Development and Psychopathology strongly encourages contributions from a wide array of disciplines because an effective developmental approach to psychopathology necessitates a broad synthesis of knowledge. Manuscripts will be considered that address, for example, the causes and effects of genetic, neurobiological, biochemical, cognitive, or socioemotional factors in developmental processes with relevance to various risk or psychopathological conditions. The journal also seeks articles on the processes underlying the adaptive and maladaptive outcomes in populations at risk for psychopathology.

Manuscript Review Policy

Manuscripts will have a blind review by at least two scholars. Every effort will be made to notify authors within 90 days of submission concerning the reviewers' recommendations and comments. *Development and Psychopathology* has no page charges.

Manuscript Submission

One paper copy of each manuscript and a CD or disk file (Word or WordPerfect) should be submitted to:

Editorial Office Development and Psychopathology Mt. Hope Family Center University of Rochester 187 Edinburgh Street Rochester, NY 14608, USA

Manuscript Preparation and Style

General. All manuscripts must be typed on $8.5'' \times 11''$ or A4 white bond paper with ample margins on all sides. The entire manuscript—including abstract, tables, and references—must be double-spaced. Manuscript pages must be numbered consecutively. The language of publication is English.

Style and Manuscript Order. Follow the general style guidelines set forth in the Publication Manual of the American Psychological Association (5th ed.). The Editor may find it necessary to return manuscripts for reworking or retyping that do not conform to requirements. Do not use embedded references, end notes, or bookmarks. Manuscripts must be arranged in the following order:

Title Page (page 1). To facilitate blind review, all indication of authorship must be limited to this page; other pages must only show the short title plus page number at the top right. The title page should include the (a) full article title; (b) name and affiliations of all authors; (c) mailing address and telephone number of the lead author; (d) address of where to send offprints, if different from the lead author; and (e) short title of less than 50 characters.

Abstract Page (page 2). Include (a) a full article title, (b) an abstract of no more than 200 words, and (c) up to five keywords for indexing and information retrieval.

Acknowledgments (page 2). These should be placed below the abstract. Use this section to indicate grant support, substantial assistance in the preparation of the article, or other author notes.

Text (page 3). Use a five character paragraph indent. Do not hyphenate words at the end of lines. Do not justify right margins.

References. Bibliographic citations in the text must include the author's last name and date of publication and may include page references. Examples of in-text citation style are Cicchetti (2002), Durston (2008, pp. 1133–1135), Hunt and Thomas (2008), (Hunt & Thomas, 2008), (Posner, Rothbart, Sheese, & Tang, 2007), and subsequently (Posner et al., 2007). If more than one, citations must be in *alphabetical* order. Every in-text citation must be included in the reference section; every reference must be cited in the text. Examples of reference styles:

Journal Article

Cicchetti, D., & Thomas, K. M. (2008). Imaging brain systems in normality and psychopathology. *Development* and Psychopathology, 20, 1023–1027.

Book

Piaget, J. (1962). *Play, dreams, and imitation in childhood.* New York: Norton.

Chapter in an Edited Book

Gotlieb, G., & Willoughby, M. T. (2006). Probabilistic epigenesis of psychopathology. In D. Cicchetti & D. Cohen (Eds.), *Developmental psychopathology* (Vol. 1, 2nd ed., pp. 673–700). New York: Wiley.

Appendix (optional). Use only if needed.

Tables. Tables must appear as a unit following the reference section. Each table should be typed double-spaced on a separate sheet, numbered consecutively with an Arabic numeral, and given a short title. (Example: Table 5. Comparisons on language variables.) All tables must be cited in the text.

Figures. Figures must appear as a unit following the tables. Each figure must be numbered consecutively with an Arabic numeral and a descriptive legend. Legends must be typed together, double-spaced, on a separate sheet preceding the artwork. (Example: Figure 3. The progress in language development.) Figures, which should normally be in black and white, must be supplied no larger than $8'' \times 10''$ and ready for photographic reproduction. If authors have color figures, CUP will provide a price quotation for the cost to the author. Diagrams must be professionally rendered or computer generated. All labels and details must be clearly printed and large enough to remain legible at a 50% reduction. Artwork should be identified by figure number and short title and be carefully packaged in a protective envelope. All figures must be cited in the text.

Copyediting and Page Proofs

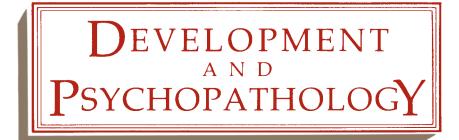
The publisher reserves the right to copyedit manuscripts to conform to journal style. The lead author will receive page proofs for correction of typographical errors only. No rewriting of the original manuscript as submitted is allowed in the proof stage. Authors must return proofs to Cambridge within 48 hr of receipt or approval will be assumed.

Offprints

The lead author will receive 25 free article offprints of his or her article. A form accompanying the page proofs allows the lead author to order complete copies of the issue and/or purchase additional offprints. All coauthor offprint requirements must be included on this form. Orders received after the issue is printed are subject to a 50% reprint surcharge.

Copyright and Originality

It is a condition of publication that all manuscripts submitted to this journal have not been published and will not be simultaneously submitted or published elsewhere. All authors must sign the Transfer of Copyright Agreement, which is available from the publisher, before an article can be published. Government authors whose articles were created in the course of their employment must so certify in lieu of copyright transfer. Authors must obtain written permission from the copyright owners to reprint any previously published material included in their article and provide the permission(s) to CUP.



Volume 21

January 2009

Number 1

CONTENTS

Special Section Articles Editorial

- RONALD E. DAHL AND MEGAN R. GUNNAR
- JENNIFER S. SILK, GREG J. SIEGLE, DIANA J. WHALEN, LAURA J. OSTAPENKO, CECILE D. LADOUCEUR, AND RONALD E. DAHL
- KARINA M. QUEVEDO, STEPHEN D. BENNING, MEGAN R. GUNNAR, AND RONALD E. DAHL
- LAURA R. STROUD, ELIZABETH FOSTER, GEORGE D. PAPANDONATOS, KATHRYN HANDWERGER, DOUGLAS A. GRANGER, KATIE T. KIVLIGHAN, AND RAYMOND NIAURA
 - MEGAN R. GUNNAR, SANDI WEWERKA, KRISTIN FRENN, JEFFREY D. LONG, AND CHRISTOPHER GRIGGS

- 1 Heightened stress responsiveness and emotional reactivity during pubertal maturation: Implications for psychopathology
- 7 Pubertal changes in emotional information processing: Pupillary, behavioral, and subjective evidence during emotional word identification
- 27 The onset of puberty: Effects on the psychophysiology of defensive and appetitive motivation
- 47 Stress response and the adolescent transition: Performance versus peer rejection stressors

69 Developmental changes in hypothalamus–pituitary– adrenal activity over the transition to adolescence: Normative changes and associations with puberty

(Contents continued on inside back cover)



		Commentary
Linda Patia Spear	87	Heightened stress responsivity and emotional reactivity during pubertal maturation: Implications for psychopathology
		Regular Articles
Leslie Atkinson, Eman Leung, Susan Goldberg, Diane Benoit, Lori Poulton, Natalie Myhal, Kirsten Blokland, and Sheila Kerr	99	Attachment and selective attention: Disorganization and emotional Stroop reaction time
John N. Constantino, Anna M. Abbacchi, Patricia D. Lavesser, Hannah Reed, Leah Givens, Lily Chiang, Teddi Gray, Maggie Gross, Yi Zhang, and Richard D. Todd	127	Developmental course of autistic social impairment in males
Heather E. Gross, Daniel S. Shaw, Rebecca A. Burwell, and Daniel S. Nagin	139	Transactional processes in child disruptive behavior and maternal depression: A longitudinal study from early childhood to adolescence
Jacqueline Bruce, Amanda R. Tarullo, and Megan R. Gunnar	157	Disinhibited social behavior among internationally adopted children
Kristyn Zajac and Roger Kobak	173	Caregiver unresolved loss and abuse and child behavior problems: Intergenerational effects in a high-risk sample
Jasmina Burdzovic Andreas and Malcolm W. Watson	189	Moderating effects of family environment on the association between children's aggressive beliefs and their aggression trajectories from childhood to adolescence

BROOKS B. GUMP, JACKI REIHMAN, PAUL STEWART, ED LONKY, TOM DARVILL, DOUGLAS A. GRANGER, AND KAREN A. MATTHEWS	207	Trajectories of maternal depressive symptoms over her child's life span: Relation to adrenocortical, cardovascular, and emotional functioning in children
Patrick J. Fowler, Carolyn J. Tompsett, Jordan M. Braciszewski, Angela J. Jacques-Tiura, and Boris B. Baltes	227	Community violence: A meta-analysis on the effect of exposure and mental health outcomes of children and adolescents
JERA NELSON CUNNINGHAM, Wendy Kliewer, and Pamela W. Garner	261	Emotion socialization, child emotion understanding and regulation, and adjustment in urban African American families: Differential associations across child gender
RUSAN CHEN AND BRUCE SIMONS-MORTON	285	Concurrent changes in conduct problems and depressive symptoms in early adolescents: A developmental person-centered approach
Mandi L. Burnette and N. Dickon Reppucci	309	Childhood abuse and aggression in girls: The contribution of borderline personality disorder
Nadia S. Ansary and Suniya S. Luthar	319	Distress and academic achievement among adolescents of affluence: A study of externalizing and internalizing problem behaviors and school performance