Welcome Letter from Division Head

Dr. Alison Bailey

Dear HDP Program Students and Colleagues,

As I write this New Year’s message for the Newsletter, I’m sitting in my kitchen casting off stitches for the latest of the beanie hats I’ve been knitting this winter. This one is intended for the girlfriend of my stepson who could not be home this Christmas. I know many of you have had to make difficult choices and very real sacrifices to stay safe during this pandemic. It has been hard on everyone. Knitting the beanies made me feel closer to those who we couldn’t be with this winter. I hope you too found ways to feel closer to those you love during these truly taxing times. Also I hope you found relief from the distress and sometimes monotony of the lockdowns by trying out a new skill—something you’d not typically find yourself doing. I know I’m not the only one who took up knitting among the UCLA faculty!

I want to thank HDP students for your abiding patience and fortitude with on-line learning this school year and the HDP faculty for your generosity of spirit with all that has been asked of you: The innovations necessary for teaching and doing research have sometimes been challenging. But they have also made it possible for us to collaborate in new ways—seeing and working with those who would otherwise be at a distance. This has meant we have learned from colleagues as far away as Chicago and Kansas. And this Winter Quarter that will continue with colloquium speakers from as far afield as Texas and the Silicon Valley.

Let’s continue to make many more such connections and to take up unique opportunities that present themselves.

As we look forward to the new quarter, I hope you have been able to find inspiration in the panoply of ways by which we have needed to connect with one another since March. And that you have found new, profound meaning in the work we do in HDP to combat racial
and social injustices that are as much a plague in our world as the virus we confront. Now, more than ever, developmental science research applied to school and community settings will be needed to combat what ails society, to address the experiences of children and their families who daily face racism and discrimination of all kinds, and to understand the lasting effects of the ravages of the multiple, often intertwined, pandemics—racial injustice, COVID-19 health impacts, educational losses and economic disaster for millions.

In closing, I want to thank those working behind the scenes to support everyone in HDP: Education Department Interim Chair, Professor Megan Franke and SEIS Interim Dean, Professor Tina Christie—two people who stepped up to serve in temporary leadership positions at the very time when UCLA needed the most from people. They have both worked tirelessly since the summer to protect us from the buffeting effects of the health and economic turmoil and provided spaces for discussion, healing and action in the face of police brutalities and continued racial injustices. And the three people who help keep HDP running smoothly. I know you’ll join me in thanking Molly Vang our Division Admin. Assistant, Kim Mattheussens, our Student Affairs Officer, and Amy Gershon, the Director of Student Services. We couldn’t be who we are without their outstanding support on a daily—sometimes hourly—basis.

Best wishes to all for a safer, kinder and healthier New Year!

Alison
New HDP Students

Zoe Mao
I am interested in studying children’s development of executive function and exploring environmental factors that influence such development. Before joining UCLA, I discovered the beauty of doing research as a research assistant and a master’s student at Harvard Graduate School of Education. I grew up in the PreK-12 public school system in Shanghai, China, and I am a certified teacher for general and special education (grades 1-6) in New York State.
Fun fact: I instantly become happy whenever I see the moon.
Something I am hopeful about the new year: The Summer Olympics (Tokyo 2020) will take place in July 2021.

Juno Yingzhi Dong
Hello! My name is Juno Yingzhi Dong, a first-year Ph.D. student from Jinan, China. Before coming to UCLA, I received my B.A. from Colby College and M.A. from the University of Chicago. I am interested in the linguistic & social-emotional development of multilingual children.
Fun fact: I love playing board games. Settlers of Catan and Wise & Otherwise are my favorites!
In 2021, I hope to embrace and appreciate every present moment!

Emily Frake
After 8 years as a special education inclusion teacher at a charter network in Los Angeles, I started the joint doctoral program in Special Education with CSULA and UCLA last year. While working as a teacher, I also coached our middle school Students Run Los Angeles (SRLA) team and ran the LA marathon with my students in 2016. I love bagels and started making my own from scratch during quarantine. I am hopeful that I’ll be able to visit UCLA’s beautiful campus in 2021!
Anna Kimura
Anna is a first-year doctoral student advised by Dr. Rashmita Mistry. She is interested in examining ethnic-racial socialization processes among Asian American families as well as the intersection of social policy and early childhood development. Prior to attending UCLA, Anna served as the Policy Assistant at the Society for Research in Child Development.
Fun Fact: Anna is a former competitive swimmer
Something Hopeful: Looking forward to the possibility of meeting everyone in-person at some point in 2021!

Maira Tafolla
Maira Tafolla is a first year HDP student. She is originally from Santa Maria, California but spent most of her childhood in Mexico. Her research interests are in parent mediated early intervention amongst children with ASD and child outcomes. She loves puppies and her favorite activities are hiking and going to the beach.
Fun Fact: She was born in a small town in Nebraska
She is hopeful to return to in person classes and to travel safely in the new year.

Laura Machado
I'm a master's student working in Dr. Bailey's RAC. I grew up in the LA suburbs, but lived and taught high school English and Spanish in Chicago for two years before starting the HDP program.
Fun fact: My last name means "hatchet" in Portuguese.
I am hopeful that the New Year will bring some sort of "normal" back again-- whenever that may be. I can't wait to be with friends and family again, as soon as it is safe!
Katherine Byrne
My name is Katherine Byrne and I am a first year HDP doctoral student working with Dr. Catherine Lord. I am interested in the language development and social communication skills of individuals with autism and how these skills influence social developmental trajectories across the lifespan. A fun fact about me is that I have a 90lb chocolate lab named Diesel who still thinks that he is a lap dog! I am hopeful that in 2021, I will get to see (in person!) many of the wonderful faces of the participants and families who participate in the research that the Lord Lab conducts.

Jessica Cruz
Background: My name is Jessica Cruz and I am a first generation student of Mexican-Guatemalan descent. I have three siblings and two young children.
Fun Fact: I have an orange belt in Tang Soo Do (karate) and will be testing for blue belt in March.
Hope for the New Year: I am hopeful that my children (and all children) will be able to experience some normalcy this year as long as it doesn’t jeopardize their health/safety.

Shantell Missouri
My name is Shan and I am from New Jersey. I graduated from Rutgers University in 2017 and then drove across the country to be an Americorps VISTA in the Bay Area. I worked for three years in Higher Education supporting Resident Assistants and Faculty in the dorms. I recently moved to Los Angeles and am so excited about being in this program and everything I am learning.
Fun fact: I have 9 siblings! I am hopeful for making decisions about the next steps in my career.
Samara Wolpe
I grew up in Westwood close to UCLA, went to college at UC Santa Cruz, and came to UCLA to study autism. More specifically, I am interested in transition age-youth on the autism spectrum, and issues surrounding anxiety, social skills, and career readiness, although the more I'm learning the more I have to add to the list of what I want to study! A fun fact about me is that I love reading fiction and am always excited to talk books with people who also love to read. I'm hopeful this year I'll be able to meet all the amazing people I’ve gotten to know over zoom in person.

HyeYoung Kim
Hello, my name is HyeYoung Kim. I used to be a special education teacher in South Korea. The population I am interested in is children with ASD and their social skill development. I’m also interested in first-generation Korean immigrants who have a child with disabilities. Fun Fact: I have two children (9 & 11 years old) and an annoying husband Hope for the New Year: I hope COVID-19 ends soon. And I hope my family stays healthy.

Melanie Seyarto
I was born and raised in California and have lived in LA for about 6 years. Before coming to UCLA, I studied psychology and school counseling at Loyola Marymount University - I also worked as an infant, toddler, and preschool teacher at the on-campus children's center. My research interests focus around finding ways to better support early educators and improve the quality of care that young children receive in the classroom. One of my favorite things about working with kids was having spontaneous dance parties throughout the day! I am hopeful that this year will bring new opportunities to (safely) reconnect with loved ones and to build community here in HDP!
Han Lee
I have been fortunate enough to be an educator for the past seven years and hope to use my platform to merge healthcare and education to better serve students with needs in the future. Aside from all things school-related, I love long runs on the beach, hosting dinner parties with friends, and watching basketball (go Kings!)
Fun Fact: I am always brewing a new batch of kombucha. Hope for the New Year: Meeting my best friend's baby due in July!

Micaela Watson
Background: I am interested in improving historically marginalized or youth of color educational outcomes. Such as research in the areas of motivation, achievement, and performance.
Fun fact: I have the same birthday as Tom Hanks. I am hopeful and looking forward to learning new things this year!
Faculty Spotlight

Anna Markowitz

Anna is interested in using policy to support the development of young children, particularly those from low-income and/or historically marginalized families. Specifically, Anna studies how policies that shape the experiences of the adults children spend time with trickle down into children’s development, with the goal of better supporting wellbeing and academic, social, and emotional development. She conducts much of her work in partnership with states and communities (see [www.see-partnerships.com](http://www.see-partnerships.com) for more). Anna taught middle school from 2007-2009, then attained a MA in psychology from Boston College in 2011, a MPP from Georgetown University in 2013, and a PhD in Psychology from Georgetown in 2016.

Fun fact: I have broken 11 bones, which includes breaking 5 bones during graduate school.

Hope for the new year: That we can build a new sense of community wherever we are, with an emphasis on inclusion rather than exclusion and on the power of collective action.

Connie Kasari

Connie Kasari, PhD is a Distinguished Professor in HDP, in her 35th year at UCLA (5 of those as a post doc, and then research psychologist). She taught special education to infants, toddlers, and children with severe disabilities prior to getting her PhD. Her research focuses on social and communication development of children, especially young children, and children with an autism spectrum disorder.

Fun fact: Jobs I had in high school to put myself through college included a candy factory conveyor belt (Think I Love Lucy 😜!), hoeing weeds from watermelon plants, and waiting tables in a pancake restaurant. Fun times!

Hope for the new year: I am hoping for a world that is respectful, peaceful, and most of all inclusive.
Alison Bailey

I grew up in Northern England – coincidentally not too far from where Rashmita grew up in the Midlands. We both watched Top of the Pops as teenagers (Google it for enjoyable 80’s music nostalgia!) I also lived and studied in The Netherlands. Dutch is my 2nd language and I still speak and read it to this day but when my son came along I had to decide if speaking a language of 17 million people (most of whom also speak serviceable English) was as valuable as speaking a language of 580 million people worldwide – Spanish won that handily!

Fun fact: My husband went to high school with Michelle Obama on the South Side of Chicago – We didn’t get invited to either of the two inaugurations….

Hope for the new year: The companionship of my HDP TA (Marlen Perez) and Special Reader (Yawen Yu) as we mount an undergrad class on multilingual learners – so far it has been a delight! Huge thanks to them both and hopeful the undergrads will have as best an experience virtually as possible!

Sandra Graham

I am a developmental social psychologist. I study the psychosocial benefits and challenges for youth who attend middle schools and high schools that vary in racial/ethnic diversity. I view school racial/ethnic diversity not as a static structural variable but rather as dynamic and changing across time and space.

Fun fact: In my junior year of high school, I was the captain of the cheerleaders for our varsity football and basketball teams (neither of which was very good, but we cheered them on).

Hope for the new year: That COVID 19 gets under control and our students can return to school in person.
Jeff Wood

Jeff Wood received his graduate training at UCLA with several mentors including Marian Sigman, John Piacentini, Rena Repetti, and John Weisz. He has been studying childhood anxiety, autism, parenting, peer relationships at school, and cognitive-behavioral interventions since arriving in the Department of Education in 2003.

A fun fact is that he lived in London when he was 11 and participated in the anti-nuclear protest movement that was happening there in 1984.

Hoping that all students are able to be vaccinated and back in the classroom in 2021!

Rashmita Mistry

I grew up in Leicester, England (the “Midlands”), although I was born in Kenya, and my family immigrated to Northern California when I was 16. Had we not moved, I would have studied law at university and (hopefully) had a successful career as a child and family lawyer. Instead, I elected to major in Psychology at San Jose State University because I loved learning about Jean Piaget in my A-level Psychology course (a reference that will likely only be understood by Alison J). In retrospect, I can see how my interests in race/ethnicity, immigration, SES, and children’s social identity development have their origins in my own childhood experiences.

Fun fact: People often have a hard time placing my accent – mostly Californian at this point, but still some British influences in there (‘poverty’ for example; which I say a lot). I also tend to pick up local accents quickly; further adding to the confusion!

Hope for the new year: That with a newly elected President and COVID-19 vaccine we will soon correct course and start on the path toward recovery, health, and healing. I look forward to fewer Zoom calls and being able to hug my mom.
Shout-Outs!

Last quarter we had a group of students successfully pass their doctoral written qualifying exams! We also had another group successfully pass their dissertation preliminary orals and advance to candidacy!

Doctoral Written Qualifying Exam

Sohyun Kim       Yawen Yu       Kashia Rosenau

Advance to Candidacy

Rebecca French    Alejandra Martin

Congratulations!
Important Dates

Fellowship/Scholarship Deadlines

- GSRM: Feb 3
- GCDF: Feb 7
- GRM: Feb 10
- DYF: Feb 26
- ICPSR Summer Scholarships: Mar 29

Colloquium Dates

- Dr. Aprile Benner: Feb 5
- Dr. Andrew Fuligni: Mar 5
- Non-academic Career Panel (Media & Policy): April 16
- Dr. Inmaculada García-Sánchez: May 14
- Dr. Steven Roberts: June 4

Conferences

- Gatlinberg Conference: April 5 - 8
- AERA Annual Meeting: April 8 - 12
- SRCD 2021 Biennial Meeting: April 7 - 9
- INSAR: May 5 - 8
Considerations for Research Proposals during UCLA Remote Learning Purpose

To assist students and faculty in navigating the design of research studies, proposals and defenses during the University shutdown and shift to remote learning.

Due to the pandemic, research proposals may be constrained by how students are able to conduct their research and who they are able to include as participants. Additionally, there may be limitations on travel/movement for research purposes. However, while the current situation is taxing and challenging for developing appropriate responses, it may encourage the use of research methods and innovative research approaches that were less familiar or available prior to the pandemic.

Overarching Recommendations:

● Co-construct an emergency contingency plan between student and advisor/chair. Such a plan can be a useful tool for proposals of all independent student research such as 299 projects, MA theses, and Doctoral dissertations.
● Emphasize flexibility in the research design rather than relaxing the quality of the research or program requirements—maximizing what students have available and can achieve given the circumstances.

Strategies to Address Possible Constraints:

Below we share some suggestions to address restrictions on such aspects as participant recruitment, in-person data collection methods (e.g., instrumentation, assessments, interviews), limited access to educational institutions and archival data, school districts suspensions of outside research, etc.

1. Use existing datasets and conduct secondary analyses.
   a. The public-use datasets at the National Center for Education Statistics (NCES) website is one possibility to explore. Some datasets can be downloaded directly from the website, while others are sent on request.

2. Start a research project with existing datasets with the notion of adding newly collected data once restrictions are lifted.
   a. Haskett, Armstrong, Neal, and Aldianto’s (2018) study is an example of a mixed-method sequential explanatory design that first used extant quantitative data and then collected qualitative data.

3. Explore switching to methods that use online platforms to recruit participants and consider alternative data collection methods as appropriate: surveys, online focus group
techniques, digitally generated data (e.g., chat discussions, etc.), or remote interviews if feasible (e.g., with older children, teachers, parents, administrators, etc.).

4. Doing Fieldwork in a Pandemic (Lupton, 2020) crowd-sourced document describes multiple innovative research methods and approaches to consider during this time.

5. Students who plan to study classrooms will likely need a plan B (or C). These additional research designs can be included in proposals as appendices laying out potential alternate plans.
   a. In the case of dissertation proposals, the committees of each student can discuss with students during first orals what their alternate plans might be.

6. Brainstorm alternative sites and samples that the Educational Leadership Program Network (K-12 teachers, administrators, Community College Faculty & Staff) might have access to (contact ELP Co-Director, Lynn Kim below).

Please feel free to reach out with comments and/or additional ideas we can help disseminate: Alison Bailey (abailey@gseis.ucla.edu), Alejandra Martin (alemartin@ucla.edu) & Lynn Kim (lkim@gseis.ucla.edu).