

2017

Rudd Chair Annual Report 2017

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Rudd Family Foundation
Chair in Psychology
ANNUAL REPORT 2017

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Rudd Family Foundation Chair in Psychology

The Rudd Family Foundation Chair is located within the Department of Psychological and Brain Sciences at the University of Massachusetts Amherst and is affiliated with the university's interdisciplinary Center for Research on Families. The program conducts state-of-the-art research on aspects of the psychology of adoption that impact policy at agency, state, federal, and international levels. It also trains postdoctoral scholars, graduate students, and undergraduate students in theories and methods needed for the study of adoption. Conferences, workshops, and publications disseminate research-based information needed by practitioners, policy-makers, and the public. Through key community partnerships, the Rudd Adoption Research Program also demonstrates how adoption research can transform policy and practice for the benefit of all whose lives are touched by adoption.

Contents

From the Chair	3
How Does the Rudd Chair Accomplish Its Mission?	4
REACHING OUR GOALS	
Spotlight on Research Conducted in the Rudd Program	6
Providing Evidence-Based Knowledge to Inform Adoption Policy and Practice	8
Building Capacity for Excellence in Adoption Research Adoption Research Lab Graduate Students	10
International Visiting Scholars	12
COMMUNICATION AND DISSEMINATION	
Publications and Presentations	14
Electronic and Social Media	16
COMMUNITY PARTNERSHIPS	
Adoption Mentoring Partnership	17
Re-Envisioning Foster Care in America	19
Local Community Engagement	20
RUDD PROGRAM PERSONNEL	
Rudd Program and Staff Listing	22
Honors Awarded and Received	23
Staff Profiles	24
Faculty Affiliates	25
Advisory Board	26
Rudd Program Partners and Collaborators	29
Service to the Profession and the University	30
Transformative Generosity	31
Contact Information	(back cover)

From the Chair



Dear Friends,

This report showcases work accomplished through the Rudd Family Foundation Chair at UMass Amherst in calendar year 2017. Through the conduct of original, cutting-edge research, the development of community partnerships and programs, the dissemination of information, and the preparation of the next generation of adoption scholars, we are continuing to provide significant leadership in the global adoption-research community. This year, we hosted the first Rudd Summer Adoption Research Institute, an intensive, weeklong experience involving 24 graduate students, postdocs, and recent PhDs from seven countries with interest in adoption-research learning from a team of nine faculty members. The discussions, both within sessions and during breaks, meals, and social events, were very exciting. The feedback was so positive that we will be offering the event again, in summer 2019. It's exciting to see the growth of a cohort of Rudd Adoption Research Scholars, new professionals committed to furthering adoption-competent research.

We also welcomed our first Rudd Family Visiting Professor, Dr. Jesús Palacios, noted developmental psychologist and adoption scholar from the University of Seville. Professor Palacios delivered an invited lecture on adoptive parenting and stayed an additional week to be on the faculty of the summer research institute. We also welcomed to Amherst two pre-doctoral visiting adoption scholars from Spain, where they became integrated into the activities of the Rudd Program while making progress on their dissertations.

This report also highlights the significant ways in which our program is working toward making UMass Amherst an "adoption-friendly" campus and a destination of choice for faculty and students interested in adoption. You will find information about the adoptive parents group, the new Adopted Student Advisory Panel, our ongoing Adoption Mentoring Program, a new first-year seminar on giving voice to adoption and foster care, and an ongoing seminar on the psychology of adoption.

I invite you to review this report of our activities in 2017 and see for yourself the exciting ways in which our programs have developed. As always, we express our continuing thanks for their generosity to Andrew and Virginia Rudd, to Scott Chaplin, and to our growing number of individual donors and organizational funding partners who make our work possible every day.

Last, but not least, please join us on April 13, 2018, to help celebrate our 10th anniversary at our conference "The Future of Adoption: Beyond Safety to Well-Being."

With best wishes,

Harold D. Grotevant, PhD
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How Does the Rudd Chair Accomplish Its Mission?

The Rudd Adoption Research Program is the primary vehicle through which the mission of the Rudd Chair is carried out. The program is located within the University of Massachusetts Amherst's Department of Psychological and Brain Sciences and is closely affiliated with the interdisciplinary Center for Research on Families. It seeks to develop synergy among scientists, practitioners, and policy-makers from varied disciplines who share interests in the many topics relevant to adoption. The ultimate goal of these activities is to contribute to evidence-informed practice in adoption and to provide research-based information that will influence policy at the agency, state, federal, and international levels.

The following examples demonstrate how the mission has been advanced during 2017; further details may be found throughout this report.

The Rudd program advances knowledge about the psychology of adoption.

- Data from the longitudinal Minnesota Texas Adoption Research Project, based at UMass Amherst, have revealed new insights about the study's adoptees in their emerging adulthood (late teens through 20s). Specifically, adoptees experiencing "unsettled" identity as adolescents (high levels of negative emotion associated with different aspects of adoption) had higher levels of such internalizing problems as anxiety or depression eight years later as emerging adults.
- The perspectives held by emerging adults about how adoption agencies should improve their practice were largely congruent with the views of adoption-reform advocates calling for more pre-adoption preparation, post-adoption services, and transparency regarding medical and background information. The key question for the future is how to move beyond recommendations to identifying the resources and the will necessary to implement them.
- Relational competence, a new construct developed in the Rudd Adoption Laboratory, measures the ability to form and maintain developmentally appropriate close relationships, regardless of whether the relationship is romantic or nonromantic or with a same- or different-sex partner. This construct provides a new window for viewing positive development during emerging adulthood while recognizing the increasingly fluid nature of close relationships among young adults.

The Rudd program provides evidence-based knowledge to inform adoption policy and practice.

- Rudd faculty, staff, and students presented their research at important national and international conferences, including the 2017 National Mentoring Summit conference in Washington, D.C., about the Adoption Mentoring Partnership. Rudd personnel also presented at conferences of the Society for Social Work and Research, the Society for Research on Child Development, the Society for the Study of Emerging Adulthood, and the National Council on Family Relations.
- Rudd Family Visiting Professor Jesús Palacios (University of Seville) presented an invited address, "Adoptive Parenting: Navigating the Smooth and Rough Waters," to a receptive audience of adoptive parents and professionals at the UMass Springfield center. The video of this presentation and the ensuing panel discussion is available on the Rudd YouTube channel.

- A new course, "Giving Voice to Foster Care and Adoption," was developed by Jen Dolan and offered specifically for first-year students at UMass Amherst. The popular "Psychology of Adoption" seminar was also offered by Hal Grotevant in fall semester.
- The Rudd Program presented its first-ever Summer Adoption Research Institute (SARI). Graduate students and recent PhDs from around the world spent a week together engaging in extended interactions and community-building with experienced adoption researchers in an effort to build expertise in some of the special methodological and statistical issues inherent in the field of adoption.

The Rudd program engages with community partners at the local and national levels to incubate, implement, and evaluate innovative programs that have potential for broad impact.

- The Rudd Program continues to partner with Big Brothers Big Sisters in the innovative Adoption Mentoring Partnership, which matches adopted college students with adopted children in the community in order to provide role models and enduring friendships.
- On the UMass campus, the Rudd Program brings together groups of adoptive parents on a regular basis to talk about their experiences raising their children. Program Manager Jen Dolan is often able to connect members of the group with articles or community programs of interest.
- The UMass Student Adoption Advisory Board (USAAB) was very productive last year in education, outreach, and advocacy, all centered around adoption, particularly as it relates to those who are adopted. To formalize their group and become a permanent organization on campus, they, led by student Jenny Muten, applied and were accepted to become a formal student organization. With that designation came a new name: the Adopted Student Advisory Panel (ASAP). The organization continues to grow and become better known across campus.
- Undergraduate students from the Rudd lab connected with librarians at two local elementary schools. The students read a story about adoption to two third-grade classes, created information boards about adoption that were displayed in the schools during November (National Adoption Awareness Month), and created a handout for teachers offering curriculum alternatives beneficial to young students who are adopted.



The Rudd program mentors the next generation of adoption-competent scholars.

- Fourteen undergraduate students in psychological and brain sciences (PBS) at UMass Amherst served as research assistants in the Rudd Adoption Laboratory, learning about the research process and assisting with ongoing projects.
- Honors students Kaitlyn Baron and Dominique Altamari, PBS and Commonwealth Honors College seniors, designed their honors theses under the supervision of Dr. Grotevant with the assistance of graduate students Albert Lo and Krystal Cashen, respectively. This work qualified the students for graduation with honors and provided them with the opportunity to present their work at the Statewide Undergraduate Research Conference and elsewhere.
- Krystal Cashen and Albert Lo, graduate students in clinical and developmental psychology, became increasingly independent in their research, assisting with ongoing research and developing master's theses and doctoral dissertations that contribute to knowledge about adoption and lay foundations for their careers.
- Carmen Paniagua Infantes and Sandra Melero Santos, doctoral students in psychology from the University of Seville and University of Cádiz, respectively, were each in residence for three months during 2017 learning about best practices in adoption research, receiving consultation on their dissertations, and experiencing firsthand the worlds of adoption and foster care in the U.S.
- Dr. Jessica Matthews joined the Rudd lab as a postdoctoral scholar. Jessica completed her PhD in child study and human development at Tufts University in 2017. In the Rudd lab, she is coordinating the work of the undergraduate research assistants while conducting her own research on adoptive families.

Reaching Our Goals Research Questions . . . and Answers Spotlight on Research Conducted in the Rudd Program

Adoptive Identity and Adjustment from Adolescence to Emerging Adulthood: A Person-Centered Approach

Adopted persons face special challenges in the development of identity. Aspects of their histories may be unknown, making it difficult to construct a coherent narrative linking past, present, and future. Extensive literature on adjustment outcomes for adopted persons indicates an elevated risk for adjustment problems. In this study, a low-risk sample of adopted youth is involved to examine longitudinally the connections between adoptive identity and adjustment. Participants included 145 adopted youth who participated in Waves 2 (W2: adolescence: mean age = 15.7) and 3 (W3: emerging adulthood: mean age = 25.0) of the Minnesota Texas Adoption

Research Project. Children were placed with their adoptive families as infants (mean age = 4 weeks) through domestic private adoption agencies in the U.S. Internalizing and externalizing behaviors were assessed by the Achenbach Youth Self Report (W2) and the Achenbach Adult Self Report (W3). Adoptive identity was assessed by ratings of six dimensions coded from interviews which, using cluster analysis, revealed four adoptive identity subgroups: unexamined, limited, unsettled, and integrated. Factorial analyses examined mean differences in W3 internalizing problems across identity clusters while controlling for W2 internalizing. The main effect for adoptive identity cluster was

significant: $F(3, 840.72) = 3.724, p = 0.011$. Adopted adolescents in the unsettled group had significantly higher levels of internalizing problems in emerging adulthood than persons in the unexamined and limited categories. A similar analysis for W3 externalizing behavior was not significant. Identity profiles high in negative affect may be at particular risk of increased levels of internalizing problems.

Grotevant, H. D., Lo, A. Y. H., Fiorenza, L., and Dunbar, N. D. (2017). *Adoptive Identity and Adjustment from Adolescence to Emerging Adulthood: A Person-Centered Approach*. *Developmental Psychology*, 53, 2195-2204. [dx.doi.org/10.1037/dev0000352](https://doi.org/10.1037/dev0000352).



UMass Amherst and Boston College MTARP research team: (L to R) Addie Wyman Battalen, Hal Grotevant, Krystal Cashen, Josep Mercadal Rotger (visiting scholar from Spain), Lisa Fiorenza, Albert Lo, Ruth McRoy, Kat Nielsen, Christina Sellers.

Emerging Adult Adoptee's Perspectives on Adoption Agency Practices

In recent decades, emerging adult adoptees have become more involved in efforts to shape adoption policy, as evidenced by growing numbers of adoptee-led organizations that advocate for the rights of adoptees. This greater involvement suggests that when making decisions about adoption agency policies that impact adoptees, it is important to understand the perspectives of the adoptees themselves. This study gave voice to the experiences of emerging adult adoptees by examining what advice they would give to individuals running adoption agencies. The 167 participants included adoptees from the longitudinal Minnesota Texas Adoption Research Project. All participants had been adopted as infants through same-race, domestic, private adoption but had varied degrees of contact with birth relatives. Data for this study came from Wave 3, with target adoptees between the ages of 20 and 30. As part of the larger interview on adoption, participants were asked, "If you were giving advice on adoption practice to people running adoption agencies, what would you tell them?" Thematic analysis (Braun and Clarke, 2006) revealed important themes, presented here in order of decreasing frequency, for categories that received at least 10 endorsements. Specifically, agencies should:

- Provide more support to adoptive families and birth parents
- Screen prospective adoptive parents carefully
- Provide information and access to records
- Be appreciated and acknowledged for their important work
- Promote open adoption
- Obtain medical history and records from birth parents

These findings provide valuable insider perspectives from emerging adult adoptees about what agencies could do differently. They are congruent with the views of adoption-reform advocates calling for more pre-adoption preparation, post-adoption services, and transparency regarding medical and background information. The key question for the future is how to move beyond recommendations to identifying the resources and the will needed to implement them.

Cashen, K. K., and Grotevant, H. D. (November 2017). *Emerging Adult Adoptees' Perspectives on Adoption Agency Practices*. Poster presented at the Annual Conference of the National Council on Family Relations (NCFR), Orlando, Fla.

Understanding Relational Competence in Emerging Adult Adoptees: A New Way to Conceptualize Competence in Close Relationships

Despite the growing body of adoption research, studies remain heavily tilted toward outcomes focusing on psychopathology rather than positive adjustment or strengths. Emerging adulthood (roughly late teens through 20s) is typically a time of deepening both romantic and nonromantic relationships, yet young adults are delaying entry into committed romantic relationships because of various factors, including an extended period of education and uncertainty about the economy. This study lays the groundwork for a new construct, relational competence, which measures the ability to form and maintain developmentally appropriate close relationships, regardless of relationship type. This is especially important as emerging adults experience increasing



ambiguity in boundaries between romantic and nonromantic relationships (e.g., "friends with benefits") and increased emphasis on reconciling individual needs (e.g., education and career) with commitments to romantic relationships or childbearing. This study established validity indicators for relational competence, finding that a model including four constructs was a good fit to the data: commitment to the relationship, concern about one's partner, ability to respond to one's partner, and quality of thoughts and behavior. The model was valid for both males and females and for both romantic and nonromantic relationships. Studies in progress are identifying antecedents and outcomes linked to relational competence and, importantly, will provide new ways to examine positive developmental outcomes in both adopted and non-adopted young people.

Cashen, K. K., and Grotevant, H. D. (November 2017). *Understanding Relational Competence in Emerging Adult Adoptees: A New Way to Conceptualize Competence in Close Relationships*. Paper presented at the Conference of the Society for the Study of Emerging Adulthood (SSEA), Washington, D.C.

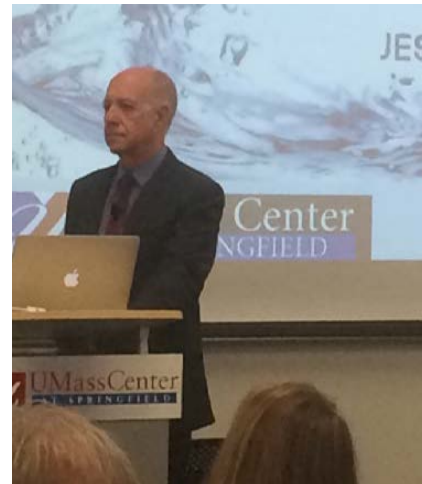
Reaching Our Goals Providing Evidence-Based Knowledge to Inform Adoption Policy and Practice

The Rudd Program sponsored two major events in 2017, both aimed at providing and developing evidence-based knowledge.

Lecture by Rudd Family Visiting Professor Jesús Palacios

On May 19, 2017, Professor Jesús Palacios, University of Seville, Spain, presented a public lecture, “Adoptive Parenting: Navigating the Calm and Rough Waters,” at the UMass Center in Springfield. The lecture was followed by a panel discussion with Professor Palacios and UMass professors Kirby Deater-Decker and David Scherer, both psychological and brain sciences, and Rebecca Woodland (College of Education). The lecture began with the premise that adoption is one of the most effective alternatives for children who have experienced early adversity, as it allows for catch-up and reorganization to occur in critically important developmental domains. Despite important opportunities for positive growth, however, the legacy of early adversity can remain even years after the adoptive placement. In his presentation, Dr. Palacios focused on what adoptive parents and professionals who work with adopted children need to know to create the best possible growth-promoting environment for children recovering from early adversity. The lecture was well attended and well received by adoptive parents and adoption

professionals from across the region. Following the session, attendees were asked what actions they could see themselves taking as a result of the presentation. One said, “This will help me be more attuned to potential foster and pre-adoptive parents—to the style of their parenting, their views, the quality of their current relationship. I will not take things at face value.” Another said, “I will provide the resources and website to the families I work with and encourage them to attend any future forums you have.” For those unable to attend, the lecture and panel discussion are available for viewing on the Rudd Program YouTube channel, at www.youtube.com/user/RuddAdoption.



Rudd Family Visiting Professor Jesús Palacios presented a public lecture, “Adoptive Parenting: Navigating the Calm and Rough Waters.”



Panel discussion following the Palacios lecture. L to R: Profs. David Scherer, Rebecca Woodland, Kirby Deater-Deckard, Jesús Palacios; moderated by Hal Grotevant.

2017 Rudd Summer Adoption Research Institute

Graduate students and recent PhDs with strong interests in careers involving adoption research were invited to apply to participate in the 2017 Rudd Summer Adoption Research Institute, May 21–26, 2017, on the UMass Amherst campus. The initial goal was to accept a dozen applicants but, due to an overwhelming response from talented participants, 24 were accepted. The cohort of graduate students and recent PhDs spent a week together engaging in extended interactions and community-building with experienced adoption researchers in an effort to build expertise in some of the special methodological and statistical issues inherent in this field. Participants hailed from seven countries around the world.

The following topics were presented:

- “Data Organization and Management” (Scott Long, Indiana University)
- “Culture, Race, and Class in Designing and Interpreting Adoption Research” (Amanda Baden, Montclair State University; Ruth G. McRoy, Boston College)
- “Longitudinal Data Analysis” (Aline Sayer, UMass Amherst)
- “Disseminating Research Findings to Adoptive Parents and Policymakers for Impact” (Jesús Palacios, University of Seville)
- “Analyzing Family and Couple-Level Data” (Holly Laws, UMass Amherst)
- “Secondary Data Sets with Adoption Data: Opportunities and Challenges” (Hal Grotevant and Kirby Deater-Deckard, UMass Amherst)
- “Funding for Adoption Research” (Kirby Deater-Deckard and Hal Grotevant, UMass Amherst)
- “Conducting Research with LGBT Adoptive Families” (Abbie Goldberg, Clark University)

These methodological topics were interspersed with discussions of adoption in global perspective, balancing the personal and professional, the history of adoption, research ethics, and much more. The group toured the Treehouse Community in Easthampton, and one evening featured poster presentations by all of the participants. At the end of the conference, participants were named Rudd Adoption Research Scholars and were added to the growing list of scholars who have learned from and contributed to the work of the Rudd Program. SARI will be offered again in summer 2019.



Summer Adoption Research Institute (SARI) participants.



SARI participants engaged in spirited discussions about their work at a poster session with other participants and guest faculty.



SARI participants had dinner at the Treehouse Community in Easthampton and appreciated the opportunity to learn about the community firsthand from the residents.

Reaching Our Goals

Adoption Research Lab Graduate Students, Postdoctoral Scholars, and Undergraduate Research Assistants



Krystal Cashen (BA, Psychology, Vassar College; MS Developmental Psychology, UMass Amherst) is a fourth-year developmental science student at UMass Amherst working with Dr. Harold Grotevant. Krystal's research interests include the development of competency in close relationship and conceptualizations of family within diverse family contexts (e.g., adoptive families, LGBT-parented families). In addition to her research interests, Krystal is interested in the integration of diversity and inclusive teaching practices in undergraduate psychology courses.



Albert Lo (BS, Psychology, University of Delaware; MS, Clinical Psychology, UMass Amherst) is a third-year clinical psychology student at UMass Amherst working with Dr. Harold Grotevant. He is also involved in research examining how different trajectories of birth, family contact over time may predict the well-being and adjustment of adopted individuals in adulthood. Albert is currently the program coordinator for the Adoption Mentoring Partnership (AMP). As such, he instructs college-age adoptive mentors who are matched with adopted children in the community.



Jessica A. K. Matthews (BA, Psychology, Political Science, University of California, Berkeley; MA, Child Study and Human Development, Tufts University; PhD, Child Study and Human Development, Tufts University) is a post-doctoral research scholar for the Rudd Adoption Program. In addition to her research on adoptive families, she is responsible for managing the undergraduate research laboratory as well as working on the dissemination and translation of adoption-related research for general audiences. She has begun projects surrounding adoptive sibling relationships and birth-father relationships within the MTARP sample. Jessica received her PhD from Tufts University in Child Study and Human Development in 2017 working with Professor Ellen Pinderhughes. While attending the University of California, Berkeley, as an undergraduate, Jessica majored in psychology and political science and became interested in adoption. She has been studying adoption, international adoption in particular, for the past 10 years. Jessica's dissertation research concerned the maltreatment experiences of previously adopted children in the U.S. foster care system, though most of her graduate work focused on early emotion regulation, identity formation, and the ethnic-racial socialization of international and transracial adoptees. Additional research interests include the complexities of transracial adoption, special-needs adoption, and the development of children worldwide who do not regularly experience parental care. Jessica is a transplant from California; she and her husband, Jonathan, live in Northampton, Massachusetts, with their three dogs.



A display on intersecting identities (LGBTQIA and adoption) drew significant interest from students attending "We Celebrate Adoption."



Karin Garber received her Ph.D. in Clinical Psychology at the 2017 commencement ceremonies.

Undergraduate Research Assistants

In fall 2017, the Rudd Adoption Research Lab recruited 11 undergraduates to work on various projects. Post-doc Jessica Matthews is responsible for coordinating the overall activities of the lab, and under the overall lab umbrella, specific project teams are being supervised by graduate students. The goal for the Rudd lab experiences was twofold: 1) to ensure that new undergraduates in the lab learn the foundation of the field of adoption research; and 2) to ensure that new undergraduates in the lab learn the rigorous and ethical conduct of scientific research. These goals meant that lab meetings involved both the general day-to-day updates about project progress and short lectures on adoption history, adoption economics, adoption psychology, child development, and family processes. The lab also works on professional development by engaging such tasks as learning how to read and write scientific abstracts, how to break down journal articles to assess their validity and rigor, and how to write a professional curriculum vitae.

It is important to the lab leadership that undergraduate research assistants are supported in becoming excellent scientists and in their applications to their dream graduate programs, which means encouraging attention to detail, professionalism, and excitement about the subject matter. The Rudd lab wants undergraduates to understand some of the complexities of adoption as well as the impact they can have on adoptive families with their research. Lab projects range from qualitative assessments of individual participant experiences as case studies to engaging with digital media to increase the Rudd lab's ability to disseminate important evidence-based information, to working in Pioneer Valley elementary schools to promote adoption awareness among teachers and students.

In order for the undergraduates to get the most out of their experience with the Rudd lab, a lab-wide research project related to the adopted person's relationship with their birth father was initiated. Birth fathers comprise an often-neglected member of the adoption triad. For this reason, the undergraduate research assistants, under the supervision of the post-doc, have begun a coding project that takes information directly from MTARP's emerging adult interviews conducted at Wave III.

Undergraduate research assistants learn about the Consensual Qualitative Research paradigm and what conducting a research project looks like from start to finish. As a team, they have developed research questions, extracted data from interviews and questionnaires at Wave III, and are now learning qualitative analysis methods. By the end of the semester, the data will have been coded, and analyzed findings will have been summarized and discussed in the context of the current adoption chronosystem and the MTARP project as a whole. Students have submitted applications to present posters at three separate conferences beginning in April 2018. Two of these posters have already been accepted, so the lab is working hard on this mixed-methods research project. We are proud of our undergraduate research assistants and the invaluable effort they add to the lab.

Reaching Our Goals

International Visiting Scholars

Visiting scholars have always played an important role in the Rudd Program. We view their visits as mutually beneficial: visitors expand their network of mentors and colleagues while working on their research, and Rudd lab members learn about adoption research being conducted in other countries, expanding their understanding of the historical, cultural, legal, and geopolitical complexities inherent in adoption. During 2017, we welcomed two visiting graduate students from Spain. Here are their stories.

Carmen Paniagua Infantes

Graduate student, University of Seville, Spain

Carmen Paniagua Infantes, doctoral student in developmental and educational psychology at the University of Seville, was in residence from April through June, 2017. While in Amherst, she worked on her dissertation, which includes data from two projects: the Health Behavior in School-Aged Children (HBSC) study as well as a study of adoption breakdowns in Andalusia. The HBSC study involves an international alliance of researchers that collaborate on a cross-national survey of students representing 40-plus countries. During her stay, Carmen was active in the Rudd lab and participated in Rudd Family Visiting Professor Jesús Palacios' lecture on adoptive parenting. She was also a Rudd Scholar in the Summer Adoption Research Institute. Carmen's visit provided an opportunity to attend several special community events, including "We Celebrate Adoption" on the UMass campus and the "Youth Truth" production at Holyoke High School, presented by youth who have experienced foster care. Both events gave her new insights into the complexities of adoption and foster care in the United States.



Rudd Visiting Scholar Carmen Paniagua Infantes with her doctoral advisor Prof. Jesús Palacios.



Sandra Melero Santos

Graduate student, University of Cádiz, Spain

Sandra Melero Santos is a PhD student at the University of Cádiz working with Dr. Yolanda Sánchez Sandoval. She has a master's degree in psychological intervention in risk contexts. She is part of the research team Psychological Well-Being, Risk, and Protection and is working on the project "Young Adult Adoptees' Psychological Adjustment and Developmental Tasks: A 20-Year Follow-Up and Keys for Intervention" (YAPA20). In her dissertation, Sandra is studying the psychological adjustment in adulthood of a sample of adoptees from a longitudinal study that began in 1995. In addition to her focus on adoption, she is interested in the usage of gender perspective, which she considers important in the Spanish educational context due to the characteristics of the Spanish language. During her stay in Amherst from late August through November 2017, Sandra participated in Dr. Grotevant's seminar "The Psychology of Adoption" and made a presentation about adoption in Spain. To support her dissertation, she participated in several statistical workshops and presented her work for feedback and discussion with faculty and fellow students. She met with the Rudd lab weekly and traveled to Boston with its team for a special production, "Adoption through the Lens of Experience: Six-Word Adoption Memoirs," featuring a panel discussion by the filmmakers and some participants in the film.

Photo following the successful doctoral defense of Dr. Josep Mercadal Rotger, Rudd Visiting Scholar, 2016 (center) at Ramon Llull University, Barcelona; June 2017. Pictured here with his dissertation committee members and research collaborators.



Communication and Dissemination

Publications and Presentations, 2017

PUBLICATIONS

Farr, R. H., and Grotevant, H. D. (in press). "Adoption." To appear in B. H. Fiese (ed.), *APA Handbook of Contemporary Family Psychology*. Washington, D.C.: American Psychological Association.

Godon-Decoteau, D., and **Ramsey, P. G.** (in press; advance online publication November 2017). "Positive and Negative Aspects of Transracial Adoption: An Exploratory Study from Korean Transracial Adoptees' Perspectives." *Adoption Quarterly*.

Lo, A. Y. H., Grotevant, H. D., and McRoy, R. G. (in press). "Ethical Considerations in Adoption Research: Navigating Confidentiality and Privacy across the Adoption Kinship Network." *Adoption Quarterly*.

Wyman Battalen, A., Sellers, C. M., McRoy, R. G., and **Grotevant, H. D.** (in press). "Birth Mothers Now Birth Grandmothers: Intergenerational Relationships in Open Adoptions." *Adoption Quarterly*.

Farr, R. H., Ravvina, Y., and Grotevant, H. D. (early-view online publication 12-11-2017). "Birth-Family Contact Experiences among Lesbian, Gay, and Heterosexual Adoptive Parents with School-Age Children." *Family Relations*. DOI: 10.1111/fare.12295.

Grotevant, H. D., and Lo, A. Y. H. (2017). "Adoptive Parenting." *Current Opinion in Psychology*, 15, 71-75.

Grotevant, H. D., Lo, A. Y. H., Fiorenzo, L., and Dunbar, N. D. (2017). "Adoptive Identity and Adjustment from Adolescence to Emerging Adulthood: A Person-Centered Approach." *Developmental Psychology*, 53, 2195-2204. dx.doi.org/10.1037/dev0000352.

May, T., and **Grotevant, H. D.** (advance online publication, 12-30-2017). "Autonomy, Well-Being, and the Value of Genetic Testing for Adopted Persons." *HEC Forum*. DOI 10.1007/s10730-017-9345-0.

THESIS

Baron, K. (2017). "The Importance of Having a Connection to a Caring Adult on the Outcomes for Youth Who Age Out of Foster Care." Undergraduate honors thesis, Department of Psychological and Brain Sciences, University of Massachusetts Amherst. (Advisor: H. D. Grotevant)

PRESENTATIONS

Sellers, C. M., Wyman Battalen, A., McRoy, R., **Cashen, K. K., and Grotevant, H. D.** (January 2017). *Family Predictors of Adoptive Mothers' and Fathers' Mental Health 10 to 20 Years Post-Adoption*. Poster presented at the Conference of the Society for Social Work Research, New Orleans, La.

Dolan, J., Gremler, A., Harms, R., Lo, A., Moss, R. (February 2017). *Adoption Mentoring Partnership: A Collaboration Connecting Adopted Community Youth with Adopted College Students through Mentoring Friendships*. Session presented at the "MENTOR: The National Mentoring Partnership" conference, Washington, D.C.

Baron, K. (April 2017). *The Importance Having a Connection to a Caring Adult on the Outcomes for Youth Who Age Out of Foster Care*. Poster presented at the Massachusetts Statewide Conference for Undergraduate Research, Amherst, Mass.

Grotevant, H. D., Fiorenzo, L., Lo, A. Y. H., and Dunbar, N. (April 2017). *Adoptive Identity and Adjustment from Adolescence to Emerging Adulthood: A Person-Centered Approach*. Poster presented at the meeting of the Society for Research in Child Development, Austin.



Lo, A. Y. H., Fiorenzo, L., Wrobel, G. M., and Grotevant, H. D. (April 2017). *Trajectories of Birth Family Contact in Domestically Adopted Individuals over Time*. Poster presented at the meeting of the Society for Research in Child Development, Austin.

Lo, A. Y. H., and Grotevant, H. D. (April 2017). *Adoptive Parenting Cognitions: Acknowledgment of Differences as a Predictor of Parent/Child Attachment in Adolescence*. Poster presented at the meeting of the Society for Research in Child Development, Austin, Texas.

Grotevant, H. D. (June 2017). *Adoption Today: Navigating Complexities in Family Relationships and Broader Society*. Brattleboro Retreat, Brattleboro, Vt.

Grotevant, H. D. (June 2017). Invited comments for meeting of German Adoption Research Institute (EFZA: Expertise und Forschungszentrum Adoption), Munich, Germany (delivered by video).

Cashen, K. K. and Grotevant, H. D. (November 2017). *Emerging Adult Adoptees' Perspectives on Adoption Agency Practices*. Poster presented at the Annual Conference of the National Council on Family Relations (NCFR), Orlando, Fla.

Cashen, K. K. and Grotevant, H. D. (November 2017). *Understanding Relational Competence in Emerging Adult Adoptees: A New Way to Conceptualize Competence in Close Relationships*. Paper presented at the Conference of the Society for the Study of Emerging Adulthood (SSEA), Washington, D.C.

Grotevant, H. D. (November 2017). *Adoption Today: Navigating Complexities in Family Relationships and Broader Society*. Connecticut Council on Adoption, North Haven, Conn.

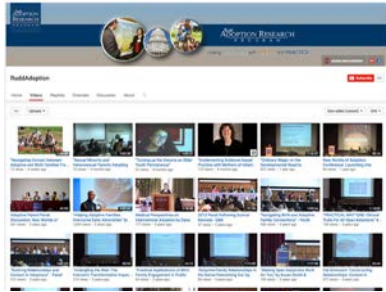
Lo, A. Y. H., and Grotevant, H. D. (December 2017). *Trajectories of Birth-Family Contact in Domestically Adopted Individuals over Time*. Presentation for the Clinical Psychology Program, University of Massachusetts Amherst.

Names of current and former Rudd program faculty affiliates, staff, and students are in bold.



Communication and Dissemination Electronic and Social Media

The Rudd Chair has a strong presence on the internet, using the latest technology to inform and network with others. Here are just a few examples of current tech projects:



YouTube Channel: The Rudd Adoption Research Program
The Rudd Adoption Research Program YouTube channel disseminates videos from our prior conferences. Videos are available on demand, 24/7, at no cost to viewers. This fulfills an important part of the Rudd Program mission of connecting adoption research with practitioners, policy-makers, and the public.
www.youtube.com/user/RuddAdoption/



Facebook: Rudd Adoption Research Program
The Rudd Adoption Research Program Facebook page includes current news about the program as well as links to internet news about adoption research, practice, and policy. Please visit, “like” us, and subscribe to our newsfeed.
www.facebook.com/RuddAdoptionResearchProgram



Home Page: Rudd Chair
The Rudd Chair home page in the Department of Psychological and Brain Sciences contains up-to-date information about the activities of the chair, including news about current and past conferences as well as the program’s community partnerships.
www.umass.edu/ruddchair/



ScholarWorks
ScholarWorks@UMass Amherst, a digital repository for the research and scholarly output of members of the University of Massachusetts Amherst community, is administered by the UMass Amherst Libraries. The Rudd Adoption Research Program has its own page, hosting information about its annual conference, doctoral dissertations, masters theses, presentations, and publications.
scholarworks.umass.edu/rudd/

ResearchGate
Dr. Grotevant and other members of the Rudd lab are members of ResearchGate, a website that disseminates scholarly articles to members of the academic community and beyond.
researchgate.net

Community Partnerships Adoption Mentoring Partnership

“What I like about the program is that it gives my adopted kids something I can’t give them: an experience of interacting with an adult who is adopted.” —Parent

The Adoption Mentoring Partnership was established in 2010 to address the lack of school and community support and understanding for adoptees and their families voiced by adoptive parents in the Amherst, Massachusetts, area. By providing adopted children with a mentor who has also experienced challenges related to adoption, race, and ethnicity, the child is introduced to a new friend and role model. His or her family is matched with an invaluable resource: someone who has experienced the challenges of negotiating a balance between the culture of one’s adoptive parents, one’s birth heritage and culture, and one’s identity as an adopted person.

In this truly collaborative undertaking, the Adoption Mentoring Partnership (AMP) is a joint venture between the Rudd Adoption Research Program at the University of Massachusetts Amherst and Big Brothers Big Sisters of Hampshire County. With the support of Adoption Journeys (which provides post-adoption services) and the Amherst Regional School District, the program’s goal is to provide adopted children with adopted mentors who can help to normalize the experience



AMP mentors at a volunteer reception sponsored by Big Brothers Big Sisters.

of being adopted and help mentees better negotiate complex issues, such as adoption, race, and ethnicity.

AMP utilizes the Big Brothers Big Sisters of Hampshire County’s existing best-practices mentoring model. Mentor/mentee matches receive thorough screening, a rigorous intake process, regular match support, and clinical supervision. The matches spend three to five hours together each week of the school year for a minimum of three semesters. During their weekly visits, matches spend quality time together doing fun activities in the community, sharing with one another about their lives and discussing adoption when it arises naturally during their time together. In addition to individual monthly supervision with a BBBS case manager, the adopted mentors also meet biweekly in a clinically supervised seminar to discuss the latest research in both adoption and mentoring,



AMP mentor Ana Grekli presenting at the “We Celebrate Adoption” event.

share perspectives on their matches and activities, and discuss, unpack, and process their own adoption stories. Topics discussed in these seminars include racial and cultural socialization, openness in adoption, foster care, and the experiences of birth-family members. Each week, mentors are tasked with reflecting on that week's class material so that topics about adoption remain salient to them throughout the semester. Classes also regularly consist of guest presentations by adoption professionals from within the university and from the community. Last fall, mentors had the unique opportunity to visit Treehouse, an intergenerational community of adoptive families and supportive elders that focuses on the well-being of youth who have experienced foster care.

By the end of 2017, AMP had engaged a total of 39 mentor/mentee pairs. Currently, AMP involves nine matched pairs. A real sign of program success is that matches have continued far beyond the required three semesters of participation. Many mentors have stated that the mentor group meetings continue to remain the only place they feel comfortable talking about their experiences with adoption, allowing AMP to support and enrich the lives of the mentors as well as the mentees.

A strong research component has been built into AMP since its beginning. Current mentors are being interviewed and completing questionnaires about their experiences and attitudes throughout the year; a comparison group of adopted college students who are not mentors is also completing similar measures. Families

and mentees also participate in interviews and surveys to determine the social, emotional, and academic impacts of being matched in the program.

In light of the continued community interest and success of the Adoption Mentoring Partnership, efforts are being undertaken to fully document and research aspects of program development. With solid evaluation research undergirding the program, next steps will be to make the program available for replication at other sites across the U.S. As a direct result of the program's strengths and collaborative partners, AMP is uniquely positioned to expand as an effective preventive intervention in the lives of adopted children and adopted emerging adults.

Funding for AMP has come from the Community Foundation of Western Massachusetts, the Frank Stanley Beveridge Family Foundation, the Rudd Family Foundation Chair in Psychology at UMass, Big Brothers Big Sisters of Hampshire County, and private donors. A comprehensive overview of the program is available online:

French, Q. Y. S., Grotevant, H. D., and Dolan, J. H. (2013). *The Adoption Mentoring Partnership*. Amherst, Mass.: Rudd Adoption Research Program, UMass Amherst.: www.umass.edu/ruddchair/sites/default/files/adoption_mentoring_partnership_01-23-2013.pdf

“The class meetings have brought about more conversations with my mother about my adoption. Before this program, I would barely talk about my adoption with anyone, but after each meeting, I call my mom and talk to her about what I learned and ask her questions about my adoption.” —Mentor



Community Partnerships Re-Envisioning Foster Care in America

Re-Envisioning Foster Care in America (REFCA) seeks to change the culture and practice of how we perceive and support children and youth in the public foster-care system. The vision of REFCA is that all children and youth who experience foster care are connected to stable, loving families and caring communities in order to ensure their health and well-being so that they can lead productive lives.

The Rudd Adoption Research Program (Hal Grotevant, Jen Dolan) was one of the original conveners of this initiative, along with the Treehouse Foundation (Judy Cockerton, Kerry Homstead) and Friends of Children (Jane Lyons). The initiative has now expanded to include other community stakeholders, including the Commonwealth of Massachusetts Department of Children and Families. It has become a national movement, with primary leadership coming from Judy

Cockerton, CEO and Founder of the Treehouse Foundation and Treehouse Community.

Hampden, Hampshire, and Franklin counties in western Massachusetts are incubators for this national model. REFCA envisions a collaborative, multisector, active laboratory that engages individuals and organizations in a vital process of dialogue, engagement, reflection and action over time to support change and positive outcomes for youth in care.

Rudd Program Manager Jen Dolan continued to serve as a member of the Treehouse design team. The team's goal is to create a blueprint of how to work toward re-envisioning foster care in America. This year, Hal Grotevant spoke at a fundraiser for the Treehouse Foundation, underscoring the continuing alignment of the Rudd Program with the REFCA initiative and goals.

For further information about the REFCA initiative, visit refca.net.



Local Community Engagement Toward Making UMass an Adoption-Friendly Campus

In addition to community engagement through such channels as the Adoption Mentoring Partnership (AMP) and Re-Envisioning Foster Care in America (REFCA) initiatives, the Rudd Program has also initiated several adoption-related activities on campus. Jen Dolan continues to coordinate a monthly roundtable, bring-your-own-lunch discussion for UMass Amherst adoptive parents. The informal discussions focus on a wide range of topics and are consistently well attended. In the spring of 2017, adopted students spoke with the parents about their experiences of being adopted, shared suggestions for adoptive parents, and fielded their questions.

Dolan has also spearheaded development of the formalized UMass student organization, Adopted Student Advisory Panel (ASAP). The club was developed based on research conducted with the Adoption Mentoring Program (AMP). It revealed that the mentors have found a great deal of value in meeting together as a cohort. It provides students with a place in which they can talk about adoption and how that identity plays a role in their lives. Dolan brought together the students, who have been meeting on a weekly basis for the spring and fall semesters of 2017.

The students developed this mission statement:

The mission of the UMass Adopted Student Advisory Panel (ASAP) is to advise professionals and nonprofessionals in the field of adoption about how to best support those who are adopted and their families. In addition, the group will engage in adoption-related advocacy by raising awareness on campus about the lived experience of those who are adopted.

Now in its third year, ASAP has elected officers and set broad goals of retention, outreach, advising, and membership (ROAM). Each weekly meeting starts with an engaging check-in and ends with “real talk,” in which the students share challenges they have faced in being adopted.

On April 27, 2017, in the UMass Amherst Campus Center, ASAP, AMP, and non-adopted allies hosted “We Celebrate Adoption.” The event sought to educate the college and local communities about adoption-related topics, such as adoption identity, policies and laws, foster care, and race and ethnicity, to name a few. Each team of two or three students researched a topic of its choice and presented the information on a trifold poster board.

In a room that quickly became hot and stuffy due to the many people attending, students spoke about their topics, fielded questions from those who came to their tables, and shared handouts they had created. As

attendees entered the room, they were handed a program giving an overview of each group’s topic. Attendees then went to each of the tables, spoke with the students, and learned about the various adoption-related topics.

This event was a voluntary effort on the part of the 25 students. It was not associated with any class, nor did the students receive any formal credit. Even some students who are not adopted assisted with the event. The students put in so much hard work because of their passion to dispel myths and share the joys and challenges associated with foster care and adoption.

In the fall, ASAP members spoke to Dolan’s foster care and adoption class. The panel of five students eloquently fielded questions about their identity, desire to connect to birth family members, struggles around being adopted, etc. Some student participants called it their favorite class of the semester.



Peter McGinn at the “We Celebrate Adoption” event.



Students reflecting after the “We Celebrate Adoption” event.



Jenny Muten and Andrew Drinkwater.



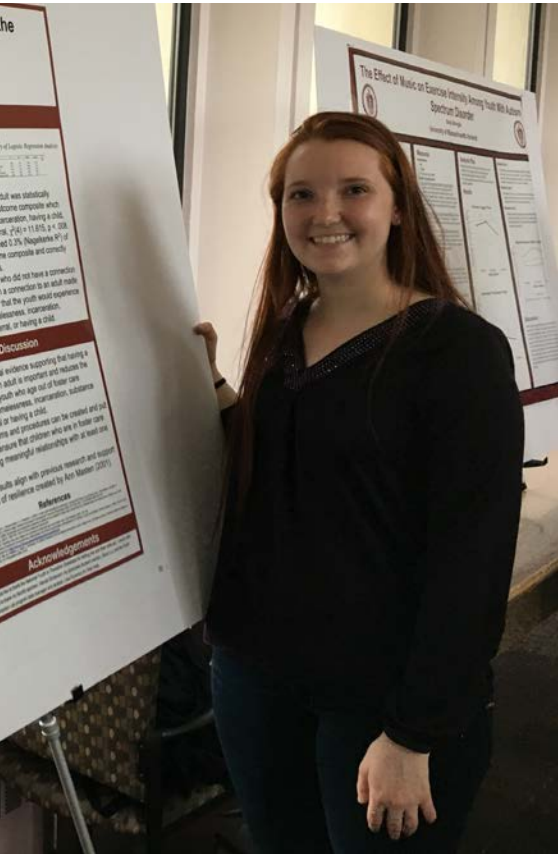
The following quote, from undergraduate ASAP student Ana, speaks fully about the meaning of these opportunities for the participants:

“Last year, I heard about an event called ‘We Celebrate Adoption.’ As an adopted student, specifically one who has struggled with the challenges that come with adoption, I was really intrigued by this event. I attended the event, and the feelings I experienced were extremely unexpected. The only way I can explain it is by saying that I felt I belonged. This was a feeling I’ve rarely felt in the past 21 years, so I knew I had to learn more about the group. Last semester, I began attending meetings and I was continuously amazed by how much I had in common with everyone. Things that I’d experienced in my life—stereotypes, discrimination, shame, etc.—were not absurd or strange. These were things that other students, people like me, had experienced too! However, the moment I realized I wanted to be a bigger part of this club and help people learn about adoption occurred when I was on the panel for Jen’s class. It was a wonderful experience, and the feedback we received from the students was very positive. I really enjoyed the fact that I was able to help people understand what adoption is like and dispel some stereotypes.”

Officers of the UMass Student Adoption Advisory Board. L to R: Advisor Jen Dolan, Treasurer Ashley Boudreau, President Emma Sander, Vice President Zoe Rowe, Secretary Peter McGinn.

Rudd Program Personnel

Rudd Program and Staff Listing



Honors student Kaitlyn Baron presented a poster about her thesis research in the PBS department's Undergraduate Research Symposium and at the Statewide Undergraduate Research Conference.

Faculty

Harold D. Grotevant, Rudd Family Foundation Chair in Psychology
 Kirby Deater-Deckard, Professor of Developmental Psychology
 Jennifer M. McDermott, Assistant Professor of Developmental Psychology
 Patricia G. Ramsey, Professor of Psychology and Education,
 Mount Holyoke College
 David Scherer, Professor of Clinical Psychology

Rudd Family Visiting Professor

Jesús Palacios, University of Seville, Spain

Staff

Jen H. Dolan, Program Manager
 Lisa Fiorenzo, Data Manager/Analyst
 Angela Russo, Events Coordinator (with the Center for Research on Families)

Post-Doctoral Scholar

Jessica Matthews

Graduate Students

Krystal Cashen, Developmental Psychology
 Albert Lo, Clinical Psychology

Undergraduate Research Assistants

Dominique Altamari (Commonwealth Honors College)
 Kaitlyn Baron (Commonwealth Honors College)
 Molly Caisse
 Vanessa Demaral
 Christine Howard
 Courtney Kennedy
 Haley LeRoux

Jonathan Machadinho
 Maguatte Mbengue
 Ekim Otucu
 Sabrina Seeley
 Kathy Van
 Marion Worley
 Tahlee Yichye

Adoption Mentoring Partnership Mentors

Julia Dexter
 Andrew Drinkwather
 Ana Gremli
 Carly Hochron
 Sarah Ivy

Jennifer Little
 Mary "Micki" McInnis
 Emily Sjogren
 Lulu Wan



Honors Awarded and Received



Hal Grotevant receiving the Elizabeth Hurlock Beckman Award for mentoring.

Rudd Family Foundation Chair Hal Grotevant was chosen to receive the Elizabeth Hurlock Beckman Award for 2017, which recognizes “educators who have inspired their former students to create an organization which has demonstrably conferred a benefit on the community at large.” The awarding institution, Wells Fargo’s Philanthropic Services, reports that Gail McKnight Beckman created the award “to benefit teachers who have inspired their former students to make a significant contribution to society.”

Grotevant was nominated for the honor by his former graduate student at the University of Minnesota, Julie Kohler. She is senior vice president for strategy and planning at the Washington, D.C.-based Democracy Alliance, a large network of donors building the progressive movement in the U.S. The advisory committee for the award congratulated Grotevant “for inspiring your former student Julie Kohler to make a significant difference in the community. The application package that was submitted clearly highlights your accomplishments as an educator to inspire transformational work in the community.” The award, which included a \$25,000 honorarium, was formally presented at a ceremony in November in Atlanta. Grotevant says: “It is indeed humbling and an incredible honor to receive the Elizabeth Hurlock Beckman Award. Mentoring has been one of the most satisfying aspects of my academic career. My goal as a mentor, both for Julie and for my other students, is first to listen to them so that I can understand their experiences and their goals. Only then can I help them get to the destination they are seeking.”

Grotevant served as Kohler’s advisor on her MA degree, earned in 1999. He adds: “She also worked closely with me as project manager for the Minnesota Texas Adoption Research Project (MTARP), the 30-year longitudinal study of adoptive families that I am continuing to lead here at UMass. We published several academic articles and chapters together, along with numerous reports and conference presentations.”

Grotevant, who is celebrating 40 years as a university professor, recalls that Julie, in addition to seeking solid training as a social scientist interested in families, always had a keen interest in public policy affecting families and children and was focused from the beginning on creating a career that allowed her to bring those interests together. “Her accomplishments are doubly impressive,” he says, “because there is no explicit template or direct pathway to such a career.”

His 40-year-career milestone, Grotevant adds, “seems quite hard to believe but fills me with both joy and satisfaction as I think back over the many wonderful students I have worked with and continue to work with. One of the key goals of the Rudd Adoption Research Program is mentoring the next generation of scholars in the field of adoption psychology. We now have a cohort of over two dozen Rudd Adoption Scholars from around the world who are closely connected to our program and one another as they take their places as leaders of the next generation in this growing, interdisciplinary field.”

Rudd Program Personnel Staff Profiles



Jen H. Dolan, EdD

Jen is responsible for oversight of the Rudd Program community partnerships and the annual conference; in addition, she works with Dr. Grotevant to provide leadership for all aspects of the Rudd Program. For the Adoption Mentoring Partnership, she coordinates all programmatic activities and has a strong role in conducting the research and in interviewing mentors, a comparison group of university students, and the parents of the mentees. In addition, Jen continues to serve as a key member of the Re-Envisioning Foster Care in America (REFCA) design team, whose charge is to create a road map and implementation plan for innovative activities in western Massachusetts and beyond. Significant activities in 2017 included planning our first-ever Summer Adoption Research Institute, supporting students in successfully forming the Adopted Student Advisory Panel (ASAP), coordinating with ASAP a campus- and community-wide event ("We Celebrate Adoption"), teaching a class for first-year students ("Giving Voice to Foster Care and Adoption"), and presenting at a national conference about the Adoption Mentoring Partnership.



Lisa Fiorenzo, *Rudd Adoption Research Program, Data Manager/Analyst*

Lisa has contributed her expertise in data organization and analysis to a number of ongoing projects, including the longitudinal Minnesota/Texas Adoption Research Project and the Adoption Mentoring Partnership, in collaboration with Big Brothers Big Sisters of Hampshire County. She has also served as a methodology consultant with the Center for Research on Families at UMass Amherst. Lisa moved to the Boston area in late fall 2017 and currently works as a senior analyst at Comlinkdata, a small telecommunications market-research company.



Angela Russo, *Assistant Director, Communications and Events, Center for Research on Families*

Angela joined the Center for Research on Families and the Rudd team in December 2015 as assistant director of communications and events. She has over a decade of experience in marketing, communications, and event planning in higher education, publishing, architecture, and technology. As the Rudd events coordinator, Angela oversees all aspects of event planning for the program, including the first-ever Summer Adoption Research Institute in May 2017. Angela is thrilled to be a part of the Rudd Adoption Research Program and assisting in their efforts to promote research findings and influence public policy surrounding adoption and foster care.

Rudd Program Personnel Faculty Affiliates



Kirby Deater-Deckard, PhD

*Professor of Developmental Psychology, UMass Amherst
Director, Developmental Science Initiative*

Kirby Deater-Deckard is a developmental psychologist who studies child and adolescent cognitive and social-emotional development and the role of parenting and peer environments in developmental outcomes. As part of this research, he and his colleagues study adoptive and foster families. Deater-Deckard conducted the Northeast-Northwest Collaborative Adoption Projects—at the time, the largest psychological survey of parents of internationally adopted youth in the United States. More recently, his work on adoption and fostering is focusing on international variations in family structures and youth outcomes in lower- and middle-income countries.



Jennifer M. McDermott, PhD

Assistant Professor of Developmental Psychology, UMass Amherst

Jennifer McDermott's work examines the influence of early experience on cognitive and affective development across early to middle childhood. In particular, she has explored the impact of stressful early caregiving contexts on cognitive skills as well as adaptive emotion reactivity and regulation processes. Dr. McDermott is also interested in determining whether supportive teacher/child and peer relationships contribute to emerging cognitive skills that can enhance academic outcomes for children in foster care.



Patricia G. Ramsey, PhD

Professor Emerita of Psychology and Education, Mount Holyoke College

For the past decade, Dr. Ramsey's work has focused on adoptive family relationships and on different aspects of transracial adoptees' identity formation. She has been involved with the Rudd Program since its inception. Although she retired in 2015, she has remained an enthusiastic Rudd faculty affiliate and has benefited greatly from the expertise and support of the scholars who are part of the Rudd Program. Dr. Ramsey in numerous ways has built connections between the Rudd Center and Mount Holyoke College, including developing an advanced lab class, "Psychological Perspectives on Adoption," in which several Rudd program faculty participated. She and her students regularly present their work at the annual Rudd conference. Recently, Dr. Ramsey has been building international collaborative bridges between the U.K. and U.S. in adoption research.



David Scherer, PhD *Professor of Clinical Psychology, UMass Amherst*

Dr. David Scherer is a licensed psychologist and professor of psychological and brain sciences at the University of Massachusetts Amherst. Dr. Scherer is a family systems theorist and therapist. His research and clinical work have concentrated primarily on adolescents and their families. His work focuses on how adolescents develop autonomy in the family context and innovative models of psychotherapy for troubled and substance-abusing adolescents. He has published extensively on how adolescents and parents make important medical and research participation decisions in the *American Journal of Bioethics*, *Pediatrics*, *Journal of Pediatrics*, *Journal of Adolescent Health*, and *American Psychologist*. He currently serves on the Massachusetts Board of Registration of Psychologists.

Rudd Program Personnel Advisory Board



Amanda Baden, PhD

Amanda Baden is a professor in the Department of Counseling and Educational Leadership at Montclair (N.J.) State University. She was the recipient of the John D. Black Award in 2014 from the American Psychological Association and Division 17 (Counseling Psychology) for the Outstanding Practice of Counseling Psychology. Her research and clinical practice are focused on adoption triad members, transracial/international adoption issues, racial and cultural identity, and multicultural counseling competence.



Dana E. Johnson, MD, PhD

Dana E. Johnson is a professor of pediatrics and member of the Divisions of Neonatology and Global Pediatrics at the University of Minnesota where he cofounded the International Adoption Program in 1986. His research interests include the effects of early institutionalization on growth and development and the outcomes of internationally adopted children. He has received the Distinguished Service Award and the Lifetime Achievement Award from the Joint Council for International Children's Services, the Friend of Children Award from the North American Council on Adoptable Children and the Harry Holt Award from Holt International. Dr. Johnson has an adopted son from India, two birth daughters, and three stepdaughters.



Femmie Juffer, PhD

Femmie Juffer is professor of adoption and foster care studies at the Centre for Child and Family Studies, Leiden University, the Netherlands. She was the first person to hold the Chair on Adoption Studies, which was established at Leiden University, Centre for Child and Family Studies, in 2000 by Wereldkinderen (Worldchildren), The Hague. Her research interests include international adoption and foster care, sensitive parenting and attachment-based interventions, and children's recovery after adversity. Juffer received the Casimir Award in 2005 for excellence in teaching in the faculty of social and behavioral sciences at Leiden University. For her efforts to translate science into practice, she was awarded a royal decoration of Officer in the Order of Orange-Nassau (2010). In 2015, she received the Leiden University Public Services Award for her work. She hosted the Third International Conference on Adoption Research in 2010.



Ruth G. McRoy, PhD

In 2009, Ruth G. McRoy became the first holder of the Donahue and DiFelice Endowed Professorship at Boston College Graduate School of Social Work. Prior to joining the Boston College faculty, McRoy was a member of the University of Texas at Austin School of Social Work faculty for 25 years and held the Ruby Lee Piester Centennial Professorship. A practitioner, academician, researcher, trainer, and lecturer in the field for over 30 years, her work has focused on such topics as open adoptions, birth mothers, kinship care, adoptive family recruitment, minority recruitment, racial identity development, transracial adoptions, older child adoptions, family preservation, adolescent pregnancy, and postadoption services. In 2010, McRoy was selected as a fellow in the American Academy of Social Work and Social Welfare and also was named the recipient of the St. John's 2010 Outstanding Scholar in Adoption Award. She also received the 2013 U.S. Children's Bureau's Adoption Excellence Award and the 2014 North American Council on Adoptable Children (NACAC) Child Advocate of the Year Award.



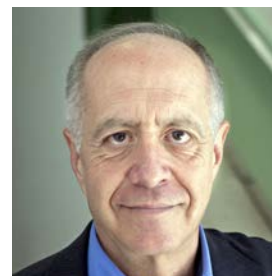
Cynthia Monahon, PsyD

Cynthia Monahon served as the founding director of the Cutchins Children's Clinic in Northampton, Massachusetts, for 28 years. The mission of the clinic has been to match the best trained and most experienced clinicians with the children and families most in need. Dr. Monahon is the author of *Children and Trauma: A Parent's Guide to Helping Children Heal* (Jossey Bass, 1993). Dr. Monahon has lectured frequently on childhood trauma, models of intervention with parents of traumatized children, and child psychotherapy. She has taught at the Smith College School for Social Work and at the Antioch New England doctoral psychology program. Dr. Monahon has a full-time private practice in Easthampton, Massachusetts, where she consults frequently with children and families whose lives have been touched by domestic and international adoption.



Elsbeth Neil, PhD

Elsbeth (Beth) Neil is a registered social worker and professor of social work and director of research at the School of Social Work, University of East Anglia (UEA), Norwich, England. She has been undertaking research in the field of adoption since 1996 and has conducted a longitudinal study focusing on postadoption contact, following through to late adolescence a group of adopted children and their birth relatives and adopted parents. She has also completed two studies funded by the U.K. government: the Helping Birth Families study, which examined support services for birth relatives of children adopted from care, and the Supporting Contact study, which looked at how adoption agencies support face-to-face contact arrangements between adoptive children and their birth relatives. In 2006, she organized and chaired the Second International Conference on Adoption Research held at UEA.



Jesús Palacios, PhD

Jesús Palacios is professor of developmental psychology at the University of Seville, Spain. He has conducted research on both domestic and international adoption in Spain, focusing on recovery after early adversity and parent/child relationships. Palacios has published numerous books and articles on foster care and adoption, including *Psychological Issues in Adoption: Research and Practice*, coedited with David Brodzinsky (Praeger, 2005). He has developed protocols for the assessment of adoption suitability and has coauthored a pre-adoption training program for prospective adopters, as well as books for prospective and adoptive parents. In Spain and other countries, Palacios consults regularly with governmental agencies about how to improve systems of foster care and adoption on behalf of children and he has played a leadership role in connecting adoption researchers around the world. Palacios hosted the successful Fourth International Conference on Adoption Research in Bilbao, Spain in 2013. In 2017, he was the first scholar to hold the Rudd Family Visiting Professorship. During his residence in Amherst, Palacios presented an invited lecture on adoptive parenting and participated as one of the faculty in the Summer Adoption Research Institute.



Maureen Perry-Jenkins, PhD

Maureen Perry-Jenkins is professor of psychological and brain sciences and director of the Center for Research on Families at the University of Massachusetts Amherst. Her research focuses on the ways in which such sociocultural factors as race, gender, and social class shape the mental health and family relationships of employed parents and their children. Perry-Jenkins was a recipient of the University of Massachusetts Distinguished Outreach Research Award for her efforts to apply her research to policy as well as the Outstanding Teacher Award on the College of Social and Behavioral Sciences. She is a fellow of the National Council on Family Relations and completed a term on its board of directors. During 2015–16, Perry-Jenkins was a fellow at the Center for Advanced Study in the Social Sciences at Stanford University. Currently, she is conducting a pilot intervention project in Springfield, Massachusetts, aimed at reducing expectant mothers' and fathers' stress and depression early in pregnancy; this work is funded by the UMass Center for Clinical and Translational Science (UMCCTS).



Sally Powers, EdD

Sally Powers is professor emerita of psychological and brain sciences at the University of Massachusetts Amherst and recently completed a term as associate dean for research and faculty in the College of Natural Sciences. Dr. Powers’s research investigates the interplay between psychosocial risk factors (particularly social and behavioral stressors in close relationships) and biological risk factors (endocrine dysregulation) that influence gender differences in the longitudinal course of depression and anxiety. Her research has been funded by NSF, NIMH, NICHD, NCI, NIGMS, and the William T. Grant Foundation and is published in the leading journals of developmental, social, clinical, physiological psychology and psychiatry, and neuroscience. Powers is a fellow of the Association of Psychological Science and a senior faculty member for the European Association of Adolescent Researchers and has served on numerous federal grant-review panels and scientific-journal editorial boards. At UMass, Dr. Powers served as director of the Center for Research on Families for a decade and has been awarded the Lilly Fellowship, the Conti Faculty Fellowship for Outstanding Research, the Chancellor’s Medal for Distinguished Faculty Lecturer, and the Distinguished Faculty Alumni Association Award. She served as a member of the Committee on the Science of Family Research of the National Academies’ Institute of Medicine and National Research Council.



Caren Rotello, PhD

Caren Rotello is professor and chair of the Department of Psychological and Brain Sciences at the University of Massachusetts Amherst. She is a current associate editor for *Cognitive Psychology* and *Psychological Science* and was previously associate editor for *Psychonomic Bulletin and Review* and the *Journal of Experimental Psychology: Learning, Memory, and Cognition*. Professor Rotello also served a four-year term on the cognition and perception grant-review panel for the National Institutes of Health. Her research focuses on applications of signal detection theory to recognition memory and reasoning processes, including eyewitness identification, and has been funded by the National Institute of Mental Health, the National Science Foundation, and the United States Department of the Interior. She became an elected fellow of the Society of Experimental Psychologists in 2017.



David Scherer, PhD

David Scherer is a licensed psychologist and professor of psychological and brain sciences at the University of Massachusetts Amherst. Dr. Scherer is a family systems theorist and therapist. His research and clinical work have concentrated primarily on adolescents and their families. His work focuses on how adolescents develop autonomy in the family context and innovative models of psychotherapy for troubled and substance-abusing adolescents. He has published extensively on how adolescents and parents make important medical and research participation decisions. He currently serves on the Massachusetts Board of Registration of Psychologists.



Rudd Program Partners and Collaborators



Professor Oh Myo Kim, Boston College (counseling, educational, and developmental psychology), visited the Rudd Program to present her research on an expressive writing intervention with Korean American adopted adults.

University of Massachusetts Amherst

- Center for Research on Families
- Center for Multicultural Advancement and Student Success
- College of Education
- College of Natural Sciences
- College of Social and Behavioral Sciences
- Commonwealth Honors College
- Department of Psychological and Brain Sciences
- Office of Engaged Learning
- Office of Family Resources
- Ombuds Office
- Psychological Services Center

Community Associates

- Adoption Journeys
- Amherst Regional Public Schools
- Big Brothers Big Sisters of Hampshire County
- Boston College School of Social Work
- Center for Evidence-Based Mentoring, University of Massachusetts Boston
- Clark University Department of Psychology
- Donaldson Adoption Institute
- Massachusetts Department of Children and Families
- Mount Holyoke College
- Re-Envisioning Foster Care in America Initiative
- Treehouse Community at Easthampton Meadow
- Treehouse Foundation

Service to the Profession and the University



During 2017, Dr. Grotevant provided service to a number of professional, community, governmental, and university organizations.

Professional, Community, and Governmental Organizations

St. John's University Adoption Initiative, Advisory Board

Society for Research on Identity Development, Student Award Selection Committee

Treehouse Foundation, National Advisory Board

Center for Adoption Support and Education, Advisory Board for development of Adoption Competent Mental Health Professional credential

Sixth International Conference on Adoption Research (ICAR6), Montreal, Organizing Committee

Expertise und Forschungszentrum Adoption (EFZA) [German Research Center on Adoption], German Youth Institute, Munich, Germany; Consultant

Connecticut Council on Adoption full-day workshop, "Adoption Today: Navigating Connections in Relationships and Broader Society," N. Haven, Conn., November 2017.

Brattleboro Retreat full-day workshop, "Adoption Today: Navigating Connections in Relationships and Broader Society," Brattleboro, Vt., June 2017.

Editorial Boards / Consulting Editor Positions

Adoption and Fostering

Adoption Quarterly

Family Process

Identity: International Journal of

Theory and Research

Journal of Early Adolescence

Journal of Family Psychology

University Service

Advisory Board and Steering Committee, Center for Research on Families, UMass Amherst

College of Natural Sciences Personnel Committee

Search Committee for Assistant Professor of Multicultural Clinical Psychology

Faculty Liaison, Graduate Student Diversity Committee, Department of Psychological and Brain Sciences

Department Chair, Department of Psychological and Brain Sciences (through January 2017)

Executive Committee, Department of Psychological and Brain Sciences Leadership Team, College of Natural Sciences

Life Sciences Advisory Committee, College of Natural Sciences

Life Sciences Graduate Program Advisory Committee, College of Natural Sciences

Transformative Generosity



In 2016, a generous contribution from Andrew and Virginia Rudd established the Rudd Family Visiting Professorship. This fund has endowed a visiting professorship within the Rudd Program at UMass Amherst in order to enhance training, encourage innovative and collaborative research paths, and promote the best adoption practices in the United States and internationally. Recipients will be selected for their expertise in adoption and their commitment to use their residency to promote the dissemination of knowledge to the larger adoption community, including researchers, practitioners, community members, policy-makers, and students. Professor Jesús Palacios from the University of Seville was appointed the first Rudd Family Visiting Professor in 2017. He spent two weeks in Amherst to present a public lecture on adoptive parenting and serve as one of the key faculty in the Summer Adoption Research Institute.

Andrew and Virginia Rudd first came to know UMass as parents in 2000, when their eldest daughter enrolled in the university. Following her graduation, they established the Rudd Family Foundation Chair in Psychology with a generous gift in 2005. The inaugural holder of the chair, Hal Grotevant, began working at UMass Amherst in 2008. A pledge drive for funds matching a subsequent donation was successfully completed in 2014, leading to the establishment of the Rudd Family Endowed Fund for Outreach to Adoptive Parents.

The Rudds' vision and support have made it possible for the adoption program to become well established in the adoption research world, in the community, and at UMass.



The program has also benefited from the support of another major donor, Scott D. Chaplin '89, whose life has been touched by adoption. "Giving is an affirmation of how great UMass Amherst was for me," Chaplin said. "The adoption research is interesting and unique and UMass is really making a name for itself in this area."

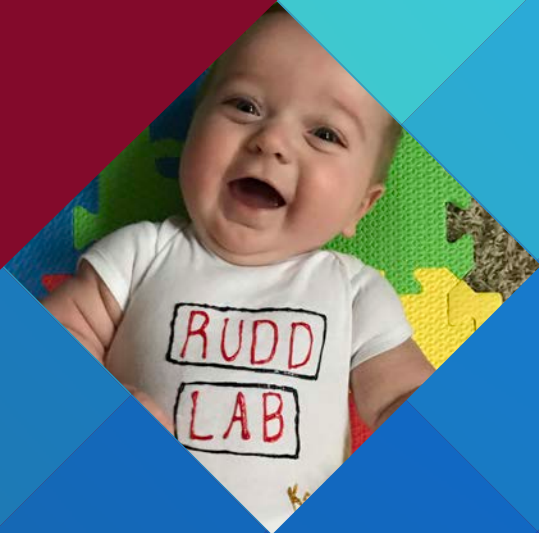
Gifts made to the Rudd Family Foundation Chair in Psychology, the Rudd Family Endowed Fund for Outreach to Adoptive Parents, and the Rudd Family Visiting Professorship support the priorities of the Rudd Adoption Research Program reflected in this report. Donations will support programs such as adoption research, the annual conference, the Adoption Mentoring Partnership, Re-Envisioning Foster Care in America, adoption research training, and stipends for graduate students, post-doctoral scholars, and visiting scholars. For further information about this unique opportunity, please contact Chelsea Gwyther, Executive Director of Development, College of Natural Sciences. She may be contacted at (413) 577-6422 or at cgwyther@umass.edu.

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For information about supporting the
Rudd Adoption Research Program,
please contact Chelsea Gwyther,
executive director of development,
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Rudd
ADOPTION RESEARCH
PROGRAM