

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.

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

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.
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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.
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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.
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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.
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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.
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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).
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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) is a postdoctoral fellow at the University of California, Los Angeles, working with Professor Sandra Graham.

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.
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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.

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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.
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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.
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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.
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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.
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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.
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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.

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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.

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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.

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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.

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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.

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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.

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Thomas F. Catron (1984 - 1985) is an associate professor in the department of psychiatry at Vanderbilt University in Nashville, Tennessee. He is executive director of the Vanderbilt Mental Health Center and co-director of the Center for Psychotherapy Research and Policy, Vanderbilt Institute for Public Policy Studies. He has established a program of research that addresses effective children's mental health services for under-served, high-risk populations. This includes school-based mental health services and the development and implementation of empirically-derived treatment techniques in the school and clinic setting. Current projects include an independent evaluation of a promising home-based intervention for severe conduct disordered youth, a school-wide violence prevention project, and a special education teacher preparation project for conduct disordered youth. Catron sits on several service agency boards and is active in the development of public policy surrounding children's mental health services. He served on the state commission that was charged to rewrite the TN codes concerning mental health and mental retardation.
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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.
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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.
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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
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(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.

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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.
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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.

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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.
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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.

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Anna Gassman-Pines* is a doctoral student in community and developmental psychology at New York University. Her research and policy interests include the effects of welfare and anti-poverty policies on children and families, the relationship between cumulative poverty-related risk and children's development, and how employment characteristics affect demographic outcomes, family process and development. She is the recipient of two fellowships: a National Research Service Award Pre-doctoral Fellowship from the National Institute of Mental Health and the Koppitz Graduate Fellowship in Child Psychology from the American Psychological Foundation. In collaboration with Hiro Yoshikawa (Center graduate) Gassman-Pines recently completed a study of the New Hope anti-poverty experiment that documented a substantial impact on marriage at 5 years post-random-assignment. Marriage, in turn, was related to lower levels of behavior problems in the New Hope children. The study will appear in the *Journal of Policy Analysis and*

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

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

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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.

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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.

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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.readyssetgrowctkids.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

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

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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.
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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 Gralnick 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).
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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.
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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.

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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.

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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).

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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?

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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.

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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.

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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.

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Steven Holochwost*(2001) is Coordinator for Research and Policy at the Office of the Child Advocate for the state of New Jersey, and also works as a consultant with the Bendheim-Thoman Center for Research on Child Wellbeing at the Woodrow Wilson School of Princeton University. In 2004 – 2005 he was a fellow of both the Center for the Critical Analysis of Contemporary Culture and the Eagleton Institute of Politics

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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).

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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.

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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.

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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

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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](#).
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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.
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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.
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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.

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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.

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

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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.
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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.

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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.
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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.

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

Kremenitzer 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 Vice President for Medical Affairs with The Children's Health Fund (CHF) in New York City, an organization dedicated to providing comprehensive health care to the nation's most medically underserved children through the development and support of innovative primary care medical programs and the promotion of guaranteed access to appropriate health care for all children. In this position, Krol provides senior guidance to the development and monitoring of CHF health programs, new clinical protocols, and other special initiatives. He also collaborates on the advocacy and policy agenda of CHF. Krol is also Assistant Professor of Clinical Pediatrics and Clinical Health Policy & Management (in Dentistry) at Columbia University. He 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. Krol spoke in the Zigler Center lecture series in Fall 2005 on: "A case study in child health advocacy as a profession".
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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.
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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
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Carol Lamotte (1994-1995) is on leave.

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

Rodnev 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.

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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 Preemie Graduate Service team.
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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.
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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.

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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.
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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.
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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.acerlo.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.
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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.
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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.
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Lisa Lochner (2003-2005)

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

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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.

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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.

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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.
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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

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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.
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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.
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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.

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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.

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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.

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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.

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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.

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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.

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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.
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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.
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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.
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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.

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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.

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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.

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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).

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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.

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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.

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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.

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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)

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.

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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.

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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.

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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 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.
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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.
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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.
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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.
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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).

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.
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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.
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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.](#)
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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.
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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.
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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.
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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. Ulaszek* 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.

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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.

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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
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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.
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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.
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