
BIOGRAPHICAL SKETCH

NAME: Esther J. Calzada

eRA COMMONS USER NAME: calzae01

POSITION TITLE: Associate Professor, School of Social Work

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
Duke Univeristy, Durham, NC	BA	05/1993	Psychology, French
University of Florida, Gainesville, FL	PhD	08/2000	Clinical Psychology

A. Personal Statement

I am a clinical child psychologist with expertise in parenting and early childhood development among ethnic minority, particularly Latino, families. Through my program of research, focused on family and intergenerational processes and interventions, I aim to reduce racial/ethnic disparities in academic achievement, behavior problems, depression, and suicidality. Consistent with a population health approach, my research recognizes that mental health and achievement disparities reflect complex, multi-factorial and dynamic pathways at all levels of a child's ecological context. For Latino children, context is uniquely shaped by cultural—as well as universal (i.e., cross-culturally robust)—experiences, resulting in what are likely to be distinct (but heretofore unknown) developmental trajectories. Through past federally-funded (NIH and IES) awards, I have gained considerable experience in research with the diverse Latino population. Specifically, I have successfully overseen three large-scale studies that have included more than 1,000 Latino families and longitudinal data collection for up to 5 time points over 5 years. In all of my work, I have paid careful attention to issues of culture and diversity, and gained valuable skills in examining theory-based cultural constructs (e.g. acculturation, cultural values). Most recently, my findings with Mexican- and Dominican-origin children show a compelling pattern of disproportionate risk for depression and anxiety by the time children are 4 - 6 years old. Considering the epidemic of suicide attempts among Latina adolescents, it is imperative that we develop and test developmental models of internalizing disorders that may further understanding of the unique risk factors (e.g., acculturative stress, linguistic isolation, experiences of discrimination, migration trauma, undocumented status) that undermine healthy child development among Latinos, as well as the protective and promoting factors (e.g., ethnic identity, family cohesion) that offset such risk. My goal over the next 5 years is to conduct a research study that broadens understanding of the trajectories of ethnic disparities in depression and suicidality. PRC has provided invaluable support as I seek federal funding for this work. Meetings have helped me to apply a more interdisciplinary and innovative lens to my research questions. In addition, PRC has introduced me to UT-based colleagues with similar interests and complimentary areas of expertise with whom I am working on publications and grant applications. PRC has also provided me with funding for graduate student support and travel to foster collaboration with other scholars. In short, PRC has been instrumental in furthering my research agenda, and I am confident that with their ongoing support, I will continue to carry out a successful research program with Latino children and youth that ultimately informs family interventions to reduce disparities.

B. Positions and Honors**Positions**

1999 – 2000	Clinical Psychology Intern, University of Chicago Department of Psychiatry, Chicago, IL.
2000 – 2002	Assistant Research Scientist, New York University School of Medicine Child Study Center, New York, NY.
2003 – 2011	Assistant Professor of Child & Adolescent Psychiatry, New York University School of Medicine.
2004 – 2008	Mental Health Consultant, Harlem Children's Zone, Inc, New York, NY
2011 – 2013	Associate Professor of Child & Adolescent Psychiatry, New York University School of Medicine.

2013 – present	Faculty Associate, Department of Population Health, New York University School of Medicine.
2013 – present	Associate Professor, School of Social Work, The University of Texas at Austin
2013 – present	Faculty Research Associate, Population Research Center, The University of Texas at Austin
2013 – present	Faculty Associate, Lillas Benson Latin American Studies And Collections, The University of Texas at Austin

Other Experience

2012 – present	Panel of Experts, Institute of Research, Education and Services, Hispanic/Latino Health Disparities National Focus Area Addiction Technology Transfer Center, San Juan, Puerto Rico
2012 – present	Ad Hoc Peer Reviewer, Center for Scientific Review, National Institutes of Health, Washington, DC
2014 – present	Technical Work Group, National Center for Research on Hispanic Children and Families, Child Trends & abt Associates, Bethesda, MD
2014 – present	Editorial Board Member, Journal of Latino/a Psychology
2015 – present	Panel Member, Social and Behavioral Scientific Review Panel, Institute of Education Sciences, US Department of Education, Washington, DC.
2016 – present	Editorial Board Member, Cultural Diversity and Ethnic Minority Psychology

C. Contributions to Science

1. My early research involved developing and testing a family-centered, school-based preventive intervention to foster healthy development and school success among young children (ages 3–6) living in disadvantaged neighborhoods. The aim was to create a program, grounded in evidence, that also incorporated issues specific to living as a family of color in urban environments characterized by multiple stressors (e.g., financial strain, discrimination, community violence). In my role as Co-I, I took the lead in writing the treatment manual—drawing on qualitative data gathered through focus groups with community members, and complimented by my graduate training in Parent-Child Interaction Therapy—for the parenting component of the intervention. The intervention, *ParentCorps*, was subsequently tested in a randomized pilot and two (one ongoing) randomized control trials with over 1,000 children. Evidence of program effects on children’s academic achievement and mental and physical health, and on parent’s involvement in education and parenting practices, is strong and impact is sustained at least through the end of 2nd grade (3 years post-treatment). *ParentCorps* is currently listed in the SAMSHA National Registry of Evidence-based Programs and Practices.
 - Brotman, L.M., **Calzada**, E.J., Huang, K.Y., Kingston, S., Dawson-McClure, S., Kamboukos, D., Rosenfelt, A., Schwab, A., Petkova, E. (2011). Promoting effective parenting practices and preventing conduct problems among ethnic minority families from low-income, urban communities. *Child Development*, 82, 258-276.
 - Brotman, L. M., Dawson-McClure, S., **Calzada**, E. J., Kamboukos, D., Huang, K. Y., Acra, F. C., Palamar, J., & Petkova, E. (2013). Cluster (school) randomized controlled trial of *ParentCorps*: Impact on Kindergarten academic achievement. *Pediatrics*, 131, 1521-1529.
 - Dawson-McClure, S., **Calzada**, E.J., Huang, K.Y., Kamboukos, D., Rhule, D., Kolawole, O., & Brotman, L.M. (2014). A population-level approach to strengthening parenting resources in early childhood. *Prevention Science*, DOI 10.1007/s11121-014-0473-3.
 - Brotman, L.M., Dawson-McClure, S., Kamboukos, D., Huang, K.Y., **Calzada**, E.J., Goldfield, K., & Petkova, E. (in press). Effects of ParentCorps in pre-kindergarten on child mental health and academic achievement: Follow-up of a randomized trial at ages 5, 6, 7 and 8 years. *Pediatrics*.
2. As we moved toward dissemination of *ParentCorps*, I took the lead in translating and adapting the program for Spanish-speakers. Using my dissertation research as a springboard, I worked to systematically translate findings from the field of Latino parenting to *ParentCorps*. I delved into the cultural adaptation literature to apply models of adaptation to our efforts and in the process, contributed to the Nathan Kline Institute’s Center of Excellence for Cultural Competence guidelines, and argued, through a review of a book on the topic, for more harmony between the cultural adaptation and evidence-based treatment movements. I secured funding to conduct a qualitative study on Latina mothers’ perceptions of the social validity of evidence-based parenting practices and heard first-hand about the barriers to using some of the

strategies taught in traditional parent training programs. Well-versed in issues related to adapting a program, I made a number of carefully considered changes to the *ParentCorps* parenting manual; examples include an increased emphasis on cultural values (e.g., *respeto*); offering caregivers alternatives to time out (e.g., removal of privileges); and a more in-depth exploration of the role of grandparents and other important caregivers in childrearing.

- **Calzada**, E.J. (2010). Bringing culture into parent training with Latino families. *Cognitive and Behavioral Practice*, 10.1016/j.cbpra.2010.01.003.
 - **Calzada**, E.J., Fernandez, Y., & Cortes, D. (2010). Incorporating the cultural value of *respeto* into a framework of Latino parenting. *Cultural Diversity and Ethnic Minority Psychology*, 16, 77-86.
 - **Calzada**, E.J., Dawson-McClure, S. & Brotman, L.M. (2011). *ParentCorps: A Guide for parents of young children*. New York University, copyrighted workbook.
 - **Calzada**, E.J., Basil, S., & Fernandez, Y. (2013). What Latina mothers think of evidence-based parenting programs, 20, 362-374. *Cognitive and Behavioral Practice*. doi: 10.1016/j.cbpra.2012.08.004.
3. Through my efforts on *ParentCorps*, I became increasingly familiar with the literature—and its limitations—on Latino parenting and its role in shaping Latino child development in the US. I secured a series of grants to expand current models of Latino parenting to reflect the cultural context of Latino families. Scholars have long debated the applicability of Westernized models of parenting (e.g., authoritarian/authoritative) to Latino populations, and my work shows that while such typologies may be validly applied to Latinos, we must consider culture-specific constructs as well, including acculturative status and cultural values. Through a K award (2005 – 2010), I developed and tested an initial test of a cultural framework of Latino parenting with a sample of 298 Mexican- and Dominican-origin families of preschoolers. Building on the success of that study, two subsequent and ongoing longitudinal studies (an NIH R01 and IES R305) with 750 Mexican and Dominican-origin families provide additional support of the model. Key findings highlight the role of culturally-rooted socialization messages in directly and indirectly (mediated by parenting practices) shaping child development. They also suggest complex associations between mothers' acculturative status (e.g., English and Spanish language competence, ethnic and mainstream identity), cultural values and parenting practices. We are currently exploring how mothers' ecological context (e.g., residence in an ethnic enclave) may moderate relations between their acculturative status and parenting.
- **Calzada**, E.J., Huang, K.Y., Anicama, C., Fernandez, Y., & Brotman, L.M. (2012). Test of a cultural framework of parenting with Latino families of preschoolers. *Cultural Diversity and Ethnic Minority Psychology*, 18, 285-296.
 - **Calzada**, E.J., Tamis-LeMonda, C., & Yoshikawa, H. (2013). *Familismo* in Mexican and Dominican families from low-income, urban communities. *Journal of Family Issues*, 34, 1696-1724. doi: 10.1177/0192513X12460218.
 - **Calzada**, E.J., Huang, K.Y., Singh, S.D., Linares, H., & Brotman, L.M. (2014). Maternal *Familismo* and early childhood functioning in Mexican and Dominican immigrant families. *Journal of Latino/a Psychology*, 2, 156-171.
 - Kim, Y., Calzada, E.J., Barajas, R.G., Brotman, L.M., Huang, Y.K., Santos, M., & Linares, H. (under review). The Importance of Authoritative Parenting for the Early Academic Achievement of Latino Students.
4. Beginning with my dissertation (a comparison study of Puerto Rican and Dominican families; Calzada & Eyberg, 2002), I have been keenly aware of potential within-group differences in the large, heterogeneous, pan-Latino population. Although widely discussed in the literature, virtually no studies are designed or powered to examine differences between Latino groups. My research has relied on study designs that allow for the exploration of group differences and has shown that country of origin (Mexico, Dominican Republic)— as one source of heterogeneity—is associated with mean-level differences in study variables and more importantly, moderates associations between key study variables (e.g., parenting to child developmental outcomes). Work with other immigrant groups (AfroCaribbean, East Asian, South Asian) has expanded my understanding of group-level differences. I recently carried out a study of the immigrant paradox in maternal depression in foreign-born and later-generation Mexican mothers.
- Huang, K.Y., **Calzada**, E.J., Cheng, S., Brotman, L.M. (2012). Physical and mental health disparities among young children of Asian immigrants. *Journal of Pediatrics*, 160, 331-336.

- **Calzada**, E.J., Huang, K.Y., Hernandez, M., Soriano, E., Dawson-McClure, S., Acra, C.F., Kamboukos, D., & Brotman, L.M. (2014). Family and Teacher Characteristics as Predictors of Parent Involvement in Education during Early Childhood among AfroCaribbean and Latino Immigrant Families. *Urban Education*. doi: 10.1177/0042085914534862
 - **Calzada**, E.J., Barajas, R.G., Dawson-McClure, S., Huang, K.Y., Palamar, J., Kamboukos, D., & Brotman, L.M. (2015). Early academic achievement among low-income black students from immigrant and non-immigrant families. *Prevention Science*. doi: 10.1007/s11121-015-0570-y
 - **Calzada**, E.J. & Sales, A. (in preparation). Maternal depression in Mexican-origin mothers: Is there evidence of an immigrant paradox?
5. As we have collected and begun to analyze longitudinal data on Latino child development, my research program has uncovered striking disparities in early childhood. Children have high anxiety and depression and low academic achievement at the end of 1st grade. Those with a strong ethnic identity have better developmental outcomes. What happens between early childhood and adolescence, when public health concerns related to high school drop out, teenage pregnancy and suicide attempts arise? It is imperative that we develop and test developmental models of achievement and mental health disorders that may further understanding of the unique risk factors (e.g., acculturative stress, linguistic isolation, experiences of discrimination, migration trauma, undocumented status) that undermine healthy child development among Latinos, as well as the protective and promoting factors (e.g., ethnic identity, family cohesion) that offset such risk. I am dedicated to contributing to research in this area.
- **Calzada, E.J.**, Barajas, R.G., Huang, K.Y., & Brotman, L.M. (2015). Early childhood internalizing problems in Mexican- and Dominican-Origin Children: The role of cultural socialization and parenting practices. *Journal of Clinical Child and Adolescent Psychology*. doi: 10.1080/15374416.2015.1041593
 - Serrano-Villar, M. & **Calzada**, E.J. (2015). Ethnic identity: Evidence of protective effects in young, Latino children. *Journal of Applied Developmental Psychology*, 42, 21-30.
 - Roche, K., **Calzada**, E., Ghazarain, S., Lambert, S., Little, T.D., & Schulenberg, J. (in press). Longitudinal Pathways to Educational Attainment for Youth in Mexican and Central American Immigrant Families. *Journal of Latino/a Psychology*.

D. Research Support

Ongoing Research Support

Faculty Award (E. Calzada, PI) 07/01/16-06/30/17
 Population Health Initiative, The University of Texas at Austin
 Anxiety, Depression and Suicidality in Latino Children and Youth
 The aim of this study is to develop a culturally-rooted developmental model of ecological predictors of anxiety, depression and suicidality in Latino youth in the U.S.
 Role: Principal Investigator
 Responsibilities: Leading a team of investigators in developing a conceptual model of Latino depression.

Faculty Award (E. Calzada, PI) 09/01/14-12/31/16
 Samuel & Lois Silberman Fund
Pilot Test of Multi-Generational Model of Mexican American Parenting & Early Childhood Development
 The aim of this study is to test associations between acculturative status, cultural stressors, maternal depression and parenting in three generations of Mexican-origin mothers.
 Role: Principal Investigator
 Responsibilities: Supervising data collection and project management; overseeing coding and data analyses; preparing manuscripts; handling administrative responsibilities and reporting.

R305A130090 (E. Calzada, PI) 08/01/13-07/31/17
 Institute of Education Sciences
 A Longitudinal Study of Latino Students' Grade3 Academic Achievement: Examining the Role of Early Childhood Family and School Characteristics
 The aim of this study is to examine culturally-specific (e.g., ethnic identity) and universal (e.g., school readiness) constructs in pre-kindergarten and kindergarten as predictors of 3rd grade academic achievement among urban, Mexican- and Dominican-origin students.

Role: Principal Investigator

Responsibilities: Supervising project team on data management and analyses; preparing manuscripts; overseeing graduate students; handling administrative responsibilities and reporting.

Completed Research Support

R01HD066122 (E. Calzada, PI)

07/01/10-05/31/15

National Institute of Child Health

Family and School Contexts as Predictors of Latino Early Childhood Development

The aim of this study is to test a comprehensive, culturally-specific model of family- and school-level predictors of early childhood development in urban, Mexican- and Dominican-origin children.

Role: Principal Investigator

Responsibilities: Supervising project team on data management and analyses; preparing manuscripts; overseeing graduate students; handling administrative responsibilities and reporting.

Research Award (E. Calzada, PI)

07/01/12-06/30/13

The Dominican Community Bridge Fund

A Study of Mental Health in Young Children in the Dominican Republic

The aim of this study was to examine associations between parenting practices and child mental health functioning (internalizing, externalizing and adaptive behaviors) in Dominican children of diverse socioeconomic backgrounds living in the Dominican Republic.

Role: Principal Investigator

Responsibilities: Coordinating international collaboration; collaborating with project team on data management, quantitative analyses, and preparation of manuscripts; overseeing graduate students; handling administrative responsibilities and reporting.

R305A100596 (L. Brotman, PI)

07/01/10-06/30/14

Institute of Education Sciences

Academic Achievement Outcomes From a Pre-K Family and School Intervention

The aim of this study was to examine intervention outcomes on academic achievement following a school-based family intervention.

Role: Co-Investigator

Responsibilities: Supervising data collection and management; preparing manuscripts; overseeing graduate students.

R21MH097115 (K.-Y. Huang , PI)

12/01/12-11/30/14

National Institute of Mental Health

Developing a School Based Child Mental Health Prevention Program in Uganda

The aim of this study was to establish the feasibility and short-term efficacy of a school-based intervention for the promotion of early childhood competencies for school-aged children in Uganda.

Role: Co-Investigator

Responsibilities: Supervision of select project activities; overseeing human subjects; preparing manuscripts.

R01MH077331(L. Brotman, PI)

04/11/08-03/31/14

National Institute of Mental Health

Preventing Conduct Problems in Poor, Urban Preschoolers

The aim of this RCT was to establish the efficacy of a school-based family intervention for the promotion of early childhood competencies in preschoolers from urban, socioeconomically disadvantaged communities.

Role: Co-Investigator

Responsibilities: Supervising intervention activities; preparing manuscripts.