

CURRENT POSITIONS OF GRADUATES OF THE EDWARD ZIGLER CENTER IN CHILD DEVELOPMENT AND SOCIAL POLICY

More than 500 fellows have completed their training at the Yale Edward Zigler Center in Child Development and Social Policy and, in almost every case, are pursuing careers where an understanding of the policy-making world can be applied for the benefit of children and families. Whenever possible dates after the name indicate when each graduate was a fellow and an email address is listed at the end of each graduate's entry.

* indicates that the information was updated in the past year

Lawrence Aber* (1977 - 1981) is a Professor of Applied Psychology and Public Policy at New York University, where his current research focuses on the development of children and adolescents at risk due to family and community poverty and violence, and on evaluations of innovative programs and policies serving children and adolescents at risk and their families. From 1994 to 2003, he served as director of the National Center for Children in Poverty at the Columbia University School of Public Health. Aber continues to consult to city, state, and federal agencies serving children and families. In spring 2006, he spoke in the Zigler Center lecture series on: "Developmental Psychology and Social Policy: Knowledge for Action". Aber also served as a co-editor of a new volume, *Child Development and Social Policy Knowledge for Action* (APA Books, 2006), which resulted from Edward Zigler's festschrift conference. lawrence.aber@nyu.edu

Sara Abiola (2002-2003) is a law student at Harvard Law School.

Steven Abramovitz works at Imperial A.I. Credit Companies in Boston.

Ijeoma Achara-Abrahams is strategic planning director in the city of Philadelphia's Department of Behavioral Health.

Angel Adams Parham (1992 -1994) is an assistant professor of sociology at Loyola University-New Orleans. aaparham@loyno.edu

Lynn Adams* is director of the Multidisciplinary Autism Assessment Team at Mercy Family Center in New Orleans, an outpatient behavioral health clinic that is funded in part by the Sisters of Mercy. The Center specializes in evaluation and treatment of children with autism, providing parent training and school consultation, as well as social skills groups for children with autism and Asperger's Disorder. Adams also does psychological assessments, individual psychotherapy and parent training with children who have ADHD, disruptive behavior, and other developmental disabilities. She provides in-service training about Autism Spectrum Disorders throughout Louisiana.

ladams@aya.yale.edu

Andrew Adler (1990-1992) is a psychotherapist for children.

Anupama Agrawal (2005-2006) completed the Harris Social Work Fellowship at the Yale Child Study Center in June 2006. She is now pursuing a clinical social work position at the Reginald Lourie Center in Washington, DC.

Marguerite Alejandro-Wright is researching families' and children's social competencies in Berkeley, California. She is also analyzing diagnostic assessments of people's abilities.

Keren Alexander Deceased May 2000. She performed psychological evaluations for Superior and Family Courts in cases of physical abuse, sexual abuse, neglect, abandonment, and domestic violence

Joseph P. Allen* (1981 - 1986) is a professor of psychology at the University of Virginia, with interests in adolescent social development. His research includes exploration of the ways in which adolescents' struggle to achieve autonomy while maintaining important relationships that influence development in a diverse array of contexts. His work documenting the efficacy of teen volunteer service in preventing teen pregnancy has been nationally recognized, with feature stories in the *Washington Post*, *U. S. News & World Report* and other outlets. As recently as spring 2005, his work on the links between peer relations and mental health in adolescence was reported in over 100 television news outlets as well as in articles in the *Washington Post* and *L.A. Times*. He is currently funded by the National Institute of Mental Health to conduct a 10-year study of the development of peer relationships and peer pressure in early adolescence. This study considers both familial predictors of competence with peers and ability to resist inappropriate peer pressure, as well as important behavioral outcomes of peer interactions. Full copies of all of his research papers can be obtained at www.teenresearch.org.
Allen@virginia.edu

LaRue Allen* (1976-1979) is the Raymond and Rosalee Weiss professor of applied psychology in the Steinhardt School of Education at New York University. She and her team are conducting longitudinal research on a parent-child home program with a particular emphasis on its appropriateness in helping us reach school readiness goals with Latino preschoolers and their families. They also have a national Early Reading First grant, and hope to continue that work with a competitive renewal. Allen is also collaborating with fellow Center graduate Larry Aber, designing a policy-relevant intervention study for children in rural South Africa affected/infected by the AIDS crisis.
larue.allen@nyu.edu

LaLisa Anderson (1997-2001) is a physician in Georgia.

Ellen Andrews* (1993 - 1994) is Executive Director of the Connecticut Health Policy Project, a non-profit education and research organization working to improve access to affordable, quality health care for all Connecticut residents. In 2005, the Health Policy Project won a Morris Wessel Unsung Hero Award. Andrews is also an Assistant Clinical Professor at the Yale School of Nursing and serves on several state commissions and councils.
andrews@cthealthpolicy.org

Amie Anger completed the Harris Social Work Fellowship at the Yale Child Study Center in June 2006. She is now working providing play-based psychotherapy and conducting developmental testing, with young children.

Bruno Anthony* is associate professor in the Department of Psychiatry at the University of Maryland School of Medicine and Director of the Maryland Center for Attention and Developmental Disorders. His also adjunct associate professor in the Bloomberg School of Public Health at Johns Hopkins University. Anthony's interests lie in understanding, developing and implementing effective mental health interventions for children in the context of their families, schools and communities.
banthony@psych.umaryland.edu

Lauren D. Appelbaum* (1996-1998) is attending a clinical re-specialization program at Fielding Graduate University.
lappelbaum@sbcglobal.net

Erain Applewhite-Coney is Co-Director of the Education Law Center's Abbott Indicators Project.

Carmen Arroyo* is a principal research scientist at the American Institutes for Research in Washington, DC where she works on projects related to education. She continues to serve as a consultant to city, state, and federal agencies serving economically disadvantaged children, families, and communities.

Michael W. Arthur (1990 - 1991) is assistant professor in the Social Development Research Group (SDRG) at the School of Social Work at the University of Washington. He has directed the evaluation of Washington State's Community Youth Activity Program, and has been writing research grants to federal agencies to study community-level interventions to prevent antisocial behavior and promote healthy behavior among high-risk adolescents. He also directs the SDRG's work on two contracts funded by the U.S. Center for Substance Abuse Prevention, focusing on the development of state-level prevention needs assessment systems and community-level monitoring systems to guide policy and planning for the prevention of adolescent antisocial behavior.

Stephanie Aubry graduated from Teachers College, Columbia University with a Masters Degree in Social Studies and a concentration in educational policy. She is teaching 6th grade humanities at the Manhattan Academy of Technology, an alternative public middle school, in Chinatown, in New York City.

J. Avni-Singer (1992 - 1995) is a pediatrician at the Fair Haven Community Health Center in New Haven, CT, and in private practice. In addition to providing general pediatric care, he started a developmental clinic to serve children with a range of behavioral and developmental problems. The clinic offers comprehensive evaluations that include medical, psychosocial and developmental assessments. He also supervises pediatric fellows and residents at Yale in their consultation to child care programs.
joe.avnisinger@sbcglobal.net

Tim Ayers (1991 - 1994) is working at the Program for Prevention Research at Arizona State University, one of four national prevention centers funded by the National Institute for Mental Health for the purpose of developing innovative intervention programs. The Arizona center focuses on programs that can reduce the risk of children's developing mental health problems. Ayers' work involves developing and evaluating intervention programs for families who have experienced major stressful events.

Karyn Bailey (2000-2001) is employed as a social worker in the Child Study Center's Autism clinic where she supports families adjusting to the implications of the diagnosis of autism in young children. Much of her work focuses on helping families negotiate for state provided services via birth-to-three and the public schools.

Joshua Barenbaum* (2001-2002) is attending the Wharton School of Business.
Joshua.Barenbaum@aya.yale.edu

Adena Bargad* (1992 - 1997) is an Advanced Practice Clinician at Planned Parenthood of New York City. Her continued commitment to child and family policy takes the form of professional affiliations with reproductive health and family planning policy organizations locally and nationally.
adenabb@yahoo.com

Charles Barone (1991 - 1993) is consulting in Washington, DC.

Isabelle Barry (1996 - 1998) has teaching middle school mathematics at the Hewitt School in New York City since September 1998. She has also been involved with Summerbridge, an academic program for inner-city middle school students who commit to this education program for 2 years, hoping to prepare and enter competitive high schools.

Katherine Beckmann (2002-2003) is a policy analyst at the National Institute of Child Health and Development, working in the Office of Science Policy, Analysis & Communication (OSPAC).
katherine.beckmann@aya.yale.edu

Dianne Bennett-Gates (1991 - 1995) is working in the School of Education at the University of Wales.

Natasha Bergeron (2003-2005).

Dana Berliner is a senior attorney at the Institute for Justice, a non-profit, public interest law firm.
dberliner@ij.org

Joseph Berryhill (2000-2002) is an assistant professor of psychology at the University of North Carolina at Asheville. His major area is Clinical and Community Psychology, and his research interests focus on human diversity, children's mental health, serious mental illness, and qualitative research.
jberryhill@unca.edu

Mary Best (1999-2001) is a clinical assistant professor in the Department of Psychiatry, Neuropsychology Division, at the University of Michigan.

Lauren Bierbaum (1999-2004) is an Ethnographer at Innovation Focus Inc. She assists with qualitative research projects, presentations, and publications while working toward her doctorate in American Studies at Yale University.

Trey Billings (2003-2005) is co-founder of Freudigman & Billings, LLC Educational Solutions Group in Westport, CT.

Sandra Bishop-Josef* (1991-1999) is assistant director of the Edward Zigler Center in Child Development and Social Policy and an associate research scientist at the Yale Child Study Center. Her research interests focus primarily in the area of child abuse and neglect and she serves as a consultant to the Massachusetts General Hospital /Lumen Vitae /Boston Juvenile Court Research Program on Abused Children. Bishop-Josef is also interested in early childhood intervention programs and other services for children. Her most recent project in this area examined mental health services in Head Start. Bishop-Josef is on the Editorial Board of Child Abuse & Neglect, The International Journal, and serves as a consultant and grant reviewer for the U.S. Department of Health and Human Services, Head Start and Children's Bureaus. She is a member of the American Psychological Association's Division 37 /Section 1 (Child Maltreatment). Bishop-Josef is also Co-chair of the Yale Bioethics Project's Working Group on the Rights of Children. In 1996-1997, she was a Congressional Science Fellow, sponsored by the American Psychological Association. She worked for Senator Edward M. Kennedy (D-MA) on the Senate Labor and Human Resources Committee. Bishop-Josef also served as a co-editor of a new volume, *Child Development and Social Policy Knowledge for Action* (APA Books, 2006), which resulted from Edward Zigler's festschrift conference.
sandra.bishop@yale.edu

Kara Ciel Black* (1985 - 1986) owns and manages a travel agency, A Closer Look Travel, that focuses on community tourism, volunteerism in travel, eco-tourism and adventure travel. She also occasionally consults to cohousing communities in development.

Edward Blatt is a senior research scientist for the New York State Council on Children and Families, where he conducts program evaluations on adolescent pregnancy prevention programs. His research is on institutional child abuse and neglect, and missing children.

Emily Bleyl* (1999-2000) is in part-time private practice, working predominantly with women with pre- and post-partum mood disorders. She is also working at a university crisis psychiatric service.
ebleyl@comcast.net

Caryn Blitz* (1993 - 1995) works at Johnson, Bassin, & Shaw, International in Silver Spring, MD. Specifically, she works on a federally-funded contract that provides technical assistance to all Single State Agencies (SSAs) responsible for substance abuse prevention. In 1997-1998, Blitz was a Congressional Science Fellow in Washington, DC, sponsored by the American Psychological Association. She worked for Senator Christopher Dodd (D-CT) on the Senate Labor and Human Resources Committee, Subcommittee on Children and Families.

Jonathan Bloom–Feshbach (1979 - 1980). Deceased. He was an associate clinical professor at George Washington University, Washington, D.C., in the departments of psychiatry and child health and development. He also taught at Georgetown University's Counseling Center and at the Washington School of Psychiatry, conducted psychotherapy in private practice, and wrote and consulted for the Institute for Mental Health Initiatives.

Karen Blum

David Blumenkrantz (1986) is the founder and president of The Center for the Advancement of Youth, Family and Community Services, Inc. and an adjunct professor at Central Connecticut State University. He continues to support the strengthening of communities and increasing their capacity to create and sustain contemporary rites of passage through the Rite of Passage Experience (ROPE) process that he created in 1981. He is a founding associate of the Connecticut Asset Network. He is serving on the State of Connecticut's Alcohol & Drug Policy Council, and developing strategies to improve and assess the youth work professions.

thecenter@rope.org

Leslie Bogen (1997-1998) is Chief Psychologist and Director of Psychology at Westchester Jewish Community Services. In addition to running the APA-approved pre-doctoral internship program at WJCS, Dr. Bogen continues on the child psychiatry faculty at Weill Medical College of Cornell University. Her private practice specializes in children and adolescents, including forensic psychiatry matters. Current research interests involve children and trauma.

lbogen@wjcs.com

James Boger (1983 - 1992) has retired from his position as Director of the New Haven Adult Education Center. Boger is a member of the Board of Directors for the Connecticut Association of Adult and Continuing Education, Board of Directors of the Regional Workforce Development Board, Learning Enterprises Business Advisory Board, and the Board of Directors for Literacy Volunteers.

Debra Bond is a licensed psychologist and employed as Clinical Director of the Behavioral Health Department at Hill Health Center in New Haven. She also has a part-time private practice and supervises psychology students and fellows at the Yale Child Study Center.

Pat Boozer (1992 - 1995) is a co-director / founder of Survivin' N Da Hood, a New Haven youth organization that teaches critical thinking skills with the goal of preventing violence, high school drop-out, teen pregnancy, and substance abuse. The program trains over 4,000 youths yearly. Boozer is also the owner of Boozer's Training Consultancy, which provides seminars in cultural diversity, cross-cultural mediation, and communication skills. She is a doctoral student at the Union Institute studying social/personality psychology, and a Research Affiliate at the Yale psychology department.

patricia.boozer.div.92@yale.edu

Jessica Borelli (2002-2006) is completing a clinical psychology internship in Georgia.

Kim (Boulds) McCaffrey* (2000-2002) is a research product manager at Press Ganey Associates in South Bend, IN. Her position in the Research & Development Department includes test design, measurement, and analysis of satisfaction within the healthcare industry. She is a member of the American Association of Public Opinion Research (AAPOR).

KMcCaffr@comcast.net

Jeanne Boydston is professor of history at the University of Wisconsin in Madison, where she is also co-director of the graduate program in Women's History. She is the author of [Home and Work: Housework, Wages, and the Ideology of Labor in the Early Republic](#), co-author of [The Limits of Sisterhood: The Beecher Sisters on Women's Rights and Woman's Sphere](#), co-editor of the second edition of [The Roots of Bitterness: Documents of the Social History of American Women](#), and co-author of [Making a Nation](#), a survey of United States history. Boydston teaches in the fields of United States

women's history (to 1870) and the history of the early American republic. She is researching a book on gender and political culture in the early American republic.

Jessica Brauner (2000-2006) completed a postdoctoral fellowship at the University of California, Los Angeles, working with Professor Sandra Graham. She is now working as a research analyst for Los Angeles Universal Preschool, a public benefit organization dedicated to making high quality, voluntary preschool accessible to every 4-year old in Los Angeles County.

Margaret Briggs-Gowan* (1992 - 1997) is an assistant professor in the department of psychiatry at the University of Connecticut Health Center. She is an investigator on an NIMH-funded birth cohort study of early social-emotional problems and competencies, parental and family risk factors, and children's mental health and academic abilities in early elementary school. In addition, she has a grant from the NIMH to validate two measures of infant-toddler social-emotional functioning, the Infant-Toddler Social and Emotional Assessment (ITSEA, Carter & Briggs-Gowan, 2000) and the Brief-ITSEA (Briggs-Gowan & Carter, 2001). These measures are designed to aid efforts at the early identification of infants and toddlers with social-emotional problems and/or delays in competence, as well as for treatment planning and research purposes. Briggs-Gowan also is an investigator on a study to develop an observational system for gathering information about disruptive behavior disorders and competencies in young children.
briggsgowan@psychiatry.uhc.edu

Sheryl Brisset-Chapman (1980 - 1981) is the executive director of the Baptist Home for Children and Families, located in Bethesda, Maryland.

Elin Schoen Brockman (1992 - 1996) writes for The New York Times and The Wall Street Journal and is working on a novel.

Amy Bronstone (1988 - 1991) is a senior research associate at the Center for Health Improvement at the University of California at San Francisco. She is currently project director of an NIAAA-funded study to reduce primary care patients' alcohol and HIV risks. She has co-authored scientific articles appearing in the Journal of General Internal Medicine, Medical Care, American Journal of Preventive Medicine, Women and Health, and the Archives of Dermatology. She also works as an independent consultant to a medical software company, helping to develop product ideas, obtaining grant support, and conducting efficacy studies of product prototypes.

Michelle Brown (1996-1999) is a clinical assistant professor in the department of psychiatry and behavioral sciences at the Stanford University School of Medicine.

William (Terry) Brown is an Instructor in the Department of Social and Behavioral Science at Norwalk Community College.

Michael Browning (1982 - 1983) is teaching and conducting research at the University of Colorado Health Sciences Center, where he is a professor of neuroscience and pharmacology. Browning's research focuses on the molecular basis of cognition.

Keith Bruno* is a researcher at the Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison.

Alison Buckser is working for the Institute for Long Term Care Policy in Connecticut, a research and education organization.

Jake Burack (1985 - 1988) is professor of school/applied developmental psychology in the Department of Educational and Counselling Psychology at McGill University in Montreal. His scholarly work includes (1) theoretical and methodological issues in the study of mental retardation and autism; (2) the development of attention in persons with autism, Down syndrome, adolescent depression, and schizophrenia; (3) theory of mind in children with autism, Down syndrome, and Williams syndrome; (4) perspective-taking in children with maltreatment and other risk factors; and (5) risk, resilience, and cultural identity among First

Nations (Canadian Aboriginal) adolescents. He co-edited the Handbook of mental retardation and development with Robert Hodapp (former fellow) and Edward Zigler (Center Director); Development, attention, and psychopathology with Jim Enns; and Developmental psychopathology: Perspectives on risk and disorder with Suniya Luthar (Center faculty member and former fellow), Dante Cicchetti, and John Weisz; and Developmental perspectives on autism with Tony Charman, Nurit Yirmiya, and Phil R. Zelazo. jake.burack@mcgill.ca

Jane Bybee is an assistant professor of psychology at Suffolk University. She is working on several lines of research, including outer-directedness, adaptiveness of guilt, self-image and repression. Bybee is a recipient of a university-wide Excellence in Teaching award.

Emily Cahan* is an associate professor of psychology at Wheelock College. She continues her research program in the history of developmental psychology and her teaching on child development and social policy. She is working on three projects: an edited book entitled Uneasy Alliances: The Use of Psychology in Education, Child-Rearing and Child Welfare, a history of social ethics, and The Developmental Theory of Josiah Royce. ecahan@wheelock.edu

Rachel Calam* (1982-1983) continues her work as Programme Director of a Doctorate in Clinical Psychology programme, and her research on child and family relationships and parenting. Recently, she and her colleagues have carried out a number of studies looking at Expressed Emotion (EE), attributions and depression in mothers of children with behavior problems. Extending work on parenting to children with asthma, they have found that families with children at low genetic risk appear to be particularly at risk of difficulties in management of their child's behavior. This study has also revealed that behavioral problems appear to antecede the emergence of respiratory symptoms. A current study, the "Great Parenting Experiment", in collaboration with Matt Sanders, University of Queensland, is testing the extent to which on-line parenting support linked to a TV series is helpful in changing child behavior. Rachel.Calam@man.ac.uk

Melissa B. Caldwell* (1992 - 1997) is currently a full-time stay-at-home mother. She was previously an associate Research Scientist and Clinical Assistant Professor of Psychiatry at New York University Child Study Center, where she was co-investigator on ParentCorps, a community and school-based parenting program for families living in low-income, urban neighborhoods. Mcald2005@yahoo.com

George Calvin (2000-2001) is the Coordinator of Adolescent Prevention Programs and Assistant Clinical Professor at The Consultation Center, Yale Department of Psychiatry.

Jonathan M. Campbell* (1999-2000) is an Assistant Professor of Educational Psychology at the University of Georgia. Campbell earned his Ph.D. concentration in child clinical psychology at the University of Memphis and completed postdoctoral training at the Yale Child Study Center. His research interests focus on differential diagnosis and treatment of children with autism spectrum disorders and the introduction of children with autism into inclusive educational settings. Campbell's work in the area of educating peers about autism is funded by the Organization for Autism Research Foundation. He is an editorial board member for the Journal of Psychoeducational Assessment and the Journal of Pediatric Psychology. He is also a member of Divisions 53 (Clinical Child and Adolescent Psychology) and 54 (Society of Pediatric Psychology) of the American Psychological Association. Campbell currently serves as the Director of the School Psychology Clinic and teaches doctoral level seminars on autism spectrum disorders and pediatric psychology applied to school settings. jmcpbll@uga.edu

Janet Caplan (1980 - 1982) retired as a management consultant/psychologist in 1999 to start a theater company in Philadelphia, PA. Through Random Acts of Theater, Inc. she has produced original shows, each receiving excellent critical notices from Philadelphia newspapers. She is working on several new projects, including a show about the frightening legacy of a women's movement in the 1930s and 40s that

was antiwar, pro-Hitler, and anti-Semitic. She is also developing a program for the Philadelphia Mayor John Street Called "Try on the Arts." The goal of the program is to encourage children and their families to attend at least four arts and culture events each year.

JanetC87@aol.com

Kara Capone (2002-2006) is the Director of Programs at New Haven Home Recovery.

Marijane Carey (1985 - 1986) is the principal of Carey Consulting, a consulting firm in Hamden, CT specializing in health care and human services. She is also the Executive Director of the CT Women's Consortium, a statewide policy, training and advocacy organization specializing in women's behavioral health.

mjcarey95@aol.com

Hanna Carpenter* (2002-2003) is attending graduate school in clinical psychology at Temple University. She is working with her advisor on projects pertaining to risk and resilience in populations of low-income, ethnic minority preschool children.

johanna.carpenter@aya.yale.edu

Siri Carpenter* (1996-2000) is a freelance science writer and editor in Madison, Wisconsin. She is completing an introductory psychology text book.

Carmen Carrillo-Brown (2000-2001) is a clinical social worker at the Village for Families and Children in Hartford.

Karen Place Carlson (1989 - 1992) is an associate research scientist at the Yale Child Study Center. Her research included a study of the clinical traits of inpatients and outpatients with the diagnosis of thought disorder or schizophrenia. Another study examined the problem-solving differences between families of children with diabetes and families with healthy children. She is also investigating successful adjustments of seriously disturbed children following release from the hospital.

David Caruso (1983 - 1985) works with college students and managers to help them make better career decisions. He is interested in the development and training of emotional skills and has begun research on the emotional intelligence of adolescents. His book, The Emotionally Intelligent Manager, was written in collaboration with Peter Salovey, Center faculty member.

david@eiskills.com

Rosa Cascione* (1976 - 1982) is a psychologist in the Connecticut Department of Mental Retardation, where she evaluates and treats individuals, families and residential groups. She is researching methods for improving investigative interview techniques for persons with mental retardation. Cascione is also a board member of The Ethic, a non-profit organization dedicated to promoting compassion and nonviolence in humans and animals.

rosa.cascione@po.state.ct.us

Danielle Meltzer Cassel (1990 - 1992) is a real estate and zoning attorney with Piper Rudnick. Her recent volunteer work has included participation in the Chicago Council of Lawyers panel for child support collection; three years with the Chicago Community Trust Young Leaders Fund; providing legal assistance to several affordable housing ventures; and serving on the board of directors or advisory boards of Public Allies Chicago, a non-profit organization providing employment opportunities for formerly homeless women and a non profit organization providing legal services to community economic development ventures. She also is a teaching assistant at Northwestern University Law School and the University of Chicago Law School for courses in land use and eminent domain law.

danielle.cassel@piperrudnick.com

Corinne Castro (2002-2003) is employed as a Resource Specialist at the Massachusetts General Hospital (MGH) Social Services Department. She assists MGH social workers in locating community resources for their patients and advocates politically for patients and their families. She has worked extensively around

issues of poverty, immigration, welfare, and education. Castro also volunteers for Horizons for Homeless Children, a program that has created “play spaces” for children who are living in homeless shelters in Boston.

corinnecastro@yahoo.com

Thomas F. Catron (1984 - 1985) was recently appointed to Tennessee Governor Bredesen’s cabinet as the Director of the Governor’s Office of Children’s Care Coordination. This office helps to coordinate efforts among the child-serving departments of the state and helps to establish the public, private and academic partnerships to address children’s welfare, health and education policy and improve outcomes. Catron is on leave from his position as an associate professor of psychiatry and pediatrics in the department of psychiatry at Vanderbilt University in Nashville. He joined the faculty at Vanderbilt University in 1990 where he was Director of the Division of Community Psychiatry, Executive Director of Vanderbilt’s Mental Health Center, Co-Director of the Center of Excellence for Children in State Custody and Co-Director of the Center for Psychotherapy Research and Policy. He has been involved in the development of innovative services for children, including a nationally recognized, evidenced-based intervention for children in the school setting. He has received over \$9 million in federally funded grants for his school-based research, published in the field’s top journals and presented at national conferences. Throughout his career, Dr. Catron has worked collaboratively with municipal and state governments to seek effective solutions to children’s mental health problems. He received his doctorate in clinical child psychology from Peabody College/ Vanderbilt University and completed his clinical training at Yale University Child Study Center. He has worked for over twenty years in community mental health as a clinician, administrator and researcher.

Ana Mari Cauce (1981-1984) is the Earl R. Carlson professor of Psychology at the University of Washington, where she is a member of the child clinical faculty and department chair. Cauce received her Ph.D. from Yale University in 1984. She teaches and conducts research focusing on normative and non-normative development in youth of color and at-risk adolescents, including street youth. For the last five years, Cauce was one of the co-directors of the NIMH-funded Family Consortium on Culture and Context, a multidisciplinary group of scholars working to better understand how social environments shape family processes. She has published close to 100 articles or chapters on related issues. Her research has been funded by the National Institute of Mental Health, the National Institute of Alcoholism and Alcohol Abuse, The W.T. Grant Foundation, and the Casey Family Foundation. Cauce has received numerous honors and awards including the University of Washington’s Distinguished Teaching Award, the American Psychological Association Dalmas Taylor Distinguished Contribution Award, and the Distinguished Contribution Award from the Society for Community Research and Action. She is president-elect of the Society for Community Research and Action.

cauce@u.washington.edu

Mary Lynn Chapieski is a pediatric neuropsychologist at the Blue Bird Circle Clinic for Pediatric Neurology, Baylor College of Medicine. She serves on the professional advisory board for the Houston/ Gulf Coast Epilepsy Foundation and is active in their education program for parents of children with epilepsy. She also serves on the National Professional Advisory Board for Sturge-Weber.

mlchapie@texaschildrenshospital.org

George Chauncey (1983 - 1984) is professor of history and director of the Lesbian and Gay Studies Project of the Center for Gender Studies at the University of Chicago. He is the author of [Why Marriage? The History Shaping Today’s Debate over Gay Equality](#) (2004) and [Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940](#) (1994), and the co-editor of [Thinking Sexuality Transnationally](#) (2001) and [Hidden From History: Reclaiming the Gay and Lesbian Past](#) (1989). He was the organizer and lead author of the Historians’ Amicus Brief submitted to the Supreme Court in the *Lawrence v. Texas* sodomy case (2003) and testified as an expert witness of the history of antigay discrimination at the trial that resulted in the Supreme Court’s decision in *Romer v. Evans*.

Rachel Chazan Cohen (1991 - 1996) is a senior social science research analyst in the U. S. Department of Health and Human Services. Her research focuses on the development of at-risk young children and the role of early intervention programs in supporting infants, toddlers and their families. Her projects include:

the Early Head Start Research and Evaluation Project; the Early Promotion and Intervention Research Consortium, a consortium aimed at developing models for supporting the mental health of children and families in Early Head Start; and collaborating with the Department of Education on the Early Childhood Longitudinal Survey-Birth Cohort. Details on these projects can be found at www.acf.hhs.gov/programs/core
rc Cohen@acf.hhs.gov

(Jennifer) Lynn Cheely (2004-2005).

Gregory Chin is a physician working in the Los Angeles County Hospital, Department of Otorhinolaryngology

Hyemi Chong (2002-2003) works in the Division of Cognitive and Behavioral Neurology, in the Department of Neurology at Brigham and Women's Hospital in Boston.

Cheryl Claise (1995-1996) is the school psychologist at Second Hill Lane Elementary School in Stratford, CT.

J'Ingrid Clemons (1991 - 1993) is a management analyst at the U.S. Department of Health and Human Services, Administration for Children and Families. She serves as principal advisor to the Deputy Assistant Secretary for Administration on the strategic management of human capital and is responsible for developing agency strategic plans in the areas of workforce analyses and development, succession planning and recruitment and retention strategies.
jclemons@prodigy.net

Tiffany Cohen (2005-2006) is attending graduate school at Yeshiva University in New York. She is pursuing a Psy.D. in combined school-clinical child psychology.

Maryrose C. Coiner* is a clinical psychologist in private practice in Framingham and Marlboro, Massachusetts. She is a member of the board of Advocates, Inc., an agency that establishes and maintains group living situations for the deinstitutionalized mentally ill and for other emotionally handicapped individuals. Coiner is also active with the Massachusetts Center for Sudden Infant Death Syndrome, facilitating parent support groups.

Joseph Coleman

Christian Connell (1999-2005) is an assistant professor of psychiatry in the Yale Department of Psychiatry, Consultation Center. He is also a Zigler Center faculty member.

Latoya Conner (2002-2003) is a Psychology Postdoctoral Fellow at the Children's National Medical Center in Washington, DC. She works in the Division of Adolescent and Young Adult Medicine, Burgess Clinic, as well as the Good Hope Road Community Satellite Clinic. In her clinical role, Conner provides psychological counseling to HIV+ youth and their families; coordinates clinical mental health care for patients in an under-served neighborhood; serves as a community advocate; conducts culturally relevant therapy for urban youth who present with a variety of challenges, including: trauma and loss, mood, anxiety, adjustment, school and health-related issues; conceptualizes clinical challenges in the context of community, social-political, and economic factors that contribute to compromised mental health, familial vulnerabilities and mental health disparities among youth of color; and collaborates on a community advisory board geared towards increasing access to mental care services for Black youth and their families via their primary care clinics and community contexts. Conner also has several research activities: serving as an investigator on a CDC-funded multi-site study, entitled: "Adolescent Impact: A randomized controlled trial of a behavioral intervention to improve adherence to therapy and reduce transmission risk behaviors among HIV-infected adolescents"; managing and organizing daily research operations; recruiting HIV+ adolescents to participate in the clinical trial research study; conducting baseline and follow-up interviews; randomizing participants into research arms; implementing and co-facilitating group interventions via a manualized treatment model; analyzing data and interpreting significant results;

developing concept sheets for scholarly publication; and disseminating qualitative and quantitative findings.

Erin Cooke (2005-2006) completed the Teacher Preparation Program in May 2006 and is living in Toronto, Ontario, Canada.

Rosemarie Coratola (2002-2006) is a fellow at the Institute of Living in Hartford, CT.

Tonia Cristofaro* (1997-1999) graduated from Yale College in 1999 and received her PhD from the Psychological Development program in the Department of Applied Psychology at the Steinhardt School of Education, New York University, in 2006. Cristofaro's dissertation examined relationships between mother-child play at 36 months of age and children's personal narratives at pre-kindergarten, in low-income families. Under the mentoring of her advisor, Dr. Catherine Tamis-LeMonda, Cristofaro has been a research assistant for the New York City site of the Early Head Start National Evaluation Project.
tnc204@nyu.edu

Elise Cummings Greenberg is a public interest attorney in Los Angeles.

Cynthia Czerwin (2002-2004) is a graduate student in public policy at the University of California, Berkeley.

Catherine Dabaskas (1992 - 1993) is working as a speech therapist at Children's Hospital, San Diego, California.

Marvin Daehler* (1982) is a professor of psychology at the University of Massachusetts at Amherst. He is researching analogical problem solving and transfer in children, and the development of representation in very young children, including the role of pretense in cognitive development. Among the courses he teaches is an undergraduate seminar on child development and social policy.
marvin.w.daehler@psych.umass.edu

Ann S. Dahl has retired from social work practice. However, she still consults with colleagues concerning remarriage and family issues in clinical and legal practice.

Chris Dallager (1993 - 1995) is working as a school psychologist in Bloomington, MN. He is researching alternatives to school suspension for student discipline. He serves on the board of directors of the Northstar Youth Club that provides mentorship and leadership training to adolescent and children.
chrisdallager@aol.com

Lisa Damour* is an adjunct faculty member in the department of psychology at John Carroll University in University Heights, Ohio. She is the co-author of First Day to Final Grade: A graduate student's guide to teaching (University of Michigan Press, 2000). Damour and co-author, Anne Curzan, share a consulting practice in which they visit universities to train graduate student teaching assistants. Damour is also the co-author (with Jim Hansell) of Abnormal Psychology, 1st edition (John Wiley & Sons, 2005) a psychopathology textbook for college students. She maintains a private psychotherapy practice where she works with children, adolescents and adults, and is in psychoanalytic training at the Cleveland Center of Research in Child Development.
ldamour@jcu.edu

Michael Dannenberg (1995-1998) directs the Education Policy Program at the New America Foundation. The program seeks to advance educational excellence and equality through extended learning time, improvements in teacher and principal quality, and curriculum and education finance reform. He was previously Senior Education Counsel for Senator Edward M. Kennedy (D-MA).

Julian Darwall (2005-2006) graduated from Yale College in May 2006 with a degree in philosophy and psychology. He is working at Children's Rights in New York City, a national watchdog organization advocating on behalf of abused and neglected children in the U.S.

Norma Dávila* is Senior Organizational Development Consultant for Wyeth Pharmaceuticals in Guayama, Puerto Rico. She is involved in designing and implementing strategies for the cultural transformation of the plant that entail but are not limited to changes in policy and staff capacity building efforts.

Michele Davis maintains a private clinical practice in Scarsdale, New York.

Paul L. Del Gobbo (1981 - 1982) is an educational consultant working primarily in the New Haven, CT public schools on educational reform. He has served as consultant to the Social Development Department, a comprehensive social skills program designed to provide classroom instruction on self-awareness, relationships, decision making, substance use prevention, teen pregnancy/AIDS prevention, violence prevention, conflict resolution, and problem-solving. He is working with school staff to plan and implement curriculum development, instructional improvement and assessment strategies in schools. He is also providing consultation to the physical education and athletic department.
pandjdel@aol.com

Laura Desimone*(1996 - 1998) is an assistant professor of public policy and education at Vanderbilt University, Peabody College, in the Department of Leadership, Policy, and Organizations. Her published work and areas of expertise focus on policy effects on teaching and learning, with a special focus on at-risk students, comprehensive school reform programs, standards-based reform, teacher's professional development, and program evaluation. She also studies how to improve the design and use of survey data.

l.desimone@vanderbilt.edu

Todd Desimone is a project manager at Dean Witter, Discover & Co. in Illinois, working in information management.

Lizanne DeStefano* (1984-1985) is Professor of Educational Psychology, Associate Dean for Research, and Director of the Bureau of Educational Research at the University of Illinois at Urbana-Champaign. DeStefano's research interests include the evaluation of innovative programs, multi-site initiatives, and programs serving special populations, such as students with disabilities or those at risk for academic failure. DeStefano has conducted many large-scale evaluations of programs serving children and youth over the last decade. Currently, she is co-principal investigator with James Shriner on OSEP-funded Project IEP-D: Improving Education Professionals' Decision-making: A Professional Development and Training Model. She recently co-edited a special issue on democratic, deliberative evaluation for *New Directions in Evaluation* and has published more than 50 articles, chapters and books on evaluation, special education, and policy.
destefan@uiuc.edu

Brian Detweiler Bedell is an assistant professor of psychology at Lewis & Clark College in Portland, Oregon.

Jerusha Detweiler Bedell* is an assistant professor of psychology at Lewis & Clark College in Portland, Oregon. Her research interests lie at the intersection of clinical and health psychology, focusing on how to motivate people to protect their physical and mental health.
jerusha@lclark.edu

Yolanda de Young (1989-1992) is a clinical psychology fellow in Florida.

Melanie Dirks (2001-2006) is completing a clinical psychology internship.

Tracy Dobbins Barcott is a postdoctoral fellow in pediatric psychology at Harvard University's Children's Hospital Boston.

Ruth Ditlmann (2004-2006) is a graduate student in the Yale department of psychology.

Jay Dobos (1995-1998) is in private pediatric practice in Norwalk, CT.

Dianne Douglas (2000-2001) is a research affiliate at the Centre for Gender and Development Studies at the University of the West Indies at Saint Augustine, Trinidad.

Karen DuBois-Walton (1994-1996) is Deputy Director of the New Haven Housing Authority. She was previously Chief of Staff for New Haven Mayor John DeStefano.

Sarah Duman* (1999-2002) is a graduate student in the clinical psychology program at the University of Southern California (child and family subspecialty). She takes classes, does clinical work, and serves as a teaching assistant (courses: Marriage and the Family, Abnormal Psychology, and Introduction to Clinical Psychology). Duman is also involved in a research project focusing on the effects of exposure to violence on child development and family processes. Her master's project, titled "Individual and Parental Influences on Children's Aggressive Coping Responses", examined the degree to which parental coping strategies, domestic violence, child cognitive abilities, and child emotional regulation abilities influence the use of aggressive coping responses in children. She presented findings from this project at a departmental conference and at the APS National Conference.

duman@usc.edu

Elisabeth Dykens (1984 - 1986) is at the John F. Kennedy Center for Human Development at Vanderbilt University, where she is Deputy Director, and Professor of Psychology in the Department of Psychology and Human Development, Peabody College. Her research continues to examine the behavioral phenotypes of children with genetic disorders associated with intellectual disabilities, including Prader-Willi, Down, and Williams syndromes. In the long term, these data will refine current understandings of relationships between genes, brain, and behavior. In the short-term, findings inform intervention efforts, including "best practice" policies that have been adopted by national syndrome-specific groups. Elisabeth and husband Bob Hodapp (former fellow) are the proud parents of Alexander and Benjamin.

elisabeth.dykens@vanderbilt.edu

Kari Edwards (1985 - 1987) is an assistant professor of social psychology at Brown University. Her research interests include the role of affect and cognition in attitude formation and change, the role of emotion in legal decision making, stereotyping and prejudice, implicit perception, and memory.

Ellen Efron (1988 - 1994) is an attorney who consults on child custody cases in New Jersey. She is one of the co-founders of the National Interdisciplinary Consortium on Custody Law.

Ala Elczewska is in private practice in Copenhagen, Denmark. She consults to the Danish Child Welfare Administration regarding congregate care and foster care, and to the Danish Refugee Council.

Katherine Ellingson (2004-2005) is a graduate student at the Yale School of Epidemiology and Public Health.

Shari Ellis is a post-doctoral associate at the University of Florida, Gainesville.

Abigail Ellman (2005-2006) graduated from Yale College in May 2006 with a degree in teacher preparation and music. She has relocated to Philadelphia.

Ameer Kim El-Mallawany (2004-2005) graduated from Yale College in 2005. He is now a teacher at Zuni High School in New Mexico.

Elizabeth Emens (1993 - 1994) is a Bigelow teaching fellow at the University of Chicago School of Law. Her current work focuses on obstacles to the protection of people with mental illness under the Americans with Disabilities Act. During 2002-2003, she clerked for the Honorable Robert D. Sack of the United States

Court of Appeals for the Second Circuit, in New York City. In 2002, she received her J.D. from Yale Law School and her Ph.D. in English from Kings College Cambridge, where she studied as a Marshall Scholar. elizabeth.emens@aya.yale.edu

Callie Rogers Emery (1993-1994) graduated from the University of Texas Southwestern Medical School with an M.D. in June 2002. She has worked with her local PBS station on their "Ready For Life" initiative, which is a national public education campaign about early childhood brain development. CallieEmery@aol.com

Christine Emmons* is an Associate Research Scientist at the Yale Child Study Center and Director of Program Evaluation for the Comer School Development Program. She is involved in work that is advocating for the establishment of child and adolescent development knowledge as the foundation for education. In addition, she is a member of the Yale Interdisciplinary Bioethics Project and its Rights of Children Advisory Group that focus attention on the rights and well-being of children. Christine.Emmons@yale.edu

Igi Ertem is a professor of pediatrics at the University of Ankara in Turkey. In November 2004, he gave the Richard H. Granger Memorial Lecture at the Yale Child Study Center, entitled: "The Role of Pediatrics on Child Development and Mental Health in Turkey".

Arthur C. Evans (1988 - 1990) is Director of the Department of Behavioral Health and Mental Retardation Services and Acting Commissioner of the Department of Human Services, for the City of Philadelphia.

Laura Ewing (2000-2002) is a Clinical Instructor in the social work program at the Yale Child Study Center.

Wilma Ezekowitz (1987 - 1989) is a clinical psychologist at Laurel Health Services in Hamden, CT. She sees children, adults, and families with a variety of emotional and developmental concerns, and frequently consults to schools on the educational needs of her clients.

Carolyn Fairbank (1981 - 1982) the Center's first undergraduate fellow, graduated from Harvard Business School in 1987. She works for The Incredible Christmas Place (a gift retailer) in Pigeon Forge, TN as General Manager and e-commerce CIO, and as President of The Fairbank Corporation (a janitorial and sanitation distributor) in San Juan, PR. Fairbank also serves on the board of directors and the finance committee of the Webb School of Knoxville. kkin@mindspring.com

Ellen Farber (1983 - 1985) is an assistant professor in psychiatry at Cornell University Medical College in New York. She edits Annual Developments in Child Psychiatry and Child Development, and has a private practice.

Julie Feldman Golovcsenko (1994-1998) is a clinical psychologist in Mt. Kisco, NY.

Alison Fellowes Comly (2000-2002) was an Emerging Leaders Fellow at the Children's Defense Fund. The fellowship program will focus on policy and advocacy work related to improving child care and early education. Comly is continuing her clinical work. folger@hotmail.com

Bernardo Ferdman* is a professor at the Marshall Goldsmith School of Management at Alliant International University in San Diego, where he has been since 1993. He has served on the faculty of UCLA Anderson School of Management's Executive Education programs since 2004. The focus of his research, writing and practice is on diversity and inclusion in organizations, Latinos/as in the workplace, and leadership and organization development. Ferdman also consults to organizations in the areas of cultural diversity, multicultural competence and inclusion, ethnic and gender relations, Latino identity,

leadership, team building, and facilitation. He has served as President of the Interamerican Society of Psychology, and as Division Chair for the Gender and Diversity in Organizations Division of the Academy of Management, is a Fellow of the American Psychological Association (Divisions 9 and 45) and of the International Academy for Intercultural Research, and is active in a number of additional professional organizations. More information, including a list of publications, is available online at <http://academic.alliant.edu/bferdman>

bferdman@alliant.edu

Michael Ferguson (1997-1998) is an attorney in Seattle, WA.

Anushka Fernandopulle is on staff at Compasspoint Nonprofit Services in San Francisco, an organization that provides technical assistance and training on a variety of topics to Bay Area nonprofit organizations. Her focus in consulting is organizational development and general management skills.

Caroline Fish is an early childhood educator in Boston.

Paul Flaspohler* (2003-2004) is currently an assistant professor of psychology and Director of Program Development and Evaluation at Miami University (Ohio) and the Center for School-Based Mental Health Programs.

flaspod@muohio.edu

Bonny Forrest* (2000-2001) is the Director of Clinics at The Loyola Clinical Centers of Loyola College in Maryland. The Clinics are five specialty training centers for graduate students in Education, Pastoral Counseling, Psychology, Speech Language and Audiology, and Multi-disciplinary Assessment. Her research interests focus on developmental disabilities (in particular autism and Down syndrome) and outreach to persons of limited means. Her current outreach projects focus on 1) developmental screening through natural helpers in the community, and 2) the development of an advocacy training program for representation of children in school hearings. She is a member of the Scientific Advisory Committee for Division 40 (Neuropsychology) of the American Psychological Association and a Special Guest Researcher at the National Institute of Mental Health. Prior to obtaining her Ph.D. she was an attorney on Wall Street for over a decade. She later specialized in civil rights matters for people of limited means, including AIDS discrimination, environmental justice and death penalty cases. Forrest also helped constitute and manage a private foundation for a family.

bjforrest@loyola.edu

Joe Francisco (1999-2000).

Meryl Frank (1982 - 1989) is mayor of Highland Park, New Jersey.

Robert Franks* is Director of the Connecticut Center for Effective Practice (CCEP) at the Child Health and Development Institute (CHDI) in Farmington, CT.

Rfranks@uchc.edu

Johanna Freedman's research focuses on cognitive and personality issues affecting achievement in intellectually gifted grade-school children.

Sabine E. French* (1992) is an assistant professor at the University of Illinois at Chicago, in the community psychology and prevention research program. Her research focuses on ethnic identity development in urban adolescents. She is examining the impact of ethnic identity on developmental outcomes, as well as the role of context on the development of ethnic identity. She also examines the impact of normative school transitions on adolescent adjustment. More specifically, she is focusing on what makes the transition to college successful for students of color. She also examines cultural influences on condom use. She was recently awarded a Ford Foundation Post-Doctoral Fellowship.

sefrench@uic.edu

Douglas Frye is an associate professor and chair of the Psychology in Education Division at the University of Pennsylvania School of Education. He studies the cognitive basis of children's theory of mind and how it contributes to preschoolers' social understanding, especially for children in Head Start. He is also studying the cognitive strategies children employ when they learn early mathematics, and how those strategies contribute to school readiness for children.

Matthew Funk (1997-1998) is an Associate at Simpson Thacher & Bartlett, LLC. He does family court pro bono cases through inMotion, including custody and child support.
matthew_a_funk@aya.yale.edu

Monica Furey (1996 - 1998) is in private practice as a clinical therapist and continues to work with the Yale Child Center Family Support Service, providing group intervention to HIV affected children and families.

Sylvia Galambos (1983 - 1984) is the president of Language Enterprises, Inc., a Connecticut organization that introduces foreign languages into elementary schools through before- and after-school programs. Her company also provides foreign language and culture services to corporations and consulting services to schools.

Teresa Gallenstein is a clinical psychologist for the Orange County Mental Health, Children and Youth Services in California. She works with high-risk and severely disturbed children and adolescents.

Thomas Gamble is President of Mercyhurst College in Erie, PA.

G. Davis Gammon (1980 - 1984) is an assistant clinical professor at the Yale Child Study Center. With collaborators at the Child Study Center and Yale Department of Psychiatry, he has engaged in a study of psychosocial and biological risk factors in suicidal and other self-destructive behaviors. Other activities have included directorships of courses at several national meetings on the clinical psychopharmacological and psychosocial treatment of Attention-Deficit Hyperactivity Disorder, in addition to ongoing research studies on the clinical psychopharmacotherapeutics of ADHD.
g.gammon@yale.edu

Kathrine Gapinski is doing clinical work and teaching at the University of San Francisco.
gapinski@aya.yale.edu

Nicole Gardner Neblett (1997 - 1998) is a Society for Research in Child Development (SRCD) Executive Branch fellow. She is placed in the Office of the Assistant Secretary for Planning and Evaluation (ASPE), US Department of Health and Human Services, where she brings knowledge of child development and research methodologies to prevent risky sexual behaviors among youth. She has participated in research on and evaluation of approaches to prevent teens from becoming pregnant or contracting sexually transmitted diseases. She is also helping to monitor the activities of the Center for Research and Evaluation on Abstinence Education, which represents ASPE's effort to build capacity for research and evaluation in abstinence education. Neblett's activities also focus on other issues facing children and youth, including assisting in monitoring the Hard-to-Employ project, which evaluates strategies to help low-income parents get and keep jobs. She also works on the Marriage and Family Strengthening Initiative involving incarcerated fathers and a project in collaboration with the Federal Trade Commission to examine the marketing of food to children, in light of the childhood obesity epidemic. Participating in these projects, each at different stages and involving different stakeholders has taught her how the federal government uses research to inform policy efforts and decision-making. Her goal now focuses on building on this knowledge as she enters her second year of the fellowship.

Ann Garland (1988 - 1992) is a professor in the Department of Psychiatry, Division of Child Psychiatry at the University of California, San Diego. Her research focuses on the effectiveness of public mental health services for children and families, and the development of research-practice partnerships in mental health. She is also the Deputy Director of the Child and Adolescent Services Research Center in San Diego. In addition, Garland consults frequently with the San Diego Department of Health and Human Services regarding the delivery of effective mental health services to children and families.
agarland@casrc.org

Cassandra Garner* teaches 6th grade math in New York City. She is also working on a Master's degree in Middle School Math Education at City College of New York.
Cassandra.Garner@aya.yale.edu

Beth Garrity-Rokous is a supervisor of psychological assessment at the Yale Child Study Center.

Anna Gassman-Pines* completed her PhD in community psychology at New York University in 2007. She is now assistant professor of public policy studies at The Terry Sanford Institute of Public Policy at Duke University. She is also a faculty affiliate of the Sanford Institute's Center for Child and Family Policy. Gassman-Pines' research interests include low-wage work, family life, and the effects of welfare and employment policy on child and maternal well-being in low-income families. She received the Edward Zigler Graduate Research Scholarship from the National Head Start Association as well as a National Research Service Award from the National Institute of Mental Health.
agassman.pines@duke.edu

James Gerson is a research assistant at Columbia University.

Michelle Gersten is assistant professor and director of the Early Childhood Program at Mt. Sinai Hospital in New York City.

Jane Gillham* (1995-1996) is an assistant professor (part-time) at Swarthmore College, where she teaches courses on Abnormal Psychology and Developmental Psychopathology, and supervises students on practica and research. She is also a part-time research associate at the University of Pennsylvania. Gillham's major research interests concern school-based interventions and ways in which schools can promote well-being in children. Since 1996, she has been Co-Director of the Penn Resiliency Project at the University of Pennsylvania. The major goal of this project is to develop and evaluate school-based interventions that promote resilience and prevent depression and anxiety during early adolescence. This research has been funded by the National Institute of Mental Health. Gillham is also one of the principal investigators on the Positive Psychology for Youth Project, a study of a positive psychology curriculum for high school students which is funded by the U.S. Department of Education. The major goal of the curriculum is to increase students' awareness of their personality strengths and their use of these strengths in their day-to-day lives.

jgillham1@swarthmore.edu

jgillham@psych.upenn.edu

Elizabeth Gilman is a Curriculum Specialist at the University of California, Berkeley.

Misty Hill Ginicola (-2006) completed her Ph.D. in developmental psychology in 2006. She is now an assistant professor at Southern Connecticut State University and a Zigler Center faculty member. She is writing up her dissertation for publication. In addition, along with Christopher Henrich and Matia Finn-Stevenson (Zigler Center faculty), Ginicola has written a policy brief on the effectiveness of the Zigler Center's School of the 21st Century (21C) model, based on two recent evaluation studies. Also in collaboration with Matia Finn-Stevenson, Alina Yekelchik (Zigler fellow) and Christina Saccoccio, Ginicola has written a publication on the 2005 21C initiative in Arkansas. Finally, in collaboration with Alina Yekelchik and Jaclyn Thornberg (Zigler fellow), Ginicola has completed an online survey and write-up on school-based mental health services.

Nicole Gleason (1999-2001) works as a business consultant in New Jersey.

Amy Goldfarb* (1980 - 1986) has a part-time private psychotherapy practice with adults, children and adolescents, couples, and families. Specialties include anxiety, depression, life transitions, and reproductive issues. In the past year she has opened a second psychotherapy office in Madison, CT. Goldfarb has also served on the School Culture Action Team for the Guilford, CT Public Schools, as part of their 5-year strategic planning process.
spiritmom7@yahoo.com

Dori Goldfarb (1989 - 1993) is working at Assessment and Psychotherapy Services, Inc. in Sarasota, FL, conducting psychotherapy with children, adolescents and adults. She also conducts forensic evaluations and acts as an expert witness. Goldfarb is on the executive committee of the Florida Psychological Association's Lower West Coast Chapter, and is co-chair of the Public Affairs Committee for the Junior League of Sarasota. She also meets with Florida state legislators to discuss issues related to children, families, and women.
drgoldfarb@juno.com

Susan Goldman Simpson is vice president of client services for Burke, Inc, in Chapel Hill, NC.

Kimberly Gong

Bonnie Gordic (2002-2006) is working at Fair Chance, a non-profit organization in Washington, DC. She is working with community agencies to help them build capacity and become self-sustaining.

Derrick Gordon (1999-2002) is an instructor at the Yale University School of Medicine, Division of Prevention and Community Research, The Consultation Center.
derrick.gordon@yale.edu

Doris Gordon (1980-1982) has been assisting the Accreditation Commission for Audiology Education (ACAE) with their development of an independent non-profit 501(c) (3) accreditation agency at the doctoral level, since 2003. The audiology profession works with infants, children, adolescents, adults and seniors who have hearing or balance impairments. Gordon also serves as ACAE's Executive Director. She consults with other healthcare professions and, as an avocation, is writing a children's book
doris.gordon3@verizon.net

Judith Gordon* is a lecturer in Psychiatry and a member of the Bioethics Center at Yale University. She is also the representative of the National Council of Women, USA (NCW/US), United Nations, New York City. She is currently the co-convenor of the Working Group on mental health, racism and related intolerances of the NGO Committee on Mental Health, United Nations, New York City. Gordon also represents the NCW,US on the NGO Child Rights committee, UN, NYC. She is a member of the New Haven Mayor's Task Force on HIV/AIDS as well as a member of the American Sociological Association and the Society for the Study of Social Problems.

Carolyn Gosse (2004-2006) is a graduate student in communication disorders at the University of Virginia in Charlottesville.

Jocelyn Gottlieb (2002-2003) is working as a consultant with Wellspring Consulting, LLC, a company focused on providing strategic management consulting to the nonprofit sector. She has worked with several organizations focused on children's social policy, helping them hone their programs and improve the impact that they will ultimately have on children. One of these organizations focuses on child health and development policy, and another is a social service organization devoted to serving children (and ultimately adults) with disabilities. While her work has not been to define the social policies that these organizations support, it has been influenced by the work she did as a Center fellow. Her research in the Center seminar on child care has had direct relevance to some of the work being performed by her clients, and has definitely increased her understanding of the complexity of their work.
jocelyn.gottlieb@aya.yale.edu

Michele Goyette-Ewing* (1985 - 1992) is Director of Psychology Training at the Yale Child Study Center. In addition, she coordinates a number of early care and education initiatives at the Child Study Center and has helped to develop a number of fellowships for advanced training in work with young children. Goyette-Ewing has also developed a website, www.ParentFirst.net, which is a virtual family resource center. It provides local information and support to families and early care and education providers on locating high quality child care, referral to services, continuing education opportunities, and links to advocacy organizations for children. She is on the board of directors of Calvin Hill Day Care Center and has been interviewed by Parents, Family Circle, Good Housekeeping, the American Psychological Association Monitor, and the U.S. General Accounting Office on issues related to parenting and child care.

Michele.Goyette-Ewing@yale.edu

Susan Grajek (1980 - 1982) is Senior Director of ITS Support at Yale. She has applied social science research to improve information technology management at Yale in a variety of positions. Off-hours, she provides her local school system with pro bono consulting for curriculum evaluation and talented and gifted programming needs assessment, and is a member of her church's Board of Trustees. She also holds a faculty appointment at the Yale School of Epidemiology and Public Health
susan.grajek@yale.edu

Erica Greenberg (2005-2006) graduated from Yale College in May 2006 with a degree in history and linguistics. She is now working at Teachers College, Columbia University, with Dr. Sharon Lynn Kagan.

Frank Gregory is an Associate Research Scientist working at the Family Support Service at the Yale Child Study Center.

Elena Grewal (2005-2006) graduated from Yale College in May 2006 with a degree in ethics, politics and economics. She is working as a research assistant at the Stanford University Institute for Research on Education Policy and Planning.

Derek M. Griffith (1999-2000) is Associate Evaluation Director at the Prevention Research Center (PRC) of Michigan and an Assistant Research Scientist in the Department of Health Behavior and Health Education at the University of Michigan School of Public Health. He is working on projects that are designed to develop and test theories of social determinants of health, and increase the capacity of PRC partners to conduct prevention research. The capacity building work is designed to influence local policy makers and community-based organizations, increasing their understanding of how social factors influence health, in the hopes that they will use scientific data to address health at the policy level. In addition, the PRC partners include state policy makers who help advocate for increased support for prevention research.
derekmg@umich.edu

Elisabeth Groth (1988 - 1989) has a part-time clinical practice in Decatur, GA, primarily serving children and families. A large portion of her practice includes children with psychological or neuropsychological difficulties related to medical disorders.

Jon Gruenberg (1995-1997) is a teacher of mathematics at the Hewitt School in New York City.

F. Herbert Gruendel is a judge on the Appellate Court. In addition, he is the chair of a commission established to revise the rules of procedure for Family Support Magistrate courts, and was a member of the Governor's Commission on Children, Custody, and Divorce.

Janice Gruendel* was formerly co-founder and Co-President of Connecticut Voices for Children, a statewide research and children's policy advocacy nonprofit. Gruendel currently serves as Senior Advisor for Early Childhood to Connecticut's Governor M. Jodi Rell. In that role, she has assisted in policy, budget and systems analyses, and has produced a series of reports that outline Connecticut's vision for an early childhood system. As the result of this work, the General Assembly passed legislation in 2005 establishing

Connecticut's first ever Early Education Cabinet. These reports and analyses are generally available at www.readysetgrowctkids.org or directly from Gruendel via email request. Also within the context of early childhood work, Gruendel continues as a founder and advisor to the Ready, Set, Grow...CT Kids! campaign, a citizen information and engagement effort to build public support for continued early childhood investments. In addition, she serves as a consultant to The Community Foundation for Greater New Haven in the development of the Foundation's "Child Outcomes and Systems Integration Initiative" and as Senior Consulting Fellow for Youth Matters at CT Voices for Children. In that role, she guides Connecticut's new \$1.5 million Jim Casey Youth Opportunities Initiative directed at improving life outcomes for foster youth, and she serves as staff consultant to the Youth Committee of the CT Employment and Training Commission. Gruendel also co-authored a chapter on strategic communications with Larry Aber (Center graduate) for inclusion in the new volume *Child development and social policy Knowledge for action* (a compilation of papers from Edward Zigler's Festschrift).
janice.gruendel@aya.yale.edu

Janice Hale (1979 - 1981) is professor of early childhood education at Wayne State University in Detroit. She holds the Research Enhancement Professorship in the College of Education. She founded a preschool program, Visions for Children, which is designed to facilitate the academic achievement of African-American children. Hale has served as a consultant to school districts, professional associations, and universities across the country, specializing in issues related to the education of African-American children. She is also a consultant to the Children's Television Workshop (Sesame Street) and a member of the governing board of the National Association for the Education of Young Children.
janiceehale@cs.com

Nancy Hall is working as a writer and journalist, covering topics such as health, child development, parenting, and lifestyle issues.

Susan Hall* (2000-2002) is an assistant professor in the Psychology Division at Pepperdine University, Graduate School of Education and Psychology. She teaches courses in developmental psychology, clinical interventions with children and adolescents, and cognitive-behavior therapy. She serves on the editorial board of the *Journal of Youth and Adolescence*. Her continuing research interests include: (1) child witnesses and the clinical and forensic assessment of children and youth exposed to violence and maltreatment, with special emphasis on protective factors such as spirituality, and (2) improving mental health professionals' understanding and use of the law with their clients. Accordingly, Hall is a co-author of *Laws Affecting Clinical Practice*, published in 2005 by the American Psychological Association. In addition, her article, "Child Abuse Reporting Laws and Attorney-Client Privilege: Ethical Dilemmas and Practical Suggestions for the Forensic Psychologist", was published in the *Journal of Forensic Psychology Practice*.
shall@pepperdine.edu

Tony Hall* (1993) works as an independent management consultant and technical assistance provider with a focus on community and economic development. He has worked on several national demonstration projects in comprehensive community building in several capacities. Recent projects include: working with several sites to help neighborhood residents collect and assess data about their communities and build capacity for self-evaluation; developing programming, managing and overseeing implementation of community and supportive services for several HOPE VI public housing sites; and helping to develop models for corporate involvement in community and economic development.

Muriel Hamilton* (1979 - 1980) was serving as Director of Children's Programs at The Consultation Center in New Haven, CT. She supervised the work of three therapeutic nursery centers serving parents in substance abuse treatment or in at-risk situations. Hamilton retired at the end of June 2005. She continues to serve as a CDA representative for Southern Connecticut for the Council for Professional Recognition and remains active with the New Haven Home Recovery Program for homeless women and children.
hamilton4311@yahoo.com

Stephen Hanmer* (1999-2000) completed a dual degree in social work and law at Columbia University. He worked in Jerusalem, on a short-term consultancy for the International Rescue Committee, which

explored the possibility of working on youth-related issues in the West Bank and Gaza. He is now in Liberia, working as the Child and Youth Protection Coordinator for the International Rescue Committee's programs there.

stephenhanmer@hotmail.com

John Hanna (1987 - 1992) is a social worker in a public school in Hamden, Connecticut.

Margot Hardenbergh (1982 - 1986) is on the faculty of the Department of Communication and Media Studies at Fordham University. She co-authored "Media Empowerment: A Guide to understanding media power and organizing for media justice in your community," published by the United Church of Christ's Office of Communication as an organizing manual. She also is on the Board of the Broadcast Education Association.

Courtenay M. Harding* (1982 - 1984) is Professor of Rehabilitation Counseling and Director of The Institute for the Study of Human Resilience at the Sargent College of Health and Rehabilitation Sciences at Boston University. The institute's primary emphasis is on resilience, rehabilitation, and recovery of those persons with serious psychiatric disorders. Harding is conducting a five-year study assessing the quality of life, levels of function, symptoms, service utilization, and costs of 400 patients with schizophrenia or schizoaffective disorders across three years of their lives in four Colorado community mental health centers as part of a national multi-site study of 2,400 such patients. Harding lectures internationally to universities, governmental agencies and legislatures, medical schools, and family and consumer groups on treatment, programs, and policies surrounding care of persons with prolonged mental illness, as well as on long-term outcomes in schizophrenia. In 2004, Harding gave the second annual lecture to honor the late Dr. Albert J. Solnit (former Center faculty member) at Yale University. In 2005, she won the Alexander Galnick Research Investigator award from the American Psychological Association.

Carolyn Harmon (1979) is retired from the Connecticut Department of Mental Health and Addiction Services, where she conducted evaluations of community mental health services and directed the Department's management information systems. She now lives in Washington D.C. and works as a volunteer for a variety of organizations. Her most recent child development writing is a history of the conflict between Head Start and Community Action theorists and practitioners, which appears in The Head Start Debates, edited by Edward Zigler (Center Director) and Sally Styfco (Center staff).

hgrovercat@earthlink.net

Dominique Harmon works in the department of sociology at Augusta State University in Georgia.

Matthew Harris (1997 - 1998) is teaching third grade in a public school in South Central Los Angeles. He also serves on several committees in the school system, including Early Literacy and Multi-cultural Accommodation.

Vicki Harris* (1989 - 1990) is an Assistant Clinical Professor in the Department of Psychology and Human Development in Peabody College at Vanderbilt University in Nashville, Tennessee. Her primary role is the design and implementation of a new masters program in Applied Child Studies. As such, she is actively involved in program design, curriculum development, teaching, and student recruitment. She also is involved in the development and implementation of collaborative research programs targeting the application of evidence-based, school-based, and home-based, mental health services for children and adolescents at-risk and/or with behavioral and emotional disorders. Additionally, she and her colleagues are examining the area of emotion, emotion control, and psychopathology in children and adolescents.

vicki.s.harris@vanderbilt.edu

Amy Hart (2005-2006) graduated from Yale College in May 2006 with a degree in psychology. She is now a student at the Harvard Graduate School of Education.

Robin Harwood (1985 - 1992) is a visiting Professor at Ruhr University in Bochum, Germany. Her research focuses on culture, parenting, and normative development. She has a grant from NICHD to study changes in child-rearing beliefs and practices following migration among Puerto Rican mothers in

Connecticut and Turkish mothers in Germany. Her articles on culture and parenting have appeared in numerous journals and handbooks, including Child Development, International Journal of Behavioral Development, and the Handbook of Parenting (2nd ed). She was an associate editor of the Journal of Developmental and Behavioral Pediatrics from 1996-2003, and is a member of the National Committee on Ethnic and Racial Issues for SRCD. Recently, she co-edited a special issue of the journal, Parenting: Science and Practice, with Catherine Tamis-LeMonda.

Janeen Hayat (2002-2004) is spending a year in Madrid, volunteering as an intern for an NGO that works on women's health issues.

Julia Hayden (2005-2006) is a graduate student at the Harvard Graduate School of Education, pursuing a doctorate in human development.

Margaret Hayden (1996 - 1997) is working as a research assistant at the Maternal and Child Health Policy Research Center in Washington, DC. The Center specializes in health care issues as they relate to children, particularly low-income children and those with specific health care needs. She is involved in two main projects: one tracking children's health insurance programs in five states and another looking at how medical necessity criteria in health plans affect children.

Kirby Heller is an attorney at the U.S. Department of Justice.

LaMar Henderson (2004-2005)

Amy Heneghan (1992 - 1994) is an Assistant Professor of Pediatrics at Case Western Reserve University/Rainbow Babies and Children's Hospital. Her research is in helping pediatricians recognize maternal depression.

Amy.heneghan@cwru.edu

Diana Ross Henne

Christopher Henrich* is an assistant professor at Georgia State University, and he maintains a faculty affiliation with the Zigler Center. He is researching an array of factors – including neighborhood violence, parent involvement, peer groups and motivational orientation – and how they interact in influencing children's academic and behavioral adjustment at school. With colleagues at the Center, he studies the assessment of motivation in at-risk children, including children enrolled in Head Start and children with mental retardation. He also collaborates with colleagues at the Center on a national evaluation of the Schools of the 21st Century and on an evaluation of 21st Century Community Learning Centers in Kansas City, MO.

chenrich@gsu.edu

Barry E. Herman (1982 – 1983) is a professor of education at Sacred Heart University. He is the chair of the Human Services Commission for the Town of Hamden, CT. He recently was elected president of the Ethnic Heritage Center on the campus of Southern Connecticut State University. His seventh book, The Revival of the K-8 School, will be published in Fall 2003 by Phi Delta Kappa Press.

Felipe D. Hernández is doing a postdoctoral fellowship at the New York University Child Study Center.

Kathryn Hewett* is staff psychologist in the pediatric oncology division of the Dana Farber Cancer Institute in Boston. She is designated psychologist for Dana Farber's Quality of Life Clinic for the treatment of long-term survivors of childhood cancer. In this role, she provides assessment, treatment, and teaching, and participates in research. She also maintains a private clinical practice with children and families, and performs neuropsychological assessment and consultation.

Hope Hill is acting chief of the Commission of Mental Health's Child Mental Health System's Access division, in Washington, DC. She is responsible for developing and implementing children's mental health programs, particularly prevention and consultation models for low income, urban children. Additionally,

Hill advocates on behalf of emotionally disturbed children. Her research concerns the impact of family supports on vulnerable children and developing children's mental health services using a systems approach to continuity of care. Hill has taught a course in psychopathology at Howard University, focusing on the relationship between social policy and mental health. She developed an interagency board of administrators of child-serving agencies to coordinate services for multi-problem youth in social services, mental health, and the juvenile justice system. She is a member of the District of Columbia Board of Education Commission on Values, the board of "Let's Play to Grow," and the board of trustees at Wesleyan University.

Anika Hines (2004-2005) is a graduate student in a PhD program at Johns Hopkins University.

Robert Hodapp (1982 - 1984) is a professor of special education at the Kennedy Center Institute at Vanderbilt University. He continues his work on developmental approaches to children with mental retardation and other developmental disabilities (e.g., blindness and deafness).

Robert.hodapp@vanderbilt.edu

Lucia Hodgson (1991 - 1993) is in a doctoral program in English at the University of Southern California. Her focus is early American autobiography. She is the author of [Raised in Captivity: Why Does America Fail Its Children?](#)

Kathy HoganBruen (1997 - 1998) is a psychologist with the Ross Center for Anxiety and Related Disorders in Washington, DC. She was previously the Director of Prevention for the National Mental Health Association, a national advocacy organization.

kathy@hoganbruen.com

Julie Horowitz* (1996-1997) serves as Chief of Staff to the Deputy Chancellor for Operations at the New York City Department of Education. She is also an Associate Resident in The Broad Foundation's "Residency in Urban Education". Horowitz began her career as a public school teacher in New York City and Cape Town, South Africa. Later, she worked as an equity research analyst at Furman Selz, LLC. She left Wall Street to lead business development efforts for ChildrenFirst, Inc., a corporate childcare provider, and Skoodles, Inc., a children's Internet company. Prior to joining the Department of Education, she was a member of the business development team at Edison Schools. Horowitz holds a Bachelor of Arts in History and a Master of Business Administration from Yale, studied as a Fulbright scholar in South Africa, served as an Urban Fellow in New York City government, and was a 2001-2002 fellow in the Rockefeller Foundation's Next Generation Leadership program.

julie.horowitz@aya.yale.edu

Jay Horton* is a nurse practitioner at the The Lilian and Benjamin Hertzberg Palliative Care Institute, Mount Sinai School of Medicine, in New York City. He also continues to teach as an adjunct faculty member in the Columbia University School of Nursing.

jayhorton@gmail.com

Lisa Hunter is working for New York City's Administration for Children's Services (the city's foster care agency) as a consulting psychologist. Her job primarily involves helping the agency develop and implement sound mental health policies for children in care. She also provides direct consultation to caseworkers and assists them in accessing mental health services for children in their caseloads.

Jill Hohenstein* (1995-2001) is a lecturer in the Department of Education and Professional Studies at Kings College London, working on studies of language and cognitive development. One line of work includes studies she is conducting involving the relationship between thought and language in Spanish- and English-speaking children. Another line of research investigates the relationship between parent-child conversation in informal learning situations and children's motivation to learn science.

jill.hohenstein@kcl.ac.uk

John Holmberg (1999-2000) is a licensed psychologist at the University of Colorado Medical School, where he is heading a longitudinal follow-up of David Olds' Pre- and Peri-natal Nurse Home Visitation

model for low income first time mothers. There are over 600 families in Denver who are tracked and evaluated about every two years. Findings integrated from earlier phase in Denver and the other trials (i.e. Elmira, NY, and Memphis, TN), demonstrate maternal outcomes of the intervention such as: fewer closely spaced subsequent pregnancies; decreased maternal criminal behavior, smoking during pregnancy, and welfare/public assistance use; as well as increased maternal education and quality of parenting. Beneficial child outcomes include: reduced child abuse and neglect, delinquency, childhood injury and behavior problems at school. Nurse-visited children show improved language development and working memory, as well as better regulation of affect and reliance on adults. Economic analyses show that intervention costs are recouped as early as the child's 4th year of life. The model has received considerable attention in the social policy arena for the broad, positive, prevention impacts, as well as the rigorous methodology and follow-up strategies it employs. Community-based replication of the model for low-income mothers is now underway in more than 20 states and over 100 diverse communities, thanks to support and investment by social policy makers at every level.

Holmberg.John@tchden.org

Steven Holochwost *(2001) earned a PhD in music from Rutgers University. He was a fellow of both the Center for the Critical Analysis of Contemporary Culture and the Eagleton Institute of Politics at Rutgers University. He also completed a fellowship at Princeton's Woodrow Wilson School. Holochwost then accepted a position at the Office of the Child Advocate for the State of New Jersey, serving as a Senior Assistant Child Advocate and Coordinator of Research. After a year with the Child Advocate's Office, he accepted a position as Associate Director of Research at the University of Delaware's Early Learning Center, allowing him to pursue parallel paths of research regarding the implications of policy for children alongside more basic work on the neuroregulatory correlates of adverse environments. He is now applying to Ph.D. programs in developmental psychology in the fall, in order to pursue a unified course of research integrating elements of developmental psychology, public policy, and neuroscience.

Shadi Houshyar (2000-2005) received her PhD in developmental psychology from Yale in 2005. She spent the 2005-2006 academic year as an SRCDC Congressional Fellow, working as a legislative assistant for Senator Jeff Bingaman (D-NM). After completing her fellowship, Houshyar took a position as a Senior Associate for Public Policy at Burness Communications, Inc. Beginning in Fall 2007, she is working at FirstFocus, on health policy issues.

Yoon Im (2000-2001) works at the Clifford Beers Clinic in New Haven.

Wendy Israel (2004-2005) graduated from Yale College in 2005. She is an assistant teacher at the Windward School in White Plains, NY.

Tamara Jackson is starting a consulting/ clinical business in Washington, DC. She previously worked in the U.S. Senate, for the Committee on Commerce, Science and Transportation. She was also formerly an APA Science Policy Fellow and worked at the White House's Office of Science and Technology Policy (OSTP), focusing on improving science and math education. In 2001-2002, Jackson was an APA Congressional Fellow, working for Senator Jeff Bingaman (D-NM).

Valerie Jacobson (1999-2001) is the business manager at the Bronx Charter School for Children.

Sheila Jambekar is an associate at Morgan Lewis Counselors at Law in San Francisco.

Julie B. (Sincoff) Jampel* (1984 - 1990) is a licensed psychologist at the Counseling Center at Tufts University. She works with students and other members of the university community on a variety of clinical and consultative issues. She is also Lecturer on Psychology in the Department of Psychiatry at the Cambridge Hospital (affiliated with Harvard University's School of Medicine) and supervises the clinical work of therapists-in-training at both the Tufts Counseling Center and the Cambridge Hospital.
julie.jampel@tufts.edu

Betina Jean-Louis (1992 - 1997) is director of evaluation for the Harlem Children's Zone, a non-profit, community-based organization that works to enhance the quality of life for children and families in some of

New York City's most devastated neighborhoods. In Fall 2004, she gave a talk in the Zigler Center's social policy lecture series on her work.

Mogens Jensen* directs the International Center for Mediated Learning in Roswell, GA. His work focuses on helping schools and families connect children with the world around them by promoting academic achievement, by developing learning ability and by supporting social and emotional growth within a context of culture, community and diversity. Jensen is the developer of mediated constructivism theory and the MindLadder group of school and family-based programs. He is an advocate of the development of associations that draw on cross sections of professionals and community leaders to translate scientific advances in the cognitive and learning sciences into educational policies that enable people and communities to prosper in the global knowledge economy.

mj@mindladder.com

Karen John* (1983 - 1987) provides research, consultancy, training and support services within U.K. health, mental health, education, social services and voluntary sectors. The main focus of her work is on policies and services targeted at social disadvantage and social exclusion, e.g., lone parents, minority-ethnic and refugee families, prisoners' families, fostered children and their carers, and families of children with serious health, behavioral and emotional problems. Her abiding aim is the provision of more sensitive, integrated and effective ways of supporting children and families – and the professionals who work with them. Towards this aim, she is collaborating on the development and roll-out of the new National Professional Qualification for Integrated Centre Leadership, funded by the U.K. Department of Education and Skills and administered by the National College for School Leadership.

karen@kjdlq.cix.co.uk

Brenda Jones-Harden (1988 - 1994) is an associate professor at the Institute for Child Study at the University of Maryland. She is co-director of Advocates for Children, a program to educate undergraduates about child policies and interventions. She has been involved in the national Early Head Start initiative since its inception, conducting research, consultation, and training. She currently has a grant to implement and evaluate an Early Head Start Infant Mental Health project. Other research includes examining the development of drug-exposed children, foster children and children exposed to intra- and extra-familial violence. In 2003, Jones-Harden was one of the winners of the first Irving B. Harris Awards for Outstanding Book Proposals given by Zero to Three for her proposal [A Path to the Clearing: Enhancing the Well-Being of Young Infants in Child Welfare](#).

bj34@umail.umd.edu

Jacquelyn Jones (1990 - 1992) is a teacher at Dunbar Health Professional High School in Baltimore.

Kimberly A. Jones* (1999-2000) joined the Dow, Lohnes, & Albertson law firm (Washington, DC) in 2004 and is an Associate in the Communications practice group. She received a BA from Yale College in 2000. In 2000-2001, Jones served as a Truman Fellow at the U.S. Department of Veterans Affairs, concentrating on rural development issues, including access to telecommunications and healthcare. She received a JD from Georgetown University in 2004.

Stephanie M. Jones (1998-2003) is an assistant professor in the Department of Psychology at Fordham University and is a Center Faculty Affiliate. Her research activities and interests focus on the nature and structure of social and emotional problems and competencies in both early childhood and adolescence. Her work concentrates in particular on the impact of broad ecological risks, such as poverty and exposure to community violence, on the more proximal determinants of social-emotional problems and competencies in early childhood, including parenting, emotion regulation and skills, and social cognitive attributions. Jones' work also addresses the program and policy applications of her research. Jones also served as a co-editor of a new volume, *Child Development and Social Policy Knowledge for Action* (APA Books, 2006), which resulted from Edward Zigler's festschrift conference.

astjones@fordham.edu

Pauline Hopper Jordan (1988 - 1993) is in independent practice as a clinical child psychologist in Greenwich, CT. She is on the clinical faculty at New York Hospital-Cornell Medical College, where she supervises trainees and conducts research on play therapy.
phopj@yahoo.com

Yael Kalban (2004-2005) graduated from Yale College in 2005. She is participating in the Teach for America program, with a placement in New York.

Matthew Kamensky (1995-1996).

Sanden Kandel is working in the finance industry in California.

Ravleen Kandhari (2003-2004)

Pamela M. Kato is the President and CEO of HopeLab, a non-profit research institute located in Palo Alto, California whose mission is to improve the physical and mental health of young people with chronic illness through scientific research and innovative technology. Their flagship project is a video game for teenagers and young adults with cancer. She is a member of the clinical faculty at Stanford University Medical Center and recently has accepted an appointment to the board of the American Cancer Society, Silicon Valley Chapter.

kato@hopelab.org
pmkato@pacbell.net

Emily (Kaufman) Wildman* (1989-1991) is a psychologist in a large group practice in New Jersey, working with children, teens and adults.
ewildman@patmedia.net

Joan Kaufman* (1984 - 1989) is an associate professor in the psychiatry department at the Yale School of Medicine. She is involved in clinical and research work in the areas of child maltreatment and child depression. She is also a Zigler Center faculty member.
joan.kaufman@yale.edu

Joshua Kayman (2000-2001) has worked with the American Jewish World Service in El Salvador, Honduras and the Ukraine.

Harold Keller is the head of staff development in special education in the Norfolk, Virginia public school system.

Cecily Kerr Ziegler* (1993-1995) is an attorney in Stamford, CT.

Maryam Kia-Keating* (1996-1998) is a post-doctoral fellow at the University of California, San Diego Department of Psychology, with interests in traumatic stress, school-based prevention and intervention, war trauma, refugee youth mental health, and resiliency. She is evaluating a school-based prevention and intervention program focused on substance abuse among high school students. She is also completing a study of refugee youth resettled in the U.S. This study is examining the relationship between mental health and factors such as coping, sense of school belonging, and social support.
kia@post.harvard.edu

Man Ji Kim (2005-2006) has returned home to Korea.

Stephanie Kissel (2004-2005) graduated from Yale College in 2005. She is participating in the Teach for America program, teaching fourth grade in New Orleans.

Cheryl Klaiman (1999-2001) is a clinical instructor at the Lucille Packard Children's Hospital at Stanford.

Ilene Klein (2000-2001) works at the Crime and Justice Institute in Boston.

Karen Klein* (1994-1996) is a pediatric nurse practitioner and the Director of Child and Adolescent Health Promotion at the Fair Haven Community Health Center in New Haven. She is also the Director of the Adolescent Project, where she provides primary care and counseling support to teenagers. She leads groups at the school-based health center at Wilbur Cross High School with a nurse practitioner colleague on a variety of topics, including bereavement, youth affected by AIDS, and nutrition and exercise. This year she is working on a neighborhood campaign to raise awareness among adolescent boys about the prevalence of Chlamydia and to help them get screened and treated in a timely way. In addition to her work with adolescents, Klein facilitates a home visiting program for women in their second trimester of pregnancy through the post-partum period until the baby reaches two years of age. This program, Minding the Baby, is a collaborative effort of the Yale School of Nursing, Yale Child Study Center and the Fair Haven Community Health Center. She is also developing a well baby group care model with pediatricians and nurse practitioners at the health center to provide well baby care in a group setting.
karen.klein@yale.edu

Meg Klein-Trull (1987 - 1988) is a clinical associate professor and director of child and family services at the Psychological Services Clinic at the University of Missouri. She continues to provide direct service to children, adolescents, and adults, train graduate students, and consult with local schools and physicians.

Michelle Klink* (2002-2003) is a Senior Policy Associate with the Alliance for Excellent Education. She was formerly a Legislative Aide for U.S. Senator Olympia Snowe (R-ME).

Edgar Klugman is a Vice President and Co-Founder of Playing for Keeps, as well as Professor Emeritus at Wheelock College in Boston, MA. He is a charter member of the Play, Policy, and Practice Interest Forum. Klugman has served at all levels of NAEYC and presently chairs the New England AEYC Play Interest Forum and is a member of that Board. Among his publications are: Play, Policy, and Practice (Redleaf Press) and with Sara Smilansky (edited) Children's play and learning: Perspectives and policy implications (Teachers College Press). For the last two years he has been a regular contributor on the issues of play to the Child Care Information Exchange. atakara@aol.com

Virginia Knight (1994-1995) is a predoctoral student in child clinical psychology at the University of Miami.

Kristen Knoebber* (1993 - 1995) is currently a full-time stay-at-home mother. She was previously a clinical faculty member at the Yale Child Study Center. She helped to develop a multifaceted pre-school mental health consultation program that focuses on teaching parents and staff to be more aware of the emotional needs of children, and the emotional exchanges between children and adults who care for them.

Nina Kogan is a clinical-developmental psychologist in private practice in California.

John Kolligian, Jr.* (1984-1988) is a clinical psychologist and director of counseling and psychological services at Princeton University. He is an advocate for improving the mental health care in university settings.
jkjr@princeton.edu

Lloyd Komatsu (1983 - 1984) is professor of psychology at Carleton College in Minnesota. His research interests lie in the development of reasoning in children and adolescents, the representation of word meanings, and stereotypes.

Pooneh Koohyar* (1995 - 1997) is on maternity leave and living in Oakland, CA. In summer 2004, she attended a summer program at Oxford University, focused on forced migration.
Pooneh1@hotmail.com

Charlotte Koskoff* (1979 - 1980) does advocacy and writing on public policy issues. She practices law in Plainville, Connecticut.
charlottkoskoff@hotmail.com

Emily Kovich (2003)

David Krauss (1984 - 1988) has an independent clinical psychology practice, with offices in Metuchen and Hopewell, NJ, working primarily with children, adolescents, and their families. He is also a clinical supervisor at the Graduate School of Applied and Professional Psychology at Rutgers University.
dkrauss@aya.yale.edu

Janet Kreminitzer (1999-2005) is an assistant professor of elementary education at the University of Hartford and a research affiliate at the Yale Department of Psychology. She is also a Zigler Center faculty member. Her areas of research interest are: (a) the application of the Salovey/Mayer model of Emotional Intelligence to education, both for pre-service teacher preparation training, as well as for in-service teacher professional development; (b) developing and researching both the middle school emotional literacy curriculum that was piloted by Marc Brackett, as well as developing, implementing, and researching a new elementary education emotional literacy curriculum (in collaboration with Brackett); (c) developing a pre-school emotional literacy curriculum with a strong school/home component; (d) developing integrated Unit Planning Frameworks for teachers in the elementary and pre-school level (based on the Wiggins and McTighe Backward Design Model) that incorporate emotional standards; (e) researching the early association between language development and social-emotional well-being and academic success. Kreminitzer and Marc Brackett recently completed a book, *Emotional Literacy in the Elementary School: Six steps to promote social competence and academic performance* (in press, National Professional Resources).

David Krol* (1999-2001) is Chair of the Department of Pediatrics at the University of Toledo College of Medicine. He was formerly Vice President for Medical Affairs with The Children's Health Fund (CHF) in New York City. Krol is a national leader in children's oral health advocacy and policy with a focus on the interface between primary care pediatrics and dentistry. Krol has provided pediatric primary care to the underserved in New York City, testified before state and local legislative bodies on behalf of children, and published in scientific journals and the lay press on topics as diverse as children's oral health, health workforce policy, medical errors, and labor pain management.

Gabriel Kuperminc (1994 - 1997) is an associate professor of psychology at Georgia State University. His research interests focus on the social-ecological processes and normative life stresses that affect developmental outcomes across the transitions from childhood through adolescence and into adulthood. He is currently conducting research on family and identity processes in the social, school, and psychological adjustment of Latino adolescents from immigrant families.
gkuperminc@gsu.edu

Kathryn Kurlakowsky (2003-2005) is a part-time faculty member in the department of psychology at Quinnipiac University in New Haven.

Pam Laber is a sales representative in the pharmaceutical industry.

Molly Ladd-Taylor is an associate professor of history at York University in Toronto, Canada. She is author of *Mother Work: Women, Child-Welfare, & The State, 1890-1930* and co-editor of *Bad Mothers: The Politics of Blame in 20th-Century America* and *Women, Health and Nation: Canada and the United States Since 1945*.

Faith Lamb-Parker* (1981 - 1983) is an assistant clinical professor of population and family health at Columbia University's Mailman School of Public Health, editor-in-chief of the *National Head Start Association (NHSA) Dialog: A Research to Practice Journal for the Early Intervention Field*, and the scientific director of Head Start's Eighth National Research Conference. In addition, she is the co-principal investigator of studies examining community influences on the efficacy of Head Start and mental health in Head Start, and principal investigator on an evaluation of a mental health intervention in Head Start, *Relationships for Growth*. She is a member of numerous professional organizations, including the

Devereux Foundation's Early Childhood Initiative Advisory Board, the Jewish Board of Family and Children Services, and the Early Childhood Consortium of Ntataise in South Africa
flp1@columbia.edu

Carol Lamotte (1994-1995) is on leave.

Edwina Landau is working on a Ph.D. at Bar Ilan University.

Rodnef Lapommeray (2002-2005) is studying at a seminary, in preparation for the Roman Catholic priesthood.

John B. Larson (1994 - 1998) is a member of the United States Congress, House of Representatives, representing the 1st Congressional District of Connecticut. Larson is the Ranking Member of the House Administration Committee and serves on the House Armed Services and Sciences Committees.

Amanda Laws is Director of Development for Jam'nastics and a graduate student in Boston, MA.

Sara Lederman Smith

Cindy Lee (2002-2004) is a program assistant at WestEd, where she does research, with the ultimate goal of improving public school education.

Rachel Lee* (2000-2001) is the Director of Administrative Services and Practice Management at a mental health center in Boulder, CO.

Julie Lee-Ancajas (1995 - 1996) is at Lucile Packard Children's Hospital at Stanford University, where she is part of a research and clinical team conducting NICHD follow-up studies of high-risk infants. She is the co-principal investigator of a 3-year study of ex-preemies receiving early intervention services. The study will also aim to identify the impact of system processes and policies on families. Lee-Ancajas also oversees the psychological assessment service for the Premie Graduate Service team.
julie.leeancajas@stanford.edu

Brooke Lehmann is the Child Advocate and Mental Health Coordinator for Georgetown University's Kids Mobile Medical Clinic, a program that provides medical/mental health advocacy and special education services to low income children in the District of Columbia.
brlehman@msn.net

Jenna LeMieux (1992 - 1994) is working at Children's Hospital in Boston as a social worker.

Jeanne Lepper* (1994-1995) is Director of the Bing Nursery School and a lecturer in the psychology department at Stanford University.

Michelle Leslie is working in health care in New York City.

Emi Lesure (2004-2006) is a graduate student at New York University.

Corinne Levin (1988 - 1994). Deceased July 1998. She was director of The Teacher Center, Inc., in New Haven for many years.

Jessica Levin is Chief Knowledge Officer at the New Teacher Project in New York City.

June Levy (1985 - 1986) is an educational consultant in program development and implementation for children's museums, day care centers, school readiness programs and public schools undertaking comprehensive reform initiatives. As a magnet facilitator for American EducationSolution, Inc., she is involved in federal magnet school grant writing evaluations.
june.levy@sbcglobal.net

Dawn Lewis* (1999-2001) is an Assistant Professor in Psychology at Prince George's Community College. She teaches a number of classes, including Child Psychology, Adolescent Psychology and Social related issues. Lewis also teaches at University of Maryland University College as an adjunct instructor, where she teaches Child Psychology and Social related issues. In terms of current activities related to child development and social policy, Lewis has reviewed a number of textbooks and provided recommendations for them. As Coordinator of the Psychology Collegian Center, her slate of officers and psychology scholars are involved with conducting research on child development and social policy issues.
lewisdk@pgcc.edu

Kelly Lewis (2003-2004) is in the department of anthropology at Emory University.

Aaron Lieberman (1993 - 1996) has been identified as one of the leading education entrepreneurs in the country. As co-founder and President and CEO of Jumpstart, he directed the development of the intensive outreach and tutoring program that now involves more than 2000 paid tutors and 5000 young children annually in 40 sites across the country. Started as a volunteer program, Lieberman helped raise over \$25 million in public private funds while at Jumpstart, and helped develop public policy initiatives in close cooperation with the Clinton Administration. He also developed innovative corporate partnerships with American Eagle Outfitters, Starbucks, and Pearson. Jumpstart now has \$7 million in annual revenues and has been one of the fastest growing education-based non-profits in the country. Lieberman was selected as one of 10 leaders under 30 to receive the Do Something Brick Award, and was one of 30 national education leaders selected to serve on the U.S. Department of Education's Back to School Steering Committee. In 2001, Lieberman left Jumpstart to launch Acelero Learning (www.ancelero.net), an organization that helps local not-for-profits run high quality Head Start programs across the country. As of September 2004, Acelero Learning partner programs serve 1300 + children in Head Start programs, and these programs manage over \$13 million in Federal Head Start funds.
aaron@ancelero.net

Christina Little is on the pediatrics faculty of the University of Colorado Medical School and is based at the Kempe Children's Center. She is the Research Director for a prospective, longitudinal study of young infants in foster and kinship care. Additionally, Little is a member of the teaching faculty in the psychiatry department in the Irving Harris Post-Doctoral Child Development and Infant Mental Health Fellowship program. She was selected as a Solnit Fellow for the Leadership Development Initiative at the Zero-to-Three organization for 2001-2003. Little is a member of the Colorado Stakeholders' Group for the Colorado Department of Human Services, consulting on child welfare issues. She is also a media representative for the Kempe Children's Center, which is active in the prevention and treatment of child abuse and neglect.
Little.Christina@tchden.org

Man Liu (1988 - 1993) has worked in various psychiatric treatment facilities within the Department of Mental Health and Addiction Services (DMHAS) in the State of Connecticut since 1993. Currently, she is a supervising psychologist in Garner Correctional Institute, the largest psychiatric hospital within the state's Department of Corrections. In her private practice, she is a consulting forensic psychologist, providing consultation and forensic evaluations to courts and various state agencies.
JADEML211@aol.com

Lisa Lochner (2003-2005)

Rachel Loftin is working in the Developmental Disorders Clinic at the Institute for Juvenile Research at the University of Illinois in Chicago.

Pamela Loman* (1993 - 1998) is a pediatric psychologist. She recently started a private practice in northern California.
ph92868@yahoo.com

Paulo Lopes* (2001-2003) is a lecturer in psychology at the University of Surrey, School of Human Sciences, in Great Britain. His research interests include: emotional abilities and emotional intelligence, encompassing emotion regulation, appraisal processes in emotion, resilience, and well-being; social interaction and interpersonal skills, encompassing perspective-taking, interpreting social situations, negotiation, and conflict resolution; mental flexibility and adaptation to change; and practical intelligence. During the past year, Lopes was also adjunct professor of organizational behaviour at INSEAD in France and visiting assistant professor at the Universidade Católica Portuguesa (Portuguese Catholic University) in the School of Economics and Management.

P.Lopes@surrey.ac.uk

Erica Lopez (2002-2004) is working at Boston Medical Center.

John Love* (1985 - 1989) is a senior fellow at Mathematica Policy Research in Princeton, NJ. He directed the national evaluation of the Early Head Start program, and is working on longitudinal follow-up research with Early Head Start, the second cohort of the Department of Education's Preschool Curriculum Evaluation Research Projects (PCER), and the State of California's revisions of its Desired Results framework of observation-based birth-to-school age assessments. He is also leading a study examining the quality of implementation of Head Start's National Reporting System. His research interests include preschool education, child care, school readiness, and evaluating community based programs for children and families. John recently moved to Ashland, Oregon, where he continues his work with Mathematica and others.

jlove@mathematica-mpr.com

Stephanie Lowell* (1991 - 1993) is an independent nonprofit consultant based in Boston, MA, with a focus on organizations serving children and families. Previously, Lowell spent 9 years at McKinsey & Company, a global management consulting firm, including running McKinsey's Nonprofit Practice, a group that directs and supports the firm's work with nonprofits around the world. She is also personally involved with a number of nonprofits, including the Boys and Girls Clubs of Boston (Board of Overseers), the Child Care Capital Investment Fund, and the Harvard Business School Social Enterprise Alumni Association.

slowell@mba1999.hbs.edu

Amy Lowenstein (1999-2000) is a graduate student in the joint Ph.D./M.P.P. program in Developmental Psychology and Public Policy at Georgetown University, where she works with Deborah Phillips (former Center fellow). Her main interests are in early childhood development, early care and education, and policies to support low-income children and families.

amy.lowenstein@aya.yale.edu

Roy Lubit* is in the private practice of child psychiatry and forensic psychiatry in New York City. His current research interests include the impact of divorce on children, evaluating claims of abuse in the midst of child custody evaluations, the difficulties the children of the wealthy encounter growing up, and why some people become terrorists. His recent writings include two chapters on doing child custody evaluations and papers on PTSD in children. He is also editing a textbook on doing forensic psychiatric/psychological evaluations.

roylubit@rcn.com

Smaranda Luca (2003-2004)

Damaris Lugo

Nancy Meyer Lustman* is an assistant clinical professor at the Yale Child Study Center, where she provides clinical supervision. She also has a private practice in clinical psychology in New Haven. In

addition, Lustman is a co-founder of the statewide child advocacy organization, Connecticut Voices for Children.

Suniya Luthar (1987 - 1992) is professor of developmental and clinical psychology at Teachers' College, Columbia University and is a faculty member of the Zigler Center. She is also a research affiliate at the Joint Center for Poverty Research, University of Chicago and Northwestern University. Her research focuses on risk and resilience processes in developmental psychopathology. Studies currently in progress involve adolescent adjustment at the socioeconomic extremes; prospective research on substance abusers' offspring; parenting issues among drug-dependent women; and group psychotherapy interventions targeting the personal and parenting needs of at-risk mothers. Luthar also provides consultation to several national, state, and local organizations concerning child, parenting, and policy issues.
sl504@columbia.edu

Elizabeth Lynn* (1990 - 1992) After working for four years in the Development Office of The Children's Aid Society, a non-profit organization serving 120,000 New York City children and families a year, Lynn received an Ed.M. from the Harvard Graduate School of Education. She is currently the Director of Research for Wireless Generation, Inc., an educational technology company providing tools that help teachers to improve students' reading achievement in the earliest grades.
LIZZIEL0701@yahoo.com

Jocelyn Mackey (1997-1998) is an assistant professor in the Department of Psychology at Southern Connecticut State University. In 2006 she conducted research that extended the landmark study of Kenneth and Mamie Clark which was cited in the Brown v. Board of Education of Topeka, KS school segregation case in 1954. Mackey will present the results of her study in the Zigler Center lecture series in the fall 2006 semester. Her talk is entitled: "Skin Tone Preferences and Ghanaian Youth: The Doll Studies Revisited".

Sara MacLeman (2005-2006) is a graduate student at Fairfield University in CT.

Keely Magyar is a Senior Program Director at Lawyers for Children America, where she trains and supports volunteer attorneys who represent abused and neglected children. Magyar, a court-appointed attorney herself, also provides direct legal services to young people in abuse and neglect cases. An active member of several D.C. Family Court committees and the D.C. Bar Family Law Section Steering Committee, she promotes systemic reforms that enable the legal system to serve young people better. Prior to joining Lawyers for Children America in 2001, Magyar spent two years as a staff attorney at the Center for Children's Advocacy.
k_magyar@hotmail.com

Valerie Maholmes* (1992-1995) is Director of the Social and Affective Development /Child Maltreatment and Violence Program at the National Institute of Child Health and Human Development. She previously completed a two-year Executive Branch Science Policy fellowship with the Society for Research in Child Development (SRCD) and the American Association for the Advancement of Sciences (AAAS). She was placed at the NICHD's Office of Extramural Policy, where she explored the connections among research, policy and practice.

Marguerite Malakoff* (1988-1993) is living in Los Angeles and is an independent science writer and consultant. She co-authored two chapters with Edward Zigler pertaining to universal preschool for his new book *A Vision for Universal Preschool Education*.
Margo.Malakoff@earthlink.net

Reverend Cosbie Marable (1983 - 1984) is the retired principal of Truman Elementary School in New Haven and a research associate at the Yale Child Study Center. He teaches parenting and family wellness classes and a class on effective church leadership. His policy-making activities include membership on the Pastoral Case Advisory Committee of the Connecticut Hospices, Inc. Marable is an ordained Baptist minister and Bible teacher at Community Baptist Church and in the prison system. He is an adjunct instructor at the School of Theology in Virginia and at Union University at the CT Institute of Christian

Religion in Bridgeport. He is a graduate of the Hartford Seminary Black Ministries Certification Program and the CT Institute of Christian Religion.

Kathleen Marko-Consoli* has been involved in teaching children's art and theatre programs and has also continued to work in early childhood education. In addition, she is writing a children's book on the topic of losing a pet. This work was inspired by her own children's experience in rescuing an aged and neglected horse, and the joy they brought to each other's lives.
katemarko@prodigy.net

Anna Marsh* (1977-1984) is Executive Officer of the Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. She directs the administrative function of the agency, including: grant review; grants, contracts, and facilities management; organizational development; and liaison to information technology and human resources support. She is also Vice-Chair of the Yale University Graduate School Alumni Association.
anna.marsh@samhsa.hhs.gov

Kate Marsland (1996-2006) is an assistant professor in the department of psychology at Southern Connecticut State University. She is also a Zigler Center faculty member. She is working on a book on child care policy with Edward Zigler (Zigler faculty) and Heather Lord (Zigler fellow). In addition, she continues research on the antecedents of achievement motivation in early childhood and is collaborating on a study in this area with a graduate student at Southern Connecticut State University. In this project they are examining the role of maternal depression in the emergence of children's helplessness.

Fern Marx* (1984 -1991) is a Senior Research Scientist at the Wellesley College Center for Research on Women, where she has been conducting evaluation research for the past 20 years. Current projects include a longitudinal study of publicly funded after-school care for the Jacksonville, FL Children's Commission and evaluation studies of two NSF grants targeted at improving middle school girls' access to computers, math, science and interest in engineering. This is the fifth year of an evaluation of a unique program in the Boston area, Girl's LEAP, which uses martial arts and reflection to improve girls' (8-14) awareness of violence against women and girls and how they can both protect themselves and grow in self-efficacy. She completed a 3 ½ year evaluation for Girls Inc., Project BOLD with similar goals. She continues her interest and involvement in evaluations concerning leadership development for girls and young women and is currently the evaluation director for a Cambridge YWCA program for high school girls, Girls Advocacy and Leadership Project, which has become part of the regular curriculum at Cambridge Rindge and Latin High School.
fmarx@wellesley.edu

Julia Massa (203-2004) is an undergraduate at Cornell University.

Reginald Mayo is superintendent of the New Haven Public Schools.

Orla McCabe (1999) is a student at the University of Florida School of Law.

Kathleen McCartney* (1980 - 1982) was named Dean of the Harvard Graduate School of Education in May 2006. She is also the Gerald S. Lesser Professor in Early Childhood Development. Her research is on child care and early childhood intervention. She has taught seminars on the family, developmental behavior genetics, and mother-child attachment. McCartney co-edited [An Insider's Guide to Providing Expert Testimony Before Congress](#) with Deborah Phillips (former Center fellow), published by the Society for Research in Child Development. She is one of 13 principal investigators on the NICHD study of early child care and youth development. She is also the former director of the University of New Hampshire Child Study and Development Center.
kathleen_mccartney@harvard.edu

Charles (Toby) McCoy is the Director of the Family Care Program, a Duke University Medical Center program for substance abusing mothers and pregnant women. The goals of the program are to improve the birth outcomes and postnatal developmental outcomes of children exposed to parental substance use.

tmccoy@intrex.net

Lolita McDavid is Medical Director of Child Advocacy and Protection at Rainbow Babies and Children Hospital, the pediatric hospital of Cleveland Case Western Reserve University School of Medicine. She is responsible for community outreach and programming, as well as coordinating the medical services for the Child Protection Unit, serving at-risk children and families in northeastern Ohio. She is also an associate professor of pediatrics at Case Western Reserve University School of Medicine. McDavid serves on the Board of Directors for the Center for Child Health Research of the American Academy of Pediatrics and chairs the Public Policy Committee of the Ambulatory Pediatric Association. She is often featured on local television on issues related to child development and behavior, and appeared in two segments on child-rearing on the Discovery Health Channel in 2003.

Lolita.McDavid@uhhs.com

Kathryn A. McDermott* (1997 - 1999) is an associate professor in the School of Education and the Center for Public Policy and Administration at the University of Massachusetts, Amherst. She is also associate director of the University's Center for Education Policy, which conducts policy research and evaluation for a variety of clients. She is the author of Controlling Public Education: Localism Versus Equity (University Press of Kansas, 1999), as well as several articles in journals and edited volumes. Her current research is on the evolution of educational accountability policies in the United States.

mcdermott@educ.umass.edu

Kevin M. McFarley (1987 - 1988) is a licensed clinical psychologist in private practice in Austin, Texas. The majority of his practice is devoted to psychological and neuropsychological assessments of children and adolescents. He is the consultant to a local school district for a program for children with autism and pervasive developmental disorders, and for the school district's day treatment program for emotionally disturbed adolescents. He is a member of the Texas Governor's Advisory Board for Special Education, the Texas Interagency Task Force for Services to Children and Adolescents, and the Austin-Travis County Mental Health Policy Advisory Board. He also teaches a graduate course in psychological assessment at Southwest Texas State University, and is a member of the Board of Directors of the Austin Area Orton-Dyslexia Society.

Patricia McGrane is employed as an independent consultant, providing research, program development, evaluation, and grant writing services to non-profit organizations and government agencies. Her clients have included the Centers for Disease Control's National Youth Violence Prevention Resource Center and the Children's Hospital of Philadelphia.

pmcgrane@mindspring.com

Courtney McNally (2004-2006) graduated from Yale College in May 2006 with a degree in ethics, politics and economics. She has relocated to Boston.

Christina Meade* (2000-2002) is working at McLean Hospital in Boston.

Leeanne Merritt (2003-2005)

Judith Meyers (1980 - 1982) is president of the Child Health and Development Institute of Connecticut, established to promote and maximize the healthy physical, behavioral, emotional, cognitive, and social development of children throughout CT. She is also President of the Children's Fund of Connecticut, a public charitable foundation focused on primary and preventive health care initiatives to improve the lives of predominantly under-served children. She is a member of the clinical faculty of the Department of Pediatrics and Psychiatry at the University of Connecticut Medical School, and the Yale University Child Study Center.

meyers@adp.uchc.edu

Darcy Miller* (1997-1999) is an actress in New York City.

darcym20@aol.com

Susan Mirch-Kretschmann received her PhD from the Yale Department of Psychology in May 2004. She is now a psychosocial rehabilitation postdoctoral fellow in the Veteran Administration system in California.

Peter Montminy teaches psychology and coordinates child and adolescent services at the psychological clinic of the Pennsylvania State University department of psychology.

Jonathan Mikhalevsky (2002-2003) is a legal assistant at the Washington University School of Law in St. Louis.

Sean Moundas (2000-2002).

Susan Muenchow (1989 - 1991) is a Principal Research Scientist with American Institutes for Research in Palo Alto, CA. Her recent work has included developing a Preschool For All Toolkit for First 5 California, co-directing a project with the Institute for Women's Policy Research and funded by the David and Lucile Packard Foundation to develop a cost estimate for Preschool for All in California, and serving as the project director for the Adaptation of Prekindergarten Guidelines to Family Child Care for the California Department of Education.
smuenchow@air.org

Sharvari Dixit (1989-1990) is an Adjunct Faculty member in the Department of Psychology, San Jose State University, where she teaches courses in Child Development, Adolescent Development, and General Psychology. She also conducts research in the areas of individual abilities measurement, assessment in higher education, and health psychology. Dr. Dixit was a fellow of the Zigler (then Bush) Center while a visiting post doctorate fellow with Dr. Robert Sternberg's lab in the Department of Psychology. Dixit was then awarded a three-year research fellowship with the National Research Council tenable at Brooks Air Force Base in Texas. Subsequently, Dixit worked as a resource specialist in a special education program in the California public school system.

Robert Murphy (1995-1996) is Executive Director of the Center for Child and Family Health in the Department of Psychiatry at Duke University Medical Center. The Center is a child trauma- and maltreatment-focused consortium of Duke, the University of North Carolina, and North Carolina Central University focused on the provision and study of clinical, forensic pediatric and legal services to traumatized children and families. He had been at the Yale Child Study Center for nine years, as a trainee and then faculty member.

Michael Musheno* (1985-1986) completed 25 years as a professor of justice studies at Arizona State University in August of 2004. In September of 2004, he became professor and director, Program in Criminal Justice Studies at San Francisco State University. His most recent book, *Cops, Teachers, Counselors: Stories From The Front Lines of Public Service* (Ann Arbor: University of Michigan Press, 2004), co-authored with Steven Maynard-Moody of the University of Kansas, won the 2005 outstanding book award in public administration from the American Society of Public Administration. Using story-based analysis, the book focuses on the world of street level work among those who influence the lives of youth and young adults. Musheno is currently conducting field work in the Mission District of San Francisco on how respect is negotiated among youth angling along three different paths -- gang life, work in the service industry, and public education.
mmusheno@sfsu.edu

Priya Nalkur (2002-2003) completed her M.P.H in Global Health at Yale in 2002, and is now a doctoral candidate at the Harvard Graduate School of Education, majoring in Human Development and Psychology. She is an Associate at the Harvard Medical School, and Co-Chairperson and Editor of the Harvard Educational Review. Her work focuses on child agency and mental health in international settings; her methodology is psychological anthropology. Currently, as a Spencer fellow, she is working on a research project in Tanzania which looks at the ways that participatory learning and critical thinking enhances mental health and self-efficacy in children aged 9-14.
nalkurpr@gse.harvard.edu

Michelle Neuman (1996 - 1997) is an administrator in the Education and Training Division, Directorate for Education, Employment, Labour, and Social Affairs, at the Organisation for Economic Co-operation and Development (OECD) in Paris, France. She coordinates the OECD's Thematic Review of Early Childhood Education and Care Policy, a comparative study of early childhood education and care policies in 12 countries. Neuman has represented the OECD at international expert meetings, policy conferences, and research symposia related to early childhood issues. In addition, she advised the French-American Foundation on its study tour that investigated early childhood education policy and practice in France.

Ofra Nevo(1992) is a professor at Haifa University in Haifa, Israel.

Jennifer Niles (1997 - 1998), a former New Leaders for New Schools fellow, assumed her post as founding principal at E.L. Haynes Public Charter School in Washington, DC.
jniles@elhaynes.org

Lekaisha Nishimura (2004-2005)

Wanjiku Njoroge (2004-2006) is an attending psychiatrist at the Children's Hospital of Philadelphia.

Matthew K. Nock* (1998-2003) is an assistant professor in the Department of Psychology at Harvard University. He uses lab-based, clinic-based, and epidemiologic methods to study the etiology, assessment, and treatment of self-injurious and aggressive behaviors among children and adolescents (see <http://www.wjh.harvard.edu/~nock/nocklab/>).
Nock@wjh.harvard.edu

Brian Nosek* (1996-2000) is assistant professor of social psychology at the University of Virginia. His research interests include implicit cognition; memory; attitudes, beliefs, and identity; research methodology; attributions of responsibility; naïve metaphysics; and the interface of methodological and theoretical innovation. He is Director of Project Implicit (<http://projectimplicit.net/>).
nosek@virginia.edu

Debbie O'Donnell* is an assistant professor in the department of psychology at St. Mary's College of Maryland. She conducts cross-cultural school-based research in Gambia.

Audrey Oliva (1988 - 1989) is in clinical private practice in Southern California, specializing in parent counseling, child and adolescent psychotherapy, and the psychological testing of children.

Deborah Olsen* is Director of Institutional Research and Planning Analysis at Virginia Polytechnic Institute and State University.
dolsen@vt.edu

Denyse Olson–Dorff* (1985 - 1986) is a clinical psychologist in the department of behavioral health at Gundersen Lutheran Medical Center, LaCrosse, WI. She works with child and adolescent inpatients and outpatients, conducting psychological assessments, consultations, and psychotherapy. She is active in the educational component of the clinic, teaching residents, interns, and medical staff about child development and clinical psychology.
dgolsond@gundluth.org

Nneka Onyezia* (2002-2003) is a student in the clinical psychology doctoral program at Northwestern University's Feinberg School of Medicine. In 2005-2006, she participated in a testing practicum at Children's Memorial Hospital in Chicago. She continues her research in the Mental Health Services and Policy Program with Dr. John Lyons.
nneka.onyezia@aya.yale.edu

Hari Osofsky* (1993) was a visiting assistant professor at the University of Oregon School of Law in 2005-06. She also serves as an assistant professor and director of the Center for International and

Comparative Law at Whittier Law School. Her research, writing, and advocacy focuses on developing more systematic and effective approaches to the international law intersections critical to environmental justice problems.

osofsky@sbcglobal.net

Donald P. Oswald* (1989 - 1990) is a professor in the department of psychiatry at the Medical College of Virginia, Virginia Commonwealth University. He is located at the Virginia Treatment Center for Children, where he serves on the faculty of the child clinical psychology internship program. Oswald is the psychology faculty member for Virginia LEND, a Maternal and Child Health Bureau-funded training program to prepare leaders in the field of child neurodevelopmental disorders. In addition, he is an investigator at the Commonwealth Institute for Child and Family Studies, a division of the Medical College of Virginia department of psychiatry devoted to fostering research and training activities in the area of child development and mental health. Oswald was recently the recipient of a CDC / AUCD Collaborative Research Award to conduct an analysis of costs associated with autism and developmental disabilities.

doswald@vcu.edu

Stephen Page* (1991 - 1992) is an assistant professor at the University of Washington's Evans School of Public Affairs. He studies changes in policies, administration, and service delivery arrangements within and across the public and non-governmental sectors over time, with specific attention to dilemmas of collaboration, accountability, and performance. His publications examine these issues in health and human services, and he is exploring parallels and differences in education and welfare reform. Page has published several articles about state initiatives to encourage local collaboration to improve services for children and families and has served as an independent consultant to state and local governments, nonprofits, and private foundations.

sbp@u.washington.edu

Jenny Palmer is in a Master's degree program in speech therapy at Boston University.

japalmer@bu.edu

Elizabeth Paluck (2003-2005) completed her PhD in the department of psychology at Yale. She won the 2007 John Addison Porter Prize for her dissertation "Reducing Intergroup Prejudice and Conflict with the Mass Media: A Field Experiment in Rwanda". She is now a visiting postdoc at the Weatherhead Center for International Affairs at Harvard University.

Lisa Pandohie-Johnson (1993 - 1995) is a student at Georgetown University Law Center.

Amy Parlin (1999-2000) is a graduate student in the department of Educational Psychology at the University of Washington in Seattle, in the Ph.D. track for School Psychology. Her goal is to work with individuals, families, teachers and administrators to improve outcomes for students who lack strong connections to the academic environment. She is particularly interested in populations that are historically underserved in the area of mental health.

aparlin@u.washington.edu

Tejal Patel Shah (2003-2004) is a project analyst in Research & Analysis at The College Board.

Elizabeth Rockwood Patterson* is living in Ross, CA with her husband and three growing children, ages 13, 10 and 7. She is actively involved in two volunteer efforts that relate to child development and social policy. She is co-chair of an organization at their local public school called "Every Kind of Mind" (EKOM). EKOM was started by parents of 'unique learners' in an effort to provide support to parents and the school in addressing these children's educational needs. She is also a board member of Summer Search, San Francisco, which provides challenging summer programs and year-round mentoring to low-income high school students to develop their potential as future leaders.

liebe_patterson@yahoo.com

Michelle Pearce (2001-2002) is a Clinical Associate in the Duke University Medical Center Department of Psychiatry and Behavioral Sciences, and a post doctoral fellow at the Duke Center for Spirituality, Theology, and Health.

Gaylene Perrault is a funding development and program performance administrator for the Atlanta Empowerment Zone Corporation.

Joann Petrini (1991 - 1992) is Director of the Perinatal Data Center in the Office of the Medical Director at the National March of Dimes Birth Defects Foundation in New York. In this capacity, she works to increase awareness of and access to perinatal health data to support programs and policies. Petrini also provides technical assistance to health professionals and the general public on the use of these data. She has co-authored several peer-reviewed publications and conducts presentations at national professional conferences. Petrini was the 2002 recipient of the National Maternal and Child Health Epidemiology Young Professional Achievement Award.

Mary Piccirillo Pfister was assistant general counsel for the Greater New York Hospital Association, a trade organization representing voluntary, not-for-profit hospitals and long-term care facilities in the greater New York metropolitan area. She is currently at home with her two daughters.

Sandra Pham (1995 - 1996) is Assistant Controller, California Statewide Functions, with Kaiser Permanente. She leads a staff of financial counselors in identifying linkages to state and federal health insurance programs such as Medicaid, Healthy Family, CCS, and Victims of Violent Crimes to uninsured patients needing medical care.

Charlotte Phelps* (1998-2000) is writing a book based on her econometric analysis of the Patterns of Child Rearing data, a 36-year longitudinal study archived at the Henry A. Murray Research Center at Harvard University. She argues that the subjects' major economic decisions and their reports of life satisfactions can be explained by a lifecycle model of personality integrated in a microeconomic model of the family. She is looking forward to the publication of a paper – “The Evolution of Caring”-- based on the model and the data in *Economics and Happiness: Framing the Analysis*, edited by Luigino Bruni and Pierluigi Porta (in press, Oxford University Press). The book collects papers presented at the international conference on the Paradoxes of Happiness in Economics held at the University of Milano-Bicocca in March 2003. Phelps is Emeritus Professor of Economics at Temple University.
cdphelps@temple.edu

Deborah Phillips is Professor of Psychology at Georgetown University. Prior to this, she was the first Executive Director of the Board of Children, Youth, and Families, of the National Research Council's Commission on Social and Behavioral Sciences and the Institute of Medicine. She also served as Study Director for the Board's comprehensive report on early childhood development: *From Neurons to Neighborhoods: The Science of Early Child Development*. As a Congressional Science Fellow of the Society for Research in Child Development, Phillips served as an analyst at the Congressional Budget Office and on the personal staff of Congressman George Miller (D-CA). She was also the first Director of the Child Care Information Service of the National Association for the Education of Young Children. She serves on numerous task forces and advisory groups that address child and family policy issues, including the Task Force on Meeting the Needs of Young Children of the Carnegie Corporation of New York, the research task force of the Secretary's Advisory Committee on Head Start Quality and Expansion of the U.S. Department of Health and Human Services, and the Brookings Institution's Roundtable on Children. Phillips is a fellow of the American Psychological Association and the American Psychological Society. She has testified numerous times before the U.S. Congress and the White House on issues of child care quality and continues her research in this area, most recently as an investigator with the National Institute of Child Health and Human Development's Study of Early Child Care. In 2006, Phillips served as a co-editor of a new volume, *Child Development and Social Policy Knowledge for Action* (APA Books, 2006), which resulted from Edward Zigler's festschrift conference.
dap4@georgetown.edu

Sarah Phillips is the director of the honors program, co-director of the Center for Documentary Studies and a faculty member in the Department of Sociology at Pacific University in Oregon.

Kathleen Pike* (1983 - 1989) is Associate Professor of Psychology in the Department of Psychiatry at Columbia University and is a Visiting Professor at Keio University and Temple University Japan. Pike served as clinical co-director for the eating disorders program at NYSPI/NY Presbyterian Hospital prior to her move to Japan where she has been conducting cross cultural research in women's health. Pike recently completed a Fulbright Faculty Research Award during which time she studied risk factors for eating disorders in Japan. In addition to her work on eating disorders and women's health, Pike serves as president and chair of a non-profit organization which has the mission of advocating and expanding access to mental health care in Japan.
kmp2@columbia.edu.

Sorrel Pindar is a registered osteopath and has her own osteopathic practice in Bedford, England. She writes a monthly column about osteopathy for a Bedford newspaper.
scpindar@oxalisclinic.co.uk

Ellen Pinderhughes (1980 - 1984) is an associate professor and chair in the Eliot Pearson department of child development at Tufts University. Her research interests are in the influence of familial processes on the development of children at varying risk for behavioral dysfunction.

Peggy Daly Pizzo (1981-1991) is a Senior Scholar at the Stanford School of Education. She is working on a project related to emotional intelligence and resilience in young children.
peggy.pizzo@stanford.edu

Margaret M. Plantés (1981 - 1983) lives in New Jersey and is a full-time mother at home with her two daughters.

Jill Popp is adjunct faculty in the department of psychology at Quinnipiac University.

Safiya Porter (2002-2004) is a student at George Washington University Law School.

Mary Vallas Posner (1995-1996).

Terracita Powell (2000-2001) received her Ph.D. in psychology with honors from Howard University in May 2006. In 2005-2006, she completed a pre-doctoral clinical internship at Boston Medical Center, School of Medicine, with rotations at several hospitals. In 2007, Powell completed a post-doctoral clinical residency at Apache Behavioral Health Services and on-call hours at Indian Health Services hospital.
doctorpowell@wmabhs.org

Thomas Preston (1986 - 1987) is on the neurology faculty at the School of Medicine, State University of New York at Stony Brook.

Marsha Kline Pruett* (1988 - 1990) is the Maconda Brown O'Connor Professor in the School for Social Work at Smith College in Northampton, MA. A main area of her research focuses on the implementation and evaluation of a collaborative divorce project targeting families with young children. The program has demonstrated success in promoting father involvement and reducing parental conflict among vulnerable populations. She has the largest data base in the country on overnight parenting plans for children under the age of six years, and her results have been used to inform judges and attorneys throughout North America. Her book entitled Your Divorce Advisor: An Attorney and Psychologist Guide You Through the Legal and Emotional Landscape of Divorce was published in 2001 by Fireside Books (Simon and Schuster). She was awarded the Association of Family and Conciliation Courts Stanley Cohen Award for Distinguished Research. At present, she is part of a small team that developed and is evaluating an intervention program for the State of California that aims to promote father involvement as a means of reducing child abuse/neglect in five urban/rural areas.
mpruett@email.smith.edu

Stefan Pryor (1992 - 1993) is President of the Lower Manhattan Development Corporation (LMDC). LMDC was created in the aftermath of September 11, 2001 by Governor Pataki and then-Mayor Giuliani to help plan and coordinate the rebuilding of Lower Manhattan.

Anne Pulido (1993 - 1995).

Tony Raden* (1992 - 1998) is Deputy Commissioner of the Chicago Department of Children and Youth Services. Prior to this, he was Associate Director of the Columbia University Institute for Child and Family Policy.

Nancy Rambusch Deceased October 1994. She was coordinator of early childhood education programs and professor of early childhood education at SUNY/The College at New Paltz.

Linda Rammler* (1987 - 1995) directs Rammler & Wood, Consultants, a limited liability corporation providing consultation and support services to individuals with disabilities, their families, schools, adult service providers, and communities. Current activities involve furthering the goals of effective inclusive education and positive behavior supports on an individual and systemic level within numerous public school systems throughout the country; testifying in administrative and court proceedings concerning community living and inclusion; developing position papers and training materials for funding agencies; and active support of legislative initiatives to ban aversives, establish coordinated family wraparound services and restructure special education. Rammler has been interviewed for articles in local newspapers concerning school suspension policies, supports for families of children with mental health problems, inclusive education, and special education. She recently contributed to teacher training materials on the Fragile Brain, published by Jensen Learning Corporation and is Vice President of TASH/New England. lindarwc@comcast.net

Jennifer Randall (1995-1997).

Cybele Raver (1989 - 1994) is now the director of the Institute of Human Development and Social Change (<http://wagner.nyu.edu/centers/ihdsc.php>) at New York University. She is also an associate professor in the Department of Applied Psychology at NYU. Previously, she was a faculty member at the University of Chicago's Harris School of Public Policy Studies. cybele.raver@nyu.edu

Richard Ray (1989 - 1990). Deceased, December 1997. He was retired from the University of North Carolina, Chapel Hill School of Education, after working in the early childhood education field for over 40 years.

James Reich is a psychiatrist in private practice in San Francisco. He is also an associate clinical professor of psychiatry at University of California, San Francisco and an adjunct associate professor of psychiatry at Stanford University. He is founder of the Association for Research in Personality Disorders.

Rena Repetti (1978 - 1982) is a professor in the department of psychology at the University of California, Los Angeles. She is studying the impact of risky family environments on children's health; and stress and coping processes in the family, particularly the effects of daily stressors on parent-child interaction. repetti@psych.ucla.edu

Leslie Rescorla is a professor and chair of the department of psychology at Bryn Mawr College, where she is also the director of the clinical developmental psychology doctoral program and the Child Study Institute. She teaches courses in advanced psychological assessment, abnormal psychology, and developmental psychopathology. Rescorla's research interests are in the areas of language delay, empirically based assessment, and achievement. lrescorl@brynmawr.edu

Arthur Reynolds (1991-1992) is professor of social work, educational psychology, and human development at the University of Wisconsin-Madison. His research interests are evaluation and prevention research, child development, education, and social policy. Reynolds is Director of the Chicago Longitudinal Study, a 17-year on-going investigation of the Chicago Child-Parent Center Program and of family and school experiences more generally. He has published widely in the fields of child development, evaluation, psychology, and education. His affiliations at the university are the Waisman Center and the Institute for Research on Poverty.

areynolds@waisman.wisc.edu

Dorothy Rich* (1985) continues as president of the non-profit Home and School Institute and its MegaSkills Education Center (Washington, DC). A major new project this year is The Early Childhood MegaSkills Road to Reading. This new curriculum for parents simultaneously develops early literacy skills needed for school readiness and character traits and habits of mind (the MegaSkills associated with success in school and later life). See www.MegaSkillshsi.org

dorothyrich@starpower.net

Margot Moser Richters (1990-1993) maintains a private practice and consults to the Children's Law Center in Washington DC and the Columbus Community Legal Services at The Catholic Universities of America. She also continues to provide consultation and grant writing services to the Reginald Lourie Center for Infants and Young Children.

Carol Ripple* has relocated to Chapel Hill, NC, where she is doing consulting work.

Javier C. Rivera* (1999-2002) graduated from the University of California, Berkeley (Boalt Hall) School of Law and is working for the law firm of Morgan, Lewis & Bockius, LLP in Los Angeles. While in school Rivera was a graduate student instructor in the UC Berkeley Psychology Department and participated in the East Bay Big Brother's/Big Sister's program.

javier.rivera@aya.yale.edu

Susan Rivers (2000-2001)* received her PhD in psychology in May 2005 and is now a research scientist in Peter Salovey's (Zigler Center Faculty) Health, Emotion and Behavior Lab at Yale.

Anne Robertson* (1976 - 1978) is a clinical psychologist in private practice in Massachusetts.

Elizabeth Rose (2002-2006) is working at Central Connecticut State University, directing a federal grant project aimed at improving the teaching of US history at the K-12 level.

Larry Rosenkoetter (1994-1995) is associate professor of Psychology at Oregon State University. He has had a longstanding interest in the development of character. His research has explored a broad array of traits, including lying, stealing, cheating, helping, and sharing. He has also investigated the development of values and moral reasoning. Of special interest has been the role television plays in the development of character. Currently, Rosenkoetter is exploring how to mitigate the harmful effects of violent television. He has also just completed a proposal for a longitudinal investigation of video game play as well as other electronic media for a forthcoming NIH competition.

Larry.Rosenkoetter@orst.edu

Sharon Rosenkoetter (1994-1995), professor at Oregon State University, conducts research on leadership development in Early Childhood, transition, rural special education services, and early literacy. [Learning to Read the World: Literacy During the First Three Years](#) will be published this fall by Zero to Three Press. A book and training guide on [Early Childhood Leadership Directions](#) are underway. Rosenkoetter has developed and validated a year long program and materials to prepare effective leaders among individuals working with young children and families in health, human services, and education agencies. All of the trained leaders have learned to affect the policy process and some have become highly talented advocates.

sharon.rosenkoetter@oregonstate.edu

Susan L. Rosenthal (1986 - 1988) is a professor of pediatrics and the Director for the Division of Adolescent and Behavioral Health at the University of Texas Medical Branch in Galveston, Texas (UTMB). She also serves as a senior scientist in the Sealy Center for Vaccine Development at UTMB. Her research interests include the relationship between adolescent psychological development and health risks. Her work focuses on adolescent vaccines, promotion of sexual health, and prevention of sexually transmitted infections among adolescents. She has been funded by NIH, industry, and foundations. Rosenthal is actively involved in local and national professional organizations and is a fellow of Division 37 (Child, Youth, and Family Services) and Division 54 (Pediatric Psychology) of the American Psychological Association.
slrosent@utmb.edu

Catherine J. Ross* has tenure at the George Washington University Law School where she teaches and writes on children, families and the law, and constitutional issues affecting children and families. She currently chairs the Committee on the Rights of Children of the American Bar Association's (ABA) Section on Individual Rights and Responsibilities, and is former chair of the ABA's Steering Committee on the Legal Needs of Children.
cross@law.gwu.edu

Esther Rothblum* (1981 - 1982) is a professor in the department of psychology at the University of Vermont. She was the recipient of a Kellogg Fellowship that involved travel to Africa to study women's mental health. Her research and writing have focused on women's mental health, lesbian issues, and women in the Antarctic. She has co-edited over 20 books on similar topics. Her current research focuses on same-sex couples with civil unions and also on siblings as a comparison group for lesbians, gay men, and bisexuals.
esther.rothblum@uvm.edu

Diane L. Rotnem* (1985 - 1987) is a licensed clinical social worker, board certified at the Diplomate level, the highest level of credentialing in the profession of clinical social work. She has been an assistant clinical social worker at the Child Study Center, Yale University School of Medicine, since 1978. She has been involved in teaching and clinical supervision of the nationally-recognized and federally-funded Post-MSW Fellowship Training Program. Rotnem also has a private practice in Guilford, CT, where she treats infants and young children and their families, adolescents, adults and couples, and provides child development consultation to the New Haven-based Learning Disabilities Collaborative Group and to the Shoreline Pediatric Study Group. She has served actively in professional organizations, including as President of the Connecticut Society for Clinical Social Work (1997-1999) and as a Director of the American Board of Examiners in Clinical Social Work (2001-2004). Rotnem also served as a curricula reviewer for Partners in Parenting Education and Emotional Beginnings of The How to Read Your Baby Center. Washington, D.C.: Zero-to-Three Press.
drotnem@comcast.net

Nancy Rubin Stuart* (1983-1985) continues to work as an author and journalist who specializes in women and social history. Her most recent book The Reluctant Spiritualist: The Life of Maggie Fox, published by Harcourt in February 2005, was a fascinating excursion into the roots of nineteenth century psychology, its juxtaposition with spiritualism, and the history of women. While not directly related to children and contemporary social policy, the research utilized in this biography pointed to the long and circuitous struggle that women shouldered on their way to social and political empowerment.
nanwriter@aol.com

Eva Sanchez (1999).

Harriet Sanders (1993 - 1994) is a coordinator with the federal Head Start program in the Office of Early Childhood, School District of Philadelphia. She is also a doctoral candidate in educational administration at Teachers College, Columbia University.
hsanders@phila.k12.pa.us

Wendy Santarsiero (1993 - 1994) is pursuing a doctorate in education.

Edenn Sarino Vidrio (1995-1996) has worked for UNICEF, the Legal Aid office of Los Angeles County (Neighborhood Legal Services), and USC Annenberg, centered around issues of children and families. She currently resides in the Los Angeles area.

Helen Sayward (1988 - 1993) is a research associate at the Yale Psychiatric Institute, involved particularly in the trauma studies program and the Yale Women's Trauma Program.

Mona Scales (1992-1996) has a private practice in Child, Adolescent, and Adult/Family therapy in Branford, CT.

Mark Schaefer (1992-1995) is a clinical psychologist and Director of Medical Policy for the Connecticut Department of Social Services. He is the Department's lead in the design and implementation of a Department of Children and Families /Department of Social Services /Department of Mental Health and Addiction Services partnership to reorganize and refinance the public sector behavioral health service system. The goals of the Partnership include the development of an integrated administrative infrastructure, service delivery redesign to support the provision of community-based services and supports as an alternative to institutional care, and revenue maximization. Schaefer participates in HUSKY program management related to HUSKY behavioral health services and quality related projects. He also represents the Department of Social Services on all behavioral health related task forces, committees, councils, and workgroups.

Erik Schlocker (2000-2001)

Rebecca Schrag (1996-1998) is a clinical psychology doctoral candidate at the University of Virginia. She resides in New York City, where she is writing her dissertation and completing her clinical requirements. Schrag works part-time as a mental health counselor at the Harriet Tubman Charter School, located in the Bronx. Her dissertation is titled "An Investigation of The Role of the Therapeutic Relationship in Premature Termination of Treatment for Conduct Disorder". In addition to her dissertation, she recently co-authored a chapter titled, "Understanding children's responses to marital conflict: A family systems model," which appears in R.M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies, and programs. Finally, she is honored to have just published a chapter with Edward Zigler and Sally Styfco (Center staff), which appears in their recent volume The Head Start Debates.
rschrag@aya.yale.edu

Adrienne Kovachi Schuessler (1990 - 1991) is in private practice working with children and families in Cheshire, CT. She was selected to participate in the State Department of Education's Advanced Seminar in Learning Disabilities and will be involved in training school district personnel in appropriate identification of and intervention for children with learning disabilities. Kovachi Schuessler will be retiring from the New Britain Public Schools, where she works with high risk and disabled preschool children in special education, Head Start, and Readiness programs.

Robert Schultz (1991 - 1994) is an associate professor of psychology at the Yale Child Study Center, with a joint appointment in Diagnostic Radiology. He is working on research involving mental retardation and autism. Schultz is also director of the Neuropsychology Training track of the American Psychological Association Clinical Psychology Internship at the Child Study Center, and is the co-Director of the Yale Developmental Neuroimaging Program.
Robert.Schultz@yale.edu

Marlene Schwartz (1990 - 1993) is on the faculty of the psychology department at Yale and is associate director for research at the Rudd Center for Food Policy and Obesity. She is also co-director of the Yale Center for Eating and Weight Disorders. She sees clients, supervises undergraduate and graduate students, and conducts community outreach programs to educate medical professionals, college and high school students, and parents about eating and weight disorders. Her current research focuses on the role of the

school and home environment on childhood obesity and eating disorders. She is working with the Connecticut Department of Education on a large study to remove unhealthy foods from the public schools and measure the impact on children's nutrition and health. She recently authored the book Helping Your Child With An Eating Disorder: Things You Can Do At Home (New Harbinger Press, 2003) with Bethany Teachman (former Center fellow), Bonnie Gordic (Center pre-doctoral fellow), and Brenda Coyle. Marlene.Schwartz@yale.edu

Susan Schwartz (1997-1998).

Sherry Zatzkin Schwartz (1981 - 1982) is a licensed psychologist in private practice, specializing in child and adolescent psychology. She is also a clinical assistant professor of psychiatry (psychology) at the University of Rochester Medical Center, where she is involved in the training of psychology interns and medical students.

Kate Scurria (1992 - 1993) is special assistant counsel to the Chancellor of the New York City Board of Education.

Andrea Sedlak (1980 - 1982) is a social psychologist and associate director of the human services research area at Westat, Inc., an employee-owned research and consulting firm in Rockville, MD. She designs and directs national studies on children and families, in areas concerning abused, neglected, and missing children, and runaway and homeless youth. She has also conducted local studies on the law enforcement response to parental abduction, the processing of child abuse cases through the justice system, and the service needs of families who are screened out by child protective service agencies without investigation.

Elizabeth Seiver (2003) is a researcher at NICHD.

Rebecca Selove* (1981-1982) is Clinical Psychologist for the Department of Hematology and Oncology at Children's National Medical Center in Washington, DC. In addition to her clinical responsibilities, she participates in several committees, including one addressing palliative care in the hospital. As part of her position, she also serves on two community projects. One is the DC Pain Initiative, in which she focuses on advocacy for children with sickle cell disease and cancers. It is the local version of a national grassroots organization with the mission of ensuring that everyone has access to adequate pain management. The other is the DC Cancer Coalition, which worked with the DC Department of Health to develop a comprehensive plan for coordinating cancer prevention and care within the District of Columbia. Selove chaired the committee that developed the Pediatric Chapter of the plan. The plan has been submitted to the Center for Disease Control as part of a request for funding for cancer-related objectives. rselove@cnmc.org

Anita Sethi (1993 - 1995) is a research scientist at New York University, developing and evaluating early intervention programs for low-income children. She also writes a question-and-answer column on infant development for Baby Talk magazine. In addition, she consults at a preschool on issues related to young children's development and behavior. as107@nyu.edu

Susan Shachner (1990 - 1991) is in private practice as a clinical psychologist in New York City, working with both children and adults. In addition, she is a candidate in psychoanalysis at the William Allenson White Institute in New York City.

Seema Shah* (2002-2004) directs a national study on community organizing and public school reform at New York University's Institute for Education and Social Policy.

Paul Shane is a lecturer in the department of pediatrics in the medical school at Ben Gurion University in Beer Sheva, Israel. He is director of child psychological consultation at the Soroka Medical Center, with his major clinical responsibilities in the adolescent eating disorders clinic.

Sheila M. Shannon (1987 – 1988) is an associate professor in the School of Education at the University of Colorado at Denver. She teaches courses in child language and literacy acquisition and development, with an emphasis on children who grow up with a mother tongue other than English and who acquire English as an additional language. Her research is on bilingualism with a particular focus on Mexican immigrant communities. This work requires Shannon to be involved in the community and to act as an advocate in a sociopolitical climate that is unsympathetic to the low status of Mexicans in the U.S. The University of Colorado at Denver and the Colorado Association for Bilingual Education have recognized Shannon for her service to the community.

Sheila.Shannon@cudenver.edu

Beth A. Shepard (1990 - 1994) is Assistant to the Deputy Editor for the journal [Annals of Internal Medicine](#), published by the American College of Physicians. She is also involved in lobbying the state of Texas to increase services for children (medical, educational, and social services) and providing pro bono psychological evaluations for disadvantaged children. Shepard recently started a consulting business (editorial and statistical services).

bshepard@satx.rr.com

Carrie Shepard (1984 - 1985) is a Community Services Program Coordinator with the city of Davis (CA) Child Care Services, the Yolo County childcare resource and referral agency. She is responsible for the childcare provider programs, including technical assistance, recruitment, training, quality improvement, and other special projects. She also participates in county-wide groups which are working collaboratively to better serve children and families in the areas of immunizations, child car seat safety, and childcare planning.

Paul Sherlock (1983 - 1984) deceased 2004.

Virginia Shiller* (1984 - 1985) is a lecturer at the Yale Child Study Center and is also a licensed psychologist in private practice in New Haven. As a Regional Representative for the Connecticut Psychological Association, and Chair of the Children and Youth Committee, she has been active in political advocacy activities. In 2003 her book (co-authored with free-lance writer Meg Schneider) [Rewards for Kids! Ready-to-Use Charts and Activities for Positive Parenting](#) was published by APA LifeTools. In 2006, *Learning Magazine* presented a Teachers' Choice Award to [Rewards for Kids!](#). These awards honor 12 innovative or outstanding books each year. Shiller has been using media skills gained from her Center experience to promote this book to the general public, with the goal of increasing awareness and acceptance of positive parenting techniques. In December 2005, she appeared on The CBS Morning Show.

virginia.shiller@yale.edu

Claudia Shuster* (1986-1989) is Associate Professor Emeritus at Central Connecticut State University. As consultant to the Connecticut State Department of Education, she is the lead author of the recently published Connecticut Preschool Assessment Framework (2005) that supports intentional teaching using a sequential, developmentally appropriate process. The document engages teachers in assessing, planning for, and implementing individually relevant activities for preschoolers in the context of their daily classroom environment. Shuster is presently a consultant providing training and technical assistance to early childhood educators using this document.

ckshuster@adelphia.net

Lydia Siegel (1992 - 1994) is working as a health policy researcher and writer at Mount Sinai Medical Center in New York City, in the Department of Community and Preventive Medicine. She helped to launch a center for children's health and environment, whose mission is to promote the health of children through research on environmental health and policy.

Ana Sierra-Jönsson* has accepted a new position with the Ministry of Children and Family Development in British Columbia, Canada. She was previously Program Director of school age in- and outpatient programs at the Child Study & Treatment Center, which is the Washington state psychiatric hospital for children.

Stephen Signore. Deceased August 1996. He was a retired principal of the Hill Central Elementary School in New Haven, Connecticut.

Rebecca Silvera Sasson is a graduate student in Politics and Education, at Teachers College, Columbia University.

Laura Silverman (1996 – 1998) is in the clinical psychology program at the University of Rochester, specializing in the study of autism and other developmental disabilities. She received a fellowship at Strong Memorial Hospital and is part of a leadership training program for people working with children who have neurodevelopmental disabilities.

Reginald Simmons works at the Consultation Center, Yale Department of Psychiatry.

Wendy Simmons (2004-2006)

Patti Sivo Cole* (1987 - 1990) is a child psychologist in private practice in Wethersfield, CT. She also consults with local school systems, providing counseling services, psychological evaluations, and classroom consultations.
patticole@spectralvoices.com

Charlesetta Slater-Shelton is a psychiatrist in Georgia.

Gloria Small (1973 - 1975) is a licensed psychologist and marriage and family therapist in Guilford and Old Lyme, CT. She has completed Levels 1 and 11 training in EMDR and incorporates that work in her private practice. She has also received a certificate of proficiency from the College of Professional Studies of the American Psychological Association in the treatment of psychoactive substance use disorders.

Eugenia Roig Sockel (1990 - 1991) works at Seyforth, Shaw, Fairweather and Geraldson, a Chicago law firm, specializing in employment and labor law.

Sam Song (2003-2005)

Laura Sosinsky (2000-2007) is an assistant professor at Fordham University.

Mikle South* (1993-1994) completed his degree in clinical psychology at the University of Utah. He began a postdoctoral fellowship in Developmental Neuroimaging at the Yale Child Study Center in September 2005.
mikle.south@yale.edu

Erin Spelman (2006-2007) is a postdoctoral fellow at the University of South Carolina. She is the intervention coordinator for a NIH-funded grant to reduced obesity in three underserved communities across the state of South Carolina.

Nancie R. Spector (1983 - 1985) is in full-time private practice as a clinical child psychologist. She conducts psychological assessments with infants through adults and does psychotherapy with children.
drnancie@yahoo.com

Emily Borman Spurrell (1991 - 1993) is an assistant clinical professor in the department of psychiatry at Brown University Medical School. She is on the staff at Women and Infants Hospital, where she consults with physicians on the psychological impact of infertility and pregnancy loss. She also has a private practice.
spurry@msn.com

Betsy Squibb (1985 - 1987) is a professor of early childhood education at the University of Maine in Farmington. She recently spent six months in Beijing on a faculty exchange. Her research interests include family child care and Early Head Start.

Benjamin Staub (2005-2006) graduated from Yale College in May 2006 with a degree in anthropology and teacher preparation. He is working at Murphy Putnam Shorr & Partners, a political media firm in Washington, DC, where he is writing speeches and media advertisements.

Kenneth Steere* (1980 - 1981) retired from teaching and from institutionalized chaplaincy in 1988. He has been coaching part-time in the social sciences and is keeping up with current research by reading and meeting with professionals in the developmental disabilities field in CT.

Elizabeth Stevens (2002-2006) completed her PhD in clinical psychology in May 2006. She has relocated to London.

Brenda Stevenson is professor and chair of the department of history at UCLA. She is writing a book on slave women and completing a book on black family life during the era of the great migration.

Wayne Steward (2000-2002) is a visiting post-doctoral scholar at the Center for AIDS Prevention Studies at the University of California, San Francisco.

Edgar Stewart (1996-1997).

Carren Stika (1989 - 1992) is a licensed clinical psychologist and Adjunct Assistant Professor/Instructor at San Diego State University, School of Speech, Language, and Hearing Sciences. She is the former director of research for the Rehabilitation Research and Training Center for Persons who are Hard of Hearing or Late Deafened. Stika is the principal investigator for a federally funded project to develop a quality of life measure for individuals with adult-onset hearing loss. She also serves as co-principal investigator for the Disability Rehabilitation Research Project on Persons Aging with Hearing and Vision Loss, which is a collaborative project of Mississippi State University, San Diego State University, and the Helen Keller National Center.

Deborah J. Stipek is the I. James Quillen Dean and Professor of Education at Stanford University. Her scholarship concerns instructional effects on children's achievement motivation, early childhood education, elementary education and school reform. In addition to her scholarship, she served for five years on the Board on Children, Youth, and Families of the National Academy of Sciences and currently chairs the National Academy of Sciences Committee on Increasing High School Students' Engagement & Motivation to Learn. Prior to her position at Stanford, Stipek served 10 of her 23 years at UCLA as Director of the Corinne Seeds University Elementary School and the Urban Education Studies Center.

Shannon Stockdale (2004-2006) graduated from Yale College in May 2006 with a degree in political science. She is working at Katzenbach Partners, LLC, a management consulting firm in Houston, TX and applying to law school.

Terry Fox Stoller* (1983 - 1985) is a principal with Medimetrix Consulting, a national health care business consulting firm based in Ohio, and the National Program Director for the Robert Wood Johnson Foundation's Communities in Charge initiative. Through Communities in Charge, she is working with several large communities to design and implement health coverage programs for low income, uninsured persons. She continues to provide assistance to the Florida Health Kids Corporation, an over 10 year-old initiative now providing health coverage to more than 310,000 low income children in the state, and serves as an ad hoc member of its Board. Her other activities include assisting pediatric practitioners in more appropriately meeting the health care needs of low income families and children.
tstoller@mx.com

Lisa Stone* (1981-1984) has been the Supervisor for Congregation Emanu El's Upper School, which includes grades 8 -12, for 13 years. Her job includes student recruitment and retention, curriculum development, teacher supervision, student and parent program development and delivery, teacher in-service

program development and delivery, student and parent consultation, and retreat programming. Stone also volunteers as a Boy and Girl Scout leader.
lestone@aya.yale.edu

Jeanette Stoneman (1989 - 1991) is the assistant clinical director at Danbury Family and Children's Aid.

Martha B. Straus* (1981-1983) is a professor in the Department of Clinical Psychology at Antioch-New England Graduate School in Keene, NH. She is also an adjunct instructor in Psychiatry at Dartmouth Medical School and has a private practice in Brattleboro, VT.
martha_straus@antiochne.edu

Jenny Sturgeon Staelin (1991 - 1992) is working as Associate Director of Strategic Planning for THINK New Ideas, an interactive agency that designs and develops websites, in San Francisco.

Kathryn Sumberg Langhorst* is a fifth grade classroom teacher in the public school system in Stratham, NH. She completed her Master's degree in Elementary Education at Lesley University in May, 2003. She continues to be involved in educational reform movements through her work with a local charter school start-up and an innovative educational center and retail store.
katy@langhorst.com

Amy Sussman (1993-2006) has been working on the Children's Temperament Over Time and Child Care Study, a collaboration between Nathan Fox's lab at the University of Maryland and Deborah Phillips' (Zigler graduate) lab at Georgetown University. This study is following children over time, from age 2 through age 4, to determine whether (and what characteristics of) child care experiences affect the developmental trajectory of extreme temperaments. She has worked on developing instruments and collecting data for the 3 and 4 year olds, and has started analyzing data and making conference presentations. In addition, Sussman has been working on a retrospective study of the development of autobiographical memory that asks college students to report on their earliest memories (which range from about age 1 to 7 years). In Fall 2007, she joined the National Science Foundation's Social, Behavioral, and Economic Sciences Directorate. She is now Program Director, Developmental and Learning Sciences, in the Directorate's Division of Behavioral and Cognitive Sciences.

Richard A. Sussman is the Director of the Brighter Futures Initiative of the Hartford Foundation for Public Giving. The Initiative is the foundation's 20-year, \$25 million commitment to improve the school readiness and school success of Hartford's young children. He manages grants with over 25 agencies serving young children in the areas of child care, family support, education, and health care. At present, the Initiative, in partnership with the Connecticut Commission on Children, is developing an Early Childhood Blueprint for Hartford Mayor Eddie Perez.
rsussman@hfpg.org

Shung Ling Tan (2004-2005)

Emily M. Tanner* (2000-2001) completed doctoral study at the University of Oxford (Department of Social Policy and Social Work and Nuffield College). Her thesis was about the relationship between maternal employment, parenting and young children's behavior in Britain, within the context of policy transformations over recent years.
emily.tanner@dsl.pipex.com

Bethany Teachman* (1997-2001) is an assistant professor at the University of Virginia, in the Department of Psychology. Her research focuses on cognitive processing in fear and anxiety disorders. Teachman is also an author of [Helping your child overcome an eating disorder: What you can do at home and Treatment planning in psychotherapy: Taking the guesswork out of clinical care.](#)
bteachman@virginia.edu

Bernadette Thomas completed Master's Degrees at the Yale School of Nursing and Yale School of Epidemiology and Public Health in Spring of 2005. She is now working as a family nurse practitioner in a community health center in Cheshire, CT.

Jamila Thomas (2002-2004) is a 1st grade teacher in Atlanta.

Kim Thomas-Hauser left the Yale Child Study Center and is beginning a year-long research and policy fellowship sponsored by the Society for Research and Child Development. Her primary assignment will be with the National Institutes of Child Health and Development.

Raeni Thomas (1993 - 1994) is studying for a master's degree in occupational therapy at Nova Southeastern University in Ft. Lauderdale, Florida.

Melissa Tiago

Sheila Triplett* (1986-1987) serves as the Director of Counseling and Visitation at her home church, Eastern Star Church (ESC), a predominantly African-American Baptist church, with over 13,000 members and four Sunday services at three locations in Indianapolis, IN. At ESC, she is engaged in administration, strategic planning and research on counseling and visitation issues for children, adolescents and adults. She provides minimal direct service. This position affords Triplett the opportunity to integrate her excellent academic training, including that she received at the Yale Child Study Center, into her faith.
striplett@easternstarchurch.org

Laura Trogolo Gibson* is a physician specializing in infectious diseases, at UMass Medical Center in Worcester, MA.

Beth Troutman (1986 – 1987) is an assistant professor (clinical) in the division of child psychiatry at the University of Iowa and director of children's affairs for the Iowa Consortium for Mental Health. Public policy related activities during the past year have included serving as the children's mental health representative on Iowa's Real Choices project to identify policies, procedures, and statutes that contribute to an "institutional bias" in services for individuals with disabilities; serving on the Board of Directors for Prevent Child Abuse Iowa; and providing training for Iowa judges on potential mental health problems in young children affected by custody disputes. In conjunction with the University of Iowa Public Policy Center, she has been involved in studies looking at access to mental health services and use of psychotropic medications among children in foster care in IA. She continues to provide clinical care to children and adolescents with mental health problems; teach medical students, child psychiatry residents, and psychology students; and conduct research on attachment, temperament, and maternal depression.
beth-troutman@uiowa.edu

Andronike C. Tsamas (1987-1989) is Director of Contract Agency Training, Monitoring and Quality Assurance for the Administration for Children's Services (ACS) at the James Satterwhite Academy in Jamaica, Queens. This is a new position designed to coordinate and assist in the professionalization and enhancement of practice skills of child welfare staff throughout the system. Traditionally the Academy has been responsible for the training of child protective staff under ACS. Currently, the system is trying to move toward simultaneous training of foster care and preventive staff in the public and private sectors, as well as cross training between systems, i.e., substance abuse, mental health, health and domestic violence. Tsamas has also been involved in shaping and helping to implement the New York City Administration for Children's Services Child Welfare Reform Plan. We have been working closely with other states and the Casey Foundation in shaping reforms in New York City and developing and changing the culture of child welfare. All services are to be community based, family centered, culturally and ethnically supportive of the population served and community supported through active partnerships.

Emma Tsui (1999) is a researcher in Oakland, CA.

Nicole Tuchinda is a medical student at the Johns Hopkins University School of Medicine, taking a leave of absence to attend the George Washington University School of Law. Her goal is to be a practicing

physician who advocates for vulnerable youth. She currently lobbies for runaway and homeless youth in Washington, DC and is on the National Council for Youth Policy of the non-profit National Network for Youth.

Jean Turner (1993-1997) is New Product Planning Manager at Sepracor, Inc. She conducts patient research to determine which new potential psychiatric medications in the early phase of drug development are most worthwhile to develop.

Jeanfitzpatrickturner@yahoo.com

Pauline Turner is a professor of family studies and associate dean of the College of Education at the University of New Mexico. She teaches courses on the growth and development of the preschool child, theories of child development, families and public policy, and parent-child interactions. She also teaches a course for doctoral students entitled "Legal, Ethical and Policy Issues in Family Studies." Turner's research involves partnerships and alliances between parents and daycare staff, and their implications for policy. She continues to serve on the state's child care advisory committee, testifies before legislative committees on a variety of child care issues, and advises policy-makers on child/family legislation.

Wendy R. Ulasek* is a Project Manager in the Research Division of the Connecticut Department of Mental Health and Addiction Services, on implementation of evidence-based practices and organizational readiness for change.

WendyUlasek@aol.com

Jacob J. van den Berg* (2000-2002) is a Ph.D. student in the counseling psychology program, with a concentration in health and community psychology, at the University of Florida. He is working with Dr. Carolyn M. Tucker as co-director of the patient-centered culturally sensitive health care project. In addition, he is working with Dr. Bonnie Moradi on studies examining attitudes toward lesbian and gay persons. He received an MS in psychology from Yale University in 2002.

jacobv@ufl.edu

Margery Ditto Van Meter (1999) is an administrator for a non-profit organization in Philadelphia, PA.

Rosa Vazquez is a clinical psychologist in private practice. She also continues to consult to foster care and adoption agencies throughout New York City, advising social workers, foster parents, and natural parents. She conducts evaluations and psychotherapy with minority children in these agencies. Vazquez has made numerous presentations to home day care providers, foster parents, social workers and mental health professionals, on topics such as caring for a child with HIV, crisis intervention strategies, and preventing sexual and physical abuse. Vazquez conducts all her clinical and psychoeducational work in both English and Spanish. She is also a consultant to programs serving women who have been in prison and are reuniting with their children. She lectures on related topics, such as the effects of separation on children of incarcerated mothers.

Sara Vecchiotti (1995 - 1997) is an SRCD Executive Branch Fellow, with a placement in the Child Care Bureau, US Department of Health and Human Services. She was previously an SRCD Congressional Fellow, with a placement in the office of Senator Jeff Bingaman (D-NM).

Suzanne Veilleux* (1978 - 1980) is a homemaker in Shefford (Québec), Canada
sveilleux42aya.yale.edu

Trudy Vincent (1983 - 1984) is legislative director for U. S. Senator Jeff Bingaman (D-NM). She supervises the Senator's legislative staff, while maintaining an active role in the areas of education and health policy, among others.

Stanley J. Vitello* is a professor of education and law at Rutgers, The State University of New Jersey. He teaches courses on mental disabilities, special education law and disability policy. Vitello completed the juris doctor degree from The Villanova University School of Law. His legal studies began at the Yale Law School while a Bush Fellow. He was awarded a Joseph P. Kennedy Jr. Public Policy Fellowship and was

assigned to the US Senate Subcommittee on Disability Policy. He assisted in the 1990 re-authorization of the IDEA and served as an advisor to the Congress on the 2002 re-authorization. Vitello's publications address legal issues on disability. He has completed a term as President, Division of Legal Process and Advocacy, American Association on Mental Retardation. During his 2002-2003 sabbatical year he was a visiting professor at The Institute of Ethics, Georgetown University and the Arizona University Law School. Vitello's scholarly interest focuses on bio-ethics, disability and the law. In 2004, he received a Fulbright Fellowship to study special education integration in the Netherlands. He is preparing a manuscript entitled: "Special Education Integration in the Netherlands: Recent Developments".

Aureen Pinto Wagner (1988 - 1989) is an assistant professor at the University of Rochester School of Medicine.

Abraham Wandersman (1984-1985) is a professor of psychology at the University of South Carolina in Columbia and a fellow of the American Psychological Association, Divisions 27, 34, and 38. His major research interests are in citizen participation in community development and mental health, and assessing and evaluating environments. He is involved in evaluating community partnerships for substance abuse prevention and in developing process and outcome approaches to the evaluation of community coalitions and community-based programs. In 2003-2004, he developed Getting To Outcomes 2004, a manual for practitioners at state and local institutions who provide adolescent substance abuse prevention services. The manual helps practitioners to achieve better results, narrowing the gap between prevention science and prevention practice. For policymakers, the manual will help officials identify the more effective prevention programs. The manual is a RAND Corporation document, available free for downloading (<http://www.rand.org/publications/TR/TR101/>). The Getting To Outcomes model upon which the manual is based has recently been awarded "Best Practice Process" by the Center for Substance Abuse Prevention of the U.S, Substance Abuse and Mental Health Services Administration (SAMHSA). Wandersman also co-edited a book with David Fetterman on Empowerment Evaluation (in press). He serves on several technical/advisory committees of national evaluations of community intervention programs.
wanderAH@gwm.sc.edu

Lois Pall Wandersman* is a practicing clinical psychologist. She specializes in clinical work with young children and their families. She has developed the Resource Mother Home-Visiting program for adolescent mothers and Grand Beginnings program for new parents and was involved in the development of South Carolina's First Steps initiative for school readiness.
jpwanders@aol.com

Betty Ann Ward Zukerman is Assistant Director of the Education, Workforce and Income Security Office at the US Government Accountability Office.

Niobe Way (1992 - 1995) is an associate professor in the department of applied psychology at New York University. In Fall 2004 she gave a talk on the friendships of urban adolescents in the Zigler Center lecture series. Her research interests focus on the social and emotional development of low-income, urban adolescents. She is interested in how contexts, such as schools, families, and neighborhoods, influence the social development of urban adolescents. She has published numerous books and journal articles over the past decade. Her books include: *Everyday Courage: The Lives and Stories of Urban Teenagers* (NYU Press, 1998); *Urban Girls: Resisting Stereotypes, Creating Identities* (NYU press, 1996). Her co-authored book: *Growing up Fast: Transitions to Adulthood Among Inner City Adolescent Mothers* (Erlbaum Press, 2001) received the Best Book Award from the Society of Research on Adolescence (2002). Her most recent co-edited book is entitled: *Adolescent Boys: Exploring Diverse Cultures of Boyhood* (NYU Press, 2004). Her research has been funded by the National Institute of Mental Health, The National Science Foundation, The William T. Grant Foundation, The Spencer Foundation, and by numerous other smaller foundations.

Kristen Weber (1990-1992) is an Associate at the Center for Community Partnerships in Child Welfare in New York City. The Center is an arm of the Center for the Study of Social Policy in Washington, D.C., a policy organization that helps "states and localities implement creative and effective strategies that strengthen disadvantaged communities and families and ensure that children grow up healthy, safe, successful in school, and ready for productive adulthood." At the Center she has been working with

communities and public child welfare agencies to form new partnerships to support keeping children safe and in their communities. Some of this work supports states that are undergoing litigation (e.g. New Jersey), while other aspects focus on localities that are part of the Community Partnerships for Protecting Children initiative. Weber has particularly focused on assisting communities in finding innovative ways to support youth who are transitioning out of foster care.

kwebsnyc@yahoo.com

Mariann Weierich (1999-2000) received her PhD from the Yale Department of Psychology in May 2005. She is currently an NIH postdoctoral fellow in the National Center for Post-Traumatic Stress Disorder and the Boston University School of Medicine.

Jennifer Weil* (1986 - 1988) is a consultant in Dallas, TX.

Daniel Weinberger (1982 - 1983) is the director of the Wellen Center for Family Development, as well as assistant director of the Family Achievement Clinic at the Cleveland Clinic Foundation. He is also an assistant clinical professor of psychology and psychiatry at Case Western Reserve University, School of Medicine, in Cleveland, OH. His research focuses on attention deficits, giftedness, and social-emotional development.

daw7@po.cwru.edu

Rebecca Weintraub (1994-1996) is a physician in Boston.

Carol Weiss (1981-1984) works at the Institute for Teaching and Learning at Villanova University.

Heather B. Weiss (1981 - 1982) is the founder and director of the Harvard Family Research Project at the Harvard Graduate School of Education. The Project's mission is to conduct and disseminate research that contributes to the development of comprehensive family support programs, service systems, and policies. She and her colleagues track and examine state and local family support initiatives, design strategies to evaluate such initiatives, and conduct research on the role of family support in education, welfare, child care, social services, and health care reform.

heather_weiss@harvard.edu

Carol Weitzman is an assistant professor in pediatrics and the Child Study Center at Yale University. She is also the Director of the Yale International Adoption Clinic.

Rebecca Werner

Sarah Wert received her PhD from the Yale Department of Psychology in May 2004. She is a visiting assistant professor at Trinity College in Hartford, CT.

Megan Whittaker* (2003-2004) is in law school at Northwestern University. During the summer of 2005, she traveled to Cambodia as a volunteer for the Documentation Center of Cambodia's Victims of Torture Project. megan.whittaker@aya.yale.edu

Lenore Wilkinson Watson is a psychologist at the Charlotte Institute of Rehabilitation.

Crista Woldt Wheeler (1997-2003) is a research analyst at Child, Inc. in Austin, TX.

W. Gary Winget* (1980 - 1981) is Vice President of Global Resource Associates Inc. in St. Paul, MN. He is also former director of Resources for Child Caring in St. Paul, MN.

WGWgra@aol.com

Brian Wolff* (1999-2000) is a child clinical psychology PhD student at the University of Denver. He was recently awarded an American Psychological Association Dissertation Research Award to help support his dissertation research on "Reactivity and Social Support for Young Children Living in Poverty". This research evaluates the effect of social support during stress among preschool children living in poverty.

Higher levels of physiological reactivity to stress have been linked to health risks at all ages. In past research on adults and adolescents, social support has been shown to attenuate the physiological response to stress. Wolff's research seeks to evaluate whether children can also benefit from social support from adults as they experience stress.

bwolff@du.edu

Kaori Yamada (1997 - 1998) graduated with a masters degree in business from the Kellogg School of Management at Northwestern University

Carol Camp Yeakey* (1980-1982) is Professor of International & Area Studies, American Culture Studies and Urban Research and Policy, on the Faculty of Arts and Sciences, at Washington University in St. Louis. On July 1, 2005, she becomes the founding director of the Washington University Center on Urban Research and Public Policy, on the Faculty of Arts and Sciences. Her research interests are the impact of public policy on low income residents and children. International and comparative studies of social welfare policy in global cities complement her research agenda. Prior to her appointment at Washington University, she served on the faculty of the University of Virginia as Professor of Urban Politics and Policy.

cyeakey@artsci.wustl.edu

Mia Yee* (1991-1992) is a senior lecturer in psychology at De Montfort University in England. She teaches in the areas of developmental psychology and psychology of the self. Her research interests are in self-evaluation, academic expectations, motivation and social comparison process.

Catherine Yen (1997-1999) is a second year pediatric resident at Children's Hospital of New York.

Hirokazu Yoshikawa (1997 - 1998) is professor of education at the Harvard Graduate School of Education. His current research and policy interests concern the effects of welfare and anti-poverty policies on children and families, employment conditions and their effects on development, and the intersection of culture and public policy as influences on child development. He has served on the US Department of Health and Human Services Advisory Committee on Head Start Research and Evaluation and the Committee on Family and Work Policies of the National Academy of Sciences. He has provided testimony at multiple Congressional briefings on the effects of public policies on child development.

hirokazu_yoshikawa@gse.harvard.edu