

EDITORS' NOTES

It is only in the last twenty-five years that psychologists in any numbers have become involved in interpreting research findings for policymakers and organizations. It is even more recently that psychologists have begun to frame and conceptualize their research questions to directly address issues of social and public policy. Recognizing the importance of this endeavor marks the advent of applied developmental psychology and applied developmental science as fields and as specializations of graduate study and training.

Science for Society: Informing Policy and Practice Through Research in Developmental Psychology presents four leaders in the evolution and expansion of child and family developmental psychology into the social policy arena. This volume is an embodiment of the spirit and tenets of applied developmental psychology as portrayed through the life work of these pioneers in child and adolescent development: Ed Zigler, Ruby Takanishi, Aletha Huston, and Robert Selman. Although not all began their professional lives as developmental psychologists, all were vitally interested in the life experiences of children and families. They became child developmental researchers unusually talented in revealing the implications of their work for understanding children's lives in situ. Their genius, however, lay not only in their research but also and especially in their commitment to enhance children's lives. Thus their professional lives illustrate both the roots and the goals of these new fields of applied developmental psychology and applied developmental science.

Edward Zigler and Sally Styfco document Zigler's cumulative impact and influence in shaping public thought about children's development. This portrait of his professional life shows how he has used psychological research and his forceful presence to create the forums from which he tirelessly advocates for policies and programs (especially Head Start) to meet children's needs. He encourages developmentalists to tell policymakers what is known and acknowledge what is not known in order to help shape policy.

Ruby Takanishi explores how the complex perspectives of her own marginality have enabled her to see opportunities unseen by others and to make substantial contributions across a range of developmental issues. Most of all, the openness of Takanishi's perspective from the margin shows in her strong and effective leadership in the world of child advocacy.

Aletha Huston takes us back to her own childhood, describing her parents' influence on her political and scientific thinking. Her professional life illustrates how she has helped to frame social policies about children's television and to address the needs of children in poverty by asking good

research questions, using the best methods available, and being ready when political trends and times offer opportunities for influencing policy.

Robert Selman has lived his life in two worlds, the worlds of research and clinical practice. His professional life is a clear example that when research is done in the context of programs designed to promote children's development, its yield is double: both better services for children and enhanced theoretical understanding of developmental issues.

We are grateful to these leaders for sharing their life experiences and wisdom of the field by writing chapters and by participating in an earlier conference on applied developmental psychology, "Influential Lives: Four Developmental Psychologists Tell Their Life Stories," which was held at Fordham University in February 2000. Several Fordham faculty members also contributed to this volume. Their chapters are examples of social policy research issues and projects.

Research with ethnic groups and cultures or subcultures other than European Americans often still uses measures developed for European Americans. Nancy Busch-Rossnagel describes the logic, methods, and benefits of creating measures sensitive to both the cultures and the communities of specific research participants.

Many clinical interventions for at-risk youth are not developmentally sensitive. Aaron Hogue provides a framework and practical examples for using rigorous implementation research to create programs that are more developmentally appropriate interventions for at-risk adolescents. Ann Higgins-D'Alessandro argues that promoting adolescent development means optimizing teacher development. She analyzes the job of teaching, identifying and illustrating four necessary work conditions for fostering teacher development at schools.

Lonnie Sherrod (previously at William T. Grant Foundation and now at Fordham University) argues that building substantial connections between research and policy rests on seven considerations we must take seriously when doing research. He encourages psychologists to design research programs that combine the criteria of policy analysis, such as cost-benefit analysis, with developmental issues, such as appropriateness and continuity of services across the life span.

All the authors of this volume remind us that our work is conducted within the historical, demographic, and political configurations of our time and that research alone never determines policy. The life experiences and research offered here provide insights and encouragement to all psychologists whose goal is providing robust evidence relevant to framing social policies and creating programs for America's children and families.

We especially want to acknowledge the Fordham developmental psychology graduates and students and others across the nation who are in courses and programs that emphasize the necessarily complex relationships between good research and good social policy. As pioneers in this programmatic effort, we hope that the professional lives illustrated in this book will

guide as well as root their own professional goals to enhance the lives of children and families and better the social conditions of our shared life.

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Editors

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A.H.D.'A.

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