

## Introduction of Erikson Institute PhD Faculty

### Learn from Leaders in the Field

Erikson's PhD program faculty are nationally recognized. With specific research interests and decades of experience, each of our doctoral faculty enriches your academic experience, connecting you to new networks and the latest data.

The bio paragraphs here, whether they contain current projects or not, do not indicate whether or not each faculty is accepting new doctoral advisees for your application year. Applicants are always encouraged to contact the individual faculty with whom they may share interests.



**Juliet Bromer**

*Research Professor*  
JBromer@Erikson.edu

**PRIMARY INTERESTS:** Home-based child care quality, supply, and workforce sustainability; policies, systems, and programs

that support the home-based child care workforce; provider-family relationships across early childhood settings; child care experiences of providers and families living in marginalized communities of color; culturally sustainable care and education in home-based child care settings

**CURRENT PROJECT:** Home-Based Child Care Supply & Quality Project; Building equity and access by including family child care in universal pre-kindergarten expansion: A multi-state study of pre-kindergarten family child care initiatives; Examining how family child-care networks help families thrive through equitable access to comprehensive services and supports; Development and implementation of benchmarks for family child care networks



**Jie-Qi Chen**

*Professor*  
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**PRIMARY INTERESTS:** Classroom assessment, early mathematics education, teaching and learning, teacher professional development,

and educational applications of the theory of multiple intelligences.

**CURRENT PROJECT:** Provide state-wide kindergarten PD series that focuses on improving teachers' ability to observe, document, and interpret children's behavior and thinking, as well as study all aspects of the program development, such as the PD content, delivery, and impact.

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**Pam Epley**

*Clinical Professor*  
pepley@erikson.edu

**PRIMARY INTERESTS:** Inclusive education, parent-professional partnerships, Part C Early Intervention and Early Childhood

Special Education, Disability policy, child and family Outcomes of special education services, naturalistic interventions using family funds of knowledge.

**CURRENT PROJECTS:** OSEP preservice preparation grant on interdisciplinary trauma-informed social work and developmental therapy; Part C/Early Intervention Lead Project



**Linda Gilkerson**

*Professor*  
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**PRIMARY INTERESTS:** The impact of FAN (Facilitating Attuned Interactions) approach on engagement and reflective

practice for practitioners and supervisors in different systems: home visiting, early intervention, child welfare, pediatrics, infant and early childhood mental health consultation, youth mentoring. Trauma-informed early intervention: development and implementation of a screening question for intake process



**Samina Hadi-Tabassum**

*Associate Clinical Professor*  
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**PRIMARY INTERESTS:** Anthropological research focusing on race, language and culture. My first book focuses on dual

language education and addresses issues of power and identity. My second book addresses race relations between the Black and Latinx communities in a sub/urban community outside of Chicago.

**CURRENT PROJECTS:** effects of lead on child development; an evaluation of a bilingual, global digital literacy program; morphological awareness in children across the age span.



**Florence Kimondo**

*Assistant Clinical Professor*  
FKimondo@Erikson.edu

**PRIMARY INTERESTS:** Immigrant and refugee children and families; human development across cultures; intersection of social

work and spirituality; intersection of race, class, gender, language in development and social work practice, understanding non-Eurocentric healing across cultures.

**CURRENT PROJECT:** “Supporting immigrant families” in collaboration with Boston Medical Center and Center for Children and Families-EI. The project focuses on promoting the mental health and well-being of families with infants and young children, through collaborating with infant and early childhood workforce in community and home-based settings. The professional development training is developmentally appropriate and trauma-focused, it includes didactic training, ongoing agency support, reflective consultation, technical assistance for practitioners, and support for staff well-being.



**Seulki Ku**

*Assistant Professor*  
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**PRIMARY INTERESTS:** Developmental processes through which families’ socioeconomic status, parental mental health, and

parenting affect the development of self-regulation (e.g., executive function) during early and middle childhood; resilience among historically underrepresented families (e.g., Black low-income families living in rural areas); advanced quantitative methods (e.g., latent profile analysis, latent growth mixture modeling, and latent change score analysis; large-scale data management and analysis using state- and national-level longitudinal datasets, including the Family Life Project (FLP), the NICHD Study of Early Child Care and Youth Development (SECCYD), and the Early Childhood Longitudinal Study: Birth Cohort (ECLS-B) and Kindergarten Class of 2010-11 (ECLS-K: 2011).



**Jennifer McCray**

*Research Professor*

JMcCray@Erikson.edu

**PRIMARY INTERESTS:** The teaching and learning of early mathematics. With the Early Math Collaborative, have worked to link

cognitive developmental research to teaching practice in ways that improve learning outcomes for young children.

**CURRENT PROJECTS:** lead partner in development of new National Center for Family Math, lead developer (partnership with SRI International) of an Institute for Educational Sciences (IES) educator toolkit, meant to provide resources for implementing recommendations of the IES Practice Guide on Teaching Math to Young Children, and co-chair (with Dr. Danny Martin of the University of Illinois at Chicago) of Racial Justice in Early Mathematics—a planning group providing supporting a Call to Action and dissemination activities for the early childhood field.



**Cassandra McKay-Jackson**

*Associate Professor*

CMcKayJackson@erikson.edu

**PRIMARY INTERESTS:** Social work research and practice that challenges traditional models of deficit remediation. Cassandra's

selected scholarship on racial identity, critical race theory, and critical service learning facilitated within school social work challenges the belief that adult learners as well as youth who receive specialized services are passive recipients, but instead active agents of change when given the opportunity to apply developed skills to contribute to their sphere of influence.



**Luisiana Melendez**

*Clinical Professor*

LMelendez@erikson.edu

**PRIMARY INTERESTS:** The well-being, development, and learning of young emergent bilinguals and multilinguals and the preparation

of the workforce serving these children, and their families, across a variety of care and education settings and early elementary programs in public schools.

**CURRENT PROJECTS:** Ongoing projects include the implementation of a Gateways Early Childhood Credential for candidates in levels 2-4 who work with bilingual/multilingual children; and the development of a professional development initiative to support faculty in two-and-four year higher education institutions teaching the competencies targeted by the Gateways credential.



**Amanda Moreno**

*Associate Professor*

AMoreno@Erikson.edu

**PRIMARY INTERESTS:** The intersection of social-emotional and cognitive within learning settings. Social and emotional

learning (SEL), executive function, neuroscience underpinnings of safety, belonging, engagement, and learning.

**CURRENT PROJECTS:** Teens serving as “emotion coaches” to PK-2 students; effectiveness of teacher professional development, effectiveness of “brain breaks” on attention and learning in K-2.



**Sandra Osorio**

*Associate Professor*

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**PRIMARY INTERESTS:** Literacy instruction of multilingual early childhood students, culturally sustaining pedagogy. Research

interests include looking at the implementation of culturally sustaining pedagogies that put students' dynamic community languages, valued practices, and knowledges at the center of the curriculum and practices implemented in the classroom.



**Lilly Padia**

*Assistant Professor*  
LPadia@erikson.edu

**PRIMARY INTERESTS:** Research focuses on the intersections of dis/ability, language, and race. Disrupting the silos between

special education, general education, and bilingual education to interrogate how normalcy and deviance are constructed, in the pursuit of wholeness and joy for our young learners and their families. Past and ongoing research centers the experiences of undocumented students with IEPs, multilingual nonspeaking young children and their families, and testimonio as a methodology for reimagining latinidades in the context of culturally sustaining pedagogies.



**Abigail Palmer Molina**

*Assistant Professor*  
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**PRIMARY INTERESTS:** Promoting maternal, infant, and early childhood mental health across early childhood programs (e.g.

home visiting, early childhood mental health, and early childhood care and education). Supporting mothers and other caregivers to ensure children’s healthy development, and the importance of addressing structural and ecological factors that influence family well-being. Interests include maternal depression, evidence-based interventions, parenting, family support, health equity, Latinx families, intervention research, community-based participatory research approaches, mixed methods, and implementation science

**CURRENT PROJECTS:** Two projects with the Parents as Teachers (PAT) National Center: A mixed methods study exploring staff and client perspectives of the barriers and facilitators to maternal depression screening and linkage to services in the context of the pandemic; and a multilevel analysis examining the efficacy of virtual and hybrid PAT services compared to in-person service delivery for important child well-being indicators.



**Rhoda Smith**

*Assistant Clinical Professor*  
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**PRIMARY INTERESTS:** Child welfare policy as it relates to adolescent reproductive health for foster youth; sexual health

communication policies for foster youth and caregivers; mental health and well-being of Expectant and Parenting foster youth; organizational issues and supports (workforce training development and supervision support issues) for best practice with transitioning foster youth who are pregnant and parenting. Service provision in child welfare that is culturally sensitive, trauma-informed and aligned with ethical social work practice. Food insecurity among graduate social work students, cultural considerations for research in child welfare, inclusive of foster and biological parents



**Crystasany Turner**

*Assistant Professor*  
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**PRIMARY INTERESTS:** Teacher professional development towards culturally responsive and sustaining pedagogies,

multicultural-lingual-dialectic education for social justice, Black feminist epistemologies and their representation within EC policy and practice, critical examinations of quality rating and improvement systems in ECE, healing-informed practices and Black joy in ECE

**CURRENT PROJECTS:** Examining how family child-care networks help families thrive through equitable access to comprehensive services and supports; Advancing Critical Praxis and Pedagogy Across Educational Settings: Edited book on advancing equity-oriented, inclusive, and culturally responsive pedagogy across educational settings through community-school-university

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