Congratulations to SRCD's
2015 Early Career Research Award Winners!

Andrea Danese - King's College London

The research of Dr. Danese focuses on the biological mechanisms through which early life stress affects child development and later health. He is particularly interested in peripheral effects of child stress on immune and metabolic functioning, which may be central to understanding how child stress affects mental and physical health. He is closely involved in two long-term epidemiological studies as co-investigator on the Environmental-Risk (E-Risk) Longitudinal Twin Study and the Dunedin Multidisciplinary Health and Development Study.

Dr. Danese is also an active clinician and works as Consultant Child & Adolescent Psychiatrist of the National & Specialist Child Traumatic Stress & Anxiety Clinic, at the Maudsley Hospital, London, UK.

Jed T. Elison - University of Minnesota

Jed T. Elison is an Assistant Professor at the Institute of Child Development, University of Minnesota. His research focuses on infant brain and behavior development and identifying early emerging biomarkers of autism spectrum disorder. He has published scholarly research articles in the *American Journal of Psychiatry, Journal of the American Academy of Child and Adolescent Psychiatry, Neuroimage,* and *Developmental Science*. Since arriving at the University of Minnesota, Dr. Elison received a Biobehavioral Research Award for Innovative New Scientists (BRAINS) from the National Institutes of Mental Health, a 5-year grant to support his program of research in infant brain development.

Anna D. Johnson - Georgetown University

Anna D. Johnson is an Assistant Professor in the Psychology Department at Georgetown University. Her primary research focus has been on the potential of early intervention, in the form of early childhood education and care programs, to reduce school readiness gaps between low-income children and their more advantaged peers. To this end, Dr. Johnson has extensively studied the use of the federal child care subsidy program and its effects on child care quality, child care type, and child development. In additional lines of work, Dr, Johnson is investigating associations between other threats to child wellbeing, including food insecurity and maternal depression as well as child and family outcomes. She is also extending her research on predictors and consequences of child care subsidy receipt to explore participation in and effects of other public programs, including food assistance.

Dr. Johnson holds a Ph.D. in Developmental Psychology (with distinction) and a Masters in Public Administration, both from Columbia University.

Darby E. Saxbe – University of Southern California

Darby E. Saxbe is interested in how nature and nurture intersect – how early experiences shape the development of emotion regulation, stress responding, and social perception, and how these phenomena influence subsequent psychosocial functioning. She uses neuroendocrine and neuroimaging approaches to explore these questions. At the moment, Dr. Saxbe is developing a new study of couples transitioning to parenthood, the HATCH (Hormones, Attachment, and Transition to Childrearing) study. The study follows couples across the prenatal and postpartum periods and measures hormonal changes and patterns of within-couple co-regulation, and will incorporate MRI scanning of the fathers as well. Dr. Saxbe grew up in the small college town of Oberlin, Ohio, graduated from Yale University, received her Ph.D in 2009 from UCLA, and is now an Assistant Professor at the University of Southern California.

Ming-Te Wang – University of Pittsburgh

Ming-Te Wang is a faculty member at the University of Pittsburgh. Dr. Wang's research interests are centered in the development and testing of broader theoretical models of the relationship between contextual and psychological factors and child development and using mixed methods designed to evaluate complex developmental pathways from childhood to adolescence. Currently, his research focuses on three domains: (1) the independent and conjoint effects of multiple ecological systems on adolescent achievement motivation and engagement, (2) the impact of school climate, peer network, and family socialization on the behavioral, social, and emotional development of youth from diverse socioeconomic and ethnic backgrounds, and (3) the impact of school-based interventions targeting children's academic skills and developmental problems.

Dr. Wang's work is noteworthy in that it emphasizes the interplay of developmental processes across both academic and social domains in children, and situates these processes within school, family, and community ecological contexts.