

Potential Mentors for Child Policy Research Independent Study

You are also welcome to ask a professor not on this list if they will mentor your project—just check in with Dr. Katie Rosanbalm, Child Policy Research Certificate Director, on your topic.

Leslie Babinski lb107@duke.edu

Background: Educational and School Psychology

Current Projects:

- Early Literacy Support for Multilingual Learners
 - Efficacy of the BELLA Program: ESL and Classroom Teachers Working Together with Students and Families
 - Five-year efficacy study of teachers in 38 elementary schools in North Carolina
 - Teacher Professional Development for Multilingual Learners
 - BELLA Online: ESL and Classroom Teachers
 - Working Together with Children and Families
 - Development and Innovation Grant to create and test online PD program
 - Online learning for teachers
-

Yu Bai yb17@duke.edu

Background: Health Policy and Administration; Statistics

Current Projects:

- Evaluation of the short-term and long-term effect of NC PreK program on academic performance.
 - Cohort study (20 years); 1 million students per year in NC public school system;
 - Short-term effects (e.g., mClass performance for Kindergarteners; EOG performance, special education labeling, and grade retention for students from Grade 3 to Grade 5)
 - Long-term effects (e.g., middle school outcomes such as EOG scores and grade retention; high school outcomes such as graduation, dropout, suspension/expulsion)
 - Different impact from COVID across PreK enrollment status on academic performance
 - Racial disparity; socioeconomic disparity.
 - Program evaluation for Family Connects
 - Short-term effects (e.g., healthcare utilization for infants, child maltreatment within 24 months)
 - Long-term effects (e.g., academic performance between FC and control groups on Year 10)
-

Ken Dodge dodge@duke.edu

Background: Psychology

Areas of Interest:

- Core Research Topics:
 - Development of aggressive behavior problems
 - Parenting in early life
 - Early childhood interventions and policy

Exemplar Projects:

- Early childhood interventions
 - Evaluation of North Carolina's pre-kindergarten program
 - Administrative data on pre-k exposure, educational records
 - Evaluation of community navigation program
 - Randomized controlled trial; implementation of intervention; prospective follow-up
- Development of aggression and mental health problems
 - Child Development Project
 - Individuals from three U.S. sites followed annually from ages 5 to 28 and again at age 34
 - Reports from self, mothers, fathers, teachers, peers, and romantic partners about life experiences, family environment, neighborhoods, schools, peer relationships, and adjustment
 - Fast Track
 - Randomized controlled trial to prevent serious long-term behavior problems in a high-risk sample
 - 10-year intervention with longitudinal tracking from age 5 to 20 and again at ages 25, 32, and 34

Lisa Gennetian lisa.gennetian@duke.edu

Background: Economics

Areas of Interest:

- Child poverty, applications of behavioral economics, cash transfers, social policy
- Latin families

Research area #1

- Cash support for families with children.
 - Baby's First Years study: first U.S. multi-site longitudinal randomized control study of a poverty reduction intervention starting at birth. Unconditional monthly cash transfers of \$333/month for 76 months to families with low income recruited from 12 hospitals in 4 U.S. metro areas. Unique collaboration of PIs across social and neuroscience

Research area #2

- Latin families and children, experience with social assistance policies, family and child wellbeing.

- Considering policy design and policy implementation across Latin majority states, including many focused looks at North Carolina.
- Jointly funded work with National Center for Research on Hispanic Families and Children (serve as Lead).

Research area #3

- Insights from behavioral economics and early childhood investments (partially supported by ABC Thrive Bass Connections)
 - Current study examining the impact of cuing and labeling of pre to post-natal home visiting programs and parent interest in engagement and participation

Dr. Gennetian is an applied economist whose research straddles a variety of areas concerning child poverty from income security and stability to early care and education, with a particular lens toward identifying causal mechanisms underlying how child poverty shapes children's development.

Christian Gibson-Davis cgibson@duke.edu

Background: Family Demography

Areas of Interest:

- Net worth poverty and wealth inequality
 - Net worth poverty and early adult well-being
 - Net worth poverty, EITC, and child outcomes
 - Both projects involve secondary data analyses of net worth poverty status and its associations with child and young adult well-being.
- Economic stability and adolescent well-being
 - STEPS (Study of Teen Experience that Promotes Success)
 - Primary data collection of parent-child dyads to investigate links between wealth, income, and adolescent mental health.
- Political identity and fertility
 - Political identity and its relationship to fertility rates and desires
 - Secondary data analyses of adults and young adults as to how identifying as Republican, Democrat influences fertility decisions.

Dr. Gibson-Davis is a family demographer who studies the health and well-being of low-income families and their children. She concentrates on factors that determine familial and child flourishing, including economic and policy inputs and family structure. Her most recent work has concentrated on wealth and wealth inequality, and how wealth deprivation can adversely affect child development.

Background: Psychology, Cognitive Science

Areas of Interest:

- Moral cognition
 - Acting for the greater good
 - Examines 6- to 9-year-old US children's predictions and judgments of actions which are costly to the self but beneficial to the collective
 - Moral Dilemmas and Intellectual humility
 - Examines 6- to 9-year-old children's beliefs about the appropriateness of humility in the face of difficult moral decisions.
 - Norms and group identity
 - Study 1: examines 4- and 5-year-old children's motivation to comply with norms that are framed as belonging to one's own (or another) group.
 - Study 2: examines 4- through 7-year-old children's willingness to accept culturally unfamiliar moral and social rules.
 - Study 3: cross-cultural study of children's beliefs about moral, conventional, and religious norms in China, Singapore, and the US (also part of larger international study in 12 countries)
- Social causal learning
 - Trust in robots
 - Examines 4- to 8-year old's willingness to trust and learn from robots that sometimes make mistakes.
 - Social learning in context
 - Examines framing and culture effects on children's social judgments of people's actions.
 - Seeing vs Being Told
 - Examines how children integrate their own observations with what they are told when learning about cause and effect.

Dr. Kushnir's research examines learning and conceptual change in young children, with a focus on social learning and social cognition. Her work is motivated by a long-standing curiosity about the developing mind, and in particular by how children learn about themselves and others from actively exploring the world around them. Research topics include: mechanisms of causal learning, the developmental origins of our beliefs in free will and agency, cultural influences on early social and moral beliefs, normative reasoning, and epistemic trust, and the role of imagination in social cognition, motivation and decision making.

Jen Lansford lansford@duke.edu

Background: Psychology

Areas of Interest:

- Parenting and child development in different cultural contexts
 - Parenting Across Cultures
 - Longitudinal study of children, mothers, and fathers in nine countries (China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand, and United States)
 - Recruited at child age 8 in 2008 and followed annually to the present
 - UNICEF's Multiple Indicator Cluster Survey
 - Nationally representative samples of families in over 50 low- and middle-income countries with data on home environments, parenting, and child well-being
 - Data were collected in six waves, but are separate samples at each wave
- Development of aggression and mental health problems
 - Child Development Project
 - Individuals from three U.S. sites followed annually from ages 5 to 28 and again at age 34
 - Reports from self, mothers, fathers, teachers, peers, and romantic partners about life experiences, family environment, neighborhoods, schools, peer relationships, and adjustment
 - Fast Track
 - Randomized controlled trial to prevent serious long-term behavior problems in a high-risk sample
 - 10-year intervention with longitudinal tracking from age 5 to 20 and again at ages 25, 32, and 34

Dr. Lansford is a developmental psychologist whose research focuses on parenting and the development of aggression and other behavior problems during childhood, adolescence, and early adulthood. Dr. Lansford leads the Parenting Across Cultures Project and has consulted for UNICEF on the evaluation of parenting programs in several countries and on the development of a set of international standards for parenting programs. She also works on several U.S.-based research studies of development of substance use and misuse, teen pregnancy prevention, and intergenerational transmission of childhood intervention effects.

Nicole Lawrence nicole.lawrence@duke.edu

Background: Psychology

Areas of Interest:

- Early childhood and elementary education
 - Preschool Development Grant -Needs Assessment

- Statewide needs assessment of the family childcare home network including exploration and assessment of current successes, challenges, gaps and opportunities aimed at guiding strategic planning for system-level improvements and development of program supports.
- Evaluation of the Durham Children's Initiative
 - Implementation and longitudinal outcomes study of the impacts of DCI on child and family wellbeing, education, and community-level outcomes

➤ Children's Mental Health

- RCT of Family Centered Treatment
 - RCT examines the effectiveness of FCT as compared to Level II and III out-of-home placements on youth, family, and cost outcomes.
- Evaluation of the READY Project
 - Evaluation of the impacts of the READY Project designed to build community capacity to screen, assess and provide EBT services to children ages 0 to 8 with mental, emotional, and behavioral disorders. The study examines the impacts of the project at the community, agency and individual child/family level.

Dr. Lawrence's core research interests are community-based research and evaluation of programs serving at risk children and their families across a range of disciplines including mental health, social services/child welfare, early childhood, and elementary education.

Yuerong Liu yuerong.liu@duke.edu

Background: Social Work

Areas of Interest:

➤ Social risk factors for child maltreatment

- Child maltreatment re-report
 - Examined the patterns of social risk factors identified in CPS intake reports and how the patterns predicted child maltreatment re-reports and recurrence.
- Racial and ethnic disproportionalities and disparities
 - Examined trends in racial/ethnic disproportionalities and disparities in child protection decision-making stages from CPS investigation to foster care placement in NC from 1997-2020.
 - Explored the associated social risk factors and maltreatment types.

➤ Health care use and health outcomes of children at risk of maltreatment

- Health care use of children who were medically evaluated for maltreatment.
 - Examined the longitudinal patterns of health care use, including emergency department use and inpatient hospitalization, health care use for maltreatment-related injuries or conditions, and health care use for ambulatory care sensitive conditions.

- Electronic health records for children 0-3 years evaluated at a child abuse and neglect medical evaluation clinic.
 - Children at the intersection of medical complexity and maltreatment
 - Explore the health care and social needs and challenges of children with medical complexity who have also experienced maltreatment.
 - Data from both healthcare and social services systems.
-

Helen Milojevich helen.milojevich@duke.edu

Background: Psychology (developmental and quantitative)

Areas of Interest:

- Prevention of Child Maltreatment
- Implementation Science
- Program Evaluation
- Emotional Development
- Early Adversity Exposure and Psychopathology

Current Projects:

- Prevention of child maltreatment and promotion of family well-being
 - Durham Navigation Study
 - Community-based parenting intervention delivered prenatally and at 12-, 24-, and 36-months.
 - Navigators conduct assessments with parents to assess family needs and connect families to relevant community resources.
 - Substance Abuse Treatment and Access to Resources & Supports
 - RCT of prenatal coordinated care and modified Attachment and Biobehavioral Catch-up services provided to pregnant mothers with substance use disorder.
 - Evaluation conducted prenatally and at 1-month, 7-months, and 18-months postnatal.
-

Robert Murphy robert.murphy@duke.edu

Background: Clinical Child Psychology

Areas of Interest:

- Maltreatment prevention/child & family wellbeing
 - One of three developers of Family Connects
 - Family Connects RCTs
- Foster care improvement
 - Dissemination of trauma-informed foster parent curriculum to promote placement stability & caregiver effectiveness.

- Assessment of orphans & vulnerable children
 - Community assessment of vulnerable children in LMICs
-

Eve Puffer eve.puffer@duke.edu

Background: Clinical-Community Psychology

Areas of Interest:

- Global mental health
- Family-based interventions (and associated child mental health outcomes)
- Community-based interventions and task sharing with non-professionals to deliver psychosocial interventions.

Current Projects:

- Family systems-level interventions in low-resource settings
 - Tuko Pamoja (“We are together” in Kiswahili)
 - Developed and evaluating a two-tiered family intervention in Kenya
 - Multiple family groups in social settings (prevention)
 - In-home family therapy (treatment for distressed families)
 - Coping Together
 - Evaluating an adaptation of Tuko Pamoja for North Carolina
 - Virtual, 8-session intervention (developed during the COVID-19 pandemic); Community Partner TRY
 - Parenting interventions in humanitarian settings
 - “Parenting on the Border” (Thailand-Myanmar border; Burmese migrant families)
 - Cluster randomized controlled trial of a multi-level parenting intervention.
 - Film (feature-length fiction) delivered within communities.
 - Trauma-informed parenting group intervention
-

Emmy Reilly emmy.reilly@duke.edu

Background: Developmental Psychology

Areas of Interest:

- Parenting and parent-child relationships
- Infant and toddler development
- Stress physiology, trauma/adversity, child maltreatment
- Socioemotional skills (e.g., compassion, self-compassion)
- Family interventions

Current Projects:

- Parent socioemotional skills and child maltreatment
 - Family Connects
 - Maternal bias towards attributing negative intentions to their 6-month-olds behavior and NC child maltreatment investigations from birth through age 5
 - Antecedents of maternal negative intentionality bias
 - Family interventions and parent socioeconomic skills
 - Community Navigation
 - Universal family intervention with prenatal and 12-month, 24-month, and 36-month postnatal visits, connects families to community resources
 - Inequity in parent self-compassion and compassion from others based on everyday experiences of discrimination
-

Katie Rosanbalm katie.rosanbalm@duke.edu

Background: Child Clinical and Quantitative Psychology

Areas of Interest:

- Trauma-informed practices in child welfare, early care and education, and K-12 schools
- Promotion of self-regulation and co-regulation skills in children and their caregivers

Current Projects:

- Trauma-Informed Systems
 - ITTI Care (Early Care and Education System)
 - Implementation and evaluation of a multi-level trauma-informed, resilience-focused approach to improve workforce wellness and promote culturally responsive, relationship-based practices in child care settings
 - Outcomes assessed include teacher wellness, center policies/practices, classroom practices/climate, and child social-emotional functioning
 - Resilience and Learning (K-12 School System)
 - Implementation and evaluation of an intensive program of training and coaching on teacher wellness, trauma-informed practices, and social-emotional learning for K-12 schools
 - Outcomes assessed include school climate, teacher self-efficacy, social-emotional functioning, student discipline (including disparities), attendance, and academic achievement
 - Partnering for Excellence (Child Welfare System)
 - Systems initiative to improve behavioral health assessment and intervention for children and youth involved in the child welfare system
 - Outcomes assessed include diagnoses, service provision, costs, placement stability, and child/youth behavioral health

Drew Rothenberg william.rothenberg@duke.edu

Background: Developmental and Child Psychology, Clinical Psychology

Areas of Interest:

- Parenting intervention development
 - Intergenerational effects of child therapy interventions
 - Intergenerational transmission of family patterns and mental health
 - The efficacy of child clinical psychology interventions at a population level
 - Parenting and child mental health development across cultures
-

Liz Snyder Fickler liz.snyder@duke.edu

Background: Experimental Psychology – Cognitive Development

Areas of Interest:

- Community-based applied research and program evaluation broadly spanning the areas of children's mental health, child maltreatment, education, and family functioning.

Current Projects:

➤ Early Childhood Care and Education

- Preschool Development Grant, Birth through Three: Program Feasibility and Cost Study
 - Together with Child Trends, our team is gathering feedback from parents and providers on what they believe makes a high-quality ECE environment for infants and toddlers. Feedback will be used as part of a feasibility study on a large-scale high-quality early learning program for low-income and at-risk children birth to three.
- Preschool Development Grant (Birth through Five) – Needs Assessment Update and Family Child Care Home Assessment
 - With the Hunt Institute, our team is leading the statewide needs assessment update for the PDGB-5 grant to include administrative and qualitative data. This work also includes an in-depth analysis of the family childcare home landscape. Findings will be used for strategic planning and statewide ECE improvements.

➤ Children's Mental Health

- Reducing the Need for Out-of-Home Placements: Examining the Effects of Family Centered Treatment Relevant details

- Examines the effectiveness of Family Centered Treatment on youth, family, and cost outcomes, as compared to a Level III or II out-of-home placement within the context of managed care organizations in NC.
 - Evaluation of the Responsive Early Access for Durham's Young Children (READY), Relevant details
 - The READY project seeks to foster healthy development and wellness of all young children 0-8 in Durham. Project goals include increased community capacity to screen, assess and provide evidence-based treatment services to children 0-8.
-

Kristen Stephens kstephens@duke.edu

Background: Education – Special Education with an emphasis on gifted education

Areas of Interest:

➤ Equity and Access in Gifted Education

- Are Gifted Programs Beneficial to Underserved Students? An Examination of Malleable Factors and Conditions Associated with Beneficial Academic and Social-Emotional Outcomes for Students.
 - Mixed methods study including analysis of data from NCERDC in combination with classroom observations; teacher, counselor, and student focus groups/interviews, and survey administration.
- The Interaction of Race, Gender, and Socio-Economic Status on the Probability of AP Course Participation
 - Analysis of Advanced Placement (AP) course participation in NC. The sample included one, intact cohort of students from third grade through high school (72,789 students) enrolled in the public school system. Differences in AP course participation by race, gender, socio-economic status, and gifted designation were examined using both fixed effects and interaction modeling.

➤ Teacher Retention and Recruitment

- Teacher attrition, health, and well-being during COVID
 - **Phase I:** Examination of pre-service and in-service attrition in educator preparation programs and school districts in NC.
 - Focus Groups and Survey with Deans of Education from NCICU colleges/universities
 - Survey administration to Human Resource directors in NC school systems
 - **Phase II:** Integration of data from the State of the Teacher Profession and the Teacher Working Conditions Survey to determine patterns/trends in attrition across school systems.
 - **Phase III:** Focus on selected school systems identified in Phase I and II according to the following criteria) districts that have chronically high attrition pre-COVID; b) districts that have higher attrition since COVID; and c) districts that do not seem to have very much attrition.
- R2 [Reciprocal Relationships]: Mentorships to Strengthen and Sustain STEM Teachers
 - Recruit and enroll diverse cohorts in Duke's MAT Program (science and math)

- Provide tuition support and stipends.
- Prepare teachers to improve 9-12 student achievement in math and science.
- Support new teachers in their first three years in the classroom through Professional Development travel grants, an annual conference, mentorships, and mindfulness training.
- Research to determine the most effective methods for recruiting and retaining high-quality teachers for high-needs schools.