The evaluation research Karen O’Donnell is conducting in Malawi has an acronym that describes O’Donnell’s life over the last 18 months: MOVE. As the program director for the “Malawi Orphans and Vulnerable Children Evaluation” (MOVE) project, O’Donnell has been to sub-Saharan Africa six times over the last 18 months to get the project rolling and to build capacity in Malawi for future work.

According to O’Donnell, a CCFP faculty member, the project has two goals. The first is to conduct a rigorous evaluation of an intervention program for orphans and vulnerable children. The second is to work in partnership with the Malawi College of Medicine, Department of Community Health.

“The funders, in their wisdom, want to build capacity on the ground,” said O’Donnell. “At the end of the project, they not only want to know if the money they’re putting into improving the well-being of children is actually making children’s lives better, but they also want to have developed resources in Malawi for the future. My project co-director is Eric Umar, one of only two psychologists in Malawi.”

The project sponsor is the Funder’s Collaborative for Children (FCFC), which is comprised of four organizations, the Children’s Investment Fund Foundation, Comic Relief, The Diana, Princess of Wales Memorial Fund and the Elton John AIDS Foundation. The collaborative is investing millions of dollars with the goal of improving the lives of 65 percent of the estimated 950,000 orphans in Malawi. Its strategy is to work with one key nongovernmental organization (NGO), such as Family Health International or Oxfam International, in four targeted districts to increase the number of children served and to improve the quality of services. The NGOs will provide funds and technical assistance to district-level community-based organizations to build a system of care to address children’s health, education, social welfare and livelihood.

“The collaborative knows that there’s a lot of money going to Africa now,” O’Donnell said. “When they decided
Thank you for taking time to read Bridge. We would like to share information about our Center more directly and consistently. And as the name Bridge implies, we want this communication to be a two-way street. We want to hear from you. If you read about a project that interests you, please let us know. If you are involved in related work, we would love to hear about it. Please contact Barbara Pollock at bpollock@duke.edu or (919) 613-9266.

We are nearing the Center’s 10th anniversary, and we are proud of all that we have accomplished since our founding on July 1, 1999. We also know that we owe our success to the tremendous support we have received from colleagues, friends, partners and donors. Thank you for your past involvement and support. We look forward to working with you in the future.

Warm regards,

Kenneth A. Dodge

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**Fellowships Support Undergraduate and Graduate Students**

The Center is pleased to support fellowship programs for both undergraduate and graduate students.

**UNDERGRADUATE FELLOWSHIPS**

The Jacqueline Anne Morris Memorial Foundation endowed a fellowship program to support students who are interested in conducting research in an area of child and family policy. Each Fellow receives $500 in research support for a mentored project.

**2008-2009 Jacqueline Anne Morris Fellows:**

- **Salman Bhai**, junior, math major
  - Project: Barriers to Access and Utilization of Prenatal Care for Women in Durham County: Assessment of Prenatal Care Awareness and Implications for Future Intervention to Improve Social Policy
  - Mentors: Dr. Sumi Ariely, Duke Global Health Institute, and Alice Cooper, Department of Obstetrics and Gynecology

- **Megan Kuhfeld**, senior, psychology major
  - Project: The School Start Times Study: Measuring the Impact of Delaying High School Start Times on Adolescents
  - Mentor: Dr. Harris Cooper, professor of Education and Psychology and Neuroscience

- **Shannyn Piper**, senior, double major in public policy studies and environmental science and policy
  - Project: Adolescent Latinas: Exploring the Link between Acculturation and Substance Abuse
  - Mentor: Dr. Katie Rosanbalm, research scholar, Center for Child and Family Policy

- **Sarah Rabiner**, junior, sociology major
  - Project: Investigating the Effect of Gang Presence on School Climate
  - Mentor: Dr. Clara Muschkin, assistant research professor of Public Policy

**GRADUATE FELLOWSHIPS**

Graduate fellowships aim to encourage the career development of promising students who are interested in an academic career that blends basic social science with public policy.

**Sulzberger Social Policy Graduate Research Fellowships**

These fellowships are made possible through generous donations by the Sulzberger family. Sulzberger Fellows receive a stipend and funds to cover the cost of student fees.

**2008-2009 Sulzberger Fellows:**

- **Adar Ben-Eliyahu**, doctoral student in the Department of Psychology and Neuroscience
- **Ashley Brown**, doctoral student in the Department of Public Policy Studies
- **Tanya Kaefer**, doctoral student in the Department of Psychology and Neuroscience
- **Katrina Poetzl**, doctoral student in the Department of Psychology and Neuroscience

**Levitan Social Policy Graduate Research Fellowships**

These fellowships are made possible by a generous gift from Dan Levitan. Levitan Fellows receive a flexible research fund for travel to a national conference or for use in their studies or research.

**2008-2009 Levitan Fellows:**

- **Ashley Allen**, doctoral student in the Department of Psychology and Neuroscience
- **Ava Gail Cas**, doctoral student in the Department of Public Policy Studies
- **Alexis Franzese**, doctoral student in the Department of Psychology and Neuroscience
- **Abby Goldman**, doctoral student in the Department of History
- **Tongyai Iyavarakul**, doctoral student in the Department of Economics
to put a million a year into their effort, they knew that they wanted the funding to cover an independent monitoring and evaluation of their initiative and to use the evidence to inform their own work, the work of NGOs and other funders, and government policymakers."

O’Donnell and her team had the tools and experience to pull together a plan that the FCFC liked. One tool is the Child Status Index (CSI), which O’Donnell and her colleagues developed in 2006-2007 and have fielded in several projects. The CSI is a simple tool for interviewing families to assess and monitor the well-being of orphans and vulnerable children.

“The CSI is not a questionnaire with check boxes,” she said. “We went to the field in different countries and talked to children and their guardians about what was important to them, and we embedded that information into an observation and interview tool. We don’t go into people’s homes with clipboards. It’s more of a conversation. Instead of asking if a family has enough food, we ask if the child went to bed hungry in the last week and we observe the area where food is prepared to see what is available.”

As part of project start-up, the CSI was translated into Chichewa, a Bantu language widely spoken in Malawi, then reverse-translated into English.

“We pretty much underestimated the incredible number of activities required for start-up,” she said. “Because we’re working with the Malawi College of Medicine, we have two Institutional Review Boards—one at Duke and one at the Medical College.”

The evaluation project covers the FCFC’s initiative in two districts, Salima, which is in central Malawi, and Thyolo, which is in the south. The project is currently conducting a household-to-household survey of 700 to 800 households per year in Salima, randomized over the entire district. The survey includes a one-hour interview with a child and a 1 1/2-hour interview with the child’s guardian. The interviewers are Malawians trained by the evaluation team. The project is also hiring interviewers for the surveys in the Thyolo District, which will begin over the summer.

The five-year evaluation project, which began formally in 2008, will provide guidance for the FCFC’s long-term project, which may be expanded to the districts of Lilongwe Rural and Mzimba. In addition to the child outcomes information, the FCFC wants an outside evaluation team to determine whether or not the collaborative produced greater outcomes than if the members had worked independently.

O’Donnell said, “I feel an incredible sense of responsibility. These funders want to know if they’re doing the right thing. At the end of the evaluation, we should be able to tell them whether or not their collaborative efforts in Malawi are improving children’s lives. I think this is a very important model for funders to follow in the future.”

The MOVE project is housed in the Duke Global Health Institute (DGHI). Others from Duke involved in the project include Kathryn Whetten, principal investigator; Lynne Messer and Jan Ostermann, evaluators; and Seema Parkash, project coordinator.

In addition to being a CCFP faculty member, O’Donnell is a senior research fellow with the Center for Health Policy’s Health Inequalities Program, which is part of DGHI. She also is a faculty member of the Center for Child and Family Health and the departments of Pediatrics and Psychiatry in Duke’s Medical Center.
Federal and state school accountability programs overlap in North Carolina, creating an alphabet soup of acronyms and mixed messages for schools and teachers.

The state’s ABCs of Public Education, with EOC and EOG measurements, has been in place since 1996. The federal NCLB Act of 2001 added its measurement, AYP, to the mix. Each system has unique incentives, as well, which makes North Carolina the perfect place to evaluate accountability sanctions.

A new CCFP study will use information from the North Carolina Education Research Data Center to determine which incentive program, if any, has the greatest positive impact on student outcomes. The study, “The Impact of School Accountability Sanctions on Student Outcome: Evidence from North Carolina,” received federal funding for a four-year period beginning March 1, 2009. The principal investigators are Jacob Vigdor, associate professor, departments of Public Policy Studies and Economics, and a CCFP faculty member, and Thomas Ahn, a CCFP research associate.

The project will determine whether the federal or state accountability incentives yield tangible benefits in the form of better standardized test scores. It will focus on elementary schools because, according to Vigdor, they offer the best environment to evaluate the impact of policy. In primary schools, children usually have a single teacher, which makes it easier to link students and student outcomes to specific teachers, he said. To infer the causal effect of accountability incentives, the study will focus on schools that fall just above or just below the performance objectives in place for the state and federal programs. These otherwise comparable schools will be subjected to different sanctions, or different threats of sanctions. This “regression discontinuity” research design is considered a close substitute for the gold standard—randomized experiments.

Vigdor said, “North Carolina schools, teachers, parents and students have been getting mixed messages for years. Under the ABCs plan, all of the teachers at a school can receive bonuses because student test scores improved, but NCLB often labels the same school as ‘bad’ because it did not meet adequate yearly progress.”

The NCLB criteria are based on whether students achieve a specific proficiency threshold, while the North Carolina incentives are based on year-over-year improvements in test scores.

The schools that get into trouble with NCLB but not the state, he said, are schools that teach disadvantaged children. In these schools, students can post dramatic improvements in test scores but still not reach the proficiency level because they were at such a low level to start.

“North Carolina is looking for improvement, which a teacher can affect,” said Vigdor. “No Child Left Behind is all about proficiency, and the teachers may respond by throwing up their hands and giving up because they are less likely to be able to move students from whatever their status is at the beginning of the year to being proficient. The NCLB incentives feel more like ‘punishments.’”

Vigdor and Ahn have some preliminary evidence regarding the outcomes of the study. These preliminary results show that the ABCs plan, which pays cash bonuses to certified staff and teacher assistants in schools that attain expected or exemplary growth, does induce greater effort from teachers, which translates into test score improvements for students.

Vigdor said, “The extra pay may encourage teachers to work harder or to find ways to do their jobs better. Also, principals may find better ways to train and support teachers in doing their jobs.”

With NCLB, the pretest indicates which students are closest to achieving proficiency, he said. With a goal of increasing the number of students who are proficient, teachers are incentivized to focus on the students who are on the cusp of proficiency, previous studies have shown. The result is that NCLB

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**ABCs of Public Education:** North Carolina’s comprehensive plan to improve public schools. The plan is based on three goals: 1) strong accountability, “A,” 2) mastery of basic skills, “B,” and 3) localized control, “C.” The ABCs plan was implemented in 1996-1997.

**AYP:** Adequate Yearly Progress

**EOC:** End Of Course test

**EOG:** End Of Grade test

**NCLB:** The No Child Left Behind Act of 2001 reauthorized a number of federal programs aiming to improve the performance of U.S. primary and secondary schools by increasing the standards of accountability for states, school districts and schools, as well as providing parents more flexibility in choosing which schools their children will attend.
“leaves behind” children who are far from attaining proficiency and those who are already proficient, Vigdor said.

The drawback to the state program, according to Vigdor, is that bonuses cost money. On the other hand, NCLB is an unfunded mandate. The federal program has sanctions for schools that fail to make AYP. The first year, the school is on probation. The second year, the district must offer transfers to all students. The third year, the school must offer a supplemental educational program. However, the burden for enforcing these mandates falls to the states.

There are numerous different state-level accountability programs in place across the country, and they are all mixed up with NCLB, according to Vigdor. This study will provide insight about the specific incentives in place in North Carolina, but can speak to larger issues.

“Ultimately, pumping up test scores does not mean we will produce what we desire, whether that is preventing school dropouts, encouraging kids to seek post-secondary education or increasing the number of students who complete post-secondary education. But, it can be part of the solution,” he said.

_A Broader, Bolder Approach to Education_  
By Jana A. Alexander

Helen F. “Sunny” Ladd, a CCFP faculty member, is co-chair of a task force calling for “A Broader, Bolder Approach to Education.” The task force of national education policy experts is calling for the end of school reform efforts that have achieved far too little over many decades.

In a statement released in June 2008, the task force charged that schools alone cannot close the achievement gap. The original 60 signers of the statement now have been joined by more than 800 others who endorse the task force’s conviction that school improvement must be complemented by improvements in the social and economic conditions in which children live.

According to the statement, there is evidence that achievement gaps based on socioeconomic status are present before children begin formal schooling. Although some schools serving disadvantaged students have registered impressive academic gains, there is no evidence that school improvement strategies by themselves can effectively close the gaps for the long term. The statement points out that policies aimed directly at education-related social and economic disadvantages can improve school performance and student achievement.

_A Broader, Bolder Approach to Education_ aims to dramatically reduce the current association between social and economic disadvantage and low student achievement. To do so, BBA plans to expand the concept of education and to incorporate effective policies and practices that are supported by scientific research.

The task force is designing programs to advance its agenda. Of note, it held a February forum, “New Directions in Accountability Policy for Education,” at the Economic Policy Institute in Washington, D.C. At the forum, BBA leaders presented and discussed proposals for new accountability systems that they recommend for the federal and state governments. Other forums are being planned, including sessions focusing on the importance of health care for achievement, the impact of early childhood programs and the impact of after-school and summer programs.

BBA also plans to make its Web site, <www.boldapproach.org>, the definitive resource for state and federal policymakers who are seeking research on and evidence for the broader, bolder approach to education.

The task force will sponsor a series of demonstration projects where school improvement, early childhood programs, adequate health care, and after-school and summer programs will be coordinated to produce real outcome gains for disadvantaged children.

Ladd is the Edgar T. Thompson Distinguished Professor of Public Policy Studies and professor of Economics at Duke University. The BBA task force is supported by the Nellie Mae Education Foundation and the Economic Policy Institute’s education research program.
“Project AIM”: Preventing Illicit Substance Use among Middle School Children

By Ann B. Brewster, Research Scientist, Center for Child and Family Policy

“Project AIM” (Adult Identity Mentoring), developed by Leslie Clark and colleagues (Clark et al., 2005), is a brief, evidence-based, culturally sensitive, structured intervention to help middle and high school students avoid risky behaviors by focusing on positive academic, personal and career aspirations.

This intervention works by helping students to elaborate their personal goals and to obtain the skills they need to reach those goals. Students discover for themselves that some behaviors, such as substance use, are incompatible with their goals while others, such as attending school and putting effort into their classes, will help them attain their goals.

The AIM curriculum involves 12, 45-minute sessions, typically delivered twice per week in one of the following ways: via classroom activities that can be seamlessly integrated into a health, vocation-oriented or other elective; through an additional class curriculum; or in an after-school or community setting. It involves student participation, role playing and discussion; thus, it is active and fun, as well as a valuable, skills-based learning experience for students.

Duke University’s Transdisciplinary Prevention Research Center (TPRC), which is part of CCFP, has been studying the effectiveness of Project AIM for reducing risky behaviors (particularly alcohol and other substance use) and enhancing students’ academic achievement and elaboration of goals and plans for the future.

To date, Project AIM has been piloted four times: in various settings; with various grade levels; and with diverse samples by race/ethnicity, socioeconomic status and level of risk for adverse negative outcomes, such as illicit substance use and academic failure.

Initial evaluations indicate that middle school students exposed to AIM show a range of benefits, including significant reductions in risky behaviors and a stronger orientation toward academic achievement. Students identified as at-risk for academic failure prior to involvement in the program are more likely than students at low risk for academic failure to evidence significant positive effects from participation in AIM. Further, students with less access to adult social capital (e.g., parents who went to college) are more likely than those with higher levels of access to social capital to benefit from the program.

Through continued grant funding of the Duke TPRC from the National Institute on Drug Abuse, we are in the process of implementing and evaluating Project AIM on a broader scale by:

- Examining the efficacy of Project AIM as a universal school-based preventive intervention program.
- Targeting sixth-graders from four local middle schools. Approximately 150 sixth-grade students from each of four schools (n = 600) will participate in AIM as part of their health curriculum; 150 sixth-grade students from the same four schools will be recruited in the subsequent cohort to take part in the usual health curriculum and will serve as controls.

Investigators for the TPRC Project AIM implementation and evaluation project: Timothy J. Strauman, professor, Department of Psychology and Neuroscience, and a CCFP faculty member; Rick H. Hoyle, research professor, Department of Psychology and Neuroscience, and associate director, CCFP; and Ann B. Brewster, research scientist, CCFP.


“Initial evaluations indicate that middle school students exposed to AIM show a range of benefits, including significant reductions in risky behaviors and a stronger orientation toward academic achievement.”

- Ann Brewster
A new study led by CCFP Research Scientist Lisa Berlin provides more input for the age-old debate about whether or not to spank children. The research found that children who were spanked more often as 1-year-olds were more aggressive at age 2 and had lower early thinking and reasoning skills at age 3 than toddlers who received fewer spankings.

The dual purpose for the study was to determine whether spanking and verbal punishment for toddlers produced problematic child behaviors and to establish whether or not early behaviors elicited physical punishment, verbal reprimands or both. Earlier research indicated that spanking is associated with an array of negative child behaviors, that parents are more likely to use physical punishment when they perceive their children’s behavior as aggressive and that spanking is more common and more culturally accepted among poorer families.

According to Berlin, “We focused on the toddler years because that is when spanking typically starts. Between the ages of 1 and 3, children become mobile, and parental discipline increases. In the long term, we are interested in stopping discipline problems before they start.”

The study followed 2,573 low-income white, African-American and Mexican-American mothers and their toddlers. Researchers interviewed and observed the mothers and their children at home when the children were ages 1, 2 and 3. Each mother reported on the frequency with which anyone in the household had spanked her child the previous week. The researchers made notes during the visits regarding their observations of how often each mother used verbal punishment, such as scolding, yelling and making derogatory remarks. Using these data, Berlin and her colleagues analyzed the effects of spanking and verbal punishment on children’s aggressive behavior problems and cognitive development at ages 2 and 3.

The analysis clearly indicated that spanking negatively affects children’s development. Spanking predicted greater aggression and lower mental development, even after controlling for relevant family and child characteristics, such as the mother’s race/ethnicity, age and education, and whether or not she reported symptoms of depression; the family’s income and structure; and the child’s gender. Another key finding is that neither greater aggression at age 2 nor less mental development at ages 1 and 2 led to more spanking.

“This was an important finding,” according to Berlin. “We wanted to see whether mothers’ behaviors lead to problematic child behaviors, whether children’s challenging behaviors elicit harsher discipline, or both. Our data show that greater aggression at age 2 and lower cognitive development scores at ages 1 and 2 did not elicit more spanking at ages 2 and 3. So, the mothers in this study look more influential than the children.”

The study also found that verbal punishment alone did not appear to affect children’s aggression or cognitive development and that children who experienced more frequent verbal punishment, along with more emotional support from their mothers, had higher cognitive development scores.

Berlin said, “Interestingly, our findings show a positive outcome for children whose parents use verbal punishment in the context of an emotionally supportive parent-child relationship. This was not true for children who were spanked, no matter how supportive the parent-child relationship.”

This study adds more definitive findings about the negative effects of spanking on toddlers’ aggression and cognitive development. Moreover, because the participants were all from low-income families, in which spanking is typically more normative, the results are especially notable.

The results of Berlin’s study are being published in an upcoming issue of Child Development, the flagship journal of the Society for Research in Child Development. A Career Development Award from the National Institute of Mental Health supported Berlin’s research.

In addition to Berlin, other researchers involved in the study included: Jean M. Ispa and Mark A. Fine of the University of Missouri-Columbia; Patrick S. Malone, University of South Carolina; Jeanne Brooks-Gunn and Christy Brady-Smith of the National Center for Children and Families at Columbia University; Catherine Ayoub, Harvard University; and Yu Bai, a CCFP statistician.
The Durham Connects newborn home visiting program is wrapping up its pilot stage and preparing for a rigorous evaluation period. The program is a collaboration of the Durham Family Initiative (a partnership of the Center for Child and Family Policy (CCFP) and the Center for Child and Family Health (CCFH)), and the Durham County Health Department. Durham Connects hopes to become a universal outreach program to parents of newborns in Durham County, pending positive evaluation results.

Since July 2008, Durham Connects has hired 10 nurses and trained them to conduct home visits using a specially designed protocol that combines a medical assessment of mother and baby and a psychosocial screening tool to assist parents with areas of concern. The program is devoting much attention to protocol reliability and fidelity, with the goal of creating a replicable and sustainable community program.

Nurses make a first visit when the baby is between 2 weeks and 12 weeks old. They assess the health of the mother and child and discuss topics important to the well-being of children and families, such as child care plans, infant and maternal health, social support and finances, among others. The goal is for nurses to connect Durham County residents with community resources in order to provide parents with the tools necessary to raise a healthy child. To date, nurses have made approximately 500 visits, with 73 percent of eligible families accepting the visits during a recent two-month period. Approximately 40 percent of families received a resource referral and/or follow-up by a nurse. Durham Connects nurses are able to make up to three visits per family, depending on need.

In piloting the program, there have been some challenges. Demographically, middle and high income families are less likely to accept the visit. Many of the families decline because they don't fully understand the program or are not used to a preventive model of care. Sometimes parents are confused about the difference between pediatric visits and Durham Connects home visits. Durham Connects is in addition to well-baby visits and can provide health checks and additional information between doctor visits. Doctors don't always have the luxury of extra time to spend with families, but Durham Connects nurses can provide an hour or more of undivided, one-on-one attention. This can be very comforting to new parents. The nurses find that once they’re in the door, parents are thrilled with the service. Other challenges include difficulty locating families and lack of complete birth data. Data on births in Durham County are collected from the hospitals, while information about children born outside of Durham is accessed through public birth records. The program is considered an extension of postpartum care by area hospitals and doctors. This care continuum, along with endorsements by obstetricians, pediatricians and family practitioners, has helped encourage participation.

The program has been rolled out in half of the 20 geographic neighborhoods in Durham, with the other half serving as comparison areas. The evaluation is set to begin in late 2009. It will compare child well-being outcomes.
such as county-level child abuse rates, hospital visits and well-baby visit compliance. Family surveys also will provide valuable feedback on the program from the parents’ perspective.

All in all, the program has been very warmly received by the community, and parents see it as a benefit to their families. Durham Connects has made significant progress in developing and introducing a brand new program to the community, and everyone involved is eager to begin the evaluation process and see the results.

Pending a successful evaluation, the program will scale up to become a universal program available to every baby born in Durham County. A public awareness campaign has highlighted the positive impacts of the visits to encourage participation. To view published stories and more information about Durham Connects, please visit <www.durhamconnects.org>.

The report calls for an infusion of evidence-based interventions in a range of family, school and community settings, as well as the expansion of the existing research base, including programs to monitor changes in the prevalence of mental, emotional and behavioral disorders in the general population. The committee also recommends ongoing research to understand the best targets and timing for interventions, as well as the development of implementation strategies. In addition, the report discusses screening programs, which could be used to identify children who have risk factors for mental, emotional and behavioral disorders.

The report is the result of a two-year study sponsored by the Substance Abuse and Mental Health Services Administration, with supplementary funding from the National Institute of Mental Health, the National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism.

Costello is part of the Committee on the Prevention of Mental Disorders and Substance Abuse among Children, Youth and Young Adults: Research Advances and Promising Interventions, which prepared the report.

For more information on the report, please visit <http://www.nationalacademies.org/morenews/20090213.html>.
“Evidence-based Policy: Strategies for Improving Outcomes and Accountability” was the theme of the 2009 North Carolina Family Impact Seminar (NCFIS) held at the North Carolina legislature on Feb. 23. This year’s topic was right on target given the increasing demand for program accountability, combined with demands for leaner budgets, spurred by the struggling economy. At the seminar, research, policy and practice experts illustrated ways in which their work uses evidence to inform policy and practice. The featured presenters shared expertise from academic, public sector, nonprofit, legislative and philanthropic perspectives.

The seminar provided policymakers with objective information and insight about how to use evidence to craft legislation and to support implementation of effective programs. North Carolina and national experts addressed:

- How to weigh information to determine its value as evidence.
- How to identify, develop and implement programs that work.
- How evidence-based policy can improve outcomes while saving money.

The 2009 NCFIS had high attendance with 85 people in the audience, including legislators, legislative staff, executive branch officials (including a cabinet secretary), representatives of child- and family-serving nonprofits, researchers and college students.

**Seminar highlights**

Following a welcome by Carol Ripple, principal program evaluator in the N.C. General Assembly’s Program Evaluation Division, CCFP Director Kenneth Dodge framed the seminar by putting the evolution of evidence-based policy in a historical context. Moving away from the 1950’s notion of social programs as charity, Dodge said we have now arrived at the “era of evidence and investment.”

Jon Baron, executive director, Coalition for Evidence-Based Policy, then provided sobering details about the lack of progress in important areas of policy in the United States, including poverty and academic achievement. Baron lamented the lack of rigorous evidence used to drive policy, pointing out that rigorous evaluations have not identified many highly effective interventions.

“In fact,” he said, “only 10 to 15 programs exist that have been proven, through randomized, controlled trials, to have a sizable, sustained, positive impact on people’s lives.”

But along with the sobering assessment, Baron proposed potential solutions, including increased funding for rigorous evaluations in order to boost the number of research-proven interventions; the use of evaluation findings to modify or close programs that are not working; and inclusion of incentives and ongoing assistance for programs to adopt the research-proven interventions.

In keeping with the seminar’s perspective that evidence-based policy is important across domains, Robert Foss, senior research scientist and director, Center for the Study of Young Drivers, UNC-Chapel Hill, discussed the research used to create the North Carolina Graduated Driver Licensing Program (GDL) and the lessons learned from the program. A key element of the GDL initiative, said Foss, was that the state tackled teen highway accidents and resulting injuries and deaths as a public health problem and sought to gather and generate evidence on the best ways to improve outcomes. Policies stemming from this work include the GDL system, enacted in 1997, and the subsequent limit on the number of passengers under the age of 21 who could ride with an inexperienced driver, enacted in 2002. Both policies have had sustained positive results, and the GDL has been adopted in whole or in part by 46 other states across the nation.

The seminar illustrated the role that stakeholders from different sectors can play in advancing the use of rigorous evidence to inform...
policy. Three representatives of the North Carolina Alliance for Evidence-based Family Strengthening Programs addressed the Alliance's effort to adopt and successfully implement evidence-based programs for children and families in North Carolina: Michelle Hughes, vice president for programs, Prevent Child Abuse North Carolina; Charisse Johnson, section chief for Child Welfare Services, N.C. Department of Health and Human Services, Division of Social Services; and Rhett Mabry, director, Child Care, The Duke Endowment.

The Alliance is a collaborative of public and private organizations and agencies that fund programs to improve a range of outcomes for children and their families. The three programs selected thus far are the Nurse-Family Partnership, Incredible Years and Strengthening Families. Alliance members work collaboratively to identify and select replicable, evidence-based programs; to assist with funding and implementation of the selected programs; and to build and fund state-level support for the programs. A cornerstone of the Alliance's work is to develop common guidelines for assessing agency and community readiness for implementation and evaluation of evidence-based programs.

NCFIS draws on other states' experiences to inform North Carolina policymaking. This year's focus was on Pennsylvania, which has emerged as a leader in the use of evidence to guide implementation of crime and delinquency programs. A university-public sector partnership has helped make this happen. Discussing Pennsylvania's experience were Brian Bumbarger, director of the Evidence-based Prevention and Intervention Support Center at The Pennsylvania State University, and Janelle Lynch, executive director of the House Children and Youth Committee in the Pennsylvania House of Representatives.

Since 1998, Pennsylvania's Commission on Crime and Delinquency (PCCD) has taken a policy position of promoting more efficient use of state funds by increasing reliance on evidence to guide programming. Under this initiative, the Commission's Office of Juvenile Justice and Delinquency Prevention has invested over $60 million to support nearly 200 implementations of effective programs in more than 100 Pennsylvania communities. Bumbarger and Lynch described the initiative's enormous benefits, resulting in large part from emphases on community readiness prior to program implementation; high-quality implementation that adheres to the program model in its transition from a research to a real-world context; rigorous program evaluation; and strategies for sustainability.

By following these principles, Bumbarger noted that large-scale adoption of evidence-based programs can yield not only positive outcomes, but also cost savings. Studies show a $317 million savings to Pennsylvania as a result of this initiative.

The call for rigorous research evidence to guide policy and practice is growing in North Carolina and throughout the nation. As a result of the seminar, dozens of stakeholders are equipped not only with an understanding of what "evidence-based" means, but also with tools for using evidence to enhance the impact of their work.

"Large-scale adoption of evidence-based programs can yield not only positive outcomes, but also cost savings."

-Brian Bumbarger

Materials from this and previous seminars are available on the CCFP Web site: <www.childandfamilypolicy.duke.edu/familyimpact>.

The Center became the state FIS site in 2004 and hosted the first seminar in 2005. Jenni Owen directs NCFIS; Katie Rosanbalm served as project coordinator for the 2009 NCFIS. Seminars have been supported by the JEHT Foundation, Z. Smith Reynolds Foundation, The Warner Foundation, the Prentice Foundation, the Duke Office of Public Affairs and Government Relations, and the Center for Child and Family Policy.
Yoshikawa Focuses on Social Exclusion of Recent Immigrants

By Jana A. Alexander

Hirokazu Yoshikawa delivered the final 2008-2009 Sulzberger Distinguished Lecture on March 25, bringing his expertise in community and developmental psychology to more than 75 scholars, policymakers and practitioners. His lecture focused on the additional disadvantages experienced by U.S.-born children who have one or more parents of undocumented status.

In “Immigrants Raising Citizens: The Second Generation’s First Years of Life,” Yoshikawa argued for looking beyond poverty to better understand child well-being. He also explained why the U.S. should be concerned about children whose parents are undocumented and have no pathway to citizenship.

According to Yoshikawa, most studies on the second generation focus on assimilation, which emphasizes peer effects, community norms, neighborhood economic opportunity and intergroup contact. The citizenship and documentation status of the parents is an understudied factor in theories and studies of the second generation, he said. He pointed to research proving that access to institutional resources is a key to child well-being, and that access is closely linked to the parents’ legal status.

“Real or perceived barriers prevented the majority of Dominican and Mexican parents from accessing some public programs, such as child care subsidies, Temporary Assistance for Needy Families, public housing or Section 8 vouchers, Social Security Income and unemployment benefits.”

- Hirokazu Yoshikawa

“Access to institutional resources is a measure of social exclusion,” he said. “Knowing this enriches our understanding of the challenges faced by U.S. children born to immigrant parents.”

Yoshikawa built his presentation on findings from studying low-income immigrant families in New York City. He is a co-principal investigator for New York University’s Center for Research on Culture, Development and Education, which recruited participants from three NYC hospitals that serve high numbers of low-income African-American, Chinese, Dominican and Mexican families. Of the 374 participating families, all of the Chinese and Mexicans and more than 85 percent of the Dominicans were immigrants; none of the African-American participants was an immigrant.

Although the study did not ask for citizenship status, earlier research showed that 80 percent to 85 percent of Mexican immigrants who arrived in the U.S. in the last 10 years are unauthorized. In this context, the study showed that low access to resources that require identification, such as checking accounts or savings accounts, is driven by citizenship status and had consequences for parental distress and young children’s development.

Among the participants, involvement in the WIC (Women, Infants, and Children) program was very high, and a majority of families also received food stamps. However, real or perceived barriers prevented the majority of Dominican and Mexican parents from accessing some public programs, such as child care subsidies, Temporary Assistance for Needy Families, public housing or Section 8 vouchers, Social Security Income and unemployment benefits.

Yoshikawa said that social exclusion can contribute to negative outcomes for children. The study showed that the children of Mexican immigrants had lower expressive language skills than the African-American or Dominican children at 24 months. At 36 months, the Mexican children continued to score lower on expressive language skills than did African-American children.

He also presented research showing that noncitizens are less likely to have adequate food in the home; that 20 percent of Mexican infants were hospitalized between birth and 24...
months and that almost half of the hospitalizations were for respiratory symptoms; that only 55 percent of Mexican children enroll in 4-year-old preschool; that Mexican children have poorer physical health upon school entry and score lower in math; that Mexican adolescents drop out of school at high rates; and that Chinese adolescents have lower self esteem and higher rates of depression and social isolation relative to their white, black and Latino counterparts.

Yoshikawa also is interested in the transnational contexts of the immigrant experience. In this study, the researchers looked at the areas of origin, primarily Fujian Province, China; the Dominican Republic; and Puebla State, Mexico. They saw that Dominican immigrants joined a wave of immigration that began several decades ago, which provided them with more local connections for learning how to access institutional resources. Since immigration from Puebla, in particular, is more recent, Mexican immigrants are less likely to have connections in NYC to organizations that serve them. Yoshikawa also noted that recent Mexican immigrants are scattered throughout the city, whereas Chinese and Dominicans tend to settle in particular neighborhoods, which increases their social networks. Thus, patterns of settlement might further drive the social exclusion experienced by Mexican families in the most recent wave of immigration and contribute to disparities between families of similar economic means, he said.

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Yoshikawa is a professor of Education at the Harvard Graduate School of Education. During 2008-2009, he is on leave at the Russell Sage Foundation writing a book concerning the development of infants and toddlers in low-income immigrant families.

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Spring 2009 Courses Taught By Center Researchers

**Title:** Children in Contemporary Society (CCS 150/PubPol 124)

**Instructor:** Karen Appleyard, Research Scientist

**Description:** Examines major developmental stages of childhood and influences in a child’s life: parents/family life, schools, communities and the economy. Emphasis is on:

1) The application of theory for analyzing complex societal problems (often involving issues of race, class and gender); and
2) The use of material and methodologies from psychology, sociology, economics and public policy.

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**Title:** Education Policy (PubPol 264S)

**Instructor:** Thomas Ahn, Research Associate

**Description:** Focuses on current issues in education policy in K-12 education in the United States. The course exposes students to issues such as education production, teacher labor markets, accountability legislations, racial and socioeconomic achievement gaps, dropout prevention and school choice. Students will rigorously examine the relevant issues and proposed solutions utilizing economic theory and statistical methods.

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**Title:** School Dropout and Education Policy (CCS 264S/PubPol 264S/Edu 270S)

**Instructor:** Ann Brewster, Research Scientist

**Description:** Critically examines the U.S. school dropout issue, focusing on five areas:

1) An overview of the history of the school dropout issue, trends and scope of the current problem;
2) Relevant theories;
3) Research related to school dropout and graduation;
4) Effective dropout prevention strategies and programs; and
5) Policies relevant for school dropout prevention.

The course addresses issues important for understanding high school educational attainment, including race/ethnicity, socioeconomic status, gender and culture.
CCFP Database Analyst Kara Bonneau and CCFP Senior Research Scholar Joel Rosch served on the Data Advisory Council of the recently released 2009 North Carolina Children’s Index. The index, published every other year, provides the latest and most accurate state- and county-level data available on key indicators of child well-being.

The GrandParent Network and its parent project, the Durham Family Initiative, were recognized at the February meeting of the Durham Board of County Commissioners. The network trains seniors and organizes mentoring relationships so that young families can benefit from the wisdom and guidance of “grandparents.”

CCFP faculty member Jennifer Lansford, CCFP Research Coordinator Ann Skinner, and former CCFP researcher Patrick Malone met with the Parent Behavior and Child Adjustment Across Cultures Work Group in Chiang Mai, Thailand, Feb. 2-3. Collaborators traveled from seven different countries to discuss the first year of data collection, develop partnerships for manuscripts, examine year 1 data and plan for data collection in years 2 and 3.

Jenni Owen, CCFP director of policy initiatives, was recently appointed to the Indigent Defense Services Commission by Gov. Mike Easley. She will serve on the commission through 2012.

CCFP Associate Director David Rabiner is the new faculty director of the Duke University School Research Partnership (SRP) Office. Jenni Owen is the new school liaison for the SRP Office, which facilitates Duke University research in area schools and promotes research collaborations between schools and Duke researchers.

CCFP Director of Community Resources Jeannine Sato spoke at a press conference March 4 to launch the Paid Sick Days campaign in North Carolina. A new bill, the Healthy Families and Healthy Workplaces Act (HB 177, SB 534), would require businesses to provide accrued paid sick time to employees. The campaign is being headed by the N.C. Justice Center.

The American Society for Biochemistry and Molecular Biology awarded CCFP faculty member Rochelle Schwartz-Bloom its 2009 Award for Exemplary Contributions to Education. The award recognizes a scientist who encourages effective teaching and learning of biochemistry and molecular biology through teaching, leadership in education, writing, educational research, mentoring or public enlightenment.

CCFP Research Scientist Yvonne Wasilewski has been nominated to be an editor of the American Journal of Evaluation.
Elizabeth Gifford has launched a new Web site to help people better understand the nature of substance abuse problems in every county in North Carolina and track trends over time.

The Web site, “Substance Abuse among North Carolina Adolescents,” <http://substanceabuse.ssri.duke.edu/> includes publicly available data on substance abuse indicators. Gifford, a CCFP research scientist, incorporated administrative data on arrests from the State Bureau of Investigation, details on emergency room visits from the N.C. Division of Public Health and self-reported measures from the Youth Risk Behavior Surveillance (YRBS) Survey and the Youth Tobacco Survey (YTS).

According to Gifford, the site can provide policymakers and practitioners at the state, county and local levels with useful information for planning prevention strategies, determining community service needs and evaluating the benefits of alternative programs and policies.

“The goal of this Web site was to simplify the process of assessing community need,” Gifford said. “Community groups seemed to be spending so much time trying to understand what their needs were around substance use. Alternatively, if the information is more readily available, communities can dedicate their time to having ‘the next conversation’—that is, what are the top priorities and strategies for serving their community.”

The Web site incorporates the following data: arrest data for the years 1995 through 2007; emergency room data for 2006 and 2007; YRBS data for 2003, 2005 and 2007; and YTS data for 1999, 2001, 2003, 2005 and 2007. Information on adult populations is also available through the Web site and can provide richer context for understanding local issues. Visitors can view the data in several different formats, including change-over-time bar charts and maps showing geographic patterns. They can also export data into Excel to make customized charts for their own purposes.

“I hope that the five different ways to view data encourage folks to play around with the numbers,” Gifford said. “I hope the Web site provokes a lot of questions and stimulates community conversation.”

Gifford collaborated with Alan Hoyle, an independent contractor, for Web programming and with CCFP Departmental Web Administrator Joy Stutts for Web design.

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Marie Lynn Miranda has launched a Web site for the Community Assessment Project (CAP), <http://cehi.env.duke.edu/cap/>. The CAP project has two purposes: to better understand the relationship between the built environment and health and to provide Durham residents with maps to aid efforts to improve the quality of life in the community. Web site features:

- Full CAP report;
- CAP brochure;
- Thematic maps of built environment variables; and
- Web-based application for creating personalized maps.

Miranda is associate professor of Environmental Sciences and Policy in the Nicholas School of the Environment, director of the Children’s Environmental Health Initiative and a CCFP faculty member. CAP is funded by the U.S. Environmental Protection Agency (EPA) as part of the Southern Center for Environmentally Driven Disparities in Birth Outcomes (SCEDDO).
Alamance County Department of Social Services grant to CCFP Research Scholar Christina Christopoulos for “Comprehensive Community Mental Health Services for Children & Their Families.” Three Duke centers, CCFP, the Center for Child and Family Health and the National Center for Child Traumatic Stress collaborated with Alamance County to secure a U.S. Department of Health and Human Services’ Substance Abuse and Mental Health Services Administration (SAMHSA) grant for “Alamance Alliance,” a project to improve outcomes for children ages birth to 5 with serious mental health needs and their families, including families involved with Child Protective Services. CCFP Research Coordinator Nicole Lawrence will co-direct the project. CCFP Senior Research Scholar Joel Rosch was instrumental in the design phase. The project is set to run through September 2014.

Foundation for Child Development award to CCFP faculty member Anna Gassman-Pines for the two-year project “Paternal Employment, Family Functioning and Young Child Well-Being: A Daily Diary Study of Mexican Immigrant Families.” The study will examine day-to-day variability in the work experiences (work hours; workload; interpersonal interactions with supervisors and co-workers; perceptions of discrimination) of Mexican immigrant fathers who have young children (ages 3-5) and how those work experiences affect family functioning and child well-being. The project begins Jan. 1, 2010.

National Institute on Drug Abuse (NIDA) P30 Transdisciplinary Prevention Research Center (TPRC) to CCFP Associate Director Philip Costanzo and CCFP Director Kenneth Dodge. The mission of the Duke TPRC is to create an array of evidence-based approaches to developing prevention programs that address the underlying risk factors for problematic substance abuse in teenagers and young adults. The Duke TPRC is part of CCFP. The TPRC is funded through June 2013.

The following pilot projects were funded recently by the Duke TPRC:

“The Role of ADHD, Genes, and Sex in the Developmental Trajectories of Substance Use Involvement: A Collaborative Faculty Working Group”
Principal Investigator: CCFP faculty member Scott Kollins
Co-investigators: CCFP Director Kenneth Dodge; CCFP Associate Directors Philip Costanzo, Jane Costello and Rick Hoyle; CCFP faculty members Allison Ashley-Koch, Avshalom Caspi and Terrie Moffitt; Bernard Fuemmeler; and Joseph McClernon
Summary: The project will bring together investigators with a range of expertise to explore how genetic variability, sex and ADHD symptoms and related behaviors confer risk for the development of smoking and other substance use outcomes.

“From Brain to Behavior: Using Neuroscience to Inform Phenotype Assessment”
Principal Investigator: CCFP faculty member Scott Huettel
Co-investigators: CCFP Associate Directors Philip Costanzo and Rick Hoyle
Summary: Proposing a highly novel approach to integrating neuroscience and behavioral data in the study of addiction. The overall goal is to provide the first proof-of-concept that the incorporation of neuroscience data can improve the identification of behavioral phenotypes.

“Promoting Supportive Parenting in New Mothers with Substance Use Problems: A Pilot Randomized Trial”
Principal Investigator: CCFP Research Scientist Lisa Berlin
Co-investigators: CCFP faculty member Linda Burton; Andrea Hussong; and CCFP Research Scientist Madeline Carrig
Summary: Project uses quantitative and qualitative methods to examine the feasibility and efficacy of administering a brief home-based attachment program to mothers of infants at risk for problematic parenting due to substance use problems.

“The Role of SUD in the Differentiation of Adolescent Limited and Persistent Criminal Behavior: A Longitudinal Investigation”
Principal Investigator: CCFP Associate Director Jane Costello
Co-investigators: William Copeland, Shari Miller-Johnson and the North Carolina Education Research Data Center (NCERDC), directed by CCFP faculty member Clara Muschkin
Summary: This project builds on two NIH-funded studies in North Carolina, the Great Smoky Mountain Study and the Caring for Children in the Community Study. The aims: 1) to examine the role of substance use disorders (SUD) in...
persistent versus adolescent-limited criminality; 2) to increase the value of these data sets for the study of crime and SUD; and 3) to offer at least one CCFP graduate/postdoctoral student the opportunity to work with these data.

“Peer Influences on the Neural Processing of Risk Behaviors in Adolescence”

Principal Investigator: CCFP faculty member Timothy Strauman
Co-investigators: CCFP faculty member Scott Huettel; and CCFP Associate Director Philip Costanzo
Summary: This project is a proof-of-concept study of adolescents from an ongoing longitudinal investigation within the TPRC of how individual differences and peer influence predict initiation of substance use.

“Exploring a Bioecological, Longitudinal Model of the Development of Substance Use Problems”

Principal Investigator: CCFP Associate Director Jane Costello
Co-investigators: CCFP Research Scientist Beth Gifford; William Copeland and the NCERDC (directed by CCFP faculty member Clara Muschkin)
Summary: The project will add school and student-related information to two representative, longitudinal studies and test a full bioecological model for the development of substance problems.

“Do Substance Use and Behavioral Health Services Improve Education Outcomes for Youth in the Child and Family Support Team Initiative?”

Principal Investigator: CCFP Research Scientist Beth Gifford
Co-investigators: CCFP faculty member Frank Sloan; CCFP Senior Research Scholar Joel Rosch; and the NCERDC (directed by CCFP faculty member Clara Muschkin)
Summary: To examine the effect of substance abuse and mental health services on behavioral and academic outcomes for Medicaid-enrolled youth served by the Child and Family Support Team Initiative.

“A Pilot Project to Develop and Test a Theoretical Basis for the Prevention Effects of the Brainworks Curriculum”

Principal Investigator: CCFP faculty member Wilkie Wilson
Co-investigators: CCFP faculty members Cynthia Kuhn and Timothy Strauman; Mitch Prinstein; CCFP Research Scientist Ann Brewster; and Ann Dishong
Summary: The goal of this pilot proposal is to organize a team of scientists across diverse disciplines to develop and test a theory of how teaching brain function and brain health would increase the effectiveness of drug prevention information in a health course, and then to provide guidance for the construction of the curriculum, based on sound psychological and neurobiological principles.

National Institutes of Health (NIH) Fogarty International Center to CCFP faculty member Jennifer Lansford for “Parent Behavior and Child Adjustment across Cultures.” This funding expands the data collection for the project to include the country of Jordan. The project examines how parents’ discipline strategies and other aspects of parent-child relationships affect children’s development. The project is set to run through April 2011.

Research Triangle Institute award to CCFP Research Scientist Lisa Berlin for “Causes, Consequences, and Prevention of Child Maltreatment.” This grant will enhance the ability of researchers in the Triangle area to develop collaborative research projects and grant applications. Working group members will include scientists from Duke, RTI International, UNC-Chapel Hill and North Carolina State University. CCFP Research Scientist Karen Appleyard will help to lead the group and CCFP Director Kenneth Dodge will participate. The project is set to run through February 2011.

Smith Richardson Foundation grant for “Beyond Test Scores: Schooling and Life-Course Outcomes in Early Adulthood” to a team of researchers who are CCFP faculty. The project examines the connection between test scores and important outcomes that signal or influence the accumulation of human capital. The NCERDC, which is part of CCFP, is a central component of the project. Charles Clotfelter serves as principal investigator. Other faculty involved: Elizabeth Ananat, Philip J. Cook, William “Sandy” Darity Jr., Kenneth Dodge, Anna Gassman-Pines, Christina Gibson-Davis, Helen “Sunny” Ladd, Clara Muschkin, Seth Sanders and Jacob Vigdor. The project is set to run through December 2010.
Recent Publications


Recent Presentations

SRCD Presentations

Society for Research on Child Development, Biennial Meeting (2009, April). Denver, CO:

Appleyard, K., Berlin, L., & Dodge, K.A. Longitudinal and intergenerational relations between substance use and child maltreatment. Paper.


Blase, S.L., Gilbert, A.N., Anastopoulos, A.D., & Rabiner, D.L. College adjustment in students with ADHD. Poster.

Burton, L.M., & Hardaway, C.R. Low income mothers as “other mothers” to their romantic partner’s children: A multi-partner fertility perspective on co-parenting. Paper.


Feng, G., & Li, Y. Eye movements as a window to the theory of mind. Paper.

Gassman-Pines, A. Low-income mothers’ work during nonstandard hours: Daily associations with maternal and child outcomes. Paper.


Golonka, M., Lansford, J.E., Miller, S., & Costanzo, P.R. Early externalizing behavior and parent school involvement. Poster.


Olson, S.L., Lansford, J.E., Sexton, H.R. Sources of heterogeneity in associations between parental physical punishment and child externalizing problems. Paper.


Pears, K., Putallaz, M., & Costanzo, P.R. Instant messaging: An alternative context for understanding social and behavioral adjustment among adolescents. Paper.


Other Presentations


Featured Events

Sulzberger Distinguished Lecture Series

The Sulzberger Distinguished Lecture Series, which began in 2006, is endowed by the Arthur Sulzberger Family. The series brings world-renowned scholars to Duke to deliver a public lecture, to present a colloquium for research scientists and to meet with local policymakers and practitioners.

Two speakers have been scheduled for 2009-2010.

February 2010
Glen H. Elder Jr.
Howard W. Odum Distinguished Professor of Sociology
Research Professor of Psychology
The University of North Carolina at Chapel Hill

Dr. Glen H. Elder Jr. will draw upon his extensive work studying children affected by the Great Depression to predict likely outcomes for children affected today by the global financial crisis. Elder is a research professor at the Carolina Population Center and co-directs the Carolina Consortium on Human Development at UNC-Chapel Hill.

His books (authored, co-authored, edited) include “Children of the Great Depression,” “Children in Time and Place, Families in Troubled Times,” and “Children of the Land: Adversity and Success in Rural America” (William J. Goode Award). Among other honors, Elder has received the Award for Distinguished Scientific Contributions to Child Development from the Society for Research in Child Development and the Award for Distinguished Career Contributions to the Scientific Study of Life-Span Development from the Society for the Study of Human Development.

April 2010
Alicia F. Lieberman
Irving B. Harris Endowed Chair in Infant Mental Health
Department of Psychiatry
University of California, San Francisco

Dr. Alicia F. Lieberman will discuss attachment-based intervention and research-to-policy translation. Lieberman is director of the Child Trauma Research Project at San Francisco General Hospital. She has spent much of her career studying infants and young children in violence-prone homes and has designed relationship-based interventions between mothers and their young children that have been proven to have lasting, positive effects.

Lieberman is president of the board of directors of Zero to Three: National Center for Infants, Toddlers and Families, a national nonprofit, multidisciplinary organization that supports the healthy development and well-being of infants, toddlers and their families.

Her books (authored, co-authored, edited) include “The Emotional Life of the Toddler,” “Psychotherapy with Infants and Young Children: Repairing the Effects of Stress and Trauma on Early Attachment” and “Losing a Parent to Death in the Early Years: Guidelines for the Treatment of Traumatic Bereavement in Infancy and Early Childhood.”