Annual Report
2006-2007

Center for Child and Family Policy
DUKE UNIVERSITY

Bridging the gap between research and public policy to improve the lives of children and families
# Table of Contents

Letter from the Director .................................................................................................................. 3  
Milestones ...................................................................................................................................... 4  
Center for Child and Family Policy, by the numbers ....................................................................... 5  

Teaching:  
  Student engagement .......................................................................................................................... 6  
  Focus: Children in Contemporary Society Certificate Program .................................................. 10  
  Certificate Program, by the numbers: ............................................................................................. 11  
  2006-2007 Undergraduate courses taught .................................................................................... 11  
  Undergraduate student internships and fellowships  
    Transdisciplinary Prevention Research Center Summer Internship Program ......................... 12  
    Jacqueline Anne Morris Memorial Fellows .................................................................................. 13  
  Graduate student fellowships  
    Spencer Foundation Doctoral Training Program ........................................................................ 14  
    Sulzberger Family and Dan Levitan Social Policy Graduate Research Fellows ...................... 15  

Research:  
  Focus: David Rabiner, Senior Research Scientist and Director of Program Evaluation Services ...... 16  
  2006-2007 Externally-funded research projects .......................................................................... 18  

Service:  
  Focus: Durham Family Initiative .................................................................................................. 23  
  Service, by the numbers .................................................................................................................. 24  
  Program Evaluation Services .......................................................................................................... 25  

Policy Engagement:  
  Focus: Jenni Owen, Director of Policy Initiatives ......................................................................... 27  
  2007 North Carolina Family Impact Seminar .............................................................................. 29  

Intellectual Community:  
  Special lectures ............................................................................................................................. 30  
  Sulzberger Distinguished Lecture Series ...................................................................................... 30  
  Science to Service: Substance Abuse Prevention Seminar Series ............................................ 30  
  Child and Family Research Seminar Series .................................................................................. 31  
  2006-2007 Key Presentations ........................................................................................................ 32  
  2006-2007 Academic Publications ................................................................................................. 36  
  2006-2007 Faculty, Research Scientists and Staff .......................................................................... 41  
  2006-2007 Affiliated Faculty ........................................................................................................... 43
Dear Colleagues:

The Center for Child and Family Policy has now completed its eighth year of operation. Wow. I am thrilled at how we have grown and am grateful for the phenomenal support that we continue to receive from Duke University. Over this time, we have refined our institutional identity and matured into a dynamic organization that is focused on teaching, research, service and policy engagement. How are we doing it? We have built a supportive and stimulating intellectual community by reaching across disciplines and institutions to form relationships with other faculty and researchers, and with policymakers and practitioners.

Since our inception, we have actively integrated teaching into all that we do. Associate Director and Professor of Psychology and Neuroscience Philip Costanzo leads our efforts to engage students at all levels. Students join us for policy briefings. They participate in laboratory meetings to plan research studies. They attend lunch bunch seminars. This report documents more than 50 undergraduate and 22 mentored graduate student projects that faculty and senior scholars in the Center supervised over the past year.

In the spring of 2007, we launched the Children in Contemporary Society Certificate Program. With leadership by Assistant Professor of Public Policy Christina Gibson-Davis and core teaching by Research Scientist Clara Muschkin, the certificate program immediately attracted six students and has quickly grown. To earn the certificate, Duke undergraduate students pursue a cohesive set of interdisciplinary courses that increases their knowledge of child and family issues while simultaneously stimulating their intellectual and academic development.

Since its founding in 1999, the Center has become a research leader in three areas:

- early childhood adversity and child abuse prevention;
- education policy and analysis; and
- adolescent problem behaviors and prevention.

For each of these areas, we support externally funded programs of research led by senior faculty members and research scientists. Associate Director and Research Professor of Psychology and Neuroscience Rick Hoyle heads a research data infrastructure that enables these programs to flourish. Assistant Director Barbara Pollock leads the best team of grants managers that one could hope to find anywhere.

Director of Policy Initiatives Jenni Owen leads our efforts to translate these projects from basic science to practice and public policy. Because we seek projects that will provide pragmatic solutions to issues facing children and families in contemporary society, the Center has become a “go to” place for expert information and counsel regarding these areas. It is our intention that the work we do will reach beyond the academic setting to benefit people in Durham, in North Carolina and, ultimately, throughout the nation and world.

In 2004, we were named the North Carolina hub for Family Impact Seminars (FIS), a network of more than 20 states that provides nonpartisan, solution-based research information on topics of current interest to state leaders. Since then, we have spearheaded three North Carolina FIS events. In 2005, the topic was Medicaid Cost Containment Strategies in North Carolina and Other States; in 2006, Children's Mental Health: Strategies for providing high quality and cost-effective care; and in 2007, Juvenile or Adult? Adolescent offenders and the line between the juvenile and criminal justice systems. These annual seminars have established important links between our Center and the state’s legislators, executive branch and agency leaders.
A prototype for Center projects that span from research to policy is the Durham Family Initiative (DFI), an ambitious endeavor to promote healthy parent-child relationships and the health and well-being of children in our community. A core goal of this initiative is to reduce child abuse rates in Durham through a comprehensive community- and family-based approach. We work in concert with an array of community organizations to improve family support systems, professional services, and neighborhood social capital, all of which support parent-child relationships. We are pleased that rates of substantiated child maltreatment, child maltreatment recidivism, and possible maltreatment-related pediatric emergency department and inpatient hospital visits in Durham County have decreased substantially between 2001 and 2006. The Center is a partner with the community of Durham in achieving this tremendous impact. Over the next year, we will expand the reach of DFI by initiating Durham Connects, a novel program to visit the home of every newborn infant in Durham. None of this work could have happened without unprecedented support by The Duke Endowment.

The Center prides itself on the service component of many of its evaluation projects, including the Durham Family Initiative. Through leadership by Director of Program Evaluation Services David Rabiner, our Program Evaluation Services have grown to include assessments of a wide range of programs, including the North Carolina Multiple Response System to reform the child welfare system and a program initiated by the governor of North Carolina to improve child outcomes by infusing schools with teams of nurses and social workers.

In reviewing the Center’s work over the past year, I find that I am both amazed at how far we have come in eight years and challenged by the opportunities ahead. I am grateful to the people who have been involved along the way and to those who continue to work to make the Center for Child and Family Policy a model for how universities can exert a positive impact on society.

Sincerely,

Kenneth A. Dodge

---

### CCFP Milestones

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1999</td>
<td>Center established</td>
</tr>
<tr>
<td>January 2000</td>
<td>NC Education Research Data Center established</td>
</tr>
<tr>
<td>January 2002</td>
<td>Durham Family Initiative launched</td>
</tr>
<tr>
<td>August 2004</td>
<td>Spencer Education Training Program established</td>
</tr>
<tr>
<td>July 2004</td>
<td>Five-year renewal of Center approved</td>
</tr>
<tr>
<td>July 2004</td>
<td>Associate Directors Philip Costanzo and Rick Hoyle named</td>
</tr>
<tr>
<td>September 2004</td>
<td>Transdisciplinary Prevention Research Center established</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>Program Evaluation Services Unit established</td>
</tr>
<tr>
<td>May 2005</td>
<td>North Carolina Family Impact Seminars begin</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>Children in Contemporary Society Certificate Program begins</td>
</tr>
</tbody>
</table>
### By the Numbers

#### GRANTS

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Grant projects currently underway</td>
</tr>
<tr>
<td>$8.4$ million</td>
<td>Total annual grant funding (direct and indirect)</td>
</tr>
<tr>
<td>12</td>
<td>Different local, state, federal, foundation and private funding sources</td>
</tr>
<tr>
<td>32</td>
<td>Grant proposals submitted</td>
</tr>
<tr>
<td>18</td>
<td>Grant progress reports submitted</td>
</tr>
</tbody>
</table>

#### STAFF

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Center staff members (includes administrative, data and research support staff, and community interventionists)</td>
</tr>
<tr>
<td>24</td>
<td>Center researchers</td>
</tr>
<tr>
<td>13</td>
<td>Center-affiliated undergraduate (6) and graduate (7) students</td>
</tr>
</tbody>
</table>

#### FACULTY

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Faculty affiliates</td>
</tr>
<tr>
<td>12</td>
<td>Academic departments and schools represented by faculty affiliates: Psychiatry and Behavioral Sciences = 10, Psychology and Neuroscience = 9, Public Policy = 6, Sociology = 4, Program in Education = 3, Law School = 2, Pharmacology and Cancer Biology = 2, Economics = 1, History = 1, Medical Psychiatry = 1, Public Affairs and Government Relations = 1, School of the Environment = 1</td>
</tr>
</tbody>
</table>
Student Engagement

The Center is intentional in engaging students at all levels—undergraduate, master’s, doctoral and post-doctoral. Center faculty, research scientists, staff and affiliated faculty are involved with students through serving as undergraduate academic advisors, teaching undergraduate courses, mentoring projects, managing the Children in Contemporary Society Certificate Program and directing a summer internship program.

Beyond the more formal student engagement activities, noted following, are numerous casual interactions that enhance the relationship between the Center and Duke students. Examples include advising students regarding academic and career choices, relaying information regarding conferences, providing information about fellowship and internship opportunities, writing letters of recommendation and serving as references. The Center also interacts with a number of former Duke students as they pursue and develop their own careers.

Student engagement activities include:

**UNDERGRADUATE STUDENTS**

**Undergraduate courses taught:** 9

**Undergraduate student academic advisors:** 2
  - Barbara Pollock, Assistant Director for Administration
  - David Rabiner, Ph.D., Senior Research Scientist and Director of Program Evaluation Services
  *Each advises approximately 10 first-year students and 10 sophomores*

**Children in Contemporary Society Certificate Program participants:** 6
  - 2 first-year students: Michelle Sullivan and Nicole Bloom
  - 2 sophomores: Carlon Matthews and Mary Via
  - 2 juniors: Courtnye Lloyd and Patrick Davidson

**Mentored projects:** 51 total

**Transdisciplinary Prevention Research Center Summer Internship Program for Ethnic Minority Undergraduates:** 4
  - Valencia Harriott, junior, psychology major; project: From Perceived Discrimination to Substance Use: The buffering effects of racial socialization (mentors: Mary Terzian, Shari Miller-Johnson)
  - Shawn C. Jones, senior, psychology major; project: Buffering Effects of Parenting and Ethnic Identity on Relations among Academics and Substance Use in African American Adolescents (mentors: Karen Appleyard, Shari Miller-Johnson)
  - Courtnye Lloyd, senior, psychology major and children in contemporary society certificate program; project: Effects of the High School Transition on Alcohol Use (mentors: Clara Muschkin, Beth Gifford)
  - Summer Robins, senior, psychology major; project: Indicators of Adolescent Smoking Onset and Cigarette Use (mentors: Dorene MacKinnon, Ley Killeya-Jones)

**Jacqueline Anne Morris Memorial Foundation Endowment Fund for Undergraduate Mentored Social Policy Research on Children, Youth, and Families—fellowships:** 4
  - Laura Fuhrman, senior, psychology major and human development certificate program; project: The Intergenerational Transmission of Child Abuse (mentor: Katie Rosanbalm)
Sarah Gordon, junior, public policy studies major; project: The Effects of Housing Demolition and Reconstruction on Children and Families (mentor: Liz Ananat)

Sarah Rutstein, senior, public policy studies major; project: Know Your Status: An initiative to increase HIV testing among Duke students (mentor: Kate Whetten)

Suparna Salil, senior, public policy studies major; project: Prevalence and Patterns of Substance Abuse among Young Mothers (mentor: Lisa Berlin)

**Honors theses: 6**

Karen Burns; thesis: Impulsivity as a Mediator in the Relation between Child-Witnessed Domestic Violence and Later Alcohol, Tobacco, and Drug Use (mentor: Kenneth Dodge)

Laura Fuhrman; thesis: The Intergenerational Transmission of Child Abuse: Mediators in the pathway to maltreatment (mentor: Katie Rosanbalm)

Rebecca Miller; thesis: Physiology of Thought Suppression, Emotional Suppression, and Depletion (mentor: Rick Hoyle)

Virginia Niehaus; thesis: Implicit and Explicit Attitudes toward Sexually Aggressive Behavior (mentor: Rick Hoyle)

Suparna Salil; thesis: Prevalence, Predictors and Outcomes of Parental Substance Abuse (mentor: Lisa Berlin)

Srishti Seth; thesis: Differential Standards of Self-regulation between High and Low Self-Monitors (mentor: Rick Hoyle)

**Independent studies: 18**

Lissett Babaian; topic: Application, Advancement and Reinvention of “Pedagogy of the Oppressed” (mentor: Jenni Owen)

Karen Burns; topic: The Consequences of Exposure to Domestic Violence for Children (mentor: Kenneth Dodge)

Jennifer Cho; topic: Early Academic Achievement and Later Deviant Behavioral Outcomes (mentor: Mary Terzian)

Jeff Dahlberg; topic: The Parent-Teacher Relationship and Its Impact on Child Outcomes (mentor: Kenneth Dodge)

Katya Fernandez; topic: Co-regulation of Affect and Cognition (mentor: Rick Hoyle)

Laura Fuhrman; topic: Learned Helplessness: The likelihood of previously maltreated women being re-victimized later in life (mentor: Katie Rosanbalm)

Melissa Furlong; topic: Preventive Intervention with Adolescents – AIM (mentors: Ann Brewster, Tim Strauman)

Rachel Kerns; topic: Understanding the Development of Serial Killers (mentor: David Rabiner)

Deborah Leech; topic: Sources of Self-esteem (mentor: Rick Hoyle)

Courtney Lloyd; topic: Social Development and Juvenile Justice (mentors: Jenni Owen, Lisa Berlin)

Duncan Mackay, topic: Evaluating the Noah Program: AIDS orphans in Africa (mentor: Beth Gifford)

Karishma Merchant; topic: The Parent-Teacher Relationship and Its Impact on Child Outcomes (mentor: Kenneth Dodge)

Joel Paek; topic: The Rule of Law in Developing Countries (mentor: Joel Rosch)

Meredith Philyaw; topic: Self-consciousness and Eating Disorders (mentor: Rick Hoyle)

Jimmy Soni; topic: Juvenile Justice Policy in North Carolina (mentor: Reid Fontaine)

Jimmy Soni; topic: The Right to Mental Health Treatment: The case of Willie M. (mentor: Reid Fontaine)
Lorlita Spann; topic: Adolescent Aspiration: Assessing links between parental influence and substance abuse (mentor: Kenneth Dodge)

Candice Wilfong; topic: How Extracurricular Activities Can Strengthen the Assets of and Address the Challenges Facing Latino Adolescents in Schools (mentors: Beth Glennie, Clara Muschkin)

Practica: 17
Allison Belk; working with the Kindergarten Home Visitation Project (mentor: Kenneth Dodge)
Ashley Dean; working with the Kindergarten Home Visitation Project (mentor: Amy Schulting)
Gabrielle Delva; working with the Kindergarten Home Visitation Project (mentor: Kenneth Dodge)
Amanda Drucker; working with the Kindergarten Home Visitation Project (mentor: Kenneth Dodge)
Jennifer Herring; working with a randomized trial of attention training interventions for inattentive students (mentor: David Rabiner)
Shawn Jones; working on various projects (mentor: Rick Hoyle)
Victoria Joyce; working with a randomized trial of attention training interventions for inattentive students (mentor: David Rabiner)
Megan Kuhfeld; working with the Kindergarten Home Visitation Project (mentor: Kenneth Dodge)
Deborah Leech; working on various projects (mentor: Rick Hoyle)
Kerry McGregor; working with a randomized trial of attention training interventions for inattentive students (mentor: David Rabiner)
Jessie O’Connor; working with a randomized trial of attention training interventions for inattentive students (mentor: David Rabiner)
Gaby Perez; working with Kindergarten Home Visitation Project (mentor: Amy Schulting)
Michelle Ralston, UNC-CH; working on UNC system/UNC-CH School of Government Proposal for Establishing Systemwide Center for Applied Public Policy (mentor: Jenni Owen)
Ashley Rawls; working on various projects (mentor: Rick Hoyle)
Elizabeth Smith; working on various projects (mentor: Rick Hoyle)
Melanie Tannenbaum; working with a randomized trial of attention training interventions for inattentive students (mentor: David Rabiner)
Priscila Arellano Zameza; working with the Kindergarten Home Visitation Project (mentor: Kenneth Dodge)

Research advice/experience: 2
Suparna Salil; research assistant for Project M.O.M. (mentor: Lisa Berlin)
Meng Zhou; topic: Academic Tracking Policies and Their Implications for Differences in Academic Achievement among Student Groups (mentor: Clara Muschkin)

GRADUATE STUDENTS

Mentored projects/apprenticeships: 22

Graduate students conducting doctoral research in the Center: 4
Joe Crozier, Ph.D.; doctoral student in psychology and medicine; topic: Brain Imaging Studies of Abused Children (mentor: Kenneth Dodge)
Roxanne Flint; doctoral student in psychology; topic: Project Co.M.A.D.R.E.S. (mentor: Kenneth Dodge)
Sandra Nay; doctoral student in psychology; topic: Effects of Early Domestic Violence on Later Romantic Relationship Violence (mentor: Kenneth Dodge)
Amy Schulting, M.Ed., M.A.; doctoral student in psychology; topic: Kindergarten HOME Visit Project (mentor: Kenneth Dodge)

**Sulzberger Family and Dan Levitan Social Policy Graduate Research Fellows: 4**
Rebecca Dunning; doctoral student in sociology; project: Enhancing the Transition to Kindergarten: A randomized efficacy trial (mentor: Lisa Berlin)

Melanie Hoy; doctoral student in psychology; project: Girls’ Aggression: Development, context and process (mentor: Shari Miller-Johnson)

Amy Schulting, M.Ed., M.A.; doctoral student in psychology; project: Evaluation of a Kindergarten Home-Visiting Program to Improve the Transition to School (mentor: Kenneth Dodge)

Melissa Witt; doctoral student in psychology; project: Data Analysis for Program II of the Duke Transdisciplinary Prevention Research Center (mentor: Philip Costanzo)

**Spencer Scholars: 9**
Rachel Buchanan, School of Social Work, UNC-CH; policy brief: Social Support and the Academic Outcomes of Latino Middle and High School Students

Alexandra Calix, School of Social Work, UNC-CH; project: The Low Educational Achievement of Youth in Foster Care: Implications for public policy and practice for NC’s child welfare and education systems

Kristina McDonald, Department of Psychology and Neuroscience, Duke; project: Understanding the Early Socialization of Young African-American Boys on Topics about Gender, Academics, Race, and Social Behavior

Sandra Nay, Department of Psychology and Neuroscience, Duke; project: The Effects of Access to and Use of Computers on Children’s Cognitive Development and Academic Achievement

Paul O’Keefe, Department of Psychology and Neuroscience, Duke; project: Factors Unrelated to Intelligence Greatly Influence K-12 Students’ Learning: Implications for educational policy

Ndidi Okeke, Psychology, UNC-CH; project: Race Stereotypes and Self-perceptions in African American Youth

Kelly Purtell, Psychology, UNC-CH; project: Who Teaches in High Poverty Schools and What it Means for Student Achievement

Chris Riddick, Sociology, UNC-CH; project: Effectiveness of Teacher Preparation Programs in their Training of Diversity and Multicultural Issues: Impacts on classroom interactions between white teachers and students of color


(Mentors for Spencer Scholars: Philip Costanzo, Jenni Owen, Geelea Seaford)

**Independent studies: 1**
Rachel Foster, doctoral student in social work, UNC-CH; topic: Attachment Theory, Psychopathology, and Intervention (mentor: Lisa Berlin)

**Research practica: 4**
Rachel Foster, doctoral student in social work, UNC-CH; project: Risk Factor Clustering in Pregnant Women: Implications for prevention (mentors: Lisa Berlin, Katie Rosanbalm)

Rob Lalka, master’s student in public policy; project: UNC System/UNC-CH School of Government Proposal for Establishing Systemwide Center for Applied Public Policy (mentor: Jenni Owen)

Donna Laverdiere, master’s student in public policy; project: UNC System/UNC-CH School of Government Proposal for Establishing Systemwide Center for Applied Public Policy (mentor: Jenni Owen)

Michelle Sherrill vanDellen, doctoral student in social psychology; project: Factors in the Development of Adolescent Substance Use (Mentors: Rick Hoyle, Kenneth Dodge)
Center Launches Certificate Program—
Children in Contemporary Society

By Christina Gibson-Davis, Assistant Professor of Public
Policy Studies, Center for Child and Family Policy, and
Psychology and Neuroscience; and Director, Children in
Contemporary Society Certificate Program

The Center’s Certificate Program in Children in
Contemporary Society is underway; courses began spring
semester 2007. Six students are enrolled in the program.

The Certificate Program allows Duke undergraduate
students to pursue a cohesive set of interdisciplinary
courses that increases their knowledge of child and
family issues, while stimulating their intellectual and
academic development. It provides an avenue for
students to take advantage of child- and family-related
courses that are taught in different departments,
including psychology, public policy, sociology, economics
and education.

The goals of the Certificate Program:

• to develop a course of study where students can
draw on the expertise and knowledge of Duke
faculty from across the university to analyze
systematically and rigorously the issues facing
children, families, and the society responsible for
their development;

• to equip students with the necessary analytical
skills to study these issues with empirical rigor
and to provide an extended research opportunity
in which to do so; and

• to provide a context in which students can
engage in research that informs policy and
practice.

Student engagement in empirical research to address
important problems facing children and families in
contemporary society is central to the Certificate
Program. All students will write a thesis based on their
research.

Certificate coursework requirements:

3 Children in Contemporary Society Courses
1 methodology course
2 electives

Certificate Director:

Christina M. Gibson-Davis
Assistant Professor of Public
Policy Studies, CCFP, and
Psychology and Neuroscience

Program Coordinator:

Barbara Pollock
Assistant Director for
Administration, CCFP

Steering Committee:

Kenneth Dodge
Director, CCFP; William
McDougall Professor of Public
Policy Studies; and Professor of
Psychology and Neuroscience

Nancy Hill
Associate Professor and
Director of Developmental
Psychology, Department of
Psychology and Neuroscience

Kenneth Spenner
Professor of Sociology

David Malone
Associate Director of the
Practice and Director of
Undergraduate Studies,
The Program in Education

Ex-officio:

Clara Muschkin
Research Scientist, CCFP
Children in Contemporary Society Certificate Program, By the Numbers

STUDENTS ENROLLED IN CERTIFICATE PROGRAM: 6
2 first-year students: Michelle Sullivan and Nicole Bloom
2 sophomores: Carlon Matthews and Mary Via
2 juniors: Courtnye Lloyd and Patrick Davidson

CCS COURSES OFFERED IN SPRING 2007: 1
CCS 150 CCS cornerstone course

CCS ELECTIVES AVAILABLE IN SPRING 2007: 11

Social and Policy Dimensions
- Educ 118/Psy 108A Educational Psychology
- Educ 137 Contemporary Issues in Education
- PubPol 271A Schools and Social Policy
- Soc 150 Changing American Family

Cultural, Racial, and Gender Dimensions
- Soc 111 Social Inequality
- Soc 116/AAAS116 Comparative Race and Ethnic Studies

Life-state Specific Courses
- Psy 137 Adolescence
- Psy 174S Infancy

Social/Cognitive Development
- Psy 145S/Educ 148S Learning to Read
- Psy 183BS Child Observation
- Psy 205S Children's Peer Relations

Undergraduate Courses Taught 2006-2007

FALL 2006
- PubPol 183AS Social Science Policy Research I Instructor: Philip Costanzo
- PubPol 264S Service Delivery Systems Instructor: Joel Rosch
- PubPol 264S Safe and Drug Free Schools Instructor: Bill Modzeleski, Visiting Professor of the Practice
- PubPol 264S Youth Transition to the Workforce Instructor: Ryan Kinlaw

SPRING 2007
- CCS 150S Children in Contemporary Society Instructor: Clara Muschkin
- PolSci 199A.02 The Politics of Crime and Justice Instructor: Joel Rosch
- Psych 170S Prevention and Intervention Instructor: Susan G. Alexander
- Pubpol 183BS Social Science Policy Research II Instructor: Reid Fontaine
- Pubpol 264S.22 Youth Violence Policy Instructor: Reid Fontaine
Undergraduate Student Internships and Fellowships

Trandisciplinary Prevention Research Center Summer Internship Program for Ethnic Minority Undergraduates

For the third consecutive year, the Center for Child and Family Policy and the Duke Transdisciplinary Prevention Research Center (TPRC), in partnership with The Duke Endowment, sponsored summer internships for minority undergraduate students. The program is designed to provide the students with meaningful research experience in the areas of substance use prevention and intervention.

Rising sophomores, juniors and seniors who plan to major in economics, political science, public policy, psychology and sociology are eligible to apply for the internships. Four students are selected each year; they receive a $4,000 stipend for the summer and $750 to support their research.

The interns are paired with experienced researchers who serve as mentors on projects related to the students’ interests. The mentors provide guidance, education and performance feedback throughout the experience. Over the summer, the students engage in research at a variety of levels, explore career goals and professional opportunities, and improve their research and writing skills.

During the 10-week program, the interns:

- attend semi-weekly seminars that address a variety of topics pertaining to prevention research, academic and professional development and skill-building;
- participate in self-selected field placements that provide first-hand experience in the research process, such as school-based prevention and intervention efforts, on-campus laboratory research, and other studies and prevention efforts taking place through the Center;
- prepare a research paper (in collaboration with mentor); and
- present their research.

The students and mentors are part of a vertical research team at the Center. The program mentors received support from a Center research scientist. Philip Costanzo, professor of psychology and associate director of the Center, oversees the mentoring effort.

Susan Alexander, research scientist with the Center and the executive director of the TPRC, received funding from the Dean of Trinity College, Arts and Sciences, for the 2007 program.

2007 TPRC SUMMER INTERNS

Valencia Harriott, junior, psychology major; project: From Perceived Discrimination to Substance Use: The buffering effects of racial socialization (mentors: Mary Terzian, Shari Miller-Johnson)

Shawn C. Jones, senior, psychology major; project: Buffering Effects of Parenting and Ethnic Identity on Relations among Academics and Substance Use in African American Adolescents (mentors: Karen Appleyard, Shari Miller-Johnson)

Courtnye Lloyd, senior, psychology major and certificate in children in contemporary society; project: Effects of the High School Transition on Alcohol Use (mentors: Clara Muschkin, Beth Gifford)

Summer Robins, senior, psychology major; project: Indicators of Adolescent Smoking Onset and Cigarette Use (mentors: Dorene MacKinnon, Ley Killeya-Jones)
With generous support from the Jacqueline Anne Morris Memorial Foundation Endowment Fund, the Center provides up to four awards to undergraduate students who plan to conduct research in an area of child and family policy. The $500 fellowships cover expenses related to the research. Center faculty and research scientists mentor the student projects.

Jacqueline Morris was the Center’s first undergraduate honors thesis student and the first undergraduate to work in the Center. She was a rising senior, majoring in psychology and public policy, when she died in an automobile accident in her native Arizona in 2000. The endowment, established by Morris’ parents, supports undergraduates who might follow in the footsteps of their “dynamic, bright, ambitious and idealistic” daughter.

2006-2007 Morris Fellows:

- **Laura Fuhrman**, senior, psychology major and certificate in human development
  Project: The Intergenerational Transmission of Child Abuse
  Mentor: Katie Rosanbalm, Research Scholar, Center for Child and Family Policy

- **Sarah Gordon**, junior, public policy studies major
  Project: The Effects of Housing Project Demolition and Reconstruction on Children and Families
  Mentor: Liz Ananat, Assistant Professor of Public Policy and of Economics

- **Sarah Rutstein**, senior, public policy studies major
  Project: Know Your Status: An initiative to increase HIV testing among Duke students
  Mentor: Kate Whetten, Associate Professor of Public Policy and of Community and Family Medicine; Director, Center for Health Policy

- **Suparna Salil**, senior, public policy studies major
  Project: Prevalence and Patterns of Substance Abuse among Young Mothers
  Mentor: Lisa Berlin, Research Scientist, Center for Child and Family Policy
Graduate Student Fellowships

Spencer Scholars

The Spencer Predoctoral Program assists doctoral students in arts and sciences disciplines in conducting and presenting “research to policy” projects on education issues. Doctoral students from Duke and The University of North Carolina at Chapel Hill are eligible to become Spencer Scholars; those selected receive a stipend and summer assistantships to support their research.

Spencer Scholars 2006-2007

Rachel Buchanan, School of Social Work, UNC-CH
Project: Social Support and the Academic Outcomes of Latino Middle and High School Students

Alexandra Calix, School of Social Work, UNC-CH
Project: The Low Educational Achievement of Youth in Foster Care: Implications for public policy and practice for NC’s child welfare and education systems

Kristina McDonald, Department of Psychology and Neuroscience, Duke
Project: Understanding the Early Socialization of Young African-American Boys on Topics about Gender, Academics, Race, and Social Behavior

Sandra Nay, Department of Psychology and Neuroscience, Duke
Project: The Effects of Access to and Use of Computers on Children’s Cognitive Development and Academic Achievement

Paul O’Keefe, Department of Psychology and Neuroscience, Duke
Project: Factors Unrelated to Intelligence Greatly Influence K-12 Students’ Learning: Implications for educational policy

Ndidi Okeke, Psychology, UNC-CH
Project: Race Stereotypes and Self-perceptions in African American Youth

Kelly Purtell, Psychology, UNC-CH
Project: Who Teaches in High Poverty Schools and What it Means for Student Achievement

Chris Riddick, Sociology, UNC-CH
Project: Effectiveness of Teacher Preparation Programs in their Training of Diversity and Multicultural Issues: Impacts on classroom interactions between white teachers and students of color

Victor Wang, Sociology, UNC-CH

SPENCER SCHOLARS

Funder: The Spencer Foundation

Principal Investigator: Philip Costanzo

By the Numbers

Funding: $348,000 for the period of 8/01/04 – 7/31/08

Scholars: 53 since 2001
27 from Duke University
26 from UNC-CH
With generous funding from The Sulzberger Family Foundation and Dan Levitan, these fellowships support graduate-level social policy research related to children and families in contemporary society. Sulzberger-Levitan Fellows receive a stipend and funds to cover the cost of student fees. In turn, they spend five hours each week working as research assistants on a Center research project.

**2006-2007 recipients:**

**Rebecca Dunning:** doctoral student in sociology; project: Enhancing the Transition to Kindergarten: A randomized efficacy trial (mentor: Lisa Berlin)

**Melanie Hoy:** doctoral student in psychology; project: Girls’ Aggression: Development, context and process (mentor: Shari Miller-Johnson)

**Amy Schulting, M.Ed., M.A.:** doctoral student in psychology; project: Evaluation of a Kindergarten Home-visiting Program to Improve the Transition to School (mentor: Kenneth Dodge)

**Melissa Witt:** doctoral student in psychology; project: Data Analysis for Program II of the Duke Transdisciplinary Prevention Research Center (mentor: Philip Costanzo)
**ADHD studies:**
Comparison of two computer training programs for inattentive first-graders
College students’ use of nonprescribed ADHD meds

*By David Rabiner, Senior Research Scientist and Director of Program Evaluation Services, CCFP; and Director of Undergraduate Studies, Department of Psychology and Neuroscience*

Two studies underway during 2006-2007 are broadening our understanding of ADHD. One is a comparison of two computer-based programs designed to improve the attentiveness of first-graders; the other will help us understand how often and why college students are using ADHD medications for which they do not have a prescription.

Project CLASS, a study funded by the U.S. Department of Education, is working with first-graders in five Durham elementary schools to examine whether different types of computer programs can help students with attention problems do better in school. The project grew out of research showing that children who have attention difficulties during first grade tend to fall significantly behind their peers in reading skills and that traditional academic tutoring does not work as well for these students.

One of the programs being tested was designed specifically to give students practice at paying attention, i.e., computerized attention training. The study will determine whether providing this training to inattentive children results in their being able to pay better attention in the classroom. The students in the study have not been formally diagnosed with ADHD, but teachers identified them as showing high levels of attention problems relative to their classmates.

The other program being tested is computer-assisted instruction, which resembles educational software that is already available through retailers. We are examining whether using an engaging software program to present academic content to inattentive children helps them acquire basic skills in reading and math that they would otherwise miss out on because of their difficulties attending to traditional classroom instruction.

In the end, Project CLASS will determine if either of these computer programs improves students’ academic performance. We believe this study has the potential to make an important contribution to children’s education because attention problems prevent many children from achieving their full academic potential. Furthermore, no intervention has been discovered that positively affects long-term academic achievement for students with significant attention difficulties. If either program is found to be successful, the fact that they are computer-based will mean that they can be more easily disseminated than other types of interventions.

My co-investigator for this project is Desiree Murray, a clinical psychologist from the Duke ADHD Program. Ann Skinner is the project director.

**Nonprescription Use of ADHD Medications**

The National Institute of Drug Abuse (NIDA) is supporting a study to explore the use of ADHD pharmaceuticals by college students who do not have a prescription for the medications. The focus is to learn more about this phenomenon by documenting how often students use ADHD medication without a prescription, why they do this, and what the consequences may be.

Through a Web-based survey launched at Duke and The University of North Carolina at Greensboro, we have already established that this activity is not uncommon. We are now looking more carefully at the data gathered from the confidential and anonymous responses to see if we can discern the reasons why students without a diagnosis use these medications.

At Duke, 27 percent of the undergraduate students
participated in the study—1,750 people; this represents nearly 50 percent of the students who were invited to participate. Nine percent of those admitted to having used ADHD prescription medications not prescribed for them since entering college. Of those, 12 to 13 percent reported that they had done so within the previous six months, and the majority had done so on multiple occasions.

The main reason that students reported using ADHD medication was to enhance their academic performance, primarily by improving their ability to study outside of class. The vast majority of students—nearly 90 percent—felt that it had been helpful to them in this way. A number of students also used ADHD medication for recreational purposes, but this was rarely the strongest motive for their use.

Other findings: nonprescribed use is more common among whites than nonwhites; more common among students associated with the Greek system; and more common among upper-level students (at Duke, 2 percent of freshmen respondents had used since beginning college vs. 20 percent of seniors). In addition, those who use ADHD medications without a prescription are more likely to use other substances, like alcohol, cocaine and marijuana.

The survey included an attention problem scale that students used to judge their abilities to pay attention and to stay focused. Results show that students who report difficulties with attention are significantly more likely to use ADHD medications than other students. In fact, more than 20 percent of students using nonprescription medications for ADHD had attention scores that matched those of students who reported having a current diagnosis for the disorder.

It seems that there are some students—especially students who are prone to use other substances—who are turning to ADHD medications to treat themselves for attention problems that they feel they have. It is very likely that some of these students are struggling with undiagnosed ADHD, although our study did not allow us to specifically determine this.

It also appears that the vast majority of students who choose to self-medicate believe that this has a positive response. More than 70 percent rated the overall impact of taking ADHD medication without a prescription as either positive or very positive, and fewer than 5 percent felt the impact on them had been negative. This was the case even though a significant percentage of students reported side effects such as sleep reduction, irritability and loss of appetite.

The survey also revealed that the majority of students obtained ADHD medication from a peer with a prescription. And, of those students who have a prescription, 56 percent said that they had been approached regarding giving away or selling their medications, and 25 percent had done this in the past six months.

Although the survey provided much data and insight into the nonprescribed use of ADHD medications by college students, the research does not allow us to determine what the consequences of this behavior are for students. We know that most students believe this is helpful to them, but whether it provides any tangible academic benefit is not clear. We also learned that some students believe that they need the medications to do their best academically; that some students were worried about becoming dependent on the drugs; that some students believe that using ADHD medications contributed to their use of other medications; and that some students decided to see a doctor because of this. These were rarely reported events but cause for concern, nonetheless.

As far as the university setting is concerned, our findings suggest that it would be a good idea for the staff at college counseling centers to inquire about the use of ADHD medications that were not prescribed and to remember that some of the students they work with may have ADHD that has not been previously diagnosed.

My collaborators on this research are Rick Hoyle; Scott Swartzwelder, clinical professor of psychiatry and psychology and neuroscience (Duke); Jane Costello, professor of medical psychology in the Department of Psychiatry and Behavioral Sciences at Duke University Medical Center; and Arthur Anastopoulos, professor in the Department of Psychology and director of the AD/HD Clinic at The University of North Carolina at Greensboro.
2006-2007 Externally Funded Research Projects by Topic Area

ADOLESCENT PROBLEM BEHAVIOR DEVELOPMENT AND PREVENTION

Duke Transdisciplinary Prevention Research Center
Co-Principal Investigators: Kenneth Dodge, Philip Costanzo
Funding: $5,955,000 from National Institute on Drug Abuse

This adolescent substance abuse prevention center works to identify the peer influences associated with adolescent substance abuse and seeks to change the way substance abuse prevention messages are presented to young people. The Duke TPRC will identify and implement innovative, creative solutions to the pervasive problem of adolescent drug abuse.

Development of Antisocial Behavior in Early Adulthood (Child Development Project)
Principal Investigator: Kenneth Dodge
Funding: $1,440,000 from National Institute on Drug Abuse

The project is a longitudinal study investigating children's social development and adjustment by following 585 children from two cohorts recruited in 1987 and 1988 in Tennessee and Indiana. The study is in its 15th year of collecting information; data are available from multiple informants/sources, including children, parents, teachers, peers, observers, school records and court records.

Multisite Prevention of Adolescent Conduct Problems (Fast Track)
Principal Investigator: Kenneth Dodge
Funding: $1,251,000 from National Institute of Mental Health

Fast Track is a multi-site intervention designed to investigate and prevent the onset of behavioral and psychological problems in adolescents. The project has involved approximately 900 children in intervention, normative and control groups. Fast Track researchers are evaluating the longitudinal outcomes of the intervention and the project's guiding hypotheses concerning the development of conduct problems.

A Randomized Trial of Two Promising Interventions for Students with Attention Problems (Project CLASS)
Principal Investigator: David Rabiner
Funding: $1,151,000 from U.S. Department of Education

This study evaluates the effectiveness of two promising interventions: computerized attention training and computer-assisted instruction for children with attention difficulties. Project CLASS will assess the impact of these interventions on students' behavior, attention and academic achievement.

Development and Prevention of Substance Use Problems
Principal Investigator: Kenneth Dodge
Funding: $1,026,000 from National Institute on Drug Abuse

The aims of this project are to understand how early conduct disorder leads to substance-use problems; to understand processes of resilience to substance-use development among conduct-problem children; and to test the efficacy of a conduct-disorder prevention program in preventing substance-use problems in young adulthood.
**Girls' Aggression: Development, Context and Process**  
Principal Investigator: Shari Miller-Johnson  
Funding: $729,000 from National Institute of Mental Health

This Career Development Award provides five years of funding to Dr. Miller-Johnson to pursue her research to understand the nature, antecedents, course and mechanisms of aggression and antisocial behavior in girls.

**Cost-Benefit Analysis of the Fast Track Intervention**  
Principal Investigator: Kenneth Dodge  
Funding: $662,000 from National Institute of Mental Health

This study focuses on the impact of the Fast Track program on participants' use of costly services, such as inpatient mental health services, juvenile detention and special education.

**Adolescent Drug Use: Development, Prevention, and Policy**  
Principal Investigator: Kenneth Dodge  
Funding: $592,000 from National Institute on Drug Abuse

This Senior Scientist Award supports the principal investigator's salary for the purposes of developing his scientific career, conducting studies of biopsychosocial factors in the development of adolescent drug use, evaluating the efficacy of interventions to prevent drug use and conducting policy analyses of drug use prevention strategies.

**College Students' Non-Medical Use and Misuse of ADHD Meds**  
Principal Investigator: David Rabiner  
Funding: $250,000 from National Institute on Drug Abuse

This two-year study examines the prevalence, correlates, causes and consequences of the misuse and abuse of ADHD medications by college students.

**Life-Paths, Substance Use and Transition to Adulthood**  
Principal Investigator: Ley Killeya-Jones  
Funding: $175,000 from National Institute of Child Health and Human Development

This training award provides support for Dr. Killeya-Jones to engage in mentored research and training activities. Her research includes the development and execution of an empirical study that examines the relationship between early transitions to adult roles and young adult adjustment.

**History of ADHD in a Population-based Sample**  
Principal Investigator: David Rabiner  
Funding: $157,000 from University of New Mexico/National Institute of Mental Health

This five-year project examines adolescent outcomes of a population-based sample of individuals who had been diagnosed with ADHD five to six years earlier.

**Multilevel Modeling of Inpatient Care: Comorbid Youth**  
Principal Investigator: Elizabeth Gifford  
Funding: $155,626 from National Institute on Drug Abuse

This project uses multilevel modeling and geographic information systems to examine determinants of inpatient care among youth with mental health and/or substance abuse disorders.
Community Variation in Prevention Intervention  
Principal Investigator: Kenneth Dodge  
Funding: $63,000 from William T. Grant Foundation (subcontract from the University of Illinois-Chicago)

This project establishes a “working group” of investigators to complete a series of analyses using data from four preventive interventions designed to decrease problem behavior and promote positive youth outcomes. The group will evaluate potential differences in intervention effects across different types of communities and neighborhoods.

EARLY LIFE ADVERSITY AND CHILD ABUSE PREVENTION

Durham Family Initiative  
Principal Investigator: Kenneth Dodge  
Funding: $4,857,000 from The Duke Endowment

The Durham Family Initiative (DFI) is a community-based effort to help families at risk of child abuse become self-sufficient and supportive of their children's health, growth and development; to help stressed neighborhoods become supportive environments for children and families; to help the Durham community support families and neighborhoods; and to help public and private service organizations integrate their services so they can most effectively help Durham's children and families.

Research, Intervention and Public Policy toward Divorce and Family Stress  
Principal Investigator: Kenneth Dodge  
Funding: $1,250,000 from Robert Levy

This funding supports the Center's research on the effects of family stress and divorce on children by enabling it to integrate research findings and forge public policy toward divorce, single-parenthood and family stress.

Mental Health Prevention Science for Child Maltreatment (K Award)  
Principal Investigator: Lisa Berlin  
Funding: $793,000 from National Institute of Mental Health

This Career Development Award supports Dr. Berlin's research in early child development and early intervention, and the prediction and prevention of child abuse and neglect.

Evaluation of the School Based Child and Family Support Team Initiative  
Principal Investigator: Elizabeth Gifford  
Funding: $200,000 from NC Department of Health and Human Services

The mission of the School Based Child and Family Support Team Initiative is to provide appropriate family-centered, strengths-based community services and supports to those children at risk of school failure or out-of-home placements as a result of the physical, social, legal, emotional and developmental factors that affect their academic performance.

Evaluation of Implementation of Multiple Response System  
Principal Investigator: Kenneth Dodge  
Funding: $199,980 from State of North Carolina

The Center is conducting a comprehensive evaluation of North Carolina's new child protective services effort called the Multiple Response System (MRS). MRS increases coordination between
law enforcement agencies and child protective services, tailors its interventions to address the individual needs of families and uses other key strategies to protect children.

**Evaluation of Child Welfare Outcomes through System of Care**  
Principal Investigator: Kenneth Dodge  
Funding: $101,347 from State of North Carolina

Through the Children's Bureau grant, Improving Child Welfare Outcomes through Systems of Care, the North Carolina Division of Social Services has contracted with the Center for Child and Family Policy to develop an evaluation process in partnership with the division, the other contractors, families and the county Departments of Social Services to determine whether or not a community-based, interagency System of Care can effectively achieve positive outcomes for children and families involved with the child welfare agencies in three pilot counties and their partner agencies.

**Identifying and Responding to the Needs of Children in Domestic Violence Shelters**  
Principal Investigator: Yvonne Wasilewski  
Funding: $77,670 from The Duke Endowment

The goal of this study is to better understand the mental health needs and issues of minors in domestic violence shelters.

**Child and Health Policy Initiative, Project M.O.M.**  
Principal Investigator: Kenneth Dodge  
Funding: $50,000 from Provost's Social Science Research Initiative

Project M.O.M. (Making the Most of Motherhood) works with 500 Durham mothers and their children to improve parenting skills and to reduce the incidence of child abuse.

**EDUCATION POLICY AND ANALYSIS**

**Center for Analysis of Longitudinal Data in Education Research (CALDER)**  
Principal Investigator: Helen “Sunny” Ladd  
Funding: $1,774,997 from the U.S. Department of Education (subcontract from The Urban Institute)

The Center will harvest state administrative data for insights into who teaches what kinds of students, what determines teacher quality, and how these concerns affect academic achievement and high school graduation rates. The research, on public school teachers and students in kindergarten through 12th grade, will concentrate on interactions among teacher hiring, compensation, assignment and certification; school accountability, governance and choice; and student demographics, labor markets and school financial resources.

**North Carolina Education Research Data Center**  
Principal Investigator: Kenneth Dodge  
Funding: $450,000 from The Spencer Foundation

Established in 2000 through a partnership with the NC Department of Public Instruction, the North Carolina Education Research Data Center stores and manages data on the state’s public schools, students and teachers dating back to the mid-1990s. The data are available to university researchers, nonprofit research institutions and government agencies.
**Teacher Quality and Public Policy**
Principal Investigator: Helen “Sunny” Ladd  
Funding: $429,000 from The Spencer Foundation

The study examines how state policies affect the quality of teachers and student achievement. The project will use data from the North Carolina Education Research Data Center to examine the interrelationships between public policy, the functioning of teacher labor markets, teacher quality and student achievement.

**A Discipline-Based Graduate Training Program in Education Science and Policy**
Principal Investigator: Philip Costanzo  
Funding: $348,000 from The Spencer Foundation

This doctoral training program began in 2001 as a joint endeavor between Duke University and The University of North Carolina at Chapel Hill. Its goals are to attract doctoral fellows to research careers that focus on contemporary problems in education policy; to train faculty members to use their methods to solve complex problems in education policy; and to encourage interdisciplinary study of problems in education.

**Peer and Neighborhood Influences on Youth and Adolescent Development**
Principal Investigator: Jacob Vigdor  
Funding: $300,000 from William T. Grant Foundation

As a William T. Grant Scholar, Dr. Vigdor is examining the relationship between classroom, school and neighborhood peer group composition and individual outcomes, including academic achievement and substance abuse.

---

**CROSS-CUTTING INITIATIVES**

**North Carolina Family Impact Seminars (NCFIS)**
Principal Investigator: Jenni Owen  
Funding: $30,000 from The JEHT Foundation  
$5,000 from Z. Smith Reynolds Foundation

The Center leads a series of Family Impact Seminars, briefing reports and activities specifically for state policymakers and agency leaders. The seminars provide nonpartisan, solution-based research on topics of immediate interest to state leaders. The NCFIS is part of a national FIS network.
The Durham Family Initiative (DFI), launched in early 2002, is an ambitious effort to increase child well-being and reduce child maltreatment rates in Durham County. Funded by The Duke Endowment, DFI is a collaborative effort between the Center for Child and Family Policy and the Center for Child and Family Health. DFI staff works closely with leading child- and family-serving agencies in Durham to revise policies and practices, to enhance collaboration among community services, to establish a universal screening procedure for identifying factors that may place a family at risk for maltreatment, and to test different models of service provision for families with different levels of risk.

Between 2001-2002 and 2005-2006, the rates of substantiated child maltreatment in Durham County plunged by 48 percent among children ages birth to 17, compared to a 21-percent reduction in five comparison counties. Similar, but smaller, decreases were evident in the rates of recidivism, which refers to children who had another maltreatment report within six months of the initial report. Durham's recidivism rate decreased 27 percent; the rate in the comparison counties decreased 15 percent.

Corroborating these results are data from surveys of professionals. In 2004 and 2007, DFI surveyed 10 groups of professionals who interact daily with children and families regarding their perceptions of the percentage of children experiencing different types of parenting behaviors. The professionals in Durham perceived that children experienced improvements in parenting across the two-year span, whereas the professionals in a comparison county reported mostly deteriorations in parenting behaviors or no change at all.

DFI interventions include:

- Home-visiting protocol of Healthy Families Durham, which supports parents with activities that promote child development, health and safety, and attachment. Ongoing.

- Parent-Child Support Program, which works with families referred by DSS due to an allegation or substantiation of child maltreatment to prevent recurrence of maltreatment by strengthening parent-child relationships in professional therapy. Ongoing.


- Social Support Intervention, which reaches out to mothers of 1- to 3-year-olds in high-risk neighborhoods to assess and fulfill rates of pediatric hospital visits, in general. Once again, between July 2000 and December 2006, the Durham County rate for children ages birth to 9 showed a decrease of 17 percent; however, the rate in a matched comparison county decreased only 11 percent.

Even though all three data sets suggest a decrease in child maltreatment in Durham County, the interpretation of these results must take into consideration a multitude of possible contributing factors, including changes in policy and practice within the Department of Social Services; the creation of the Durham System of Care, which, with DFI support, formed a collaborative and efficient process among all child-serving agencies in Durham County; changes in other societal variables, such as unemployment rates, crime rates, etc.; as well as the multiple DFI interventions that likely affected the positive outcomes in Durham County.
their parenting needs in the areas of health care, tangible support, parenting advice, and planned and emergency respite. *Ended. Intervention to become part of Durham Connects, a new initiative.*

- **Prenatal Screening protocol**, which attempts to systematically identify all patients at two obstetrics clinics serving the largest numbers of low-income pregnant women so that they can be screened for risk factors for maltreatment and matched with appropriate services. *Ongoing.*

- **Systems Capacity Building**, which is working to develop collaborative management structures and processes that integrate local prevention and intervention services with neighborhood supports and community resources. *Agency leaders have been meeting regularly and have implemented the Durham System of Care.*

DFI also uses research and the results of its interventions to press for changes in policy and practice. Its goals:

- to improve and increase guidelines at the federal, state, local and private levels that support families’ access to services;
- to increase funding for prevention and early intervention services;
- to increase collaboration among child-serving agencies; and
- to increase the use of policies that improve parenting, at all levels.

DFI has engaged in social marketing in Durham to reduce the social stigma associated with participating in parent support programs and activities; to support the efforts of immediate family, friends and neighbors who help one another; and to encourage professional service providers, including medical professionals, to better anticipate and meet the needs of parents of young children.

DFI will be expanding its intervention efforts to a communitywide scale with the collaboration of multiple child-serving agencies. The goal will be to ensure that every baby in Durham County is brought up in a safe and healthy environment.

---

### Service

**By the Numbers**

<table>
<thead>
<tr>
<th>Description</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of program evaluation projects:</td>
<td>11</td>
</tr>
<tr>
<td>Durham Family Initiative funding:</td>
<td>$10 million (2002-2009)</td>
</tr>
<tr>
<td>Rate of substantiated child maltreatment in Durham County for ages birth to 17:</td>
<td></td>
</tr>
<tr>
<td>2001-2002:</td>
<td>18.2 per 1,000</td>
</tr>
<tr>
<td>2005-2006:</td>
<td>9.5 per 1,000</td>
</tr>
<tr>
<td>Rate of child maltreatment recidivism in Durham County for ages birth to 17:</td>
<td></td>
</tr>
<tr>
<td>2001-2002:</td>
<td>16.5 per 1,000</td>
</tr>
<tr>
<td>2005-2006:</td>
<td>12.0 per 1,000</td>
</tr>
<tr>
<td>Rate of possible maltreatment-related pediatric emergency department/inpatient hospital visits in Durham County for ages birth to 9:</td>
<td></td>
</tr>
<tr>
<td>2001-2002:</td>
<td>3.52 per 1,000</td>
</tr>
<tr>
<td>2005-2006:</td>
<td>2.92 per 1,000</td>
</tr>
<tr>
<td>Babies born in Durham County in 2006:</td>
<td>4,194</td>
</tr>
</tbody>
</table>
The Center for Child and Family Policy brings together scholars from many disciplines, policymakers and practitioners to address problems facing children in contemporary society. In the Program Evaluation arm of the Center, we draw on the expertise of more than 80 highly trained researchers and staff to identify, implement and evaluate programs that can positively affect the lives of children and families. Where necessary, we also draw on the world-class faculty of Duke University to assist in the Center’s program evaluation activities.

Since its inception in 1999, the Center has successfully completed a range of program evaluation efforts, including evaluations of large randomized trials, longitudinal descriptive studies that have tracked children’s development over time and Web-based survey studies. This work has been supported by, and undertaken for, a diverse range of clients and organizations, including federal granting agencies, state government agencies, public school systems and community organizations. Through a variety of evaluation research projects, our staff has acquired extensive experience in all aspects of evaluation research relevant to children and families, including:

1) developing and implementing evidence-based interventions;
2) consenting large samples of youth and parents;
3) tracking participants longitudinally so that change over time can be assessed;
4) working closely with state and local agencies that serve children and families;
5) conducting focus groups and other qualitative evaluation research strategies;
6) developing Web-based data collection systems;
7) developing surveys and other measurement instruments; and
8) managing and analyzing large and complex data sets.

The Center also has developed significant capacity for translating research results so that policymakers can be informed about evidence-based programs for children and families.

This combination of experience and expertise is a unique strength for the Center and enables us to work closely and effectively with organizations across a wide range of program evaluation activities. In all these activities, our goal is to provide clients with solutions to their program evaluation needs that combine rigorous scientific methodology with a practical approach for getting work done in community settings. This is consistent with the overall mission of the Center for Child and Family Policy, which is to “bridge the gap between research and public policy to improve the lives of children and families.”

During 2006-2007, Center research scientists and staff were involved in nearly a dozen different program evaluation efforts with a range of community partners. Below are a few examples of this work.

THE DURHAM FAMILY INITIATIVE

In early 2002, the Center for Child and Family Policy, in partnership with the Center for Child and Family Health, launched this ambitious initiative to promote healthy parent-child relationships and the health and well-being of children in Durham, North Carolina. One of the core goals of the Durham Family Initiative (DFI) is to reduce child-abuse rates in Durham through a comprehensive community- and family-based approach. The initiative is supported by The Duke Endowment as part of its effort to enhance the welfare of North Carolina’s children. DFI presupposes that 1) child maltreatment occurs within the context of the parent-child relationship, which is strengthened or impaired by the ecological context in which it is embedded, and 2) family supports, professional services, neighborhood social capital and community leaders and policies all play a role in affecting what happens in the parent-child relationship. Center staff is integrally involved, serving critical roles in all components of the project and evaluating both the implementation and impact of the initiative.

Contracting Agency – The Duke Endowment
**IMPLEMENTATION OF NORTH CAROLINA’S MULTIPLE RESPONSE SYSTEM (MRS)**

The Center is conducting a comprehensive evaluation of North Carolina’s new child protective services effort called the Multiple Response System. MRS increases coordination between law enforcement agencies and child protective services, tailors its interventions to address the individual needs of families and uses other key strategies to protect children.

**Contracting agency: North Carolina Department of Health and Human Services, Division of Social Services**

**IMPROVING CHILD WELFARE OUTCOMES THROUGH SYSTEMS OF CARE**

Through a Children’s Bureau grant from the North Carolina Division of Social Services, the Center is developing an evaluation process to determine if a community-based, interagency System of Care can achieve positive outcomes for children and families involved with the child welfare agencies in three pilot counties and their partner agencies.

**Contracting agency: North Carolina Division of Social Services**

**COMPREHENSIVE FAMILY ASSESSMENTS TO IMPROVE CHILD WELFARE OUTCOMES**

The Alamance County Department of Social Services was awarded one of five national grants to demonstrate the use of comprehensive family assessments to improve child welfare outcomes. The Center is partnering with the Alamance County Department of Social Services to develop, implement and evaluate an evidence-based model for conducting comprehensive family assessments, based on the Comprehensive Family Assessment (CFA) Guidelines.

**Contracting agency: Alamance County Department of Social Services**

**THE NORTH CAROLINA SCHOOL-BASED CHILD AND FAMILY SUPPORT TEAM INITIATIVE (CFST)**

This initiative places 100 nurse-social worker teams into 100 low-performing schools across the state. The goal is to prevent academic failure and out-of-home placement by addressing the needs of the highest-risk students at these low-performing schools. CFST is a strengths-based program that involves building child-and-family teams to connect the student and the family with appropriate school and community services. The family engagement strategy that lies at the heart of the initiative uses nurse-social worker teams to engage families and to help those families access the services they need to address the complex health, social, legal and emotional problems that cannot be addressed by most school-based programs but that are known to interfere with learning. The authorizing legislation uniquely holds multiple agencies accountable for the success of this school-based program, including the Department of Public Instruction (DPI), the Department of Juvenile Justice and Delinquency Prevention (DJJDP), the Department of Health and Human Services (DHHS), the Division of Public Health (DPH) and the Division of Social Services (DSS). The governor’s office of the state of North Carolina asked the Center for Child and Family Policy to evaluate the program. Research scientists at the Center are developing and implementing the evaluation of this ambitious project. This has involved developing a sophisticated Web-based database to facilitate the collection of program data from participants at all 100 participating schools. The budget for this three-year project, which is currently in the second year, is approximately $500,000.

**Contracting Agency - North Carolina Department of Health and Human Services**

**JUVENILE JUSTICE TREATMENT CONTINUUM (JJTC)**

The JJTC project received funding from the North Carolina Governor’s Crime Commission to develop a service delivery platform to improve behavior health services for court-involved youth in the 30th, 24th and 29th judicial districts. The goals of the project: to create a system for delivering an integrated continuum of behavioral health services for court-involved youth, to measure the impact of providing those services and to evaluate the program with an eye to replicating it in other communities. The Center was hired to evaluate the project; however, using the participatory action research model, Center staff actively participates in program development and serves on the executive committee of the project to give active feedback to program providers. Center staff also will participate in presentations to other communities and meetings with funders and policymakers.

**Contracting Agency - Juvenile Justice Treatment Continuum**
By Jenni W. Owen, Director of Policy Initiatives, Center for Child and Family Policy

The Center for Child and Family Policy is a key resource for policymakers and practitioners who seek evidence-based information and expertise to inform their decisions regarding issues that affect children and families. The range and type of stakeholder who looked to CCFP for guidance and data continued to grow in 2007. Complementing this trend, the Center enhanced its proactive efforts to share policy-relevant research with a diverse cross-section of stakeholders across the public and private sectors. In keeping with Duke’s commitment to “knowledge in service to society,” the Center believes firmly that links to the policy realm are crucial for research to achieve the greatest possible positive impact.

As director of policy initiatives for the Center, I identify potential links between the work of faculty and researchers and the needs of policymakers. This involves:

- chairing the Center’s policy team;
- advising the scholars in the Spencer Predoctoral Program on policy writing;
- meeting with faculty and research scientists to identify and share the real-world implications of their findings;
- assisting faculty and staff with writing and disseminating research-based policy materials; and
- directing the North Carolina Family Impact Seminar series, a legislative education initiative.

A related component of the Center’s work focuses on evaluation. Information on the Center’s Program Evaluation Services Unit, led by David Rabiner, can be found beginning on page 25 of this report.

Policy engagement is an integral part of the Center’s mission, and we welcome opportunities to enhance our work in this area.

A wide range of Center faculty, researchers and staff took part in policy engagement activities throughout 2007. Among the highlights:

- Publishing and strategically disseminating the well-received brief “Supporting Healthy Relationships Between Young Children and their Parents: Lessons from Attachment Theory and Research” by Lisa Berlin and Karen Appleyard; and
- Presenting the 2007 Family Impact Seminar “Juvenile or Adult? Adolescent Offenders and the Line between the Juvenile and Criminal Justice Systems.” Legislators and others used information from the briefing report during debate on the issue. (See details on page 29.)

The Center’s Policy Team is made up of individuals who have a particular interest in policy and who collaborate to improve the Center’s policy engagement contributions. Among our key activities during 2007 was the development of resource tools for our colleagues to assist them with connecting research and policy as systematically and strategically as possible. These tools include guidance regarding how to incorporate potential policy engagement activities and resources into grant proposals; how to translate and disseminate research for policy and practice stakeholders; and how to respond to requests for assistance from policymakers and practitioners.

Members of the policy team:

Jenni Owen, chair
Nicole Quinlan
Jeff Quinn
Katie Rosanbalm
Joel Rosch
Adele Spitz Roth
Geelea Seaford
Yvonne Wasilewski
POLICY-ORIENTED PUBLICATIONS

The following documents, also listed in the publications section of this report, are noted here because they are particularly relevant to our Center’s ability to impact policy and practice:


NORTH CAROLINA FAMILY IMPACT SEMINARS:

2005: Medicaid Cost Containment Strategies in North Carolina and Other States

2006: Children’s Mental Health: Strategies for providing high quality and cost-effective care

2007: Juvenile or Adult? Adolescent offenders and the line between the juvenile and criminal justice systems
In May 2007, the third North Carolina Family Impact Seminar (FIS) brought together research, practice and policy experts from a range of disciplines to inform state legislators about Adolescent Offenders and the Line between the Juvenile and Criminal Justice Systems.

The seminar provided policymakers with objective information, insight, and policy options related to the age at which juveniles are treated as adults in the justice system. The event included these presentations:

- Setting the Stage in the US and NC, by Sarah Hammond Esq., Program Principal, Criminal Justice, National Conference of State Legislatures

- Latest Research on Adolescent Development, Crime Trends, and Related Issues, by Donna M. Bishop, Ph.D., Professor, College of Criminal Justice, Northeastern University

- Another State’s Experience: Considerations for North Carolina Policymakers, by the Honorable Toni E. Walker, Representative, Connecticut General Assembly

- Considerations and Policy Options, by Kenneth Dodge, Director, Center for Child and Family Policy; William McDougall Professor of Public Policy Studies; and Professor of Psychology and Neuroscience, Duke University

Approximately 80 state legislators and agency representatives attended the 2007 FIS. Each received a seminar briefing report, which includes five briefs prepared by the Center for Child and Family Policy:


Brief 2: Research on Adolescent Development, Competence, and Character, by Courtnye Lloyd, Duke University psychology major (‘08); and Lisa Berlin, research scientist.

Brief 3: How Other States Treat Adolescent Offenders, by Joel Rosch, senior research scholar and policy liaison.

Brief 4: Juvenile or Adult Court: Research on Future Offending, by Shari Miller-Johnson, senior research scientist; and Joel Rosch, senior research scholar and policy liaison.

Brief 5: Policy Options and Considerations for Further Deliberation, by Joel Rosch, senior research scholar and policy liaison; Jenni Owen, director of policy initiatives; and Lisa Berlin, research scientist.

The North Carolina FIS is part of the Policy Institute for Family Impact Seminars network. Family Impact Seminars are a series of seminars, briefing reports and follow-up activities specifically for state policymakers and executive branch leaders. The seminars provide nonpartisan, solution-based research on topics of current concern to state leaders.

North Carolina FIS Director:
Jenni Owen, Director of Policy Initiatives, Center for Child and Family Policy

North Carolina FIS Legislative Advisory Committee:
Rep. Jeff Barnhart
Rep. Rick Glazier
Sen. Kay Hagan
Sen. Fletcher Hartsell
Sen. Vernon Malone
Sen. Jean Preston
Rep. William Wainwright

2007 North Carolina Family Impact Seminar
Speakers

In 2006-2007, the Center invited three special speakers and presented three separate speakers series. By sponsoring presentations by notable experts and scholars, the Center stimulates the intellectual community not only for its own faculty, research scientists and staff, but also for Duke University broadly, Durham and the entire region. Information about speakers is disseminated widely, generating involvement from beyond the university setting.

SPECIAL LECTURES

Nov. 9, 2006  *The Preschool Movement: Policy, politics and packaging*, featuring David Kirp, professor of public policy, Goldman School of Public Policy, University of California, Berkeley.

Dec. 12, 2006  *Single in the City: Racial variations in women's marital attitudes over time*, featuring Belinda Tucker, director of the Family Research Consortium IV and professor, psychiatry and biobehavioral sciences, University of California, Los Angeles.

April 19, 2007  *Thinking About Drinking: Alcohol and young adults*, featuring John McCardell, president emeritus, Middlebury College, and founder of Choose Responsibility.

SULZBERGER DISTINGUISHED LECTURE SERIES

Oct. 11, 2006  Colloquium:  featuring Thomas Dishion, professor of psychology and director of research, Child and Family Center, University of Oregon.


April 24, 2007  *Doing and Becoming: Extracurricular activity participation and its links to positive outcomes for adolescents*, featuring Jacquelynne Eccles, the McKeachie Collegiate Professor of Psychology and director of the Gender and Achievement Research Program, University of Michigan.

April 25, 2007  *Race and Ethnicity as Contexts for Development*, featuring Jacquelynne Eccles, the McKeachie Collegiate Professor of Psychology and director of the Gender and Achievement Research Program, University of Michigan.

SCIENCE TO SERVICE: SUBSTANCE ABUSE PREVENTION SEMINAR SERIES

Sept. 6, 2006  *Changing Habits by Accident and by Design*, featuring Wendy Wood, James B. Duke Professor of Psychology and Neuroscience, professor of marketing, and co-director, Social Science Research Institute, Duke University.

Oct. 4, 2006  *Regulatory Focus as a Predictor of Initial Substance Use in Adolescence*, featuring Timothy Strauman, professor and department chair, Department of Psychology and Neuroscience, Duke University; and Alexis Franzese, graduate student in the same department.

Nov. 1, 2006  *Social Influence and the Process of “Norm Narrowing” in Adolescents: The identity-seeking benefits of deviant peer association*, featuring Philip Costanzo, professor, Department of
Psychology and Neuroscience, and associate director, Center for Child and Family Policy, Duke University.


Feb. 14, 2007  *Examining the Implicit Avoidance of Drugs and Alcohol When Pursuing Academic Goals*, featuring James Shah, associate professor of psychology and marketing, Department of Psychology and Neuroscience, Duke University.


May 2, 2007  *Where Does Value Come From?*, featuring Tory Higgins, Stanley Schachter Professor of Psychology, Columbia University.

---

**CHILD AND FAMILY RESEARCH SEMINAR SERIES**


Oct. 18, 2006  *Moving to Choice: Challenges of housing poor ex-urbanites in rural environments*, featuring Sherri Lawson Clark, research scientist, Social Science Research Institute Center for Social Demography and Ethnography, Duke University.


Dec. 5, 2006  *Response Evaluation and Decision (RED) and Antisocial Behavior in Adolescence*, featuring Reid Fontaine, research scientist, Center for Child and Family Policy, Duke University.


April 18, 2007  *Contextual Effects in Youth Behaviors*, featuring Elizabeth Gifford, research scientist, Center for Child and Family Policy, Duke University.

2006-2007 Key Presentations

American Academy of Child and Adolescent Psychiatry, San Diego, CA (October 2006).

J.F. Curry, S.J. Becker, C.C. Sanchez & Rick Hoyle presented *Processes of Cognitive Change in Adolescents Receiving Treatment for Depression.*

American Academy of Pediatrics meeting (December 2006).

Bill Wilson presented *How to Talk with Parents and Kids about Alcohol, Other Drugs, and the Teenage Brain.*

America Association of Public Health, Boston, MA (November 2006).

P.C. Palmgreen, E.P. Lorch, L.R. Donohew, M.T. Stephenson & Rick Hoyle presented *Effects of ONDCP’s Marijuana Initiative Campaign on High Sensation-seeking Youth.*


American Public Health Association (APHA) conference, Boston, MA (Nov. 5-8, 2006).


Association for Public Policy Analysis and Management (APPAM) conference, Madison, WI (Nov. 2-4, 2006).


Carolina Consortium on Human Development Proseminar Series on Developmental Perspectives on Psychosocial Interventions, Chapel Hill, NC (Oct. 8, 2007).

David Rabiner presented *Attention Problems and Academic Achievement: Developmental and intervention findings.*


Yvonne Wasilewski presented *Principals and Applications of Adult Learning Theory.*

Centers for Disease Control (January 2007).

David Rabiner presented *The Multisite Violence Prevention Project: An overview of methods and interventions.*

Chapin Hall conference, Adolescence and the Transition to Adulthood: Rethinking the safety net for vulnerable youth, University of Chicago, (Oct. 18-19, 2006).

Beth Gifford gave a talk entitled *The Transition to Adulthood for Youth with Mental and Physical Disabilities.*

Child and Family Research Series, Center for Child and Family Policy, Duke University (March 2007).

Lisa Berlin & Karen Appleyard presented *Correlates and Consequences of Childhood Maltreatment: Developmental processes and policy implications from a prospective longitudinal study of Durham mothers.*

Children and Adults with Attention Deficit/Hyperactivity Disorder Annual International Conference, Crystal City, VA (Nov. 7-10, 2007).

David Rabiner & B. Ingersoll presented *New and Complementary Approaches to the Assessment and Treatment of ADHD.*
Institute of Education Sciences Research conference, Washington, DC (June 6-8, 2007).


Sunny Ladd presented findings from the Center for Analysis of Longitudinal Data in Education Research (CALDER).

International Academy of Law and Mental Health, 30th congress, Padua, Italy (June 25-30, 2007).

Reid Fontaine presented invited paper: Information Processing, Violent Subtypes, and a Liberal Construction of Mitigation and Punishment in Juvenile Justice.

International Family Violence and Child Victimization Research Conference, Portsmouth, NH (July 2007).

Lisa Berlin & Kenneth Dodge presented Mediators of the Links between Childhood Maltreatment and Early Parenting in the symposium chaired by Karen Appleyard: Effects of Childhood Maltreatment on New Mothers’ Psychosocial Functioning and Parenting: Mechanisms underlying intergenerational continuity and discontinuity.


L. Fuhrman, Katie Rosanbalm & Kenneth Dodge presented Depression as a Mediator of the Link between Child Maltreatment and Adult Re-victimization: Implications for screening and intervention.

International Society for Traumatic Stress Studies, Baltimore, MD (November 2007).

Katie Rosanbalm, J. Williams, L. Shaw, K. Pope & K. O’Donnell presented Psychosocial Predictors of Initial Engagement in a Home Visiting Program for First-time Mothers.


National Smart Start Conference, Greensboro, NC (May 2007).

Karen Appleyard & Lisa Berlin presented Supporting Healthy Relationships between Young Children and Their Parents: Lessons from attachment theory and research.

North Carolina Education Research Data Center (NCERDC) meeting at the North Carolina Department of Public Instruction (June 1, 2007).

Elizabeth Glennie presented research and overview of NCERDC offerings.

William Darity Jr. presented Closing the “Racial Achievement Gap:” What we’ve learned from NC data.

Clara Muschkin presented Effects of School Peers on Student Behavior: Age, grade retention, and disciplinary infractions in middle school.

Population Association of America meeting, New York (March 30, 2007).

Clara Muschkin and Audrey Beck won an award for their poster: Explaining Race Differences in Student Behavior and Academic Achievement: The relative contribution of student, peer, and school characteristic.


Lisa Berlin & Karen Appleyard presented Supporting Healthy Relationships between Young Children and Their Parents: Lessons from attachment theory and research.

A. Sayers, Katie Rosanbalm, J. Ownbey, J. Williams, A. Duggan & V. Wilson presented Healthy Families: Where are we going in North Carolina?
Social Sciences Research Institute, Durham, NC (March 2007).

Yvonne Wasilewski presented Results from the North Carolina Domestic Violence Shelter Screening Project.

Society for Life History Research in Psychopathology meeting, Atlanta, GA (April 25-28, 2007).

W.E. Copeland, Shari Miller-Johnson & E.J. Costello presented Early Pubertal Timing and Young Adult Criminality.


Michelle Sherrill, Melanie Hoy & Rick Hoyle presented Contingencies and Sociometers: Can the need to belong explain differences in contingencies?

Society for Prevention Research meeting, Washington, DC (May 29-31, 2007).


Shari Miller-Johnson & Mary Terzian co-chaired the symposium Girls’ Problem Behaviors: Risk factors and interventions. Miller-Johnson also presented a paper: Pathways to Girls’ Delinquency.

Society for Research in Child Development (SRCD) meeting in Boston, MA (March 29-April 3, 2007).

Karen Appleyard, D. Runyan & C. Yang presented Delineating the Maladaptive Pathways of Child Maltreatment: The role of self perception and social support.

Lisa Berlin chaired and was a discussant in the symposium: Interventions to Support Early Attachments: New findings.


Elizabeth Gifford, Kenneth Dodge & the Conduct Prevention Research Group presented Neighborhood Effects in a High Risk Sample.


E.T. Gershoff, A. Grogan-Kaylor, Jennifer Lansford, L. Chang, Kenneth Dodge, A. Zelli
& K. Deater-Deckard presented a symposium paper: Discipline Techniques and Maternal Warmth in Six Countries: Associations with children’s aggression and anxiety/depression.

M. Glover & Jennifer Lansford presented a symposium paper: Cultural Differences in the Associations between Maternal Discipline and Child Externalizing Problems.


Shari Miller-Johnson, Donna-Marie Winn, Rebecca Schaffer & S. Lawson Clark presented Same and Opposite-Gender Relationships among Court-Involved Girls: A qualitative perspective in symposium chaired by Miller-Johnson & L. Leve: Girls’ Peer and Partner Relations: Links to antisocial behavior.

C. Feiring, Shari Miller-Johnson & C. Cleland presented Stigmatization as a Pathway to Delinquency in Sexually Abused Youth in symposium chaired by Jennifer Lansford: Longitudinal Associations between Childhood Maltreatment and Adolescent Delinquency.

Society of Southeastern Social Psychologists, Knoxville, TN (November 2006).

Michelle Sherrill & Rick Hoyle presented Are you paying attention? Does cognitive load deplete regulatory resources?

Southern Sociological Society, Athens, GA (April 9-12, 2007).

Elizabeth Glennie, Kara Bonneau, Michelle Sherrill & Kenneth Dodge presented Riding the Tide of School-Level Accountability: Do schools experience a rising tide or are some students thrown overboard?

E. Stearns & Elizabeth Glennie presented Opportunities to Participate: The distribution of extracurricular activities across high schools.

Systems of Care Grantee meeting, Washington, DC (Jan. 31, 2007).

Elizabeth Snyder presented Using Evaluation Results and Social Marketing to Sustain your System of Care, prepared by Snyder, R. Huffman & J. Seo.

University of Rome “La Sapienza,” Department of Psychology, Rome, Italy (March 2007).


Society of Southeastern Social Psychologists, Knoxville, TN (November 2006).

Michelle Sherrill & Rick Hoyle presented Are you paying attention? Does cognitive load deplete regulatory resources?

Southern Demographic Association (SDA) meeting (Nov. 2-4, 2006).

Clara Muschkin & Audrey Beck presented Explaining Race Differences in Student Behavior: The relative contribution of student, peer, and school characteristics.


Reid Fontaine. (2006). Applying systems principles to models of social information processing and aggressive behavior in youth. *Aggression and Violent Behavior*, 11, 64-76.


Reid Fontaine. (2007). Disentangling the psychology and law of instrumental and reactive subtypes of aggression. *Psychology, Public Policy, and Law*, 13(2), 143-165.


## 2006-2007 Faculty, Research Scientists and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenille Adams</td>
<td>Senior Research Aide</td>
<td>Project CLASS/Girls Aggression</td>
</tr>
<tr>
<td>Pamela Ahrens</td>
<td>Director</td>
<td>Fast Track Data Center</td>
</tr>
<tr>
<td>Susan Alexander</td>
<td>Executive Director</td>
<td>Transdisciplinary Prevention Research Center</td>
</tr>
<tr>
<td>Karen Appleyard</td>
<td>Research Scientist</td>
<td>Durham Family Initiative</td>
</tr>
<tr>
<td>Rebecca Bembry</td>
<td>Senior Research Aide</td>
<td>Child Development Project</td>
</tr>
<tr>
<td>Lisa Berlin</td>
<td>Research Scientist</td>
<td>Child Maltreatment</td>
</tr>
<tr>
<td>Kara Bonneau</td>
<td>Database Analyst</td>
<td>NC Education Research Data Center</td>
</tr>
<tr>
<td>Ann Brewster</td>
<td>Research Associate</td>
<td>Transdisciplinary Prevention Research Center</td>
</tr>
<tr>
<td>Willie Burt</td>
<td>Interviewer</td>
<td>Fast Track</td>
</tr>
<tr>
<td>Bea Chestnutt</td>
<td>Staff Assistant</td>
<td>Durham Family Initiative</td>
</tr>
<tr>
<td>Christina Christopoulos</td>
<td>Research Associate</td>
<td>Fast Track/Durham Family Initiative</td>
</tr>
<tr>
<td>Philip Costanzo</td>
<td>Associate Director</td>
<td>Center for Child and Family Policy</td>
</tr>
<tr>
<td>Camara Crooks</td>
<td>Interviewer</td>
<td>Child Development Project</td>
</tr>
<tr>
<td>Kenneth Dodge</td>
<td>Director</td>
<td>Center for Child and Family Policy</td>
</tr>
<tr>
<td>Sharon Eatmon</td>
<td>Analyst /Programmer</td>
<td>Fast Track Data Center</td>
</tr>
<tr>
<td>Matt Edwards</td>
<td>Analyst /Programmer</td>
<td>Durham Family Initiative</td>
</tr>
<tr>
<td>Anne Fletcher</td>
<td>Resource Room Manager</td>
<td>Sanford Institute/Center for Child and Family Policy</td>
</tr>
<tr>
<td>Reid Fontaine</td>
<td>Research Scientist</td>
<td>Center for Child Development Project</td>
</tr>
<tr>
<td>Audrey Foster</td>
<td>Senior Research Aide</td>
<td>Domestic Violence Shelter/100 Schools</td>
</tr>
<tr>
<td>Astrid Gatling</td>
<td>Computer Technician</td>
<td>Center for Child and Family Policy</td>
</tr>
<tr>
<td>Christina Gibson-Davis</td>
<td>Director</td>
<td>Children in Contemporary Society Certificate Program</td>
</tr>
<tr>
<td>Beth Gifford</td>
<td>Research Scientist</td>
<td>100 Schools/Co-Morbid Youth Project</td>
</tr>
<tr>
<td>Elizabeth Glennie</td>
<td>Research Scientist</td>
<td>NC Education Research Data Center</td>
</tr>
<tr>
<td>Jennifer Godwin</td>
<td>Research Scientist</td>
<td>Fast Track</td>
</tr>
<tr>
<td>Megan Golonka</td>
<td>Project Coordinator</td>
<td>Transdisciplinary Prevention Research Center</td>
</tr>
<tr>
<td>Sondra Haithcock</td>
<td>Grants &amp; Contracts Assistant</td>
<td>Center for Child and Family Policy</td>
</tr>
<tr>
<td>Erika Hanzely-Layko</td>
<td>Events Coordinator</td>
<td>Center for Child and Family Policy</td>
</tr>
<tr>
<td>Tamie Harbison</td>
<td>Staff Specialist</td>
<td>Center for Child and Family Policy</td>
</tr>
<tr>
<td>Lynda Harrison</td>
<td>Staff Assistant</td>
<td>Center for Child and Family Policy</td>
</tr>
<tr>
<td>Eboni Hedgspeth</td>
<td>Research Aide</td>
<td>Transdisciplinary Prevention Research Center</td>
</tr>
<tr>
<td>Rick Hoyle</td>
<td>Associate Director</td>
<td>Center for Child and Family Policy</td>
</tr>
<tr>
<td>Clarine Hyman</td>
<td>Training Coordinator</td>
<td>Durham Family Initiative</td>
</tr>
<tr>
<td>Kevin James</td>
<td>Research Aide</td>
<td>Fast Track</td>
</tr>
<tr>
<td>Naomi Jean Baptiste</td>
<td>Senior Research Aide</td>
<td>Project CLASS</td>
</tr>
<tr>
<td>Annie Jones</td>
<td>Training Coordinator</td>
<td>Durham Family Initiative</td>
</tr>
<tr>
<td>Ley Killeya-Jones</td>
<td>Research Associate</td>
<td>Life-Paths, Substance Use, Transition to Adulthood</td>
</tr>
<tr>
<td>Craig Kimbrough</td>
<td>Interviewer</td>
<td>Child Development Project</td>
</tr>
</tbody>
</table>
as of June 30, 2007
The term “affiliated faculty” is informally used by the Center to describe Duke faculty who collaborate on Center research projects and publications, mentor students in the Children in Contemporary Society Certificate Program or receive support from the Center. The list represents a broad range of involvement and may not be comprehensive.

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

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

Steven Asher, Ph.D.
Professor
Department of Psychology and Neuroscience

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

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

Kathleen J. Clotfelter, Ph.D.
Professor
Department of Public Policy Studies

John D. Coie, Ph.D.
Professor Emeritus
Department of Psychology and Neuroscience

Doriane Lambelet Coleman, J.D.
Senior Lecturing Fellow School of Law

James E. Coleman Jr., J.D.
Professor of the Practice School of Law

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

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

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

Carol O. Eckerman, Ph.D.
Professor
Department of Psychology and Neuroscience

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

Christina Grimes, Ph.D.
Research Associate
Department of Psychology and Neuroscience

Nancy Hill, Ph.D.
Assistant Professor
Department of Psychology and Neuroscience

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

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

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

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

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

Robert Murphy, Ph.D.
Associate Professor Medical Psychiatry

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

Amy Needham, Ph.D.
Associate Professor Department of Psychology and Neuroscience

Assistant Research Professor Departments of Pediatrics and Psychiatry

Angela M. O’Rand, Ph.D.
Professor Department of Sociology

Charles M. Payne, Ph.D.
Professor Department of History, African-American Studies
Martha Putallaz, Ph.D.
Director, Talent Identification Program
Associate Professor
Department of Psychology and Neuroscience

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

Susan Roth, Ph.D.
Vice Provost for Interdisciplinary Studies
Professor
Department of Psychology and Neuroscience

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

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

Jacob Vigdor, Ph.D.
Associate Professor
Department of Public Policy Studies

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

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