

**University of Cambridge
Centre for Family Research
Annual report
2021-2022**



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Introduction from Professor Pasco Fearon

It has been quite a year for the Centre for Family Research, and for me personally as a newcomer to this wonderful place. Six months into my arrival, much has happened, and many fantastic things have been achieved, as you will see in this Annual Report, as well as challenges and fond farewells. I joined the Centre mid-year in February 2022, when COVID-19's presence and impact still loomed large. It had been a turbulent couple of years, and no doubt the prospect of Susan's retirement and the change and uncertainty that would bring was layered on to top of all of that. Change is always a challenge, and I'm so grateful to everyone at the CFR for helping us collectively to navigate it, as Susan handed over the reins to me and we started to work out, and get used to, a new phase in the Centre's history.

I have to say, despite all the ups and downs (I'll come onto the latter in a moment) from the first day, and ever since, I come to work with a skip in my step, knowing what a fabulous, creative, passionate and fun group of people I will be seeing. It is a privilege for me to be a part of the Centre and, in my small way, to enable the work that the brilliant people within it do. The Centre for Family Research exemplifies exactly what I think cutting edge and progressive developmental psychology is all about – an openness to thinking about children's development from multiple perspectives, using diverse methods, drawing on diverse ideas, studying a diversity of contexts and populations, and indeed celebrating diversity itself. You will see in this report a snapshot of the amazing work that the team does, both in fundamental and applied research and in knowledge mobilization.

Susan has been an extraordinary Director of the Centre for the last 16 years, and one of the first big events I joined on my arrival was a celebration of Susan's career, at Newnham. The love, warmth and admiration in the air at the event was palpable, and I imagine helped to diminish, if not entirely wash away, any sadness that I'm sure Susan must have felt. And she wouldn't have been alone in those feelings. The occasion was poignant in the most perfect way, full of memories and laughter, as the gratitude and reflections of dozens of former colleagues and students poured in from across the globe. There was also a pretty amazing comic musical spectacle. I won't try to describe it - you had to be there really. I was so glad to be present for this celebration of Susan's work, and I'm eternally grateful to her for

making me feel a part of it, and for welcoming and supporting me in my new role as Centre Director.

I also had the good fortune to be able to attend Susan's wonderful talk at the British Academy in April, where she gave a riveting account of the history of her work, and how it tracked and responded to multiple moral panics about lesbian and gay parents, assisted reproduction, and egg and sperm donation, from the early 80s up to the present day. This lecture was particularly poignant to me, as I attended it with a close friend who had just recently adopted a child with his partner, having battled away at the numerous hurdles and prejudices that gay parents still unfortunately face in the adoption system (thankfully many fewer than in the past, thanks in considerable part to Susan's work). Talk about research impact! We are all incredibly proud of our Professor Emerita, and glad she will continue to be a key member of the Centre in the coming years.

Hot on the heels of all this celebration came the unexpected news that we would have to vacate our building at short notice while refurbishments took place below us, and by the end of the summer we were in a temporary home in the Cockcroft Building, just around the corner. This was obviously very disruptive and I'd like to thank the whole team for their help with the move and for putting up with the inconvenience. Although we've been able to make the temporary CFR quite cosy, we're all looking forward to getting back home in 2023.

And finally, we had to say goodbye to Abby Scott, our Centre manager, who had been such a driving force behind the Centre's activities for many years. A huge thanks to Abby for her immeasurable contribution to the Centre.

I hope you enjoy the reading this report, which will give you a sense of the vibrancy and scope of the work of the Centre for Family Research, a true centre of excellence in child development research.

Obituary: Professor Sir Michael (Mike) Rutter



Professor Sir Michael (Mike) Rutter CBE FRS FBA FRCP FRCPsych FMedSci:

15th August 1933 - 23rd October 2021

A personal reflection

by Susan Golombok (original article [here](#), written for [childandfamilyblog.com](#)).

In 1972, Mike published *Maternal Deprivation Reassessed*. It was a slim volume, written in dry academic style, but it was a tour de force. In the book, he scrutinised John Bowlby's attachment theory, especially the impact on children of separation from their mothers, with his characteristic precision, and he concluded that some aspects of the theory, such as the claim that only mothers could be attachment figures for young children, did not stand up. His interest in the topic may well have been grounded in his own separation from his parents when he was evacuated from England to the United States at the beginning of the second world war. What was remarkable about Mike's book was his incisiveness in analysing the evidence for and against Bowlby's views. This was emblematic of all of Mike's work; a forensic examination of the empirical evidence was at the root of everything he did. Bowlby, of course, remained the leading figure in the field of attachment, but he did come to the same conclusions as Mike on some specific issues. *Maternal Deprivation Reassessed*, and the slightly later *Helping Troubled Children*, were the books that inspired me as a young undergraduate to become a developmental psychologist. Not only did they present the

study of children's development as a worthwhile pursuit, but they also provided insight into how greater understanding of children's difficulties could lead to better solutions for their psychological problems. For many budding psychologists back then, these books felt like a call to arms.

I first met Mike in the autumn of 1976. Recently enrolled on a Master's course in child development at the Institute of Education in London, I had just begun a study of children in lesbian mother families. It is hard to describe just how much animosity there was against lesbian mothers in these days. Divorced heterosexual mothers were subject to considerable prejudice and discrimination; lesbian mothers were beyond the pale. It was in this social climate that Mike was called to act as an expert witness in child custody cases involving lesbian mothers. With his ever-present eye on the evidence, or in this case, the lack of it, Mike argued that there was no good scientific reason to deny lesbian women custody of their children on the grounds of their sexual orientation. He also believed that there was a need for sound empirical data on what actually happened to children with lesbian mothers, so when he heard about my fledgling study of children in lesbian mother families, I was summoned to meet him. There began a body of research that changed the way in which lesbian mothers were treated and perceived. Most child psychiatrists in these days wouldn't have touched this controversial topic with a barge pole. For Mike, the issue was an empirical one. He did all he could to support research on whether the outcomes for children with lesbian mothers were, as he put it, 'good, bad, or indifferent', and to ensure that this research was carried out to the highest possible standards. Mike was an iconoclast through and through.

I can't pretend it was always easy working with Mike. He was an exacting supervisor, and we had disagreements based on generational differences, such as whether the word gay should, or should not, have inverted commas. Mike supported the former. This was one of the few arguments that I won! But I learned more from him than anyone else I have ever met in academic life. He was extremely generous with his time, sending 10-page memos that will be familiar to those who have ever worked with him. Their arrival used to incur in me a sense of dread, but I also knew that the contents would make the research very much better. The last of such memos was waiting for me when I returned to my office following

the third Covid lockdown; it was a handwritten note with his thoughts on my most recent book.

I came to realise that Mike relished a good argument. When I learned to stand up for myself, there would be a twinkle in his eye, and our conversations became much more fun. Mike's interest in lesbian mothers is a little-known part of his vast array of accomplishments, but this work would not have been taken nearly so seriously without his weight behind it. Mike has always been committed to social justice and to the proper use of research, not only in improving people's lives, but also in changing social attitudes. He was a man before his time in supporting lesbian mothers in courts of law in the mid-1970s. More than 40 years later, in 2019, we were both tickled to see that our early, and somewhat obscure, article on children in lesbian mother families was included among the selection of his papers republished to celebrate the 60th anniversary edition of the Journal of Child Psychology and Psychiatry.

Others are better qualified than I am to honour Mike's intellectual accomplishments and unparalleled contribution to research in the fields of child development, child psychiatry, and developmental psychopathology, for which he has been awarded many honours. His work on the aetiology of child psychiatric disorder, the intergenerational transmission of psychiatric disorder, autism, risk and resilience in childhood, social influences on child adjustment, and the interplay between genes and the environment – to name just some of areas that he influenced – was transformative, and it had a pivotal influence on policy and practice worldwide. He had a capacity to identify the most important questions, and to be unrelenting in his search for the answers. For Mike, identifying the mechanisms was always key.

At a time when mental health problems in childhood and adolescence are on the rise, Mike's work is more important than ever. His contribution has been profound, not least for its rigour and integrity, and will continue inform solutions to children's problems for decades to come.

Update from Professor Pasco Fearon's Lab

2021-2022 was a very busy year for my team. Far from the pandemic slowing us down, for whatever reason, coincident or not, we have been busier than ever, running multiple projects in the UK and across the world.

Probably the project that has taken up the most energy and resource this year was the Children of the 2020s birth cohort study, supported by a £6m grant from the DfE. The Children of



the 2020s Study is an 8500-strong nationally representative birth cohort for England, the first of its kind in over a decade. It is focused on understanding the early-in-life determinants of children's school achievement, mental health and wellbeing. The scale of the data collection required, and the information systems and coordination involved, was rather dizzying, but somehow, after a year of intensive preparation we recruited and assessed 8560 families between June and September, 2022. It was a rollercoaster, with a field team of nearly 300 Ipsos researchers working around the country.

At almost the same time, we were awarded a £4.5m from the ESRC to run a large-scale feasibility study for a future UK-wide birth cohort study, known as the Early Life Cohort. As part of that project, we undertook a national consultation with academics, policy makers and practitioners about their data needs from a future study of this nature, and also did



a lot of qualitative work with families from all four nations to understand how they view a study like this. We were interested in their views on a range of topics, including privacy, sharing of health records and other administrative data, and our branding and inclusivity plan. Data collection for the main feasibility cohort will take place in 2023, and, all going well, we hope a mainstage cohort of up to 30,000 families will launch in 2025.

Both of these cohort projects formed part of a [review of early life studies by the Royal Foundation](#), as part of their Shaping Us campaign. They also got Pasco on Radio 4's Today programme twice, and, most importantly of all, in the centre pages of Hello! Magazine.... With a bit of help from Her Royal Highness the Duchess of Cambridge.

Meanwhile, a separate stream of my team's work is focused on intervention research. In 2021-2022 we were running five separate clinical trials of interventions for children and young people, funded by the Wellcome Trust, NIHR, MRC and What Works Centre for Children's Social Care. Rather than go through them all, I thought it might be nice to talk about two very different ones – our SUNRISE trial in Burkina Faso, and our RE-SET trial in the UK.



The SUNRISE trial is a nation-wide cluster RCT of an intensive radio campaign that uses behaviour change principles and intervention techniques from Early Child Development programmes to change behaviour and norms relating to early caregiving in Burkina Faso. It's supported by a £5.3m Wellcome Trust Collaborative Award. The reason we chose Burkina Faso is that it has a unique radio broadcasting landscape that allows you randomise



One of our SUNRISE field team interviewing a mum and baby in Burkina Faso

broadcasting content to geographically non-overlapping regions of the country – the perfect set up for a clustered RCT. Over the summer, we trained our local field teams in the data collection processes for the first phases of the study and recruited 12,000 mums and children for a baseline survey. By autumn our broadcasts began in half of our 15 cluster sites. We are now following up an evaluation cohort of 1500 babies born 3-6 months after the campaign began, looking at their language, cognitive and socio-emotional development, as well as changes in family care practices and parenting, all the way through to just shy of their third birthdays. Alongside this, our team has been doing a lot of fascinating qualitative work with local communities, helping us and our Burkinabe colleagues to develop the

broadcast content and ensure it is culturally appropriate and resonating in the way we hope, as well as capturing the learning about how the intervention works, so that we can think about how to translate it to other contexts and media in the future.

The RE-SET trial is an individually randomised trial of a new mental health prevention programme for teenagers supported by a £2.8m



grant from the Medical Research Council. Early adolescence is a key period for prevention, because over a comparatively short space of time we see steep rises in mental health difficulties, peaking at around ages 15-16 years. The promise of prevention at this time is that it might be possible to reduce the rise in onsets of mental health difficulties and/or to prevent exacerbation of existing mental health problems in a temporally targeted way. One of the challenges with prevention though is that prior to a mental health condition developing, you don't know which disorder you ought to be trying to prevent. For that reason, we adopted what is called a 'transdiagnostic approach', which targets core mechanisms underpinning a range of mental health difficulties. To do this, we teamed up with experts in the cognitive neuroscience of emotion and clinical experts in young people's social relationships to develop a new 'hybrid' intervention. This new intervention uses cognitive training to develop emotional processing skills, and integrates it into a group intervention, so that the young people can learn about and develop their skills around the intimate connection between our emotions and our relationships with others. We worked with lots of young people and a youth theatre company to help us develop the programme and make it engaging and inclusive. The intervention has since been piloted in two schools and the main trial, involving 540 young people across 9 schools, will launch in January 2023.

Update from Professor Claire Hughes's Lab



*Members of Claire's team outside the Free School Lane archway
L-r: Keya, Amber, Emma, Sasha, Jean, Laura, Helen, Caoimhe, Shira, Sam, Mishika, Claire & Louise*

My entry in last year's annual report began with a feeling of déjà vu - and once again, 2021-2022 saw a reprise of many of the challenges encountered in 2020-2021 (and first mentioned in the 2019-2020 report). These challenges included finding ways of sustaining research with children, families, and schools despite pandemic-related battle fatigue on all fronts, regular 'Silver Team' meetings to discuss strategies for mitigating the impact of new variants of Covid-19 and delivering hybrid lectures and motivating students to attend in-person teaching. Adding to the sense of déjà vu in a more positive way, this year also saw a sequel to last year's 'Bath Quartet' as we welcomed four more third-year undergraduates from the University of Bath for a research placement year. A fond farewell to Mina, Izzy, Beth, and Alba who contributed in so many ways to the early stages of the Ready or Not Study and a warm welcome to Emma, Shira, Sasha and Amber, who stepped into their shoes and have also made a very positive contribution to life in the CFR.

A major achievement for 2021-2022 is the launch of two sister studies for the UK Ready or Not study – in Hong Kong and in Mainland China. Here, the impact of the pandemic has



been much more severe, with children experiencing prolonged school closures and major changes to school life even in the periods that they have been able to go to school. For example, mask-wearing has been compulsory even for small children - to the extent that full-days have been replaced by half-days, to avoid children taking off their masks to eat lunch.

Multiple quarantine rules prevented me visiting Hong Kong this year and made it difficult for my Hong Kong team to meet in person. Somehow, despite the challenges, the HK team have excelled, successfully recruiting from schools, finding ways of engaging families with no keyboards or insufficient WiFi, and innovative solutions to limited resources.

Also high up on the list of achievements is a successful follow-up with the 200+ families who took part in the first wave of the Ready or Not UK study (plus zoom visits with a 'top-up' sample of 160 families). This second wave of the Ready or Not study once again required my small team to demonstrate enormous reserves of dedication and flexibility as remote data-collection took place primarily during weekends and holidays.

In both cases, the samples represent a very special 'pandemic cohort' of children, which justifies all the efforts made. This work will, I'm sure, bear fruit in documenting the various ways families have soldiered on and found new sources of resilience during this difficult time. While the transition from Nursery to Reception has been well-studied, much less is known about the transition from Reception to Year 1 – even though this often requires adapting to multiple changes, both in the classroom and in the playground. Although we had to abandon our efforts to conduct school-based observations of dyadic peer play, our decision to finish the zoom sessions with 5-minutes of parent-child play using the online version of the Etch-a-Sketch game (ESO) has created a rich resource for developmental research. Digital devices are now well and truly embedded within family life, and yet very few observational studies of parent-child interaction focus on screen-based play. The novelty of ESO also creates a level playing field – and our video-based coding highlights

striking individual differences in the quality of parent-child interactions in this context. For some parents, making a faithful copy of the picture is the key goal, while for others the main objective is to put their child firmly in the driving seat, or simply to have a few giggles together. Children also vary widely in their responses to this challenging task – some display real resilience in the face of failure, while others quickly become discouraged. We look forward to exploring the antecedents and consequences of these individual differences.

A third lovely achievement of the year was working with Kettles Yard and the Ikon Gallery in Birmingham to design and deliver art-based workshops for families with young children preparing to start school. These were a huge success and have led to the creation of some wonderful resources to be shared with other museums and galleries interested in supporting families through the transition to school. Below is an example from each gallery:

Ready or Not

Creative activities to help families get ready together for starting school

Time for Tea

Kettle's Yard was the home of Jim and Helen Ede.

Jim and Helen collected artworks and objects that they found beautiful and invited people to visit and enjoy them. They would welcome guests with a cup of tea and sometimes even a slice of toast.

There are many artworks in the collection showing cups, bowls, jugs and plates by an artist called Ben Nicholson. Ben was good friends with Jim and Helen.



Ben Nicholson, 1930 (plate, cup and jug)
© Angela Verren Taunt. All rights reserved, DACS 2022

**At school you will meet lots of new people. How can you be friendly to your classmates and your teachers?
If you need help, who can you talk to in school?**

1. Write invitations to a tea party

You will need:

- Paper
- Pencils
- Envelopes



Who do you want to invite to a tea party? (Guests could be family, friends or teddies!)

Draw invitations using paper and pencils.

Put the invitations inside envelopes, ready to hand out.

2. Host a tea party!

You will need:

- Paper plates
- Pencils
- Perhaps cups and a teapot or jug



Prepare the tea party by drawing food on the paper plates. What kind of food might guests like?

Set the table ready.

How will guests feel welcome?

Offer the plates around to everyone. What are the magic words we can say to be polite when offering the plates or taking food?

Together, tidy away at the end.

Design and illustration by Rachel McGivern

Example activity from the Kettle's Yard 'School Readiness Workshop'

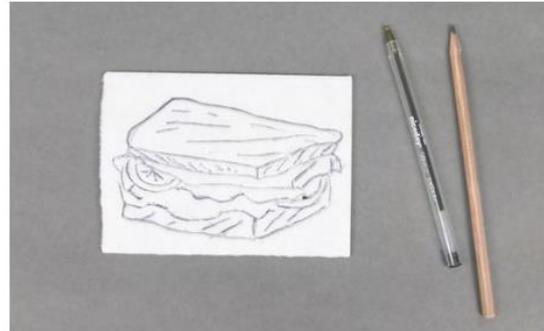
WHAT SHOULD I PACK IN MY BAG?

As you prepare for school, you will pack your school bag for your first day. Think about the items you might take with you to school. Which ones would help you feel settled? Create a foam print of your items.

You will need: plain paper, foam board, paint, paint brush, paint tray, ball point pen, felt tip pen, pencil.



- 1 Use a felt tip pen to draw a picture of a bag onto a sheet of paper. Set it to one side.



- 2 Using a ball point pen or pencil, draw an item you would like to take to school onto your foam board. Make sure you press into the foam to create a groove.



- 3 Put a small amount of paint onto a paint tray. Using a paint brush, paint an even layer over the foam board, covering all the lines you have made.



- 4 Place your foam board, paint side down, on top of your drawing of a bag. Press it down using your hands, then remove it to reveal a print of your item.

An example from the IKON gallery 'School Readiness Workshop'

New Arrivals

The start of the new Academic Year saw us welcome our second Bath Quartet, on their work placement year: Emma Aldred, Shira Webb, Sasha Carrington and Amber Snary:



L-r: Amber Snary, Shira Webb, Emma Aldred & Sasha Carrington

They all quickly settled into the Centre and made a huge impact, not least on the Ready Or Not project!

This year also saw the arrival in October of a new Gates Scholar and PhD student from University of Toronto, Mishika Mehrotra, who very quickly became a fully-fledged member of the Ready or Not team.

Mishika has assumed primary responsibility for gathering LENA data on children's day-long linguistic environments. One aim of this work is to examine whether automated ratings of parental verbal responsivity align with video-based ratings of parent child mutuality, as this may transform the efficiency of gathering detailed measures of parent-child interaction quality. By including LENA ratings at both time-points of the Ready or Not study, we also hope to explore both stability and change in children's family environments across the first two years of school.



Mishika Mehrotra

In February, the Hong Kong team was joined by a new research assistant, Catherine Wu,



Catherine Wu

enabling greater progress in zoom visits and gathering data from teachers. Catherine has a strong interest in wellbeing and plays a positive role in ensuring that the Hong Kong team do not burn the candle at both ends but make some time for themselves. I have appreciated Catherine's willingness to speak up when work demands are high – this has led to new steps being taken to ensure that the team are supported by paid graduate helpers.

I'd also like to extend my thanks to Dr Zhenlin Wang from the Education University in Hong Kong, as she has acted as a supportive advisor for the team – often meeting them directly, to ensure that there is good communication, despite the distance. Dr Wang will soon be leaving Hong Kong to take up a lectureship in New Zealand, but I'm sure will remain part of this international team.



Dr Zhenlin Wang

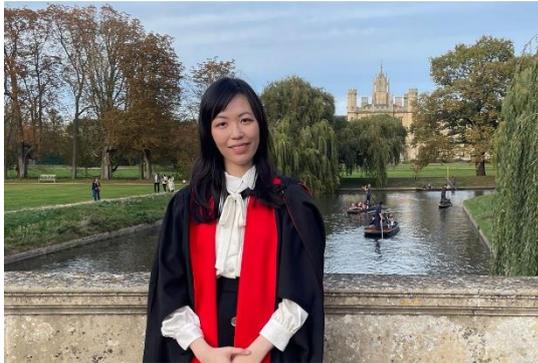
Fond Farewells



Hannah Tigg

This year saw Hannah Tigg move on to a new post within the University. I'd like to take this opportunity to note my thanks to Hannah for making such a positive contribution to team morale and productivity. Hannah is frankly amazing and I'm sure will be greatly valued and appreciated in her new role.

We also said goodbye to Dr Claudia Chu, who joined the Hong Kong team late in 2020 and



Dr Claudia Chu

put in an incredible amount of work to launch the study there – all while finishing revisions to her PhD and coping with pandemic-related stressors. While it was sad to see Claudia leave the study, I'm very grateful to her for everything she did while in post, to drive the project forward.

We said a fond farewell to Sam Friedman who, even before completing her PhD, managed to secure a Lectureship at the University of Northumbria.



Sam & family celebrating her Viva success!



Sam & Claire

As well as being a feather in her cap, this move brings Sam much nearer to her Edinburgh-based fiancé and gives her easy access to the gorgeous Northumberland coastline, which I'm sure will inspire her to continue her research on the benefits of nature for autistic individuals.

Updates on PhD student projects

Following Claudia Chu's departure, Jean Heng valiantly stepped in to assist with the Hong Kong project. This act of solidarity has worked out nicely, as it enabled her to shift the direction of her thesis towards cross-cultural work, in which Jean has a longstanding interest.



Jean Heng

Specifically, Jean has been overseeing the coding of the Etch-A-Sketch videos for parent-child dyads in Hong Kong and Mainland China, enabling her to expand the diversity of parenting to be considered in her PhD work. Jean's thesis will contribute both conceptual and methodological perspectives to research on parent-child interactions, by examining links with children's socio-cognitive skills, assessing the relative salience of maternal and child mentalising for dyadic mutuality, and exploring East-West similarities / contrasts in video-based ratings of parenting.

Helen Dolling has dug deep in her emotional and professional resources to complete interviews with 91 parents taking part in the Next Generation Study. Helen now has a wealth of data to interrogate to strengthen our understanding of parental experiences of rapid genetic testing. Alongside survey measures and an in-depth interview, this work includes gathering 5-minute speech samples, which will be coded for narrative coherence – providing a fresh approach to evaluating parental perspectives. The findings from this work will be both fascinating and valuable in guiding future practice in the NHS regarding rapid genetic testing.



Helen Dolling with Daisy

Caoimhe Dempsey has also made great progress this year, developing two first-author papers



Caoimhe celebrating the 2022 Boat Race win, with a team-mate

that will form the basis for two thirds of her PhD. The first of these is focused on parental experiences of children’s transition to school, while the second explores the predictive utility of 4-year-old children’s responses to the 7-item ‘How I Feel About My School’ survey. Alongside her PhD work, Caoimhe has continued to excel athletically – once again making it into the Women’s Varsity Boat Race. For Caoimhe, this race was special, as it was held in London after a 2-year pandemic-related hiatus. And all that hard training work paid off, as Cambridge were the clear winners!

This year has seen Keya Elie starting the home straight of her PhD, bringing together detailed quantitative measures of parent-child interaction quality with qualitative analyses of interviews with parents. While Keya has had to contend with lots of challenges related to the pandemic (accessing research videos remotely is more difficult than it sounds), she has shown real resilience and determination, that I’m sure will stand her in good stead.



Keya Elie



Dr Sam Friedman

Although schools were almost universally closed to researchers, Sam Friedman’s qualifications as a Forest School teacher enabled her able to assist in outdoor classes for autistic children, leading to her second published paper, a qualitative study of how Forest School helps most (but not all) autistic children meet basic psychological needs of autonomy, competence, and relatedness.

Realising how rewarding it was to hear about experiences in nature directly from autistic children and their families, Sam then set up an extremely successful online study for autistic adults, to gather their perspectives on how nature had helped them (or not) through the pandemic and other challenging points in their lives. The depth of participants’ engagement with this survey at least partly reflects the positive effects of co-producing this work with autistic adults, and we look forward to more than one paper on the results.

The pandemic context makes Sam’s achievements even more remarkable – which may have helped her progress straight from her PhD to a Lectureship – a rare achievement!



The new Dr Friedman after her Viva, with supervisor Prof. Claire Hughes

Update from Professor Susan Golombok's Lab

NEW FAMILIES RESEARCH TEAM

This year was devoted to writing up the final studies from our Wellcome Collaborative Award and ESRC project grant. Although Vasanti Jadva, Susan Imrie and Kitty Jones (half-time) have moved to excellent positions at UCL, Anja McConnachie began her training as a clinical psychologist at UEA, and Poppy Hall took up a position that will give her clinical experience, several members of our team - Jo Lysons, Susie Bower-Brown, Kate Shaw, and Kitty Jones (half-time) - remained at the CFR. All ten of us contributed to the data analysis and writing of papers, with the expert assistance of Sarah Foley, now at Edinburgh university.



CFR members at home with Susan, taking time to relax and recharge ahead of the new academic year.

Two papers have been written on the Wellcome Trust funded 7th phase of our longitudinal study of children born through third-party assisted reproduction when the children were aged 20. The present phase was designed to establish whether children born through egg donation, sperm donation or surrogacy experience psychological problems, or difficulties in their relationship with their parents, in early adulthood. The impact of disclosure of their biological origins, and of the quality of the mother-child relationship from age 3 onward,

were also examined. The first paper reported that no differences were found between the assisted reproduction and comparison group of unassisted conception families in mothers' or young adults' psychological wellbeing, or in the quality of family relationships. However, within the gamete donation families, egg donation mothers reported less positive family relationships than sperm donation mothers, and young adults conceived by sperm donation reported poorer family communication than those conceived by egg donation. Young adults who learned about their biological origins before age 7 had less negative relationships with their mothers than those who found out later.

Family type	Disclosure of conception	
	Before age 7	After age 7
Surrogacy	21	1
Egg donation	8	7
Donor insemination	8	3

Extract from the paper, showing between-family differences in the age at which children are told about their assisted conception.

The associations between parenting and child adjustment did not differ between the assisted and unassisted reproduction families from age 3 to age 20. The findings suggest that the absence of a biological connection between children and their parents in assisted reproduction families does not interfere with the development of positive mother-child relationships or psychological adjustment in adulthood.

The second paper focused on the thoughts, feelings and experiences of the young adults born through egg donation, sperm donation or surrogacy. The findings showed that despite the concerns that had been expressed about the potentially adverse psychological consequences of third-party assisted reproduction, the young adults did not feel negatively about their birth, whether they were born through surrogacy or donor conception. This may

have been a consequence of the young age at which most found out about their conception. Of those not in contact with their gamete donor or surrogate, around half wished to meet them.

STUDY QUESTION: What are thoughts and feelings of young adults born following egg donation, sperm donation, and surrogacy?

SUMMARY ANSWER: Young adults felt either unconcerned or positive about the method of their conception.

WIDER IMPLICATIONS OF THE FINDINGS: The findings suggest that young adults born through surrogacy and donor conception do not feel negatively about their birth and this may be a consequence of the young age at which they found out about their conception. Although some young adults said they wished to meet their donor, this did not necessarily mean they were actively searching for them.

Extract showing key headlines from the paper

We have also written papers this year on the second phase of our Wellcome Trust study of families created using identifiable egg donors when the children were aged 5. These children will have the legal right to request the identity of their donor on reaching age 18, which has been predicted to present challenges for the children's mothers, and, consequently, the relationship between these mothers and their children. In a paper focusing on family relationships and child adjustment, we found that there were no differences between these families and the comparison group of families created by IVF using the parents' own gametes in either mother-child or father-child interaction quality. However, the egg donation mothers and fathers reported higher levels of parenting stress and lower levels of confidence and competence in parenting than their IVF counterparts. In addition, the egg donation mothers reported lower social support and couple relationship quality, greater anger toward their child, and perceived their child as more angry and less happy, compared to IVF mothers. The egg donation fathers showed greater criticism and

anger toward their child, less joy in parenting, and were less satisfied with the support they received, than IVF fathers. The children in egg donation families showed higher levels of externalizing problems than IVF children as rated by mothers, fathers, and teachers, with parenting stress found to be a stronger predictor of children's externalizing problems in egg donation than IVF families. Despite these statistical differences between family types, the egg donation families were generally functioning well and within the normal range.

A further paper examined mothers' intentions to disclose their use of egg donation to their children. We found that half had begun to do so when the children were aged five. Most of those who had not done so, planned to tell their children in the future, although a minority were uncertain or planned not to disclose. In terms of telling their children that they can request their donor's identity at age 18, a few had already done so, and the majority planned to tell their children about this in the future. Around one-third of the mothers felt threatened by the possibility that their child will would wish to meet their egg donor, one-third were unconcerned, and one-third hoped that their child would wish to do so.

Unexpectedly, and somewhat alarmingly, almost 30% of parents were unaware that their child would be able to request the identity of their egg donor when they grew up.



Jo, Kitty, Vasanti, Susie, Kate & Maisie, presenting some of our team's findings to the ESHRE Conference in Milan, July 2022.

Our ESRC study of shared biological motherhood, in which a woman gives birth to the genetic child of her female partner, was the first to examine whether this results in more positive mother-child relationships than donor insemination, in which only one mother is

biologically related to the child. There was some evidence from previous research on lesbian mother families formed through sperm donation of feelings of inequality between biological and non-biological mothers regarding their relationship with their child, with a qualitative longitudinal study showing a tendency for children to form stronger bonds with their biological than their non-biological mother. In our study, we found that mothers in both family types showed high levels of bonding with their children and viewed their relationship with their child positively. The families formed through shared biological parenthood did not differ from families created by donor insemination in terms of the quality of mothers' relationships with their children as assessed by the Parent Development Interview. Neither were differences identified between birth mothers and non-birth mothers across the entire sample, or between gestational and genetic mothers within the families formed by shared biological parenthood. Overall, the findings suggest that shared biological motherhood is a positive option for lesbian couples who wish to have a more equal biological relationship to their children. One type of biological connection – genetic or gestational – did not appear to have a greater influence on the quality of parent-child relationships than the other.

A separate paper examined what motivated lesbian couples to opt for shared biological motherhood. We found that families had multiple reasons for choosing shared biological motherhood, such as the desire to share the process of becoming mothers with their partner, to be perceived as legitimate parents, to overcome practical barriers, and to build strong family relationships. Although they felt that shared biological motherhood offered a fulfilling route to parenthood, most mothers found that the significance of shared biological motherhood diminished as their children grew up.



Susan giving a talk

Throughout 2021-2, Susan gave sixteen invited lectures in the UK, including a British Academy lecture, and internationally, including the Sorbonne, Chile, Israel, the US, and Japan, some in person and others online. She also continued her policy-related work, and was

invited to give evidence to the *Danish Government Expert Group on Surrogacy* in September 2022, the *Belgian Advisory Committee on Bioethics* in April 2022, and the *Irish Commission on International Surrogacy* in May 2022. She became an Honorary Professor at the Thomas Coram Research Unit, University College London, in 2022.

Since retiring in September 2021, Susan has spent much of her time curating an exhibition on the family at the Fitzwilliam Museum in Cambridge. The exhibition, *Real Families: Stories of Change*, will explore family relationships through the eyes of artists, and will open in October 2023. In 2022, Susan was awarded the title of Affiliated Researcher at the Fitzwilliam Museum.

Announcement for Real Families: Stories of Change 6 October 2023 – 7 January 2024

Professor Susan Golombok – curator.



Chantal Joffe: *Self-Portrait Combing Esme's Hair*, 2009



Winifred Nicolson: *Father and Son*, 1927

Real Families: Stories of Change is a major exhibition exploring the intricacies of families and family relationships through the eyes of artists. The theme of the family has been interpreted and represented for centuries, but, especially during the past fifty years, Western ideas of what makes a family and how family life is experienced have been transformed by advances in science and by changes in social attitudes and law. Developed in collaboration with the world-leading Centre for Family Research at the University of Cambridge, the exhibition shows how the joys, tensions and transitions in families have little to do with conforming to traditional structures. Instead, acceptance, rejection, conflict and comfort arise from relationships within family groups of all kinds, and through connections with the outside world. Painting, photography, video, sculpture and installations by artists including Paula Rego, Chantal Joffe, JJ Levine, Lucian Freud and Tracey Emin tell moving and enduring stories of intimacy, alienation and everything in between. The exhibition is curated by Professor Susan Golombok in collaboration with the Centre for Family Research at the University of Cambridge.

Publications, Presentations & Other Outputs

Chloe Austerberry

Publications

Austerberry, C., Mateen, M., Fearon, P., & Ronald, A. (2022). [Heritability of Psychological Traits and Developmental Milestones in Infancy: A Systematic Review and Meta-analysis](#). *JAMA Network Open*, 5(8), e2227887.

Corfield, E., Frei, O., Shadrin, A. A. ... **Austerberry, C.**, ... & Havdahl, A. (2022). [The Norwegian Mother, Father, and Child cohort study \(MoBa\) genotyping data resource: MoBaPsychGen pipeline v.1](#) (Preprint).

Austerberry, C., Fearon, P., Ronald, A., Leve, L. D., ... & Reiss, D. (2022). [Early manifestations of intellectual performance: Evidence that genetic effects on later academic test performance are mediated through verbal performance in early childhood](#). *Child Development*, 93(2), e188-e206.

Book chapters

Austerberry, C. & Fearon, P. (2021). [An Overview of Developmental Behavioural Genetics](#). In L. Provenzi & R. Montirosso (Eds.), *Vol. 23 in Translational Epigenetics, Developmental Human Behavioral Epigenetics*. Elsevier.

Abstracts

Austerberry, C., Mateen, M., Fearon, P. & Ronald, A. (2021). [Heritability of Infant Traits: Meta-analysis of Twin Studies of Psychological Traits and Developmental Milestones in Infancy](#). *Behavior Genetics*, 51 (6), 690-690.

Claire Hughes

Publications

Foley, S., **Hughes, C.** & Fink, E. (2022) [Expectant mothers' not fathers' mind-mindedness predicts infant, mother, and father conversational turns at 7 months](#). *Infancy*, 27(6), 1091–1103.

Friedman, S., Gibson, J., Jones, C., & **Hughes, C.** (2022). [‘A new adventure’: a case study of autistic children at Forest School](#). *Journal of Adventure Education and Outdoor Learning*, 1-17.

Hemady, C. L., Speyer, L. G., Murray, ... **Hughes, C.**, ... & Eisner, M. (2022). [Patterns of adverse childhood experiences and associations with prenatal substance use and poor infant outcomes in a multi-country cohort of mothers: a latent class analysis.](#) *BMC pregnancy and childbirth*, 22(1), 505.

Katus, L., Foley, S., Murray, A.L., Luong- Thanh, B-Y., ... & **Hughes, C.** (2022). [Perceived stress during the prenatal period: assessing measurement invariance of the Perceived Stress Scale \(PSS-10\) across cultures and birth parity.](#) *Archives of Women's Mental Health*, 25, 633–640.

Wong, S. C., Do, P. H., Eisner, M., **Hughes, C.**, Valdebenito, S., & Murray, A. L. (2022). [An umbrella review of the literature on perinatal domestic violence: prevalence, risk factors, possible outcomes and interventions.](#) *Trauma, Violence, & Abuse*, 15248380221080455.

McCormick, S. A., Deater-Deckard, K., & **Hughes, C.** (2022). [Household clutter and crowding constrain associations between maternal sensitivity and child theory of mind.](#) *British Journal of Developmental Psychology*, 40(2), 271-286.

Friedman, S., Imrie, S., Fink, E., Gedikoglu, M., **Hughes, C.** (2022) [Understanding changes to children's connection to nature during the Covid-19 pandemic and implications for child well-being.](#) *People and Nature*. 4 (1), 155–165.

Ushakova, A., McKenzie, K., **Hughes, C.**, Prior, S., & Murray, A. L. (2022). [Analysing Socio-Economic Risk Factors for Poor Mental Health in Students as measured by GHQ-12 and WEMWBS: A Large Longitudinal UK Study.](#) (Preprint).

McHarg, G., Worlding, A. & **Hughes, C.**, (2022). [A novel content analysis framework for investigating young children's television diets: results of a UK-based television content analysis.](#) *Journal of Children and Media*, 16 (1), 58-67.

Murray, L., Jennings, S., Perry, H., Liu, X., **Hughes, C.**, Melhuish, E., & Cooper, P. (2022). [Report: the early-years provision in children's centres \(EPICC\) study.](#) *Nuffield Foundation*.

Fujita, N., Devine, R. T., & **Hughes, C.** (2022). [Theory of mind and executive function in early childhood: A cross-cultural investigation.](#) *Cognitive Development*, 61, 101150.

Bialecka-Pikul, M., Stepien-Nycz, M., Szpak, M., Grygiel, P., Bosacki, S., Devine, R.T. & **Hughes, C.** (2021). [Theory of Mind and Peer Attachment in Adolescence.](#) *Journal of Research on Adolescence*, 31 (4), 1202-1217.

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Ribner, A.D., Coulanges, L., Friedman, S., Libertus, M.E., **Hughes, C.**, Foley, S., Devine, R., Fink, E., ... & Silver, A. (2021). [Screen time in the Coronavirus 2019 era: International trends of increasing use among 3-to 7-year-old children.](#) *The Journal of Pediatrics*, 239 (1), 59-66.e3.

Brown, R. H., Eisner, M., Walker, S., ... **Hughes, C.**, & Murray, A. L. (2021). [The impact of maternal adverse childhood experiences and prenatal depressive symptoms on foetal attachment: Preliminary evidence from expectant mothers across eight middle-income countries](#). *Journal of Affective Disorders*, 295, 612-619.

Murray, A. L., Speyer, L. G., Hall, H. A., Valdebenito, S., & **Hughes, C.** (2021). [Teacher versus parent informant measurement invariance of the Strengths and Difficulties Questionnaire](#). *Journal of Pediatric Psychology*, 46(10), 1249-1257.

Foley, S., Badinlou, F., Brocki, K. C., Frick, M. A., Ronchi, L., & **Hughes, C.** (2021). [Family function and child adjustment difficulties in the COVID-19 pandemic: an international study](#). *International Journal of Environmental Research and Public Health*, 18(21), 11136.

Books

van Sluijs, E.M.F., Brown, H.E., Coombes, E., **Hughes, C.**, Jones, A.P., Morton, K.L. & Guagliano, J.M. (2021). [An online family-based self-monitoring and goal-setting intervention to improve children's physical activity: the FRESH feasibility trial and three-arm pilot RCT](#). *Public Health Research*, 9(9).

Ellen Davenport-Pleasance

Publications

Davenport-Pleasance, E. & Imrie, S. (2022). [How Do Bi+ Mothers' Talk with Their Children about \(Their\) Bisexuality+?](#) *LGBTQ+ Family: An Interdisciplinary Journal*, 18 (4), 319-338.

Presentations

Davenport-Pleasance, E. (September, 2021). "How bi+ mothers talk with their children about bisexuality". *International Bisexuality Research Conference*, Virtual.

Elian Fink

Publications

Foley, S., Hughes, C. & **Fink, E.** (2022) [Expectant mothers' not fathers' mind-mindedness predicts infant, mother, and father conversational turns at 7 months](#). *Infancy*, 27(6), 1091–1103.

Friedman, S., Imrie, S., **Fink, E.**, Gedikoglu, M., Hughes, C. (2022) [Understanding changes to children's connection to nature during the Covid-19 pandemic and implications for child well-being](#). *People and Nature*. 4 (1), 155–165.

Ribner, A.D., Coulanges, L., Friedman, S., Libertus, M.E., Hughes, C., Foley, S., Devine, R., **Fink, E.**, ... & Silver, A. (2021). [Screen time in the Coronavirus 2019 era: International trends of increasing use among 3-to 7-year-old children](#). *The Journal of Pediatrics*, 239 (1), 59-66.e3.

Rao, Z., **Fink, E.**, & Gibson, J. (2021) [Dyadic Association Between Aggressive Pretend Play and Children's Anger Expression](#). *British Journal of Developmental Psychology*, 39, 153-168.

Hosozawa, M, Bann, D, **Fink, E**, Elsdon, E, Baba, S, Iso, H & Patalay, P. (2021) [Bullying Victimization in Adolescence: Prevalence and Inequalities by Gender, Socioeconomic Status and Academic Performance Across 71 Countries](#). *EClinical Medicine*. 41, 101142. (13 pages).

Book chapters

Fink, E. (2021) [Friendship and theory of mind in middle childhood and adolescence](#). In S. Lecce & R. T. Devine (Eds.) *Theory of Mind in Middle Childhood and Adolescence: Integrating Multiple Perspectives*. London, UK: Routledge. ISBN: 0429326890. Pp. 122-141.

Helen Dolling

Publications

French, C.E., **Dolling, H.**, Mégy, K., Sanchis-Juan, A., ... & Raymond, F.L. (2022). [Refinements and considerations for trio whole-genome sequence analysis when investigating Mendelian diseases presenting in early childhood](#). *Human Genetics and Genomics Advances*, 3 (3), 100113.

Abstracts

Azadi, B., Abuyoussef, R., French, C.E., **Dolling, H.**, Anil, S., Samsudar, A., Raymond, F.L. & Parker, A.P.J. (2022). Impact of whole genome analysis on diagnostic delay in children with probable genomic epileptic encephalopathies. *EPNS 2022*, Glasgow, UK/Virtual (hybrid).

Abu-Youssef, R. French, C.E., **Dolling, H.**, Raymond, F L. & Parker, A.P.J. (2022). Impact of whole genome analysis on diagnostic delay in children with probable monogenic neurological disorders. *BPNA 2022*, Dublin, Ireland.

Radford, E.J., Burman, A., **Dolling, H.**, Rowitch, D.H., Raymond, F.L., Firth, H.V. & Sansome, A. (2021). Next Generation Children Project Audit of Community Paediatrics Referral Outcomes.

Joanna Lysons

Publications

Lysons, J., Imrie, S., Jadvá, V., & Golombok, S. (2022). [‘I’m the only mum she knows’: parents’ understanding of, and feelings about, identity-release egg donation](#). *Human Reproduction*.

Jadvá, V., **Lysons, J.**, Imrie, S., & Golombok, S. (2022). [An exploration of parental age in relation to parenting, child adjustment and experiences of being an older parent in families formed through egg donation](#). *Reproductive Biomedicine Online*.

Lysons, J., Imrie, S., Jadvá, V. & Golombok, S. (2022). [Families created through identity-release egg donation: parents' understanding of, and feelings about, donor identification in early childhood](#). *Human Reproduction*, 37, 1125-1126.

Imrie, S., **Lysons, J.**, Jadvá, V., Shaw, K., Grimmel, J. & Golombok, S. (2022). [Parent–child relationship quality and child psychological adjustment in families created using egg donation: children’s perspectives at age 5 years](#). *Human Reproduction* 37 (3), 499-509.

Presentations

Lysons, J. (July, 2022). “Families created through identity-release egg donation: parents’ understanding of, and feelings about, donor identification in early childhood.” *Annual Meeting of the European Society of Human Reproduction and Embryology*. Milan.

Kate Shaw

Publications

Shaw, K., McConnachie, A., Bower-Brown, S., Jadvá, V., Ahuja, K., Macklon, N. & Golombok, S. (2022). [Sharing motherhood: same-sex female couples' reasons for choosing shared biological motherhood](#). *Human Reproduction*, 37, 1424-1425.

Imrie, S., Lysons, J., Jadvá, V., **Shaw, K.**, Grimmel, J. & Golombok, S. (2022). [Parent–child relationship quality and child psychological adjustment in families created using egg donation: children’s perspectives at age 5 years](#). *Human Reproduction* 37 (3), 499-509.

Presentations

Shaw, K., McConnachie, A., Bower-Brown, S., Jadvá, V., Ahuja, K., Macklon, N. & Golombok, S. (July, 2022). “Sharing motherhood: same-sex female couples' reasons for choosing shared biological motherhood.” *European Society of Human Reproduction and Embryology Annual Meeting*. Milan, Italy.

Keya Elie

Presentations

Elie, K. (March, 2022). ["Lessons Learned from the Psychologist Who Became Patient"](#). *Cambridge University TEDx*, Cambridge, UK.

Elie, K. (March, 2022). "The importance of using Dialogic Reading with children in the classroom and at home". *Invited presentation for the Ready or Not Study: Continuing Professional Development Series*, Virtual.

Other:

Elie, K. (March, 2022). ["Utilizing structured play to enhance children's cognitive development"](#). *Blog post for Early Years Resource*, Online.

Kitty Jones

Publications

Jones, C.M., Zadeh, S., Jadvá, V., & Golombok, S. (2022). [Solo fathers and mothers: An exploration of well-being, social support, and social approval](#). *International Journal of Environmental Research and Public Health*, 19.

Jones, C., Foley, S. & Golombok, S. (2022). [Parenting and child adjustment in families with primary caregiver fathers](#). *Journal of Family Psychology*, 36 (3), 406-415.

Friedman, S., Gibson, J., **Jones, C.**, & Hughes, C. (2022). ['A new adventure': a case study of autistic children at Forest School](#). *Journal of Adventure Education and Outdoor Learning*, 1-17.

Jones, C., Wells, J., Imrie, S. & Golombok, S. (2021). [Transitions into and out of work: stay-at-home fathers' thoughts and feelings: A brief report](#). *The Journal of Men's Studies* 29 (3), 373-383.

Presentations

Jones, C., Zadeh, S., Jadvá, V. & Golombok, S. (July, 2022). Single fathers by choice: experiences of surrogacy and thoughts and feelings about disclosure. *European Society of Human Reproduction and Embryology Annual Meeting*. Milan, Italy.

Laura Katus

Publications

Katus, L., Milosavljevic, B., Rozhko, M., McCann, S., ... & BRIGHT Study Team (2022). [Neural Marker of Habituation at 5 Months of Age Associated with Deferred Imitation Performance at 12 Months: A Longitudinal Study in the UK and The Gambia](#). *Children*, 9 (7), 998.

Katus, L., Foley, S., Murray, A.L., Luong- Thanh, B-Y., ... & Hughes, C. (2022). [Perceived stress during the prenatal period: assessing measurement invariance of the Perceived Stress Scale \(PSS-10\) across cultures and birth parity](#). *Archives of Women's Mental Health*, 25, 633–640.

Presentations

Katus, L. (August, 2022). "How our brain adapts to the world: neuroplasticity and the role of early adversity". *Invited presentation to Sutton Trust Summer School, University of Cambridge*. United Kingdom.

Katus, L. (June, 2022). "ERP markers of early adversity: assessing construct and predictive validity." *Invited presentation to BabyDevLab, University of East London*. United Kingdom.

Katus, L. (May, 2022). "Neural markers or early adversity: examining longitudinal and cross-cultural validity". *Invited presentation to Academic meeting Clinical Neuroscience and Neuropsychiatry section, UCL*. United Kingdom.

Katus, L. (March, 2022). "Making developmental research less WEIRD: insights from research in rural Gambia". *Invited presentation to Child Development Forum, MCR Cognition and Brain Sciences Unit, University of Cambridge*. United Kingdom.

Other

Co-organiser – Cambridge Sutton Trust Summer School, Psychology. August 2022.

Mishika Mehrotra

Publications

Mehrotra, M., Dys, S.P., Song, K.H. & Malti, T., (2022). [Children's reflection and sympathy as predictors of reparative behavior](#). *The Journal of Genetic Psychology*, 183 (3), 222-234.

Presentations

Mehrotra, M. (June, 2022). "The Importance of Dinnertime Conversation" *Podcast feature on Dr Kathy Weston's 'Get a Grip' podcast*. Online. [Read summary](#) or [listen back](#).

Mehrotra, M. (15th March, 2022). "Family mealtime conversations and children's self-regulation." *Gates Cambridge Internal Symposium on the theme: "how your research improves the lives of others"*. United Kingdom.

Pasco Fearon

Publications

Verhage, M.L., Tharner, A., Duschinsky, R., Bosmans, G., & **Fearon, R.M.P.** (2023). [Editorial Perspective: On the need for clarity about attachment terminology](#). *Journal of Child Psychology and Psychiatry*, 64(5), 839-843.

Austerberry, C., Mateen, M., **Fearon, P.** & Ronald, A. (2022). [Heritability of Psychological Traits and Developmental Milestones in Infancy: A Systematic Review and Meta-analysis](#). *JAMA Network Open*, 5 (8), e2227887.

Oliveira, P., Stevens, E., Barge, L., Comyn, J., ... & **Fearon, P.** (2022). [A modified video-feedback intervention for carers of foster children aged 6 years and under with reactive attachment disorder: a feasibility study and pilot RCT](#). *Health technology assessment (Winchester, England)*, 1-106.

Nazzari, S., **Fearon, P.**, Rice, F., Molteni, M., & Frigerio, A. (2022). [Maternal caregiving moderates the impact of antenatal maternal cortisol on infant stress regulation](#). *Journal of Child Psychology and Psychiatry*, 63(8), 871-880.

Borairi, S., **Fearon, P.**, Madigan, S., Plamondon, A. & Jenkins, J. (2022) [Erratum: A mediation meta-analysis of the role of maternal responsivity in the association between socioeconomic risk and children's language](#). *Child Development*, 93 (4) pp. 1223-1224.

Oliveira, P., Barge, L., Stevens, E., Byford, S., ... & **Fearon, P.** (2022). [Children in foster care with symptoms of reactive attachment disorder: feasibility randomised controlled trial of a modified video-feedback parenting intervention](#). *BJPsych Open*, 8(4), e134.

Hemady, C. L., Speyer, L. G., Murray, A. L., ... **Fearon, P.**, ... & Eisner, M. (2022). [Patterns of adverse childhood experiences and associations with prenatal substance use and poor infant outcomes in a multi-country cohort of mothers: a latent class analysis](#). *BMC pregnancy and childbirth*, 22(1), 505.

Katus, L., Foley, S., Murray, A.L., ... **Fearon, P.**, ... & Hughes, C. (2022). [Perceived stress during the prenatal period: assessing measurement invariance of the Perceived Stress Scale \(PSS-10\) across cultures and birth parity](#). *Archives of Women's Mental Health*, 25, 633–640.

Fearon, P., & Sonuga-Barke, E. (2022). [Commentary: Are complex parenting interventions less than the sum of their parts? A reflection on Leijten et al.](#) (2022). *Journal of Child Psychology and Psychiatry*, 63(4), 500-502.

Tsappis, E., Garside, M., Wright, B., & **Fearon, P.** (2022). [Promoting secure attachment](#). *Paediatrics and Child Health*, 32(5), 191-197.

- Wu, T. H., Meehan, A. J., Rijlaarsdam, J., Maughan, B., **Fearon, P.**, & Barker, E. D. (2022). [Developmental pathways from toddler difficult temperament to child generalized psychopathology and adult functioning](#). *Journal of Affective Disorders*, 301, 14-22.
- Bakkum, L., Verhage, M. L., ... **Fearon, R.M.P.**, Behrens, K. & The Collaboration on Attachment Transmission Synthesis. (2022). [Exploring the meaning of unresolved loss and trauma in more than 1,000 Adult Attachment Interviews](#). *Development and psychopathology*, 1-17.
- Baron-Cohen, K. L., Feldman, R., **Fearon, P.**, & Fonagy, P. (2022). [Intranasal oxytocin administration improves mood in new mothers with moderate low mood but not in mothers with elevated symptoms of postnatal depression: A randomised controlled trial](#). *Journal of Affective Disorders*, 300, 358-365.
- Austerberry, C., **Fearon, P.**, Ronald, A., Leve, L.D., ... & Reiss, D. (2022.) [Early manifestations of intellectual performance: Evidence that genetic effects on later academic test performance are mediated through verbal performance in early childhood](#). *Child Development*. 93 (2), e188-e206.
- Tomlinson, M., Skeen, S., Melendez-Torres, G. J., Hunt, X., ... & **Fearon, P.** (2022). [First 1,000 days: Enough for mothers but not for children? Long-term outcomes of an early intervention on maternal depressed mood and child cognitive development: Follow-up of a randomised controlled trial](#). *Journal of Child Psychology and Psychiatry*, 63 (3), 261-272.
- Forslund, T., Granqvist, P., IJzendoorn, M. H. V., ... **Fearon, R.P.**, ... & Duschinsky, R. (2022). [El Apego Va a Juicio: Problemas de Custodia y Protección Infantil1 \[Attachment goes to court: Child protection and custody issues\]](#). *Anuario de psicología jurídica*, 32 (1), 115-139.
- Bakkum, L., Oosterman, M., Verhage, M.L., Kunseler, F.C., **Fearon, R.P.**, Schuengel, C., & Duschinsky, R. (2022). [Psychophysiological responses underlying unresolved loss and trauma in the Adult Attachment Interview](#). *Development and Psychopathology*, 34 (1), 197-212.
- Raby, K.L., Verhage, M.L., **Fearon, R.P.**, Fraley, R.C., ... & The Collaboration on Attachment Transmission Synthesis. (2022). [The latent structure of the adult attachment interview: Large sample evidence from the collaboration on attachment transmission synthesis](#). *Development and psychopathology*, 34(1), 307-319.
- Conti, G., Doyle, O., **Fearon, P.**, & Oppedisano, V. (2022). [A Demonstration Study of the Quiet Time Transcendental Meditation Program](#). *Frontiers in Psychology*, 12, 6130.
- Forslund, T., Granqvist, P., van IJzendoorn, M. H., ... **Fearon, R.P.**, ... & Duschinsky, R. (2022). [Attachment goes to court: Child protection and custody issues](#). *Attachment & Human Development*, 24(1), 1-52.
- Bakkum, L., Schuengel, C., Foster, S. L., **Fearon, R. P.**, & Duschinsky, R. (2022). [Trauma and loss in the Adult Attachment Interview: Situating the unresolved state of mind classification in disciplinary and social context](#). *History of the Human Sciences*.
- Verhage, M. L., Schuengel, C., Holopainen, A., ... **Fearon, R.M.P.**, ... & Ward, M. J. (2022). [Conceptual comparison of constructs as first step in data harmonization: Parental sensitivity, child temperament, and social support as illustrations](#). *MethodsX*, 9.

- Sonuga-Barke, E., **Fearon, P.**, & Scott, S. (2022). [‘The giant’s shoulders’: understanding Michael Rutter’s impact on science and society](#). *Journal of Child Psychology and Psychiatry*, 63 (1), 1-3.
- Duncan, M., Woolgar, M., Ransley, R., & **Fearon, P.** (2021). [Mental health and behavioural difficulties in adopted children: A systematic review of post-adoption risk and protective factors](#). *Adoption & Fostering*, 45 (4), 414-429.
- Sonuga-Barke, E., & **Fearon, P.** (2021). [Do lockdowns scar? Three putative mechanisms through which COVID-19 mitigation policies could cause long-term harm to young people's mental health](#). *Journal of Child Psychology and Psychiatry*, 62 (12), 1375-1378.
- Borowski, S. K., Groh, A. M., Bakermans-Kranenburg, M. J., **Fearon, P.**, ... & Vaughn, B. E. (2021). [The significance of early temperamental reactivity for children's social competence with peers: A meta-analytic review and comparison with the role of early attachment](#). *Psychological bulletin*, 147 (11), 1125-1158.
- Brown, R. H., Eisner, M., Walker, S., Tomlinson, M., **Fearon, P.**, ... Murray, A. L. (2021). [The impact of maternal adverse childhood experiences and prenatal depressive symptoms on foetal attachment: Preliminary evidence from expectant mothers across eight middle-income countries](#). *Journal of Affective Disorders*, 295, 612-619.
- Borairi, S., **Fearon, P.**, Madigan, S., Plamondon, A. & Jenkins, J. (2021). [A mediation meta-analysis of the role of maternal responsivity in the association between socioeconomic risk and children’s language](#). *Child Development*, 92 (6), 2177-2193.
- Deneault, A.A., Bakermans-Kranenburg, M.J., Groh, A.M., **Fearon, P.R.** & Madigan, S. (2021). [Child-father attachment in early childhood and behavior problems: A meta-analysis](#). *New Directions for Child and Adolescent Development*, 2021 (180), 43-66.
- Dagan, O., Schuengel, C., Verhage, M.L., ... **Fearon, R.M.P.**, ... The Collaboration on Attachment to Multiple Parents and Outcomes Synthesis. (2021). [Configurations of mother-child and father-child attachment as predictors of internalizing and externalizing behavioral problems: An individual participant data \(IPD\) meta-analysis](#). *New Directions for Child and Adolescent Development*, 2021 (180), 67-94.
- Oliveira, P., Barge, L., Stevens, E. & **Fearon, P.** (2021). 1209 [Emotional and behavioural problems and reactive attachment disorder in a sample of children in foster care invited to a randomised controlled trial](#). *Archives of Disease in Childhood*, 106 (Suppl 1), A274-A274
- Tsappis, E., Garside, M., Wright, B., & **Fearon, P.** (2021). [1147 Routinely used interventions for improving attachment in infants and young children: an updated systematic review and comprehensive UK survey](#). *Archives of disease in childhood*, 106 (Suppl 1), A246-A247.

Abstracts

- Austerberry, C., Mateen, M., **Fearon, P.** & Ronald, A. (2021). [Heritability of Infant Traits: Meta-analysis of Twin Studies of Psychological Traits and Developmental Milestones in Infancy](#). *Behavior Genetics*, 51 (6), 690-690.

Books

Oliveira, P., Stevens, E., Barge, L., Comyn, J., ... & **Fearon, P.** (2022). [A modified video-feedback intervention for carers of foster children aged 6 years and under with reactive attachment disorder: a feasibility study and pilot RCT.](#) *Health Technology Assessment*, No. 26.35.

Samantha Friedman

Publications

Friedman, S., Gibson, J., Jones, C., & Hughes, C. (2022). [‘A new adventure’: a case study of autistic children at Forest School.](#) *Journal of Adventure Education and Outdoor Learning*, 1-17.

Friedman, S., Imrie, S., Fink, E., Gedikoglu, M., Hughes, C. (2022) [Understanding changes to children's connection to nature during the Covid-19 pandemic and implications for child well-being.](#) *People and Nature*. 4 (1), 155–165.

Ribner, A.D., Coulanges, L., **Friedman, S.**, Libertus, M.E., Hughes, C., Foley, S., Devine, R., Fink, E., ... & Silver, A. (2021). [Screen time in the Coronavirus 2019 era: International trends of increasing use among 3-to 7-year-old children.](#) *The Journal of Pediatrics*, 239 (1), 59-66.e3.

Presentations

Friedman, S. (2022). “‘It helps make the fuzzy go away’: Autistic adults’ reflections upon nature’s impact on wellbeing.” *Autistica Research Festival*. Virtual.

Friedman, S. (2022). “‘A place to explore’: A case study of autistic children at Forest School.” *World Environmental Education Congress*. Prague, CZ.

Friedman, S. & Morrison, S. (2022). “Connecting to nature in the 21st century: Diverse pathways to environmentalism for Generation Z.” *World Environmental Education Congress*. Prague, CZ.

Friedman, S., Todd, L., & Morrison, S. (2022). “(Not so) Significant life experiences: Diverse pathways to environmentalism for Generation Z.” *American Educational Research Association Annual Meeting, San Diego, CA, USA*. Virtual.

Friedman, S. (5th May, 2022). “Fostering connection to nature in autistic children.” *Invited presentation at Thrive Outdoors Early Learning and Childcare Conference*. Virtual.

Awards

St Edmund’s College Cherry Hume Prize for Science, 2022

St Edmund’s College Student Conference Winner, 2022

Siu Ching Wong

Publications

Wong, S.C., Do, P. H., Eisner, M., Hughes, C., Valdebenito, S., & Murray, A. L. (2022). [An umbrella review of the literature on perinatal domestic violence: prevalence, risk factors, possible outcomes and interventions](#). *Trauma, Violence, & Abuse*, 15248380221080455.

Susan Golombok

Publications

Lysons, J., Imrie, S., Jadva, V., & **Golombok, S.** (2022). [“I’m the only mum she knows”: Parents’ understanding of, and feelings about, identity-release egg donation](#). *Human Reproduction*.

Jones, C. M., Zadeh, S., Jadva, V., & **Golombok, S.** (2022). [Solo fathers and mothers: An exploration of well-being, social support, and social approval](#). *International Journal of Environmental Research and Public Health*, 19.

Lysons, J., Imrie, S., Jadva, V. & **Golombok, S.** (2022). [Families created through identity-release egg donation: parents' understanding of, and feelings about, donor identification in early childhood](#). *Human Reproduction*, 37, 1125-1126.

Jadva, V., Lysons, J., Imrie, S., & **Golombok, S.** (2022). [An exploration of parental age in relation to parenting, child adjustment and experiences of being an older parent in families formed through egg donation](#). *Reproductive Biomedicine Online*.

Golombok, S. (2022). [Obituary: Professor Sir Michael \(Mike\) Rutter \(1933-2021\)](#). *American Psychologist*, 77(8), 970.

Zadeh, S., Jadva, V., & **Golombok, S.** (2022). [Documenting families: Paper-work in family display](#). *Sociology*, 00380385211073238.

Shaw, K., McConnachie, A., Bower-Brown, S., Jadva, V., Ahuja, K., Macklon, N. & **Golombok, S.** (2022). [Sharing motherhood: same-sex female couples' reasons for choosing shared biological motherhood](#). *Human Reproduction*, 37, 1424-1425.

Imrie, S., Lysons, J., Jadva, V., Shaw, K., Grimmel, J., & **Golombok, S.** (2021). [Parent-child relationship quality and child psychological adjustment in families created using egg donation: children’s perspectives at age 5](#). *Human Reproduction*, 37(3), 400-509.

Jones, C. M., & **Golombok, S.** (2021). [Family functioning in primary caregiver father families](#). *Journal of Family Psychology*,

Jones, C. M., Wells, J., Imrie, S., & **Golombok, S.** (2021). [Transitions into and out of work: Stay-at-home fathers’ thoughts and feelings](#). *Journal of Men’s Studies*, 29(3), 373-383.

Golombok, S., Zadeh, S., Freeman, T., Lysons, J. & Foley, S. (2021). [Single mothers by choice: Parenting and child adjustment in middle childhood](#). *Journal of Family Psychology*, 35(2), 192-202.

Imrie, S., Zadeh, S., Wylie, K., & **Golombok, S.** (2021). [Children with trans parents: parent-child relationship quality and psychological wellbeing](#). *Parenting: Science and Practice*, 21(3), 185-215.

Golombok, S. (2021). [Love and truth: What really matters for children born through third-party assisted reproduction](#). *Child Development Perspectives*, 15(2), 103-109.

Zadeh, S., Imrie, S., & **Golombok, S.** (2021). [Stories of sameness and difference: The views and experiences of children and adolescents with a trans* parent](#). *Journal of GLBT Family Studies*, 17(1), 1-17.

McConnachie, A. L., Ayed, N., Foley, S., Lamb, M. E., Jadva, V., Tasker, F., & **Golombok, S.** (2021). [Adoptive gay father families: A longitudinal study of children's adjustment at early adolescence](#). *Child Development*, 92(1), 425-443

Presentations

Jones, C., Zadeh, S., Jadva, V. & **Golombok, S.** (July, 2022). Single fathers by choice: experiences of surrogacy and thoughts and feelings about disclosure. *European Society of Human Reproduction and Embryology Annual Meeting*. Milan, Italy.

Shaw, K., McConnachie, A., Bower-Brown, S., Jadva, V., Ahuja, K., Macklon, N. & **Golombok, S.** (July, 2022). "Sharing motherhood: same-sex female couples' reasons for choosing shared biological motherhood." *European Society of Human Reproduction and Embryology Annual Meeting*. Milan, Italy.

Golombok, S. (June, 2022). "The wellbeing of donor-conceived children." *Webinar in Japan in relation to new legislation on assisted reproduction*. Online Webinar.

Golombok, S. (June, 2022). "Love and Truth: What really matters for Parents and Children in New Family Forms." *Ben Gurion University*. Israel.

Golombok, S. (May, 2022). "We Are Family: What really matters for Parents and Children." *Haifa University*. Israel.

Golombok, S. (May, 2022). "We Are Family: What really matters for Parents and Children." *Centre for Innovation in Public Health, University of Southampton*. UK.

Golombok, S. (May, 2022). "We Are Family: What really matters for Parents and Children." *Parent-Infant Foundation Scotland*. UK.

Golombok, S. (April, 2022). "We Are Family: What really matters for Parents and Children." *British Academy Lecture*. University of East Anglia, UK.

Golombok, S. (April, 2022). "Relationships in surrogacy families". *Invited presentation to Belgian Advisory Committee on Bioethics*. Belgium.

Golombok, S. (April, 2022). "Families with children born by surrogacy and egg donation". *Keynote lecture at annual meeting of the Society for Ethical Egg Donation and Surrogacy, Irvine*. California, US.

Golombok, S. (March, 2022). "LGBT families". *Invited presentation to IP Out. Carpmaels and Ransford LLP*. London, UK.

Golombok, S. (March, 2022). "Love and truth: What really matters for children in new family forms". *Thomas Coram Annual Lecture. British Academy*. UK.

Golombok, S. (January, 2022). "Relationships in surrogacy families". *Invited presentation to the Law Department, The Sorbonne*. Paris, France.

Golombok, S. (December, 2021). "Assisted reproduction for all women: What are the consequences for family relationships?". *Invited presentation to the Law Department, The Sorbonne*. Paris, France.

Golombok, S. (November, 2021). "We Are Family: The Modern Transformation of Parents and Children." *Presentation to Cambridge Socio-Legal Group*. Cambridge, UK.

Golombok, S. (October, 2021). "We Are Family: What really matters for parents and children." *Invited lecture to MSc students at Anne Freud Centre National Centre for Children and Families*. London, UK.

Golombok, S. (September, 2021). "Psychological wellbeing of children born to lesbian couples and single heterosexual women by donor insemination." *Invited presentation to the 26th Meeting of the French Federation for the Study of Reproduction*. Rennes, France.

Golombok, S. (September, 2021). "Emotional and psychological wellbeing of persons born from surrogacy and their families." *Invited presentation to Webinar on Different Forms of Families and Access to Assisted Reproduction, University Diego Portales*. Chile.

Awards/Other

Honorary Professor, *Thomas Coram Research Unit, University College London*, 2022.

Evidence to *Danish Government Expert Group on Surrogacy*. September, 2022.

Evidence to *Irish Commission on International Surrogacy*. May, 2022.

Evidence to *Belgian Advisory Committee on Bioethics*. April, 2022.

Affiliated Researcher, *Fitzwilliam Museum, Cambridge*. 2022.

Curator, Exhibition on the Family, *Fitzwilliam Museum, Cambridge*. 2022.

Top downloaded paper in *Child Development Perspectives*. 2021.

Susan Imrie

Publications

Lysons, J., **Imrie, S.**, Jadvā, V., & Golombok, S. (2022). [‘I’m the only mum she knows’: parents’ understanding of, and feelings about, identity-release egg donation](#). *Human Reproduction*.

Davenport-Pleasance, E. & **Imrie, S.** (2022). [How do bi+ mothers talk with their children about \(their\) bisexuality+?](#) *LGBTQ+ Family: An Interdisciplinary Journal*.

Jadvā, V., Lysons, J., **Imrie, S.** & Golombok, S. (2022). [An exploration of parental age in relation to parents’ psychological health, child adjustment and experiences of being an older parent in families formed through egg donation](#). *Reproductive BioMedicine Online*.

Lysons, J., **Imrie, S.**, Jadvā, V. & Golombok, S. (2022). [Families created through identity-release egg donation: parents’ understanding of, and feelings about, donor identification in early childhood](#). *Human Reproduction*, 37, 1125-1126.

Imrie, S., Lysons, J., Jadvā, V., Shaw, K., Grimmel, J. & Golombok, S. (2022). [Parent–child relationship quality and child psychological adjustment in families created using egg donation: children’s perspectives at age 5 years](#). *Human Reproduction* 37 (3), 499-509.

Friedman, S., **Imrie, S.**, Fink, E., Gedikoglu, M., Hughes, C. (2022) [Understanding changes to children’s connection to nature during the Covid-19 pandemic and implications for child well-being](#). *People and Nature*. 4 (1), 155–165.

Jones, C., Wells, J., **Imrie, S.** & Golombok, S. (2021). [Transitions into and out of work: stay-at-home fathers’ thoughts and feelings: A brief report](#). *The Journal of Men’s Studies*, 29 (3), 373-383.

Susie Bower-Brown

Publications

Bower-Brown, S. (2022). [Beyond Mum and Dad: gendered assumptions about parenting and the experiences of trans and/or non-binary parents in the UK](#). *LGBTQ+ Family: An Interdisciplinary Journal*, 0(0), 1–18.

Shaw, K., McConnachie, A., **Bower-Brown, S.**, Jadvā, V., Ahuja, K., Macklon, N. & Golombok, S. (2022). [Sharing motherhood: same-sex female couples’ reasons for choosing shared biological motherhood](#). *Human Reproduction*, 37, 1424-1425.

Bower-Brown, S., & Zadeh, S. (2021). [“I guess the trans identity goes with other minority identities”: An intersectional exploration of the experiences of trans and non-binary parents living in the UK](#). *International Journal of Transgender Health*, 22(1–2), 101–112.

Jadva, V., Guasp, A., Bradlow, J. H., **Bower-Brown, S.**, & Foley, S. (2021). [Predictors of self-harm and suicide in LGBT youth: The role of gender, socio-economic status, bullying and school experience](#). *Journal of Public Health*, 1–7.

Presentations

Bower-Brown, S. (2022) ““It sucks but I try to remain proud”: Gender-diverse adolescents’ school experiences and identity processes.” *European Association for Research on Adolescence*. Dublin, Ireland.

Bower-Brown, S. (July, 2022). “Trans and/or non-binary (TNB) parents’ experiences during the perinatal period.” *Poster presentation at the European Society of Human Reproduction and Embryology Annual Meeting*. Milan, Italy.

Shaw, K., McConnachie, A., **Bower-Brown, S.**, Jadva, V., Ahuja, K., Macklon, N. & Golombok, S. (July, 2022). “Sharing motherhood: same-sex female couples’ reasons for choosing shared biological motherhood.” *European Society of Human Reproduction and Embryology Annual Meeting*. Milan, Italy.

Bower-Brown, S. (June, 2022). “Beyond Mum and Dad: Trans and/or non-binary parents’ experiences of gendered assumptions about parenting”. *3rd International Conference of LGBT+ Psychology and Related Fields*. Lisbon, Portugal.

Vasanti Jadva

Publications

Lysons, J., Imrie, S., **Jadva, V.**, & Golombok, S. (2022). [‘I’m the only mum she knows’: parents’ understanding of, and feelings about, identity-release egg donation](#). *Human Reproduction*.

Jadva, V., Lysons, J., Imrie, S., & Golombok, S. (2022). [An exploration of parental age in relation to parenting, child adjustment and experiences of being an older parent in families formed through egg donation](#). *Reproductive Biomedicine Online*.

Jones, C. M., Zadeh, S., **Jadva, V.**, & Golombok, S. (2022). [Solo fathers and mothers: An exploration of well-being, social support, and social approval](#). *International Journal of Environmental Research and Public Health*, 19.

Lysons, J., Imrie, S., **Jadva, V.** & Golombok, S. (2022). [Families created through identity-release egg donation: parents’ understanding of, and feelings about, donor identification in early childhood](#). *Human Reproduction*, 37, 1125-1126.

Shaw, K., McConnachie, A., Bower-Brown, S., **Jadva, V.**, Ahuja, K., Macklon, N. & Golombok, S. (2022). [Sharing motherhood: same-sex female couples’ reasons for choosing shared biological motherhood](#). *Human Reproduction*, 37, 1424-1425.

Zadeh, S., **Jadva, V.**, & Golombok, S. (2022). [Documenting families: Paper-work in family display among planned single father families](#). *Sociology*, 00380385211073238.

Imrie, S., Lysons, J., **Jadva, V.**, Shaw, K., Grimmel, J. & Golombok, S. (2022). [Parent-child relationship quality and child psychological adjustment in families created using egg donation: children's perspectives at age 5 years](#). *Human Reproduction* 37 (3), 499-509.

Jadva, V., Guasp, A., Bradlow, J.H. Bower-Brown, S., & Foley, S. (2021). [Predictors of self-harm and suicide in LGBT youth: The role of gender, socio-economic status, bullying and school experience](#). *Journal of Public Health*, fdab383,

Presentations

Jones, C., Zadeh, S., **Jadva, V.** & Golombok, S. (July, 2022). Single fathers by choice: experiences of surrogacy and thoughts and feelings about disclosure. *European Society of Human Reproduction and Embryology Annual Meeting*. Milan, Italy.

Shaw, K., McConnachie, A., Bower-Brown, S., **Jadva, V.**, Ahuja, K., Macklon, N. & Golombok, S. (July, 2022). "Sharing motherhood: same-sex female couples' reasons for choosing shared biological motherhood." *European Society of Human Reproduction and Embryology Annual Meeting*. Milan, Italy.

Jadva, V. (June, 2022). "The changing face of the modern family." *Invited talk at British Fertility Society's study week*. Virtual meeting.

Jadva, V. (December, 2021). "Surrogacy from the perspective of the parents, surrogates, and the resultant child." *Invited talk at a webinar for Canadian Fertility & Andrology Society's Counselling Special Interest Group*. Online webinar.

Jadva, V. (November, 2021). "Children's psychological adjustment in families created through gamete donation." *Invited talk at ESHRE campus workshop 'Long-term impacts on physical and psycho-social well-being of ART patients and children conceived through ART: updates from different perspectives.'* Virtual Meeting.

Jadva, V. (September, 2021). "The UK Longitudinal Study of ART families." *Invited talk at Canadian Fertility & Andrology Society 67th Annual Meeting*. Vancouver, Canada/Virtual Meeting (hybrid).

Active Grants 2021-22

Socio-Cognitive Skills, Social Relationships and Wellbeing in Hong Kong Children in the Early School Years.

Grant holder: **Professor Claire Hughes**
Sponsor: Donation – Hong Kong Wemp Education Foundation Ltd
Period: 1st August 2021 – 31st July 2024
Award: £604,750

School readiness: Connecting viewpoints on child and family wellbeing, and identifying commonalities across diverse groups.

Grant holder: **Professor Claire Hughes**
Sponsor: ESRC
Period: 1st March 2021 – 31st August 2023
Award: £329,500 at Cambridge (total grant value £566,300)

Knowledge of Early Every-day Parenting (KEEP): Co-creating an ecologically valid online assessment.

Grant holder: **Professor Claire Hughes**
Sponsor: University of Cambridge - Social Science Impact Fund, ESRC Impact Acceleration Account
Period: 1st August 2022 – 31st March 2023
Award: £18,284

21st Century Families: Parent-child relationships and children's psychological wellbeing.

Grant holder: **Professor Susan Golombok**
Sponsor: Wellcome Trust
Period: 1st January 2018 – 31st December 2022
Award: £1,552,401

Mother knows best: exploring new mothers' narratives about their child across five low- and middle-income countries.

Grant holder: **Dr Laura Katus**
Sponsor: Cambridge Reproduction SRI
Period: 1st January 2022 – 30th June 2022
Award: £4,925

Neurodevelopmental biomarkers of attention and memory: exploring the mediating roles of undernutrition and environmental adversity.

Grant holder: Dr Sarah Lloyd-Fox, University of Cambridge
Co-Applicant: **Dr Laura Katus**
Sponsor: BBSRC
Period: 26th October 2021 – 31st March 2022
Award: £22,785

Identifying risk and protective factors to help support student mental health.

Grant holder: **Professor Claire Hughes**
Sponsor: University of Edinburgh (FB ESRC)
Period: 30th June 2021 – 30th April 2022
Award: £2,564

Shared Biological Motherhood.

Grant holder: **Professor Susan Golombok**
Sponsor: ESRC
Period: 1st Apr 2019 – 31st March 2022
Award: £468,684

Strengthening innovative child development research in African settings: new methods and improved capacity.

Grant holder: **Professor Claire Hughes**
Sponsor: The Academy of Medical Sciences
Period: 30th December 2020 – 30th December 2021
Award: £25,000

Early Life Cohort-feasibility study

Co-Director: **Professor Pasco Fearon**
Sponsor: ESRC
Period: May 2021 - April 2024
Award: £4,500,000

Developing a school-based, transdiagnostic, preventative intervention for adolescent mental health.

Co-PI : **Professor Pasco Fearon**
Sponsor: MRC-UKRI
Period: September 2021 - August 2025.
Award: £2,800,000

Children of the 2020s: A nationally representative birth cohort study.

Grant holder : **Professor Pasco Fearon**
Sponsor: Department for Education
Period: October 2020 - April 2026
Award: £6,200,000

Caregiver influences on child psychological adjustment following trauma; a longitudinal study of a high adversity South African population

Grant holder: Professor Sarah Halligan
Co-Investigator: **Professor Pasco Fearon**
Sponsor: ESRC
Period: 1st April 2021 – 30 September 2023
Award: £610,916

What Works Centre for Children’s Social Care. A randomized controlled trial of the Lighthouse Parenting Programme for children on the edge of care

Grant holder: Dr Michelle Slead
Co-Investigator: **Professor Pasco Fearon**
Sponsor: What Works Centre for Children’s Social Care
Period: 1st November 2020 - 30th March 2022.
Award: £136,271

The COSI study: a multi-site RCT to explore the clinical and cost effectiveness of the Circle of Security Intervention for mothers in perinatal mental health services.

Grant holder: Professor Peter Fonagy
Co-Investigator: **Professor Pasco Fearon**
Sponsor: NIHR HTA Programme.
Period: 1st January 2021 - 31st December 2024
Award: £2,050,000

Evaluating the impact of group interpersonal psychotherapy in Lebanon and Kenya on child developmental outcomes, maternal depression and the mother-child relationship.

Grant holder: Professor Peter Fonagy
Co-Investigator: **Professor Pasco Fearon**
Sponsor: NIHR RIGHT programme.
Period: May 2020 - April 2023
Award: £3,800,000

SUNRISE Cluster RCT: Scaling up Nurturing Care, a Radio Intervention to Stimulate Early child development in Burkina Faso.

Grant holder: Professor Betty Kirkwood
Co-Investigator: **Professor Pasco Fearon**
Sponsor: Wellcome Trust Collaborative Award
Period: July 2019 – July 2024
Award: £5,300,000