

**Duke University  
Center for Child and Family Policy**

**First Annual Report  
1999-2000**

**Center For Child and Family Policy**

Kenneth A. Dodge, Ph.D.  
Director

Barbara Pollock  
Administrative Coordinator

**Mailing Address:**

Center for Child and Family Policy  
Duke University  
Box 90264  
Durham, NC 27708-0264

(919) 613-7319  
(919) 681-1533 (fax)

**Campus Location:**

257 Sanford Institute of Public Policy  
Corner of Towerview Road and Science Drive  
Durham, North Carolina

**Email:**

**[childpolicy@duke.edu](mailto:childpolicy@duke.edu)**

**Website:**

**[www.pubpol.duke.edu/centers/child](http://www.pubpol.duke.edu/centers/child)**

Our website is a particularly good site to visit to stay current with our activities. At this site you can review the latest information on our research, upcoming events, employment opportunities, teaching and many other activities.

**Duke University**  
**Center for Child and Family Policy**  
**Board of Advisors 1999-2000**

John Burness, Senior Vice-President  
Office of Public Affairs and Government Relations

John D. Coie, Professor  
Department of Psychology: Social and Health Sciences

Philip J. Cook, Professor  
Department of Public Policy Studies

Philip R. Costanzo, Professor  
Department of Psychology: Social and Health Sciences

E. Jane Costello, Associate Professor  
Department of Psychiatry and Behavioral Science

Jane Dittmann, Associate Dean for Advancement  
Arts and Sciences Development

Bruce Jentleson, Director  
Sanford Institute of Public Policy,  
Chair, Department of Public Policy Studies

David M. Malone, Assistant Professor of the Practice  
Director of Undergraduate Studies, Program in Education

Mimi O'Brien, Director  
Corporate and Foundation Relations

## Introduction

### **Mission**

The mission of Duke University's Center for Child and Family Policy is to contribute to solutions to important problems affecting today's children, youth, and families, through an integrated system of scientific research, debate and dissemination, public service, and teaching. The Center seeks to do this by bridging the gap between basic research and policy and practice.

The Center endeavors to address the needs of the whole child, from the prenatal period through adolescence, and involving the full array of institutions, practices, and issues that affect the healthy development of children. The Center seeks to understand the stresses, strengths, and challenges of the average family, particularly as these relate to gender, education, and economic status. The Center plans to devote attention to children suffering from significant problems, such as poverty, abuse and neglect, and mental or physical illness. Finally, the Center hopes to address the development of children with special talents and giftedness.

### **Rationale**

There exists a major gap today between basic research on children's development and the public policies and practices that affect children and youth. One reason for this gap is that researchers have failed to direct adequate scholarly attention to topics of direct relevance to society's concerns about children. As a result, even though knowledge is growing about children's development, an understanding of optimal strategies for society to solve children's problems lags behind.

A second reason for the gap is that many policy makers and practitioners have failed to take into account relevant scientific knowledge that already exists. At one level, policy analysts have not yet found it relevant to inquire about scientific information when formulating child policy. At a second level, when policy makers have directed their attention to the scientific literature, they have been dissatisfied with the high degree of translation and generalization that is required to reach policy-relevant conclusions. At a third level, policy makers have not been sufficiently willing to engage in the scientific process themselves. That is, in order to acquire relevant knowledge for child policy formulation, policy makers may have to participate in social experiments and somewhat intrusive research studies.

### **Research Mission**

The Center will forge the leading edge of scientific inquiry into problems related to public policy on behalf of children and families. It will strive to become the leading group in the country that conducts scientific research that addresses simultaneously the nature of children's development and public policies of relevance to the lives of children and youth. The research portfolio of the Center will balance disciplinary perspectives, ranging from economics to clinical psychology and from developmental epidemiology to political science, and will emphasize the new knowledge that can be gained from inquiry at the intersections of these disciplines. The topics to be pursued will reflect the interests of Center faculty members. The Center will be an "open tent", guided by the principle that optimal contributions result from a portfolio that includes both depth and breadth of coverage in child development and policy.

### **Debate and Dissemination Mission**

The Center will become a national leader in public discussion, debate, and consensus building on topics of major significance to children and youth. These topics will vary over time with public interest but may include community approaches to violence prevention, preschool and after-school care provision for families with working parents, and the transfer of juvenile offenders to adult court. Debate will be encouraged at the local, state, national, and international levels.

### **Public Service Mission**

A central goal of the Center is to develop research and policy activities that benefit youth and families. The Center's work will include public service activities at the local, state, and national levels. At the local level, the Center will support the Duke University's partnership with surrounding neighborhoods and schools. The Center is in a strong position to provide leadership for this service program by helping to formulate an integrated plan for this effort, by conducting a systematic evaluation of its effects, and by facilitating research-service links between Duke faculty and this effort. At the state and national levels, the Center is poised to provide service on topics of relevance to child policy. Center faculty and staff will be available to legislators, agencies, and commissions to serve on committees, write briefs, and provide consultation.

### **Teaching Mission**

The final mission of the Center is the education and career development of Duke University undergraduate students, graduate students, postdoctoral fellows, and faculty. The Center will contribute to undergraduate education through formal programs, development of courses relevant to child policy, and support of individual undergraduate students. The goal of graduate training in child policy will be to facilitate the child policy interests of masters and doctoral students through exposure of those students to multiple disciplinary perspectives and to child policy issues. The Center will devote special emphasis to postdoctoral training in child policy through funded positions as Research Associates. This training will require Fellows who have been trained in one discipline to receive advanced training in a second discipline through a research mentorship with a Center faculty member. By creating an intellectual community in child policy and nurturing the development of novel programs of interdisciplinary scholarship among Duke University faculty members, the Center will contribute to faculty development

## Research

A fundamental mission of the Center is to create new knowledge about substantial issues facing children and families. The Center uses interdisciplinary work groups to stimulate intellectual exploration of difficult social issues in order to develop novel research projects to address those issues. Each work group varies in structure and membership depending on the needs and interests of the group and topic. Currently, work groups exist in the areas of education, primary mental health care for children, youth violence, and preschool education. Typically, these groups meet on a weekly or biweekly basis. These work groups have been very successful in securing funding for their proposed research projects.

### Childcare and Kindergarten Readiness

#### *Preschool Education Work Group*

The preschool working group quickly identified the transition to kindergarten, especially of young children at-risk for behavioral difficulties, as its primary focus. Work group members include research scholars, project coordinators, family/school program specialists, and consultants. In addition to executing the Summer Stars kindergarten readiness program, the group coordinated home visits, tutoring, assessment, and evaluation efforts as part of the year-round program. Duke Psychology Professor Irving Alexander and Duke Medical Center Developmental Pediatrician Maria Escolar provided consultation and training in assessment.

#### Members

Rená Bynum, Center for Child and Family Policy  
Yaneta Sanchez-Brown, Center for Child and Family Policy  
Domini Castellino, Ph.D., Center for Child and Family Policy  
Moss Cohen, Center for Child and Family Policy  
Natalie Gidney-Cole, Center for Child and Family Policy  
Joan Deer, Ph.D., Center for Child and Family Policy  
Ken Dodge, Ph.D., Center for Child and Family Policy  
Maria Escolar, M.D., Pediatrics, Duke Hospital  
Stephanie Gray, Law School Student  
Eduardo Perez, Center for Child and Family Policy  
Donna-Marie Winn, Ph.D., Center for Child and Family Policy  
Tracie Yoder, Center for Child and Family Policy

#### *Kindergarten Survey*

This survey served as a basis for developing a knowledge base of the school readiness needs of kindergartners and their families in order to develop appropriate interventions. During the spring, Family/School Program Specialists completed home visits with over 120 families in the Durham area in order to gain information about the children's experiences in preschool and daycare, about their behavior and activities, and about their readiness for kindergarten. Additionally, research staff interviewed 17 kindergarten teachers to assess the behavior and academic skills of approximately 200 children.

### *Project Kid Start*

The major goals of the project are: (1) to deliver high quality educational intervention services to preschool children who may be at risk for school behavioral difficulties, and (2) to involve Duke University students in service-learning activities with preschool children. The program consisted of a summer school program, weekly parent groups, and tutoring lead by Duke students. Ninety preschool children and their families participated in the summer program, which lasted five weeks. Each of the five classrooms served 18 children and was led by two teachers. Thirteen Duke University students, enrolled in PPS 264: Violence Prevention and Policy, participated in the service-learning component of the project. Each Duke student was paired with a preschool child and provided individual tutoring in kindergarten readiness skills to that child on a weekly basis.

Program participants were families of children scheduled to enroll in kindergarten this fall in one of the Durham elementary schools adopted by the Duke-Durham Neighborhood Partnership Initiative. Project Kid Start is funded by the Miriam and Peter Haas Foundation and Durham's Partnership for Children.

### Education Reform Research

#### *Education Reform Work Group*

During the spring of 1999, faculty associated with the Center along with faculty from Duke's Program in Education began discussions with officials of the Durham Public Schools (DPS) about the need to have clearer public understanding about how current initiatives in North Carolina educational policy are affecting children, especially low-income and non-white students. These discussions led to the Forum on Race, Poverty and Education. Attendees included faculty from four area universities, staff from North Carolina's Department of Public Instruction, DPS staff and staff from the North Carolina Educational Research Council. Concerns expressed over the course of the year included the tendency to think about children from a deficit perspective, barriers to parental and community involvement and how they can be overcome, early grade interventions and understanding which are most effective, the issue of tracking and whether it has a deleterious effect on minority children, the isolation of high-achieving African American students and the difficulty of understanding the full effects of high-stakes testing. All of this was connected to the larger issue of trying to understand racial and socioeconomic gaps in academic achievement. One of the on-going projects involves trying to identify exemplary schools around the state that do the best job in reducing the academic achievement gap. Another project is a conference on how to improve urban schools, tentatively scheduled for the Fall of 2000.

#### *Duke Affiliated Members*

Myrna Adams, J.D., Vice-President for Institutional Equity  
Domini Castellino, Ph.D., Center for Child and Family Policy  
Charles Clotfelter, Ph.D., Department of Public Policy Studies  
William Darity, Jr., Public Policy Studies  
Teresa Daye, Office of Senior Vice President for Public Affairs  
Ken Dodge, Ph.D., Center for Child and Family Policy  
Nancy Hill, Ph.D., Department of Psychology  
Helen Ladd, Ph.D., Department of Public Policy Studies  
Caroline Lattimore, Ph.D., Assistant Dean, Trinity College Arts & Sciences  
David Malone, Ph.D., Program in Education  
Frederick Mayer, Ph.D., Department of Public Policy Studies

Samantha Murray, Student  
Charles Payne, Ph.D., Departments of African American Studies and History  
Steven Pfeiffer, Ph.D., Talent Identification Program  
David Rabiner, Ph.D., Center for Child and Family Policy  
Kristen Reed, Student  
Rosemary Thorne, Master of Arts in Teaching Program  
Arnaldo Zelli, Ph.D., Center for Child and Family Policy

*Non-Duke Affiliated Members*

Mary Kay Delaney, Department of Education, Meredith College  
David Holdzkom, Research, Development, and Accountability Services, Durham Public Schools  
Fran Jackson, School of Education, North Carolina Central University  
Marvin Pittman, Office of the State Superintendent, Department of Public Instruction, Public Schools of North Carolina

*Spencer Foundation Planning Grant*

With a planning grant from the Spencer Foundation, a group of Duke researchers has set up a research consortium on the causes of minority achievement gaps in education and ways that policy might address them. They are collaborating with researchers from the University of North Carolina system to investigate gaps between African-Americans and whites, as well as between whites and Native Americans or Hispanics and between students who are and are not economically disadvantaged.

Under the leadership of Helen “Sunny” Ladd, Duke researchers from the departments of public policy studies, economics, and psychology met throughout the year to talk about their overlapping research interests and to develop a set of distinct research projects. A similar process occurred at the University of North Carolina, under the leadership of Charles Thompson of UNC’s Office of General Administration. The two groups decided to join together to develop a research consortium that would seek major funding from the Spencer Foundation as well as other foundations.

The consortium will include a series of distinct research projects addressing various aspects of achievement gaps. Projects headed by Duke researchers include a study of the distribution of teacher quality in North Carolina and its effect on student achievement; a study of teacher practices, expectations, and student achievement; and a study of the effects of community, peer groups, and family choices on student achievement.

A significant research support service will be the development of an education data center. In collaboration with the North Carolina Department of Public Instruction (DPI), the Center for Child and Family Policy will organize a data center which will clean and link data; handle confidentiality issues; and provide consortium researchers with ready access to data bases collected by the DPI.

At this point, the Spencer Foundation has committed over \$1 million to the research consortium. Spencer is working with the consortium to secure additional funding from other foundations.

*Project PASS (Promoting Academic Success for Students)*

A pattern of differential achievement levels across ethnic groups is present both nationally and locally. As early as third grade, less than half of African-American children are performing at



grade level or above in math and English, compared to approximately 75% of Euro-American children. These children, at least in the local public school district are sitting in the same classrooms and presumably receiving the same level of instruction but are not learning at the same pace. There are very few longitudinal studies that have explored early parenting and family socialization practices that might be predictive of later school success. Moreover, most studies comparing ethnic minority and majority samples confound ethnicity with other demographic factors. Project PASS is a longitudinal study of socioeconomically comparable samples of African-American and Euro-American kindergarten children and their families. The study seeks to understand ethnic and socioeconomic variations in the prediction of fourth grade school performance based on kindergarten school readiness and family socialization strategies. This study examines ethnic and socioeconomic variations in the predictive relationships among parenting, family and academic socialization factors and school achievement. Nancy Hill is conducting this research and it is funded as part of the grant awarded by the Spencer Foundation.

#### *North Carolina's ABC Program Effects on School Principals*

In this study, the overall goal was to measure whether and how effectively the North Carolina's ABC program (initiated in the 1996-1997 school year) changed the behavior of elementary school principals. The analysis draws on two waves of survey data from a random sample of about 70 school principals. School principals from the participating schools were interviewed in the two summers following the first and third year of ABC implementation. The survey interview focused on both general attitudes about the new program and the systemic changes that the program invoked with respect to school policies and activities. The analysis supported the effectiveness of the ABCs accountability and incentive program in promoting changes in school principals' behaviors. This study was conducted by Arnaldo Zelli, Ph.D. and Helen Ladd, Ph.D.

#### Violence Prevention

##### *Violence Prevention Work Group*

An ongoing faculty seminar on the general topic of violence was started last year. Participants in this bi-weekly seminar included faculty from public policy, psychology, psychiatry, law, women's studies, sociology, and history. Participants had the opportunity to discuss their research and receive feedback from a diverse group of colleagues. The collaborations initiated during these meetings were one factor contributing to the submission of a grant to establish a center for violence prevention at Duke. The seminar will continue during the upcoming academic year.

#### Members

Lisa Amaya-Jackson, M.D., M.P.H., Department of Psychiatry and Behavioral Sciences

Steven Asher, Ph.D., Department of Psychology - Social and Health Sciences

John Coie, Ph.D., Department of Psychology - Social and Health Sciences

Doriane Coleman, J.D., Law School

Phil Cook, Ph.D., Terry Sanford Institute of Public Policy

John Fairbank, Ph.D., Department of Psychology and Behavioral Sciences

Jay Hamilton, Ph.D., Terry Sanford Institute of Public Policy

Karla Holloway, Ph.D., Department of English

Kenneth Land, Ph.D., Department of Sociology

Thomas Nechyba, Ph.D., Department of Economics

Jennifer Parkhurst, Ph.D., Department of Psychology: Social and Health Sciences

Charlotte Pierce-Baker, Ph.D., Women's Studies

David Rabiner, Ph.D., Center for Child and Family Policy  
Alex Roland, Ph.D., Department of History  
Susan Roth, Ph.D., Department of Psychology - Social and Health Sciences  
Karen Wells, Ph.D., Department of Psychology and Behavioral Sciences  
Redford Williams, M.D., Department of Psychology and Behavioral Sciences  
Donna-Marie Winn, Ph.D., Fast Track

### *CDC Violence Prevention Study for Middle School Students*

Violence in schools is an important problem in contemporary American society, and the development of programs to effectively combat this problem is a critical research and public policy objective. Currently, few interventions have been shown to be effective in reducing the violence rates of youth in middle schools. Researchers at the Center for Child and Family Policy have received funding from the Centers for Disease Control and Prevention to develop and test a violence prevention program that specifically targets middle school students.

The investigators are working as a team in the overall management of the project and are collaborating with investigators from Virginia Commonwealth University, University of Illinois at Chicago, and the University of Georgia at Athens to develop and test a theory-driven program to reduce violence among middle school youth. The intervention plan being developed is comprehensive in scope, and will include students, teachers, and families in a concerted effort to reduce violent and aggressive behavior. Research teams from the four sites worked together during 1999-2000 to develop an integrated set of interventions. Pilot testing of the intervention design will begin during the 2000-01 academic year.

### *Fast Track*

Fast Track is a comprehensive, multi-site intervention designed to prevent serious and chronic antisocial behavior in a sample of children selected as high-risk at school entry because of their conduct problems in kindergarten and home. This array of conduct problems which escalate sharply during the adolescent years includes juvenile delinquency, psychological disorder, substance abuse, school failure and dropout, and risky sexual practices. The multi-site project is carried out by researchers at Duke University, Vanderbilt University, Pennsylvania State University, and the University of Washington. Intervention began in the first grade with high-risk children, their adult caregivers, and their teachers. The elementary school phase of the prevention program addressed six areas of risk and protective factors derived from the developmental model: parenting, child problem-solving and emotional coping skills, peer relations, classroom atmosphere and curriculum, academic achievement and home-school relations. Project results thus far indicate that the intervention effectively improved parenting practices and children's social-cognitive skills, peer relations, reading achievement, and problem behavior at home and school during the elementary school years. The project is nearing its last years of implementation as the cohorts of students approach entering the 10<sup>th</sup> grade.

### *Fast Track Longitudinal Research*

A critical component of the FAST-TRACK project is the evaluation of the longitudinal outcomes of its prevention program as well as its guiding hypotheses concerning the development of conduct problems. The former evaluation relies on long-term outcome analysis across children who were originally screened as at high-risk for conduct problems and who either received the Fast Track intervention or were followed as a non-treated group over time. Alternatively, the latter evaluation primarily relies on testing developmental hypotheses and models about conduct

problems across a sample of nearly 400 children (100 for each of four sites) who did not receive the Fast Track intervention and who were stratified with respect to risk for conduct problems (i.e., represented a “normative” sample). To date, there exists several longitudinal analyses or projects that have been or are being conducted to evaluate theory and developmental hypotheses. Examples include the analysis of a) the disadvantages in children's general living and family conditions that influence these children's psychological and academic outcomes, b) whether and how the conduct problems of high-risk children change over time both in their overall level and general characteristics, c) how certain beliefs and poor decision-making in situations of social confrontation or conflict may explain the behavior of children who are characteristically aggressive, and d) the ways in which, for some children, conduct problems both emerge from and contribute to continuing social rejection in school over time.

#### *Measuring and Evaluating Mental Health Services Utilization Information from the Fast Track Violence Prevention Project*

A potential benefit of an intervention like Fast Track involves reductions in the use of mental health services. Given the costs of those services, the potential savings are large and may offset a substantial proportion of the costs of the intervention. This project examines this issue: does the Fast Track intervention reduce expenditures on mental health services and do the resulting cost savings justify the costs of the intervention?

#### *Fast Track Data Center*

The Fast Track Data Center, housed at Duke University, serves the four Fast Track geographic sites. The Data Center's responsibilities include the creation of instruments, coordination of data collection, all processing of data, preparation of technical reports, and making data available to researchers for analysis.

#### *Child Development Project*

The Child Development Project is a multi-site, longitudinal investigation of children's social development and adjustment funded by the National Institute of Mental Health and National Institute of Child Health and Human Development. Participants include 585 children who were recruited from Nashville and Knoxville, Tennessee and Bloomington, Indiana the year before the children entered kindergarten. Assessments have been made every year since then, and the project is now in Year 14 of data collection. Data are available from multiple informants including children, parents, teachers, peers, observers, school records, and court records.

The project's overarching goal is to understand how conduct problems such as aggression develop. To this end, specific publications have addressed a wide range of research questions including what effects abuse has on children's later adjustment, how family environment and children's social cognition relate to children's interactions with peers, how child care arrangements contribute to children's adjustment, and what factors contribute to children's acceptance or rejection by peers.

#### *Cognitive, Psychophysiological, and Situational Features of Reactive and Proactive Violence*

The major goal of the study is to examine the construct validity of a theoretically-based distinction between reactive and proactive violence. The researchers propose that reactive violence is characterized by "hot-blooded" anger in response to a situation of perceived threat, whereas proactive violence is a "cold-blooded" instrumental attempt to achieve a specific goal in

a situation that affords selfish gain. The study involves a sample of 585 adolescents who are participating in an ongoing longitudinal project. Participants are assessed using measures of social cognition, psychophysiology, and family/social context. Joe Crozier, a graduate student at the Center, is working on the psychophysiological aspect of this research.

### Children's Mental Health Services Research

#### *Primary Mental Health Care for Children Work Group*

The work group was formed as a forum for discussing the issue of what a primary mental health care policy for children in the United States would look like, and how it might be implemented. Since the people interested in this topic are spread across the world, the work group initially took the form of an email conversation group that evolved into a monthly conference call. In the course of these conversations the group identified key issues and assigned volunteers to explore these in greater detail.

The interests of the work group turned out to be closely aligned to those of the Surgeon General, who is planning a meeting on child mental health issues in September, 2000. As a former director of CDC, the Surgeon General is interested in taking a public health approach to children's mental health. As part of such an approach, the role of primary care is naturally of importance. Duke Professor Jane Costello participated in a preparation and planning meeting for the September conference. She relayed the work group's recommendations for topics to be addressed and the agenda, and most of their recommendations are being incorporated into the Surgeon General's conference. Specifically the work group recommended emphasizing the relative importance, modes of delivery, and financing of *prevention* and *treatment*.

#### Members

Joan Asarnow, Ph.D., Psychiatry & Biobehavioral Sciences, UCLA School of Medicine  
Lenore Behar, Ph.D., Child & Family Services Section, NC Department of Human Resources  
E. Jane Costello, Ph.D., Developmental Epidemiology Program, Duke University Medical Center  
Naihua Duan, Center of Community Health, UCLA/NPI  
Kimberly Hoagwood, Ph.D., National Institute of Mental Health  
Michael Jellinek, MD, Department of Psychiatry, Massachusetts General Hospital  
Julie Kaplow, Duke University  
Sheryl Kataoka, MD, UCLA Clinical Scholars Program, UCLA  
Kelly Kelleher, MD, MPH  
D.R. Offord, MD, Canadian Centre for Studies of Children at Risk  
David Rabiner, Ph.D., Center for Child and Family Policy, Duke University  
Anne W. Riley, Ph.D., School of Public Health, University of Maryland  
Bradley D. Stein, MD, MPH, RAND/UCLA Health Services Research Center  
John Weisz, Ph.D., Department of Psychology, UCLA  
Kenneth Wells, Ph.D., RAND  
Bonnie Zima, MD, Ph.D., UCLA Health Services Research Center

## Policy Development

One of the missions of the Center is to disseminate the knowledge learned by research into the arenas of public policy and practice. Similarly, the Center wants to create stimulating interdisciplinary dialogue on policy related issues. The last year has been a particularly exciting time as the Center has hosted a number of lectures by distinguished researchers from around the world.

### Lectures

Gregory Duncan, Ph.D.

"Can Anti-Poverty Programs Improve Family and Child Well-Being"

September 24, 1999

Dr. Greg Duncan, Professor of Education and Social Policy at Northwestern University and Deputy Director of Northwestern University/University of Chicago Joint Center for Poverty Research delivered a lecture entitled "Can Anti-Poverty Programs Improve Family and Child Well-Being?"

Melissa Roderick, Ph.D.

"Ending Social Promotion in Chicago: Results from the First Two Years"

December 2, 1999

"Ending Social Promotion in Chicago: Results from the First Two Years" was presented by Dr. Melissa Roderick, Associate Professor, The School of Social Service Administration, The University of Chicago and Director, The Consortium on Chicago School Research, The University of Chicago. Her talk reviewed her research on the positive and negative effects of the Chicago school system's initiative to end social promotion. Other sponsors of the lecture included Duke University African and African-American Studies Program, Duke University Department of Psychology, Durham Public Schools, and University of North Carolina School of Education.

Helen F. Ladd, Ph.D. and Edward B. Fiske

"Parental Choice, Charter Schools and Vouchers: International Lessons for North Carolina"

April 17, 2000

"Sunny" Ladd, Professor of Public Policy Studies and Economics at Duke University, and Edward Fiske, the former education editor of the New York Times presented findings from their new book "When Schools Compete: A Cautionary Tale" during a panel discussion entitled "Parental Choice, Charter Schools and Vouchers: International Lessons for North Carolina." They discussed the findings of their book that examines New Zealand's decade-long experiment with current self-governing schools and parental choice - ideas that underlie the current interest in charter schools and voucher experiments in the United States.

Thomas Kane, Ph.D.

"Estimating Returns to Schooling When Schooling is Misreported"

May 11, 2000

Thomas J. Kane, Associate Professor of Public Policy at the Kennedy School of Government, Harvard University, spoke on "Estimating Returns to Schooling When Schooling is Misreported".

Dr. Kane has worked on a number of issues related to higher education, such as the impact of public tuition and financial aid policies on college enrollment rates, the labor market effects of a community college education, and racial and ethnic preferences in college admissions. His recent book, "The Price of Admission: Rethinking How Americans Pay for College," describes the structural weaknesses in the nation's higher education financing structure.

Festschrift to Honor John Coie  
May 19-20, 2000

A Festschrift to honor John D. Coie, on the occasion of his retirement as professor of Psychology, Social and Health Sciences at Duke University, was held on May 19-20, 2000. Dr. Coie has had an enormous impact on his former doctoral students and postdoctoral fellows, who each presented a paper discussing a significant problem in the field of child peer relations, John's influence on the study of that problem, and the presenter's own contributions. The papers were followed by commentaries by senior scholars in the field. The papers will be edited into a volume to be submitted for publication by the American Psychological Association.

Gian Vittorio Caprara, Ph.D.  
"Lessons from Longitudinal Research on Prosocial and Antisocial Development"  
April 5, 2000

Prof. Gian Vittorio Caprara is professor of Personality Psychology at the University of Rome "La Sapienza" and Director of the Inter-University Center for the Study of the Origins and Development of Prosocial and Antisocial Conduct. Professor Caprara gave an overview of research he conducted over the last twenty years concerning the linkages between personality individual differences, personality development, and interpersonal aggression. He recounted early experimental research in which he examined the emotional and cognitive processes intervening in the expression of impulsive and deliberate adult aggression. He then summarized more recent work which broadened his research scope to include an analysis of personality development through a longitudinal study of childhood prosocial and antisocial behavior.

## Public Service

Much of the Center's research and policy work is based in the context surrounding Duke University, namely Durham County and the state of North Carolina. The Center's activities provide mutual benefit for the region and the Center itself. For instance, the community benefits through children and families in Durham receiving state of the art interventions, and local and state policy makers are educated about cutting edge practices in child and family policy. Similarly, the Center benefits by learning from locally implemented research projects and from the perspectives of local and state policy makers and practitioners particularly about barriers that local communities face in implementing child and family policy initiatives.

A particular objective under the public service mission is to develop relationships with other organizations and university departments to identify areas of complementary strengths and interests in order to develop collaborative projects. One surprising finding by Center staff was how the development of a grant proposal created the opportunity to forge collaborative relationships with other organizations. In the Spring, the Center proposed a grant to create a youth violence prevention center. Through the grant development process, staff contacted a large number of state and local government agencies, non-profit agencies, and departments from several Triangle universities. The interest in collaboration was stunning. Regardless of the outcome of the grant proposal, the process of developing the grant has opened the door to a number of new relationships and future projects.

### *The State of Durham's Children 2000*

The State of Durham's Children 2000 is a series of publications that the Center for Child and Family Policy has developed for and with a number of Durham organizations, particularly the Durham Youth Coordinating Board, to identify the areas of strength and need of Durham's youth. This partnership grew out of a comprehensive community planning process facilitated by the Durham Youth Coordinating Board. The Durham Youth Coordinating Board contracted with the Center to develop a document which would review local indicators of youth risk and resiliency factors, identify the priority needs and suggest research-supported programs that Durham could implement to meet these needs. The products of this process have come in several forms. In collaboration with a number of other Durham organizations, initial findings were published in an insert in the Durham Herald-Sun outlining broad indicators on the state of children in Durham. These initial findings were presented to a gathering of several hundred of Durham's leaders and stakeholders.

In June, the Center published The State of Durham's Children 2000: Executive Summary. This summary highlighted Durham's greatest areas of need and suggested research-supported programs to meet these needs. The report noted Durham's high rates of child abuse and neglect, school drop outs, and youth violence. The Executive Summary has been distributed to hundreds of local leaders and citizens involved on committees regarding youth.

In the near future two more publications will be distributed. An abbreviated version of the Executive Summary will be published as an insert in the Durham Herald-Sun. Additionally, the full report of The State of Durham's Children 2000 will be published. Following the publication and distribution of this report, staff from the Center and the Durham Youth Coordinating Board will conduct a series of presentations to community groups and leaders about the findings and recommendations. The Durham Youth Coordinating Board will then gather local stakeholders to develop a plan of action to address the prioritized areas.

### *Safe Schools and Healthy Students*

Durham Public Schools has joined with local law enforcement and with The Durham Center (public MH/DD/SAS agency) to design a Comprehensive Plan for Safe Schools and Healthy Students. The partnership will implement a variety of interventions: (1) PATHS, a social skills curriculum, at seven inner-city elementary schools; (2) conflict resolution programs at all middle schools; (3) Fast Track interventions for high-risk children; (4) Multi-Systemic Therapy for students involved in violence; (5) substance abuse and mental health services for students suspended from school; and (6) an interagency information sharing system. The Center for Child and Family Policy assisted local leaders in identifying research-supported programs to implement and created the evaluation plan. In 2000-01, the Center will receive a contract from the Durham Public Schools to evaluate this initiative and to support the supervision of the PATHS and Fast Track programs.

### *High School Academy: A Drop Out Prevention Program*

Many urban communities face the challenging issue of high drop out rates of their youth, particularly African American youth. Simultaneously, many community agencies are being charged with both serving the needs of youth and in documenting the success of their programs. Unfortunately, few community agencies have the resources to develop evaluations of their programs. Currently, the Center for Child and Family Policy is assisting the Durham Youth Coordinating Board and the Durham Public Schools evaluate a new approach to drop out prevention. This program involves providing rising 9th graders believed to be "at risk" for a difficult transition to high school with a high school preparation program during the summer, and pairing students with "student mentors" at their high school who will work with them throughout the year. Researchers at the Center for Child and Family Policy will be evaluating the success of the program and working with the Durham Youth Coordination Board and Durham Public Schools on ways to improve it.

### *Project Child*

The Center collaborated with Duke's Program in Education and the Master of Arts in Teaching Program in developing Project Child for first year students at Duke University. The purpose of Project Child is to provide first-year students with an experience of extended orientation to both Duke University and the greater Durham community. Project Child engages students in actively supporting children in Durham Public Schools through participation in service projects with two of Duke's neighboring schools. The goals of the program are to help students bond with classmates, develop relationships with faculty outside of the classroom, contribute to the Duke-Durham Neighborhood Partnership Initiative, and support at-risk children's education. Sixty students will spend 20 hours in the project. Activities will include a kick-off picnic in August, small group service projects in schools, several dinner meetings serving as opportunities for reflection time for the students with faculty and school sponsors, and a final celebration which will include the school children.

### *Staff Service on Committees*

Center staff members regularly serve on federal, state and local committees in order to advise them on their missions. In 1999-2000 staff served on the following:

Governor's Crime Commission (North Carolina), Committee on Juvenile Delinquency Prevention, Kenneth A. Dodge, Ph.D.



Poverty in Durham Conference, Donna-Marie Winn, Ph.D.  
Durham Youth Coordinating Board, Management Committee, Bud Reiter-Lavery  
Durham's Partnership for Children, Ad Hoc Committee on Comprehensive Services for Children  
Under Age Five, Bud Reiter-Lavery

## Teaching

An important mission of the Center is to develop the next generation of human service practitioners, researchers and policy makers. The Center is uniquely positioned to educate the next generation of human service leaders in an interdisciplinary milieu. Teaching occurs through traditional courses but also includes a number of other exciting experiential opportunities and collaborative projects.

### *Courses*

Violence Prevention and Policy, Public Policy Studies 264S.04, Dr. Kenneth A. Dodge

This was a graduate level seminar addressing the important problem of chronic violence in American society. The course examined the magnitude and scope of the problem, analyzed how problems of chronic violence develop in children and adolescents, and examined various policy approaches to violence prevention, ranging from early intervention to incarceration. An important goal was for students to learn how to bridge behavioral science research with public policy analysis.

### *Graduate Student Fellowship Program*

The goal of these fellowships is to nurture the research career development of promising young students by including them in ongoing faculty working groups that meet weekly or biweekly during the academic year. The fellows participate in at least one working group, contribute as a research assistant to the group, do independent research relevant to child and family policy, and continue their work towards their doctoral or professional degrees. Each receive a small stipend. Four graduate students served as fellows in the Center for Child and Family Policy during the 1999-2000 academic year:

- Jeffrey Atallah, is a Ph.D. candidate in the Department of Economics. His interests are teacher retention, public finance, microeconomic theory, and econometrics. Jeffrey worked with the Education Reform Working Group.
- Kimberly Bart is a first year law student who has an MPA degree from Maxwell School of Citizenship and Public Affairs (Syracuse University). Kim's interests are welfare, child care, family leave, and feminine theory/feminist issues. Kim worked with the Preschool Education Working Group.
- Reid Fontaine, who has a law degree, is a Ph.D. candidate in the Department of Psychology-Social and Health Sciences. His interests are social-cognitive foundations of aggressive, depressive and other maladaptive styles of social behavior. Reid worked with the Violence Prevention Working Group.
- Julie Kaplow is a Ph.D. candidate in the Department of Psychology-Social and Health Sciences. Her interests include identification of risk and protective factors for initiation of alcohol use in childhood and adolescence; differentiating predictors of childhood versus adolescent initiation of drug and alcohol use. Julie worked with the Children's Primary Mental Health Working Group.

### *Postdoctoral Fellow Program*

The Center supports several research associates who are in the early part of their research career. Each of the associates is free to pursue their own research interests, but are also allowed ample opportunity work with senior researchers on collaborative research projects.

#### Arnaldo Zelli, Ph.D

His research work at the Center has centered around three themes. The first theme concerns the links between child maltreatment and early conduct problems with a specific focus on investigating the ways maltreatment is encoded into memory and the effects of this encoding on interpersonal adjustment. The second theme deals with the relation between the minority academic achievement gap and teaching characteristics, with a specific focus on how teachers' perceptions of student achievement influences the teaching practices that they implement in their classrooms. The third theme is on the analysis of the belief systems and decision-making processes that sustain the adoption and use of aggressive conduct in childhood.

#### Domini Castellini, Ph.D.

Her program of research centers around three broad topics. First, she investigates the factors that surround and accompany maternal employment and their impact on child and adolescent development. Of particular interest are academic achievement, career development, and parent-child relations. A related line of inquiry for her research focuses on factors related to successful academic outcomes for high-achieving African American students and the factors that are associated with the minority achievement gap. A third theme of her research focuses on kindergarten readiness and successful transitions to school.

#### Jennifer Parkhurst, Ph.D. (Department of Psychology – Social and Health Sciences)

Her research associate position in the Department of Psychology is funded in part through the Center for Child and Family Policy. Her research interests focus on the psychological processes that give rise to revenge motivation in normative conflict situations with peers.

### *Program in Education (PiE)*

Duke's Program in Education (PiE) and the Center continue to explore options for long-term integration of the two programs. The programs have proposed to the Dean of Arts and Sciences to restructure PiE to bring it under the umbrella of the Center. One option that is being considered is developing a certificate program in Children, Schools, and Society that would provide a mechanism for Duke undergraduates with strong interests in children and teaching to complete a coherent interdisciplinary course of study.

PiE and the Center have been developing several other collaborative initiatives. PiE and the Center jointly funded attendance for teachers at a planning workshop at Harvard University for the Teachers As Scholars Project. This program provides professional development opportunities for Durham teachers. PiE and the Center also collaborated in the planning and funding of Project Child which is a structured service learning initiative offered to incoming first year students in Fall 2000 (see description above). Faculty members in PiE were important members of both the education and preschool working groups and in developing the initiatives that have grown out of those working groups. Additionally, faculty from the Center assisted with data analysis and evaluation of PiE's Partners for Success Tutoring Program which works with approximately 120 fourth and fifth graders in Durham elementary schools.

*Collaboration with the University of Rome (Italy)*

The University of Rome "La Sapienza" and the Center are in the process of finalizing an agreement for cooperation between the two institutions. The goal is to develop international scientific exchange in the fields of psychology and public policy. This cooperation and exchange will be implemented via reciprocal visits by scholars from each institution, reciprocal distribution and knowledge of scientific information and publications, as well as study meetings, seminars, and courses.

**Center for Child and Family Policy  
Duke University Affiliated Members**

An important goal of the Center is to engage Duke faculty and staff in interdisciplinary dialogues on important issues related to children and families. Affiliated members choose their level of involvement with the Center's activities to match their professional interests.

Myrna Adams  
Vice-President for Institutional Equity

Irving E. Alexander, Ph.D.  
Professor Emeritus  
Department of Psychology-Social and Health Sciences

Lisa M. Amaya-Jackson, M.D., MPH  
Assistant Professor, Director, Trauma Evaluation  
Treatment and Research Program, Center for Child and Family Health,  
NC Department of Psychiatry and Behavioral Sciences

Dianne Heller Andruzzi, CCSW  
Clinical Social Worker  
Departments of Social Work and Psychiatry

Adrian C. Angold, M.D.  
Associate Professor  
Department of Psychiatry and Behavioral Sciences

Steven Asher, Ph.D.  
Professor  
Department of Psychology-Social and Health Sciences

Jeffrey Baker, M.D., Ph.D.  
Assistant Clinical Professor  
Department of Pediatrics

Martina J. Bryant, Ed.D.  
Associate Dean  
Trinity College of Arts and Sciences

John Burness  
Senior Vice President  
Department of Public Affairs and Government Relations

Domini R. Castellino, Ph.D.  
Research Scholar  
Center for Child and Family Policy

Lorna W. Chafe, MSW  
Instructor, Program in Education  
Coordinator, Work and Family, Staff and Family Programs, Human Resources

Allan K. Chrisman, M.D.  
Assistant Clinical Professor  
Head, Child Psychiatry Division  
Department of Psychiatry and Behavioral Sciences

Charles T. Clotfelter, Ph.D.  
Professor  
Department of Public Policy Studies

John D. Coie, Ph.D.  
Professor  
Department of Psychology - Social and Health Sciences

Doriane Lambelet Coleman, JD  
Senior Lecturing Fellow  
School of Law

James E. Coleman, Jr., JD  
Professor of Practice  
School of Law

Philip J. Cook, Ph.D.  
ITT/Sanford Distinguished Professor  
Department of Public Policy Studies

Philip R. Costanzo, Ph.D.  
Professor  
Department of Psychology - Social and Health Sciences

Elizabeth Jane Costello, Ph.D.  
Associate Professor  
Department of Psychiatry and Behavioral Sciences

John F. Curry, Ph.D.  
Associate Professor  
Department of Psychiatry and Behavioral Sciences

William A. Darity, Jr., Ph.D.  
Research Professor  
Department of Public Policy Studies

V. Joan Deer, Ph.D.  
Research Scholar  
Department of Public Policy Studies

Thomas A. DiPrete, Ph.D.  
Professor  
Department of Sociology

Kenneth A. Dodge, Ph.D.  
Director, Center for Child and Family Policy  
William McDougall Professor of Public Policy Studies  
Professor, Department of Psychology - Social and Health Sciences

Kristi Duke, MPT  
Physical Therapist  
Lenox Baker Children's Hospital

Carol O. Eckerman, Ph.D.  
Professor  
Department of Psychology: Experimental

Helen L. Egger, M.D.  
Clinical Associate  
Department of Psychiatry and Behavioral Science

Maria L. Escolar, M.D.  
Clinical Associate/Developmental and Behavioral Pediatrician  
Department of Pediatrics, Child Development Unit

Keith A. Feather, CCSW, MP  
Clinical Social Worker  
Oncology Social Services

David P. Fitzgerald, Ph.D.  
Clinical Associate/Research Associate  
Department of Psychiatry and Behavioral Sciences and Department of Psychology and Social Health Sciences

Robert C. Froh, Ph.D.  
Assessment Consultant  
Center for Teaching, Learning, Writing

Helen L. Gabert, MPH, RN, CS  
Psychiatric Clinical Nurse Specialist  
Department of Advanced Practice Nursing

Mary E. Gifford-Smith, Ph.D.  
Research Scholar  
Fast Track Project

Ricki F. Goldstein, M.D.  
Assistant Professor  
Director, High Risk Follow-up Program and Special Infant Care Clinic  
Department of Pediatrics, Division of Neonatology

Christina Grimes, Ph.D.  
Research Associate  
Department of Psychology-Social and Health Sciences

Warren G. Hall, Ph.D.  
Anne W. Deane Professor  
Department of Psychology-Experimental

Leonard Handelsman, M.D.  
Medical Director, Outpatient Psychiatry  
Associate Clinical Professor  
Department of Psychiatry and Behavioral Sciences

Steven H. Herman, Ph.D.  
Assistant Clinical Professor  
Department of Psychiatry and Behavioral Sciences

Nancy Hill, Ph.D.  
Assistant Professor  
Department of Psychology-Social and Health Sciences

Jerry F. Hough, Ph.D.  
Professor  
Department of Political Science

Pamela Braboy Jackson, Ph.D.  
Assistant Professor  
Department of Sociology

Bruce W. Jentleson, Ph.D.  
Director, Sanford Institute of Public Policy Studies  
Professor, Departments of Public Policy Studies and Political Science

Myra McSwain Kamran, M.D.  
Clinical Associate  
Department of Psychiatry and Behavioral Sciences

Alan C. Kerckhoff, Ph.D.  
Professor Emeritus  
Department of Sociology

Cynthia M. Kuhn, Ph.D.  
Professor  
Pharmacology and Cancer Biology

Helen F. Ladd, Ph.D.  
Professor  
Departments of Public Policy Studies and Economics

Kenneth C. Land, Ph.D.  
John Franklin Crowell Professor  
Department of Sociology

Caroline L. Lattimore, Ph.D.  
Assistant Dean, Trinity College of Arts and Sciences



Adjunct Assistant Professor, Program in Education

Edward F. Lueth, MSW  
Executive Director, Durham Community Guidance Clinic  
Department of Psychiatry and Behavioral Sciences

David Malone, Ph.D.  
Assistant Professor of the Practice  
Program in Education

Patrick S. Malone, Ph.D.  
Research Associate  
Fast Track Program

George R. Mangun, Ph.D.  
Director, Center for Cognitive Neuroscience  
Professor, Department of Psychology-Experimental

John S. March, M.D.  
Associate Professor  
Department of Psychiatry and Behavioral Sciences

Frederick W. Mayer, Ph.D.  
Associate Professor  
Department of Public Policy Studies

Marjorie B. McElroy, Ph.D.  
Professor and Chair  
Department of Economics

Marie Lynn Miranda, Ph.D.  
Assistant Professor of the Practice  
Nicholas School of the Environment

S. Philip Morgan, Ph.D.  
Professor  
Department of Sociology

Thomas Nechyba, Ph.D.  
Associate Professor  
Department of Economics

Amy Needham, Ph.D.  
Associate Professor  
Department of Psychology: Experimental

Jean F. O'Barr, Ph.D.  
Margaret Taylor Smith Director of Women's Studies  
Department of Women's Studies

Karen J. O'Donnell, M.Ed., Ph.D.  
Assistant Research Professor  
Departments of Pediatrics and Psychiatry  
Angela M. O'Rand, Ph.D.  
Professor  
Department of Sociology

Susan Page, CCSW  
Clinical Social Worker  
Department of Social Work

Jennifer Parkhurst, Ph.D.  
Department of Psychology: Social and Health Services

Charles M. Payne, Ph.D.  
Professor  
Department of History, African American Studies

Krista M. Perreira, Ph.D.  
Research Associate  
Center for Health Policy, Law and Management

Steven I. Pfeiffer, Ph.D., ABPP  
Executive Director  
Talent Identification Program

Martha Putallaz, Ph.D.  
Associate Professor  
Department of Psychology-Social and Health Sciences

David L. Rabiner, Ph.D.  
Senior Research Scientist, Fast Track Program  
Senior Research Scholar, Department of Public Policy Studies

Jan Riggsbee, Ed.D.  
Assistant Professor of the Practice  
Program in Education

Clive J. Robins, Ph.D.  
Associate Clinical Professor  
Director, Behavior Research and Therapy  
Department of Psychiatry and Behavioral Sciences

Susan Roth, Ph.D.  
Professor and Chair  
Department of Psychology-Social and Health Sciences

Dalene K. Stangl, Ph.D.  
Assistant Professor  
Institute of Statistics and Decision Sciences

Justine Strand, MPH, PA-C  
Clinical Associate  
Chief, Physician Assistant Division  
Department of Community and Family Medicine

H. Scott Swartzwelder, Ph.D.  
Clinical Professor  
Department of Psychiatry and Behavioral Sciences

David T. Tanaka, M.D.  
Associate Clinical Professor  
Department of Pediatrics, Division of Neonatology

Rosemary R. Thorne  
Director  
Master of Arts in Teaching

Elizabeth Richardson Vigdor, Ph.D.  
Assistant Professor  
Department of Public Policy Studies

Lise Wallach, Ph.D.  
Research Professor  
Department of Psychology-Experimental

Michael A. Wallach, Ph.D.  
Professor  
Department of Psychology-Experimental

Janet M. Whidby, Ph.D.  
Clinical Associate/Research Associate  
Department of Psychiatry and Behavioral Sciences and Department of Psychology-Social and Health Science

Redford B. Williams, M.D.  
Professor  
Department of Psychiatry and Behavioral Sciences

Wilkie A. Wilson, Jr., Ph.D.  
Research Professor  
Pharmacology and Cancer Biology

Donna-Marie Winn, Ph.D.  
Research Associate, Fast Track Program  
Senior Research Scholar, Department of Public Policy Studies

Arnaldo Zelli, Ph.D.  
Research Scholar  
Center for Child and Family Policy

### Non-Duke Affiliated Members

The Center sees itself as a unique collaborative initiative which spans artificial boundaries. As such, a number of professionals from other local universities and community organizations have also affiliated themselves with the Center's activities. Their involvement and unique perspectives enrich the intellectual dialogues and activities of the Center.

#### Name

#### Department

#### University of North Carolina, Chapel Hill

Tamera Coyne-Beasley	Community Pediatrics
Janis Kupersmidt	Psychology
Steven Reznick	Psychology

#### Frank Porter Graham Center, UNC

Don Bailey	Education
Donna Bryant	Education
Margaret Burchinal	Psychology
Martha Cox	Psychology
James Gallagher	Education
Shari Miller-Johnson	Psychology
Samuel L. Odom	Education
Frank Symons	Education
Pam Winton	Education

#### North Carolina Central University

Fran Jackson	Education
--------------	-----------

#### Meredith College

Mary Kay Delaney	Education
------------------	-----------

#### Durham Public Schools

Charles L. Burns	Chewing Middle School
Tony Hill	Forest View Elementary School
David Holdzkom	Research, Development, and Accountability Services
Floyd N. Mitchell	John W. Neal Middle School
Raymond Paris	Lowe's Grove Middle School
Elizabeth Shearer	E.K. Powe Elementary School
Brandon Smith	Sherwood Githens Middle School
Donna Smith	Assistant Superintendent
Alan Teasley	Research, Development, and Accountability
Mike Vadala	Community Education
Dwight E. Womble	Rogers-Herr Sixth Grade Center

#### Durham Community

Bonnie Axelrod	Family Counseling Service
Susan Barco	Attorney
Anita A. Daniels	Durham Youth Coordinating Board
Bea Laney	Durham Partnership for Children
Nancy Metzloff	Dispute Settlement Center for Durham
Sue Ruth	Durham Partnership for Children

Karen K. Thompson

Durham County Juvenile Crime Prevention Council

**State of North Carolina**

Lenore Behar  
Marvin Pittman

NC Division of Mental Health  
Department of Public Instruction

**Outside of North Carolina**

Susan Grobman

NBC News

**Community Partners**

Community partners are non-university organizations with whom the Center is developing more extensive working partnerships. An important goal of the Center this year has been to initiate contact with a broad network of local and state organizations to lay the foundation for future collaborative projects.

Name

Thomas J. Bacon  
Don Bailey  
Lenore Behar

Charles Pryzant  
Mary Bobbitt-Cooke  
Sally R. Cameron  
Anita Daniels-Kenney  
Ann Denlinger  
Matthew Epstein  
David Jones  
Myra Kamran  
Ed Lueth  
Brian Letourneau  
Jacob A. Lohr

Warren Miller  
Michael Palmer  
Mallie J. Paschall  
Karen Ponder  
Christopher L. Ringwalt  
Judge Thomas W. Ross  
Archie N. Snipes  
George L. Sweat  
Arlene F. Wouters

Organization

North Carolina Area Health Education Centers  
Frank Porter Graham Child Development Center  
Child and Family Services, Div of Mental Health, NC Dept of Health and Human Services  
Clinical and Substance Abuse Services  
Office of Healthy Carolinians  
North Carolina Psychological Association  
Durham Youth Coordinating Board  
Durham Public Schools  
Center for Child and Family Health-North Carolina  
North Carolina Governor's Crime Commission  
Durham Community Guidance Clinic  
Durham Community Guidance Clinic  
County of Durham Health Department  
North Carolina Governor's Institute on Alcohol and Substance Abuse, Inc.  
Office of the Governor (NC)  
Duke University Office of Community Affairs  
Research Triangle Institute  
North Carolina Partnership for Children  
Pacific Institute for Research and Evaluation  
North Carolina Administrative Office of the Courts  
North Carolina Office of Juvenile Justice  
North Carolina Office of Juvenile Justice  
Communities in Schools of North Carolina, Inc.

## **Staff - 1999-2000**

### **Director**

Kenneth A. Dodge, Ph.D.

### **Center Staff**

Lisa Berlin, Ph.D., Research Scholar  
Domini Castellino, Ph.D., Research Scholar  
Suzanne Hull, Staff Assistant  
Barbara Pollock, Administrative Coordinator  
Arnaldo Zelli, Ph.D., Research Scholar

### **Middle School Violence Prevention Research Project**

Cheryl Perry, Staff Assistant  
David Rabiner, Ph.D., Senior Research Scholar  
Bud Reiter-Lavery, Project Director

### **Fast Track**

Michael Bryan, Vocational Coordinator  
Willie Burt, Youth Coordinator  
Christina Christopoulos, Associate Director of Program Operations  
Tina Davidson, Administrative Assistant  
Ivan Evans, Interim Youth Coordinator  
Marchell Gunter, Youth Coordinator  
Tom Hannan, LAN Administrator  
Gann Herman, Youth Coordinator  
Kate Holland, Data Technician  
Ocie Ingram, Staff Specialist  
Denice Johnson, Data Technician  
Malik Lee, Mentor  
Jackie Parrish, Youth Coordinator  
Trevor Peterson, Mentor  
Lopa Shah, Interim Youth Coordinator  
Bernadette Simpson-Berry, Youth Coordinator  
Alfreida Stevens, Youth Coordinator  
Liz Sutton, Youth Coordinator  
Cathy Wells, Youth Coordinator  
Donna-Marie Winn, Director of Program Operations

### **Fast Track Data Center**

Pamela Ahrens, Director, Fast Track Data Center  
Sharon Eatmon, Analyst Programmer  
Patrick Malone, Ph. D., Statistician  
Danita Parrish, Research Aide  
Gary Rains, Analyst Programmer

### **Stars Plus**

Rena Bynum, Family/School Program Specialist  
Moss Cohen, Family/School Program Specialist  
Joan Deer, Ph.D., Research Coordinator

Natalie Gidney-Cole, Community Services Coordinator  
Eduardo Perez, Family/School Program Specialist  
Yanetta Sanchez-Brown, Family/School Program Specialist  
Tracie Yoder, Family/School Program Specialist

## Research Publications

- Asher, S.R., & Gazelle, H. (1999). Loneliness, peer relations, and communicative competence in childhood. Topics in Language Disorders, 19(2), 16-33.
- Asher, S.R., Rose, A.J., & Gabriel, S.W. (in press). Peer rejection in everyday life. In M. Leary (Ed.), Interpersonal rejection. New York: Oxford University Press.
- Bellanti, C.J., Bierman, K.L., & the Conduct Problems Prevention Research Group (2000). Disentangling the impact of low cognitive ability and inattention on social behavior and peer relations. Journal of Clinical Child Psychology, 29, 66-75.
- Burks, V.S., Dodge, K.A., Price, J.M., & Laird, R.D. (1999). Internal representational models of peers: Implications for the development of problematic behavior. Developmental Psychology, 35, 802-810.
- Burks, V.S., Laird, R.D., Dodge, K.A., Pettit, G.S., & Bates, J.E. (1999). Knowledge structures, social information processing, and children's aggressive behavior. Social Development, 8, 220-236.
- Conduct Problems Prevention Research Group. (1999). Initial impact of the Fast Track Prevention Trial for Conduct Problems: I. The high-risk sample. Journal of Consulting and Clinical Psychology, 67, 631-647.
- Conduct Problems Prevention Research Group. (1999). Initial impact of the Fast Track Prevention Trial for Conduct Problems: II. Classroom effects. Journal of Consulting and Clinical Psychology, 67, 648-657.
- Crick, N.R., & Dodge, K.A. (1999). "Superiority" is in the eye of the beholder: Comment on Sutton, Smith, and Swettenham. Social Development, 8, 128-131.
- Curry, J.F., & Ilardi, S.S. (in press). Validity of the Devereux Scales of Mental Disorders with adolescent psychiatric inpatients. Journal of Clinical Child Psychology.
- Dodge, K.A. (1999). Cost-effectiveness of psychotherapy for child aggression: First, is there effectiveness? Group Dynamics: Theory, research, and practice, 3, 1-4.
- Dodge, K.A. (2000). Developmental psychology. In M.H. Ebert, P.T. Loosen, & B. Nurcombe (Eds.), Current diagnosis and treatment in psychiatry (pp. 1-17). East Norwalk, CT: Appleton & Lange.
- Dodge, K.A. (in press). Conduct disorder. In Sameroff, A., Lewis, M., & Miller S. (Eds.), Handbook of developmental psychopathology (Second Ed.). New York: Plenum Press.
- Dodge, K.A., & Zelli, A. (in press). Violence in America's youth: Trends, Development, and Prevention. In G.V. Caprara & A. Fonzi (Eds.), "L'eta' sospesa: Itinerari del viaggio adolescenziale" (The Suspended Age: Itineraries of the adolescent journey), Giunti, Firenze, Italy.
- Ellis, B.J., McFadyen-Ketchum, S., Dodge, K.A., Pettit, G.S., & Bates, J.E. (1999). Quality of early family relationships and individual differences in the timing of pubertal maturation in girls: A longitudinal test of an evolutionary model. Journal of Personality and Social Psychology, 77, 387-401.
- Erdley, C.A., & Asher, S.R. (1999). A social goals perspective on children's social competence. Journal of Emotional and Behavioral Disorders, 7, 156-167.
- Greenberg, M.L., Lengua, L.S., Coie, J., Pinderhughes, E.E., & the Conduct Problems Prevention Research Group. (1999). Predicting developmental outcomes at school entry using a multiple-risk model: Four American communities. Developmental Psychology, 35, 403-417.
- Hubbard, J.A., Dodge, K.A., Cillessen, A.H.N., Coie, J.D., & Schwartz, D. (in press). The dyadic nature of social information-processing in boys' reactive and proactive aggression. Journal of Personality and Social Psychology.
- Keiley, M.K., Bates, J.E., Dodge, K.A., & Pettit, G.S. (2000). A cross-domain growth analysis: Externalizing and internalizing behavior during 8 years of childhood. Journal of Abnormal Child Psychology, 28, 161-179.



- Kohl, G.O., Lengua, L.J., McMahon, R.J., and the Conduct Problems Prevention Research Group (in press). Parent involvement in school: Conceptualizing multiple dimensions and their relations with family and demographic risk factors. Journal of School Psychology.
- Ladd, H.F. & Fiske, E.B. (2000). When Schools Compete: A Cautionary Tale. Brookings Institution Press.
- Ladd, H.F. & Hansen, J. (1999). Making Money Matter: Financing America's Schools. National Academy of Sciences Press.
- Laird, R.D., Pettit, G.S., Dodge, K.A., & Bates, J.E. (1999). Best friendships, group relationships, and antisocial behavior in early adolescence. Journal of Early Adolescence, *19*, 413-437.
- Laird, R.D., Jordan, K.Y., Dodge, K.A., Pettit, G.S., & Bates, J.E. (in press). Peer rejection in childhood, involvement with antisocial peers in early adolescence, and the development of externalizing behavior problems. Development and Psychopathology.
- Lemerise, E.A., & Dodge, K.A. (2000). The development of anger and hostile interactions. In M. Lewis & J. M. Haviland-Jones (Ed.), Handbook of Emotions (2nd Ed.) (pp. 594-606). New York: Guilford.
- Lochman, J.E., Curry, J.F., Dane, H., & Ellis, M. (in press). The anger coping program: An empirically-supported treatment for aggressive children. Residential Treatment for Children and Youth.
- Lochman, J.E., FitzGerald, D.P., & Whidby, J.M. (1999). Anger management with aggressive children. In Short term psychotherapy groups for children. C.E. Schaefer (Ed.). Jason Aronson.
- Lochman, J.E., Whidby, J.M., & FitzGerald, D.P. (2000). Cognitive behavioral assessment and treatment with aggressive children. In Child and adolescent therapy: Cognitive-behavioral procedures, Second Edition. P. Kendall (Ed.). Guilford.
- Mackinnon-Lewis, C.M., Raviner, D.L., & Starnes, R. (1999). A longitudinal examination of boys' beliefs about peers, their aggressive behavior, and social acceptance. Developmental Psychology, *35*, 632-639.
- McMahon, R.J., & the Conduct Problems Prevention Research Group. (in press). The prevention of conduct problems using targeted and universal interventions: The FAST Track Program. In D. Offord (Ed.), Prevention of conduct disorder. New York: Cambridge.
- Nix, R.L., Pinderhughes, E.E., Dodge, K.A., Bates, J.E., Pettit, G.S., & McFadyen-Ketchum, S.A. (1999). The relation between mothers' hostile attribution tendencies and children's externalizing behavior problems: The mediating role of mothers' harsh discipline practices. Child Development, *70*, 896-909.
- Orrell-Valente, J.K., Pinderhughes, E.E., Valente, E., Laird, R.D., & the Conduct Problems Prevention Research Group. (1999). If it's offered, will they come? Influences on parents' participation in a community-based conduct problems prevention program. American Journal of Community Psychology, *27*, 757-787.
- Parker, J.G., Saxon, J.L., Asher, S.R., & Kovacs, D.M. (1999). Dimensions of children's friendship adjustment: Implications for understanding loneliness. In K.J. Rotenberg & S. Hymel (Eds.), Loneliness in childhood and adolescence (pp. 201-221). New York: Cambridge University Press.
- Payne, C. (2000). Education for Activism: Mississippi's Freedom Schools in the 1960s. In Ayers, B., Klonsky, M. & Lyons, G. (Eds.), A Simple Justice: The Challenge for Small Schools (pp.67-77). Teachers College Press.
- Payne, C. & Kaba, M. (in press). So Much Reform, So Little Change: Building-Level Barriers to Urban School Reform. Journal of Negro Education.
- Pettit, G.S., Bates, J.E., Dodge, K.A., & Meece, D.W. (1999). The impact of after-school peer contact on early adolescent externalizing problems is moderated by parental monitoring, neighborhood safety, and prior adjustment. Child Development, *70*, 768-778.
- Pettit, G.S., Laird, R.D., Bates, J.E., Dodge, K.A. & Criss, M.M. (in press). Antecedents and behavior-problem outcomes of parental monitoring and psychological control in early adolescence. Child Development.

- Pfeiffer, S.I. (in press). Social and emotional needs of young gifted children. In Pfeiffer, S.I., et al. (Eds.). A Parent Guide to Talent Development During the Elementary Years. Texas: Prufrock Press, Inc.
- Pfeiffer, S.I., Olszewski-Kubilius, P., & Limburg-Weber, L. (Eds.) (in press). A Parent Guide to Talent Development During the Elementary Years. Texas: Prufrock Press, Inc.
- Pfeiffer, S.I. & Reddy, L.A. (Eds.) (1999). Inclusion Practices with Special Needs Student: Theory, Research and Application. New York: The Haworth Press.
- Pfeiffer, S.I. & Reddy, L.A. (Eds.) (in press). Mental Health Prevention Programs for Children. New York: The Haworth Press.
- Pinderhughes, E.E., Dodge, K.A., Bates, J.E., & Pettit, G.S., & Zelli, A. (in press). Discipline responses: Influences of parents' SES, ethnicity, beliefs about parenting, stress, and cognitive-emotional processes. Journal of Family Psychology.
- Pinderhughes, E.E., Zelli, A., Dodge, K.A., Bates, J.E., & Pettit, G.S. (in press). Discipline responses: Direct and mediated influences of SES, ethnic group status, parenting beliefs, stress, and parent cognitive-emotional processes. Journal of Family Psychology.
- Rabiner, D.L., Coie, J.D., & CPPRG (2000). Early attention problems and children's reading achievement: A longitudinal investigation. Journal of the American Academy of Child and Adolescent Psychiatry, 39, 859-867.
- Rose, A.J. & Asher, S.R. (1999). Children's goals and strategies in response to conflicts within a friendship. Developmental Psychology, 35, 69-79.
- Rose, A.J. & Asher, S.R. (2000). Children's friendships. In C. Hendrick & S.S. Hendrick (Eds.), Close relationships: A sourcebook (pp. 47-57). Newbury Park, CA: Sage.
- Rudolph, K.D., & Asher, S.R. (in press). Adaptation and maladaptation in the peer system. In M. Lewis & A.J. Sameroff (Eds.), Handbook of developmental psychopathology. New York: Plenum Press.
- Schwartz, D., Dodge, K.A., Pettit, G.S., Bates, J.E., & the Conduct Problem Prevention Research Group (in press). Friendship as a moderating factor in the pathway between early harsh home environment and later victimization in the peer group. Developmental Psychology.
- Schwartz, D., McFadyen-Ketchum, S., Dodge, K.A., Pettit, G.S., & Bates, J.E. (1999). Early behavior problems as a predictor of later peer group victimization: Moderators and mediators in the pathways of social risk. Journal of Abnormal Child Psychology, 27, 191-201.
- Stormshak, E.A., Bierman, K.L., Bruschi, C., Dodge, K.A., Coie, J.D., and the Conduct Problems Prevention Research Group. (1999). The relation between behavior problems and peer preference in different classroom contexts. Child Development, 70, 169-182.
- Stormshak, E.A., Bierman, K.L., McMahon, R.J., Lengua, L., and the Conduct Problems Prevention Research Group. (2000). Parenting practices and child disruptive behavior problems in early elementary school. Journal of Clinical Child Psychology, 29, 17-29.
- Troop, W.P., & Asher, S.R. (1999). Teaching peer relationship competence in schools. In R. J. Stevens (Ed.), Teaching in American schools (pp.141-171). Columbus, Ohio: Merrill.
- Van Eys, P.P., & Dodge, K.A. (1999). Closing the gap: developmental psychopathology as a training model for clinical child psychology. Journal of Clinical Child Psychology, 28, 467-475.
- Zelli, A., & Dodge, K.A. (1999). Personality development from the bottom up. In D. Cervone & Y. Shoda (Eds.), The coherence of personality: Social-cognitive bases of personality consistency, variability, and organization (pp. 94-126). New York: Guilford.
- Zelli, A., Dodge, K.A., Lochman, J.E., Laird, R.D., & the Conduct Problems Prevention Research Group. (1999). The distinction between beliefs legitimizing aggression and deviant processing of social cues: Testing measurement validity and the hypothesis that biased processing mediates the effects of beliefs on aggression. Journal of Personality and Social Psychology, 77, 150-166.

## Funding

### Active Research

#### Multisite Prevention of Adolescent Conduct Problems (Fast Track)

Principal Investigator: John D. Coie  
Award Amount: \$2,118,492  
Funding Agency: National Institute of Mental Health – Prevention Research Branch

#### School and Community Based Violence Prevention Program for Middle School Students

Principal Investigator: David Rabiner  
Award Amount: \$629,179  
Funding Agency: Centers for Disease Control and Prevention

#### Multisite Prevention of Adolescent Conduct Problems (Fast Track Data Center)

Principal Investigator: Kenneth A. Dodge  
Award Amount: \$362,539  
Funding Agency: National Institute of Mental Health – Prevention Research Branch

#### Project Kid Start

Principal Investigator: Kenneth A. Dodge  
Award Amount: \$233,917  
Funding Agency: The Miriam and Peter Haas Fund

#### Measuring and Evaluating Mental Health Services Utilization Information from the Fast Track Violence Prevention Project

Principal Investigator: Kenneth A. Dodge  
Award Amount: \$100,000  
Funding Agency: Substance Abuse and Mental Health Services Administration

#### Race, Poverty, and Education Policy

Principal Investigator: Kenneth A. Dodge  
Award Amount: \$50,000  
Funding Agency: The Spencer Foundation

#### STARS Plus

Principal Investigator: Kenneth A. Dodge  
Award Amount: \$48,402  
Funding Agency: Durham's Partnership for Children

#### Children's Peer Relations: From Development to Intervention to Policy, A Festschrift in Honor of John D. Coie

Principal Investigator: Kenneth A. Dodge  
Award Amount: \$13,820  
Funding Agency: American Psychological Association

CONTRACTS: 1999-2000

The State of Durham's Children 2000

Principal Investigator: Kenneth A. Dodge  
Award Amount: \$10,000  
Funding Agency: Durham Youth Coordinating Board

Dropout Evaluation Program

Principal Investigator: Kenneth A. Dodge  
Award Amount: \$10,000  
Funding Agency: Durham Youth Coordinating Board

Safe Schools/Healthy Students Initiative for Durham, NC

Principal Investigator: Kenneth A. Dodge  
Award Amount: \$475,500  
Funding Agency: U.S. Department of Education (Subcontract from the Durham Public Schools)

**DONATIONS: 1999-2000**

The Center has received a number of extremely generous donations. We would like to thank the following individuals and foundations for their support.

Anonymous Gift -	\$ 25,000
Duke Endowment -	\$ 5,000
Mr. Peter Fischer -	\$ 74,452
Mrs. Carol Kohn -	\$ 1,000
Sulzberger Family Fund -	\$469,506
Zeist Foundation -	\$ 5,000

Center for Child and Family Policy  
Duke University - Box 90264 - Durham, NC 27708-0264  
Phone: (919) 613-7319 Fax: (919) 681-1533 [childpolicy@duke.edu](mailto:childpolicy@duke.edu)  
<http://www.pubpol.duke.edu/centers/child>