior institution:** Ewha Woman's University, BA

**What were you doing before coming to Michigan?** I was attending Ewha graduate school in Developmental Psychology.

**Advisor:** Brenda Volling

**Research interests:** I am interested in studying children's socio-emotional development within the family context. Specifically, my research is focused on children's social competence and internalizing problems as outcomes of the interaction between children's reactive temperament and parents' coparenting.

**Hobbies:** Playing piano, bowling, and

## Meet Postdoc Dr. Rona Carter

BY ELIZABETH THOMASON

Dr. Rona Carter received her doctoral degree in Applied Developmental Psychology from Florida International University in Miami in August 2009. Her research has allowed her to make contributions to the field, particularly with respect to African American children and adolescents.

Dr. Carter's research interests are focused on understanding how developmental processes and social-cultural contextual factors influence psychosocial adjustment and mental health outcomes in culturally diverse youth.

Within the above context, she has developed three lines of research: (1) racial and cultural contextual factors that influence developmental processes; (2) social-cultural contextual factors that promote or hinder psychological health; and (3) measurement development and evaluation as it relates to race and gender.

Dr. Carter co-authored a chapter on gender differences in anxiety in the *Handbook of Girls' and Women's Psychological Health*. She has also obtained several notable awards and funds including a Mental Health Research Fellowship from the American Psychological



Dr. Rona Carter is a new postdoctoral fellow.

Association Minority Fellowship Program, a Training Fellowship from the Center for Research on U.S. Latinos HIV/AIDS and Drug Abuse Training Program, and a National Institute of Mental Health Dissertation Research Grant to Increase Diversity (R36).

In her free time, Dr. Carter enjoys spending time with her friends and family as well as her chocolate cockapoo, Hershey. She also loves travelling—her favorite place thus far has been Nice, and one day she hopes to visit South Africa.

BY ELIZABETH THOMASON

yoga.

**If you weren't in psychology, what would you be doing instead?** I would (like to) be in graduate school for piano, double majoring in philosophy.

**If you could be an animal, what type of animal would you be, and why?** If I could be an animal, I would like to be a cat. A cat is not as "pretty" as a dog, but has its own mystic attraction. Also, a cat is not very expressive, but insightful. :)



SARAH  
TRINH

**Prior institution:** University of the Pacific; BA

**What were you doing before coming to Michigan?** I was working as a research and teaching assistant at the University of the Pacific.

**Advisor:** Toni Antonucci

**Research interests:** Broadly speaking, I am interested in family relations across the life span. More specifically, my research focuses on the influence of culture, ethnicity, and generational status on family processes.

**Hobbies:** I enjoy watching documentaries, and I'm slowly learning how to cook.

**Favorite and least favorite thing about Michigan so far:** My favorite thing is the people. Everyone is so kind, and I am enjoying the opportunity and experience to learn from so many amazing people. My least favorite thing is the weather. I used to think "cold" was 60 degrees, but I think I'm slowly becoming a "weather warrior."

**If you weren't in psychology, what would you be doing instead?** I'd probably be teaching in an elementary school because I like kids and arts and crafts.



Above: Zombie fifth-year student Jerel Calzo attacks the horse of first-year student Lauren Reed.

Right: Fourth-year student Julie Maslowsky won a best costume prize with her boyfriend Al LaBarrie.

## Halloween 2009



## Marilyn Through the Years

Dr. Henry Wellman contributed these photos from a presentation at Marilyn's retirement dinner. Appropriately for developmentalists, they track some milestones from infancy through later life. Henry notes the discerning among us will see a theme of not only development but beach and ocean among these-fitting given that Marilyn and her husband Richard will be spending much of their retirement at their beach house in Wilmington, NC.



## Celebrating Professor

BY JONATHAN LANE AND IOULIA KOVELMAN

This past October, the Psychology Department hosted a retirement event celebrating the amazing and influential career of Dr. Marilyn Shatz, a Professor of Psychology and Linguistics at the University of Michigan for 32 years.

Over more than three decades, Dr. Shatz has pioneered research on early language development, including studies on the form, function, and contributors to language acquisition.

Dr. Shatz published dozens of articles in respected journals, edited several books, and served on the editorial boards of many esteemed journals.

One of Dr. Shatz's crowning achievements is *A Toddler's Life: Becoming a Person* – a book, inspired by the development of her first grandchild, in which she showed how social, cognitive, and language developments all interact to facilitate growth.

A recognized global thought leader, Dr. Shatz shaped the minds of hundreds of the University of Michigan's undergraduate and graduate students, as well as rejuvenating the Program in Linguistics at UM, returning it to departmental status and serving as its chair.

Dr. Shatz could not have started her career at a more opportune time. It was around the same time that Roger Brown published his landmark study of the linguistic development of three children, whom he called Adam, Eve, and Sarah, in *A First Language*.

As this young field struggled to understand the nature-nurture forces that guide language acquisition, Dr. Shatz called the field's attention to the fact that these forces do not work in isolation: They *interact*,

and the child is an active participant in the language acquisition process.

Dr. Shatz guided her colleagues: "Our task as researchers is to identify the potential sources of information that, at various points of development, might affect children's decisions about the meaning of words," she wrote. "The most obvious and important place to look for these sources is in children's intrinsic propensities and their natural learning contexts."

Dr. Shatz proposed that it is communicative interaction between child and caregivers that affects children's learning of linguistic structures, words, and word meanings (Diesendruck & Shatz, 1997; Shatz, 1985).

Preceding Dr. Shatz's retirement event, Dr. Laura-Ann Petitto, Professor of Psychology at the University of Toronto, spoke of how Dr. Shatz's work inspired her own research.

"Marilyn offered the stunning voice of reason in the discipline," she said. "With a power of intellect that would call on me thousands of miles away from her, sitting in my Harvard windowless hovel of an office, she called, ... and I believe single-handedly led the discipline from wandering eternally in the desert.

"It is no small feat to right the course of a discipline," Petitto continued. "With brilliant, logical reasoning, [Dr. Shatz] argued that while communicative environment is vitally important, the child is actively involved in language acquisition."

Indeed, 25 years earlier, Dr. Shatz had argued for an interplay between internal and external factors that contribute to the robust capacity for language acquisition evidenced in infants throughout the world, even among children with perceptual and cognitive impairments.

## Emeritus Marilyn Shatz

"The expression of the genetic capacity for human language is controlled in the phenotype by a developmental program driven by an executive mechanism internal to the organism," Dr. Shatz wrote (Shatz, 1985).

"The program is encoded at a moderate level of generality, beyond the modality-specific level. It governs as well an intermediary interaction system that encourages the availability of environmental input."

Dr. Shatz's theory that language development is the product of a complex interaction between characteristics of the environment and characteristics of an active learner resonated throughout her

work and served to guide and inspire the conceptual trajectory of the field as we know it today.

A recent conversation with Dr. Shatz about some of her most memorable experiences at the University of Michigan revealed that many of her fondest memories involve research collaborations with



Dr. Marilyn Shatz enjoys an October dinner honoring her retirement following 32 years as a Professor of Psychology and Linguistics at the University of Michigan. She received this vase engraved with names of her graduate students as a gift.

undergraduates, graduates, and of course her faculty colleagues.

Dr. Shatz expressed a strong sense of pride as she spoke about the current success of her former students, many of whom have become successful academics, child welfare advocates, and experts in a host of other fields.

Dr. Shatz noted that the one quality of Michigan that she will miss most is "the excitement among all of the disciplines" and

the many events hosted by departments across the university, including brown bags, colloquia, and consortia.

Looking to the future, Dr. Shatz offered some advice for today's graduate students. "You might as well aim high," she said. "Don't feel bad if you get rejected; life is full of rejections and you cannot be successful at everything.

"You're going to get rejections from papers, job rejections, all of that. Have enough self-confidence to say to yourself, 'This is what I really like, and I'm going to go after it.'"

Life after Michigan takes Dr. Shatz to a warmer, more temperate climate: North Carolina. Dr. Shatz is an Adjunct Professor of Psychology at the University of North Carolina, Wilmington, where she continues her research on early language acquisition, collaborating with students and faculty in the Department of Psychology.

Also, she is involved in several projects to address the need for teachers to learn more about language as they cope with the increasingly difficult problem of English language learners in the schools.

Michigan may have lost Dr. Shatz to a warmer climate for part of the year, but the field of language acquisition continues to hold her active interest.

Thank you, Marilyn, from all of us!

## Retirement Dinner Photos

From top: Marilyn with keynote speaker Dr. Laura-Ann Petitto; Dr. Henry Wellman chronicles Marilyn's scientific life; Department Chair Terri Lee welcomes guests; Dr. Susan Gelman presents Marilyn with a book of memories.



## Job Market Tips: A Successful Campus Visit

Although some say we are finally coming out of the recession, the ice caps will probably melt completely (then refreeze) before the academic job market improves. It seems it is not enough to already have a tenure-worthy CV in your arsenal; you must also exude confidence, professionalism, and charm.

To ensure that our area's students continue to secure prestigious job placements, several of the faculty members have offered a few words of advice on campus visits based on their own experiences.

To begin, one faculty member (who I will call Hastens Unwarily ... a disturbingly appropriate anagram of several contributors to this piece) generously recounted his experiences from a hellish campus visit. What proceeds is an embellished case study in what not to do:

**1. Never forget the power of first impressions.** The visit began when Dr. Unwarily was picked up from the airport by an esteemed senior professor (ESP), his wife, and their young son. Dr. Unwarily noticed that the son's light hair and skin color did not match those of his parents, particularly the mother, who was Greek. Rather than keeping this to himself, Dr. Unwarily unwisely inquired about it, and received the very cold reply from Mrs. ESP: "Jonathan was adopted." Let's just hope the ride to the hotel was not a long one.

**2. First impressions are already difficult to reverse, so don't dig yourself into a deeper hole.** Like most job candidates, Dr. Unwarily was scheduled to have lunch with several graduate students. Dr. Unwarily met the students at a local Greek restaurant, and the meeting went very well. However, all throughout the lunch, Dr. Unwarily could not help but notice the odd decorations in the restaurant.

After lunch, ESP made a point of asking Dr. Unwarily what he thought about the food and the meeting. Dr. Unwarily responded, "The food was great and so was the conversation, but" (never say "but") "the

décor was interesting" (not "interesting" as in "your research is interesting," but "interesting" as in "that Snuggie is ... interesting"). To Dr. Unwarily's credit, he did realize (as those words came out of his mouth) that the restaurant was Mrs. ESP's. His life also passed before his eyes.

**3. Some places set you up (context matters!).** Obviously Dr. Unwarily should have brushed up on social etiquette before going to the interview. However, it is also possible that this particular department set him up to have a tough time.

For example, the job talk itself went very well, but Dr. Unwarily had to give the talk using a ski pole as a pointer (but this may be a sign of the times, given that laser pointers were not yet common in that epoch).

Also, the host in charge of Dr. Unwarily recommended that he speak to one of the faculty members who had just received tenure. What the host did not explain is that this recently tenured professor was going through a divorce from one of the other faculty members. Needless to say this was an uncomfortable discussion.

Everything really came crashing down at the final dinner with the faculty. Dr. Unwarily had been warned about "That Guy who gives folks a hard time," and he spent most of dinner on edge, worrying about what was going to happen next. However, the last attack did not come from That Guy, but from good old ESP.

The dinner was fabulous and each course was accompanied with its own wine. The third course had the best wine Dr. Unwarily had ever tasted. Shortly after savoring that first sip, ESP picked up Dr. Unwarily's wine glass and drank from it.

Maybe it was the two previous glasses of wine, the stress, or the frustration with the other follies, but Dr. Unwarily was fed up. When Dr. Unwarily reclaimed the wine glass, he was immediately reprimanded. The table

fell silent until the department chair finally said, "Well we know *you'll* never have a problem fighting over lab space."

Dr. Unwarily did not get the job, but he learned from those mistakes and is now doing very well in our department. You can improve your chances of getting a position by avoiding all of Hastens Unwarily's mistakes as well as by following these other bits of advice from our faculty:

**PRACTICE YOUR JOB TALK.** You should be able to give your job talk without notes, resume after interruptions from That Guy, and abbreviate it if That Guy keeps talking.

Also get comfortable using props (laser pointers, ski poles, etc.) and taking sips of water at intervals. At Susan Gelman's job talk here at Michigan she spilled her water twice because she was so nervous.

**Don't be late.** With the exception of flight delays, be punctual to every event on your schedule. Susan knew someone who arrived at the airport well ahead of time, got immersed in reading, missed her flight, and was late to her interview. She did not get the job.

**Don't drink alcohol during the campus visit (or if you must drink, just have one).** The hosting faculty will likely offer your booze (and how can a graduate student ever turn that down?!). A drink may be just what you need to calm your nerves during the seemingly-friendly-but-horribly-judgmental dinner discourse, but don't overdo it. Just think—Dr. Unwarily might not have taken that wine glass back if he were a bit more sober.

**Be prepared for questions out of left field.** The fourth year seminar will prepare you for what types of questions to expect as well as how to deflect illegal questions that they will ask you anyway (e.g., Are you pregnant or planning to have children?). Also, engage in practice

BY JEREL CALZO

interviews. Learn how to handle tough questions with grace.

**Your suit should be a second skin.** Although suits make you look sharp, you might feel awkward the first time you wear them. Buy a suit now, wear it around the house and get used to moving in it. This will help you feel more natural and comfortable during the visit and your interviews.

**Pack lightly and don't check any luggage.** One recent job candidate recounted an incident in which she packed her suit in her bag, checked the bag, and the bag was lost. She had to buy a suit from K-Mart. Fashion no-no.

**Bring and use breath mints.** **Bring your job talk in multiple formats and save it on multiple devices.** Be prepared for any possible presentation disaster. Make your presentation PC and Mac compatible, save the slides as a PDF document, and save it on a thumb drive, online, on a CD, etc.

**Be careful about how you are represented on the Internet.** Facebook has become a great way to keep abreast of all the fascinating developments in your fellow graduate students' lives. However, faculty search committees, too, are interested in your peculiar side activities and scandalous photos (but not in a good way).

If you think your profile and photos are private enough, think again. Your profile does not have to be G-rated, but it might be a good idea to untag embarrassing photos, block folks who post unsavory messages, and question whether you want everyone to know that you are an avid fan of Snooki on "Jersey Shore."

Also, clean up your Blog, personal webpage, and also your voicemail message. Henry Wellman once called a candidate and the voicemail message was along the lines of "Of course you can't get me. I'm out partying, so leave a message." Not cool.

## New Tools in Developmental Cognitive Neuroscience: Functional Near Infrared Spectroscopy

BY IOULIA KOVELMAN

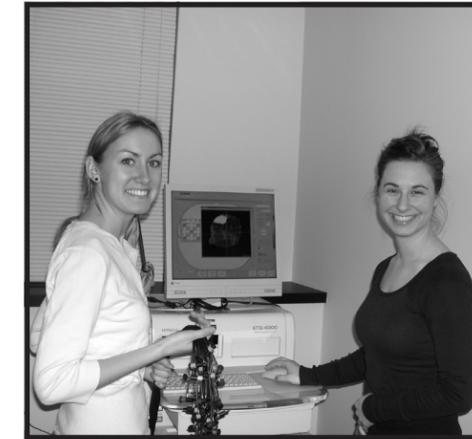
Developmental area faculty are actively exploring new tools for studying the developing brain. To this end, the Hitachi Medical Corporation has loaned the University of Michigan a functional near infrared spectroscopy (fNIRS) ETG-4000 system until the middle of March.

Similarly to fMRI, fNIRS detects changes in blood oxygenation; however, fNIRS uses optics as opposed to magnetism to measure

the hemodynamic response, which renders the system small, silent, and child-friendly.

Developmental area faculty and graduate students, including Lindsay Bowman, Margaret Evans, Ioulia Kovelman, Leon Chao Liu, Christopher Monk, Twila Tardif, and Henry Wellman, are now exploring this loan system.

fNIRS is housed at the Center for Human Growth and Development. Feel free to contact Ioulia Kovelman if you would like to learn more.



Left: Hilary Richardson and Lindsay Bowman discuss the fNIRS set-up for an experiment. Above: Alyssa Mastic wears the fNIRS probe-set.

## Upcoming Meetings and Workshops

International Conference on Infant Studies, March 10-14, 2010, Baltimore, MD

Society for Research on Adolescence Biennial Meeting, March 11-13, Philadelphia, PA

American Educational Research Association Annual Meeting, April 30-May 4, 2010, Denver, CO

European Association for Research on Adolescence Conference, May 12-15, Vilnius, Lithuania

APA Advanced Training Institute: Structural Equation Modeling in Longitudinal Research, May 25-29, Charlottesville, VA

Association for Psychological Science Annual Convention, May 27-30, 2010, Boston, MA

Jean Piaget Society Annual Meeting: Self-Regulation and Autonomy, June 3-5, 2010, St. Louis, MO

American Psychological Association Annual Convention, August 12-15, 2010, San Diego, CA

APA Advance Training Institute: Research Methods with Diverse Racial and Ethnic Groups, June 21-25, East Lansing, MI

For more information on upcoming events, see the SRCD website.

# Professional and Personal Milestones

COLLECTED BY AMANDA BRANDONE

## STUDENT AWARDS

- **Lindsay Bowman** received a Rackham International Student Fellowship.
- **Amanda Brandone** received the Walter M. Pillsbury Research Award.
- **Jerel Calzo** received the Rackham Outstanding Graduate Student Instructor Award and a Rackham Graduate Student Research Grant.
- **Cheri Chan** received a Dissertation/Thesis Grant for the Fall 2009 semester.
- **Jie Chen** was awarded an International Institute Individual Fellowship.
- **Daniel Choe** was awarded a 2009 SRCD Student Travel Award and the Minority Health and Health Disparities International Research Training Award.
- **Dana Levin** received a Community of Scholars Fellowship from the Institute for Research on Women and Gender and a Psychology Dissertation/Thesis Grant.
- **Chao Liu** received a Rackham International Research Award, an APA Dissertation Research Award, a Psychology Dissertation Grant, a Rackham Graduate Student Research Grant, a Rackham Predoctoral Fellowship, and the Center for Chinese Study Dissertation Fieldwork Fellowship.
- **Julie Maslowsky** was awarded a Barbara Perry Roberson Award and the Margaret Ayers Host Award.
- **Rika Meyer** was awarded a Barbara Perry Roberson Award.



Jasper Amsterlaw Hardy was born to Jennifer Amsterlaw on August 25, 2009.

- **Lisa Slominski** received a Barbara Perry Roberson Award and a Dissertation/Thesis Grant for the Winter 2009 semester. Lisa was also selected as a Patricia Gurin Lecture Series Presenter.
- **Jennifer Walsh** received the Patricia Gurin Award, a Rackham Graduate Student Research Grant, and SRCD and APA Travel Grants.

## FACULTY AWARDS, HONORS, AND APPOINTMENTS

- **Toni Antonucci** was elected Secretary General of the International Association of Gerontology and Geriatrics.
- **Jacque Eccles** was named a Distinguished University Professor. She was also appointed Editor of *Developmental Psychology*.
- **Cathy Lord** was named one of the Detroit News' Michiganders of the Year for 2009. Cathy was also selected to receive the Distinguished Contribution to Applied Research award at the 2010 APA meeting.
- **Arnold Sameroff** received an honorary doctorate from the University of Montreal. Arnold also gave the Presidential Address entitled "The Development of Developmental Science" at the 2009 SRCD meeting.
- **Jacqui Smith** was named an American Psychological Society Fellow for sustained outstanding contributions to the science of psychology.
- **Henry Wellman** was named the Harold W. Stevenson Collegiate Professor of Psychology.

## GRANTS

- **Lindsay Bell** and **Fred Morrison** received grants from the Office of the Vice President for Research and from the Center for Human Growth and Development to fund Lindsay's dissertation research. The title of the project is "Growth of Executive Function in Children: Contributions of Schooling and Culture." They will be observing children in kindergarten classrooms in Michigan

and in China in order to look for classroom factors that may contribute to differences in academic achievement and executive function between Chinese and American children.

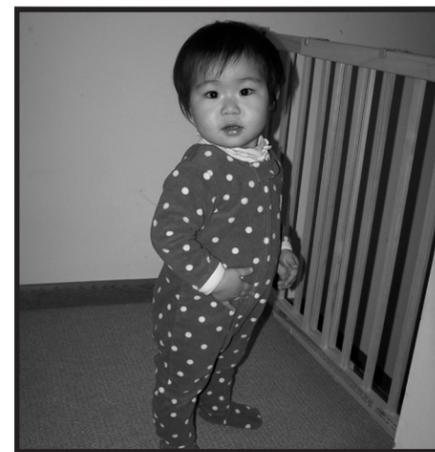
- **Pam Davis-Keane** received a grant from HIG to study immigrant families in the U.S. and their children's behavioral and health outcomes.
- **Fred Morrison** received a 3-year, \$1,500,000 grant from the Institute for Education Sciences entitled "Secure: Developing an Integrated Social, Emotional, and Cognitive Understanding and Regulation Intervention."
- **Jacqui Smith** received an R21 grant from NIH entitled "Harmonization of Longitudinal Cross-National Surveys of Aging." The project uses existing data on subjective well-being (SWB) collected as part of the Health and Retirement Study and the English Longitudinal Study of Aging, comparing cross-national trends and correlates of SWB. The aim is to optimize comparative investigations of the dynamics, correlates, and outcomes of SWB in populations aged 50- and-older. Jacqui also received an NIA-ARRA Challenge Grant entitled "Experience-Based and Subjective Well-Being Survey Toolkits for Older Adults."

## COMPLETED DISSERTATIONS

- **Heather Fuller-Iglesias**: "Social relations and well-being in Mexico: The effect of migration" with Toni Antonucci and Jacqui Smith (June, 2009)
- **Lisa Jackey**: "The long-term implications of childhood social relations" with Toni Antonucci (April, 2009)
- **Marjorie Rhodes**: "A developmental examination of the conceptual structure of animal, artifact, and human social categories" with Susan Gelman (May, 2009)
- **Khia Thomas**: "A sistah's legacy of strength: A mixed methods investigation of gender attitudes among African American women" with Monique Ward (August, 2009).

## COMPLETED 619s

- **Lindsay Bell**: "The impact of classroom interruptions on literacy skill growth in children with different levels of self-regulation" with Fred Morrison and Kai Cortina (June, 2009).
- **Jie Chen**: "Difference in attentional patterns for word learning? English and Mandarin-speaking infants discrimination of persons, actions, and objects" with Twila Tardif and Susan Gelman (January, 2010).
- **Daniel Choe**: "Maternal depressive symptoms and children's effortful control across the transition to kindergarten: Mechanisms linked to adjustment in school" with Sheryl Olson and Arnold Sameroff (May, 2009).
- **Jillian Lee Wiggins**: "Using a self-organizing map algorithm to detect differences in functional connectivity during rest in autism spectrum disorder" with Chris Monk and Cathy Lord (September, 2009).
- **Kristina Lopez**: "Language development among children with autism spectrum disorders: Verb acquisition" with Cathy Lord (January, 2010).
- **Elizabeth Thomason**: "Risk factors, parenting behavior, and attachment outcomes: Models of contextual influence" with Brenda Volling and Elizabeth Gershoff (October, 2009).
- **Samantha Worzalla**: "The impact of parent management language on self regulation in preschool children" with Fred Morrison and Pam Davis-Keane (July, 2009).



Amira XinRong Liu, daughter of fifth-year student Chao Liu and wife Xiaoqin Mai, is nearly 1.5.

## JOBS/PROMOTIONS/TENURE

- **Pam Davis-Keane** was promoted to Research Associate Professor at the Institute for Social Research and Center for Human Growth and Development.
- **Heather Fuller-Iglesias** was hired as an Assistant Professor in Psychology at North Dakota State University.
- **Amy Kolak** was hired as an Assistant Professor in Psychology at the College of Charleston in South Carolina.
- **Marjorie Rhodes** was hired as an Assistant Professor in Psychology at New York University.
- **Twila Tardif** was named Director of the Center for Human Growth and Development.
- **Medha Tare** accepted a position as a Research Scientist at the Center for Advanced Study of Language at the University of Maryland.
- **Jennifer Walsh** finished her tenure as editor of *Developments* and accepted a position as a Research Associate at the Center for Health and Behavior at Syracuse University.
- **Liza Ware** was hired as an Assistant Professor of Psychology at Viterbo University in La Crosse, Wisconsin.
- **Tianyi Yu** accepted a position as a tenure-track Research Scientist at the University of Georgia's Family Research Center.

## CONFERENCE REPORTS

- Michigan was well represented at the biennial meeting of the **Cognitive Development Society** (CDS) the past October in San Antonio. **Susan Gelman**, **Amanda Brandone**, and **Henry Wellman** were all on the society's Executive Board. Henry presided as President, at the end turning over the office to Nora Newcombe (of Temple University), the incoming President. Susan, **Jon Lane**, and **Margaret Evans** gave talks, and several others, including Amanda, **Lindsay Bowman**, and **Cheri Chan**, presented posters. Go Blue.
- The sixth biennial meeting of the **Society for the Study of Human Develop-**



Sydney Cortina, daughter of professor Kai Cortina and wife Lilia, is now 2 years old.

ment (SSHD) was held at the University of Michigan from October 18th to 20th. The theme was "Human Development: Earlier Influences on Later Life Outcomes."

The conference addressed current knowledge about and future directions in understanding the contribution of early events and factors to later outcomes of human development—both positive and negative—over the life course.

**Toni Antonucci** delivered the welcome and presidential address at the conference. Many of the symposia and presentations were chaired and delivered by area faculty, including **Kai Cortina**, **Jacque Eccles**, **John Hagan**, **Fred Morrison**, and **Jacqui Smith**.

## SIGNIFICANT PUBLICATIONS

- **Shatz, M., & Wilkinson, L.C.** (Eds.). *The Education of English Language Learners: Research to Practice*. Guilford Press.
- **Antonucci, T.C., & Jackson, J.S.** (Eds.). *Life-course Perspectives on Late Life Health Disparities*. Springer.

## BIRTHS/MARRIAGES

- Former graduate student **Jennifer Amsterlaw** announced the arrival of son Jasper Amsterlaw Hardy on August 25, 2009.
- **Dana Levin** married Jason Kosnoski on July 5, 2009.