

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE

MILESTONES



2025-26 Newsletter

TABLE OF

CONTENTS

INTRODUCTION	01
NEW CONTENT	02
NEW FACES	03
OUR LABS	04
ACHIEVEMENTS & AWARDS	06
CENTERS	12
EVENTS	20
PUBLICATIONS	24
REGARDS	34

INTRODUCTION

Stepping into the role of Interim Department Head for Human Development and Family Science is a responsibility I embrace with deep appreciation for this community. HDFS has long been defined by its commitment to understanding and supporting individuals and families across the lifespan, and that mission continues to guide us as we move forward together.

Our department's strengths are unmistakable — innovative research, meaningful community partnerships, and a culture of collaboration that elevates the work of our students, faculty, staff, and alumni. The achievements highlighted in this year's newsletter reflect not only our academic excellence but also the compassion, curiosity, and dedication that make HDFS a vibrant and impactful department.

As we navigate this period of transition, my priority is to ensure stability, clarity, and continued momentum. The foundation built over the past six years is strong, and I am confident that our collective efforts will continue to advance the land grant mission of discovery, teaching, and engagement.

To our donors, partners, and supporters — thank you for investing in the work we do and the communities we serve. Your belief in our mission strengthens our ability to make a difference in Indiana and beyond. I look forward to the year ahead and to all we will accomplish together.

Kimberly Updegraff , PhD
Interim Department Head

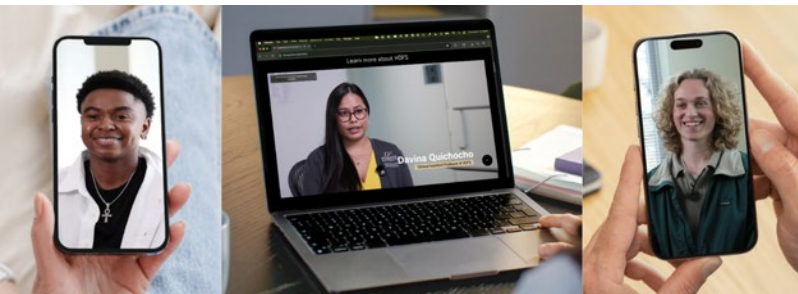


NEW CONTENT



The Unlocking Childhood Podcast

This podcast brings together real parents and Purdue experts to explore the challenges of raising children ages 0–5. Each episode offers practical advice on nutrition, emotional regulation, sleep, quality care, caregiver well-being, and play.



“Welcome to HDFS” Video Series

This five-part video series gives a proper introduction to HDFS. There is a “Welcome to HDFS” video, along with four videos highlighting each of our undergraduate majors. They are viewable on YouTube as well as our website.



Student Testimonial Posters

On display around Hanley Hall, 12 posters have been put on display with testimonials from various undergraduate students in HDFS. These posters brighten up our building and act as a testament of our amazing community. (Preview some quotes in the Publications section)



MCDLS 100 Year Anniversary Book

A commemorative book for the Miller Lab School's 100 year anniversary has been created by our very own Elizabeth Schlesinger-Devlin, David Purpura, and Reyn Smith. It is set to be published and available for purchase in Fall 2026.

PEOPLE WHO HAVE JOINED US IN THE PAST YEAR

NEW FACES



Serengeti Ayhan

Graduate Student



Annie Beardmore

Lab Manager
(SDL Lab)



Negin Biglari

Teacher Assistant



Meingold Chan

Assistant Professor



Kelsey Davison

Postdoctoral Fellow
(Marks Lab)



Lillia Day

Teacher Assistant/Floater



Erin Dickinson

Lab Manager
(Marks Lab)



Anna Hochgraf

Postdoctoral Researcher



Ashley Martinez

Associate Teacher



Lindsay McClelland

Research Technician
(SHINE Lab)



Connor McNeil

Graduate Student



Melissa Monteza

Graduate Student

A LOOK AT OUR REAL-WORLD IMPACT

OUR LABS



The **Biobehavioral Development Lab** is dedicated to understanding how genetics, hormones, and prenatal and postnatal environments contribute to the development of child and adolescent behavior and family relationships. We use a variety of family-based research studies to gain insights for predicting and preventing adolescent substance use and improve child behavior and family relationships.



In the **SHINE Lab**, we study how young children and their families express and regulate emotions. We explore the social-emotional processes that foster family resilience and lead to healthy child development, in an effort to promote early mental health for all children. We use translational and strengths-based approaches geared toward rapid application, in an effort to generate questions and tools that advance early identification of mental health problems and decision-making.



In the **Social Development Lab**, we study how children think about people, groups, and society. Our research investigates the origins and development of moral concerns for fairness and justice, social identities and intergroup attitudes, and beliefs about social inequalities.



The **Antiracism, Resistance, Identity, Socialization, and Equity (ARISE) Lab** studies the race-related development of Multiracial Americans and Asian Americans. Our mission is to understand how discrimination and racial-ethnic socialization (i.e., communicating about race, ethnicity, and culture) play a role in identity development, mental health, and critical racial consciousness (e.g., awareness of racism, engagement in activism).



The **Marks Lab** uses behavioral and neuroimaging approaches to study individual differences in language, learning, and brain development. Our research explores the connections between spoken language skills and reading acquisition across children with diverse learning needs. The ultimate goal of this research is to inform educational practices and improve academic outcomes for vulnerable learners.



The **Resilient Families Lab** studies risk and resilience factors that contribute to mental health and wellbeing in families impacted by socioeconomic and sociocultural stress, with a focus on immigrant Latine and single mother families. In particular, we focus on youths' positive adaptation with an emphasis on developmental strengths and resources within individuals, their families, and broader contexts.



The **Sleep and Developmental Studies (SDS) Laboratory** explores how sleep is developmentally consequential for families and individuals. With studies that inform early autism development, Alzheimer's disease, veteran sleep, sleep problem treatment, and early childhood developmental trajectories, the SDS lab is on the cutting edge of developmental sleep research.

ACHIEVEMENTS &

AWARDS



Kristine Marceau won the Trailblazer Award. This award recognizes mid-career faculty whose recent scholarly or creative work demonstrates significant impact and distinction within the humanities, social sciences, and information sciences.



Natasha Watkins was welcomed as a Fellow into the Purdue University Teaching Academy.



Annabelle Atkin won a Rising Star Award from the Association for Psychological Science (APS).



Laura Elenbaas won the 2026 Jean Piaget Society Developmental Science Early Career Award. She was also the recipient of the 2025 Kenneth and Mamie P. Clark Grant.



A.J. Schwichtenberg won the 2026 International Congress of Infant Studies Translational Research Award.



Doran French was selected as a 2026 International Society for the Study of Behavioral Development (ISSBD) Fellow.



Leigha MacNeill started as an Indiana CTSI K12 scholar. This is an early career investigator award that provides time for clinical-translational research, training, and pilot funds.



Sarah Eason was promoted to Associate Professor of Human Development and Family Science.



David Purpura won the Christian J. Foster Award. Awarded to a faculty member who has contributed to K-12 science, technology, engineering and math (STEM) education in Indiana.



Janine Duncan was promoted to Clinical Full Professor of Human Development and Family Science.



Zoe Taylor was promoted to Full Professor of Human Development and Family Science.



Kristine Marceau was promoted to Full Professor of Human Development and Family Science.



Valerie Knopik is the recipient of the HHS Career Research Achievement Award for 2025-2026. This award recognizes HHS faculty members who are full professors and have made strong scientific/scholarly contributions. Formal announcement to be made in Fall 2026.



Reyn Smith won the inaugural Purdue Brand Champion Award from the Purdue Brand Network.



Jennifer Schumaker won the 2026 HDFFS Outstanding Staff Award.



Davina Quichocho won the 2026 HDFFS Outstanding Faculty Award. She was also a recipient of the 2025 NCFR Olson Grant.



Kelsey Davison won the HDFFS Outstanding Postdoctoral Mentoring Award.



Patrick Ehrman won the HDFFS Outstanding Doctoral Student Award.



Hannah Oyer and Vaishnavi Bansal both received Presentation with High Distinction awards from the Undergraduate Research Conference.



Amy Janis won the 2026 Focus Award and the HDFS Outstanding Graduate Student Mentoring Award.



Moon Durham-West won both the HDFS and HHS Outstanding Master's Student Awards.



Olivia Wegner won the Outstanding Future Educator Award from the Indiana Association for Colleges of Teacher Education (IACTE).



Amy Loviska won the Marthellen Ratcliff Memorial Fellowship for their outstanding service as a Teaching Assistant, Instructor, and graduate student leader.



Claire Rosenberger and Amy Janis won the HDFS Graduate Student Hero Awards.



Sophie Miller was the recipient of the Center for Families Studorschka Grant.



Naz Durakogluligil won the HDFS Undergraduate Student Hero Award.



Nathan Lieng won the Outstanding HDFS Graduate Student Teacher Award and the Sandra Clarkson Stuckman HDFS Graduate Student Research Award.



Cord Billings won the Outstanding Senior Award for Human Development Family Science (in HDFS and HHS). This was a big year for Cord as he also won 1st Place and People's Choice Awards at the 2026 Say It BIG Competition. He was also the student responder at Purdue's Division VIII graduation ceremony in the spring.



Elise Peckinpaugh won the Outstanding Senior Award for Developmental and Family Sciences.



Sarah Juliano won the Outstanding Senior Award for Human Services.



Rylie Ruggirello won the Outstanding Sophomore Award.



Jaela Haslett won the Outstanding Senior Award for Early Childhood Education and Exceptional Needs.



Raeann Stoppenhagen won the Outstanding Senior Award for Family and Consumer Sciences Education.

YEAR IN REVIEW

CENTERS

EARLY LEARNING

AWARDS & RECOGNITIONS



CEL also awarded collaborative seed funding to a project titled "Examining the impact of explicit morphological awareness intervention for struggling readers" in October 2025. The funds were awarded to **Dr. Rebecca Marks**, Assistant professor in HDFs, and **Dr. Chenell Loudermill**, Clinical Professor in SLHS. Their project draws on faculty expertise that bridges educational, cognitive, and clinical perspectives on reading development and disorders.



Yi Zhu was recognized our 2025 CEL Dissertation Support Award winner. This annual award is funded through donations to CEL and is intended to support completion and dissemination of dissertations during this academic year. Yi's dissertation title, Supporting Young Children's Spatial Thinking Through Physical and Digital Learning Activities, aligns well with our mission to enhance early learning outcomes.



Siqi Zhang was the recipient of the 2025 CEL Graduate Teaching Award! This award supports a graduate student in gaining hands-on experience as a teaching assistant for the Early Childhood Education and Exceptional Needs (ECEEN) undergraduate program. Siqi's long-term goal is to become a university faculty member in early education and human development.

EVENTS & ANNOUNCEMENTS



Stakeholder Workshop

This event brought together partners across Indiana's early learning and family support ecosystem. Through discussion and insight, participants helped us better understand the interconnected systems influencing children, families, and communities. These conversations reinforced CEL's role as a convener and thought partner in translating research into practice and policy.



3rd Annual CEL Open House

We were proud to host this event, where we recognized affiliates who had published a book (or books!) in the past few years. Copies of the books were available for author signatures and display.



Consortium of University Public Service Organizations

Building on this work, David Purpura, Sarah Eason, Terry Bean, and Pallavi Gupta of Saath Partners presented at the 2026 Consortium of University Public Service Organizations in Anchorage, Alaska. Their session, "Deepening Impact within Your Ecosystem," shared how systems thinking can help university-based public service centers navigate change, clarify their role, and align strengths with evolving system needs—extending CEL's leadership well beyond Purdue. ///

CENTER FOR *FAMILIES*

The Center for Families (CFF) continues our legacy of advancing research, collaboration, and outreach dedicated to strengthening families and helping them thrive. Building on more than three decades of impact, CFF leads innovative, evidence-based, and multidisciplinary efforts that support family well-being.

AWARDS & RECOGNITIONS



Patricia Thomas, PhD, Sociology, is the recipient of 2026 Lorene Burkhart Award for Excellence in Research about Families.



Amber Neal-Stanley, PhD, Curriculum & Instruction, is the 2026 Center for Families Faculty Fellow.



Dr. Bukola Peters, Public Health, was awarded the Bob L. and Joyce Beery Miles Research Enhancement Grant to support the work of undergraduate student **Marley Sharpe**.

HDFS Grad students **Moon West-Durham** and **Sophie Miller** were each awarded the Studorschka Interdisciplinary Grant. **Miaomiao Zhang** was awarded the Dr. Shelley MacDermid Wadsworth Graduate Student Research Recognition. **Sybil Cutler** was awarded the inaugural Peggy and David Dunlap Strengthening Family Resilience Grant.

EVENTS & ANNOUNCEMENTS



Kameron Moding, PhD, joined the CFF as Associate Director. In this role, Kameron supports the Center's research, programming, and partnership efforts that advance its mission to strengthen families. Specifically overseeing the Funding Program.



The speaker for the **2026 Kanter Lecture** was Ellen Ernst Kossek, PhD, CFF Distinguished

Family Scholar, who explored a straightforward but important question: what if small changes in leadership could reduce burnout and improve life at work and at home? The discussion highlighted her Kanter Award finalist research on family-supportive supervisor training and its real-world impact.



The **2025 CFF Fellowship Lecture** featured Libby Richards, PhD, who examined how family dynamics influence health behavior change and disease management. Drawing on her research, she showed how relationships and social context shape health outcomes, and why paying attention to these factors is essential for designing more effective support and interventions.

SPECIAL ACKNOWLEDGMENTS

This year, the Center for Families marked the **passing of founding donor Lorene McCormick Burkhart**. Her vision and generosity helped establish a lasting foundation for multidisciplinary research and outreach focused on well-being of families, and her contributions continue to shape the Center's mission and impact. ///

RESEARCH INSTITUTE

EVENTS & ANNOUNCEMENTS



Battlemind to Home Summit

The premier event for educating and equipping Indiana professionals with best practices for serving military-connected families was held in late October 2025. This year's summit, titled "Military Families: The Heart of Service" had sessions focused on caring for the entire military family. We welcomed 214 attendees, with 42% attending for the first time and more than 34% returning for their fifth or more Battlemind.



Reaching Rural Veterans

Reaching Rural Veterans, an outreach initiative designed to address the unique challenges faced by rural veterans by providing them access to support and resources they need to thrive, expanded to an implementation in Colorado. In partnership with a Colorado-based VA research team, we implemented seven RRV events that reached 64 unique

veterans and established a total of 639 connections between veterans and resources. These veterans were able to connect with local resources including a barber that gave free haircuts, the local veterans' center, a VA chaplain, County Veteran Service Officers and workforce centers. This project was a productive partnership between MFRI and the Colorado VA team, offering a model for future collaborations between organizations.



The Thompson

MFRI strategically rebranded its signature research award, previously the Barbara Thompson Award for Excellence in Research on Military and Veteran Families, as The Thompson. The new modular platform expands the award into a year-round effort to amplify research, foster conversation, and connect findings to practice through The Thompson List, The Thompson Forum, and The Thompson Award. The Thompson Forum was held December 9, 2025, at the Association of the United States Army headquarters in Arlington, VA, in a hybrid format. The daylong event connected research and practice

through panels with Thompson Award finalists and military-family practitioners, encouraging dialogue, real-world application, and engagement from Stephen Simmons, Deputy Assistant Secretary of War for Military Community and Family Policy.

Focus Forward Fellowship

In July 2025, MFRI welcomed 24 women student veterans and service members to Purdue's campus for the Focus Forward Fellowship residential cohort. An additional 12 women completed the Fellowship through the virtual cohort. For 2026, the Fellowship is transitioning to a research study; NUMBER women will be joining us on campus this July.

SPECIAL ACKNOWLEDGMENTS

At the end of April 2026, data collection ended for MFRI's research study, Operation Military Experience (Operation ME). Operation ME is a nationwide study to learn about adolescents who, as a young child, had a parent deploy after 9/11. During data collection, MFRI had over 40 students work on the study. They have been a very valuable asset to MFRI and are helping us shape the future of support for military-connected families. We are so thankful for their time, talents and efforts! ///

EXTENSION

EVENTS & ANNOUNCEMENTS



Block Party & ELI Partnership

Early educators gathered in Bloomington, South Bend, Indianapolis, and Lafayette for Block Party professional development sessions led by Purdue Extension Health & Human Sciences. Purdue Extension partnered with Early Learning Indiana through its Elevate Learning Project, which hosted participants from 149 early learning centers, ministries, and family child care programs across the state. During the sessions, participants explored the value of block play as a powerful tool for early learning and development. Educators learned how simple, hands-on classroom moments can help children build foundational skills in mathematics, science, literacy, creativity, problem-solving, and social interaction. The training also provided practical strategies for incorporating these concepts into everyday classroom routines, helping educators create meaningful learning experiences through play.



Unlocking Childhood Podcast

The Unlocking Childhood podcast debut demonstrates an innovative new program delivery method to provide parents with education in the early years of raising children. A strong partnership with Purdue Extension and the Department of HDFS was made possible with the support of the HHS Extension Behavioral Health grant. In this podcast, you will be able to hear stories from real parents as well as expert advice from professionals within the Department of Human Development and Family Science at Purdue University. Each episode features a new topic: nutrition, emotional regulation, sleep, quality of care and caregiver wellbeing, and play. As a listener, you can expect to hear real testimonials of challenges parents face regarding these topics, expert advice when faced with and overcoming parenting challenges, and feel relief in knowing you are not alone in these challenges.



North Central Extension Leadership Development Program

Along with three other Purdue Extension professionals, Kelsie Muller has been selected by Extension Director Angie Abbott to participate in the prestigious North Central Extension Leadership Development program (NELD). The NELD program is designed to build leadership capacity across Extension at all levels. The program is designed for Extension professionals across the North Central region, including North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Indiana, Ohio, and Pennsylvania. Workshops are led by professionals with regional expertise, and participants are selected for their potential to shape the future of Extension at both the state and regional levels. ///

BEN & MAXINE MILLER

CHILD DEVELOPMENT LABORATORY SCHOOL



CELEBRATING 100 YEARS (1926-2026)



ANNUAL FALL CARNIVAL

MCDLS once again partnered with students from HDFS 100 to present the school's annual fall carnival on Oct. 17. As part of their service-learning experience, HDFS students met with teachers, developed age-appropriate activities and engaged with children and families throughout the evening.

Each classroom offered an interactive game or activity, and children were invited to attend in costume. The carnival brought the MCDLS community together for an evening of creativity, play and family fun. Food donations were also collected during the event to support the ACE Food Pantry.



SUPPORTING THE ACE FOOD PANTRY

Service learning remained an important part of the MCDLS experience. During October,

families and staff collected nonperishable food, toiletries and household items for the ACE Food Pantry on Purdue's campus. Donations included canned goods, pasta, cereal, dried foods, wipes, toothpaste, shampoo and other everyday necessities. Several wagons of supplies were collected and delivered, demonstrating the impact that families can make when they work together.



CELEBRATING THE WEEK OF THE YOUNG CHILD

From April 13–17, MCDLS celebrated the Week of the Young Child with activities honoring the more than 100 children enrolled in the program. Each day featured a different theme, including Music Monday, Tasty Tuesday, Work Together Wednesday, Artsy Thursday and Family Friday.

Throughout the week, children participated in music, cooking, art, collaborative projects and family-centered experiences. These activities encouraged creativity, strengthened classroom relationships and celebrated the importance of early childhood education.



LEARNING THROUGH FOOD AND FRIENDSHIP

MCDLS welcomed chefs from Purdue University's White Lodging-J.W. Marriott, Jr. School of Hospitality and Tourism Management into several classrooms for a special "Friendship Fruit Salad" activity. Children in the Green, Orange, Yellow and Aqua rooms explored different fruits while practicing food preparation skills and working together to create a shared snack. The experience offered a fun and memorable way to introduce nutrition, cooperation and friendship.

BRINGING BOOKS TO MCDLS

The Scholastic Book Fair returned to MCDLS from Oct. 6–10, 2025. Families were able to shop both online and in person in the Fowler Large Motor Room. The event encouraged children's excitement about reading while giving families an opportunity to discover new books to enjoy together at home.



CELEBRATING 100 YEARS

As MCDLS celebrates its centennial, the 2025-26 academic year has been filled with reflection, celebration and planning for the future. Alongside the regular rhythm of school life, the lab school has been preparing for several special events to commemorate 100 years of impact. Many of these celebrations will take place in Fall 2026, bringing together alumni, families, faculty, staff, students and friends of the school to honor the generations of people who have shaped MCDLS.

Another major part of this milestone year will be the publication of a commemorative book in Fall 2026 by Elizabeth Schlesinger-Devlin, David J. Purpura and Reyn Smith. The book will capture the history, memories, people, photographs and enduring legacy of the lab school, preserving the story of MCDLS for future generations.

For children and families, MCDLS provides a nurturing,

developmentally appropriate, and inclusive environment where children are seen as capable, activate participants in their own learning. The school's philosophy recognizes that children learn best through exploration, experimentation, relationships and meaningful engagement with the world around them. In the classroom, this means children are encouraged to ask questions, test ideas, build friendships, express themselves creatively and develop confidence through hands-on experiences.

For Purdue students, MCDLS offers something equally powerful: the opportunity to learn directly from children, families and expert teachers. Undergraduate students observe classroom interactions, support daily activities and gain a deeper understanding of child development in real time. Graduate students and researchers are able to study early childhood learning, development, and teaching

practices in a setting where theory and practice meet.

MCDLS also recognizes that children learn best in spaces where they feel safe, supported and valued. A strong early childhood environment is not only academically rich, but emotionally responsive. It honors individual and cultural differences, supports children with a wide range of developmental skills and needs, and helps every child feel a sense of belonging.

This approach has shaped generations of children who have passed through the lab school's doors. Some may remember a favorite classroom activity, a song at the piano, a moment on the playground or the discovery of something small but fascinating in nature. Others may remember the feeling of being known, encouraged and cared for. Those memories are part of the lasting impact of MCDLS. We can't wait to see what the next 100 years of impact look like! ///

ANNOUNCEMENTS &

EVENTS

WELCOME BACK WEEK

We kicked off the new academic year by bringing faculty, staff, and grad students together for the annual orientation week. The department gathered for a meal and a meeting to reconnect, catch up and prepare for the semester ahead. It was a great opportunity to strengthen connections across HDFS and start the year with a renewed sense of community and shared purpose.

INTERNSHIP POSTER PRESENTATION (FALL 2025)



HDFS students came together for the Internship Poster Session to share what they learned from their internship experiences. Students talked with faculty, staff and peers about the work they completed, the skills they gained and the ways their experiences helped prepare them for what comes next.

SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT CONFERENCE



Dr. David Purpura connected with current and former graduate students, postdocs and members of his research teams during the 2025 Society for Research in Child Development Conference in Minneapolis. The group gathered for dinner, offering a chance to reconnect and celebrate the growing network of scholars connected through their work.

SAY IT BIG PITCH COMPETITION 2025



The Say It BIG Pitch Competition came back strong for its second year in a row with some very good speakers. Eleven students participated, sharing stories from their experiential learning activities. Their pitches highlighted the impact of experiential learning and gave students a chance to practice telling their stories with confidence. Four students advanced to the final round. Cord Billings took home the first place prize as well as people's choice. His presentation was about implementing S.M.A.R.T. steps to help people achieve their big goals through small steps.

DYSLEXIACON 2025



In October, Dr. Rebecca Marks delivered a keynote address at DyslexiaCon25, the International Dyslexia Association's annual conference. As part of the Gordon Sherman Neuroscience & Education Symposium, Marks presented alongside Dr. Devin Kearns, Distinguished Professor in Early Literacy at North Carolina State University. Their presentation, Morphology Matters: Insights from Neuroscience & Principles for Practice, explored connections between neuroscience, literacy development and practical approaches to supporting learners with dyslexia.

AAFCS INDIANA CONFERENCE



Faculty, students and alumni represented Purdue at the Indiana Association of Family & Consumer Sciences Conference. Dr. Valerie Knopik served as the Mary K. "Kitty" Decker Lecturer, and freshman Taryn Spangler received the \$1,500 Indiana AAFCS Scholarship. Dr. Janine Duncan also co-presented internationally in March on strengthening Home Economics and FCS teacher education.

MCDLS ANNUAL CARNIVAL

Families and friends joined MCDLS for an evening of games, costumes, and community fun. MCDLS partnered with HDFS 100 students, who worked alongside the classroom teaching teams to help plan and lead engaging activities as part of their service-learning project.

2026 INDIANA EARLY CHILDHOOD CONFERENCE



The MCDLS teacher attended the INAEYC Indiana Early Childhood Conference in Indianapolis again this year. The conference gave the team an opportunity to learn from fellow early childhood professionals, explore new ideas and bring fresh inspiration back to their classrooms.

WINTER POTLUCK LUNCHEON

The HDFS Social Committee organized this annual event, bringing the department together to catch up and enjoy a meal before winter break. With everyone bringing a dish, the luncheon offered plenty of good food and a chance to spend time together outside of the usual workday.

INTERNSHIP POSTER PRESENTATION (SPRING 2026)



Students created posters and presented what they learned from their internship experiences. The event highlighted the skills, growth and real-world experiences students gained throughout the semester, with Sarah Mull taking home first place for her outstanding poster.

BLOCK PARTY



Families gathered to learn more about how children build important skills through everyday play. The event gave parents and caregivers a chance to explore simple ways they can support learning, as well as development and curiosity at home. MCDLS Head Teachers Julie Clisby and Heather Gerrard hosted this event in partnership with Purdue HDFS Extension.

HATCHING CHICKS PROJECT



Students in HDFS 409: Science in Preschool and Primary Grades recently brought science to life by observing the full life cycle of baby chicks—from egg to hatchling. With eggs generously provided by Penny Kelly and guidance from Dr. Shawna Harbin, they explored hands-on, developmentally appropriate ways to teach young children about the wonders of nature in preschool and primary classrooms.

CFFCWS DATA CONFERENCE



Dr. Meingold Chan attended a conference at the University of Notre Dame focused on expanding awareness and use of the Future of Families and Child Wellbeing Study, a long-running national study following children from birth into young adulthood. The event also created opportunities to build connections with researchers across the Midwest and explore future collaborations.

ADMINISTRATIVE PROFESSIONALS LUNCHEON

The HDFS social committee hosted a luncheon for Administrative Professionals Week. This catered event is held annually to acknowledge the contributions of HDFS administrative staff who support the department and demonstrate unwavering commitment to excellence.

STEP N2 STEM



Members of our department came together for STEP N2 STEM, an annual hands-on event designed to spark interest in science, technology, engineering and math. Children explored science-based activities, connected with Purdue researchers and learned more about how STEM supports health and human development across the lifespan.

HDFS SPRING AWARDS CEREMONY

Faculty, staff and students were recognized during the annual awards ceremony for their achievements and contributions throughout the year. The event was a chance to celebrate the hard work, dedication and impact of members across the department. Congratulations to all of our award recipients. Your dedication and impact continue to inspire our entire community.

DR. VALERIE KNOPIK FAREWELL PARTY



The social committee organized a farewell party to celebrate Dr. Valerie Knopik and thank her for her leadership as department head. The gathering was a chance to reflect on her impact, share memories, and wish her well as she begins her next chapter at Colorado State University. ///

PRESENTATIONS &

PUBLICATIONS

A

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Anderson, K. L., Duncan, R. J., King, Y. A., Finders, J. K., Purpura, D. J., & Schmitt, S. A. (2025). Preschool language environments and children's school readiness skills. *Infant and Child Development*, 34, e70041.

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B

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C

Cahill, K.M., & Updegraff, K.A. (2026). Topic Trends in Sibling Research in the Journal of Social and Personal Relationships. *Journal of Social and Personal Relationships*, 43 (1): 21-45. <https://doi.org/10.1177/02654075251343336>

Cahill, K.M., Updegraff, K.A., Umaña-Taylor, A. J., & Feinberg, M.E. (2026). Engaging Latinx families in a sibling-focused family prevention program. *Prevention Science*, 27 (3), 376-389. <https://doi.org/10.1007/s11121-026-01886-3>

Çarkoğlu, C., & Eason, S. H. (2025). How does activity context relate to parents' responses to preschoolers' errors and correct math statements?. *Journal of experimental child psychology*, 253, 106191.

Carlo, G., Carrizales, A., Torres, M., Taylor, Z. E., & Ruiz, Y. (2025). Family ethnic socialization practices longitudinally associated with cultural assets, civic responsibility, and prosocial behaviors in rural US Latino/a youth. *Journal of Research on Adolescence*, 35(3), e70051.

Chan M. H. (2026, June). Children's DNA Methylation and Family Dynamics in a Congo Basin Subsistence Community: Links with Health Outcomes. Flash talk in the 2026 Behavioral Genetic Associations Conference at Amsterdam, Netherlands.

Chan M. H., Feng, X., Kathuria, T., & Friedlmeier, W. (2026, June). Emotion Socialization in Chinese, Indian, and European American: Socialization Goals as a Culturally Embedded Factor. Poster presented at the 28th Biennial Meeting of the International Society for the Study of Behavioural Development, Incheon, South Korea.

Chan, M. H. M., Kathuria, T., Friedlmeier, W., Feng, X., & Kapadia, S. (2026) Maternal Emotion Socialization in Chinese, Indian, and European American Families: Socialization Goals as a Culturally Embedded Factor. *Frontiers in Psychology*, 17, 1772882. <https://doi.org/10.3389/fpsyg.2026.1772882>

Chan, M. H.-M., Feng, X., Wang, Z., & Wang, L. (2026). Maternal Meta-Emotion Philosophy Across Cultures: How Beijing Chinese, Hong Kong Chinese, and European American Mothers Make Sense of Dismissing Children's Negative Emotions. *Journal of Cross-Cultural Psychology*, 00220221251406548. <https://doi.org/10.1177/00220221251406548>

Chan, M. H.-M., Merrill, S. S., Zhuang, B. C., Lin, D. T. S., Macisaac, J. L., Miegakanda, V., Lew-Levy, S., Boyette, A. H., Kobor, M. S., & Gettler, L. T. (2026). Children's DNA Methylation and Family Dynamics in a Congo Basin Subsistence Community: Links with Parental Conflict and Fathers' Caregiving (p. 2026.06.15.732362). *bioRxiv*. <https://doi.org/10.64898/2026.06.15.732362>

Chan, M. H., Meijer, M., Merrill, S. M., Fu, M. P. Y., Lin, D., MacIsaac, J. L., Riis, J. L., Granger, D. A., Thomas, E. A., & Kobor, M. S. (2026). Not All Saliva Samples Are Equal: The Role of Cellular Heterogeneity in DNA methylation and Epigenetic Age Analyses with Biological and Psychosocial Factors. *Psychoneuroendocrinology*, 107688. <https://doi.org/10.1016/j.psyneuen.2025.107688>

Chan, M. H., Merrill, S. M., Fatima, F., MacIsaac, J. L., Obradović, J., Boyce, W. T., & Kobor, M. S. Cross-Tissue Specificity of Pediatric DNA Methylation Associated With Cumulative Family Stress. *Developmental Psychobiology* <https://doi.org/10.1002/dev.70097>



“The professors here are so personable, and I love that I’m able to have the big school experience at Purdue, but I’m still able to thrive in the smaller classroom settings that HDFS provides to me.”

RYLIE RUGGIRELLO
HUMAN SERVICES, '28

Cheah, Z. R. E., McBride, C., Inoue, T. (2026). Cognitive-linguistic predictors of L1 Chinese and L2 Malay word reading in Malaysian Chinese children. *Reading and Writing*. <https://doi.org/10.1007/s11145-026-10839-9>

Chen, X., Long, H. Li, D., Liu, J., Yang, P. & French, D. C. (2025). Mixed-sex peer interactions and adjustment in Chinese adolescents: Mixed-sex peer interactions and adjustment in Chinese adolescents. *Applied Research in Quality of Life*.

Cheung, S. K., McBride, C., Purpura, D. J., Ho, A. P. L., & Ng, M. C. Y. (2025). Associations among parents' math anxiety, math-related leisure activities, children's early numeracy interest and skills. *Learning and Individual Differences*, 117, 102596.

Closser, A. H., Westerberg, L., Geer, E., Vest, N., Duncan, R., Schmitt, S., & Purpura, D. J. (in press). How do spatial skills take shape? Examining preschoolers' performance on 2D and 3D assembly tasks. *Cognition and Development*.

Cook, L., Hajal, N., Cutler, S., Datta, M., Mollo, V., Lester, P., MacDermid Wadsworth, S. (2026). Parent psychological health following deployment and its association with child well-being: A systematic review of the literature. *Advances in Psychiatry and Behavioral Health*. <https://doi.org/10.1016/j.jypsc.2026.05.011>

Coppola, E. C., Wadsworth, S. M., Taylor, Z. E., Schwab-Reese, L., & Christ, S. L. (2025). Long-term trajectories of depressive symptoms by military affiliation. *SSM-Population Health*, 29, 101733.

Cosso, J., Visconti, G., Ellis, A., & Purpura, D. J. (in press). Hidden bias: How a language screener can misrepresent dual language learner performance in math. *Educational Researcher*.

D

Devlin, B. L., Serban- Dragan, F., Geer, E. A., Zehner, T. M., Duncan, R. J., Purpura, D. J., Schmitt, S. A. (2026). Skill variability within play groups and response to a preschool block play intervention. *Journal of Applied Developmental Psychology*, 104, 101956.

Dong, R., Yin, L. Ye, Y., McBride, C., Chen, K., Zheng, K. (2026). Cognitive foundations of sentence writing: The roles of vocabulary, orthographic memory skills, and visual-motor integration across grades. *Learning and Instruction*, Volume 104. <https://doi.org/10.1016/j.learninstruc.2026.102387>

Duran, J. G., Updegraff, K. A., Perez-Brena, N. J., & Umaña-Taylor, A. J. (2025). Parental Involvement in Mexican-origin Adolescents' Romantic Relationships: An Examination of Parents' Cultural Orientations and Parent-Youth Relationships. *Family Process*, 64(1), e13073. <https://doi.org/10.1111/famp.13073>

Duxbury, L., Wadsworth, S. M., & Lanctot, A. (2026). The name game: evolving terminology in work-family/work-life research. *Community, Work & Family*, 1-22.

E

Eady, M. J., Motley, P., Archer-Kuhn, B., Dishke, C., Dobbs-Oates, J., Seeley, J., & Tyrrell, R. (2026, April). Immersive learning practices (ILPs) as enhancers of high-quality work-integrated learning (WIL) in higher education. Paper presented at the World Association for Cooperative and Work-Integrated Education (WACE) Conference. Auckland, New Zealand.

Eason, S. H., Çarkoğlu, C., Zhang, S., Anderson, K. L., & Vazquez, S. R. (2026). Evaluating the effectiveness of a parent-informed family math engagement resource. *Child Development*, aacaf018. <https://doi.org/10.1093/chidev/aacaf018>

Ehrman, P., Duncan, R. J., Schmitt, S. A., & Purpura, D. J. (2026). Predicting state testing proficiency with preschool assessments. *Journal of Learning Disabilities*, 59, 222-235.

Ehrman, P., Eason, S. H., Duncan, R. J., Elicker, J., Schmitt, S. A., & Purpura, D. J. (2025). Profiles of mathematics learners: Mathematical and non-mathematical classifiers. *Learning and Individual Differences*, 120, 102664.

El Horr De Moras, P., Harbin, S., Aguilar, J., Johnson, H., Mathew, K. (2026, May). Behavior Management Practices in an Early Childhood Laboratory School. Session presented at the Association for Behavior Analysts International Conference. San Francisco, CA



“I would describe HDFS as a very supportive and hands-on program that really focuses on understanding children and families in real, meaningful ways.

ARLETTE BARTOLO

EARLY CHILDHOOD EDUCATION
AND EXCEPTIONAL NEEDS, '27

Elenbaas, L., Hitti, A., Kneeskern, E., & Ackerman, A. (2026). Mean, pushy, reckless, and different: U.S. parents' stereotypes generate discomfort with their children's intergroup peer interactions. *Social Development*. <http://doi.org/10.1111/sode.70044>

Elenbaas, L., McGuire, L., Ackerman, A., Kneeskern, E., Kinnard, L., Farooq, A., ... & Mistry, R. S. (2025). Social class group identity, intergroup attitudes, and views on social mobility and inequality in the UK and the US. *Analyses of Social Issues and Public Policy*, 25(1), e12431.

Elenbaas, L., Mulvey, K.L., Brown, C.S., Singman, J., & Norris, M. N. (2026). Intergroup contact informs children's perceptions of social inequalities. *Child Development*. <http://doi.org/10.1093/chidev/aacaf006>

Ellis, A., Devlin, B., Day, E., Ehrman, P., Elicker, J., Duncan, R. J., Schmitt, S. A., & Purpura, D. J. (in press). Developmental differences in classifiers of low and high mathematics performance: A classification and regression tree analysis. *Journal of Numerical Cognition*.

Ellis, A., O'Rear, C. D., Cosso, J., & Purpura, D. J. (2025). Examining the factor structure of the home learning environment. *Journal of Experimental Child Psychology*, 252, 106186.

Ernst, J. R., Purpura, D. J., Schmitt, S. A., & Duncan, R. J. (2025). Differentiation effects in school readiness skills across the transition from preschool to kindergarten. *Journal of Applied Developmental Psychology*, 101, 101889.

F

Forslund, T., Granqvist, P., Van IJendoorn, M. H., Sagi-Schwartz, A., Glaser, D., Steele, M., ... & Duschinsky, R. (2026). Attachment goes to court: child protection and custody issues.

Franks, M. M., Mason, M. B., August, K. J., Sherlow, W., Harber, M. P., Riffin, K., & Richards, E. A. (2025). Women managing heart disease: involvement of spouse and non-spouse care partners. *American journal of lifestyle medicine*, 15598276251358184.

Frels, A. J., Nair, V., Kish, R., Riley, K., Mao, G., Schwichtenberg, A. J., & Tong, Y. (2025). Coupling of low frequency hemodynamic oscillations between the brain and spinal cord. *Human Brain Mapping*, 46(10), e70278. <http://doi:10.1002/hbm.70278>. (IF: 4.70; Q1 Radiology, Nuclear Medicine & Medical Imaging)

Friedman, E. M., Thomas, P. A., Sauerteig-Rolston, M. R., Barnes, L. L., & Ferraro, K. F. (2025). Sustained purpose in life is associated with slower cognitive decline in older adults: A longitudinal analysis with a diverse national sample. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 80(6), gbaf021.

Friedman, E.M., & Franks, M.M. (2026, March). Positive relations with others and longevity: Potential mediation by positive, but not negative, daily social interactions. Selected for journal special issue panel. Annual meeting of the Society for Biopsychosocial Science and Medicine, March 10-14, Chicago, IL.

Friedman, E.M., Schafer, M.H., Franks, M.M., & Francis, A.L. (2026). Poorer subjective hearing is associated with less frequent and more negative social interactions. *Journals of Gerontology: Social Sciences*, 81(3), gbaf261.

Fuentes-Martinez, S., Updegraff, K.A., Umaña-Taylor, A. J., & Zeiders, K.H. (2025). Mexican-origin mothers' and fathers' workplace ethnic-racial discrimination and youth's educational adjustment. *Journal of Marriage and Family*, 87: 2134-2156. <http://doi.org/10.1111/jomf.13105>

G

Geer, E. A., Devlin, B. L., Zehner, T., Korucu, I., Bryant, L. M., Purpura, D. J., Duncan, R. J., & Schmitt, S. A. (2025). Does executive functioning moderate the spatial-math link in preschoolers? *Journal of Experimental Psychology*, 258, 106296.

H

Harbin, S. G., Jackson, E., & Fettig, A. (2026) Questions, Comments, and Suggestions: Breaking Down Reflective EI Caregiver Coaching Conversations. *Journal of Early Intervention*. Advance online publication.

Harbin, S., & Fettig, A. (2025, September 2-5). Using a Culturally-Sustaining, Family-Centered Approach in Parent-Implemented Interventions [Poster session]. 8th International Society on Early Intervention Conference, Lisbon, Portugal.

Harbin, S., & Mihai, A. (2026, May). Let's Talk: Families, Routines & Big Feelings. Session presented at the annual conference of the Indiana Early Childhood Conference. Indianapolis, IN

Harbin, S., & Purcell, M. (2025, September 2-5). Nurturing early self-regulation: Strategies and practices for promoting development in infants and toddlers [Paper presentation]. 8th International Society on Early Intervention Conference, Lisbon, Portugal.

Hartman, A., Caldwell, A., Joseph, H., Northrup, J., Schwichtenberg, A. J., & Soehner, A. (2026). Behavioral sleep interventions for neurodivergent youth: A narrative review. *Current Sleep Medicine Reports*, 12, 30. <https://doi.org/10.1007/s40675-026-00379-7> (IF 2.4; Q3 Clinical Neurology)

Ho, J. C.-S., Cheung, S. K., McBride, C., Purpura, D. J., Ng, M. C. Y., & Ho, A. P. L. (2025). Relation between general vocabulary knowledge and early numeracy competence: The mediating role of mathematical language. *Journal of Experimental Child Psychology*, 252, 106145.

Hodge, R.T., Klimes-Dougan, B., Marceau, K., Natsuaki, M.N., Shirtcliff, E.A., Zahn-Waxler, C., & Hastings, P.D. (2025) Parasympathetic reactivity to recalled emotional experiences and adolescent prosociality. *Journal of Research on Adolescence*.

Hu, J., Marceau, K., Knopik, V.S. (2026, April) From One Day to the Next: How Father-Child Relationship Quality Shapes Adolescents' Emotions and Vice Versa. [Poster presentation]. Society for Research on Adolescence Biennial Meeting, Toronto, Canada.

Huang, X., Ariza, J.D., Huo, S., Lo, J.C.M., McBride, C., Maurer, U. (2026). Neural specialization of print processing in second language learning: A longitudinal ERP study of Chinese children learning English. *Developmental Cognitive Neuroscience*, Volume 79. <https://doi.org/10.1016/j.dcn.2026.101691>

Huo, S., Lo, J. C. M., Lui, K. F. H., Maurer, U., & McBride, C. (2025). EEG N1 Specialization to Print in Chinese Primary School Students: Developmental Trajectories, Longitudinal Changes, and Individual Differences. *Child Development*. <https://doi.org/10.1111/cdev.14258>

Huo, S., Zhang, A. J.-J., Zheng, M., Maurer, U., McBride, C., & Inoue, T. (2025). Aetiologies of basic biliteracy difficulties in Hong Kong Chinese children: A latent profile analysis with twin data. *Annals of Dyslexia*. <https://doi.org/10.1007/s11881-025-00355-w>

I

Im, J., Taylor, Z. E., & Ruiz, Y. (2025). Neighborhood cohesion and parental knowledge in Latina immigrant mothers: Mental health as a mediator. *Journal of Family Psychology*

J

Jiang, X., Taylor, Z. E., Carlo, G., Suito, J. J., & Ruiz, Y. (2025). How Latine youth's positive development unfold through farmwork in rural migrant farmworker families in the US Midwest. *Journal of Research on Adolescence*, 35(1), e13053.

Jones, B. L., Lundy, B., Stovall, D., Seely, B., Zaugg, K., Castro, J., Duraccio, K., Jensen, C., Austin, T., & Taylor, Z. E. Does bedtime really matter? Examining how sleep timing relates to sleep duration and overweight status in Midwestern Latine youth. *Children* 2025-12-25 00:00:00 <https://doi.org/10.3390/children13010032>

Jones, K., Acevedo, B.P.M., Avalos, L.A., Baker, B.H., Bush, N.R., Buss, C., Grosvenor, L.P., Hipwell, A.E., Marceau, K., McEvoy, C.T., Perng, W., Sullivan, A.D.W., Tung, I., Zhu, Y., Ladd-Acosta, C., and the ECHO consortium (2026). Perceived stress during pregnancy and offspring ADHD: Findings from the ECHO cohort study. *JAACAP Open*, 4, 488-497. DOI: 10.1016/j.jaacop.2026.02.005.



“HDFS is the best place to learn about how to work with and for people in a way that you can't learn anywhere else. It has taught me so much about how to help people of all ages from all types of backgrounds.”

LEILA CASTRO

DEVELOPMENTAL AND
FAMILY SCIENCE, '28

K

Kellerman, A., Janis, A., Piergies, T., Young, G., Ozonoff, S., Messinger, D., Miller, M., & Schwichtenberg, A. J. (2025). Dyadic synchrony and responsiveness in elevated autism likelihood: Applying time-varying effect models. *Journal of Autism and Developmental Disorders*, <https://doi.org/10.1007/s10803-025-06891-z> (IF:4.30; Q2 Developmental Psychology)

Kimiecik, C., Reed, J., Rodriguez, N. M., Klenosky, D. B., MacDermid Wadsworth, S., Amell, J. W., ... & Ruiz, Y. (2025). Studies of resilience and family resilience within families experiencing homelessness/housing instability: A systematic review. *Journal of Human Behavior in the Social Environment*, 1-35.

King, Y. A., Eason, S. H., Duncan, R. J., Borovsky, A., & Purpura, D. J. (2025). The factor structure of parents' math-related talk and its relation to children's early academic skills. *Child Development*, 96, 1409-1423.

Kinnard, L., Mistry, R. S., McGuire, L., & Elenbaas, L. (2025) "The ball is in his court. It's up to him." Parental communication about meritocracy. *Developmental Psychology*. <http://doi.org/10.1037/dev0002087>

L

Lam, T.K., Huo, S., Lui, K.F.H., McBride, C., Maurer, U. (2026). Posterior Periodic Alpha Power as a Neural Marker of Early Biliteracy Skills: The Mediating Role of Rapid Automatized Naming in Chinese-English Bilingual Children *bioRxiv* 2026.06.10.731265; doi: <https://doi.org/10.64898/2026.06.10.731265>

Lee, J., Schwichtenberg, A. J., & Spratling, R. (2026). Sleep in Children with Developmental Disabilities – How Can Videosomnography Inform Intervention? *Journal of Pediatric Health Care*, 40, e60-e67. <https://doi.org/10.1016/j.pedhc.2025.11.023> (IF:2.4, Q2 Nursing)

Leighton, S., Rodriguez, K., Jensen, C., MacLean, E., Baus, J. Ashbeck, E., Brown, E., Mehl, M., Taylor, M., vanMarle, K., Schwichtenberg, A. J., Bedrick, E., & O'Haire, M., (2025). Sleep-wake dynamics in veteran-service dog dyads: An exploration of overnight concordance. *SLEEP*, 48(11), zsaf177. <http://doi.org/10.1093/sleep/zsaf177> (IF: 5.40; Q1: Clinical Neurology, Neurosciences)



“Being part of the HDFS community has helped me grow in my confidence when working with others and strengthened my passion for serving my community, which has made my college experience even more rewarding.

GARRETT DENSFORD

FAMILY AND CONSUMER SCIENCES EDUCATION, '29

Lieng, N., Atkin, A. L., Marceau, K., Choi, Y., & Park, M. (2026, April). Developmental trajectories in the appreciation of parental cultural warmth among Korean and Filipino adolescents. Poster presented at the Society for Research on Adolescence Conference, Toronto, Canada.

Loviska, A. & Elias, C. (2025, October). Beyond academic performance: Impacts of AI use on academic stress and anxiety. Session presented at the International Teaching Learning Cooperative (ITLC) 2025 Evidence-Based Teaching & Learning Lilly Conference, Traverse City, MI.

Loviska, A., Marceau, K., Knopik, V.S., Rogers, M., & Jackson, K. (2026). Longitudinal associations between other-sex close friends and alcohol use is a between-, not within-, person process. *Substance Use and Misuse*, online ahead of print. DOI: 10.1080/10826084.2026.2672656.

Lu, C. X. T., Zhang, A. J. J., Maurer, U., McBride, C., & Inoue, T. (2025). Cognitive bases of bilingual morphological awareness: evidence from Hong Kong Chinese children. *International Journal of Bilingual Education and Bilingualism*, 1-20. <https://doi.org/10.1080/13670050.2025.2527798>

M

MacNeill, L. A. (2026, April). Pathways to Preschool Mental Health: A Shift Toward Systematic, Prevention-Focused Care. 3-Minute Thesis presented at the annual meeting of the Association for Clinical and Translational Science, Milwaukee, Wisconsin.

MacNeill, L. A. (2026, May). Supporting Early Mental Health Through Preschools: Generation and Implementation of a Developmental Risk Calculator. Invited talk for The Ohio State University's Clinical and Translational Sciences Institute and Crane Center for Early Childhood Research and Policy, Columbus, Ohio.

MacNeill, L. A., Zhang, Y., Giase, G., Wiggins, J. L., Norton, E. S., Smith, J. D., Davis, M. M., Raven, J. G., Poleon, R. B., Yu, Q., Smyser, C. D., Rogers, C. E., Luby, J., Allen, N. B., & Wakschlag, L. S. (2026). Developmental foundations of a pediatric mental health risk calculator for young children. *Academic Pediatrics*, 26(1), 103128. <https://doi.org/10.1016/j.acap.2025.103128>

MacNeill, L. A., Zhang, Y., Wiggins, J. L., Norton, E. S., Smyser, C., Rogers, C. E., Luby, J. L., Allen, N. B., & Wakschlag, L. S. (2026, April). Early Childhood Mental Health Risk Calculators as a Decision Tool in Routine Care: From Generation to Implementation. Oral poster presented at the annual meeting of the Association for Clinical and Translational Science, Milwaukee, Wisconsin.

Mahaffy, E., Zehner, T. M., Westerberg, L., Purpura, D. J., Schmitt, S. A. (2026). Social emotional competence and science outcomes in a low-income preschool sample: Concurrent and longitudinal analyses. *Frontiers in Developmental Psychology*, 4, 1738899.

Marceau, K., Hu, J., Lee, S., Regacho, P., & Canino-Quiñones, G. (2025). Does including multiple hormones and family context together clarify hormone-behavior associations? A systematic review. *Comprehensive Psychoneuroendocrinology*, 24, 100326.

Marceau, K., Law, A., Derefinko, K.J., Robertson, O.C., Nozadi, S., Li, L., Liu, C., Leve, L.D., Ganiban, J.M., Bush, N., Propper, C., Moore, B., Elliott, A.J., Calub, C.A., Bastian, T.M., Liang, D., Schweitzer, J.B., Al-Sahab, B., Schmidt, R.J., Volk, H.E., Neiderhiser, J.M., and the ECHO consortium. (2026) Prenatal smoking and child psychopathology associations by age and sex in the ECHO Cohort. *Development & Psychopathology*, online ahead of print. DOI: 10.1017/S095457942610128X

Marceau, K., Lee, S., Datta, M., Robertson, O. C., Shaw, D. S., Natsuaki, M. N., ... & Neiderhiser, J. M. (2025). Intergenerational transmission of comorbid internalizing and externalizing psychopathology at age 11: Evidence from an adoption design for general transmission of comorbidity rather than homotypic transmission. *Development and psychopathology*, 37(3), 1125-1138.

Marceau, K., Lee, S., Datta, M., Robertson, O. C., Shaw, D. S., Natsuaki, M. N., ... & Neiderhiser, J. M. (2025). Liability in parent-child warmth and hostility and adolescent externalizing behaviors. *Developmental psychology*, 61(9), 1739.

Marceau, K., Lee, Y., Loviska, A.M., Robertson, O.C., & Duncan, R. (2026, June). Examining associations between monitoring-related parenting phenotypes and youth externalizing using a novel model: Discordant Sibling Latent Curve Model with Structured Residuals [Lightening talk]. Annual Meeting of the Behavior Genetics Association, Amsterdam, Netherlands.

Marks, R. A., Bouhali, F., Sun, X., Caballero, J. F., Kepinska, O., Uchikoshi, Y., Beltz, A., Kovelman, I., & Hoeft, F. (2026). Functional connectivity fingerprints of emerging reading skill in the first months of schooling. *Developmental Science*, <https://doi.org/10.1111/desc.70142>

Marks, R. A., Thesken, H. Norton, R. T., Kaminsky, A. J., Cardinaux, A., Wade, K., Azor, A. M., Takahesu Tabori, A., Doyle, A. E., Braaten, E. B., Gabrieli, J. D. E., & Christodoulou, J. A. (2026). Reading disabilities with and without co-occurring ADHD: No evidence for additive impact on reading skills. *Scientific Studies of Reading*, 1-22. <https://doi.org/10.1080/1088438.2026.2672100>

Marks, R. A., Woods, A. D., Mesite, L., Fox, A. B., & Christodoulou, J. A. (2025) Early reading and math developmental trajectories: Examining influences of specific learning disabilities and socioeconomic status. *Journal of Learning Disabilities* <https://doi.org/10.1177/00222194251391828>

Matsuda, Y., Lee, J., Parra, A., Thalasinis, R. D., Laporte, R. R., & Updegraff, K.A. (2025). Hispanic parent-child relationships and communication on substance use and sex in 4th-6th graders. *International Journal of Mass Communication*, 3, 145-155. <https://doi.org/10.6000/2818-3401.2025.03.10>

McHale, S.M., Sun, X., Updegraff, K.A., & Whiteman, S. (2026). Patterns and correlates of changes in sibling intimacy and conflict from middle childhood through young adulthood. *Developmental Psychology*, 62: 665-677. <https://doi.org/10.1037/dev0001750> *equal contributions

McNeil, C.J., Atkin, A.L., Lieng, N., Christophe, N.K., & Williams, C.D. (2026, April). Validation of the Multiracial Youth Socialization Brief (MY-Soc-B) Scale with adolescents. Poster presented at the Society for Research on Adolescence Biennial Meeting, Toronto, ON, Canada.

Montúfar Soria, P., Cosso, J., Purpura, D. J., & Melzi, G. (2025). Math anxiety, activities, and skills: Evidence from US Latine families. *Infant and Child Development*, 34, e70030.

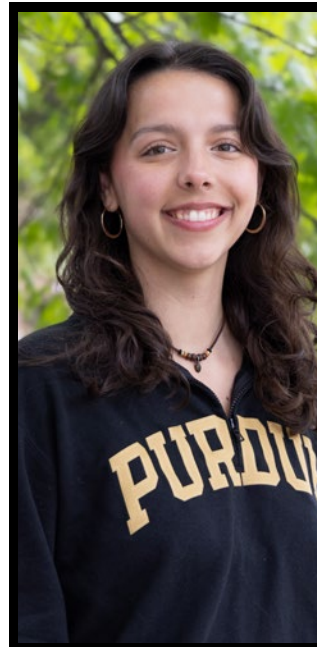
N

Nair, V., Kish, B., Oshima, H., Wen, Q., Tong, Y., & Schwichtenberg, A. J. (2025). Cerebral and Peripheral Hemodynamics across wakefulness and NREM Sleep. *Journal of Sleep Research*, e70180. <http://doi:10.1111/jsr.70180> (IF:3.8, Q1 Clinical Neurology)

Nair, V., Kish, B., Oshima, H., Wright, A., Wen, Q., Schwichtenberg, A. J., & Tong, Y. (2025). Amplitude fluctuations of cerebrovascular oscillations and CSF movement desynchronize during NREM3 sleep. *Journal of Cerebral Blood Flow and Metabolism*, 45(10), 1980-1992. <http://doi:10.1177/0271678X251337637> (IF: 6.10; Q1 Neurosciences)

Napoli, A. R., Ehrman, P., & Purpura, D. J. (2025). A text message-based home numeracy pilot intervention for parents of preschoolers. *Journal of Applied Developmental Psychology*, 98, 101784.

Nordgren, I., Duncan, R. J., Moding, K. J., & Posada, G. E. (2025). Maternal Characteristics and US Prenatal Care: Associations with Neonatal Health and Postpartum Maternal Wellbeing. *Maternal and Child Health Journal*, 29(9), 1232-1243.



“HDFS has shown me the true value and impact in helping professions, and how you can grow as a person along the way to gaining knowledge and expertise.

TIA JOHNSON

HUMAN SERVICES, '27

O

Obenchain, K. M., & Purcell, M. L. (2026). Early childhood social studies: Purpose, content, and methods from a developmental perspective (1st ed.). Routledge.

P

Padilla, J., Updegraff, K.A., & Umaña-Taylor, A. J. (2026). Sibling and best friend conflict resolution strategies among Mexican-origin youth. *Journal of Social and Personal Relationships*, 43 (1): 69-90 <https://doi.org/10.1177/02654075241289354>

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Purcell, M., & Harbin, S. (2025, September 2-5). Infusing field experiences with curriculum in blended early childhood/early childhood special education educator preparation programs [Poster session]. 8th International Society on Early Intervention Conference, Lisbon, Portugal.

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“Being part of this community has made me a more intentional person. Personally, I find myself wanting to put my best foot forward each day and make a positive impact on my classmates, professors, and the children I work with.”

ABIGAIL HUGHES

EARLY CHILDHOOD EDUCATION
AND EXCEPTIONAL NEEDS, '28

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Valerie's Message

Whether supporting young children, guiding families through challenges, or empowering older adults, the Department of Human Development and Family Science (HDFS) prepares students to make a meaningful impact across the lifespan. Through cutting-edge research, experiential learning, and community outreach, HDFS emphasizes the development of knowledge, critical thinking, and practical skills to promote well-being for individuals, families, and communities.

Our faculty lead in fields such as lifespan development, family science, prevention and intervention, and quantitative methods. We are deeply committed to excellence in education, both undergraduate and graduate, with hands-on learning and research integrated into every program. Our department has a strong state, national, and international presence—reflected in our students, our affiliated centers, global research collaborations, and outreach efforts that inform policy and practice far beyond Indiana.

As you'll see in this year's newsletter, our department is thriving, with inspiring research, prestigious awards, and a continued commitment to student success and community impact. This newsletter is a celebration of the resilience, passion, and dedication of our students, faculty, staff, and alumni—who are making a difference in Indiana and around the world.

On a personal note, as I leave Purdue this summer, I want to share what a distinct honor it has been to serve as the Department Head and Ben & Maxine Miller Professor of Human Development and Family Science at Purdue. I stepped into this role with a commitment to this community to listen, advocate, support, and engage with optimism and transparency. I have done my best to live up to that commitment with integrity and sincerity. We have done great things together over the past six years and have excelled in all aspects of the three-pronged Purdue land-grant mission – discovery, teaching, and engagement. Thank you for your trust and support.

Purdue HDFS is strong and I know you all will continue to do great things together! I look forward to watching your story continue to unfold.

To our donors and supporters—thank you for helping make this work possible.

Please explore the achievements of HDFS and be reminded of the heart, talent, and commitment that define who we are.

Every Person. Every Family. Every Stage.

Valerie Knopik, PhD
Ben & Maxine Miller Professor
Human Development and Family Science



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Valérie Koopik, Ph.D.
Associate Professor
School of Mechanical Engineering
Purdue University

REGARDS

We extend our heartfelt best wishes to those who have transitioned out of our department over the past year. We are grateful for the contributions you made during your time with us and hope the experiences gained here serve you well in your future endeavors. You will be greatly missed, and we wish you continued success ahead.

CONGRATS TO OUR PHD GRADUATES

Keisha Bailey, PhD

Muskan Datta, PhD

Patrick Ehrman, PhD

Fabiola Herrera, PhD

Elizabeth Kielb, PhD

Sohee Lee, PhD

Amy Loviska, PhD

Nikolina Nonkovic, PhD

Inga Nordgren, PhD

Olivya Reyes, PhD

Luhao Wei, PhD

Hazel Yu, PhD

Keqin Zhang, PhD

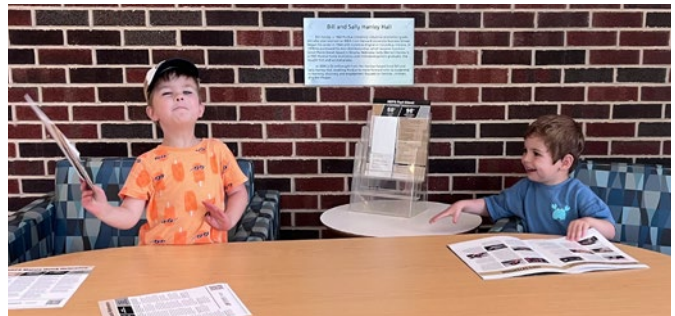
FACULTY FAREWELL

Sharon Christ - Retired

Valerie Knopik - Colorado State University

THE FUTURE OF HDFS

Enjoy this photo of Casey (son of Dr. Leigha MacNeill) and Elliot (son of Dr. Rebeca Marks) reading last year's newsletter and dreaming about one day studying human development and family science.



FINAL WORDS

As we close out the year, we extend our heartfelt thanks to everyone who makes HDFS such a vibrant and impactful community. From our students and faculty to our alumni, staff, and supporters—you are the reason we continue to thrive. We are especially grateful to our generous donors, whose support helps fuel our mission, and to the many centers housed within HDFS that extend our reach and impact across communities. Thank you for being part of our journey. We're proud of what we've accomplished together and excited for what's to come in the year ahead!

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