

## Editorial

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In approaching my editorship, one question first came to mind: What is the role of *Developmental Psychology* in the field of Developmental Psychology?

Clearly, the shared name suggests that the former should stand, in part, as the journal of record for the latter. However, it is immediately evident that our science and our field are much too broad to be captured in one journal. Indeed, a journal that attempts this herculean feat may soon find itself bloated by articles, but thin in its science, loud in its bluster, but quiet in prevailing conversations. Thus, I am convinced that my predecessors in this role, including Eric Dubow, Jacquelin Eccles, and Cynthia García Coll, did a remarkable job when I step back and see all of their success in representing our field and our science. It is my hope that I can emulate their accomplishments by introducing new questions, approaches, voices, and conversations to the journal during my tenure.

Given this tall order, I want to initially highlight three broad goals for my time as Editor-in-Chief at the journal. In addition, I want to introduce myself so that you can get a sense of the point of view, and biases, that I bring to the position of Editor. It is my hope that my successor will be able to build on our work to create an even stronger legacy for *Developmental Psychology* and Developmental Psychology.

### Support *Developmental Psychology* as a Central Outlet for Our Hub Science

I believe developmental psychology is a hub field that addresses a breadth of questions, across multiple levels of analysis, using sophisticated methods applied over time and across the life span. Thus, in both outlook and approach we have an opportunity to speak to multiple scientific communities. Too often, other subfields tend to overlook potential contributions or collaborations under the assumption that a field focused on children (overlooking the focus on the life span) is not relevant to their own work. It is my hope that we can begin to rectify this situation and build bridges across more areas of psychology and social science research. The

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Thank you to my mentors, who provided me with the necessary scientific foundation at the heart of this editorial role. I am also indebted to my colleagues and students, who on a daily basis share with me their insights, challenges, and discoveries—all of which provide me with the skills needed to tackle the day-to-day requirements of the journal and the insight needed to step back and observe the broader context. With respect to the current editorial, thank you to both Amanda Guyer and Vanessa LoBue for their comments on the draft text.

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relevance and strength of our science stems from uniting perspectives and methods across multiple disciplines. Thus, the journal has the opportunity to actively shape the direction of developmental psychology, both as a science and as a community of scientists. We are taking some initial steps in this direction.

### We Will Continue to Have Special Issues of Broad Interest to the Field

There is clear evidence that *Developmental Psychology* attracts leading work when the strength of the journal is coupled with an area of great interest. Indeed, the 2019 special issue *New Perspectives on the Development of Human Emotion*, edited by Seth Pollak, Linda Camras, and Pamela Cole (Pollak et al., 2019), received over 200 abstracts. The published manuscripts in turn generated a follow-up section of commentaries. Thus, this one issue created a sustained conversation that should impact the field for years to come. With every special issue, I will strive with guest editors to create a venue for leading researchers to focus on a shared question of interest, exploring its complexities from multiple angles.

We are very lucky that the first empirical special issue for the new editorial board will be *Prenatal Influences Across the Lifecourse: Biobehavioral Mechanisms of Development*, led by Kristine Marceau, Liz Conradt, and Danielle Roubinov. To quote from the call, the special issue is “focused on assembling evidence related to the biobehavioral mechanisms that help explain the long-term impacts of prenatal experiences for human development across the lifecourse.” This special issue will bring together scholars showcasing longitudinal evidence (e.g., longitudinal within-person designs, prepost training, or treatment designs) to advance understanding of the biobehavioral or biopsychosocial processes involved in prenatal effects on psychological development.

The second special issue takes on a more personal topic and follows the tradition of *Developmental Psychology* highlighting the leading voices in our field, as in the special issue celebrating the work of Nancy Eisenberg (Spinrad et al., 2020). In this special issue, we turn a spotlight on Dr. Jerome Kagan (Kagan, 1984). Kagan’s work changed the tide of prevalent thought away from an emphasis on behaviorist principles toward the recognition of the role of biology in children’s temperament and personality. He was also quick to point out that environmental forces were inextricably woven with biology to shape and nudge developmental trajectories. *A Special Issue in Honor of Jerome Kagan and His Research Legacy*, will present empirical articles and thought pieces that build on, critique, or reframe his work. Luckily, the issue will be led by leading scholars Frederick Morrison and Sarah Rimm-Kaufman, with myself as the third coeditor. We look forward to more special issues in the years to come and welcome suggestions from researchers.

## We Will Partner With Other Journals to Have Cross-Field Special Sections

Many of our most interesting questions are multidimensional and can be addressed from a number of different scientific traditions to examine a range of scientific, translational, and policy questions. However, our journals tend to focus on narrow slices of complex questions, which is to be expected as we are focused on our areas of expertise and build on journal traditions. This means, though, that it can be difficult to pull together the interdisciplinary perspective needed to dig deep into a particularly thorny question of interest. For example, the long-term impact of early academic interventions (e.g., Head Start) is assessed with a different lens across disciplinary boundaries. Each lens is likely to provide a different assessment of our programs to date, their potential impact, and possible avenues for improvement. Brought together, we can form a more three-dimensional view. In this example, we could invite multiple perspectives to discuss the form and function of effective early interventions. These include, developmental psychology, educational psychology, public policy, economic, and sociology. My goal is to begin reaching out for potential journal partnerships, and identify topics of shared interest, in the next year.

## We Will Partner With APA Division 7 to Highlight New Work in the Field

I aim to strengthen the working partnership with American Psychological Association (APA), particularly Division 7, given our shared goals of advancing the best of developmental science and supporting the individuals engaged in this work. For example, the Boyd McCandless Award recognizes a young scientist who has made a distinguished theoretical contribution to developmental psychology, has conducted programmatic research of distinction, or has made a distinguished contribution to the dissemination of developmental science. In an initial first step, awardees will be given the opportunity to present their best empirical work or a theoretical review in the journal. The articles will be highlighted in an issue, after going through our normal rigorous review process. I am very much looking forward to reading the contributions of 2023 awardees, Dr. Kathryn Humphreys and Dr. Eddie Brummelman.

From here, I wish to reach out to the other award committees from Division 7 across the career spectrum, including dissertation awardees. As a second approach, I would like to highlight some of the best symposia at the annual meeting as a minispecial section in the journal. Presentations will be converted into individual articles reflecting the symposium, with either an integrative introduction or commentary. This approach will expose readers to a set of integrated articles that are more tailored and targeted than a larger special issue and spotlight the leading edge of research from Division 7.

## We Will Work to Maximize Our Ability to Support and Disseminate Our Science

Anyone associated with scientific publishing knows that the system is under immense strain. The burdens and hardships that came with COVID-19 have only served to spotlight preexisting structural cracks in the foundation. At the core, the legions of authors, editors, and reviewers that keep journals afloat are all drawn from the same pool of immensely talented and gifted scientists. These individuals are faced daily with a competing set of

incentives and barriers as well as the reality that we are all mere mortals, who can only give so much to a shared endeavor.

On the point of incentives, publications have long been the coin of the realm for a research career in academic department, and many young scientists closely track their accumulation of the currency needed to attain promotion and tenure (Byrnes, 2007; Joy, 2006). The other two pillars of a journal, editing and reviewing, are not so nearly prized. Editors, at least, get some level of exposure in the field, and sometimes a small stipend in recognition of their outsized work. Reviewing, on the other hand, is in the shadows and often not seen as a valued contribution to a dossier. Some attempts to rectify this situation have incorporated the publication of reviewer names in annual editions of a journal, the sharing of reviewer certificates, or the aggregation of review experience on public portals. It is hard to say that these efforts have appreciably solved the problem of having far too many manuscripts in the queue and far too few reviewers to assess them. It is not clear that a single journal can solve these structural issues. However, it is my hope that I can lend a voice to conversations within the council of editors to generate potential solutions.

In the meantime, I have taken small steps to begin to ease the burden. I note two, one heartening and the other a bit distressing. As noted below, I have expanded the number of Associate Editors and individuals on the Editorial Board. This should help distribute the workload and ease the burden on individuals. Further, it has the added bonus of expanding the voices in leadership roles at the journal and widening the breadth and depth of our scientific expertise.

Second, I have kept in mind the need to regulate the flow of manuscripts that proceed through the editorial process. At the point of submission, I can either assign the article to an Associate Editor to begin the review process or I can return the article to the authors with a note that it will not be sent out for review. There are many reasons for a “desk reject.” Sometimes, the article appears quite strong, but the topic and theme may be better suited for another journal. At other times, an article does not match the profile of studies typically published in the journal with respect to rigor. Therefore, in both quality and focus, submissions that pass this stage reflect the journal’s mission to significantly advance knowledge and theory about development across the life span.

One consequence of the triage process is that the number of manuscripts to be handled become a bit more manageable. As an Editor, I am sometimes placed in the position of an informed, but not expert, researcher. A journal like *Developmental Psychology* receives submissions from a wide spectrum of research traditions, and this is one of its core strengths. However, it also means that my initial read of a submission may not have the in-depth knowledge of the approach, question of interest, or the research literature it is emerging from. Here, I am in fortunate in having subject-matter experts as Action Editors. Their second read of the article may at times detect a lack of fit or scientific concerns that I did not immediately realize or grasp. When this is the case, they are empowered to also desk reject a submission. To give a sense of the scope of this process, I desk rejected 23% of manuscripts in the first year of my term. When adding in assessments from the Associate Editors, the percentage grows to 31% of submissions. It is a bit too early in our time at the journal to track eventual publication rates. However, in the last few years, roughly 20% of submissions to the journal eventually appear within its pages. I do not note these figures to unduly discourage submissions. However, it is my intention to be transparent regarding the *what* and the *why* of our decision making so that potential authors can make informed decisions.

## Broaden the Voices Heard Within the Journal

Much of our science is built on rather thin slices of humanity. Here, I reflect on my own deficiencies as a researcher. In many of our journals, the voices, are disproportionately White, mid- to upper-class, and Western (Nielsen et al., 2017). This is true for both participants and researchers. When articles do not have this thin slice of humanity at its center, they are very often labeled as niche, and perhaps most ironically, as nonrepresentative (Roberts & Mortenson, 2022). This is a long-standing problem that may not be quickly remedied. However, sustained explicit focus will be needed to make sure changes move in the right direction, across the field and at the journal, expanding the scope of questions in our science, the voices provided the opportunity to contribute, and the answers they may generate (Buchanan et al., 2021).

## We Have Broadened Our Editorial Board to Better Represent the Field

Helping make sure that I do not lose my way, I am fortunate to have an editorial board that reflects a wide range of career stages, disciplinary focus, nationality, and personal backgrounds (see Table 1). You may notice that the board is larger than in prior years. Indeed, we have 34 Associate Editors, a 30% increase. This was a deliberate choice with three main outcomes: (a) A larger board allows for more

**Table 1**  
*Inaugural List of Associate Editors for Developmental Psychology, With Affiliations*

Associate Editor	Affiliation
Irma Arteaga	University of Missouri
Sheretta Butler-Barnes	Washington University in St. Louis
Christopher Beam	University of Southern California
Lucas Butler	University of Maryland
Gustavo Carlo	University of California, Irvine
Marisa Casillas	University of Chicago
Elisabeth Conradt	University of Utah
Timothy Curby	George Mason University
Judith Danovitch	University of Louisville
Kathryn Degnan	Catholic University of America
Jasmine DeJesus	University of North Carolina, Greensboro
John Franchak	University of California, Riverside
Emily Fyfe	University of Indiana
Melinda Gonzales-Backen	Florida State University
Wendy Troop-Gordon	Auburn University
Noa Gueron-Sela	Ben-Gurion University
Elizabeth Gunderson	Temple University
Amanda Guyer	University of California, Davis
Sara Hart	Florida State University
Larisa Heiphetz	Columbia University
Melissa Kibbe	Boston University
Elizabeth Kiel	Miami University of Ohio
Su Yeong Kim	University of Texas, Austin
Diana Leyva	University of Pittsburgh
Erika Lunkenheimer	Pennsylvania State University
Kristine Marceau	Purdue University
Julie Markant	Tulane University
Kalina Michalska	University of California, Riverside
Enrique Neblett	University of Michigan
Francisco Palermo	University of Missouri
Mikko Peltola	Tampere University
Gavin Price	University of Exeter
Joanna Williams	Rutgers University
Qing Zhou	University of California, Berkeley

voices at the table, and we can crowd-source more perspectives on behalf of the journal and developmental researchers. (b) We can now cover a broader range of developmental subfields, so that authors are more likely to have an Action Editor with close knowledge of the subject matter. This will improve our ability to judge the merit and contribution of the article and improve our ability to identify and recruit appropriate reviewers. (c) This distribution lessens the burden on associate editors because manuscripts are divided across a larger board. As I noted above, the burden of editing and reviewing has increasingly taxed the resources of everyone involved in the process. This is one small step of easing the pressure in one corner of the publication world.

The journal has also partnered with APA to introduce more early career voices to the editorial process. As part of the initial Editorial Fellows program, early career researchers from historically marginalized populations will participate as Associate Editors for a year. These compensated positions will leverage the mentoring of the Editor in Chief and current Associate Editors to introduce fellows to leadership positions in the editing process. The expectation is that the fellows will join the editorial board now (if not already a member) and step into Associate Editor roles at *Developmental Psychology* or other journals as positions become open.

## Incorporate New Approaches to Science and Publication

Recently, there have been growing calls to create a more robust, transparent, and reproducible developmental science (Davis-Kean & Ellis, 2019). Part of this work requires that journals provide a forum for new innovations in open science, while also providing the incentives (or requirement) for authors to adopt best practices. With the support of the Open Science and Methodology (OSM) committee, we are committed to implementing best practices as the journal. This is a change for many, both among authors and editors. Luckily, in addition to OSM, experts have graciously given of their time to help get us ready. For example, Moin Syed (Syed & Donnellan, 2020) led a virtual workshop for Action Editors on assessing and reviewing registered reports. In addition, one of the Action Editors, Sara Hart (Logan et al., 2021), led another workshop on data sharing. Here I highlight the first two changes at the journal.

## We Encourage Registered Reports

Beginning in early 2022, we announced that registered reports will be incorporated in the journal. Registered reports will allow researchers to present their best ideas before launching a study or beginning analysis, in the case of available archival data. Through review they will receive systematic feedback and will be able to modify plans to improve their work and match review expectations. Once an author receives an in-principle acceptance, they only need follow the preapproved protocol and will be assured of eventual publication.

## We Have Implemented Level 2 of the Transparency and Openness Promotion (TOP) Guidelines

The TOP guidelines have been crafted in conjunction with the Center for Open Science (Nosek et al., 2015) to create a template for the presentation and sharing data, stimuli, and code. Standardized reporting will help authors incorporate needed information in their manuscripts, support the review process, and provide the

information readers need to assess a study or access data for follow-up reanalyses.

In general, *Developmental Psychology* asks authors to share their data and code to the greatest extent possible. However, we understand that developmental psychologists cannot always share their data. For example, some school districts forbid data sharing, even after items are de-identified. Such limitations will not prevent a researcher from publishing in the journal. Rather, authors will need to explicitly explain and justify why data cannot be shared or why some requirements are only partially met.

Developmental psychologists have unique needs and concerns when it comes to data sharing. Luckily, developmental researchers are wading into the fray to address our unique needs. Sara Hart is helping lead the way through the Learning and Development Data Repository, LDbase (Hart et al., 2020), which is specially tailored to the structure of developmental data. With respect to video data, *Databrary* is specifically designed as a repository for our rawest form of data. The secure, Institutional Review Board (IRB) approved portal that allows researchers to upload research videos, curate the files in a standardized structure with necessary metadata, and then share the videos with approved researchers from around the world (Gilmore et al., 2018).

### Introducing the Editor

I am mindful that a journal is made up of individuals that bring to it their own experiences, and histories, coming together to create its own entity. Ironically, this sense may be born out of my own training as a developmental psychologist. In addition, I believe some background may be important to providing the context for some of the decisions I have taken, or may take, in consultation with my immensely gifted editorial board. Finally, this is a place to lay bare my own biases so that others may be on the watch for drift or a lack of self-reflection in my time as editor. For this task, I will draw on my time as an author and reviewer, as well as my work as an Associate Editor at *Emotion* (2011–2021) and *Child Development* (2019–2021). However, this professional experience is embedded in, and fundamentally reflects, who I am as an individual.

I am inclined to begin at the beginning, or perhaps even before the beginning, reflecting the tradition of authors like Gabriel García Márquez. However, I will try to discipline myself a bit. I was born in Río Piedras, Puerto Rico, of parents who grew up in Utuado, a small town nestled in the central mountains, and Lajas, also a small town, but in the southwest corner of the island. They would have never met were it not for the fact that they were both the first in their families to go to college and both attended the Río Piedras campus. I mention this, as it reflects on a personal basis our broad theories of how development is embedded in accidents of history that funnel events at a global or societal scale down to the individual (Pérez-Edgar, 2021). I can say without hesitation that I, their first-born, would be a very different person today were it not for the fact that their second-born very quickly showed signs of delay, and a puzzling mix of symptoms. Enterprising doctors thought the pattern reflected a newly emerging diagnosis that was garnering more attention, autism. In search of doctors, therapists, and teachers that could support him, we moved to Florida. Why Florida? Well, my grandfather was stationed there for a time when in the military between fighting in both World War II and Korea,

so it did not seem so foreign or alien. Thus, I began school in Tampa and likely created an inflection point in my developmental trajectory (Van Geert, 2011). Skipping ahead, I entered college with the very clear intention of becoming a pediatrician, focused on the health care needs of children with developmental delays. I had not expected my loathing of chemistry and my love of psychology to shift my trajectory so radically. And yet, I spent the next few years immersed in a lab and determined to carve out a career in science and research.

I was very lucky to be among the last cohort of researchers trained by Dr. Jerome Kagan. I then continued on to a postdoctoral fellowship with Dr. Nathan Fox. With their mentorship, I was deeply immersed in the temperament literature (Pérez-Edgar & Fox, 2018). Much of this work centered on emerging data indicating that temperamental behavioral inhibition is associated with a highly elevated risk for social anxiety (Chronis-Tuscano et al., 2009; Clauss & Blackford, 2012). Here, I also benefited immensely from the mentorship of Dr. Daniel Pine.

It is very difficult, as a student, to discern how to make an original contribution to the field after working with the individuals who first defined (García Coll et al., 1984; Kagan et al., 1984) and then refined (Fox et al., 2001; Hane et al., 2008) a psychological construct. In response to this challenge, a lot of my work centers on the role attention may play in shaping developmental trajectories, particularly in the context of temperament and temperamental risk for anxiety (Pérez-Edgar, 2018). Attention filters the environment, gating the acquisition of information and skills across domains. Attention also influences memory processes, knitting together experiences across time and space. Idiosyncratic concerns and goals can shape the deployment of attention, curating the experienced environment. For some temperamentally inhibited children, this curation is focused on potential sources of threat in the environment. If repeated overtime in a cyclical fashion, these biases may calcify and create rigid approach and avoidance tendencies and filter the child's exposure to and interpretation of the environment (Morales et al., 2016).

Much of this work has been tied to the laboratory, as it has depended on computer-based tasks, tightly controlled behavioral paradigms, and the uses of electroencephalogram (EEG) and magnetic resonance imaging (MRI) technology. In the attempt to apply scientific rigor and control, this work has ostensibly examined social processing and social behavior by presenting stimuli and scenarios devoid of any of the reciprocity, spontaneity, and uncertainty of a true social interaction (Redcay & Schilbach, 2019).

I am only now (tentatively) attempting to rectify this situation. In my lab, this has taken the form of introducing mobile eye-tracking to our work (Pérez-Edgar et al., 2020). Mobile eye-tracking allows us to capture proxies of visual attention as children are actively engaged in behavior (Franchak & Yu, 2022), decoupling us from the computer screens of stationary eye-tracking. Thus, we can capture behavior as children battle with a tricky puzzle, explore a museum, or engage in social play. I am so excited about the possibilities for this technology, as it allows the child to be the guide in our observations, leading the way and allowing us, as outsiders, to see the world through their eyes.

This type of work is one component of an emerging push to move our science out of the lab and into the "real world." The technological advances of the last decade have at last given us the tool to roam the child's day-to-day environment. Audio recorders,

such as LENA, allow us to capture spontaneous language usage and get a sense of the environment the child is embedded in (Gilkerson et al., 2017). Mobile cardiac measures can provide insight into how the autonomic nervous system reacts in the moment to the multiple challenges a child faces over the course of the day. For example, Sam Wass (Wass et al., 2018) found they could capture patterns in increases and decreases in arousal through day-long measures of cardiac activity. Cutting edge work in mobile EEG and functional near infrared spectroscopy (fNIRS) hints at a future ability to “see” the brain in action. Indeed, we are already seeing how (stationary) dyadic measures capture how two individuals can come together and socially connect psychologically and behaviorally, building on underlying neural synchrony (Quiñones-Camacho et al., 2021).

I am also very excited to see how we can couple our lab work, and our exploration in the field, with a richer appreciation for the context of development. As noted above, our work has generated a very deep understanding of an extremely narrow slice of humanity. We have not captured human development if 95% of humanity is absent from the pages of our journal. Thus, I am eager to see how technological advances will allow us to meet people where they are. However, there is a danger in using technology simply as a static recording device, where we take snapshots of silent and generally unengaged participants. Rather, this should be an opportunity to provide a microphone for voices typically not heard from in our publications. We often highlight the fact that development is a dyadic and bidirectional process, in which each partner shapes the other. It is time that our developmental science takes on the same approach.

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