

CHRISTINA PADILLA

Department of Psychology · White Gravenor · 3700 O St. NW · Washington, DC 20057
cp762@georgetown.edu

EDUCATION

- Expected May 2019* **Georgetown University**, Washington, DC
Candidate for Ph.D. in Developmental Psychology
Advisor: Rebecca Ryan, Ph.D.
- 2015* **Georgetown University**, Washington, DC
Master of Public Policy
GPA: 3.84/4.00
Master's thesis: *School readiness among children of immigrants: The role of parental provision of cognitive stimulation*
Advisor: Adam Thomas, Ph.D.
- 2011* **Johns Hopkins University**, Baltimore, MD
Bachelor of Arts
Major: Psychological and Brain Sciences, Minor in Bioethics
University Honors, Phi Beta Kappa
Overall GPA: 3.78/4.00, Major GPA: 3.95/4.00

RESEARCH EXPERIENCE

- Present* **Graduate Research Fellow**, Child Development and Social Policy Lab
Georgetown University, Washington, D. C.
Directors: Drs. Anna Johnson, Deborah Phillips, and Rebecca Ryan
Analyze large-scale longitudinal data with social and family policy implications, with particular attention to parenting during early childhood, early childhood education, school readiness, and differences in those domains based on socioeconomic and nativity status; write independent and collaborative scientific research papers and edit others' manuscripts and grant submissions; help to develop a novel home-visiting program for low-income families that combines parenting and coparenting interventions for both mothers and fathers in an effort to strengthen family relationships and improve parent and child outcomes; use STATA to code, generate measures, analyze data, and interpret findings.
- 2016* **Research Fellow**, National Research Center on Hispanic Children and Families
Bethesda, MD
Co-PIs: Drs. Lina Guzman and Michael López
Worked with Center staff on projects related to the goal of improving the research base on Hispanic children and families and to inform programs and policies; collaborated on writing research briefs intended for research and policy audiences; participated in capacity building research seminars and conferences. Projects involved illuminating differences in the home environments between Hispanic children and their peers as well as barriers to accessing social services that may differentially impact Hispanic families.

2011-2013

Intramural Research Training Award Postbaccalaureate Research Fellow,
Section on Child and Family Research, National Institute of Child Health and
Human Development (NICHD)

Bethesda, MD

Section Chief: Dr. Marc Bornstein; PIs: Drs. Clay Mash and Nanmathi Manian
Developed multiple independent projects using data from two longitudinal
studies concerned with child development and family dynamics and the effects of
maternal depression on child development; organized and implemented a 4-year-
old mother and child teaching tasks coding system for the lab's longitudinal study
of normative child development and family dynamics; helped to adapt these
coding scales for appropriate use with samples of 10- and 14-year-olds; coded
across several projects and multiple age ranges for maternal facial expression,
infant temperament, infant cognitive perception, and mother-child interactions;
trained other research assistants on coding schemes for various projects; tested
infants ages 3.5-13.5 months on a number of cognitive perception studies;
contacted and recruited participants for studies; collaborated on manuscript
writing; assisted with manuscript preparation, editing, and revision.

2010-2011

Research Assistant, Laboratory for Child Development, Johns Hopkins
University

Baltimore, MD

PIs: Drs. Lisa Feigenson and Justin Halberda

Was in charge of a looking time study that examined 8-month-old infants' ability
to track the numerosities of ensembles with overlapping features; analyzed results
and wrote a detailed research report on findings; assisted with various projects
devoted to studying the cognitive development of children ages 3 months to 5
years; contacted, recruited, and scheduled families in the Baltimore area; tested
research participants, designed experiment stimuli, and prepared materials for
studies; collected and coded looking-time data for multiple studies using XHAB
computer software; collaborated with team members in order to prepare project-
specific research reports.

TEACHING EXPERIENCE

2017

Instructor, Georgetown University Psychology Department

Seminar: "Current Perspectives on Families, Parenting, and Child Development"

2013-2016

Teaching Fellow, Georgetown University Psychology Department

Courses include: General Psychology, Social Psychology, Research Methods and
Statistics, and Early Childhood Development

Assisted faculty in classroom management and organization for psychology
undergraduate courses; wrote and graded exams; prepared class content;
addressed student concerns; held weekly office hours and recitation sections to
help students with class content and mentor students on independent research
projects.

OTHER PROFESSIONAL EXPERIENCE

- 2018-Present* **Early Learning Evaluator**, The Whittle School G30 Project
Washington, DC
Trained to administer the Gesell Early Screener (GES) and the Gesell Developmental Observation-Revised (GDO-R); administer and assess prospective students aged 2-8.
- 2015-2016* **Research Consultant**, WETA Public Television/Ready to Learn, Block Play Project
Washington, DC
Consulted on intervention's evaluation design, designed tools for data collection, and analyzed intervention outcomes.
- 2014-2015* **Associate Print Editor**, Georgetown Public Policy Review
Washington, DC
Edited submitted manuscripts for publication in Georgetown's peer-run public policy journal.
- 2010* **Practicum Student**, Neurobehavioral Unit Outpatient Clinic, Kennedy Krieger Institute
Baltimore, MD
Supervisor: Dr. Julia O'Connor
Assisted primary therapist in implementation of treatment consistent with behavioral psychology methodologies; worked with children with developmental disabilities who displayed harmful behaviors; collected and recorded data based on patient behavior; aided in developing appropriate treatment plans for patients.
- 2010* **Intern**, Consumer Product and Safety Commission, Division of Human Factors
Bethesda, MD
Section Director: Dr. Robert Ochsman
Analyzed data concerning indoor playground related injuries in the United States; determined age appropriateness of children's toys based on physical and psychological milestones and wrote age determination reports based on these assessments; advised team members on product safety of children's products; organized and categorized public comments in response to proposed legislation.

FELLOWSHIPS

- 2017-2019* Doris Duke Fellowship for the Promotion of Child Wellbeing (\$60,000)
2016 National Research Center on Hispanic Children and Families (\$8,000)

AWARDS AND HONORS

- 2018* Georgetown Dr. Karen Gale Exceptional PhD Student Award Recipient for the Social Sciences
- 2018* Georgetown Graduate Student Teaching Award Nominee
- 2017* Inter-university Consortium for Political and Social Research (ICPSR) Scholarship for Developmental, Child, and Family Psychology

2017	Georgetown GradGov Research Project Award
2015, 2017	Georgetown University Graduate School Spring Travel Award
2015	Georgetown University Graduate School Fall Travel Award
2013	National Science Foundation Graduate Research Fellowship, Honorable Mention
2011-2013	National Institutes of Health Intramural Research Training Award
2013	National Institutes of Health Academy Certificate
2011	Johns Hopkins University: Phi Beta Kappa
2001-2011	Johns Hopkins University: Dean's List, all eligible semesters
2007-2011	Johns Hopkins University: The Hodson Trust
2010	Johns Hopkins University: Psi Chi, The International Honor Society in Psychology

PEER-REVIEWED PUBLICATIONS

Padilla, C. M., & Ryan, R. M. (2018, in press). School readiness among children of Hispanic immigrants and their peers: The role of parental cognitive stimulation and early care and education. *Early Childhood Research Quarterly*.

Padilla, C. M., & Ryan, R. M. (2018, in press). The link between child temperament and low-income mothers' and fathers' parenting. *Infant Mental Health Journal*.

Johnson, A. D., & **Padilla, C. M.** (2018, in press). Child care instability and maternal depression: Exploring new avenues for supporting maternal mental health. *Academic Pediatrics*.

Johnson, A. D., **Padilla, C. M.**, & Votruba-Drzal, E. (2017). Predictors of public early care and education use among low-income children of immigrants. *Children and Youth Services Review, 73*, 24-36.

Ryan, R. M., Kalil, A., Ziol-Guest, K., & **Padilla, C. M.** (2016). Socioeconomic gaps in parents' discipline strategies from 1988-2011. *Pediatrics, 138*: e20160720.

Suwalsky, J. T. D., **Padilla, C. M.**, Yuen, C. X., Horn, E. P., Bradley, A. L., Putnick, D. L., & Bornstein, M. H. (2015). Adoptive and nonadoptive mother-child behavioral interaction: A comparative study at 4 years of age. *Adoption Quarterly, 18*, 196-216.

POLICY BRIEFS

Guzman, L., Ramos-Olazagasti, M. A., Alvira-Hammond, M., Miller, E., **Padilla, C. M.**, Ryberg, R., & Vega, C. (2018). *How well do national surveys measure Hispanic families and households?* Bethesda, MD: National Center on Hispanic Children & Families. Retrieved from <http://www.hispanicresearchcenter.org/publications/family-data-scan/>

Padilla, C. M., Cabrera, N., & West, J. (2017). *The development and home environments of low-income Hispanic children: Kindergarten to third grade*. Bethesda, MD: National Research Center on Hispanic Children & Families. Retrieved from <http://www.hispanicresearchcenter.org/publications/the-development-and-home-environments-of-low-income-hispanic-children-kindergarten-to-third-grade/>

CHAPTERS

Ryan, R. M., & **Padilla, C. M.** (in press). Public policy and family psychology. In B. H. Fiese (Ed.), *APA Handbook of Contemporary Family Psychology*. Washington, DC: American Psychological Association.

Ryan, R. M., & **Padilla, C. M.** (in press). The transition to parenthood. In M. H. Bornstein (Ed.), *Handbook of parenting 3e*. New York: Routledge.

Ryan, R. M., & **Padilla, C. M.** (2018). Public programs for children and families. In M. H. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development* (pp. 1787-1790). Thousand Oaks: SAGE Publications, Inc.

Padilla, C. M., & Ryan, R. M. (2016). Blended families. In D. Couchenour, Chrisman, K., & Pyles, J. (Eds.), *Sage Encyclopedia of Contemporary Early Childhood Education*.

UNDER REVIEW

Padilla, C. M., Hines, C. T., & Ryan, R. M. (under review). Infant temperament, behavior problems, and socioeconomic status: A comparison of siblings approach.

Hines, C. T., **Padilla, C. M.**, & Ryan, R. M. (under review). The effect of birth weight on child development prior to school entry.

INVITED PRESENTATIONS

Padilla, C. M. (2018, March). The development and home environments of low-income Hispanic children—Findings and implications for improving outcomes. Presented at the National Healthy Start Association Summit on Fatherhood and the Health of Boys and Men.

Padilla, C. M. (2017, September). Parents' role as their child's first teacher: The science behind your child's brain development and how you can foster it. Presented to Head Start parents and administrators at the National Head Start Association's Parents as Leaders Training Program.

PRESENTATIONS

Padilla, C. M. (2018, November). Exploring variation in Head Start program effects on parents' interactions with children. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference.

Padilla, C. M. (2018, October). Variation in Head Start effects on parents' cognitive and socioemotional interactions with children. Paper presented at the Society for Research in Child Development Special Topic Meeting on the Use of Secondary and Open Source Data in Developmental Science.

Padilla, C. M., Hines, C. T., & Ryan, R. M. (2018, October & November). Infant temperament and early childhood behavior problems: Variation in effects by family socioeconomic status. Paper presented at the Society for Research in Child Development Special Topic Meeting on the Use of Secondary and Open Source Data in Developmental Science.

Hines, C. T., **Padilla, C. M.**, & Ryan, R. M. (2018, October). Neonatal health, birth weight, and early childhood cognitive outcomes: Variation in effects by socioeconomic status. Paper presented at

the Society for Research in Child Development Special Topic Meeting on the Use of Secondary and Open Source Data in Developmental Science and at the Association for Public Policy Analysis and Management Fall Research Conference.

Padilla, C. M. (2018, June). The role of Head Start parent engagement and classroom quality in promoting positive parent-child interactions. Poster presented at the Administration for Children and Families' National Research Conference on Early Childhood 2018.

Ryan, R. M., **Padilla, C. M.**, & Hines, C. T. (2017, April). Differential parenting of biologically vulnerable versus nonvulnerable children by socioeconomic status. Poster presented at the Population Association of America 2017 annual meeting.

Guzman, L., Alvira-Hammond, M., **Padilla, C. M.**, Vega, C., Ryberg, R., & Ramos-Olazagasti, M. (2017, April). Measuring Hispanic family life: A scan of large national surveys. Poster presented at the Population Association of America 2017 annual meeting.

Johnson, A. D., & **Padilla, C. M.** (2017, April). Child care instability and maternal depression: Exploring a new policy pathway for supporting family wellbeing. Paper presented at the Society for Research in Child Development 2017 biennial meeting.

Ryan, R. M., **Padilla, C. M.**, & Hines, C. T. (2017, April). Differential parenting with biologically vulnerable versus non-vulnerable children by socioeconomic status. Paper presented at the Society for Research in Child Development 2017 biennial meeting.

Ryan, R. M., Kalil, A., Ziol-Guest, K. M., Hines, C., & **Padilla, C. M.** (2017, April). Income-based gaps in parents' attitudes toward corporal punishment, 1986-2014. Paper presented at the Society for Research in Child Development 2017 biennial meeting.

Padilla, C. M., & Johnson, A. D. (2016, November). Prevalence of and associations between child care instability and maternal depression among low-income Hispanic immigrants. Paper presented at the Association for Public Policy Analysis and Management 2016 fall research conference.

Ryan, R. M., Ziol-Guest, K., M., Kalil, A., & **Padilla, C. M.** (2016, March and April). Socioeconomic gaps in parents' discipline strategies from 1988-2011. Paper presented at the 2016 Population Association of America annual meeting and at the Society for Research on Educational Effectiveness annual conference.

Padilla, C. M. (2015, November). The interactive effects of parental cognitive stimulation and early care and education experiences for children of immigrants. Paper presented at the Association for Public Policy Analysis and Management 2015 fall research conference.

Padilla, C. M. (2015, March). Parental investments and school readiness in immigrant families: Changes over time. Poster presented at the Society for Research in Child Development's 2015 biennial meeting during a session highlighting the Society's new Strategic Plan.

Padilla, C. M. (2015, March). Parental investments and school readiness in immigrant families: Changes over time. Poster presented at Network of Infant and Toddler Researchers' Invited Poster Session during the Society for Research in Child Development's 2015 biennial meeting.

Padilla, C. M., & Ryan, R. M. (2014, November). The differential effects of child temperament on mother versus father parenting in a low-income sample. Poster presented at the Society for Research in Child Development's 2014 Special Topic Meeting on Parenting at Risk.

Ryan, R. M. & **Padilla, C. M.** (2014, November). Nonresident fatherhood, father involvement, and adolescent sexual development. Paper presented at the Society for Research in Child Development's 2014 Special Topic Meeting on Parenting at Risk.

Padilla, C.M., Mahler, A.R., Horn, E. P., Putnick, J.T.D., & Bornstein, M.H. (2013, May). Maternal parenting cognitions and behavior: Similarities and discrepancies with first and second children. Poster presented at the National Institutes of Health Spring Research Festival. Bethesda, MD.

Padilla, C. M., Horn, E. P., Putnick, D. L., Manian, N., & Bornstein, M. H. (2012, October). Gender differences and comorbidity of child behavioral adjustment and temperament in families with and without depressed mothers. Poster presented at the National Institutes of Health Fall Research Festival. Bethesda, MD.

Horn, E. P., **Padilla, C. M.,** Manian, N., Putnick, D. L., & Bornstein, M. H. (2012, October). The effects of maternal depression on children's language development. Poster presented at the National Institutes of Health Fall Research Festival. Bethesda, MD.

Padilla, C. M., Horn, E. P., Putnick, D. L., Manian, N., & Bornstein, M. H. (2012, April). Continuity, stability, and mother-father agreement about child behavioral adjustment in families with and without depressed mothers. Poster presented at the National Institutes of Health Spring Research Festival. Bethesda, MD.

Horn, E. P., **Padilla, C. M.,** Manian, N., Putnick, D. L., & Bornstein, M. H. (2012, April). Difficult temperament predicts later behavioral problems for children with depressed mothers. Poster presented at the National Institutes of Health Spring Research Festival. Bethesda, MD.

ADDITIONAL QUANTITATIVE AND DATA TRAINING

August 2017

IES and Northwestern University, Evanston, IL

Quasi-Experimental Design and Analysis

Selected from pool of applicants to participate in 2-week workshop (expenses paid)

Instructors: Drs. Thomas D. Cook, Peter Steiner, Stephen West, Coady Wing, and Vivian Wong

July 2017

Inter-university Consortium for Political and Social Research, Ann Arbor, MI

Workshop on Head Start Family and Child Experiences Survey (FACES 2014)

Selected from pool of applicants to participate in 2-day data training workshop

Instructors: Drs. Nikki Aikens, Ashley Kopack Klein, and Lizabeth Malone

June 2017

Inter-university Consortium for Political and Social Research, Amherst, MA

Hierarchical Linear Models I: Introduction

Instructors: Drs. Holly Laws and Aline Sayer

COMMUNITY AND DEPARTMENT SERVICE

2017-2018 Play Ranger, Playtime Project: *Weekly volunteer commitment to play with, supervise, and provide emotional support to children experiencing homelessness in the Washington, DC area.*

2016 – 2017 Interview Weekend Committee Chair

2015-2017 Graduate student representative to faculty

2014 – 2017 Interview Weekend Committee Member

JOURNAL REVIEWER

Children and Youth Services Review
Journal of Family Psychology

PROFESSIONAL AFFILIATIONS

American Psychological Association
Association for Public Policy Analysis and Management
Population Association of America
Society for Research in Child Development
Society for Research on Educational Effectiveness

SKILLS

Computer: STATA, SPSS, Microsoft Word, Excel, and PowerPoint.
Language: Proficient in reading, writing, and conversational Spanish.