

Hiram E. Fitzgerald · Deborah J. Johnson
Desiree Baolian Qin · Francisco A. Villarruel
John Norder *Editors*

Handbook of Children and Prejudice

Integrating Research, Practice, and Policy

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and Policy

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Preface

In the summer of 2016, we met for lunch and discussed the virulent rise in explicit racism and discrimination in the United States and its extension to issues related to gender identity and sexual orientation. We were particularly concerned that social and behavioral science researchers were not explicitly tackling the negative impacts of racism on the development of children, documentation of which could lead to more effective social policies and practices. We were concerned that America was losing enormous talent and innovation by not investing significantly in the elimination of economic and social inequities that create barriers preventing especially low-income minorities from gaining access to the benefits of American society. Since we are university professors, and not politicians, we decided to kick off a project appropriate to our skills and talents and design a *Handbook of Children and Prejudice* that would approach issues of racism and discrimination from a life-span systems perspective. Our intent was to illustrate that the insidious claws of structural and personal racism begin to negatively impact developmental process from birth onward while simultaneously drawing attention to coping skills and resilience of racial minorities that has made it possible for them to survive hundreds of years of oppression, or contemporary implicit and explicit discrimination.

We cover issues related to racism and discrimination within each of the major minority groups in the United States: African-American, American Indian/Alaska Native, Asian-American, and Latinx-American. We realize that just as there are multiple cultures subsumed within the category European-American (White), so too do each of the generic categories of minority groups in the United States subsume cultural diversity. We also were fortunate to be able to include chapters on Arab-American and Sikh-American children, perhaps signs that 10 years from now, a volume on children and prejudice will have to expand to multiple volumes to capture the rich and true diversity of the United States and the world at large. We also have five chapters addressing issues confronting LGBTQ youth and adolescents and hope that future volumes can include children of same-sex parents as research expands in that growing aspect of family life. The attached table, perhaps unusual for a preface, provides a guide for readers who may want to approach the chapters from a topical search strategy, rather than a sequential developmental age strategy, which is the organization of the volume.

We assembled an amazing group of scholars, each of which crafted an offering contributing to a collective of knowledge never previously organized

so extensively around development and prejudice, all feeling the urgent need for the gathering of this work. Their collective efforts produced a handbook that we believe draws attention to the broad impacts of racism and discrimination over the first 20 years of life, as well as portraying the strengths of minority groups and societal programs designed to provide positive supports for individual and family development. Every chapter was revised at least once, consistent with our intent to have a peer-review orientation to the contents of the volume.

We extend our thanks to Judy Jones and Michelle Tam at Springer for their editorial help throughout the production process, and all the copy- and production-editors who play such critical roles in moving manuscript text to elegant prose and far fewer split infinitives.

East Lansing, MI, USA

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Deborah J. Johnson, Ph.D. is Professor of Human Development and Family Studies and is also Director of the Diversity Research Network, a faculty serving entity under the auspices of Michigan State University’s Office for Inclusion and Intercultural Initiatives. Her research explores racially and culturally related development, parental racial socialization and coping, and cultural adjustment from early childhood through emerging adulthood, in both domestic and international children and youth. Current work focuses on the influence of early bias preparation and coping at the intersection of gender and race among African-American and Latina college women and the impact on their well-being and school performance. Recent books address the global rights of children and private/charter school experiences of African-American children. Additionally, she studies cultural adjustment and identity development among unaccompanied Sudanese refugee minors and majors and in international settings. Further explorations emphasize positive youth development and identity reformation of immigrant and refugee groups.

Desiree Baolian Qin, Ed.D. is an Associate Professor of Human Development and Family Studies at Michigan State University. Her research, funded by the William T. Grant Foundation and the Spencer Foundation, focuses on understanding how immigration, culture, gender, and ecological

contexts, especially family, impact adolescent and emerging adult development. Drawing on mostly mixed-method, longitudinal data, her research has highlighted many nuanced, complex family processes that have been overlooked in Asian immigrant families, especially the struggle in parent-child relations, e.g., emotional alienation, parent-child conflicts, communication challenges, and parent-child separation. Her findings also point to negative effects of tiger parenting in child/adolescent development. Dr. Qin's most recent project examines academic and psychosocial adaptation challenges of Chinese undergraduate students.

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John Norder, Ph.D. (Spirit Lake and Turtle Mountain), is the Director of the Michigan State University Native American Institute and an Associate Professor in Anthropology. His research and teaching interests include Native American and First Nations archaeology, ethnohistory, and anthropology, particularly in the Great Lakes region of North America. Current and ongoing work has focused on the ways in which traditional Indigenous knowledge is used as a tool of mediation between issues of identity, cultural and natural resource heritages, and economic development in the context of local- and state-level political negotiations.

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Meera Aladin is a graduate student at Fordham University pursuing her Ph.D. in Counseling Psychology. Meera received her bachelor's degree in Psychology and Biology from Fordham University in 2015. After graduating, she worked as a Project Director for 2 years on Dr. Tiffany Yip's NSF-funded study, examining the effects of ethnic/racial discrimination on minority youths' sleep and academic outcomes. Meera's current research and clinical interests focus on coping mechanisms in youth exposed to severe adversity and global mental health issues related to trauma.

Mira Armans is a doctoral student in the Clinical Psychology program at Oklahoma State University (OSU). Mira earned her master's degree in Clinical Psychology at OSU, where she conducted research examining parenting stress among American-Indian families. Her research interests focus

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Germine H. Awad, Ph.D. is an Associate Professor of Psychology in the Department of Educational Psychology at the University of Texas at Austin. Dr. Awad received her master's degree and doctorate in Applied Experimental Psychology from Southern Illinois University, Carbondale. She is the recipient of three teaching awards and the Emerging Scholar-Research Contribution Award from Division 45 (Society for the Psychological Study of Culture, Ethnicity and Race) of the American Psychological Association (APA). Her research primarily focuses on prejudice and discrimination as well as ethnic/racial identity and acculturation in Arab-Americans and African-Americans. She has conducted research on predictors of perceived discrimination for Arab-Americans and predictors of prejudice toward this group. Dr. Awad is the Co-founder of the American Arab, Middle Eastern, and North African Psychological Association (AMENA-Psy) and currently serves as its treasurer. She also coedited the *Handbook of Arab American Psychology*.

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Meeta Banerjee, Ph.D. is currently an Assistant Professor in Psychology at California State University, Northridge. She received her doctorate in Ecological Community Psychology with a specialization in applied developmental science from Michigan State University in 2012. Her research employs both integrative and ecological frameworks to understand the influence of contextual factors on early and late adolescent developmental trajectories in ethnic minority families. Dr. Banerjee is especially interested in exploring the interaction between ecological contexts and race-related parenting practices.

Jessica V. Barnes-Najor, Ph.D. is a Developmental Psychologist with a specialization in applied developmental science. Dr. Barnes-Najor is a Co-investigator for the Tribal Early Childhood Research Center (TRC), partnering with American Indian and Alaska Native Head Start, Home Visitation, and Child Care grantees to promote community-engaged research and enhance early childhood program evaluation and research-to-practice activities across the nation. She is also a Co-investigator of Wiba Anung, a collaborative research with community partners representing nine Michigan tribes.

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Diamond Y. Bravo, Ph.D. is a Postdoctoral Fellow and Lecturer at the Harvard Graduate School of Education. She received her doctorate from the program in Family and Human Development at Arizona State University. She received her B.A. in Psychology from the University of California, Riverside, and her M.A. in General Experimental Psychology from California State University, Northridge. Her research interests focus on the cultural mechanisms and constructs that contribute to the academic motivation, success, and well-being of immigrant students and students of color in the United States. Her work highlights the role of culturally salient risk and resiliency factors that inform health and education disparities among at-risk minority youth.

Alaina Brenick, Ph.D. is an Associate Professor of Human Development and Family Sciences at the University of Connecticut. She received a predoctoral traineeship from the National Institute of Child Health and Human Development to obtain her doctorate at the University of Maryland prior to her postdoctoral fellowship at the Friedrich Schiller University, Germany. She analyzes how diverse groups of youth in the United States and other regions of the world – sometimes with vastly different societal structures, norms, and expectations – experience, reason about, and respond to inter-

group peer relations and group-based victimization. This work is translated into contextually and developmentally appropriate intervention programs, designed to promote social equity and positive intergroup relations.

Amanda R. Burkholder, B.A. University of Minnesota, is a doctoral student at the University of Maryland. Her research focuses on children's developing moral and group knowledge, including children's emerging conceptions and evaluations of social inequalities and social exclusion based on group membership. She is supported by a National Science Foundation Graduate Research Fellowship and received the Richard L. Matteson Endowed Scholarship for her outstanding graduate research.

Christy M. Byrd, Ph.D. conducts research that examines how school climate for diversity promotes academic engagement, cultural competence, and psychological well-being in students. She uses quantitative and qualitative methods to explore topics such as intergroup interactions, multicultural education, and culturally relevant teaching. Her work has shown that when youth experience their schools as positive, identity-affirming spaces, they are more academically engaged and successful.

Gustavo Carlo, Ph.D. is Millsap Professor of Diversity and Multicultural Studies at the University of Missouri. He obtained his doctorate from Arizona State University. His main research interest is in culture, family, and personality correlates of prosocial and moral behaviors in children and adolescents. Dr. Carlo has authored many journal articles and has coedited several volumes on culture, health, and prosocial and moral development. He is a Fellow of the American Psychological Association and the Association for Psychological Science.

Daniell Carvalheiro is a doctoral student in Human Development and Family Studies at the University of Connecticut. His research interests focus on children's peer relations, temperament, parent-child relationships, and cultural variations in these components of development. He serves as a Research Assistant for the Center for the Study of Culture, Health, and Human Development (CHHD) and the Developmental Approaches to Identities, Inequalities, and Intergroup Relations Lab (DAIIR). Several of the research projects he has worked on include an evaluation of a parenting education program in CT, a cross-cultural comparison of parents' and teachers' ideas about school involvement, and a study assessing how parents' and peers' influence on adolescents' evaluations of intergroup relations varies by age and gender.

Caitlin Cavanagh, Ph.D. is an Assistant Professor of Criminal Justice and holds an adjunct appointment in the Department of Psychology at Michigan State University. She received her B.A. at the University of Rochester and her M.A. and doctorate at the University of California, Irvine. Broadly, her research focuses on the intersections of psychology and the law and how social contexts shape adolescent behavior. Her program of research seeks to

produce developmentally sound research that can improve how the juvenile justice system interfaces with youth and their families.

Jaime Chahin, Ph.D. is Professor and Dean of the College of Applied Arts at Texas State University, San Marcos. He also served as Senior Policy Analyst for the Texas Select Committee for Higher Education and Dean of students at a community college. He received two graduate degrees from the University of Michigan, in Education (1977) and Social Work (1975), and his undergraduate degree in Sociology (1974) from Texas A&I University in Kingsville. He teaches graduate and undergraduate courses in administration supervision and social policy. His research interests involve migrants, college access, bridge programs, and public policy issues that impact funding and retention in higher education.

Alison J. Chrisler, Ph.D. is a Researcher at Chapin Hall at the University of Chicago. She earned her doctorate at Michigan State University. Dr. Chrisler's work focuses on developing and implementing community change efforts that promote the healthy development of children and youth across systems, including juvenile justice, child welfare, and homelessness. Additionally, she is interested in using local data to direct research, policy, and change efforts to support the well-being of LGBTQ youth.

Lucia Ciciolla, Ph.D. is an Assistant Professor in the College of Arts and Sciences, Department of Psychology, Oklahoma State University. Dr. Ciciolla earned her doctorate in Clinical Psychology with an emphasis on child and family science and quantitative science from Arizona State University (ASU) and completed an APA-accredited internship at the University of North Carolina, Chapel Hill School of Medicine. Dr. Ciciolla was trained as a Clinical Scientist with specializations in infancy and early childhood, perinatal and maternal mental health, parenting, trauma, and longitudinal methodology.

Juan R. Jaimes Costilla graduated from Texas State University with degrees in Family and Consumer Sciences and a minor in Business Administration. He is currently a master's student at the Gerald R. Ford School of Public Policy at the University of Michigan. At Texas State University, Juan founded a student organization to address the issues faced by undocumented students in achieving a college degree. He has worked with organizations such as College Forward, Upward Bound, and Catch the Next, whose mission is to improve college attainment for low-resourced students. While at the Ford School, Juan is interested in exploring education and immigration policies

Michael Cunningham, Ph.D. holds the academic rank of Professor at Tulane University. He has a joint faculty appointment in the Department of Psychology and the undergraduate program in Africana Studies. He serves as an Associate Provost for Graduate Studies and Research in Tulane University's Office of Academic Affairs. As a Developmental Psychologist, Dr.

Cunningham has a program of research that focuses on racial, ethnic, psychosocial, and socioeconomic processes that affect psychological well-being, adjustment to chronic stressful events, and academic achievement among African-American adolescents and their families.

Kimberly Leah Davidson, Ph.D. is an Assistant Professor of Human Development and Family Studies at Central Michigan University. She holds a doctorate from Syracuse University and an M.S. degree from the University of Tennessee, both in Child and Family Studies. Her research interests include ethnic/racial socialization in early childhood settings and development of racial and ethnic identity during early childhood.

Alexandra N. Davis, Ph.D. is an Assistant Professor of Family and Child Studies in the Department of Individual, Family, and Community Education at the University of New Mexico. She received her doctorate in 2016 from the University of Missouri. Her research focuses on the links between cultural and contextual stressors and marginalized adolescents' positive social adjustment.

Martale J. Davis is currently a Clinical Psychological Science doctoral student at Kent State University. His research examines the relationship between the acting White accusation, bullying, and social anxiety among Black adolescents. Davis also explores cultural factors that impact mental health among inner-city, Black adolescent girls. His work has been published in scholarly journals, presented at regional and national conferences and funded by Division 29 of the American Psychological Association.

Melissa Y. Delgado, Ph.D. is an Associate Professor in Family Studies and Human Development at the University of Arizona. Taking a strengths-based approach, her collaborative program of research focuses on protective factors and mechanisms that reduce ethnic/racial inequality and promote Latino adolescents' positive development across early to late adolescence. She also employs mixed-methods research (i.e., quantitative surveys and focus groups) to examine the roles of math and science academic identity and their links to family and school supports, culture, academic success, and overall well-being.

Alexander P. D'Esterre, B.A. Rutgers University, is a doctoral student at the University of Maryland. His research is concerned with children's developing understanding of intentions and of group identity and how these factors influence their moral judgments and decisions. His research is funded by the University of Maryland Graduate Recruitment Fellowship, and he has received the William C. Graham and William J. Graham Endowed Scholarship in Education based on his academic achievements in the graduate program.

Yemo Duan is a doctoral student in the Department of Human Development and Family Studies at Michigan State University. His major research interests include parenting and adolescent development, grandparent-grandchild inter-

action, and the intergenerational interaction within family systems. He is a Member of the Society for Research in Child Development and National Center for Faculty Development and Diversity.

Jacquelynne S. Eccles, Ph.D. is a Distinguished University Professor of Education at the University of California, Irvine. She is the Coeditor of the *American Educational Research Association Open* journal and Past Editor of *Developmental Psychology* and *Journal of Research on Adolescence*. She is past president of the Society for Research on Adolescence (SRA) and Divisions 7 and 35 of American Psychological Association. Over the past 40 years, Prof. Eccles has conducted research on a wide variety of topics including motivation and social development in the family and school context. Her work has been honored by several Lifetime Achievement Awards from major international research professional associations and universities.

Avriel Epps is a PhD student and Presidential Scholar at the Harvard Graduate School of Education. She studies how adolescent development is influenced by interactions with digital products, environments, systems, and “autonomous” technologies (e.g., personalized recommenders and information filters) while taking into account adolescents’ experiences in homes, schools, and neighborhoods.

Maria Espinola, Psy.D. is an Assistant Professor of Clinical Psychiatry at the Department of Psychiatry and Behavioral Neuroscience at the University of Cincinnati College of Medicine. She is a Licensed Clinical Psychologist, and her areas of clinical and research focus are multicultural psychology, women’s issues, and trauma psychology. Dr. Espinola was born in Argentina and immigrated to the United States in 2001. She completed her doctorate in Clinical Psychology at Nova Southeastern University, her predoctoral fellowship in Multicultural Psychology at Boston University Medical Center, and her postdoctoral fellowship in Trauma Psychology at McLean Hospital and Harvard Medical School.

Flora Farago, Ph.D. is an Assistant Professor in Human Development and Family Studies at Stephen F. Austin State University. Flora has a background in developmental psychology and early childhood education. Flora’s teaching and research interests center around children’s prejudice and stereotype development, antibias curricula, inclusive early childhood education surrounding race and gender, and mixed-methods research. Flora is particularly interested in the link between research and community activism. She collaborates with colleagues and organizations nationally and internationally, including the Indigo Cultural Center in Phoenix, Arizona; the Girl Child Network in Nairobi, Kenya; and Local to Global Justice.

René V. Galliher, Ph.D. is a Professor of Psychology at Utah State University. Her research is focused on identity development processes among adolescents and young adults. Specifically, her work emphasizes intersections of domains of identity within relational and cultural contexts. Using

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Amada Hassan grew up in the Chicago area and now lives in New York City. She is currently a Project Manager for the Adolescent Sleep Study of the Youth Development in Diverse Contexts Lab at Fordham University. Ms. Hassan attended Fordham College at Rose Hill. She received her B.S. in Psychology in 2017 from Fordham University. She is a Member of Phi Beta Kappa and Phi Kappa Phi.

Nancy E. Hill, Ph.D. is the Charles Bigelow Professor of Education at the Harvard University. She earned her doctorate in Developmental Psychology at Michigan State University in 1994. Professor Hill's research focuses on ethnic, socioeconomic, and cultural contexts that shape parenting and family dynamics and also children's and adolescents' academic outcomes, mental health, and opportunities. In her focus on equity across demographic background, her research includes evaluating access to high-quality schools through school choice and other district-level policies, understanding ethnic variations in parenting and parental involvement in education during adolescence, and identifying relational and psychosocial resources that support adolescents as they navigate secondary and postsecondary transitions. Professor Hill was a recipient of the William T. Grant Foundation's Distinguished Faculty Fellowship for her work with the Massachusetts' State Executive Office of Education.

Adam J. Hoffman, Ph.D. is a Postdoctoral Research Fellow in the Department of Psychology at the University of Michigan. He earned his B.A. from Quinnipiac University and his M.A. and doctorate in Developmental Psychology at the University of North Carolina at Chapel Hill. Dr. Hoffman investigates the development of social identities (e.g., ethnic/racial or gender) in adolescents and how socializing agents (e.g., peers and parents) can impact the development of these identities. He is also interested developing interventions to shape identities that are negatively stereotyped in academics to be congruent with academic success.

Elizabeth G. Holman, Ph.D. is an Assistant Professor of Human Development and Family Studies at Bowling Green State University (BGSU) in Ohio. She earned her doctorate at the University of Illinois at Urbana-Champaign. Dr. Holman's work focuses on supporting gender and sexual minority populations in context. Specifically, she is interested in examining institutional and organizational contexts, as a means of addressing policies and practices which can affirm or oppress LGBTQ populations. She teaches Family Diversity and Human Sexuality at BGSU.

Amy Huffer, Ph.D., L.C.S.W., IMH-E(IV-C) graduated with her Masters in Social Work from the University of Oklahoma and earned her doctorate in Human Development and Family Science from Oklahoma State University. Dr. Huffer specializes in working with children under the age of 5 and is currently serving as Oklahoma's Early Childhood Trainer and Consultant where she works to develop and strengthen the infant and early childhood workforce in Oklahoma. Dr. Huffer previously coordinated the state's only Diagnostic Nursery, where psychiatry residents and fellows evaluated children under the age of 5, and additionally supported research efforts in the field of infant and early childhood mental health. Dr. Huffer has been endorsed by the Oklahoma Association for Infant Mental Health as an Infant Mental Health Mentor and is an Adjunct Professor at the University of Central Oklahoma.

Julia Jefferies is a Ph.D. candidate in Culture, Institutions, and Society at the Harvard Graduate School of Education. Her research interests lie at the intersection of race and identity in K-12 classrooms in both students and teachers. She seeks to use sociological and cultural frameworks to understand how schools can foster student racial and ethnic identity development and the pivotal role that teachers and their own understandings of identity play in this process.

Samantha K. Jones is a doctoral student in the Department of Human Development and Family Science at the University of Missouri. Her research focuses on family relationship dynamics during adolescence and young adulthood, investigating cultural factors and daily experiences that impact relationship quality, adjustment, and academic outcomes of Latino adolescents and young adults.

Linda P. Juang, Ph.D. is a Professor at the University of Potsdam, Germany. Her research focuses on the social and emotional adjustment of adolescents and college students of immigrant families, with a focus on Asian-American families. She is interested in immigration-related issues such as acculturation, ethnic identity, family relations, and ethnic/racial discrimination.

Emily Karr is an honors student at the University of Connecticut majoring in Human Development and Family Studies with a minor in Political Science. Her research interests include the development of students in the LGBTQIA+ community and bullying in schools. She is working to translate her research interests into the field of family law and will pursue a Family Law degree.

Lisa Kiang, Ph.D. is a Professor at Wake Forest University in North Carolina, USA. Her area of research is in self and cultural identity development, social relationships, and context. Her work emphasizes positive well-being and adjustment among adolescents from immigrant and ethnically diverse backgrounds.

Cheryl Kickett-Tucker, Ph.D. is a Whadjuk Noongar Aboriginal from Western Australia. Professor Kickett-Tucker is currently a Research Fellow at Curtin University and the Founding Director of Pindi Pindi Pty Ltd., Centre for Research Excellence in Aboriginal Health and Wellbeing. Her research interests include sense of self, Aboriginal identity, and self-esteem of Aboriginal children, including the development of a series of culturally appropriate instruments for racial identity and self-esteem across the lifespan. Her research strength has been the translation of her research to Aboriginal community, most notably Kaat Koort n Hoops, a basketball lifestyle program for 4–16-year-old children. Cheryl is an emerging author of children's fiction books and is the Chief Editor and coauthor of *Mia Mia Aboriginal Community Development: Fostering Cultural Security*. Other publications are *Wind Spirit: Nanna's Legacy* and *The Routledge Handbook of Community Development: Perspectives from Around the Globe*. She is a very keen amateur photographer who likes to capture the strengths and positive elements of being Aboriginal.

Melanie Killen, Ph.D. is Professor of Human Development and Quantitative Methodology and Professor of Psychology (Affiliate) at the University of Maryland, College Park. She studies the origins of morality as well as the origins of prejudice and bias. Specific topics include social inclusion and exclusion in intergroup peer encounters, resource allocation among disadvantaged and advantaged groups, and the role of intentionality and bias in children's judgments. She has been funded by the National Science Foundation and the National Institute of Child Health and Human Development (NICHD) for her research on children's social exclusion and factors that contribute to prejudice.

Su Yeong Kim, Ph.D. studies the intersection of family and cultural contexts in understanding the development of children of immigrants in the United States, with a focus on children of Chinese and Mexican origin. She examines how culturally relevant developmental processes (acculturation), cognitive processes (executive functioning), and physiological (cortisol, inflammation) and social stressors (discrimination) directly, indirectly, or interactively influence parent-child relationships (parenting, tiger parenting, father-child relationships) and adjustment transitions and outcomes (academic achievement, depressive symptoms) in minority adolescents and young adults. She also develops and tests the measurement invariance of culturally relevant measures for use with ethnic minorities.

Marva L. Lewis, Ph.D. in Sociocultural Psychology, is an Associate Professor at Tulane University in New Orleans, Louisiana. She is Founder and Director of the *Center for Natural Connections* that conducts research translated into community-based interventions promoting hair combing interaction as a culturally valid opportunity to strengthen parent-child attachment. In 2011, she was commissioned by the National Zero to Three Safe Babies Court Teams to conduct training on historical trauma of slavery and racial

disparities in the child welfare system. She is currently a Consultant and Member of the National Advisory Board of the Quality Improvement Center for Research-Based Infant-Toddler Court Teams.

Shizhu Liu is a doctoral student in Human Development and Family Studies at Michigan State University. Her research focuses on cross-race/ethnic friendship and its effect on adolescents' adjustment in multiracial or multi-ethnic school context.

Shondra L. Marshall is Assistant Director of undergraduate admissions at Central Michigan University and is a Ph.D. candidate in the Educational Studies, Urban Education doctoral program at Eastern Michigan University. Her research focuses on teacher preparation, exploring best practices and strategies to reach African-American students. Additionally, her research interests include examining pedagogy, academic performance, educational experiences, and literacy activities of African-American students. Current efforts also include racial socialization and parental influences of African-American students.

Alexa Martin-Storey, Ph.D. is the Canada Research Chair in Stigma and Psychosocial Development and is an Assistant Professor in the Department of Psychoéducation at the Université de Sherbrooke. Her work focuses on how stigma and stigma-based experiences are associated with adolescent health and mental health outcomes. Much of her more recent research has explored the factors that shape the impact of stigma associated with sexual minority status on youth outcomes, with a particular focus on gender nonconformity and gender identity.

Jessica A. K. Matthews, Ph.D. is a Postdoctoral Research Scholar for the Rudd Adoption Research Program in the Department of Psychological & Brain Sciences at the University of Massachusetts Amherst. As a Developmental Scientist, she studies identity development, parenting, special needs, race and culture, child maltreatment, and youth and family outcomes in the contexts of adoption and foster care. Her work has focused on special needs and cultural-ethnic/racial socialization among international and domestic adoptive families and maltreatment of adoptees in foster care. Jessica is interested in outcomes for children experiencing disruptions in parental care, as well as adoption/child welfare policy and system evaluation and reform.

Heather L. McCauley, Sc.D is an Assistant Professor of Human Development and Family Studies at Michigan State University. A Social Epidemiologist by training, Dr. McCauley's research focuses on health impacts and intervention strategies to reduce intimate partner violence, sexual assault, and reproductive coercion, with emphasis on victimization among marginalized populations (e.g., sexual and gender minorities, foster youth, incarcerated women). Her work has been funded by the Eunice Kennedy Shriver National Institute of Child Health and Human Development