



FOCUS ON RESEARCH

The Legacy of Early Experience: Prospective and Retrospective Evidence for Enduring Effects

By Glenn I. Roisman



One of the more controversial claims in developmental psychology is that early experiences with caregivers leave an enduring mark on human development.

Although this is a very old idea, formalized in theories that date back to the beginnings of psychological science, no strong consensus has been built within the field or in society at large about this issue. For example, some scholars have claimed that any effects of early experience are transient—that is, they are gradually erased over time by subsequent life events (see, for example, high-profile books by Judith Rich Harris, Jerome Kagan, and Michael Lewis). Others, meanwhile, strongly identify with the notion that early experience may be uniquely important, a sentiment that has provided a foundation for a multi-billion dollar “first three years” industry that has given rise not only to unprecedented educational opportunities for parents to learn about normative development but also CDs, DVDs, and other products—many of dubious value—designed to jump start babies’ cognitive and social development.

Ironically, debates about the developmental significance of early experience have, until recently, taken place in the relative absence of much data from long-term, longitudinal studies, tracking cohorts of children from infancy to maturity, that have used state-of-the-art methods for studying the quality of interpersonal relationships in the early life course. Fortunately for me, it was as a graduate research assistant on one of the few such investigations—Alan Sroufe, Byron Egeland, and Andy Collins’s Minnesota longitudinal study—that I got my start as an interpersonal relationships researcher. After publishing a series of papers based on this study, demonstrating, among other things, that infant attachment security predicts the observed quality of young adults’ romantic relationships, I became convinced that early experiences might indeed have lasting consequences.

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Psychological Models of Language Comprehension

By Kara Federmeier

Human brains are storehouses for vast amounts of information about things, people, places, and events. Remarkably, in only hundreds of milliseconds the brain of an experienced language user can retrieve information from this storehouse in response to a complex, often ambiguous, perceptual signal—that is, a visual or auditory word. Research conducted in the University of Illinois Cognition and Brain



An infant’s early relationship experience with a caregiver predicts the observed quality of his or her young adult romantic relationships.

Lab aims to uncover the psychological and biological mechanisms that make such rapid appreciation of meaning possible. To do this, we look at behavioral responses in conjunction with eye movement patterns and

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PSYCHOLOGY TIMES

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From the Department Head

My first year as head of the Department of Psychology has gone by very quickly. I am grateful to the many dedicated faculty, staff, and students who made it a fun and rewarding year. It is a great honor to be head of this excellent and congenial department and I have found

the experience to be both stimulating and rewarding.

The field of psychology has changed a great deal since most of us were in school. Our department now consists of eight different areas or divisions: Biological, Brain and Cognition, Clinical/Community, Cognitive, Developmental, Quantitative, Social-Personality-Organizational, and Visual Cognition and Human Performance. Students and faculty members in these divisions study the mind and behavior at various levels of analysis— from individual neurons, to individual brains, to individual people, to groups, to institutions.

In terms of size, we are one of the largest departments on campus with approximately 60 tenure-stream faculty members, nearly 200 graduate students, and approximately 1,300 undergraduate majors. We teach over 50,000 student credit hours each year, and we do it well—80 percent of our teaching ratings are above the midpoint of our five-point rating scale. We also excel in the research domain. Approximately 90 percent of our faculty have external funding, and last year psychology faculty members received over \$6 million in grant funds. It is little wonder that the department is consistently ranked among the top five psychology departments in the country.

Befitting our high rank, many faculty members and students won prestigious awards in the last year. In this newsletter you will learn more about some of these remarkable people, as well as staff members and alumni who are distinguishing themselves in their work on campus and across the country. I hope that reading about their accomplishments and their work will make you as proud to be associated with this department as I am.

David E. Irwin
Professor and Head

Gene X Environment Interactions in Mental Health

Avshalom Caspi, a recognized leader in the field of developmental psychology, is a professor of psychology at the University of Wisconsin, where he co-directs the Developmental Program on Personality and Psychopathology. He also holds a concurrent appointment in the Social, Genetic, and Developmental Psychiatry Research Centre which is affiliated with the Institute of Psychiatry at King's College in London. Caspi focuses his research in three areas: (1) the origins, continuity, and change of individual differences in both normal and abnormal psychological traits; (2) social inequalities and mental health; and (3) how and why personality differences shape health-risk behaviors.



Avshalom Caspi was the featured speaker at the Department of Psychology's Lanier Lecture on September 11, 2006. The Lanier Lecture highlights the research of a distinguished psychologist whose work is of interest to the general campus community.

Avshalom Caspi thought it was fitting that he was delivering a lecture about gene-environment interactions on the campus that is home to the Morrow Plots, the oldest continually used experimental fields in the United States. After all, the gene-environment interaction (i.e., GxE) is well recognized in agricultural research.

It is only recently, however, that mental health researchers have begun to grapple empirically with GxE, which occurs when an environmental pathogen (e.g., poor diet, pollution, life stress) has an effect on health (dependent on genotype). What has taken so long, and what does future research about this topic promise to deliver? Caspi claims that successful collaboration between genetic epidemiologists and neuroscientists can solve the biggest mystery of human psychopathology: how does an environmental factor, external to a person,

make its way into the nervous system and alter its elements, to generate the symptoms of a disordered mind?

According to Caspi, there is emerging evidence of GxE in psychiatric conditions. Behavioral scientists know a lot about what environmental risks (e-risks) are connected with psychiatric disorders. The pool of e-risk candidates includes antisocial disorders, depression, and the schizophrenia spectrum. Caspi contends that these risks should also be extended to psychosocial, perinatal, infectious, and toxic pathogens. He looks for three criteria when selecting candidate environmental risks for the GxE hypotheses:

- Marked variability of response among people exposed to the environmental risk
- Evidence that the putative risk is a true environmental pathogen having causal effects
- A plausible effect of the environmental risk on biological systems involved in the disorder

Examples of e-risk research conducted by Caspi's team includes: male conduct disorder and how child maltreatment interacts with genotype; adult depression and how life stress interacts with genotype; and schizophrenia spectrum disorder and how cannabis use interacts with genotype. He has identified six strategic steps for research into measured GxE: (1) identifying the candidate environmental pathogen, (2) optimizing the environmental risk measurement, (3) identifying candidate susceptibility genes, (4) testing for interaction, (5) evaluating the specificity of the GxE, and (6) replication.

E-Risk Research and the Future

To determine whether the risk factor is truly an environmental cause, researchers have conducted randomized treatment trials, natural experiments, and twin and adoption designs with genetic controls. Caspi and Moffit, for example, explored the latter option when they conducted an e-risk longitudinal study with 1,116 families with twins who were born between 1994-95 in England and Wales. The twins were followed over the first decade of life. One of the issues studied was whether the experience of being maltreated was influenced by a child's genes. The results that were found for environmental mediation included:

- A child's risk of maltreatment was not influenced by the child's genes
- Controlling for the child's prior level of symptoms, maltreatment experience was followed by an increase in new conduct disorder symptoms
- After controlling for both parents' antisocial behavior, maltreatment still predicted conduct disorder significantly (Jaffee et al., 2004, *Journal of Abnormal Psychology*)

"GxE is well recognized in agricultural research but only recently have mental health researchers begun to grapple empirically with GxE. GxE has already been reported and replicated in other branches of medicine. For example, dietary fat intake is associated with high triglycerides when subjects were the carriers of the APOA5 genotype, and heavy tobacco smokers developed gum disease, indexed by the number of remaining teeth, when the subjects were carriers of the Interleukin 1 genotype."

—Avshalom Caspi

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Early Experience (continued from page 1)

Researching the Lasting Consequences of Early Experiences

My current program of research seeks to refine and extend what we know about the significance of early experience. In one line of research, I continue to analyze data from cohorts of children intensively studied, prospectively from infancy. For example, I serve as a Co-Principal Investigator on the NICHD Study of Early Child Care and Youth Development (SECCYD), a multi-site investigation of more than 1,000 children tracked from infancy to age 15. Using these data, in collaboration with Professor Chris Fraley, we have been able to demonstrate that observations of maternal sensitivity in

the first three years of life are associated in enduring ways with cognitive and social functioning. Similarly, focusing on the nationally representative twin sub-sample of Early Childhood Longitudinal Study Birth Cohort, Dr.

Fraley and I have conducted behavior-genetic analyses, which suggest that genetic variation among children plays no detectable role in terms of scaffolding the quality of infant-caregiver relationships—whereas shared and non-shared experiences within the home are paramount in this regard.

Cumulatively, such work provides compelling evidence that early experiences of largely non-genetic origin are associated in enduring ways with developmental adaptation. Nonetheless, questions

remain about for whom the effects of early experience are most pronounced and through what mechanisms early experience leaves its persistent mark on development. As such, in ongoing longitudinal work, I am examining both genetic (e.g., polymorphisms demonstrated to increase risks associated with environmental inputs) as well as environmental (e.g., the continuity of caregiving experiences) moderators and mediators of the developmental significance of early experience.

A second line of research I am conducting presently consists of a programmatic set of laboratory analogue studies involving the administration of semi-structured, hour-long Adult Attachment Interviews (AAs) of college

students, stranger dyads, siblings, and romantically involved couples (dating, engaged, married, gay male, and lesbian) that ask about their childhood experiences. In addition to having

made methodological contributions in this area (e.g., distinguishing empirically between developmental and social psychological approaches to the assessment of adult security and using taxometric procedures to determine that variation in security is continuously and not categorically distributed), these studies provide rare observational and physiological evidence that committed same-sex couples compare quite favorably to their heterosexual counterparts. More central to our primary

research goals, such investigations have also yielded consistent evidence that secure adults who are able to freely evaluate their early experiences—without either becoming preoccupied with or dismissive of early life events—tend to interact more effectively with both close partners and strangers, an idea which has led us to believe that developing a coherent narrative about early life events serves as a key psychological resource for successfully engaging adult relationships.

Such work has also demonstrated that insecure adults show distinctive patterns of physiological response when they attempt to resolve areas of disagreement with their partners, implying that interpersonal experiences may tune psychobiological reactivity with consequences for physical health. These initial findings provide a foundation for collaborative research in the planning stages on the neurobiology of adult attachment as well as a behavior-genetic twin study of adults' narratives about their early experiences.

Glenn Roisman is an assistant professor in the Developmental Division in the Department of Psychology. His interests broadly concern the legacy of early relationship experiences as an organizing force in social and emotional development across the lifespan. He was recently honored with the 2007 Society for Research in Child Development Award for Early Research Contributions. Roisman is currently pursuing his research agenda both through (1) prospective investigations of the fate of early experience as a Co-PI on the NICHD Study of Early Child Care, a longitudinal study of over 1,000 youth tracked from infancy to age 15, and (2) a programmatic set of laboratory analogue studies involving administering in-depth interviews to college students, stranger dyads, siblings, and romantically involved couples (dating, engaged, married, gay male, and lesbian) about their childhood experiences.

“Developing a coherent narrative about early life events serves as a key psychological resource for successfully engaging adult relationships.”

Language Comprehension (continued from page 1)

brain electrophysiological responses (event-related potentials or ERPs).

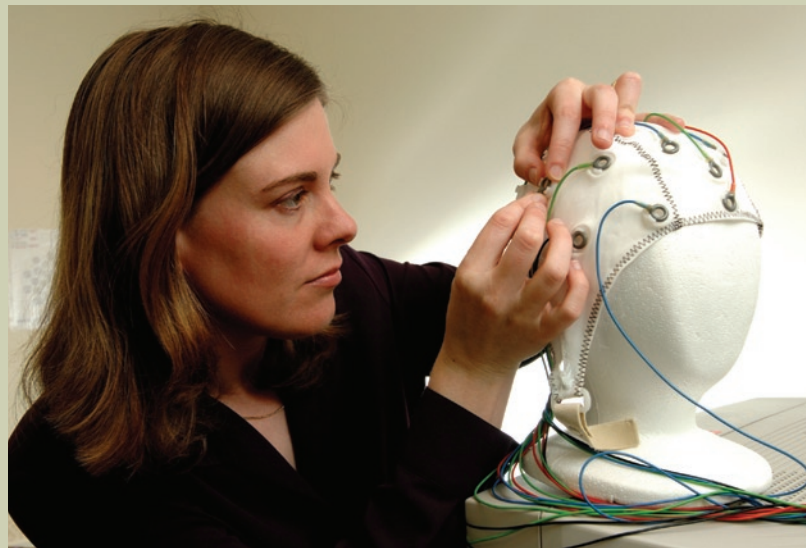
Many psychological models of language comprehension assume that words are processed in a “bottom-up” fashion, beginning with each word’s visual or auditory features, progressing to basic information

about word kind (e.g., whether the word is a noun or verb), and, finally, yielding information about the word’s meaning. Importantly, this process is assumed to be the same whether one encounters a word alone or as part of a larger context, such as a sentence or story. However, our work suggests context has important effects on how a word is processed and, in particular, that the language

comprehension system can use context information to predict what upcoming words will be like. This means that some information about word meaning may be available to the system even before the word actually appears, which may be an important part of what allows meaning processing to be as fast and effective as it usually is—at least, as it usually is for young adults. In fact, our work has shown that the brains of many older adults are less effective at making such predictions during normal comprehension and, correspondingly, less good at rapidly appreciating the meaning of sentences. We currently have funding from the National

Institute on Aging to examine how and why language comprehension changes with age and what factors might make age-related impairment less likely.

While prediction can help language users rapidly appreciate meaning in some circumstances, there are also times when



“Our work has shown that the brains of many older adults are less effective at making (context) predictions during normal comprehension and, correspondingly, less good at rapidly appreciating the meaning of sentences.”

prediction might cause errors. For example, when reading the sentence, “When I asked the bartender for something cold and full of rum, he recommended his...” a predictive language comprehension system is likely to prepare itself to process a word like “daiquiri.” Such a system might then have trouble when the final word turns out to be “wife.” In cases like the processing of this joke, a system that waited and made no assumptions about the final word might do better. Intriguingly, our recent research suggests that the brain might use both predictive and more bottom-up processing strategies, distributed across the two “halves” of our brain: the right and

left cerebral hemispheres. We find that the left hemisphere is more likely to process language through prediction, perhaps explaining in part why damage to the left hemisphere is particularly devastating for normal language functions. The right hemisphere, in contrast, seems to process

language in a more bottom-up fashion, making it better at flexibly handling unpredictable words, such as those in jokes.

Overall, research in our laboratory suggests that while our appreciation of meaning often seems effortless, immediate, and unified, it is, instead, constructed by the brain across both space and time and in more than one manner at any given point in time. Our aim is to continue to try to understand how we so quickly process patterns of sounds or letters to derive such complex, rich

associations—an ability that seems to be uniquely human.

Kara Federmeier is an assistant professor in the Brain and Cognition and Cognitive divisions of the Department of Psychology. She received her PhD in cognitive science from the University of California at San Diego in 2000, and completed a postdoctoral fellowship with the Center for Research in Language at UCSD before joining the faculty at the University of Illinois in the fall of 2002. She recently received the Society for Psychophysiology’s award for Distinguished Early Career Contributions to Psychophysiology. Federmeier’s research focuses on the neural bases of language comprehension, including the representation and organization of verbal and pictorial knowledge in long-term memory and semantic and syntactic context effects in language comprehension. In July 2005, she was awarded a grant from the National Institute on Aging to study hemispheric differences in verbal processing and the effects of normal aging on comprehension.

LEE HONORED FOR TEACHING EXCELLENCE

Congratulations to Matthew Lee, who was a recipient of the College of LAS Award for Excellence in Undergraduate Teaching by a Graduate Instructor. Lee was also selected as the 2006 recipient of the departmental teaching award.

For four semesters, Lee facilitated five dialogue sections and co-facilitated one section of "Exploring Cultural Diversity" (Ed Psych 202), an introductory course to guide students' understanding of historical and social oppression, and discrimination. Lee led three sessions of an elective in Asian American Studies called "Being Asian American" (AAS 199) in the spring of 2006. The sections he offered not only met the program's mission to deliver Asian American Studies content to students of all ethnic backgrounds, but proved so popular that another section was added to accommodate the overwhelming student interest.

As an instructor in "Introduction to Psychology" (Psych 100) in Fall 2006, his



student's early evaluations cited both his creative use of real-life events and music to illustrate important concepts, his approachable style, and ability to know students by name even in a lecture class. Lee's use of innovative classroom activities to engage students on both personal and interpersonal levels earned him accolades from students as well as three semester placements on the "Incomplete List of Teachers Ranked as Excellent." He

has gone beyond the duties of a teaching assistant to earn a Graduate Teaching Certificate.

Lee's approach to teaching has also been shaped through his service on many important campus committees (e.g., University Provost and Vice Chancellor for Academic Affairs Search Committee, Counseling Center Specialist Search Committee, and Asian American Studies Program Advisory Board), and research experiences that examine the effects of

residing in a university living and learning community and that document the complexity of Asian American college life. Lee also won an award from the Office of the Dean of Students for workshops he provided to students outside the classroom.

Lee will be on a one-year internship at Ohio University's Counseling Center for the 2007-08 academic year.

"My teaching philosophy is grounded on the basis of social justice. My classroom techniques challenge students to think beyond the texts and develop skills in engaging peers and institutions in an increasingly diverse world. My goals for students are that they can apply the knowledge to actual skills and behaviors such as problem solving, communicating across differences, and deciding to act as an agent of, or ally against, oppression.

Students Complete Honors Program

Last spring, 16 students presented their research at the Honors Program Fair. The program, coordinated in 2005-06 by Professor Eva Pomerantz, requires that students write a research-based thesis at a level comparable to a master's thesis and make several oral presentations on both assigned material and their own research. Students who complete the honors program graduate with a "Distinction in Psychology."

Bottom row: Kate Scott, Lindsay Termini, Amber Stoesser, Lyn Apa, Nicole Sorell. Middle row: Dr. Eva Pomerantz, Rebecca Olejniczak, Sankirtana Mundlapudi, Jenny Fell, Jessica Eggert, Alice Moon, Agnieszka Konopka (graduate TA). Top row: Kate Olson, Bharathi Pillai, Danielle McCarthy, Kristoffer Myczek, Renier Pualengco, Wilbert Law.



Preparing Students for the Future



The Psych 290 Experience

Doctoral student Bradley Brummel received an enthusiastic response in his Psych 245: "Industrial/Organizational Psychology" class last fall when he announced that he would accept seven students for Psych 290: "Research Experience in Psychology." The students, six seniors and one junior, met weekly with Brummel in Professor Drasgow's lab suite.

The goal of the course was to expose the students to more in-depth research in the Industrial/Organizational field and to develop their skills for literature reviews and analytical thinking. In addition to the weekly readings and discussions, the students learned about data collection, data entry, pre-tested a web survey, and contributed to the design of other projects. Two of the students continued the work with Brummel for an additional semester, and one student presented a poster at the Society for Personality and Social Psychology, the preeminent social psychology conference. The senior students also received assistance completing applications for graduate school, including a letter of recommendation.

The seven students in Brummel's Psych 290 section were part of the nearly 250 students who enroll in the course every semester. Faculty from all of the divisions in the department participate in this unique educational opportunity.

For both the instructor and the students, Psych 290 proved to be a win-win situation. Brummel had the opportunity to work with highly motivated students, engage in the personal interaction that is missing when teaching a large class like Psych 245, and gain experience as a mentor. The students had the chance to receive hands-on research experience in a lab setting, engage in personal interaction with an instructor, and obtain assistance with the graduate school application process.

"The goal of the Psych 290 course is to expose students to more in-depth research and to develop their skills for literature reviews and analytical thinking."

What Students Say About Psych 290

"Brad has done a great job of integrating a classroom and learning environment into the lab work. Aside from running subjects and entering data—the expected grunt work for a 290—we have actively participated in discussion and evaluation of other research and topics in the field."

—Patricia Meehan

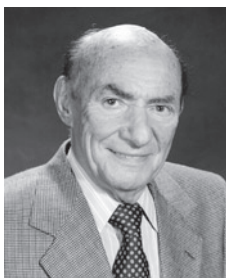
"Bradley has been extremely helpful with the process of applying to graduate schools. He has given me helpful advice on which schools and programs to apply to, written me letters of recommendation, and provided advice for my personal statement."

—Daniel Treiber

"All of my expectations were met through the articles, weekly discussions, and helping run Brad's recent study. I feel I learned a lot more about the field and gained experience that I would not have if I just took an I/O course."

—Alicia Mohammed

GENEROUS DONORS ASSIST STUDENTS



Frederick H. Kanfer, a member of the Department of Psychology from 1973 until 1995, was a pioneer in the behavioral therapy movement and a founding father of self-management therapy. To honor his legacy, his family established the **Frederick and Ruby Kanfer Award**, to be presented to the graduating senior whose scholarship and/or service in the field of clinical/community psychology is aimed at improving the psychological lives of all individuals.

Amanda Howald was the 2006 Kanfer Award winner.

Howald worked with Professors Wendy Heller and Gregory Miller for three years, making substantive contributions in their lab. She began her graduate studies last year in Northwestern University's Counseling Psychology Program.

The **Ann L. Brown Award for Excellence in Developmental Research** was created to honor researchers who have made stellar contributions in the field of developmental psychology. The first award was presented to **Alan Leslie**, at the 2006 Ann L. Brown Lecture on November 16, 2006, in the context of the Cognitive Science Colloquium Series.

Gene X (continued from page 3)

Caspi believes different e-risks can come into play at different points in the lifespan. For example, when looking at the environmental contributions in schizophrenia, Caspi said infectious prenatal exposure could put an individual at risk for schizophrenia. Additional e-risks could include: birth: hypoxia; adolescence: drug use, prodrome and onset; adulthood: life stress, degeneration, and chronicity.

GxE research is in the early stages, says Caspi, but he predicts that the most important work on GxE will come out of neuroscience and experimental psychopathology, not epidemiology, because researchers can accomplish more in a laboratory than they can in the field. For example, researchers can randomly assign subjects with different genotypes to different e-risk exposures, measure reactivity to exposure, and manipulate the strength of exposure.

As important as GxE research is, Caspi is not suggesting that all genetic effects on mental health operate through the environment. He emphasizes that the remarkable capacity of humans to overcome adversity cannot be reduced to simply based-pair differences in DNA. Rather, he suggests that wherever there is variation among humans in their psychological reactions to major environmental pathogens for a mental health disorder, GxE might be operating, and it is worthwhile to explore this hypotheses. Caspi is also hopeful that GxE research will help assuage public fears that genetic research is dangerous.



The Lanier Lecture is supported by a fund established by L. Gene and Catherine Lemon in memory of her father, Lyle Lanier, former head of the Department of Psychology (1951-1959), dean of the College of Liberal Arts and Sciences, and provost of the Urbana campus. The Lanier Lecture brings a distinguished psychologist to campus whose work is of interest to the general campus community.

DISTINGUISHED ALUMNI HONORED



The Department of Psychology honored two distinguished alumni, Kathy Olesker Pounds and Fred Volkmar, at last year's graduation ceremony.

Kathy Olesker Pounds (BS '71) pursued graduate work in community counseling and provided social services in the poorer sections of Miami before deciding to enroll in law school at Northwestern University. Pounds became a litigator with a Miami law firm and was assigned to represent an international conglomerate, headquartered in New York City where she met her husband, Ralph Pounds. She began a career in the telecommunications industry, where she held

positions at GTE and MCI. She retired after the WorldCom acquisition of MCI was completed.

Fred Volkmar (BS '72) earned an MA in psychology and an MD from Stanford University. He has been associated with Yale University since 1980, when he came to the Yale Child Study Center as a fellow in child psychiatry. He joined the faculty in

1982 as an assistant professor of child psychiatry, pediatrics, and psychology, and currently holds the position of Irving B. Harris Professor of Child Psychiatry, Pediatrics, and Psychology. He is recognized as the leading expert in the field of autism and related disorders, such as Asperger's syndrome. Volkmar also serves as a consulting and chief psychiatrist at Benhaven School in New Haven, Conn., a school for children with autism, and the Yale Psychiatric Institute. He is a member of the faculty of the Western New England Institute for Psychoanalysis. Volkmar delivered the Distinguished Alumni Award lecture, "Understanding Autism-Perspectives from Research and Clinical Work."

PSYCHOLOGY CAREER

The Department of Psychology held its first Career Information Night on April 19, 2007, in the Psychology Building's atrium.

Eight psychology alumni, representing the fields of teaching, human resources, health, counseling, and marketing, offered current students insight on how a bachelor's degree in psychology can prepare them for a future career. Contact Gary Wszalek in the Undergraduate Advising Office at wszalek@uiuc.edu if you are interested in participating in a future Career Information event.

PARTICIPANTS

Denise Dallmier Burger (BS '93, psychology; AM '94, human resource management), director of human resources, Horizon Hobby, Inc.

Steven Epstein (BS '68, psychology; DDS '72), dentist (retired).

Kara Federmeier (BS '94, psychology; MS '96, PhD '99 University of California, San Diego, psychology), assistant professor, Department of Psychology, University of Illinois at Urbana-Champaign.

Dale Hoke (BS '73, psychology; MS '74, Illinois State University, psychology), adjunct instructor of psychology, Heartland Community College.

Karen McLaughlin (BS '94, psychology; MS '97, Institute of Labor and Industrial Relations), associate director for college human resources, College of ACES, University of Illinois at Urbana-Champaign.

Keri Carter Pipkins (BS '96, psychology; MS, Northern Illinois University, education counseling), assistant director, health and graduate school information, University of Illinois at Urbana-Champaign.

Ronald Rothschild (BS '80, psychology; MSW '84, social work; LC, social work), licensed social worker in private practice.

Peggy Ruff (BS '75, math and psychology), vice president, logistics, Tate & Lyle Ingredients Americas.

Thank You Peer Registration Assistants!

In Spring 2006, five students were interviewed and hired as part of the department's advising team to assist incoming freshmen with summer orientation. These students answered student inquiries and helped in computer labs as new students registered for fall classes. In addition to summer duties, Peer Registration Assistants worked year-round during fall and spring registration periods answering basic questions about the psychology major and helping students navigate the computer registration system.

Thanks to the graduating seniors for a job well done!



Bottom row: Academic Advisor Deneen DeMarie, Natalie Coggins, Rebecca Zavelovich, Jayme Jones
 Top row: Academic Advisor David Skadden, Ben Boldt, Academic Advisor Gary Wszalek. Not shown: Mark McArthur.

Psychology Department is #5 in 'U.S. News' Rankings

The Department of Psychology maintained its ranking in the top five graduate programs in the 2007 *U.S. News and World Report* rankings of psychology graduate programs. The department was ranked in the top 10 in many of the sub-discipline ratings as well, including:

- Clinical (listed under health disciplines)—8th
- Cognitive—6th
- Developmental—8th
- Experimental (VCHP)—4th
- Industrial/Organizational—5th
- Social—10th

Doctor of Philosophy degrees are awarded in eight areas of psychology:

- Biological
- Brain and Cognition
- Clinical/Community
- Cognitive
- Developmental
- Quantitative
- Social-Personality-Organizational
- Visual Cognition and Human Performance

INFORMATION NIGHT



Front row: Kara Federmeier, Denise Dallmier Burger, Dale Hoke, Karen McLaughlin, Keri Carter Pipkins.
 Back row: David Irwin (Department Head), Ronald Rothschild, Steven Epstein, Peggy Ruff, Karl Rosengren (Associate Department Head).



Award-Winning Faculty, Students, and Staff

The following faculty, students, and staff were recognized for academic excellence during the past year. All of the recipients receive certificates and have their names inscribed on award plaques that are kept on permanent display in the Psychology Building.

Mabel Kirkpatrick Hohenboken Teaching Enhancement Award

Gary Dell was selected as the 2006 recipient of the Hohenboken Award. This award recognizes departmental faculty who consistently contribute to instruction, focus on students and the quality of instructional outcome, develop innovative approaches to teaching, and influence the curriculum. Dell is a faculty member in the Cognitive Division.

Graduate Student Organization Instructional Award

This award is presented to faculty for excellence in teaching and advising at the graduate level. The 2006 recipient is **R. Chris Fraley** from the Social-Personality-Organizational Division.

Psi Chi Teacher of the Year Award

Renee Baillargeon received this award for her demonstrated excellence in undergraduate teaching. She is a faculty member in the Developmental Division.

Department of Psychology and LAS Academic Professional Award

Kathy Hatch received an Academic Professional Award from the Department of Psychology and College of LAS in

2006. Hatch is the Director of Budget and Resource Planning and she advises on and implements all policies pertaining to the financial resources of the department. She is also the liaison between the department and various research management authorities at the federal, state, and campus levels. One of her references stated, "Kathy is essential to the smooth running of the psychology department, which is a large and financially complex unit."

LAS and Campus Academic Advising Award

Deneen DeMarie received the LAS and Campus Academic Advising Awards for excellence in advising undergraduate psychology students. DeMarie is one of three advisors in the department who work with approximately 1,500 undergraduate psychology majors. Many students wrote letters of support and completed the LAS Student Survey endorsing her candidacy for the advising award. One of her students stated, "Deneen became a life mentor. She is an advisor that nourishes her students' lives and challenges them to grow."

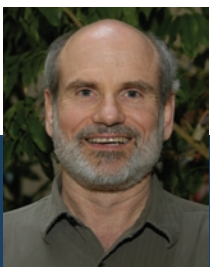
Department of Psychology Staff Award

Lori Hendricks received the Department of Psychology's 2006 Staff Award. Hendricks is responsible for administering the department's Graduate Student Affairs Office, which handles admissions, registration, and the academic progress for approximately 200 graduate students. Hendricks was also the recipient of this award in 2001.

2007 APA Division 7 Outstanding Dissertation Award

Florrie Fei-Yin Ng received this award for her dissertation, "Parent's Responses to Children's Success and Failure: Differences Between Chinese and European American Parents." According to the award committee, "it is excellent research with important implications for developmental theory, research, and application. We commend you for the broad scope of your work and your keen eye in integrating several important strands of developmental research."

Her dissertation was supervised by Dr. Eva Pomerantz in the Developmental Division. Ng spent the 2006-07 academic year conducting postdoctoral research with Pomerantz.



Gary Dell



R. Chris Fraley



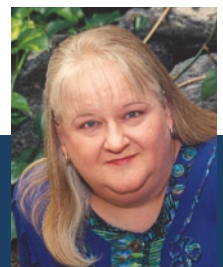
Renee Baillargeon



Kathy Hatch



Deneen DeMarie



Lori Hendricks

Nancy Hirschberg Memorial Award

The 2006 award was presented to **Elena Rykhlevskaia** (Quantitative Division) for her paper, "Lagged Covariance Structure Models for Studying Functional Connectivity in the Brain."

Ed Scheiderer Award

Matthew Boden and **Erica Mattison** were selected as the 2005 award recipients. Boden received the award, in collaboration with Professor Howard Berenbaum, for investigating the causal relation between emotional awareness (EA) and suspiciousness and whether this relation is moderated by gender. The resultant paper was published in the journal, *Cognition and Emotion*.

Mattison's study investigated the relationship between school racial climate and student's self-reports of academic and discipline outcomes, including whether racial climate mediated and/or moderated the relationship between race and outcomes. Results suggest careful attention should be given to the racial climate of secondary schools, particularly for adolescents who perceive schools as unfair.

Herman Eisen Award

Jennifer Trotter was selected as the recipient of the 2006 award, in recognition of her tireless efforts with the Community Advocacy Project (CAP) as well as her community-based education on domestic violence and her one-on-one clinical work. CAP pairs undergraduate students with domestic violence survivors in the community. Trotter

took responsibility for the education and well-being of her undergraduates and for providing the best possible services to survivors of domestic violence.

J. McVicker Hunt Award

Geoffrey Brown was selected by the Developmental Division to receive the award based on the significance and quality of his research as well as his research productivity.

APA Dissertation Research Grant

Geoffrey Brown received a cash award for his dissertation "Father Involvement, Fathering Quality, and Father-Child Attachment in the First Three Years."

2007 Distinguished Student Research Award (Division 45)

Eric John David won the inaugural award from Division 45: Society for the Study of Ethnic Minority Issues. David received his doctoral degree in May 2007, and accepted a faculty position in the Clinical-Community Psychology program at the University of Alaska. The program has a cultural and indigenous psychology emphasis.

Janet Tritsch Award

The Janet Tritsch Award, established in memory of this enthusiastic participant in undergraduate research, was presented to **Reinier Pualengco** in 2006 for his senior thesis: "Preemptive Effort Downplaying: Self-Enhancing?" Pualengco conducted his research under the supervision of Dr. Chi-Yue Chi from the Social-Personality-Organizational Division.

Community Action Award

The Community Action Award recognizes undergraduates who promote social justice in the community through a commitment to citizen activism, community organizing, and the promotion of individual and community well-being through the application of their knowledge of psychology.

Lindsay Gehrig was the 2006 Community Action Award recipient for her work with the Community Advocacy Project (CAP), a University of Illinois community intervention program and service-learning course. She excelled both in an academically rigorous investigation of domestic violence and through her compassionate engagement with survivors.

As part of the CAP project, Gehrig engaged in a careful analysis of interviews on domestic violence, was an advocate for survivors, served as an undergraduate teaching assistant for the course, recruited community participants for the project, and assisted in the supervision of fellow students.

After graduating in May 2006, Gehrig entered the AmeriCorps Program and was stationed in Washington, D.C., providing emergency assistance to those in need.

Brian Schwartz received an honorable mention for his work in developing *Action Darfur*, a grassroots campaign to raise awareness of, and provide humanitarian relief for, the genocide in Sudan.

(continued on page 12)



Florrie Fei-Yin Ng



Elena Rykhlevskaia



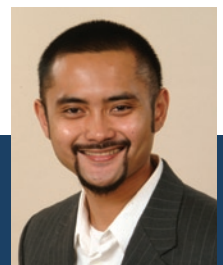
Erica Mattison



Jennifer Trotter



Geoffrey Brown



Eric John David

More Award-Winning Undergraduate Students

The Department of Psychology recognized the achievements of eight outstanding undergraduate students at an awards ceremony on May 13, 2006.

Outstanding Students in Biological Psychology:

Lyn Apa, Lashley Award
Diana Rodriguez, Hebb Award

Outstanding Students in Cognitive Psychology:

Amber Stoesser
Amy Wechsler

Outstanding Students in Developmental Psychology:

Jessica Eggert
Katherine Olson

Outstanding Student in Social-Personality-Organizational Psychology:

Reinier Pualengco

Outstanding Student in Visual Cognition & Human Performance Psychology:

Kristoffer Myczek



Top row: Kristoffer Myczek, Lindsey Termini, Lyn Apa, Amy Wechsler. Bottom row: Amber Stoesser, Jessica Eggert, Diana Rodriguez, Katherine Olson. Not shown: Reinier Pualengco.



DIENER RETIRES

After 27 years of service to the department, the University of Illinois, and the communities of Champaign-Urbana, Carol Diener retired in May 2007.

Diener's many contributions included developing valuable training opportunities for graduate and undergraduate students, while also serving the needs of several community agencies. The community experiences included working with youth at Cunningham Children's Home, Circle Academy, the local Juvenile

Detention Center, and Vermilion County Teen Court.

Diener was honored in 2005 with the Campus Award for Excellence in Public Engagement. The award was given in recognition of her extraordinary contributions to connect the University with the broader community on issues of social impact.



ACCOLADES FOR CAROL DIENER

"What a wonderful colleague we have been blessed with! You are really going to be missed, not just because of the work you do, but especially because of the personal qualities you have always brought to our program: a sense of integrity, respect, and a generous spirit. And here, I might add, your systematic and scholarly teaching of professional ethics... Your pursuit of formal education as a lawyer, and your subsequent work as an expert in child custody, and in community settings such as Cunningham Children's Home and the Juvenile Detention Center, have made an indelible mark and a lasting contribution to the welfare of children, and on the agencies, staff, and citizens of Urbana-Champaign. You have modeled, with seamless integration and professional expertise, the role implied in the practice of clinical and community psychology."

—Professor Emeritus Julian Rappaport

"Our work with Dr. Diener has put us at the forefront of detention reform. The improvements we have made together to the quality of life for juveniles who come into contact with the juvenile justice system have gained our facility state and national recognition. My staff and I attribute so much of this progress to the work of Dr. Diener, her inspired students, and the work they performed from the heart."

—Connie Kaiser, Director, Juvenile Detention Center

"I, for one, have benefited immensely from your wisdom, ingenuity, professionalism, and goodness. I am a more confident assessor; I have learned what it takes to successfully collaborate with social service agencies and systems; and I have a better sense of my philosophy as a teacher and supervisor of undergraduate students. I never thought that my enrollment in your practicum course in 2002 would have led to over four years of mentorship. What good fortune!"

—Natasha Watkins, Clinical/Community Graduate Student

Faculty Recognized for Professional Excellence

American Academy of Arts & Sciences

William Greenough (Biological) was elected as a fellow to the Academy in 2006. **Renee Baillargeon** (Developmental) will be inducted as a fellow in October 2007 along with 19 other fellows and 24 new foreign honorary members. Fellows are nominated and elected to the Academy by current members.

Association for Psychological Science

Monica Fabiani (Brain & Cognition), **Gabriele Gratton** (Brain & Cognition), **Michel Regenwetter** (Quantitative), and **Neal Roese** (S-P-O) were named APS Fellows for their sustained and outstanding contributions to the field of psychological science.

American Psychological Association

R. Chris Fraley (S-P-O) was awarded the Distinguished Scientific Award for Early Career Contributions to Psychology in the area of Individual Differences.

National Institutes of Health

Denise Park received a 10-year MERIT award (Method to Extend Research in Time) from the National Institutes of Aging to conduct research on brain structure and function in a lifespan sample of adults. Fewer than five percent of NIH-funded scientists receive MERIT Awards, which are given to researchers with a proven track record of scientific excellence and productivity over the previous ten years.



Kral Joins Psychology Department

Michael Kral has joined the Clinical/Community Psychology Division of the department. His research focus includes: cultural-community psychology and psychiatry; medical and psychological anthropology; cultural-psychological idioms of distress and well-being; suicide; history and theory; community-based participatory research; collective agency; indigenism; Artic/Nunavut; and Native North America.

Society for Psychophysiological Research

Kara Federmeier (Brain & Cognition) received the 2006 Young Investigator Award.

Society for Research in Child Development (SRCD)

Glenn Roisman (Developmental) received an Early Scientific Achievement Award. SRCD is the largest organization devoted to the study of developmental psychology in the world.

Society for Personality and Social Psychology (Division 8)

Ed Diener (S-P-O) received the Jack Block Award for distinguished contributions in personality psychology.

Society for Psychophysiological Research

Monica Fabiani (Brain & Cognition) was elected president of the society for a three-year term.

Royal Netherlands Academy of Arts and Sciences

Lawrence Hubert (Quantitative) was elected as a foreign fellow to the academy.

Society for Industrial/Organizational Psychology

Charles Hulin (Emeritus) was presented with the Distinguished Contributions to Teaching Award at the April 2007 SIOP conference.

Center for Advanced Study

Ying-Yi Hong (S-P-O) and **Michel Regenwetter** (Quantitative) were named Associates, and **Michael Kral** (Clinical/Community) was named a Fellow at the University of Illinois at Urbana-Champaign Center for Advanced Study for the 2007-2008 academic year. These appointments grant one semester of teaching release time in order to pursue an individual scholarly or creative project.

Faculty Obituaries

“The central theme of his research and scholarship, as of his life, was turning conflict into cooperation.”



Samuel Komorita

By Patrick Laughlin, Professor Emeritus of Psychology

Dr. Samuel Shozo Komorita, professor emeritus of psychology, passed away December 11, 2006, at Hella Health Care, Champaign, Ill. After receiving his doctoral degree in psychology from the University of Michigan in 1956, he was a faculty member in the psychology departments of Vanderbilt, Wayne State, and Indiana University, before joining the Department of Psychology at the University of Illinois in 1974. After his retirement in 1994, he remained active in writing and research with his former students.

Komorita was internationally known for his research and scholarship in bargaining and negotiation, coalition formation, social dilemmas, and game theory. His theoretical work is expressed in elegant formal models from both game theory and experimental results. His experimental research is an exemplar of design, execution, and analysis, and his scholarly writings insightfully incorporate theory and research from social psychology and related disciplines. He was an excellent teacher, advisor, and mentor; a deeply respected and admired colleague; and a truly fine man. The central theme of his research and scholarship, as of his life, was turning conflict into cooperation.

A December memorial service included tributes by former colleagues from the Department of Psychology, including professors emeritus James Davis, Patrick Laughlin, and Joseph McGrath.

Komorita is survived by his wife Nori; children Paul Alan, John David, and Lorene; and nine grandchildren. Memorial donations for Samuel Komorita are being used to create the Samuel Komorita Lecture Series. Contributions may be sent to the University of Illinois Foundation, 1305 W. Green St., Urbana, IL 61801.

“He was known as a very warm and thoughtful person, going out of his way to welcome and counsel department heads who succeeded him.”



Joseph McGrath

Dr. Joseph McGrath, professor emeritus of psychology, died April 1, 2007. He earned a PhD in social psychology in 1955 from the University of Michigan, and worked in the private sector prior to joining the University of Illinois faculty in 1960, where he remained until he retired in 1997.

McGrath’s distinguished career included serving as head of the Department of Psychology from 1971-1976; serving as president of the Society for the Psychological Study of Social Issues (Division 9 of APA) from 1985-1986; receiving the Distinguished Contribution Award from APA in 1997, and the “Group Psychologist of the Year” award from APA Division 49 in 2001; and being named a Fellow of the American Psychological Association in 1990. McGrath published 11 books, edited or contributed chapters to three dozen other publications, and published more than 100 journal articles, papers, or reviews. He was the editor of the *Journal of Social Issues* and served as a consulting editor and/or on the editorial boards of many prestigious journals in his field of research.

McGrath’s research interests included small group research, negotiation groups, social and psychological factors in stress, research methodology, the social psychology of time, gender issues in social psychological research, and the effect of technology on the flow of work in groups. Throughout his career, he was a mentor and inspiration to hundreds of students and colleagues. He was known as a very warm and thoughtful person, going out of his way to welcome and counsel department heads who succeeded him.

McGrath is survived by his wife, Marion; children, Robert, William, James, and Janet; and four grandchildren. A memorial service was held on July 17, 2007, at the Levis Faculty Center.

ALUMNI NEWS

David Teuscher (BS '80) is an orthopedic surgeon with a specialty interest in sports medicine. Teuscher serves as team physician for Lamar University NCAA athletes as well as several local high schools. As president of the Texas Orthopaedics Association, he represents more than 1,200 Texas orthopaedists. He also serves as chairman of medical liability for the American Academy of Orthopaedic Surgeons.

David M. White (BS '86) has a clinical faculty appointment at the University of California-Los Angeles School of Medicine. White also maintains a private practice in clinical psychology that he started in 1991.

Andrew Schneider (BS '90) was a fifth-year fellow in child and adolescent psychiatry at the University of California-Irvine for the 2006-07 academic year.

Songie Milhouse-Todd (BS '92) is vice-president of student development at South Suburban College in South Holland, Ill., where she is responsible for Counseling, The Transfer Center, Students with Disabilities Office, Testing, Academic Assistance Center, Student Leadership, Child Care, Reading, Talent Search, and Student Life. Milhouse-Todd married Anthony Todd (CBA '87) in February 2006, and they reside in South Holland.

Michele (Bath) Kus (BS '94) completed a master's degree in educational ministries in 2003 from Wheaton College. Kus is a part-time adjunct faculty member at Wheaton College and also teaches a variety of parent education workshops through the International Network for Children and Families (INCAF). She married Gregory Kus (BS '94, education), and they have two daughters, Anna and Emily.

Travis J. Ledgerwood (BS '96) has been licensed to practice law in Tennessee since 2003.

Tracy Tucker (BS '98) completed a master's degree at the School of Social Science Administration at the University of Chicago. Tucker has LCSW licensure and joined a medical practice where she is developing a therapy program.

Darcy Grostick (BS '02) recently completed a doctorate program in optometry from the Illinois College of Optometry in Chicago. Grostick is a licensed optometrist working in Buffalo Grove and Hinsdale, Ill.

ALUMNI NOTES

We would like to keep in touch with our alumni. Let us know what you are doing by sending a note to Cheryl Berger, University of Illinois, Department of Psychology, 603 E. Daniel St., Champaign, IL 61820 or via email: alumni@s.psych.uiuc.edu.

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