

George Mason University

Department of Psychology

# Applied Developmental Psychology Student Group



## Getting to Know Dr. Rachel Chazen-Cohen

By Craig Bailey

The ADP program would like to extend a warm welcome to Dr. Rachel Chazen-Cohen, an adjunct faculty member teaching a special topics course on infant development. In addition to her new position in the ADP program, Dr. Chazen-Cohen serves as the current Coordinator for Infant-Toddler Research within the Office of Planning, Research, and Evaluation (OPRE), within the Administration of Children and Families under the US Department of Health and Human Services. She works extensively with Early Head Start and many other federal programs that directly affect young children. Additionally, Dr. Chazen-Cohen is involved in the development of performance measures for Early Head Start and infant mental health innovation grants.



Dr. Chazen-Cohen's work within OPRE compliments her research interests well. She finds research on the biological, relational, and environmental factors linked with at-risk children fascinating. Likewise, she is interested in interventions that can potentially ameliorate the conditions faced by at-risk populations.

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## APA's Summer Science Fellowship Program: Engaging Students in Psychological Science

By Lindsey Hutchison, Program Assistant

As the number of undergraduates majoring in psychology continues to grow, it is important that we provide these young minds with opportunities to learn more about the research process. That is the main purpose of the Summer Science Fellowship (SSF) program, organized and sponsored by the American Psychological Association (APA), and hosted by George Mason's Department of Psychology during the summer of 2010. "The SSF program gives bright undergraduate students important preparation for graduate study in psychological science" said Virginia Holt, Assistant Executive Director of the Science Directorate at APA, and the main organizer of the SSF program.

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## ADPSG Executive Council



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Get involved with  
ADPSG!  
Contact Abby Carlson

**The ADP faculty meets  
once a month and they  
want to hear from YOU!**

If you have any questions,  
comments, or concerns that  
you would like to share with  
the faculty, contact your  
ADP Student Faculty Rep-  
resentative, Beth Warsof!

Beth can be reached at  
bwarsof@gmu.edu or in the  
DISC Lab (Rm 1029).  
We hope to hear from you!

## A Welcome from the ADPSG President!

Greetings, and welcome to another exciting year in George Mason's Applied Developmental Psychology program.

In the past, the ADP Student Group has given students the opportunity to become involved in their school and the wider community. Last year we worked with a local organization, Bikes for the World, to prepare bikes for shipment overseas to be donated to developing countries. This fall we will be joining forces with Fairfax Lands and Waters to improve an elementary school's outdoor environmental classroom. More information about this exciting event can be found on page 11 of this newsletter.

If you'd like to get involved with ADPSG please email me at [acarls08@gmu.edu](mailto:acarls08@gmu.edu). I look forward to seeing you all at our upcoming community service and social events throughout the year.

## New Faculty Member Welcomed to Mason...

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As an undergraduate, Dr. Chazen-Cohen researched infant perception at the University of Pennsylvania. She also received a Masters in child studies from Tufts University and a Ph.D. in psychology from Yale. After her work at Yale, Dr. Chazen-Cohen completed a post-doc for NIMH at the Yale School of Epidemiology. Dr. Chazen-Cohen's interest in infants began well before she began her research career. By the age of 12, she was babysitting and cultivating her interest in early development and parenting, an interest that persists to this day. In the future, Dr. Chazen-Cohen hopes to pursue interventions specifically aimed at infant mental health and potential interventions.

Despite her busy schedule, Dr. Chazen-Cohen finds time to spend with her twins and husband. She particularly enjoys reading to her children and family bike-rides.

While the ADP students and faculty are excited to have Dr. Chazen-Cohen as a member of the ADP community at Mason, she is equally impressed with the ADP students and faculty. She feels that the ADP program is well rounded in research and instruction. Additionally, the research by faculty covers the spectrum of development and is notably applied and equally interesting.

## APA's Summer Science Fellowship Program:

Continued from page 1.

She continued, "Psychological science loses too many qualified undergraduates to other fields, in part because they are not aware of the many possibilities for research areas and careers in the discipline. This program is designed to encourage them to pursue science careers in psychology." This past summer, twelve undergraduate psychology majors (all rising seniors) from around the country were selected from hundreds of hopeful applicants to spend six weeks at GMU working in the research lab of a designated psychology faculty member.

Ten faculty members, including our own Dr. Tim Curby and Dr. Perez-Edgar, participated in the program by hosting students in their

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*"The SSF program gives bright undergraduate students important preparation for graduate study in psychological science"*  
*Virginia Holt,*  
*Assistant Executive Director of the Science Directorate at APA*

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respective labs. The students spent close to 40 hours each week in the labs, learning about the research process from graduate students and professors, and eventually working on small research projects of their own. In addition, the students met twice a week for professional development sessions presented by GMU faculty and staff, on everything from life in graduate school and the application process, to careers in the field and how to construct a curriculum vita. At the end of the six weeks, each student presented his/her research project to the other students and faculty, followed by a celebratory dinner. Then the students packed their bags and returned to their respective home universities to reflect on their experiences, and to begin the lengthy process of applying to graduate school in psychology.

## An Interview with APA Division 7 Student Representative Caroline Boyer



ADP Student Caroline Boyer is the Representative to APA Division 7



Stay informed about Div 7 happenings by becoming a fan on Facebook!

Caroline Boyer is a 4th year Ph.D. candidate in the ADP program here at George Mason. She was interviewed by President Abby Carlson about her experience as the student representative for APA's developmental psychology division.

**Abby:** *Can you describe what Division 7 is and what it does?*

**Caroline:** Division 7 is the official developmental psychology subgroup of APA. Division 7 offers education opportunities for researchers, it facilitates the exchange of information, and promotes the application of knowledge of human development to relevant public policy issues.

**Abby:** *What are your responsibilities as the Division 7 representative?*

**Caroline:** I am expected to attend the Division 7 executive board meeting at the annual APA meeting to represent the concerns and opinions of student affiliates. I have also served on the review board for Division 7 awards, and have worked with other members to setup a Facebook page.

**Abby:** *Why is being a member of APA so important when there are so many specialized groups out there?*

**Caroline:** It is important to also be a member of APA, because unlike the other professional groups, APA is very much involved with advocating the importance of psychological research. For example, APA has a task force that is currently working feverishly to ensure that psychology is constantly included as a STEM field (science, technology, engineering, and mathematics). The reason why psychology is inconsistently included is because the perception is that it is a therapeutic field and not a scientific field. This misconception can result in psychological research being overlooked in public policy issues, as well a drastic cut in the funds allocated for psychological research.

**Abby:** *Where can people find out more information about joining in events offered by the Division?*

**Caroline:** This information can be found on the Division 7 website (<http://ecp.fiu.edu/apa/div7/>), and the the Division 7 Facebook page (search for APA Division 7 on Facebook). You can also find more information through the e-mails that Dr. Winsler sends out.

## Fall Colloquia Series is Underway!

**Wed Sept 8 Dr. Rene Hackney**  
**President/CEO, Parenting Playgroups, Inc (and GMU ADP alum!)**  
*Running Parent Workshops and Children's Programs*

**Wed Sept 15 Dr. Rebecca Ryan**  
**Dept. of Psychology, Georgetown University**  
*Diverging Destinies: Parental Education and the Developmental Gradient in Time with Children*

**Wed Sept 22 Dr. Robert Pasnak**  
**Dept. of Psychology, George Mason University**  
*Improving Mathematics Achievement by Improving Understanding of Patterns*

**Wed Sept 29 Dr. Dave Schultz**  
**Dept. of Psychology, University of Maryland Baltimore County**  
*The GOALS Curriculum: A Classroom-based Curriculum to Promote Self-Regulation in Preschool*

**Wed Oct 6 Dr. Lauren Kenworthy**  
**Children's National Medical Center**  
*Neuropsychology of Autism: Cognitive Profile, Risks and Interventions*

**Wed Oct 13 Sandra Sanford**  
**Director GMU Office of Research Subject Protections**  
*GMU Human Subject Research (HSRB) Procedures*

**Wed Oct 20 Ben Allen**  
**Director, Public Policy and Research, National Head Start Association**  
*How Research Is Used in Public Policy: The Case of Head Start*

**Wed Oct 27 Dr. Koraly Perez-Edgar**  
**Department of Psychology, GMU**  
*Developmental research as a collaborative science*

**Wed Nov 3 ADP Alumni Panel**  
**Shannon Traore, National Center for Missing & Exploited Children**  
**Dr. Greg Wallace, National Institute of Mental Health**  
**Dr. Mike Feder, Board on Science Education, The National Academies**  
**Dr. Amy Madigan, Office of the Assistant Secretary for Planning Evaluation (ASPE) (DHHS)**  
*Working at the National/Federal Level: Promises, Pleasures, and Perils*

**Wed Nov 10 Dr. Margo Mastropieri**  
**College of Education and Human Development, GMU**  
*Persuading Students with Emotional Disabilities to Write Fluently: Findings From Recent Field Research*

**Wed Nov 17**  
Student Presentations

**Wed Dec 1 Dr. Kyle Snow**  
**National Association for the Education of Young Children (NAEYC)**  
*TBA*

**Wed Dec 8 Dr. Natasha Cabrera**  
**Department of Human Development, University of Maryland**  
*Home environment, parents' immigration status, and school readiness in Latino children: A meditational model*



# ADP Lab Update

## Dr. Denham's Child Development Lab

Dr. Denham studies social and emotional development, social processes in children, developmental psychopathology, and ethnographic and observational research methods. Recent publications include:

- Denham, S. A. (in press). Emotion regulation: Now you see it, now you don't: A review of the development of emotions and emotion regulation. *Emotion Review*.
- Denham, S. A., Bassett, H., & Wyatt, T. (in press). Gender differences in the socialization of preschoolers' emotional competence. In A. Kennedy Root & S. A. Denham (Eds.), *The role of parent and child gender in the socialization of emotional competence*. *New Directions for Child and Adolescent Development*. San Francisco, CA: Jossey
- Denham, S. A., Ji, P. & Hamre, B. (in press). *Compendium of social-emotional learning and associated assessment measures*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
- Denham, S. A., Warren, H. K., von Salisch, M., Benga, O., Chin, J.-C., & Geangu, E.. (in press). Emotions and peer relationships. In C. Hart & P. K. Smith (Eds.), *Wiley/Blackwell handbook of childhood social development*, 2nd edition. NYC: Blackwell Publishers.
- Denham, S. A., & Brown, C. A. (2010). "Plays nice with others": Social-emotional learning and academic success. *Early Education and Development*, 21.

## Dr. Curby's Development in School Contexts Lab (DISC)

The DISC lab's is focused on understanding how children develop within the context of classrooms. Dr. Curby's current work examines how consistency and the quality of teacher-child interactions promotes child development. Recent publications include:

- Pérez-Edgar, K., McDermott, J. M., Korelitz, K., Degnan, K. E., Curby, T. W., Pine, D. S., & Fox, N. A. (in press). Patterns of sustained attention in infancy shape the developmental trajectory of social behavior from toddlerhood through adolescence. *Developmental Psychology*.
- Curby, T.W., Stuhlman, M., Grimm, K., Mashburn, A., Chomat-Mooney, L., Downer, J., Hamre, B.K., & Pianta, R.C. (in press). Within-day variability in the quality of classroom interactions during third and fifth grade: Implications for children's experiences and conducting classroom observations. *Elementary School Journal*.
- Curby, T.W., Grimm, K.J., & Pianta, R.C. (2010). Stability and change in early childhood classroom interactions during the first two hours of a day. *Early Childhood Research Quarterly*. 25, 373-384. DOI: 10.1016/j.ecresq.2010.02.004

## Dr. Perez-Edgars' Cognition, Affect & Temperament Lab

Dr. Perez-Edgar's studies focus on the ways in which emotion and attention interact to shape how individuals navigate through their social world. Specifically, with the help of her students, she studies the interaction between temperament, early appearing biases in emotion, and attention in children and adults. Recent publications include:

- Pérez-Edgar, K., McDermott, J. M., Korelitz, K., Degnan, K. A., Curby, T. W., Pine, D. S., & Fox, N. A. (in press). Patterns of sustained attention in infancy shape the developmental trajectory of social behavior from toddlerhood through adolescence. *Developmental Psychology*.
- Williams, L. R., Fox, N. A., Lejuez, C. W., Reynolds, E. K., Henderson, H. A., Pérez-Edgar, K., Steinberg, L., & Pine, D.S. (2010). Early temperament, propensity for risk-taking and adolescent substance-related problems: A prospective multi-method investigation. *Addictive Behaviors*, 35, 1148-1151.
- Pérez-Edgar, K., Bar-Haim, Y., Martin McDermott, J., Chronis-Tuscano, A., Pine, D. S., & Fox, N. A. (2010). Attention biases to threat and behavioral inhibition in early childhood shape adolescent social withdrawal. *Emotion*, 10, 349-357.
- Pérez-Edgar, K., Bar-Haim, Y., McDermott, J. M., Gorodetsky, E., Hodgkinson, C. A., Goldman, D., Ernst, M., Pine, D. S., & Fox, N. A. (2010). Variations in the serotonin transporter gene are linked to attention bias patterns to positive and negative emotion faces. *Biological Psychology*, 83, 269-271.

## Dr. Winsler's Language, Culture, Music, Self-Regulation, & School Readiness Lab

The research being carried out by Winslab explores childcare, school readiness, and early school trajectories among ethnically and linguistically diverse, low-income, urban preschoolers. Additionally, Dr. Winsler and his students strive to understand the roles that language, culture, and music play in the development of self-regulation in young children. Recent publications include:

- Winsler, A., Ducenne, L., & Koury, A. (in press). Singing one's way to self-regulation: The role of early music and movement curricula and private speech. *Early Education and Development*.
- Cole, C., & Winsler, A. (2010). Protecting children from exposure to lead: Old problem, new data, and new policy needs. *SRCD Social Policy Report*, 24(1), 3-23.
- Winsler, A., & Gray, M. (2010). Why does my child talk to himself? *Pediatrics for Parents*. 25(11/12), 24-25. <http://www.pedsforparents.com>

## Dr. Pasnak's Cognitive Interventions Lab

Dr. Pasnak's current research concerns improving children's cognitive performance through the use of direct instruction in patterning. This research is currently being implemented through a partnership with the Alexandria Public School System.

- Stewart, K., & Pasnak, R. (In press). What should a person's name look like? *Perceptual and Motor Skills*

## Dr. Rojhan's Research

Dr. Rojhan and his students study assessment and behavioral interventions for challenging behaviors and psychopathology in intellectual/developmental disabilities. Additionally, they are researching socio-emotional requisite skills and their impact on general interpersonal functioning in intellectual/developmental disabilities. Recent publications include:

- Fodstad, J. C., Rojahn, J., & Matson, J. L. (2010). Emergent comorbidity in at risk children with and without autism spectrum disorder – A cross-sectional study. *Journal of Developmental and Physical Disabilities*, 22, 381-400.
- Rojahn, J., & Matson, J. L. (2010). Introduction [to the special Issue: Assessment and Diagnosis of ASD in Children]. *Journal of Developmental and Physical Disabilities*, 22, 313-315.
- Zaja, R.H., Moore, L., van Ingen, D.J., & Rojahn, J. (in press). Psychometric comparison of the functional assessment instruments QABF, FACT, and FAST for self-injurious, stereotypic and aggressive/destructive behavior. *Journal of Applied Research in Intellectual Disabilities*
- Matson, J. L., Fodstad, J. C., Mahan, S., & Rojahn, J. (2010). Cutoffs, norms, and patterns of problem behaviors in children with developmental disabilities on the Baby and Infant Screen for Children with aUtism Traits (BISCUIT-Part 3). *Developmental Neuropsychology* 13, 3-9.
- Rojahn, J., Wilkins, J., Matson, J. L., & Boisjoli, J. (2010). A comparison of adults with intellectual disabilities with and without ASD on parallel measures of challenging behaviour: the behavior problems inventory-01 (BPI-01) and autism spectrum disorders-behavior problems for intellectually disabled adults (ASD-BPA). *Journal of Applied Research in Intellectual Disabilities*, 23, 179-185.
- Garcia-Villamizar, D., Rojahn, J., Zaja, R. H., & Jodra, M. (2010). Facial emotion processing and social adaptation in adults with and without autism spectrum disorder. *Research in Autism Spectrum Disorders*, 4, 755-762.
- Rojahn, J., Rowe, E. W., Macken, J., Gray, A., Delitta, D., Booth, A., & Kimbrell, K. (2010). Psychometric evaluation of the behavior problems inventory-01 and the nisonger child behavior rating form with children and adolescents. *Journal of Mental Health Research in Intellectual Disabilities*, 3, 28-50.
- Mircea, C. E., Rojahn, J., & Esbensen, A. J. (2010). Psychometric evaluation of romanian translations of the behavior problems inventory-01 and the nisonger child behavior rating form. *Journal of Mental Health Research in Intellectual Disabilities*, 3, 51-665.
- van Ingen, D. J., Moore, L. L., Zaja, R. H., Rojahn, J. (2010). The behavior problems inventory (BPI-01) in community-based adults with intellectual disabilities: reliability and concurrent validity vis-à-vis the inventory for client and agency planning (ICAP). *Research in Developmental Disabilities*, 31, 98-107.
- Rojahn, J. & Meier, L. J. (2010). Psychopathology in intellectual disabilities: Epidemiology and assessment. In: R. M. Ho-dapp (Ed). *International Review of Research in Mental Retardation*, Vol. 38 (pp. 239-287). Elsevier.

ADP  
Lab  
Update

## Meet Our New Students!

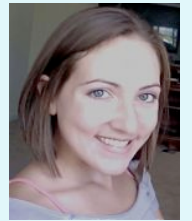
**Aaron Deutsch** (Winsler) I graduated with a B.A. in Psychology from George Mason University in 2010. I am currently a first year Master's student in the Applied Developmental Psychology program. My research interests include private speech, language acquisition, fatherhood attachment, and emerging adulthood.



**Alicia Borre** (Winsler) I am in my first year of the Applied Developmental Psychology MA program. I completed my undergraduate studies in Psychology at the National University and a subsequent specialization in "Childhood, Culture and Development", both in my home country of Colombia. My current interest lies in developing educational and parenting programs for children and their families under the light of new social dynamics in a multicultural society.



**Andrea Burchfield** (Rojahn) I earned a BS in Psychology with a minor in Fine Arts from Radford University in 2006. During the years 2006-2010, I worked as a Lead ABA Therapist at a center for children with developmental disabilities. I am interested in language development and social / self awareness in children with autism, as well as effective teaching methods for children with developmental disabilities.



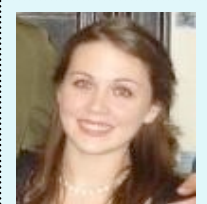
**Catharine Chavez** (Curby) I am a graduate student in the Applied Developmental Psychology program. I began my undergraduate studies at Abo Akademi University in Turku, Finland, and I transferred to Mason in 2008. I graduated from Mason with a BA in psychology in 2010. My research interests include studying parent-child and teacher-child interactions and how these interactions influence children's development.



**Danielle Mead** (Winsler) I graduated from the University of Mary Washington in 2007 with a BS in Psychology. I have worked in the DC metropolitan area on research projects at the National Rehabilitation Hospital, Children's National Medical Center, and NIMH. My research interests include private speech in preschool-age children and its impact on play, language, cognition, and social-emotional development.



**Elizabeth Shewark** (Denham) I'm originally from Long Island, New York. I graduated from the University of Mary Washington in the spring of 2010 with a B.S. in psychology. My research interests include social emotional development in children and adolescents. Specifically, how peer and family relationships influence developmental outcomes.





**Helyn Kim** (Curby) I graduated from the University of Virginia with a B.A. in psychology (2006) and a Masters in Teaching (2007) in the Early Childhood Developmental Risk program. For the past three years, I have been an early childhood special education teacher in the Fairfax County Public School system. My interest is in preschool-aged children with developmental disorders.



**Jessica Steed** (Denham) Jessica graduated from University of Maryland Baltimore County in May 2007 with a B.A. in Psychology. After graduation, she worked as a preschool teacher, and later with Dr. Denham. Her current research interests include social-emotional development, school readiness, and feeding disorders. Outside of school, Jessica enjoys cooking, photography, and spending time with family and friends.



**Kristen Medeiros** (Rojahn) I earned my BA in Psychology with minors in Biology and International Studies from Western Connecticut State University in 2009. I entered GMU's Applied Developmental Program in 2010. I am interested in intellectual disabilities, particularly severe/low functioning situations that involve self-injurious behavior or nonverbal communication. I am also interested in the translation of research into manageable and realistic resources for everyday individuals.



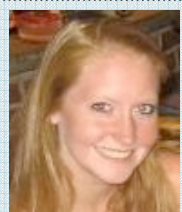
**Kyli Kauth** (Rojahn) My undergraduate degree was in Psychology with a minor in Elementary Education from Ursinus College in Pennsylvania. My home is in Easton, Pennsylvania, where I hope to return after graduation. My goals are to work as an ABA therapist with preschool age children who have developmental disabilities.



**Nicole Bowling** (Perez-Edgar) I graduated from East Carolina University with my B.A. in psychology. I worked for two years at the National Institutes of Child Health & Human Development/NIH before entering the M.A. program in Applied Developmental Psychology in the fall of 2010. My research interests include cognitive, socio-emotional, and temperamental development and the development of anxiety disorders.



**Susan VanDerhei** (Rojahn) I earned my B.A. in Psychology and Criminology and Criminal Justice from the University of Maryland in 2010. My research interests include the delinquency among those with intellectual/developmental disabilities, specifically among juveniles.



## Conference Update

Conference	Date	Location	Deadline for Submission	Website
American Educational Research Association (AERA)	April 8-12, 2011	New Orleans, LA	Passed	<a href="http://www.area.net/">http://www.area.net/</a>
American Psychological Society (APS)	May 25-29, 2011	Washington, DC	January 31, 2011	<a href="http://www.psychologicalscience.org">http://www.psychologicalscience.org</a>
Society for Prevention Research (SPR)	May 31 – June 3, 2011	Washington, DC	December 17, 2010	<a href="http://www.preventionscience.org/">http://www.preventionscience.org/</a>
Head Start 38 <sup>th</sup> Annual Conference	April 4-8, 2011	Kansas City, MO	October 29, 2010	<a href="http://www.nhsa.org/">http://www.nhsa.org/</a>
American Psychological Association (APA)	August 4-7, 2011	Washington, DC	December 1, 2010	<a href="http://www.apa.org/convention/">http://www.apa.org/convention/</a>
Society for Research in Child Development (SRCD)	March 31 – April 2, 2011	Montreal	Passed	<a href="http://srcd.org/biennial.html">http://srcd.org/biennial.html</a>

## Travel Funding

If you plan on applying for financial support for conference travel this year, you have 2 options:

- 1) The **Graduate Student Travel Fund**: You may apply for one conference per fiscal year. *Before you travel* you must submit all application forms and instructions can be found on the GSTF website (<http://www2.gmu.edu/org/gstf/pdfs/application.pdf>). Be sure to MAKE COPIES of everything you submit.
- 2) The **ADPSG Travel Fund**: The student group has a limited amount of funds with which to assist students. In order to qualify for these funds, you must notify the ADPSG Treasurer ([ghowarth@gmu.edu](mailto:ghowarth@gmu.edu)) of your intention to travel to any conference this year by November 19th, 2010.

Additional information regarding travel funding is available at the ADPSG website (<http://www.gmu.edu/org/adpsg/travel.html>)

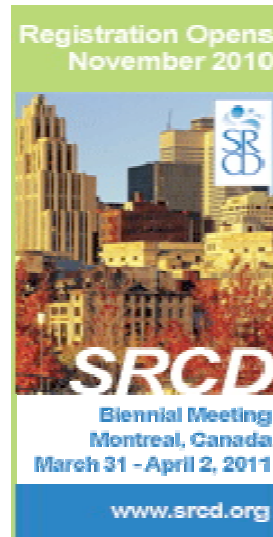
## Conference Spotlight:



This year's meeting of the Society for Research on Child Development will be held in Montreal Canada from March 31st through April 2nd. SRCD is *the* conference to attend this year and many ADP faculty and students will be heading north to share their research and make contact with colleagues and friends.

If you haven't already started, now is the time to start thinking about your travel plans. Effective June 1, 2009, U. S. Customs and Border Protection (CBP) officials require that all travelers, including citizens of both Canada and the United States, present a valid passport, passport card, or WHTI compliant document when entering the U.S. through a land, air, or sea border.

The spring addition of this newsletter will highlight upcoming contributions at SRCD by ADP faculty and students.



Check the expiration date  
on your passport!

## Join ADPSG in Volunteering at a Local Elementary School

Please join us on **Saturday, October 23rd** at Daniel's Run Elementary School in Fairfax to help improve their Living Classroom – a native plant garden used for environmental education. Activities will include mulching, weeding, and general maintenance. Sorry, but no children under the age of 8 are allowed to participate.

**When:** from 9:30am to 12:30pm

**Where:** 3705 Old Lee Highway Fairfax VA 22030, parking available

**What to bring:** Gardening clothes, gloves, hat, sunblock, insect repellent. Long pants and long-sleeved shirts may be advisable.

Please email Nicole Bowling (nbowling@gmu.edu) to sign up!



## Smile ADP!



Can't get enough ADPSG?  
Read past newsletters at:  
<http://www.gmu.edu/org/adpsg/>

2010 ADP MA Graduates (from right): Erin Tarpey, Amanda Mahoney, Taylor Edwards, Ashley Simpkins, Alejandra Loyola, Cameron Mittelman, Kate Zinsser, Abby Carlson



First Year Students at the Fall ADP Happy Hour



2010 ADP PhD Graduate Carol Morris with Dr. Curby