

**Impacting Youth, Families, and Communities
Around the World:
An Overview of the Institute for Applied
Research in Youth Development
1999 – 2016**

A summary of how the Institute for Applied Research in Youth Development (IARYD) contributes to enhancing the lives of diverse youth, locally, nationally, and internationally.



**Institute for Applied Research
in Youth Development**

“Discovering what goes right in the lives of youth”

IARYD Doctoral Student Graduates

The graduates are ordered by year of graduation

1. **Elizabeth M. Dowling, Ph.D., 2003**



Elizabeth was the first doctoral student to graduate from IARYD. After graduation, Elizabeth became the Director of Research for ImagineNations Group where she designed and led research and evaluation on youth employment and business development for ImagineNations and its global, multi-sectoral partners. After ten years at ImagineNations, Elizabeth returned to teaching. She now teaches at the elementary school that her daughter attends in Denver, Colorado. She continues to do consulting work on youth employment, philanthropy and service, and positive youth development, and looks forward to returning to international youth development work full-time when her daughter gets a little older.

Awards/Honors/Special Recognition: Graduate Student of the Year Award and was selected to represent all graduate students in a Tufts University symposium hosted by Vice President Al Gore on Community-Based Schools.

2. **Christina Theokas, Ph.D., 2004**



Christina is currently Chief Program Officer at Breakthrough Collaborative. BT has a dual mission: to increase college matriculation and success for under-served students through summer and afterschool programming across middle school and high school and to inspire and develop the next generation of teachers and educational leaders by providing preprofessional teacher residencies. They work in 25 cities in the US and Hong Kong. She is responsible for ongoing program improvement and development, professional development, and research and evaluation. Previously, she was Director of Research at the Education Trust, a non-profit research and advocacy organization. She conducted research on school leadership, how schools improve, and what supports students to become college and career ready. She is working on applying that knowledge in the service of a program serving thousands of students and aspiring teachers.

Awards/Honors/Special Recognition: Student Speaker for the Graduate School of Arts and Sciences Doctoral Hooding Ceremony.

3. **Sophie Naudeau, Ph.D., 2005**



Sophie Naudeau is the Global Solutions Group Lead for Early Childhood Development at the World Bank Group. Since joining the World Bank in 2005, Sophie worked in the Africa, East Asia and Middle East regions, as well as in the Children and Youth Unit of the World Bank's Human Development Network. She recently returned to Washington after spending three years in the Mozambique country office. Her work has focused on analyzing the opportunities and challenges that low-income children and families face across regions; developing and implementing education and multi-sectorial projects that respond to the specific needs of these populations; preparing knowledge products to advance the Early Childhood Development agenda; and designing impact evaluations of early childhood programs and early literacy activities across a range of low and middle income countries. Prior to joining the World Bank, Sophie coordinated non-governmental programs for refugee children and youth in post-conflict societies, including in Bosnia, Guinea, Sierra Leone, and Cambodia.

4. **Steinunn Gestsdóttir, Ph.D., 2005**



Steinunn is currently a professor of psychology at the University of Iceland. Since leaving IARYD she has continued pursuing the research topic that she started addressing in her doctoral studies; the nature and development of self-regulation and how self-regulation in adolescence can contribute to a healthy developmental pathway. She has such incredibly fond memories from her time at Dr. Lerner's lab. Of course, her career would not have been possible if it wasn't for the fantastic scientific training that she received there. But looking back at her time at IARYD, she is equally grateful for the support from Rich and the students and staff at IARYD, as well as the friendships that they formed and that still remain.

Awards/Honors/Special Recognition: She is the first woman in the history of Iceland to obtain the rank of Full Professor of psychology.

5. **Aida Balsano, Ph.D., 2005**



Aida serves as the National Program Leader in the Division of Family & Consumer Sciences at the National Institute of Food and Agriculture (NIFA) of the U.S. Department of Agriculture. In this role she works with administrators, faculty, and Extension educators across the Land-Grant University system, as well as with Federal agencies and other partners, to identify existing and emerging research and evaluation needs, opportunities, and resources in the areas of rural health, family well-being, and community vitality. Prior to joining NIFA, Aida worked as a Vice President for Evaluation and Policy at the Milton S. Eisenhower Foundation in Washington, DC, and as a post-doctoral fellow at the Institute for Applied Research in Youth Development at Tufts University.

Awards/Honors/Special Recognition: Jacobs Foundation International Graduate Fellowship (2001 – 2005); Tufts University Graduate Student Research Award (2004); Tufts University Presidential Award for Citizenship and Public Service, (2003); Tufts University Robert Hollister Award for Graduate Student Citizenship (2003)

6. **Helena Jelacic, Ph.D., 2007**



Helena has extensive experience in working on educational and child development evidence based research projects, particularly involving longitudinal studies. After graduating from Tufts she moved to London, UK, and first worked as the lead quantitative data analyst for the Effective Pre-school, Primary, and Secondary Education 3-14 (EPPSE 3-14) project at the Institute of Education – a government funded longitudinal research study exploring the long-term effects of education in the early years. Afterwards she joined the National Children’s Bureau as a senior researcher working on various research projects evaluating services and policies in fields of early-years education, children experiencing abuse and neglect, and children in care. She is currently looking after her two-year old son and looks forward to returning to work full-time when her son gets a little older.

Awards/Honors/Special Recognition: Jacobs Foundation International Graduate Fellowship (2003 – 2006)

7. **Pamela M. Anderson, Ph.D., 2007**



As a Senior Research Associate at ETR, she has spent the last 10 years focusing her research on the intersection between healthy and unhealthy adolescent romantic relationships and sexual and reproductive health outcomes, as well as the correlates and outcomes of violent relationships, including the commercial sexual exploitation of minors. She has considerable experience in designing, managing, and implementing multi-site and multi-method evaluations. She is currently serving as the Lead Evaluator on a multi-site evaluation of a comprehensive sexual health program developed by Public Health Seattle King County called *FLASH*, which is funded by the Office of Adolescent Health. She also has experience with program development, having worked as part of a collaborative team on an NIH-funded project to develop, implement, and assess the impact of a new intervention approach that addressed sexual risk behaviors in the context of healthy romantic relationships for urban high school youth. She recently received a grant from the National Science Foundation to explore whether and how romantic relational power structures influence educational and career decisions in Information and Communications Technologies fields among community college students. She continues to be interested in the role technology plays in how adolescents communicate with each other in various types of relationships as well as how technology can be used in developing and adapting health promotion interventions for youth. She is finishing up work on a NIH-funded project, in which she and her colleagues created and are currently evaluating a blended-learning pregnancy and HIV prevention intervention based on the content of the evidence-based program, *Reducing the Risk*.

8. **Deborah L. Bobek, Ph.D., 2007**



Deborah Bobek is the Director of Visitor Experience for the New England Aquarium in Boston, Massachusetts, where she is responsible for effectively engaging over 1.3 million annual visitors with marine conservation. Through their educational programs, the New England Aquarium seeks to create a new generation of ocean stewards by engaging, inspiring, informing, and empowering youth and families in New England to care more and to learn more about the blue planet. Prior to her work at the Aquarium, Dr. Bobek was the founding Managing Director of the Institute for Applied Research in Youth Development. She completed an Interdisciplinary doctorate in 2007 combining youth development, political science, and urban and environmental policy and planning to help to add to the scholarship related to how youth development programs can promote active and engaged citizenship among diverse youth.

9. **Lang Ma, Ph.D., 2007**



After receiving an M.D. in pediatrics (1991) from Chongqing University of Medical Sciences, Lang joined the Ph.D. program, in the Eliot-Pearson Department of Child Study and Human Development, completing her degree in 2007. She then served through 2010 as the Director of Child Development at Half the Sky Foundation, working in both the People's Republic of China and the U.S. Lang then joined UNICEF China as an Education Officer

and is now currently working as the Education Specialist in Early Childhood Development (ECD) in the UNICEF Sierra Leone Country Office in West Africa. Lang (pictured in the center of the above photo, wearing a blue t-shirt) is shown training NGO partners by demonstrating how to use a UNICEF toy kit to set up Child Friendly Space for young children in emergency response situations (@UNICEF Sierra Leone/2015/Kassaye).

Awards/Honors/Special Recognition: Tisch Active Citizenship Fellow and the Robert M. Hollister Award for Graduate Student Citizenship, 2006. After graduation, she received the SSHD Best Completed Dissertation Award.

10. **Amy E. Alberts Warren, Ph.D., 2008**



Amy is an applied developmental scientist and practitioner. After graduation, she continued her work at the Institute for Applied Research in Youth Development (2008-2009) as a Post-Doctoral Fellow and Project Director of the John Templeton Foundation (JTF)-funded study, *The Role of Spiritual Development in Growth of Purpose, Generosity, and Psychological Health in Adolescence*. She also examined spirituality in the context of

humanitarian aid for the Feinstein International Center. Dr. Warren is currently a Research Associate at the Institute for Applied Research in Youth Development. Her research and writing centers on the development of love and compassion toward the whole of humanity – what is known as great love-compassion – and, in particular, on the formative effects of childbirth and early child care practices on such development. She is co-author of the recent textbook, *Visualizing the Lifespan* (Wiley, 2015), as well as co-editor of *Thriving and Spirituality Among Youth* (Wiley, 2012). Dr. Warren also supports families throughout the childbearing year and beyond as an infant and child development specialist, Certified Postpartum Doula (DONA International), and Certified Lactation Counselor (Academy of Lactation Policy and Practice).

11. **Yibing Li, Ph.D., 2010**

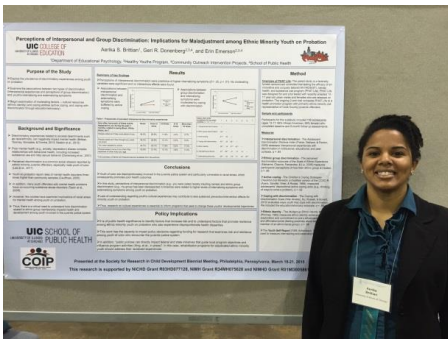


Yibing Li lives with her three-year-old and husband in Westford, Massachusetts. Currently she is a senior researcher at the American Institutes for Research and works in its Waltham office. She leads the scientific aspects of research and evaluation studies that span the education, psychology, public health, and economic fields. She currently leads the design and analysis components of four projects that

aim to promote academic, social and emotional development among children and youth from disadvantaged backgrounds in Chicago, New York, Indiana, Colorado and rural Alaska.

Awards/Honors/Special Recognition: National Outstanding Student Overseas Scholarship, awarded by China Scholar Council.

12. **Aerika Brittian, Ph.D., 2010**



Aerika is an Assistant Professor in the Department of Educational Psychology at the University of Illinois at Chicago. She is an interdisciplinary developmental researcher, uniquely trained in both youth development and prevention science. Prior to joining the faculty at UIC in 2012, she completed postdoctoral training in the Prevention Research Center at Arizona State University. As a student at IARYD from 2006-2010, she was fortunate to

explore several areas of human development, which yielded several publications on adolescent health, mentoring, spiritual/religious development, and identity. In addition, she developed an interest in international research and consequently completed a one-year predoctoral research fellowship with the Birth to Twenty Research Programme at the University of Witwatersrand, in Johannesburg, South Africa under the mentorship of Dr. Tama Leventhal and Dr. Lerner. Her current work broadly focuses on investigating sources of risk and protective factors among ethnic minority youth and families in urban settings, and she provides recommendations for culturally informed youth practice and policy.

Awards/Honors/Special Recognition: Frances D. Horowitz Millennium Scholars Program – Junior Mentor; Tisch Active Citizenship, Tufts University – Summer Fellow; Society for Research on Adolescence, Young Scholars Program – Junior Mentor.

13. **Alicia D. Lynch, Ph.D., 2011**



Alicia is the founder of Lynch Research Associates, a social science research consulting group that assists organizations in the collection, management, analysis, and interpretation of data and the development of research programs that promote strategic change. Working with local school systems, non-profit organizations, and university faculty, Lynch Research Associates help clients turn data into meaningful information and present data and research in a manner that promotes collaboration and action among invested parties. Alicia's interest in using data and research to promote positive development among youth began during her tenure as a doctoral student in Tufts University's Applied Child and Human Development program. After earning her Ph.D., Alicia completed four years of post-doctoral training in the Lynch School of Education at Boston College. Alicia's work has been presented at conferences across the country and published both nationally and internationally. She has taught courses in statistics at Harvard University and is an adjunct faculty member teaching statistics and methodology in the Department of Urban and Environmental Policy and Planning at Tufts.

14. **Kristen Fay Poston, Ph.D., 2011**



Kristen is a Research Scientist at the National Institute of Out-of-School Time (NIOST), and a visiting lecturer in the Psychology Department at Wellesley College, where she teaches courses in adolescent and adult psychology. Kristen's research interests primarily address the role of individual and contextual factors—most specifically, activity settings such as sports participation—that moderate youth psychological and physical health outcomes. In her role at NIOST, Kristen evaluates the impact of afterschool and summer programs in diverse urban environments on youth learning and socio-emotional development. Prior to NIOST, Kristen held research appointments at the Institute for Applied Research in Youth Development at Tufts University and at the Massachusetts General Hospital Eating Disorders Clinical and Research Program in Boston. Kristen uses an interdisciplinary approach in her research that integrates psychological theories with education, nutrition science, public health, and psychiatric perspectives. As a result, her research has been published in diverse academic journals, such as *Developmental Psychology*, *Eating and Weight Disorders*, *International Journal of Eating Disorders*, *British Journal of Psychiatry*, *Transcultural Psychiatry*, *Journal of Youth and Adolescence*, and *Journal of Youth Development*.

Awards/Honors/Special Recognition: Kirschenbaum-Cohn Fellowship, Tufts University, 2005-2006

15. **Sonia Koshy, Ph.D., 2011**



Sonia is the Applied Social Science Director at Algorhythm, an organization that provides prediction, planning, and evaluation products and services. She grounds Algorhythm's evaluation instruments in evidence-based research and oversees a research team to build reliable and valid tools and to analyze both qualitative and quantitative data for meaningful insights. At Algorhythm, Sonia laid the research foundation for the Youth Development Impact Learning System (YDiLS) and continues to provide research and evaluation services to key clients such as Youth INC, the Robert Bowne Foundation, Literacy Inc., and the IKEA Foundation. Prior to working at Algorhythm, she was the Evaluation Manager at the Thrive Foundation for Youth, where she worked on process and outcome evaluations to assess impact on numerous adolescent outcomes, including social-emotional development. She collaborated closely with organizations such as Girl Scouts of Northern California, Camp Fire, Y Silicon Valley, and Girls Inc. of Alameda County.

16. **Michelle J. Boyd, Ph.D., 2012**



Michelle is a Social Science Analyst in the Division of Children and Youth Policy in the Office of Human Services Policy within the Office of the Assistant Secretary for Planning and Evaluation Office (ASPE) at the U.S. Department of Health and Human Services. Michelle's work at ASPE focuses on policies and programs that affect youth and young adults (typically defined as young people ages 10 to 24). The topic areas in her portfolio include: bullying; disconnected or opportunity youth; financial capability, literacy and education; and violence prevention. One of her primary responsibilities is to help staff the Interagency Working Group on Youth Programs (IWGYP), a collaboration of 19 departments and agencies that support youth-focused programs and services. An emerging interest and area of work for Michelle concerns the implementation and evaluation of federally-funded programs and interventions, including a project exploring factors that support successful implementation or scale-up of programs and interventions. Prior to joining ASPE as a federal employee, Michelle was a Society for Research in Child Development (SRCD) Executive Branch Policy Fellow at ASPE and a SRCD Congressional Policy Fellow on the Democratic staff of the U.S. House of Representatives Ways and Means Committee, specifically with the Health and Human Resources Subcommittees.

17. **Megan K. Mueller, Ph.D., 2013**



Megan is the Elizabeth Arnold Stevens Junior Professor and research assistant professor of human-animal interaction at the Cummings School of Veterinary Medicine at Tufts University, and is a senior fellow at the Jonathan M. Tisch College of Civic Life. She is also Associate Director of the Tufts Institute for Human-Animal Interaction, and a faculty fellow in the Center for Animals and Public Policy. Dr. Mueller holds a B.A. in psychology, and an M.A. and Ph.D. in child study and human development from Tufts University. Her research focuses on how relationships with animals can promote healthy children, families and communities through pet ownership, animal-assisted therapy, and animal-based community programs.

Awards/Honors/Special Recognition: Tufts University Graduate School of Arts and Sciences Outstanding Contributions to Undergraduate Education Award, 2013; Eliot-Pearson Award for Doctoral Research-Practice Integration, 2013; Tufts University Graduate Institute for Teaching Fellowship, 2012; Tufts University Frederick Melvin Ellis Award, 2008.

18. **C. M. Napolitano, Ph.D., 2013**



Chris is a post-doctoral researcher in the Department of Psychology at the University of Zurich, where he collaborates with Professor Alexandra Freund to explore the development of self-regulatory action across the life span. He earned his Master's degree (2010) and Ph.D. (2013) in Child Study and Human Development at IARYD. His research on the use and usefulness of backup plans has been published in *Perspectives on Psychological Science* and has been funded by the Swiss National Science Foundation and the Suzanne and Hans Biäsch Foundation for Applied Psychology. Dr. Napolitano is also the chair of the emerging scholars committee for the Society for the Study of Human Development.

Awards/Honors/Special Recognition: 2008-2009 Tufts University Provost's Fellow and a 2012 EARA / SRA Summer School Junior Scholar (Spetses, Greece).

19. **Kristina S. Callina, Ph.D., 2013**



Kristina has studied and worked at IARYD since 2008. She earned a Master's degree in 2010 and her Ph.D. in 2013, both in Child Study and Human Development. After graduating, she stayed on as a Postdoctoral Scholar and is currently a Research Assistant Professor. In 2015, she was awarded a \$1.9 million grant from the Templeton Religion Trust for a five-year study of character and leadership development among cadets at the United States Military Academy at West Point. In addition to her grant-funded work, Dr. Callina manages the data archives of the 4-H

Study of Positive Youth Development and teaches Applied Data Analysis to future Eliot-Pearson grads.

Awards/Honors/Special Recognition: Graduate Student Research Award in 2012 and the Eliot-Pearson Department of Child Development Alumni Award in 2013.

20. **Miriam R. Arbeit, Ph.D., 2015**



Mimi's research takes a skills-based approach to promoting adolescent sexuality development and sexual health, with specific attention to questions of gender justice and the experiences of queer and trans youth. She applies this work to sex education and sexual violence prevention in contexts such as public schools, college campuses, and youth development programs. She completed a postdoctoral fellowship at the Center for Ethics Education at Fordham University addressing ethics in HIV-prevention research involving sexual and gender minority youth under 18. She is

currently a post-doctoral fellow at the Youth-Nex Center at the University of Virginia.

Awards/Honors/Special Recognition: 2010–2012 Kirschenbaum-Cohn Fellow; 2010–2012 Provost's Fellow; 2015 Eliot-Pearson Award for Doctoral Research Practice Integration; 2015 Student Speaker for the Graduate School of Arts and Sciences Doctoral Hooding Ceremony. Speech title: *What are we Ready to Risk? Academia, Advocacy, and Activism*

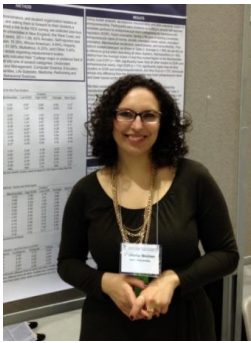
21. **Jennifer P. Agans, Ph.D., 2015**



Jen is the Assistant Director of the Program for Research on Youth Development and Engagement at Cornell University's Bronfenbrenner Center for Translational Research. Her current work involves strengthening ties between campus researchers and county 4-H programs across New York State to facilitate youth development research partnerships and conducting studies relevant to youth development in out-of-school time settings. This work builds on the applied positive youth development research she conducted at IARYD involving the 4-H Study of PYD and collaborative research with Positive Coaching Alliance (PCA). Jen is still actively involved in publishing with IARYD and PCA colleagues.

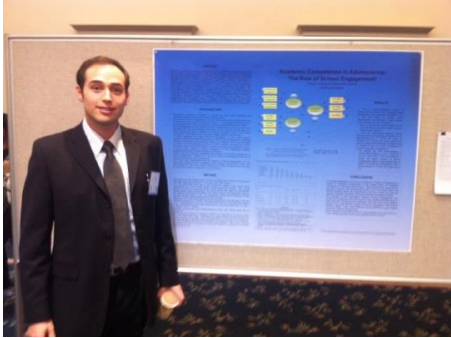
Awards/Honors/Special Recognition: Eliot Pearson Doctoral Research-Practice Integration Award, May 2015; SRA Emerging Scholar Student Travel Award, for SRA Biennial Meeting 2014; 2013 Graduate Institute for Teaching fellowship program

22. **Michelle B. Weiner, Ph.D., 2015**



Michelle completed her Ph.D. at IARYD, working as the senior doctoral student on the John Templeton Foundation-funded Young Entrepreneurs Study. After graduation, Michelle became a post-doctoral fellow at Boston College and was promoted to Research Assistant Professor in 2016. She works on the Connecting Adolescents' Beliefs and Behaviors Study, which is funded by the Templeton Religion Trust. This three-year longitudinal study is focused on investigating how individual and contextual factors support young people's ability to behave in ways that are congruent with their values. Michelle is still actively involved in publishing with colleagues from IARYD.

23. **Paul A. Chase, Ph.D., 2015**



In July of 2015, Paul began his current position at City Year, a national education non-profit specializing in closing the high school graduation achievement gap in schools that serve high poverty urban neighborhoods in 27 U.S. cities. As Director of Program Evaluation at City Year's National Headquarters in Boston, Paul leads a team that specializes in developing City Year's internal learning agenda, co-designs studies that determine City Year's impact on student outcomes with

external researchers, and conducts internal analyses to inform best practices for schools that are supported by City Year programming.

Awards/Honors/Special Recognition: 2015 Emerging Scholar Best Article Award - *Journal of Youth and Adolescence*.

24. **Daniel J. Warren, Ph.D., 2016**



Dan Warren completed his Ph.D. and was immediately hired as the Team Lead of Research & Evaluation at the National Service Center of the Boy Scouts of America (BSA). This position was a direct result of the John Templeton Foundation (JTF)-funded Character and Merit Project which followed thousands of Cub Scouts in Philadelphia, PA. In this role, he is working to move the research capacity of the BSA to a level which can provide understanding of the systemic impact of Scouting and to

expand the range of Scouting to wider populations.

25. **Robey Champine, Ph.D., 2016**



Robey is a National Institutes of Health T32 Postdoctoral Fellow at the Yale University School of Medicine, Division of Prevention and Community Research. At Yale, she conducts interdisciplinary and community-based research that aims to promote positive development and prevent problematic outcomes among youth and families in urban, lower-resource communities. Similarly, Robey's dissertation research at Tufts was in collaboration with ScoutReach, an arm of Boy Scouts of America that aims to make Scouting more accessible to primarily youth of color from lower-income communities. Robey actively serves on the University-Based Child and Family Policy Consortium and as the Early Career Representative on the Communications and Policy Committee of the Society for Research in Child Development (SRCD).

Awards/Honors/Special Recognition: Elected to Society for Research on Adolescence Young Scholars Program (2016); SRCD Dissertation Funding Award (2015-2016); Graduate Research Excellence at Tufts (GREAT) Fellowship (2015); elected to SRCD Communications & Policy Committee and Student/Early Career Council (2015-2019); Radcliffe/Rappaport Doctoral Policy Fellowship at Harvard Kennedy School (2013)

26. **Lisette DeSouza, Ph.D., 2016**



Lisette received both her master's and doctoral degrees within the Eliot-Pearson Department of Child Study and Human Development. Her research and programmatic focus, is on workforce development through career and technical education for young people transitioning to adulthood. Her theoretical focus is on how historic and structural systems of power, converge and diverge to produce inequitable processes and disparate outcomes across the life span. Her post-doctoral work involves evaluation research within community-based organizations seeking to promote positive development among diverse youth.

Current and Former IARYD Postdoctoral Fellows and Research Assistant Professors

These colleagues are ordered in regard to their time at IARYD

1. Jason Almerigi, Ph.D.



Postdoctoral Research Fellow, 2003 – 2005

By day, Jason is a research, assessment, and evaluation consultant at Oakland Schools, a county-wide educational service agency north of Detroit, Michigan, that serves 185,000 students across 345 schools. At night and on weekends, he is a chicken farmer serving the needs of over 72 chickens. As a post-doc at IARYD, he computed fit indices, obsessed over data quality, and questioned the use of double-headed arrows in publication titles. Since then, he has specialized in supporting school-based programs through grant writing, program evaluation, and professional learning for educators on the use of data to inform practice. His experiences at IARYD set the foundation for his passion for helping programs meet the needs of and promote the assets of at-risk youth. While he still obsesses, it is now on how to visualize data in meaningful way for educators and effectively engage youth as partners in program evaluation.

2. Nicole Zarrett Kivita, Ph.D.



Postdoctoral Research Fellow, 2006 – 2008

Nicole is now an Associate Professor of Psychology at the University of South Carolina (USC). She has established herself as an expert in youth development, given her highly regarded research examining the means through which the key settings for youth promote healthy physical, psychosocial, and achievement-related development from childhood through adolescence. She has developed and implemented several interventions within schools and other youth settings to facilitate long-term behavior change and to promote positive health and adjustment among underserved youth. She is currently the PI on a NIH funded study – *Connect Through Positive Leisure Activities for Youth (PLAY)* – that tests the usefulness of an innovative motivational afterschool intervention for promoting social skill development and positive social connections among underserved adolescents. She has published more than 30 articles in top-tier journals and made more than 25 presentations at national academic conferences. She was awarded the 2014 Outstanding Mentor of the Year Award for the USC Clinical-Community doctoral program, the 2014 USC Clinical-Community doctoral program Exemplary Service award, and the University of South Carolina's Mortar Board Honor Society Excellence in Teaching Award (2009).

3. **Edmond P. Bowers, Ph.D.**



Postdoctoral Research Associate and Research Assistant Professor, 2009 – 2014

Dr. Edmond P. Bowers is an assistant professor of Youth Development Leadership at Clemson University. Framed by the positive youth development (PYD) perspective, Dr. Bowers' primary research interest is on the influence of nonparental social supports (e.g., mentors, youth leaders, coaches, teachers, older peers) in promoting youth goal-directed skills and the Five Cs of PYD. At IARYD, Ed served as the Project Director of *GPS to Success*, an initiative funded by the Thrive Foundation for Youth to develop and evaluate a suite of tools for mentors to promote goal-directed skills and positive outcomes in young people. He also served as Principal Investigator of the *Arthur Interactive Media Study*, an anti-bullying initiative funded by the John Templeton Foundation that integrates digital interactive features and cross-age peer mentoring to promote socioemotional skills and prosocial development in children. Building on his work at IARYD, Ed is currently Principal Investigator on two grant-funded projects at Clemson. Ed is working with Boys and Girls Clubs of America to examine how digital resources can support resilience and reintegration among military-connected youth and families. Ed is also overseeing an examination of the Five Cs model to young people across South Carolina. Through this research agenda, Ed has collaborated with scholars – including colleagues at IARYD – and practitioners to design, implement, and evaluate research-based programs and materials in diverse school- and community-based settings across the country.

Awards/Honors/Special Recognition: 2011 – NICHD Summer Institute Fellow on Applied Research in Child and Adolescent Development; Spring 2013 – Rising Star award from *The Chronicle of Evidence-Based Mentoring*; 2014 – Michael Pressley Award for a Promising Scholar in the Education Field from the Alliance for Catholic Education at the University of Notre Dame.

4. **G. John Geldhof, Ph.D.**



Postdoctoral Research Associate and Research Assistant Professor, 2011 – 2013

John is an Assistant Professor in the Human Development and Family Sciences program at Oregon State University's College of Public Health and Human Sciences. While at the IARYD, John served as the scientific director of the Young Entrepreneurs Study, which was funded by the John Templeton Foundation, and provided quantitative consultations for several other projects. Working in the IARYD helped John extend his primary research interest—the development of self-regulation across the life span—into a broader interest in how thriving is manifested across diverse contexts. In addition to his research on self-regulation and its development, John's current collaborations include examining the Five Cs of Positive Youth Development in international contexts, extending definitions of positive youth development to include young worker safety, and understanding the impact of parenting education among Burmese Refugees. John is extremely grateful for his time at Tufts and continues to collaborate with current and former IARYD members.

5. **Rachel Hershberg, Ph.D.**



Postdoctoral Research Associate and Research Assistant Professor, 2012 – 2015

Rachel is an Assistant Professor of Community and Applied Developmental Psychology in the School of Interdisciplinary Arts & Sciences at the University of Washington, Tacoma. Her research examines (1) the development of social justice commitments in adolescents and young adults, and (2) the family processes that enable migrant families to thrive in challenging sociopolitical contexts and while being divided by borders. She uses community-based and participatory research methods in her work with youth, families, and communities. While at IARYD, she codirected the Character and Merit Project and the Assessment of Character Study, both funded by the John Templeton Foundation. She also advised two students on their theses (Miriam Arbeit and Santiago Gasco) and trained the lab in qualitative research methods. She also taught advanced qualitative research methods to master's and doctoral students in the Child Study and Human Development Program at Tufts.

Awards/Honors/Special Recognition: While at IARYD, Rachel attended the Advanced Research Training Seminar in South Africa with community psychologists from all over the world. She was also in the Emerging Scholars spotlight with the Society for Research on Adolescence.

6. **Sara K. Johnson, Ph.D.**



Postdoctoral Research Associate and Research Assistant Professor, 2012 – 2016

Sara started at IARYD as a Postdoctoral Fellow in June 2012, and was promoted to Research Assistant Professor in 2013. She was the Project Director for the Assessment of Character (ACT) Study from 2012 to 2014 and of the Young Entrepreneurs Study from 2013-2014. Both projects were funded by the John Templeton Foundation. Since 2014, she has been the Co-Investigator (with Jacqueline Lerner, Ph.D., the Principal Investigator) of the Connecting Adolescents' Beliefs and Behaviors study, which is funded by the Templeton Religion Trust. She has taught CD 249: Applied Multivariate Data Analysis each spring since 2013, and she has consulted with graduate students, other postdoctoral fellows and research assistant professors, and faculty regarding statistical and methodological issues. On July 1, 2016, she begins a position as Assistant Professor in the Eliot-Pearson Department of Child Study and Human Development, where she will continue to pursue her research interests related to identity development, civic engagement, and methods for modeling population heterogeneity.

Awards/Honors/Special Recognition: In 2015 she gave an invited webinar for the Society for the Study of Human Development, "The Potential Uses and Misuses of Latent Profile Analyses," and was an invited speaker at the 2015 conference, Learning and the Brain: The Science of Character, entitled "Doing the right thing: Character Role Models in the Lives of Teens."

7. **Lacey J. Hilliard, Ph.D.**



Postdoctoral Research Associate and Research Assistant Professor, 2012 – Present

Lacey started at IARYD as a Postdoctoral Fellow in August 2012, and was promoted to Research Assistant Professor in 2013. She provided leadership on the Character and Merit study, which was funded by the John Templeton Foundation, as well as the Quandary/Project 360 studies, which were funded by the Poses Family Foundation and involved the evaluation of a video game designed to encourage ethical and moral thinking in young adolescents. She currently serves as the project director for the Arthur Interactive Media (AIM) Buddy Project, a three-year initiative, funded by the John Templeton Foundation, that integrates digital interactive features and cross-age peer mentorship to promote character, social, and emotional development in an elementary school curriculum. She has served on several doctoral committees for students of IARYD and taught CD 140: Problems of Research: Statistics. In addition to her work at IARYD, she continues to collaborate with her colleagues at Penn State where she completed her doctoral work on gender and social group development.

8. **Kaitlyn Ferris, Ph.D.**



Postdoctoral Research Associate and Research Assistant Professor, 2013 – Present

Katie has been at Tufts University since the summer of 2013. She began her time at IARYD as a visiting doctoral research associate, and is currently a Research Assistant Professor. Katie is the co-project director for the Tufts Coach Study, which is a short-term longitudinal study being conducted in collaboration with Positive Coaching Alliance to examine the performance of Little League baseball coaches. The project is funded by the Bechtel Foundation. She also oversees a project examining character development

among youth enrolled in Girl Scouts of the USA programs. Katie is actively involved in publishing with colleagues from IARYD.

Awards/Honors/Special Recognition: In 2016, was co-editor for the *Research in Human Development* Special Issue on character development.

9. **Jun Wang, Ph.D.**



Postdoctoral Research Associate and Research Assistant Professor, 2013 – Present

Jun started at IARYD as a Postdoctoral Fellow in September 2013, and was promoted to Research Assistant Professor in 2014. She was the Project Director for the Character and Merit Project (CAMP), a three year longitudinal study, funded by the John Templeton Foundation, of character development among scouts in the Cradle of Liberty Council of the Boy Scouts of America. Since 2015, she has been the Co-Investigator for the Tufts Coach Study, which is a short-term longitudinal study being conducted in collaboration with Positive Coaching Alliance to

examine the performance of Little League baseball coaches. The project is funded by the Bechtel Foundation. She has consulted with graduate students regarding statistical and methodological issues and was the secondary advisor for a graduate student in IARYD (Daniel J. Warren,).

Awards/Honors/Special Recognition: Jun's article, "Developmental Trajectories of Youth Character: A Five-Wave Longitudinal Study of Cub Scouts and Non-Scout Boys" was considered ground-breaking and promoted by Springer Publishing as "Change the World, One Article at A Time: Must-Read Articles from 2015." In 2016, was co-editor for the *Research in Human Development* Special Issue on character development.

10. Milena Batanova, Ph.D.



Postdoctoral Research Associate and Research Assistant Professor, 2014 – Present

Milena currently serves as one of the project directors for the John Templeton Foundation-funded Arthur Interactive Media (AIM) Buddy Project, a collaboration between IARYD and WGBH's producers of the television show Arthur, to design, implement, and evaluate a character education program for elementary school children. Milena oversees project-related tasks of graduate and undergraduate students, and currently serves on the dissertation committee of one of the graduate students. She is also currently involved in the planning stages of several projects seeking to expand the AIM program and to create more tools and initiatives that can foster character development and prevent bullying in youth. Overall, Milena is passionate about the prevention of bullying and the promotion of social, emotional, and character development in children and adolescents. She is also involved in a global study and collaboration between IARYD and Compassion International, a child-advocacy organization that seeks to empower youth in the most impoverished of countries to become responsible and fulfilled adults.

Awards/Honors/Special Recognition: In 2016, she was co-editor for the *Research in Human Development* Special Issue on character development. She has also served as a special editor for the character virtues division of *Applied Developmental Science*.

11. Andrea Vest Ettekal, Ph.D.



Postdoctoral Research Associate and Research Assistant Professor, 2014 – Present

Andrea started at IARYD as a Postdoctoral Fellow in September 2014, and was promoted to Research Assistant Professor in 2015. She is currently involved with several projects in partnership with Positive Coaching Alliance (PCA), primarily serving as the Project Director for a three-year longitudinal evaluation study of PCA (Richard M. Lerner, Ph.D., is the Principal Investigator). The project is funded by the John Templeton Foundation. She has taught CD 146: Applied Data Analysis and CD 140: Problems of Research: Statistics. She is also the secondary advisor for a graduate student in IARYD (Brian Burkhard) and was the primary advisor of an undergraduate student's Tufts University Summer Scholars Program Award (Nicholas Whitney). In addition to her work at IARYD, she continues to collaborate with her colleagues at Arizona State University where she completed her doctoral work.

Awards/Honors/Special Recognition: In 2015, she co-edited a special issue on character development for the *Journal of Youth Development*. And in 2016, she received a one-year grant from the Global Sports Institute for Impact and Innovation at Arizona State University (co-investigator: David R. Schaefer, Ph.D) to examine social networks of adolescent athletes using a nationally representative secondary data set.

Currently Enrolled IARYD Doctoral Students

Students are listed alphabetically

1. **Mary Buckingham** – Expects to receive Ph.D. in 2018



Mary is a student in the M.A./Ph.D. program in the Eliot-Pearson Department of Child Study and Human Development at Tufts University. She received her M.A. from Eliot-Pearson in 2014. Mary currently works as a doctoral research assistant on the Connecting Adolescents' Beliefs and Behaviors Study, which is funded by the Templeton Religion Trust. Mary's research interests include the development of empathy and parent-youth relationships.

2. **Brian Burkhard** – Expects to receive Ph.D. in 2018



Brian Burkhard is a doctoral student in the Eliot-Pearson Department of Child Study and Human Development at Tufts University. He earned a B.A. in Psychology and Classical Studies with a Minor in Cognitive Science from Villanova University in 2006 and an M.S. in Counseling and Human Relations from Villanova University in 2008. Before coming to IARYD, Brian worked as a school therapist in the Philadelphia public school system, a guide for service-learning trips in South America, and as a behavior specialist consultant and therapist at The Institute for Behavior Change. Most recently, he managed research for the Boy Scouts of America in conjunction with the Tufts Character and Merit Project, which was funded by the John Templeton Foundation. His research interests include moral development and character formation, and experiential education.

3. **Ettya Fremont** – Expects to receive Ph.D. in 2017



Ettya is a second year doctoral student. Her current research interests include exploring socio-emotional and identity development in adolescents with chronic health conditions. Although she once considered medical school, her passion for mental health, policy and advocacy inspired her to pursue doctoral work under the tutelage of Dr. Richard M. Lerner, Ph.D. at IARYD. She has a broad educational background, which includes a BA in Field Studies in Psychology from Wichita State University, an M.P.P. from Brown University, and a post-bac pre-med certificate from Bryn Mawr College.

Awards/Honors/Special Recognition: Provost Fellowship, Tufts University.

4. **Elise Harris** – Expects to receive Ph.D. in 2017



Elise M. Harris is a doctoral student in the Eliot-Pearson Department of Child Study and Human Development. She earned her M.A. in Human Development and Social Intervention from New York University in 2013 and her B.S. in Psychology from Xavier University in 2010. As a research assistant at the Institute for Applied Research in Youth Development, Elise works on the Arthur Interactive Media Buddy Project, which was funded by the John Templeton Foundation. Broadly, her research interests include understanding the processes that maintain racism within educational contexts and how these contexts affect the sociopolitical development of Black youth and young adults.

5. **Elise Murray** – Expects to receive Ph.D. in 2020



Elise is a first year doctoral student in the MA/PhD program at Eliot-Pearson. She has spent the majority of her first year working as the doctoral research assistant on the West Point Character Development project, otherwise known as Project Arete. The five-year study is funded by the Templeton Religion Trust and seeks to understand and optimize the character education system at the United States Military Academy, focusing on the development of cadets' various character virtues. Elise is interested, broadly, in the development of character within the college context, and is specifically interested in the development of intellectual humility in such a context. She hopes to focus her academic scholarship on this topic, and its intersection with other virtues and vices, such as wisdom and pride.

6. **Kathleen Robinson** – Expects to receive Ph.D. in 2020



Kathy recently completed the first year in her doctoral program at IARYD. She has experience counseling adolescent females who have experienced trauma, teaching students challenged by special needs, and coaching teachers who work in our nation's least successful schools. Kathy earned her master's degree from the Technology, Innovation, and Education department at Harvard's Graduate School of Education. Kathy's research interests include methods of using technology for positive youth development. This interest aligns well with the applied positive youth development work on the AIM Buddy Project.

7. **Danielle Stacey** – Expects to receive Ph.D. in 2018



Danielle's dissertation research focuses on how media use can be shaped to promote character development in children and families. She works on the Arthur Interactive Media (AIM) Buddy Project, which is funded by the John Templeton Foundation. In partnership with WGBH, Danielle contributes to designing, implementing, and evaluating a media-based, cross-age peer mentoring, character education program in elementary schools.

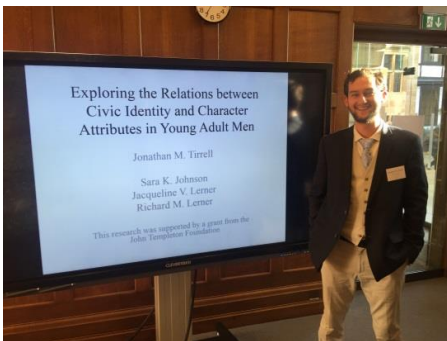
8. **Shaobing Su** – Expects to receive Ph.D. in 2018



Shaobing is interested in mixed-methods research on positive youth development (PYD) in different disadvantaged contexts (e.g., migration, immigration, low-income, and rural families). She is particularly interested in identifying individual (e.g., future orientation) and contextual (e.g., social support) assets that can promote positive development for youths in challenging situations.

Awards/Honors/Special Recognition: She has been awarded the Graduate Student Research Competition by the Graduate School at Tufts, and the Chinese Government Award for Outstanding Students Abroad (\$ 6000) by the China Scholarship Council (CSC).

9. **Jonathan Tirrell** – Expects to receive Ph.D. in 2017



Jonathan's dissertation research is focusing on forgiveness as a moral character virtue. He works on the Arthur Interactive Media (AIM) Buddy Project, which is funded by the John Templeton Foundation. In collaboration with WGBH, Jonathan contributes to designing, implementing, and evaluating a cross-age, media-based character education curriculum in elementary schools. His research is exploring the development of forgiveness in elementary students, its relation to other character-related constructs, as well as whether, and how, forgiveness can be taught to elementary school children.

Awards/Honors/Special Recognition: Received an inaugural Provost Travel Award in 2015 to present his master's thesis at the 2016 Jubilee Centre Conference in Oxford.

Former IARYD Undergraduate Students

These former students are ordered by year of graduation

Jennifer Brown Urban, Ph.D., Tufts Class of 2001



Jen is an Associate Professor in the Department of Family and Child Studies at Montclair State University. She received her PhD in Human Development with a minor in Program Evaluation and Planning from Cornell University. She also holds a MA in Human Development from Cornell University. Dr. Urban was a Society for Research in Child Development (SRCD) / American Association for the Advancement of Science (AAAS) Executive Branch Policy Fellow at the National Institutes of Health, Office of Behavioral and Social Sciences Research. Dr. Urban currently directs the Research on Evaluation and Developmental Systems Science Lab (REDSS) at Montclair State.

Awards/Honors/Special Recognition: 2000, The Leonard Carmichael Prize Scholarship for outstanding academic achievement. Phi Beta Kappa, Tufts University; 2001, The Department of Romance Languages Prize; 2001, The Tufts University Alumni Association Senior Award for academic excellence and outstanding leadership, Tufts University; 2001, The Class of 1942 Award Scholarship for those most likely to become outstanding university teachers, counselors, or administrators; 2001, The Priscilla N. Dunne Prize for promise of future achievement in the field of psychology; 2001, Summa Cum Laude. She also had her first two publications because of her work in IARYD.

Rumeli Banik, Ph.D., Tufts Class of 2002



Rumeli is currently the program officer for the Child Well-Being Program at Doris Duke Charitable Foundation. She is also a co-principal investigator studying the role of Latina mothers' parenting experiences on early childhood development at Fordham University. Her prior research examined differences in the experiences of the transition to parenthood in first-time mothers from high and low socioeconomic backgrounds. She earned her doctorate in Applied Developmental Psychology from Fordham University. During her graduate internship, she developed a workshop about parenting skills and child development for caregivers of young children at Mt. Sinai Medical Center. Prior to her doctoral studies, she developed and implemented evidence-based parenting program content for families of children birth to age five as a community-based child development specialist at the University of Miami Miller School of Medicine.

Awards/Honors/Special Recognition: Earned her MA from Tufts in 2004.

Sarah Hertzog Clement, Ph.D., Tufts Class of 2002



After spending an exciting, entertaining, and inspiring two years in IAYRD's breezeway with Rumeli Banik, Sarah entered the Ph.D. program at Cornell's college of Human Ecology. She graduated with a Ph.D. in Developmental Psychology in 2010 and then completed two years of a postdoc at Rutgers' Institute for Health, Health Care Policy and Aging. Since then she has been working at the John Templeton Foundation first as a Program Officer then Director of the Character Virtue Development department. In her role as Director she oversees approximately \$65M of active research and program grants that advance our understanding and practice of character virtues such as gratitude, generosity, honesty, and humility. She would honestly say that she would not be where she is today had it not been for Dr. Richard Lerner and her experiences at IAYRD.

Awards/Honors/Special Recognition: Earned her MA from Tufts in 2004.

Taryn Morrissey, Ph.D., Tufts Class of 2003



Taryn Morrissey is an Assistant Professor in the School of Public Affairs at American University, where her work focuses on examining and improving public policies for vulnerable children. After graduating from Tufts, she received a Ph.D. in Developmental Psychology from Cornell University. In 2008-2009, she was Science & Technology Congressional Fellow sponsored by a Society for Research in Child Development (SRCD) / American Association for the Advancement of Science (AAAS), working in the U.S. Senate Health, Education, Labor and Pensions (HELP) Committee on health reform and child and maternal health. Following the fellowship, she remained in the Senate as staff, serving as a Health Policy Advisor to Senators Edward Kennedy and Tom Harkin. In 2010, she started her position at American University. From January 2013 to August 2014, Dr. Morrissey was on leave from AU serving as Senior Advisor in the Office of the Assistant Secretary for Planning and Evaluation (ASPE) at the U.S. Department of Health and Human Services. She worked primarily on the President's Early Learning Initiative, including Early Head Start and child care. Her ongoing research examines the social determinants of food insecurity and obesity, the income gap in achievement and development, and the impacts of neighborhood poverty on young children's development.

Awards/Honors/Recognition at Tufts: Priscilla N. Dunne Award for Excellence in Psychology, 2003; Psi Chi Honor Society (inducted 2001); Summa cum laude, 2003

Akira Gutierrez, M.A., Tufts Class of 2006



Akira is a senior research coordinator at IARYD. She received her Bachelor's and Master's degrees from the Eliot-Pearson Department of Child Study and Human Development at Tufts University. In 2006, Akira also completed the department's Early Childhood Education Licensure Program. Prior to joining IARYD, Akira worked with the Massachusetts Healthy Families Evaluation Project, also at Tufts University, as a graduate research analyst, and as a resource development officer for United Way of Miami-Dade. Currently, her work focuses on exploring social, emotional, and character development among school age children. Akira's other research interests include the study of connection and relationship building between pairs in a mentor-mentee role, culturally-sensitive practices in home visiting programs, particularly in families of children with special needs.

Awards/Honors/Special Recognition: 2006 Eliot-Pearson Department of Child Development Prize; Tufts Class of 1957 Scholarship; 2002 Ford Salute to Education Award. Earned her MA from Tufts in 2014.

Kenneth Lee, Tufts Class of 2011, Current Ph.D. Student



Ken is currently in his 5th year as a doctoral student in education with a focus on Education Policy at the University of California, Irvine under Greg Duncan and Deborah Vandell. His research focuses on the bi-directional links between health and education and his dissertation is composed of three chapters focused around the impact of physical activity on education using quasi-experimental methods. In particular, his third dissertation chapter is influenced by some of the work from when he was at IYARD where he estimated the impact of participation in varsity sports on educational achievement and attainment using instrumental variables.

Katie Greenman, M.A., Tufts Class of 2012



Katie has been a freelance leadership consultant. In the context of this work, she became the Research Coordinator of Nexus Network, where she studies the science of empathy, generosity and well being in millennials and multi-generational business families. In 2015, she founded HumanSide, a company aimed at delivering experiential leadership programs. The programs combine translational research, experiential program design, and improv comedy to bring people together and accelerate effective leadership. Within HumanSide, she works on projects including an internationally acclaimed empathy-building project, Empathy, The Nexus Invest in Yourself initiative, a value-driven social entrepreneurship community, and Boston's leading Millennial Engagement Platform, City Awake. For Katie, it has always been about embracing humanness, inspiring connection, and filling life with more empathy, levity, and positive action.

Awards/Honors/Special Recognition: Earned her MA from Tufts in 2014.

Molly Crossman, Tufts Class of 2013, Current Ph.D. Student



Molly is a doctoral student in the Innovative Interactions Lab in the Department of Psychology at Yale University. Her research focuses on human-animal interaction (HAI), with particular attention to the influence of HAI on children's mental health and development.

Awards/Honors/Special Recognition: Graduated Summa Cum Laude; Received Highest Thesis Honors. Received the Joanne Mary Sullivan Prize, the Prize Scholarship of the Class of 1882 (from the Department of Psychology), and the Undergraduate Research-Practice Integration Award (from Eliot-Pearson).

Erin Gelgoot, Tufts Class of 2013, Current Ph.D. Student



After graduating from Tufts, Erin worked as a research coordinator at IARYD. Since leaving IARYD, Erin taught English in France and started at UC Berkeley's school psychology doctoral program. Erin is currently researching technology and learning and gifted students.

Samantha Glickman, Tufts Class of 2013, Current Psy.D. Student



In her time since IARYD, Sammy completed a 2-year Teach for America commitment. During that time, she worked with pre-school children at a Head Start in San Francisco, while receiving her masters in special education. She is currently a first-year graduate student at the Stanford Psy.D. consortium. She is interested in working with child and adolescent clinical populations.

Rachel O. Rubin, Tufts Class of 2013, Current Ph.D. Student



Rachel received her Bachelor's from Tufts University in Child Development and Clinical Psychology in 2013. Rachel then worked in the Institute for Applied Research in Youth Development, under the supervision of Dr. Richard Lerner, while working on her Master's degree. She received her M.A. from the Eliot-Pearson Department of Child Study and Human Development in 2015. Rachel is now a first year graduate student in the Clinical Psychology Ph.D. program at University of Massachusetts Boston. Rachel currently works as a doctoral research assistant in the Center for Evidence-Based Mentoring under the supervision of Dr. Jean Rhodes.

Rachel's research interests include the interplay of close relationships and mental health in children and adolescents. Rachel is combining her long-time passions of summer camp and psychology in order to study the possible links between mentoring relationships, specifically camp counselor-camper relationships, and child and adolescent mental health.

Awards/Honors/Special Recognition: Alpha Omicron Pi Prize Scholarship (*for high scholarship and significant social service work*); Priscilla N. Dunne Prize (*for an excellent record and promise in the field of psychology*). Earned her MA from Tufts in 2015.

Dylan Braun, Tufts Class of 2014, Current Ph.D. Student



As a double-major in Child Development and Clinical Psychology, Dylan worked alongside the team of the IARYD for 5 semesters, and says that his time here was a highlight of his undergrad experience. Since leaving Tufts, he has worked as the research coordinator of a pediatric anxiety clinic at Columbia University. In that role, his research skills continued to grow alongside his passion for adapting and

disseminating developmentally appropriate treatments for youth with anxiety disorders. He has had the opportunity to work in several research settings, and since he plans to pursue a Ph.D. in clinical psychology, he expects he'll experience several more before he's done. IARYD was his first lab however, and it set the bar high. He was challenged and encouraged, and though he was often the most junior member of the team, he was allowed to play meaningful roles in the research studies. Everyone's contributions were valued. Now, when he reads about a treatment approach, he finds himself wondering how it could be further adapted to promote an outcome where the child not only experiences relief from symptoms, but also thrives.

Awards/Honors/Special Recognition: Graduated magna cum laude

Elise Ressa, Class of 2014, Current MSW Student



Following her graduation from Tufts, Elise spent one year working in a middle school on Long Island, where she grew up. This experience drove her desire to pursue graduate studies in a field that would allow her to study policy in a social justice context. In the fall of 2015, she returned to Boston to begin working toward a Master of Social Work at Boston College with a concentration in *children, youth, and families* and a specific focus on policy. This summer, she will be helping out at IARYD on the CABB study while taking social work classes at

Boston College. She expects to finish her MSW next May and hopes to pursue a career in policy research and analysis, with a specific focus on policies that affect women, mothers, and young children.

Awards/Honors/Special Recognition: Graduated magna cum laude

Hannah Arnow, Class of 2015



Hannah worked in the lab as an Undergraduate Research Assistant from September 2013 until July 2015, working on the West Point project grant, BSA, and Quandary. She graduated from Tufts University with her bachelors in May 2015.

Awards/Honors/Special Recognition: Following her undergraduate degree, she was awarded a Fulbright Full Research Grant and has spent the year studying the difference among national identity, cultural identity, and individual identity in Tallinn Estonia.

Rachel Terveer, Class of 2016



Rachel worked on the PCA project as a research assistant in the Institute for Applied Research in Youth Development lab for a little over two years, while studying Engineering Psychology. She also played on the Varsity Field Hockey team and was a part of several clubs including Tufts Human Factors and Ergonomics Society, The Student Athlete Advisory Committee, and the Leonard Carmichael Society, among others.

Awards/Honors/Special Recognition: Member of PsiChi; Dean's List every semester; De Florez Prize in Human Engineering; Romance Language Award for her proficiency and application of the Spanish language.