



Center for the Developing Adolescent

The National Scientific Council on Adolescence

The National Scientific Council on Adolescence (NSCA) was formed in 2019 to generate, analyze, and integrate scientific knowledge to educate policymakers, practitioners, and the general public about the rapidly growing science of adolescent development and its underlying neurobiology. Members meet annually in person to set the national agenda on adolescence.

Members of The National Scientific Council on Adolescence



Dr. Nicholas Allen is a clinical psychologist and affective and social neuroscientist investigating the interaction between biological, psychological and environmental risk factors during adolescent development. An academic expert in mental health, mood disorders, sleep, digital and mental health and prevention research, he is widely recognized for his work on the relationship between biological and interpersonal aspects of adolescent development and risk

for depression. Currently, he is an Ann Swindells Professor, Director for the Center for Digital Mental Health and Director of Clinical Training at University of Oregon. He is also the Cofounder and CEO of Ksana Health.

Dr. Allen has published over 140 peer reviewed scientific papers and book chapters, and four books addressing vulnerability to, and treatment of, depression, as well as basic psychological and biological aspects of affect and interpersonal processes. He seeks to not only shed light on the underlying causes of mental health and ill health during adolescence, but also to inform innovative approaches to prevention and early intervention. He received his PhD and M.S in Clinical Psychology, and B.S. in Psychology, from the University of Melbourne, Australia.



Dr. Anthony Burrow is an Associate Professor in the Department of Human Development and Director, Program for Research on Youth Development and Engagement (PRYDE), at Cornell University. He is a human development scientist whose work examines how notions of race become incorporated into one's sense of self, and how having a sense of purpose in life serves as a psychological resource for those who cultivate it.

Dr. Burrow's research centers on the psychological adjustment of ethnic minorities and examines how race-related stressors predict adjustment and whether racial identity might either amplify or lessen the impact of these stressors. He was previously Assistant Professor in the Department of Psychology, Loyola University Chicago. Dr. Burrow received his PhD in Applied Developmental Psychology from Florida International University and B.A. in Psychology from the University of North Carolina at Chapel Hill. He completed his postdoctoral training at the Multicultural Research Institute at the University of Notre Dame.



Dr. Ron Dahl is a pediatrician and developmental scientist, committed to interdisciplinary team research to improve the lives of children and adolescents. Dr. Dahl's research includes basic studies of neurobiological and psychological development, clinical studies in pediatrics and child psychiatry, and consideration of the social, family, and cultural contexts that shape neurobehavioral development. Currently, Dr. Dahl serves as a Director at the Center on the Developing Adolescent; Director at the Institute of Human Development and Adolescent Research Collaborative at UC Berkeley; Professor, Community Health and Human Development in the School of Public Health; and Professor, UC Berkeley-UCSF Joint Medical Program.

During his 40-year career in medicine, Dr. Dahl has published more than 200 scientific articles, served as President of the Society for Research in Child Development, was a co-founding editor of the medical journal *Developmental Cognitive Neuroscience*, and held fellowships at the Association for Psychological Science, New York Academy of Sciences, and American Academy of Pediatrics. He received a B.S. in Biophysics from Penn State University and his M.D. from the University of Pittsburgh.



Dr. Andrew Fulgini's research focuses on the social identification, family relationships, and adjustment of adolescents within various cultural groups, with a particular focus on the children of immigrant families. Currently, he is a Professor in the Department of Psychiatry and Biobehavioral Sciences, Senior Scientist at the Jane and Terry Semel Institute for Neuroscience and Human Behavior, and Director of the Adolescent Development Lab at UCLA. Additionally,

Dr. Fulgini is a Fellow of the American Psychological Association and Co-Director of the NIMH Family Research Consortium IV.

Dr. Fulgini has served on the editorial boards of *Child Development*, *Developmental Psychology*, and the *Journal of Research on Adolescence* and was previously an Associate Professor in the Department of Psychology at New York University. His work has been funded by a FIRST award from NICHD and a Faculty Scholars Award from the William T. Grant Foundation, as well as the MacArthur Foundation, the Russell Sage Foundation, and the Haynes Foundation. He was a recipient of the American Psychological Association's Boyd McCandless Award for Early Career Contribution to Developmental Psychology and was an associate member of the MacArthur Network on Middle Childhood. Dr. Fulgini received his PhD in Developmental Psychology at the University of Michigan.



Dr. Adriana Galván is a researcher and clinical scientist in the areas of development psychology and behavioral neuroscience, with an emphasis on exploring adolescent brain development and behavior. Currently, she is a Professor of Psychology, [Director of the Developmental Neuroscience, and](#) Jeffrey Wenzel Term Chair in Behavioral Neuroscience, at UCLA.

Dr. Galván has received funding for research that helps inform policy for juvenile justice from the National Institute of Health (NIH), National Science Foundation, MacArthur Foundation, Russell Sage Foundation, Jacobs Foundation, and the William T. Grant Foundation. She was a US Fulbright Scholar and fellow at the Association for Psychological Science, and has received numerous awards for her work, including the Presidential Early Career Award for Scientists and Engineers; Troland Research Award; American Psychological Association Early Career Distinguished Scientific Contribution Award; American Psychological Association Division 7 Boyd McCandless Award; Cognitive Neuroscience Society Young Investigator Award; and Department of Psychology Distinguished Teaching Award. Dr. Galván received her PhD in Neuroscience from Weill Cornell Medical College, Cornell University, and a B.A. in Neuroscience and Behavior from Barnard College, Columbia University.



Dr. Leslie Leve is an Associate Director of the Prevention Science Institute, Associate Vice President for Research, Office of the Vice President for Research and Innovation, and Professor, Counseling Psychology and Human Services, at the University of Oregon. Her research focuses on child and adolescent development, gene-environment interplay, and interventions for children and families.

Dr. Leve studies the intricate ways in which biological processes combine with social factors to shape child and adolescent development. She is particularly interested in applying this knowledge to prevention and intervention activities that support adolescents and their families and promote their well-being. Dr. Leve has published more than 150 scientific articles and 20 book chapters during her career and is a past President of the Society for Prevention Research. She received her PhD in Development Psychology and M.S. in Psychology at the University of Oregon, and B.A in Psychology at the University of California, Santa Cruz.



Dr. Allyson Mackey is an Assistant Professor in the Department of Psychology at the University of Pennsylvania, and affiliated with the Center for Neuroscience and Society, the Positive Psychology Center, and the Neuroscience Graduate Group. Her research focuses on individual differences in brain development and plasticity, with the goal of promoting positive educational and health outcomes for all individuals, regardless of socioeconomic background. She is interested in how positive experiences in early childhood, including high quality early education and supportive parenting, promote resilience to stress in adolescence and beyond. In 2016, Dr. Mackey established The Changing Brain Lab at the University of Pennsylvania, to study how the brain changes as people grow up and learn new things. The goal of this research

is to promote positive educational and health outcomes for all individuals, regardless of socioeconomic background. Dr. Mackey received her PhD in Neuroscience from UC Berkeley and B.S. in Biological Sciences from Stanford University. She completed her postdoctoral training at MIT.



Dr. Candice Odgers is a Professor of Public Policy, Psychology and Neuroscience at Duke University. Her research focuses on how social inequalities and early adversity influence children's future health and well-being, with an emphasis on how new technologies, including mobile phones and web-based tools, can be used to understand and improve the lives of young people.

Dr. Odgers was a William T. Grant Scholar and the recipient of early career awards from the American Psychological Association, the Society for Research in Child Development, the Royal Society of Canada, and the Association for Psychological Science. In 2015 she was awarded the Distinguished Contributions to Psychology in the Public Interest Early Career Award and, in 2016, the Jacobs Foundation Advanced Research Fellowship, and her research has appeared in journals such as the American Journal of Psychiatry, American Psychologist, Annual Review of Clinical Psychology, Psychological Bulletin and Psychological Science. She received her PhD from the University of Virginia, and her M.A. and A.B. from Simon Fraser University.



Dr. Jennifer Pfeifer is a professor of developmental social neurology, studying the changing bodies, brains, and social worlds of adolescents. She is interested in how functional brain

development is affected by various endogenous and exogenous factors such as pubertal development and early adversity, and the impact on an adolescent's well-being. Dr. Pfeifer is currently Director of Developmental Social Neuroscience Lab; Science Director at the Center for Translational Neuroscience; and a Professor of Psychology, at the University of Oregon.

Dr. Pfeifer was a fellow recipient of the Ruth L. Kirchstein National Research Service Award, National Science Foundation Graduate Research Fellowship, and received the Early Career Research Contributions Award from the Society for Research on Child Development. Her work has been funded by the National Institute on Drug Abuse, National Institute of Mental Health, National Institute of Child Health and Human Development, National Science Foundation, and the Oregon Medical Research Foundation. Dr. Pfeifer received a PhD and M.A. in Developmental Psychology from UCLA and a B.A. in Psychology from Stanford University.



Dr. Stephen Russell is a Priscilla Pond Flawn Regents Professor in Child Development, Chair of the Department of Human Development and Family Sciences, and Director of the School of Human Ecology, at the University of Texas at Austin. He is an expert in adolescent and young adult health, with a focus on sexual orientation and gender identity.

Much of Dr. Russell's research is guided by a commitment to create social change to support healthy adolescent development. His previously published series of papers were the first U.S. nationally representative studies to document significant health risk among sexual minority youth, and over the past decade, has studied health risk, health disparities, and resilience among LGBT youth and young adults, with an emphasis on gender and race/ethnic/cultural differences in health. Dr. Russell previously served on the governing boards of the Society for Research in Child Development, the Sexuality Information and Education Council of the United States (SIECUS), National Council on Family Relations (where he was also elected fellow), and was President of the Society for Research on Adolescence. He received his PhD from Duke University, M.A. from William & Mary, and B.A. from Wake Forest University.



Dr. Stacy Sterling is a member of the Drug and Alcohol Research Team and the Behavioral Health Research Initiative in the Kaiser Permanente Northern California Division of Research. She is a research scientist focused on developing health policies and interventions to decrease adolescent behavioral health risks, including substance abuse, depression, anxiety and risky sexual behavior, and improving physical and mental health outcomes.

Dr. Sterling has considerable expertise in the facilitation and study of the implementation, dissemination, and sustainability of evidence-based interventions, involving efforts to translate research findings into clinical practice. She is the Principal Investigator of a number of NIH- and foundation-supported studies that focus on identification and early intervention for adolescent behavioral health problems, in primary care and other non-specialty treatment settings. Dr. Sterling received a DrPH in Leadership, Health Policy and Management at the University of North Carolina at Chapel Hill, Gillings School of Global Public Health, and MPH in Public Health and MSW in Social Welfare, Health, Management and Planning, at UC Berkeley.



Dr. Linda Wilbrecht is a behavioral and systems neuroscientist focused on how early puberty and experience of harsh or uncertain environments impacts the development of learning and decision-making systems. She is interested in connecting behavioral and systems neuroscience to policy and education and identifying strategies to promote healthy developmental trajectories. She is an Associate Professor in the Department of Psychology at UC Berkeley and the Helen Wills Neuroscience Institute.

Dr. Wilbrecht was previously an Assistant Professor in the Department of Neurology at UCSF and Principal investigator at the Ernest Gallo Clinic and Research Center. She was a recipient of the 2009 NIMH Biobehavioral Research Award for Innovative New Scientists; 2010 Presidential Early Career Award for Science and Engineering; and held a Miller Professorship at the Miller Institute for Basic Science Research, UC Berkeley. She studied psychology and philosophy at Oxford University, where she worked on animal models of schizophrenia under Susan Iversen and received her PhD from Rockefeller University. She went through postdoctoral training at Cold Spring Harbor Laboratory with Karel Svoboda and UCSF with Michael Merzenich.



Dr. Joanna Lee Williams is an Associate Professor in the Curry School of Education and Human Development at the University of Virginia, as well as Faculty Affiliate with Youth-Nex: The University of Virginia Center to Promote Effective Youth Development, where she also serves as a contributor to the Youth-Nex “Re-making Middle School” Initiative. She studies race and ethnicity as social contexts for youth development and ethnic identity as a form of positive youth development. With support from the William T. Grant Foundation, Dr. Williams is investigating issues of social network equity in racially diverse middle schools. She also serves as a contributor to the Center for Race and Public Education in the South.

Dr. Williams previously served as Associate Director of Research for the Young Women Leaders Program, a mentoring program for middle school girls, and was a member of the National Academies of Science, Engineering, and Medicine’s Committee on Neurobiological and Socio-behavioral Science of Adolescent Development and its Applications. She earned her M.S.Ed. in Human Development from the University of Pennsylvania and PhD in Developmental Psychology from Temple University.



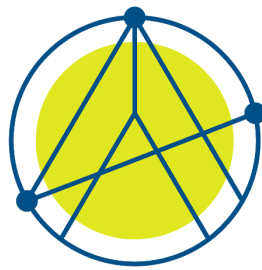
Carol M. Worthman, PhD is Samuel Candler Dobbs Chair in the Department of Anthropology at Emory University, a Member of the American Academy of Arts and Sciences, and Fellow of the American Association for the Advancement of Science. Her work brings together anthropology, human development, and neuroscience, to create integrated ecobiocultural models of human development for transdisciplinary research in differential well-being, and has been used to support global policy work from breastfeeding to reproductive health to mental health.

Dr. Worthman has conducted cross-cultural biosocial research in thirteen countries, including Kenya, Tibet, Nepal, Egypt, Japan, Papua New Guinea, Vietnam and South Africa, as well rural, urban, and semi-urban areas of the United States. She was a founding collaborator in the population-based Great Smoky Mountains Study, a joint effort between Duke University and the North Carolina State Division of Developmental Disabilities, Mental Health, and Substance Abuse Services. Dr. Worthman studied endocrinology at UCSD and neuroscience at MIT, received her PhD in Biological Anthropology from Harvard University, and B.A. in Botany and Biology from Pomona College.



David Yeager is an Associate Professor of Developmental Psychology at the University of Texas at Austin. Dr. Yeager's work sits at the intersection of developmental, social, personality and educational psychology. He is interested in understanding the processes shaping adolescent development, especially how differences in adolescents' social cognitions—their interpretations of social events and the beliefs that underlie these—can contribute to positive or negative trajectories for youth.

He has appointments at the UT Dana Center, the Carnegie Foundation for the Advancement of Teaching, and the University of Texas Population Research Center, and is a member of the Human Capital and Economic Opportunity Global Working Group and the New Paths to Purpose network, both at the University of Chicago. He received his PhD in Developmental and Psychological Science from the Stanford University School of Education in 2011. Dr. Yeager also holds an M.Ed. in Secondary English and a B.A. in the Program of Liberal Studies from the University of Notre Dame, as well as an MA in Psychology from Stanford University.



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