



UNIVERSITY OF CALIFORNIA, LOS ANGELES

THE BABLAB NEWSLETTER

VOL 2 | 2021



Greetings from Dr. Callaghan

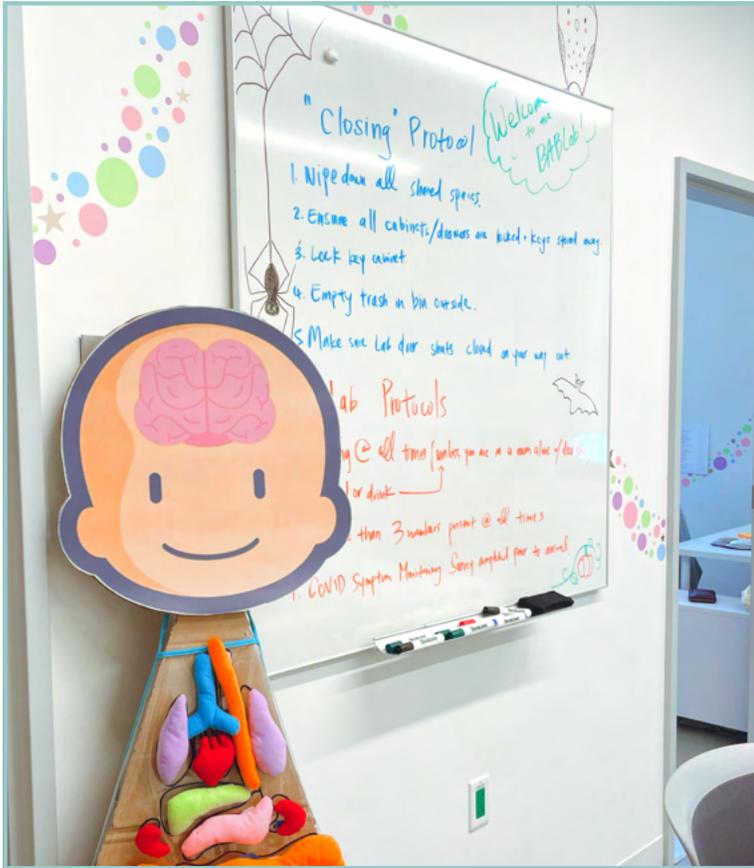
What a year 2021 has been; we have continued through the seemingly endless COVID-19 public health crisis, we face yet another COVID variant (Omicron), we have seen the return to school and visiting loved ones, and in some cases the close of these opportunities again. Our BABLab team understands how difficult this year has been for families, especially those with young children and adolescents. We want you all to know how much it means to us to have each and every one of you as part of our research family. Thank you to all the parents, caregivers, children, teens, organizations, and community partners, who have helped us with our research this year. We look forward to continue working together in the future.

In this edition of our annual Newsletter you will get to meet several new lab members including graduate student Naomi Gancz, and postdocs Jessica Uy and Jenn Somers. You will learn some more about the results of our Parenting Under Pressure study – focusing on the impact of the COVID-19 pandemic on families. You will also learn about the progress of our Mind, Brain, Body Study, which is now in the second wave of data collection. In addition, we will share some photos with you from our recent community outreach events and you will learn about one of our community partners – Fostering Unity. Moreover, we will tell you about some early results from a study called Growing Up in Singapore Towards Healthy Outcomes (GUSTO), which we are lucky to be working on with our collaborators. Don't forget to flick to the end of the newsletter for family friendly, fun, STEM activities.

Again, we thank you for your support of the Brain and Body Lab, and we hope to see you in the future waves of our research.

Dr. Bridget Callaghan

OUR UPDATED SAFETY PROTOCOLS



Every time members come into the lab...

1. A mask is required to be worn at all times while in the lab
2. Remain a 6-foot distance apart from other folks in the lab
3. Fill out the UCLA COVID-19 Symptom Monitoring Survey to receive clearance prior to coming to the lab and send proof of clearance to the Lab Manager
4. Wipe down and sanitize your workstation after you complete your shift
5. Last person of the day should wipe down all the shared tables



IN-PERSON TRANSITION

LAB BONDING RETREAT

Lab members came together for a picnic in the Franklin D. Murphy Sculpture Garden. Many of our newer researchers finally got the chance to meet peers they had only ever connected with virtually. Each member introduced themselves and shared their experiences both within and outside of the lab.

A big thank you to Graduate Student, Naomi Ganz, and Lab Manager, Kristen Chu, for putting together such a memorable event!



**Masks were worn at all times, excluding eating and picture time*

VISITING THE LAB

The BAB Lab Team is back and better than ever! In-person lab work is now accessible for lab members to come in to access hard copy files, package biological sample kits, and conduct sessions. Following safety protocols, only a maximum of 3 members can be in the lab at a given time.



PARENTING UNDER PRESSURE:

CAN “WE” MAKE IT BETTER?: PARENTS’ “WE”-TALK AND “I”-TALK AMPLIFIES AND DAMPENS THE EFFECTS OF PARENTS’ FEAR AND ANXIETY ON THEIR CHILDREN

BY JENNIFER SOMERS

1

Prior research on pandemics has demonstrated parents’ behavior, including general and disease-specific fear and anxiety, affects their children’s outcomes. For example, parents may transmit their own pandemic fears to their children (Remmerswaal & Muris, 2011; Radanović et al., 2021). Our group has also previously shown that parents who have relatively more fears about the novel coronavirus (COVID-19) communicate more COVID-19 threat information to their children, which in turn is related to greater COVID-19 fears in younger children (Uy et al., in press).

2

However, parents can also help to buffer their children’s distress, even when they themselves are distressed. Children typically look to their parents to interpret frightening information and assess their personal level of safety (Gewirtz et al., 2009). The way that parents talk to their children, and around their children, may provide powerful cues to children that guide how they adapt to the stress of the pandemic. When speaking about close others, use of first-person singular pronouns (e.g., “I”-talk) may indicate a high level of self-focus (Edwards & Holtzman, 2017; Zimmermann et al., 2017), and has been associated with greater depression and anxiety symptoms and less sensitive caregiving (Humphreys et al., 2018). In contrast, greater use of first-person plural pronouns (e.g., “We”-talk) may indicate communal coping, and has been associated with better mental health, romantic relationship outcomes, and parenting behavior (Humphreys et al., 2018; Karan et al., 2018). Therefore, we expected that the ways in which parents wrote about their experiences of the COVID-19 pandemic – and specifically their first-person pronoun use – would either amplify or dampen the impact of parents’ fear and anxiety on their children’s fear and anxiety. Specifically, we expected that parents’ fear and anxiety would be related to more child fear and anxiety, if parents used relatively more “I”-talk when discussing in the COVID-19 pandemic. In contrast, we expected that parents’ anxiety would influence children less if parents used more “We”-talk.

3

However, our results painted an unexpected and more nuanced picture of how parents’ language use might be related to their children’s fear and anxiety. When parents used high levels of “We”-talk, we saw the largest differences in children’s fear and anxiety. If parents had relatively low fear and anxiety and used relatively high levels of “We”-talk (see Example 1), their children had the lowest levels of fear and anxiety. Yet, contrary to expectations, if parents had relatively high fear and anxiety and used relatively high levels “We”-talk (see Example 2), their children actually had the highest levels of fear and anxiety.

References Bjrd-Craven, J.; Geary, D. C.; Rose, A. J.; Ponzi, D. (2008). "Co-ruminating increases stress hormone levels in women". *Hormones and Behavior*, 53 (3): 489-92. Doorn, J. R., Hostinar, C. E., VanZomeren-Dohm, A. A., & Gunnar, M. R. (2015). The roles of puberty and age in explaining the diminished effectiveness of parental buffering of HPA reactivity and recovery in adolescence. *Psychoneuroendocrinology*, 59, 102-111. <https://doi.org/10.1016/j.psychneuen.2015.04.024> Edwards, T., & Holtzman, N. S. (2017). A meta-analysis of correlations between depression and first person singular pronoun use. *Journal of Research in Personality*, 68, 63-68. <https://doi.org/10.1016/j.jrp.2017.02.005> Gewirtz, A., Forgatch, M., & Wieling, E. (2008). Parenting practices as potential mechanisms for child adjustment following mass trauma. *Journal of Marital and Family Therapy*, 34(2), 177-192. <https://doi.org/10.1111/j.1752-0606.2008.00063.x> Gunnar, M. R. (2017). Social Buffering of Stress in Development: A Career Perspective. *Perspectives on Psychological Science*, 12(3), 355-373. <https://doi.org/10.1177/1745691616680612> Hostinar, C. E., Johnson, A. E., & Gunnar, M. R. (2015). Parent support is less effective in buffering cortisol stress reactivity for adolescents compared to children. *Developmental Science*, 18(2), 281-297. <https://doi.org/10.1111/desc.12195> Humphreys, K. L., King, L. S., Choi, P., & Gotlib, I. H. (2018). Maternal depressive symptoms, self-focus, and caregiving behavior. *Journal of affective disorders*, 238, 465-471. Karan, A., Rosenthal, R., & Robbins, M. L. (2019). Meta-analytic evidence that we-talk predicts relationship and personal functioning in romantic couples. *Journal of Social and Personal Relationships*, 36(9), 2624-2651. Masten, A. S. (2016). Resilience in developing systems: The promise of integrated approaches. *European Journal of Developmental Psychology*, 13(3), 297-312. Radanovic, A., Micić, I., Pavlović, S., & Krstić, K. (2021). Don't Think That Kids Aren't Noticing: Indirect Pathways to Children's Fear of COVID-19. *Frontiers in Psychology*, 12(March), 1-11. <https://doi.org/10.3389/fpsyg.2021.635952> Remmerswaal, D., & Muris, P. (2011). Children's fear reactions to the 2009 Swine Flu pandemic: The role of threat information as provided by parents. *Journal of Anxiety Disorders*, 25(3), 444-449. <https://doi.org/10.1016/j.janxdis.2010.11.008> Rose, Amanda J. (2002). "Co-Rumination in the Friendships of Girls and Boys". *Child Development*, 73 (6): 1830-1843 Uy, J., Schwartz, C., Chu, K., Townner, E., Lemus, A., Brito, N., & Callaghan, B. (in press). Parenting under pressure: Parental transmission and buffering of child fear during the COVID-19 pandemic. *Developmental Psychobiology*. Zimmermann, J., Brockmeyer, T., Hunn, M., Schauenburg, H., & Wolf, M. (2017). First-person Pronoun Use in Spoken Language as a Predictor of Future Depressive Symptoms: Preliminary Evidence from a Clinical Sample of Depressed Patients. *Clinical psychology & psychotherapy*, 24(2), 384-391.

CAN “WE” MAKE IT BETTER?: PARENTS’ “WE”-TALK AND “I”-TALK AMPLIFIES AND DAMPENS THE EFFECTS OF PARENTS’ FEAR AND ANXIETY ON THEIR CHILDREN

BY JENNIFER SOMERS



Example 1. Relatively low parental fear and anxiety and relatively high “We”-talk

“This has changed our family quite a bit as we are not [sic] accustomed to being at home so much. Prior to this, we were often out and about with the kids’ sports and were often not at home together. In a way, this has allowed us to slow down and spend more time together as a family and have lots (almost all!) our meals together. Our kids have also been able to spend more time together which has been good and bad as they sometimes do start to bicker or get on each other’s nerves. It’s been rather nerve wracking to think about how to keep our family safe- all the sanitizing [sic] when someone goes out, mask wearing, hand washing...it’s a bit exhausting. It’s also been challenging trying to make sure everyone is stable emotionally and feeling connected. We are all hoping this blows over very soon and that we can get back to ‘normal’ life whatever that may be after this!”

Example 3. Relatively high parental fear and anxiety and relatively high “I”-talk

“I am frustrated because I feel Tiffani is missing out on so much.”

Parents may also wonder whether or not some children are more likely than others to pick up on the cues signaled from their language choices. As older children are potentially more aware of the global impact of the pandemic (Masten & Motti-Stefanidi, 2020), younger children may be more sensitive to their parents’ communication about the pandemic. Previous work from our group that found higher parental COVID-19 threat communication was related to higher COVID-19 fear only in younger children (Uy et al., in press). In addition, consistent with the broader literature that suggests parents’ buffering of stress might diminish during transition into adolescence (Doom et al., 2015; Gunnar, 2017; Hostinar et al., 2015), our latest results suggest that the buffering effects of parents’ “I”-talk may only be evident in younger children (9 years or younger) and not in older children (10 years or older). Taken together, our findings suggest that younger children may be particularly attuned to parents’ communication about the pandemic, for worse or for better.

Example 2. Relatively high parental fear and anxiety and relatively high “We”-talk

“Our lives have both changed significantly, and hardly at all. It’s like living in a weird twilight zone mimicry of what things used to be like. We are homeschoolers and often well-meaning people will say, ‘oh so it’s pretty much business as usual then!’ But it isn’t. We miss our museums. We miss our park so much, the space to run and the jungle gym and the splash pad. We miss going to the grocery store together and practicing those little life skills like comparing prices and communicating with the cashier. We used to walk down the block to our local coffee shop for breakfast and a board game, come rain or shine (when it was raining there were a few confused but kind folks asking if we needed a ride somewhere). My husband is a small business owner, until last year he also handled a full time job to make ends meet while things were growing and stabilizing. We jumped off the ledge into relying fully on our business, and then the pandemic hit and most of our clients are in locations hardest hit-Asia, Europe.”

Contrary to expectations, our results suggest that parents’ use of “We”-talk may actually potentiate risk for children associated with parental fear and anxiety. It is possible that parents who use more “We”-talk may be engaging in **corumination**, which involves extensively discussing, revisiting, and focusing on problems when talking with others (Rose, 2002). Although corumination may actually make people feel closer to each other (Rose, 2002), it can inadvertently increase anxiety (Byrd-Craven et al., 2008) by reinforcing problems and their importance. Dovetailing with recent evidence that many parents reported increased negative emotions, including worry, throughout the pandemic, while simultaneously feeling closer to their children (Kerr et al., 2021), distinguishing one’s own experiences from one’s children might be more beneficial for individual child and parent mental health during the pandemic.

So how should fearful and anxious parents talk about COVID-19? Our results suggest that for the most anxious parents (the top-quarter in this sample), using more “I”-talk may actually buffer their children from the adverse effects of parent fear and anxiety. Despite high levels of parent fear and anxiety, using more “I”-talk (see Example 3) may help model differentiation of parents’ distress from children’s distress, and in turn buffer against emotion contagion in the family.

GUSTO UPDATES

BY FRANCESCA QUERDASI AND JESSICA UY

'GUSTO STUDY' BY JESSICA UY

The early environment in which children grow up can have lasting effects across the lifespan. Experiencing adversity (like abuse, neglect, or stressful events such as a family member's illness) place children at higher risk for mental and physical health difficulties. Exposure to adversity during pregnancy can also impact children, as fetal development can be sensitive to changes in the mother's body. Studies have even found that adversity exposure in a parent's life can have effects in the next generation. However, until now, data to examine how intergenerational adversity may impact the brain and body to influence health had not been available in humans.



The purpose of the **Growing Up in Singapore Towards Healthy Outcomes (GUSTO)** study is to understand how conditions in pregnancy and early childhood influence the health and development of women and children. During 2009-2010, the GUSTO researchers recruited over 1200 Singaporean women who volunteered to be studied throughout their pregnancies and after they gave birth. Their babies were followed very closely as they grew up. In the first 18 months of life, researchers collected biological samples and information on children's physical health and development at multiple time points. When these children were older, brain scans were also acquired and data were collected on their behaviors (e.g., eating and exercise habits, sleep habits) and health. Similar data was acquired from the mothers during pregnancy and after birth, as well as information about their childhood experiences. Because of the detailed, longitudinal data collected from these mothers and children, GUSTO researchers have uncovered many important findings that will help improve the health and potential of families right from the start of life. The next page describes some findings discovered by researchers in the Brain and Body Lab using data from the GUSTO study.

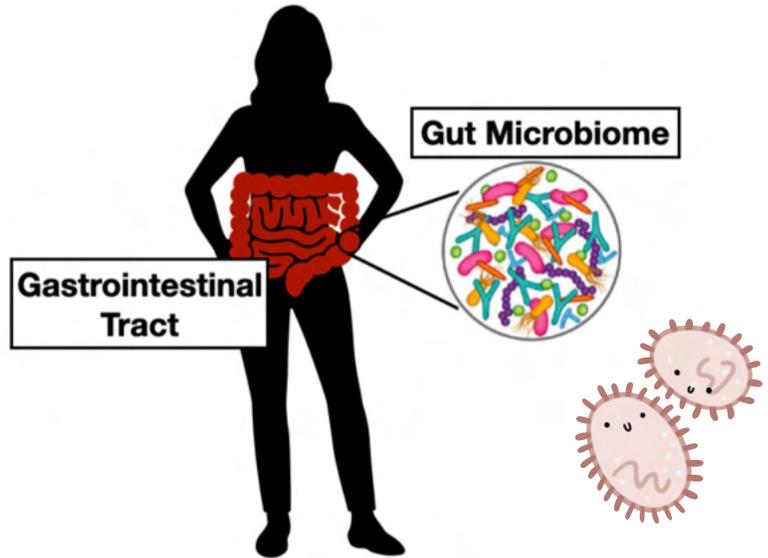


GUSTO UPDATES

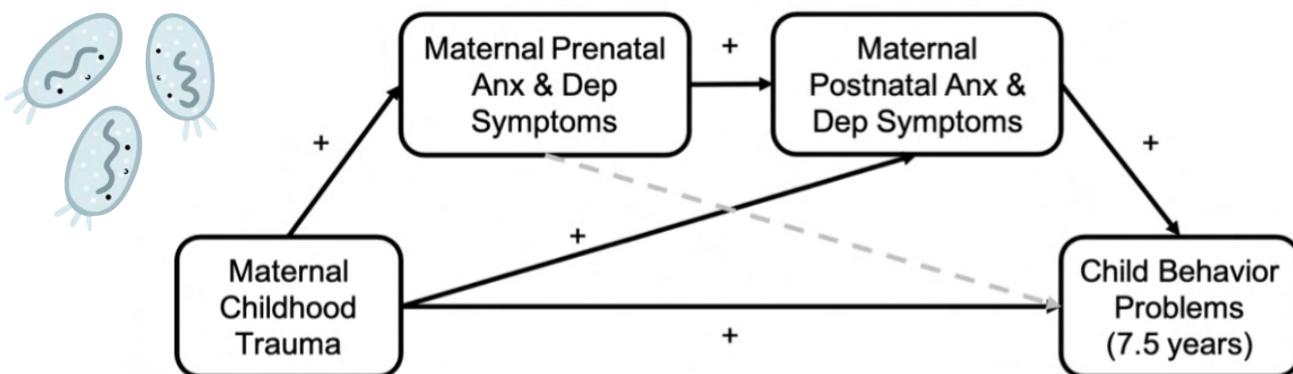
BY FRANCESCA QUERDASI AND JESSICA UY

"BABLAB STUDIES WITH GUSTO DATA" BY FRANCESCA QUERDASI

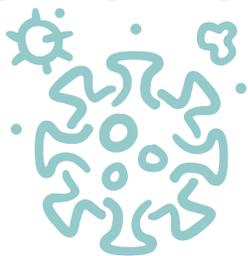
How do adverse experiences impact biology in ways that can affect health? Recently, new research has found that adversity may impact the gut microbiome, the community of organisms that live inside each person's gastrointestinal tract (or gut). The gut microbiome plays an important role in health since it can influence the immune system, the brain, and the body's stress response systems, especially during the period of rapid development in early childhood.



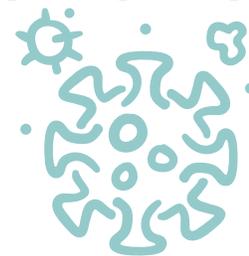
To understand more about how adversity may impact the gut microbiome, we investigated whether adversity exposure across two generations was related to composition of the gut microbiome during early childhood. We found that mothers' exposure to childhood maltreatment, mothers' symptoms of anxiety during pregnancy, and children's exposure to stressful life events in early life were all associated with differences in children's gut microbiome when they were two years old. Differences in composition of the gut microbiome when children were two years old also correlated with symptoms of depression and anxiety, as well as physical symptoms (like headaches and stomach upset) at age 4.



Learning more about how adversity impacts the gut microbiome and the brain may help us discover new ways to promote healthy development among children who have experienced adversity. We are excited to continue studying the relationship between experiences, the gut microbiome, the brain, and children's health in the MBB study. We sincerely thank everyone who has participated for making that research possible!



COVID-19 MIXED METHODS FINDINGS



BY KRISTEN CHU

PARENTING UNDER PRESSURE

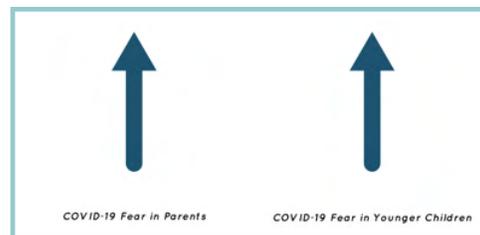
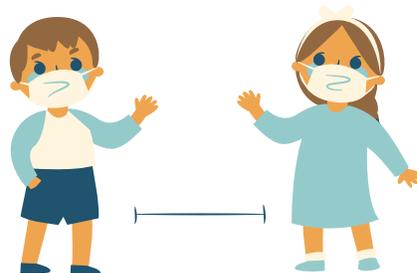
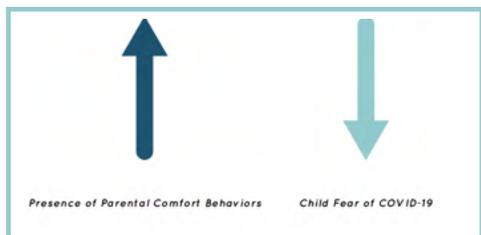
The COVID-19 pandemic has had a tremendous global impact, causing many stay-at-home and social-distancing mandates worldwide. Many families have been affected by the school closures as well as limitations on children’s social and extracurricular activities. While immense challenges have resulted from online schooling and enhanced stress following the pandemic, each family has had unique experiences. We conducted the Parenting Under Pressure project to gain detailed information about what the pandemic meant to families, and how writing about the experience would make parents feel.

Through collection of written responses about COVID-19 impacts on family life, we learned that parents and children had both positive and negative feelings. Parents had many fears associated with COVID-19, such as concerns about health and how the pandemic would impact their children’s lives. Parents also expressed that life had become a “stressful balancing act” during the pandemic, between working, parenting, and schooling their children from home. However, despite their challenges, many parents still carved out space for gratitude and perspective taking. Children said that they experienced many fears and difficulties as a result of the pandemic, and in particular, they were most concerned about missing out on their school social life. Older children reflected on broader consequences and societal impact of the pandemic. All in all, we learned that parents and children were certainly gaining perspective from the pandemic, however, there was a clear sense of struggle and challenges.

We were also interested in looking at how parental behaviors, such as communicating information about COVID-19 to their children, impacted children’s COVID-19 fears. We found that higher COVID-19 fear in parents was associated with greater communication about the harms of COVID-19. This in turn, was associated with more COVID-19 fear in younger children. However, we also found that parental comfort behaviors, such as using physical touch to comfort a child, organizing a fun activity to do together, and encouraging children to talk about their feelings with others, could be helpful in reducing child fear of COVID-19. More specifically, these comfort behaviors could buffer the association between COVID-19 threat information learned from the community (e.g. media, school, friends) and fears of COVID-19 in younger children.

INSIDE OUT

In addition to gaining more detailed information about social interactions during COVID-19, we also gained rich and detailed responses in written responses from young adults about their experiences during the pandemic. While a majority of the emerging adults expressed a decline in their mental health, there was a divide in the expression of feelings about opportunities being gained or lost during the pandemic. In other words, while some young adults expressed gratitude for gaining more opportunities during the pandemic, others felt loss in the opportunities the pandemic may have cost them. Emerging adults also found space for perspective taking, and many were able to use this period as a time for self-reflection.



OUR COMMUNITY PARTNERS

FOSTERING UNITY



Fostering UNITY is an organization that serves the 22,000 children who are currently in the Los Angeles County Child Welfare System and the thousands of caregivers who love them.

UCLA Brain and Body Lab Webinar

This year, Dr. Bridget Callaghan presented in a webinar for Fostering Unity on the topic of Developmental Plasticity and how early childhood experiences shape brain, emotional, and physical health.



CREATIVE LEARNING PLACE



Creative Learning Place (CLP) is a community of families who are passionate about parent-led education. CLP sponsors workshops for students led by persons with expertise in a variety of fields. The students are provided with hands-on experience related to the business, professional and artistic background of the workshop developers/leaders.



Dillon International is a nonprofit Hague-accredited adoption agency with experience and a commitment to children and families.

Dillon has been an advocate for ethical adoption standards, earning them long-standing, esteemed relationships with U.S. and foreign government officials. In addition, Dillon International has helped to underwrite hospitals, orphanages and schools in Korea, India, China, Haiti, and Vietnam

DILLON INTERNATIONAL

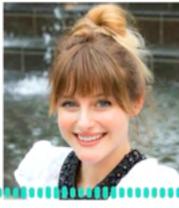
WHAT'S GOING ON IN THE BABLAB?

CURIOUS NEURON PODCAST

EP 19: THE GUT-BRAIN CONNECTION IN CHILDREN

KEY QUESTIONS

Should moms take probiotics during pregnancy?
Should we be giving our kids probiotics?
Are frequent stomach aches in children linked to anxiety a few years later?
Is diet linked to a healthier



With Bridget Callaghan (UCLA)

PODCAST FEATURES

This year, the BABLab had the great honor of being able to collaborate with various organizations to discuss all things brain, body, and health-related. Explore these in-depth and enlightening conversations:

1) Curious Neuron Podcast:

Dr. Callaghan was interviewed on the brain and gut health for the Curious Neuron podcast. Listen [HERE!](#)

2) The Mind, Body & Soul in Healing Podcast:

Dr. Callaghan was interviewed about the microbiome and its role in child development. Listen [HERE!](#)

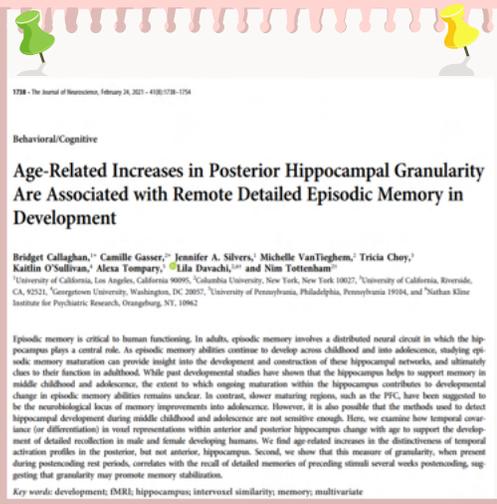
3) The Ladder Method:

Dr. Callaghan did a podcast with Candice Lepin with a mission to help each person that works with us, achieve their highest potential.

PRESENTATIONS AND PUBLICATIONS



This year, a few of our BABLabbers presented their posters for the International Society for Developmental Psychobiology (ISDP) Conference, as well as published their own works within the lab! Above is Lab Manager **Kristen Chu's** paper, "Parenting under pressure: A mixed-methods investigation of the impact of COVID-19 on family life". Click [HERE](#) to read!



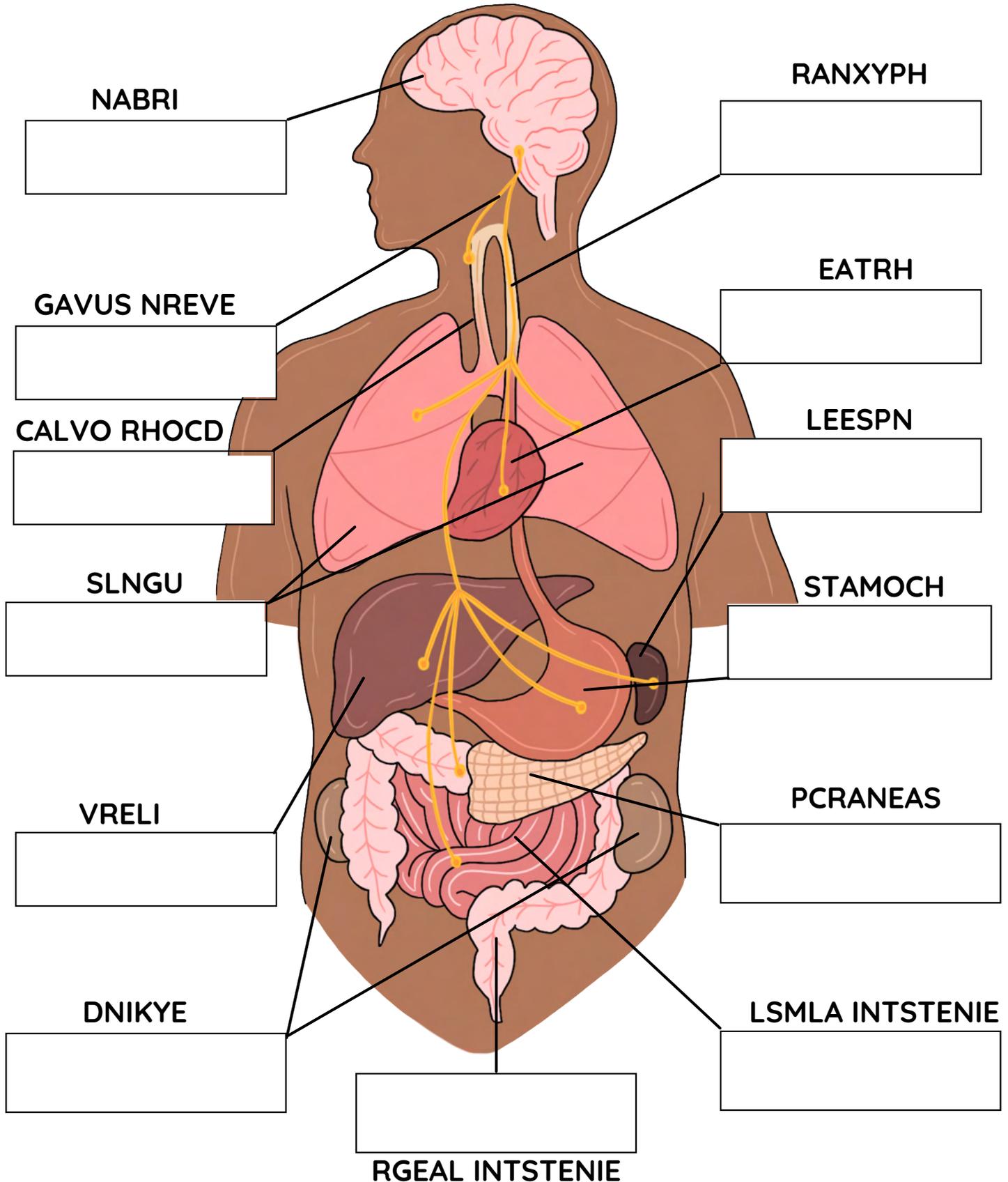
Dr. Callaghan's paper, "Age-Related Increases in Posterior Hippocampal Granularity Are Associated with Remote Detailed Episodic Memory in Development". Click [HERE](#) to read!

WINTER WONDERLAND

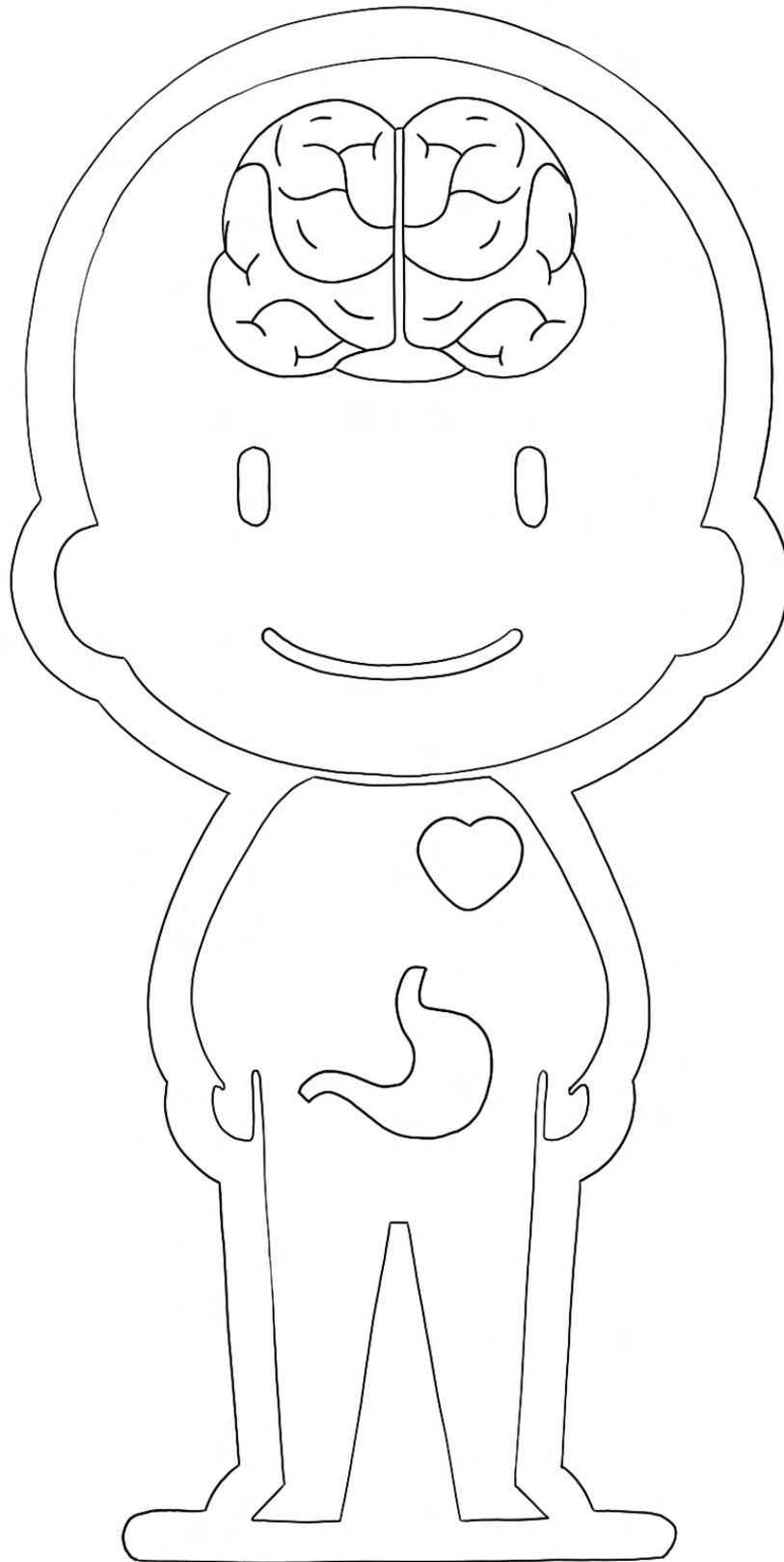
Two of our BABLabbers, Naomi and Kristen, recently attended a Winter Wonderland event hosted by our community partner, FosteringUnity. They passed out fun goodie bags, spoke to over a hundred families about our research, and spread some holiday cheer!



CHILD ACTIVITY SHEET: WORD UNSCRAMBLE (PRINT ME!)



CHILD ACTIVITY SHEET: COLORING PAGE (PRINT ME!)



OUR LAB IS GROWING!

GO TEAM

THANK YOU BABLABBERS!



JESSICA UY, POST-DOCTORAL FELLOW

Jess is interested in investigating how early experiences become biologically embedded in the developing brain to influence psychological and physical well-being across development, and how these effects might be transmitted across generations.

JENNIFER SOMERS, PH.D. POST-DOCTORAL FELLOW

Jenn is interested in biobehavioral processes through which close relationships support mental and physical wellbeing, especially among families facing socioeconomic disadvantage and contextual adversities.



FRAN QUERDASI, GRADUATE STUDENT

Fran is interested in understanding how early life experiences influence biological and emotional development both within children and across generations.

KATELYN PHILLIPS, GRADUATE STUDENT

Katelyn is interested in understanding the psychological impact of congenital heart disease.



ZHIDI (JUDY) ZHANG VISITING GRADUATE RESEARCHER

Zhidi is interested in developmental psychology, particularly the investigation of adversity early life and its impacts on mental health development in survivor's adult life.

NAOMI GANCZ, GRADUATE STUDENT

Naomi is interested in the interactions between the brain and peripheral systems like the immune system, HPA axis, and microbiome.



ANA BRETZ, SENIOR RESEARCH ASSISTANT

Ana is fascinated by the lifelong interplay between time, the body, and the mind, and is particularly interested in the role the gastrointestinal microbiome plays in stress management.

KRISTEN CHU, LAB MANAGER

Kristen is interested in the investigation of emotion regulation and development in adolescents and the impacts of early life stress on adolescent mental health.



DEBORAH BANNER, SENIOR RESEARCH ASSISTANT

Deborah is interested in the relationship between the mind and body—more specifically, how the gastrointestinal microbiome and the brain interact.

ANDREW HANNA, SENIOR RESEARCH ASSISTANT

Andrew is interested in conducting research that focuses on improving health disparities among populations at risk for HIV infection including gender and sexual minorities.



YASH MEHTA, SENIOR RESEARCH ASSISTANT

Yash is interested in how adverse early-life experiences impact one's development and what therapies and tools can be provided to effectively overcome such challenges. He is also interested to learn more about how one's mental health and diet can impact interconnected biological systems and overall health and quality of life in the long-run.

SIENNA OSADON, SENIOR RESEARCH ASSISTANT

Sienna is interested in investigating how experiences during childhood and adolescence affect long-term emotional/physical health and resilience and has a particular interest in developmental psychopathology.



ANDRE CHAN, RESEARCH ASSISTANT

Andre is interested in research related to the brain, but enjoys learning about all areas of the body.

ALYSSA ORTEGA, RESEARCH ASSISTANT

Alyssa is interested in the transfer student population and discovering what risk and protective factors shape their mental health outcomes.





DANIEL HUANG, RESEARCH ASSISTANT

Daniel is interested in the study of people, behaviors, and how experience can ultimately shape certain behaviors in people. He is also interested in how our minds influence the systems within our body such as the immune system.



GENESIS FLORES, RESEARCH ASSISTANT

Genesis is interested in understanding how environmental, neurobiological, and behavioral factors influence the social cognitive and emotional development of both clinical and typical pediatric populations.



KEEGAN BUCH, RESEARCH ASSISTANT

Keegan is interested in substance use psychology, and aims to help those in marginalized communities who are more vulnerable to the harms of substance use.



LIZ HARTY, RESEARCH ASSISTANT

Liz is interested in clinical research which includes neuropsychology, physiology, and psychosocial/cognitive science.



LORENA GONZALEZ, RESEARCH ASSISTANT

Lorena is interested in researching a wide variety of mental illnesses and neurological disorders in individuals who can potentially be treated via the gut-brain axis.



MADELYN ROBINSON, RESEARCH ASSISTANT

Madelyn is interested in how mental health affects physical health.



MEGAN NGAI, RESEARCH ASSISTANT

Megan is interested in childhood adversity and how it contributes to mental health and overall wellness.



RORY SIMPSON, RESEARCH ASSISTANT

Rory is interested in child development and is interested in learning about how different factors and experiences can shape individuals, families, and communities.



MICHAEL TO, RESEARCH INTERN

Michael is interested in advocating for socioeconomically disadvantaged and early adversity youth, as well as a passionate believer in the transformative power of growth mindset toward actualizing their success.



NICOLE FONACIER, RESEARCH INTERN

Nicole is interested in improving mental health literacy, identify the barriers related to accessing care, and share with the world how vulnerability is a strength



SAPIR YONA, RESEARCH INTERN

Sapir is interested in examining sense of calling as a promotive factor of post-traumatic growth



SHIR ATIAS, RESEARCH INTERN

Shir is also interested in examining sense of calling as a promotive factor of post-traumatic growth alongside Sapir.

SPECIAL THANKS TO OUR ALUMNI!



Tiffany Nassirian, Senior Research Assistant September 2021 – October 2021



Grant Grech, Research Assistant March 2020 – July 2021



Maria Calderon, Research Assistant July 2020 – June 2021



Leticia Herrera, Senior Research Assistant August 2020 – June 2021



Daisy Ramirez, Research Assistant May 2020 – June 2021