

Margaret Bridges, Ph.D.

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EDUCATION:

- Ph.D., Developmental Psychology 6/96-5/98
University of Virginia, Charlottesville, Virginia
- M.A., Developmental Psychology 8/93-5/96
University of Virginia, Charlottesville, Virginia
- B.A., Philosophy 8/86-5/89
Claremont McKenna College, Claremont, California

EXPERIENCE:

- University of California, Berkeley, CA** 9/08-present
Senior Research Scientist, Institute of Human Development
- Collaborate on the development of an Early Childhood Center
 - Conduct interviews and lead focus groups with adolescents and adults
 - Supervise and collaborate with research team on data collection, data analysis, and manuscript preparation
 - Conduct outreach to UCB faculty and students, and local educators, mental health professionals, and parents
 - Develop new projects and write grant proposals
- University of California, Berkeley, CA** 9/00-9/08
Senior Research Scientist, Child Development Projects, PACE
- Managed multiple research and evaluation projects for research unit
 - Supervised and collaborated with research team on data collection, conducting 60 interviews and leading 12 focus groups
 - Analyzed data and wrote reports, briefs, and articles
 - Interpreted and translated data for policy implications
 - Developed new projects and wrote grant proposals
- University of California, Berkeley, CA** 9/00-12/01
MacArthur Fellow, Institute of Human Development
- co-authored an NIH R01 grant entitled, "Social Ordering and Mental/Physical Health in Children" (funded 2002)
 - analyzed data and wrote reports
- University of California, San Francisco, CA** 9/98-9/00
Postdoctoral Fellow, Health Psychology Program
- designed a study analyzing the prospective effects of marital conflict, family structure, and parental divorcing status on child adjustment

- co-authored empirical research and review papers
- developed and co-taught a health psychology course at UC Berkeley
- presented dissertation results at the biennial SRCD meeting

University of Virginia, Charlottesville, VA

9/93-5/98

Research Assistant, Department of Psychology

- designed four longitudinal research studies using multiple data sets to delineate risk mechanisms in adolescent social and emotional development
- trained and managed a team of eight research assistants for a three-year project in collaboration with a local community clinic
- led 8 focus groups involving 50 participants and conducted 65 clinical interviews
- managed a database of a national sample of families
- analyzed data using SPSS and SAS for initial data reduction and analysis, and LISREL for structural equation modeling, to examine relevant processes
- co-authored empirical research and review papers

Columbia University, New York, NY

6/95-8/95

Public Policy Fellow, Putting Children First

- organized and led a neighborhood coalition of over 100 New York City community leaders, educators, and politicians
- developed a Transition Plan to facilitate the most effective use of resources and services for children starting school in a large, at-risk community
- implemented the Plan with the school districts and community leaders

PUBLICATIONS:

- Hetherington, E. M., Bridges, M., & Insabella, G. M. (1998). What matters? What does not? Five perspectives on the association between marital transitions and children's adjustment. *American Psychologist*, 53, 167-184.
- Jodl, K. M., Bridges, M., Kim, J., Mitchell, A. S., & Chan, R. W. (1999). Relations among relationships: A risk and resiliency perspective. In E. M. Hetherington, S. H. Hetherington, & D. Reiss' (Eds.), *Adolescent Siblings in Stepfamilies: Family Functioning and Adolescent Adjustment. Monographs of the Society for Research in Child Development*, 64 (4, Serial No. 259).
- Chaffee, T.A., Bridges, M., & Boyer, C. B. (2000). Adolescent violence prevention practices among California pediatricians. *Archives of Pediatrics and Adolescent Medicine*, 154, 1034-1041.
- Bridges, M., Fuller, B., Rumberger, R., & Tran, L. (2004). *Preschool for California's Children: Promising Benefits, Unequal Access*. Policy Brief. Berkeley, CA: Policy Analysis for California Education, UC Berkeley.
- Fuller, B., Livas, A., & Bridges, M. (2005). *How to expand and improve preschool in California: Ideals, evidence, & policy options*. Working Paper. Berkeley, CA: Policy Analysis for California Education, UC Berkeley.
- Operario, D., Tschann, J., Flores, E., & Bridges, M. (2006). Brief Report: Associations of Parental Warmth, Peer Support, and Gender with Adolescent Emotional Distress. *Journal of Adolescence*, 29, 299-305.
- Loeb, S., Bridges, M., Bassok, D., Fuller, B., & Rumberger, R. (2007). How much is too much? The influence of preschool centers on children's social and cognitive development. *Economics of Education Review*, 26, 52-66.

- Loeb, S., Bridges, M., Bassok, D., Fuller, B., & Rumberger, R. (2007). How much is too much? The influence of preschool centers on children's social and cognitive development. *Economics of Education Review*, 26, 52-66.
- Bridges, M. (2007). Expanding and improving preschool. *Crucial Issues in California* (pp. 133-144). Berkeley, CA: Policy Analysis for California Education.
- Fuller, B. C. & Bridges, M. (2007). Which children benefit from preschool? In B. Fuller's, *Standardized Childhood: The Political and Cultural Struggle over Early Education*. Palo Alto, CA: Stanford University Press.
- Bridges, M., Brauckmann, S., Medina, O., Mireles, L., Spain, A., & Fuller, B. (2008). *Giving a student voice to California's dropout crisis*. California Dropout Research Project Policy Brief, No. 8, Santa Barbara, CA: UC LMRI.
- Fuller, B., Bein, E., Bridges, M., Jang, H., Rabe-Hesketh, S., Halfon, N., & Kuo, A. (in press). Ethnic Differences in Infant Health and Cognition – The Roots of Latino Paradox. *Maternal and Child Health Journal*.
- Bridges, M., Fuller, B., Cohen, S., Livas, A., Mangual, A., Mireles, L., & Scott, L. (under review). *The Daily Activities of Mexican-American Preschool Children: Socialization and Acculturation*.
- Bridges, M., Fuller, B., Huang, D., & Hamre, B. (under review). *Strengthening the Early Childhood Workforce – Do Wage Incentives Boost Training and Job Stability?*
- Fuller, B., Bein, E., Bridges, M., Jang, H., Rabe-Hesketh, S., Halfon, N., & Kuo, A. (under review). The development of Latino toddlers: At risk or immigrant paradox?
- Bridges, M., Fuller, B., Yamada, H., Cohen, S., & Scott, L. (in preparation). *Measuring socialization among young Latino children: The Mexican American Socialization (MAS) Scale*.

PRESENTATIONS:

- Bridges, M., Fuller, B., Jung, S., & Kuo, A. (2009). *Early Preliteracy and Math Proficiency of Chinese-American Children*. Paper presented at the meeting of the Society for Research on Child Development, Denver.
- Bridges, M. & Fuller, B. (2008). *Boring classes and teachers who don't care: Student voices on high school drop out in California*. Paper presented at the meeting of the Society for Research on Adolescence, Chicago.
- Bridges, M., Fuller, B., Livas, A., & Mireles, L. (2007). *Mexican-American Children's Daily Activities as Developmental Niches*. Paper presented at the meeting of the Society for Research on Child Development, Boston.
- Bridges, M. (2003). *Implications of retention incentives for ECE staff*. Paper presented at the meeting of the Society for Research on Child Development, Tampa.
- Bridges, M. (1999). *The association of extra-familial contexts and antisocial behavior*. Poster presented at the meeting of the Society for Research on Child Development, Albuquerque.
- Bridges, M. (1998). *Family conflict and adolescent adjustment preceding divorce*. Poster presented at the meeting of the Society of Research on Adolescence, San Diego.
- Bridges, M. (1997). *Family agreement on life events: unreliability or individual realities?* Poster presented at the meeting of the Society for Research in Child Development, Washington, D.C.

PROFESSIONAL ACTIVITIES:

- Member, American Psychological Association

- Member, Society for Research in Child Development
- Member, Society for Research on Adolescence