

from the Eliot-Pearson Department of Child Development at Tufts University

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Martha Julia García-Sellers Retires

Martha Julia García-Sellers officially retired at the end of the 2011 fall semester. For over twenty years, Martha Julia brought together the many strands of her life and career to provide students and faculty alike a rich and varied approach to helping children and families. In fact, we all benefited from the tapestry that her career reflected.

She began as a Montessori kindergarten teacher in Guatemala, and that early classroom experience persisted as the foundation of her teaching and research. Teaching pre-schoolers awakened her interest in understanding children's needs beyond the educational setting, and so she undertook study toward a degree in clinical psychology at the national University of San Carlos.

Clinical work and a clinical perspective is another important thread in her career and life story. She graduated with the distinction of the first magna cum laude in the Psychology Department. During her course of study, she was hired as a staff psychologist to participate in a research project in Guatemala related to the cognitive effects of malnutrition in early childhood undertaken by the Pan-American Health Organization and funded by the National Institute of Mental Health. That experience – as a team member with physicians, nutritionists, and other social scientists - was transformative and led to a life-long involvement in applied developmental research. It also is where her passion for assessment of young children began.



Martha Julia with children in Guatemala

García-Sellers Retires

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Her experience with research on children's development in rural Guatemala left her feeling that something was missing. The scientific research she had experienced was defined narrowly in terms of experimentation and without consideration of culture. Martha's questions and thirst for deeper understanding of children's behavior was valued by professional consultants to the nutrition study, and she was encouraged to pursue doctoral studies in the Department of Psychology and Social Relations at Harvard University. There, she studied with renowned developmental psychologists, Jerome Kagan and Sheldon White, and with cross-cultural researchers such as Beatrice and John Whiting who were at the time bringing culture to the forefront of thinking about children's development.

After finishing her Ph.D. at Harvard, she accepted a position in the Psychiatry Department of Washington University in St. Louis. This was a different cultural experience, teaching and doing clinical work with an urban, U.S. population. It offered Martha Julia a way to integrate clinical work with her developmental perspective.

In 1990, Martha was persuaded to apply for and take a position at Eliot-Pearson by Don Wertlieb who was then the Chair. At Eliot-Pearson, she says, she became fully aware of the various strands that had formed her career (classroom teaching, developmental research, clinical work) and aware too of how they could be intertwined. And that is exactly what she has done for the past 22 years – weaving together in her teaching, research, and community involvement, a perspective and approach that combines the clinician's sensitivity, the educator's wisdom and skill, the researcher's tough-mindedness about methodology, and first-hand knowledge with how culture permeates it all.

Among Martha Julia's many accomplishments and honors is the establishment of the Home-School Connection Program (H-SCP), a program designed to facilitate the school adaptation of immigrant children, promoting better communication between parents and teachers. The H-SCP was first implemented in the public schools of Somerville and supported by the Kellogg Foundation and the Massachusetts Department of Education. It has provided valuable experience in applied research and clinical practice for many graduate and undergraduate students from Tufts. From its start in Somerville, the H-SCP has been extended by Martha Julia and her former students to New Haven, Connecticut and to village schools in Guatemala.

Other projects in which she is engaged include the Family Values Study with immigrant toddlers in East Boston and São Paulo, Brazil as well as the Obras Sociales del Hermano Pedro in Antigua, Guatemala which treats severely malnourished children. In these projects and others, Martha Julia has applied her interdisciplinary perspective and involved many students from Tufts and elsewhere whom she has mentored and who have gone on to careers in a variety of fields. She has received recognition for her career achievements, most recently the awarding of Profesional Ilustre from the Association of Guatemalan Professionals.

At Eliot-Pearson, Martha Julia's courses and mentoring have inspired many students to go into fields serving children and focusing on assessment and culture. Recently, an invitation went out to those who have worked with Martha Julia, as students, colleagues, or both — to comment on what Martha Julia has meant to them and to their careers. Here is a sampling of the comments that came back: "The words that come to mind when thinking about Martha are gracious, caring and astute... Her work was inspirational as she extended her research and practice to the greater Boston community and to her native Guatemala." "You [Martha Julia] had a gift for reading my mind and understanding what I was going through, sometimes even better than me, and your thoughtful advice has always been able to push me forward." "In working with Martha Julia, I realized my deep passion for working with immigrant families and helping these families reach their dreams for their children. " And from one international student: "She understood, perhaps from her own experience, the difficulty of adjusting to foreign cultures.... She saw my strengths when I thought I had left them behind in Romania...She helped me discover opportunities where I saw none... and she introduced me to people who further became my mentors and professional role models."

For the past 22 years at Eliot-Pearson, Martha Julia García-Sellers has been a mentor to students, a friend and wonderful colleague to faculty, an exemplar of research-practice integration, and a force for providing support to those most in need. We all shall miss her and wish her the best as she weaves the multicolor threads of her evolving career. Muchas Gracias, Martha Julia!

Erin Phelps

In Memoriam



Erin Phelps

Erin Phelps died during the afternoon of February 16, 2012. She was with the three people in the world that she loved best, her wife, Tanya Zucconi, and their children, Nora and Max. She was also surrounded by the love of her friends, colleagues, and students – who, although they could not be with her that afternoon, had channeled their love of and care for her through her family to her. Erin, in the selfless devotion to others that characterized her life, prepared us for her passing. She used *Facebook* and other digital technology to let us know how she was doing, to tell us about the ups and downs of her struggles against the cancer that had taken over more and more of her body, and to let us know that she continued to care for us and our lives. In the last few weeks she was too weak to see us but, almost until her last hours, she continued to write to her friends to tell them she continued to think about them!

Erin was always attuned to supporting others. When friends needed her to help she did not wait to be asked. When my wife, Jackie, and I were in France several years ago, where I had a summer-long teaching assignment, my aged mother became ill. Before I could get her physician on the phone or look into flights back to Boston, Erin called to say that she had everything under control. She would take care of my mom and unless the situation became dire, Jackie and I should stay in France and I should complete my teaching assignment. She would let us know daily how things were going with my mom. Erin gave up her summer to help friends – without being asked and with no sense that such devotion, generosity, and selflessness were anything out of the ordinary.

I was not surprised by this act (if one can term several weeks of care just an “act”) of generous friendship. I have been a friend of Erin’s for decades and when, in 2004, she left the Murray Research Center at Radcliffe College to join me in directing the Institute for Applied Research in Youth Development, our friendship and “casual” collegiality quickly became as close and as productive a collaborative relationship as I have ever been privileged to have. Until June, 2009, when Erin had to leave Tufts permanently because of her worsening medical condition, we wrote scores of scholarly publications together, sought and received several major grants, and – most important to both of us – shared in the training of several incredibly talented doctoral students, young scholars who have now gone on to launch productive careers due in large part to the standards of good science that Erin exemplified for them throughout their training.

Erin was a superb developmental methodologist but, even more, she was an extraordinary developmental scientist, a person deeply informed about theory and the history of her field, of the importance of theory as the major methodological tool of developmental science, and of the need to create a seamless synthesis between theory-predicated research and evidence-based practice. She was a consummate applied developmental scientist and a courageous innovator in marshalling the best of developmental scholarship to level the playing field for all individuals, to promote social justice across the diversity of our nation.

Phelps In Memoriam

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Erin was a person of enormous talents and of nationally and internationally recognized scholarly contributions. Remarkably to some, but characteristically to those who knew her, Erin's demeanor was marked by humility. Erin made everyone – from undergraduate or beginning graduate students through colleagues at all levels – feel as if their work and their ideas were of fundamental interest to her. They were! While never compromising her beliefs in what constituted good science, she also never failed to support other people in their quest for pursuing their interests. In fact, she spent more of her time at the Institute helping our students achieve their scholarly aims than she did pursuing her own work. I believe that nothing gave her greater joy than to see a student or colleague move forward in their scholarship through work that she catalyzed. For instance, after leaving the Institute, and despite her increasingly more arduous battle with her illness, she spent an entire summer “volunteering” to work with several doctoral students in the lab so that they could learn structural equation modeling procedures and programs. On the one hand, this effort took a great deal of her energy – perhaps far too much. On the other hand, I saw genuine joy in her as the students were able to take the methodological tools she had given them and use them appropriately and effectively in their research. Cancer may have depleted her physical strength, but her generosity, her giving of her talents to others, created an élan that was never diminished.

This generosity of spirit and courage to move forward with her life while at the same time knowing that a disease was taking it away, was inspirational to me. I don't ever recall her once feeling sorry for herself or complaining that, after 19 years of battling cancer, she felt depressed that the tide had turned against her. She just persevered. Perhaps this resilience had its roots in her childhood. Erin was born on January 23, 1951 in Joplin, Missouri, the eldest of three sisters (her younger siblings are named Ellen and Edith). Although a baby of the Midwest, Erin did not live there for long. In fact, as best as she could count it, Erin and her family moved 53 times before she went off to college! Erin went to Douglas College, of Rutgers University, where she graduated with her B.A. in 1973. She then moved to Cambridge, Massachusetts, working at the Harvard Graduate School of Education on Project Zero and receiving an Ed.M. from the School in 1973. She received her Ed.D. from the School in 1981. Upon the completion of her doctorate at Harvard, Anne Colby, the then Director of the Murray Research Center, brought her into the Center to play a leadership role in providing guidance in the methods involved in longitudinal research and in using data archives of such research.

She remained at the Murray Center from 1981 through 2004, when – by a stroke of great luck – she dropped into my lab office at Tufts and asked if she could volunteer to help me pursue the scholarly agenda of the Institute for Applied Research in Youth Development. She was leaving the Murray Center because of administrative changes at Harvard that would change its structure and function. We had known each other through the years because, as developmental scientists interested in longitudinal studies of adolescence, in strength-based, positive approaches to youth development, and in issues of social justice, we traveled in similar circles and had had a positive collegial relationship for about 20 years. She said she thought we might collaborate effectively! In turn, I knew the great gift I was being given. I recognized immediately that, with Erin, the work of the Institute could be brought to a higher level of quality and impact. I asked if she would mind working for salary as my partner but, being less impetuous than me, she suggested that she remain a volunteer for a time to see if our collaborative relationship would work out. Within a few months she changed her status from volunteer to formal Tufts colleague!

Devoting herself thoroughly to her new career at Tufts did not mean that Erin stopped serving the field of developmental science or the diverse communities of which she was a part. As but one example, Erin was a founding member of the Society for the Study of Human Development (SSHD) and served as its first Executive Secretary. However, when the organization needed a senior scholar to move its flagship journal, *Research in Human Development* (RHD), to a higher level of excellence and impact, the SSHD steering committee unanimously asked Erin to take on this role. She accomplished more than any of the leaders of SSHD imagined was possible – bringing top-tier scholars and cutting-edge research in developmental science to the pages of the journal. She established it as a premiere and highly influential scholarly presence within the several disciplines that contributed to developmental science and, now, through her efforts, to the journal and to SSHD. Her health challenges necessitated that she leave her post as Editor of RHD in 2009, but the journal she passed onto her successor, Carolyn Aldwin, was, and remains, a mature and visible leader among the journals of developmental science. In recognition of her enormous contributions to SSHD, to *Research in Human Development*, and to the field of developmental science, in 2011 the organization established the annual Erin Phelps Award for the best publication to appear within each volume year of the journal. The first recipient of the Erin Phelps Award was Gary Greenberg, Professor Emeritus at Wichita State University, for his article, “The Failure of Biogenetic Analysis in Psychology: Why Psychology is Not a Biological Science” (Volume 8, Issues 3-4, pages 173-191).

I was blessed by the entry of Erin Phelps into my scholarly life. I believe that our five years together at the Institute were the most productive years of my career. However, this blessing pales in comparison to the one that Erin gave me by becoming a part of my personal life, the life of Jackie, and the lives of our children. She and Tanya have become more than cherished friends. Jackie and I danced at their wedding on July 2, 2005 and our two families have shared our respective joys, challenges, and triumphs. We became companions on our respective life journeys.

I marveled at Erin’s ability to imbue her students with knowledge and confidence and her friends and colleagues with wisdom and hope. I stand in awe of her kindness and courage through the last hours of her life. I already deeply miss her gentleness and warmth, her wit and engaging smile, and her profound senses of intellectual and personal conviction that made her a scholarly and moral exemplar to everyone whose lives she touched.

Richard M. Lerner

Erin Phelps: A Student's Perspective

Erin was a brilliant professor. I credit Erin for igniting my love of statistics, and this was no small accomplishment. As an undergraduate, I took a statistics class that I failed miserably. Not attending class on a regular basis might have had something to do with that “F,” but the few classes that I did attend were torturous. No exciting baseball databases here, just a bunch of a-contextual numbers. Boring! And then came Erin. Her quick wit, engaging teaching style, and enormous patience led me to rework my identity as a statistically significant failure. Always responsive and affirming, Erin empowered me. She gave me far more than knowledge about statistics; she gave me confidence in myself.

Erin was a generous mentor. Without hesitation and in the midst of dealing with her own medical struggles, she agreed to sit on my dissertation committee. Always generous with her time, Erin and I had countless discussions. I will never forget her go-to question, the one she always asked, “Why is this important?” With this question, she revealed the essence of Applied Developmental Science – a science about optimizing human development for all, a science about social justice. I learned from Erin to make sure that I had an answer before setting forth, both within and outside of my studies.

Current doctoral students have had similar experiences of Erin. Chris Napolitano writes, “She transformed statistics, almost phobic to me before her class and mentorship, into a manageable and relatable discipline.” And Megan Kiely Mueller follows with, “She inspired us all to embrace scientific rigor and compassionate mentorship in our own careers...”. Most amazingly, Erin did not stop her support for students after she had to leave due to illness. Kristina Schmid writes, “When she finally had to leave IARYD (The Institute for Applied Research in Youth Development), she kept in touch over email and by phone, sometimes running analyses for us from home just to find a small correction that would help us move forward in our work.”

Erin was a committed friend. I loved her humor and direct style. I loved how she would voice without hesitation an unpopular view and never mince words. She was real and without airs. I remember being at a conference on the West coast, at the Asilomar Conference Grounds. One evening, Erin hung out with a couple of us students, forgoing the usual networking opportunities no doubt. We were up for an adventure – we explored the beautiful conference grounds, and then we found ourselves at – crashed is more like it – a Scottish square dance! We snuck in and made our way up to a loft that overlooked the dance. We sat there in silence, taken with the performance below. Periodically, one of us would giggle and set-off the rest of us. It was a special, unplanned moment. I remember being amazed that this prominent professor in the field chose to spend her time with a couple of doc students at a square dance!

Erin was a dear, dear friend and mentor; she was an amazing human being. I feel deeply fortunate to have known her, and to have benefited from her wisdom, humor, and generosity.

*Amy Alberts Warren
(Amy received her doctorate from Eliot-Pearson in 2009)*

Memoir from Antigua - Anjuli Demers

Wertlieb Fellowship Recipient

The following memoir is by Anjuli Demers, a master's student at Eliot-Pearson. Anjuli was the first recipient of a Wertlieb Fellowship in Global Health, named in honor of Donald Wertlieb when he retired last spring (see accompanying picture). Anjuli carried out her work in Antigua, Guatemala under the supervision of Martha Julia Sellers

As I strolled through the malnutrition clinic for the first time in Las Obras Sociales del Hermano Pedro (OSHP)'s malnutrition clinic, young children smiled while peeking through cribs, as did the older children who were playing on the floor. The children varied in ages from a few days old to six years, and many had visible signs of medical complications such as cleft lips/palates, low weight, and feeding tubes. I was moved as much by the children's smiles as by their medical conditions. The details of my first day remain rather vague in my memory, but I do recall the incredible energy I felt within the clinic and my immediate recognition that this experience would inevitably challenge my own beliefs and abilities beyond what I could imagine.



Don Wertlieb and Anjuli Demers in Antigua

Las Obras Sociales del Hermano Pedro (OSHP) is a hospital in the bustling city of Antigua, Guatemala that provides low-cost or free care to individuals who otherwise cannot afford such services. I traveled to OSHP during the summer of 2011 as the first recipient of a Wertlieb Fellowship in Global Health, named after Eliot Pearson's former faculty member, Dr. Donald Wertlieb, who has had a remarkable career in child and family global health, over three decades of which were spent at Eliot-Pearson. The Wertlieb Fellowship provides the opportunity for a master's candidate in child development at Eliot-Pearson to engage in work abroad to enhance the student's future academic endeavors and professional aspirations. Dr. Wertlieb's teaching at Tufts always emphasized and inspired students to engage in these efforts, and this fellowship provides a wonderful opportunity for students to embody this message directly.

As the first recipient of the Wertlieb Fellowship in Global Health, I was fortunate enough to work with Dr. Martha Julia in the malnutrition clinic at OSHP. Dr. Sellers generously donates her time and effort to this incredible project — as an advocate for the integration of psychosocial care into the treatment of children and families. My work with Dr. Sellers focused on ameliorating some of the negative effects of institutionalization and malnutrition — using a family-focused approach. In addition to providing emotional support for families during these difficult times, this family-focused approach empowers families to remain engaged in their child's treatment processes and development, despite the obvious obstacles.

Due to a fractured healthcare system and the high cost of medical services, OSHP is often the only healthcare option for many families, and consequently, many children travel extremely far distances to access this care. To visit their children for just a few hours, families report traveling as much as eight hours, typically using public transportation and walking. Their children often reach developmental milestones, such as taking first steps or learning first words, in the absence of their family members.

Memoir in Antigua

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Empowering family members can manifest in several ways. Many times in the clinic it simply involved reaffirming individual strength and confidence. For example, the father of four children in the unit expressed that he just “wanted to do what was best for my children”, implying that he was not sure if he could help them or that bringing them back under his care was best for them. A brief conversation emphasizing the incredible change in the children’s energy and activity level in his presence helped to reassure him that he was the most important person for his children and their long term health. The hope remains that families who leave the clinic with a personal sense of optimism and control over their child’s health might be better prepared to advocate for their child’s future health.

Through working with the children and families in this clinic, I began to recognize that the strength of individuals is the fabric that holds the system together. This realization enabled me to continue advocating for children’s health despite the incomprehensible setbacks that many families continually encounter. During my brief time in Antigua, I was confronted with moments of doubt, but also with those moments when a slight shift towards hope in a caregivers’ eye or a hint of connection with a child evoked a sense of personal power and strength and served as encouragement to continue with current efforts and beyond. Since my return from Guatemala, these experiences remain incredibly valuable to me and continue to influence my work in child health. I am indescribably grateful for having been granted this opportunity, and this fellowship will undoubtedly enrich the Eliot-Pearson community for years to come.

The 2011 EP Alumni Dinner

Last summer, on June 15th, 46 alumni gathered in the Eliot-Pearson Curriculum Lab to reminisce and reconnect with one another, and to revisit that critical time in their lives when they were students at Eliot-Pearson. For over three hours, alumni shared stories – about meeting Abigail Eliot for the first time, about the Children’s School burning down in the 1970’s, about Sylvia Feinburg taking her art class outside to paint falling snow, about all the events and people that made the experience of being a student at Eliot-Pearson so important and memorable.

The stories were also about big, national issues and issues of a scholarly nature – for they revealed events and movements taking place in the larger society — such as the Head Start movement in the 1960’s which gave new meaning and value to early education – and the 1970’s feminist movement which led to so many women joining the workforce and giving new meaning and value to daycare.

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However, what may have been most striking about the evening was the laughter and obvious emotion around the re-connecting, and opportunity to share stories from five different decades. There was the definite feeling that because the storytelling came from fellow alumni of Eliot-Pearson, the shared stories were understood in deeper, more satisfying ways than could ever be the case if shared elsewhere and among those with no direct experience of being part of the EP community.

The evening was organized into three parts: for an hour alumni sat at tables swapping stories and writing bulleted summaries on large post-its that eventually made their way onto a wall on one side of the Curriculum Lab. Then Sylvia Feinburg spoke and gave her own stories and history during her early years at Eliot-Pearson – a wonderful transition from the informal storytelling to dinner.

Toward the end of dinner, Miriam Lasher gave another invited talk – sharing her stories (of being interviewed by Abigail Eliot, of working with Sam Braun on mainstreaming and the Children’s School, of using her time and work at Eliot-Pearson to set up a long career in children’s mental health and early intervention). She was followed by Debbie Kernochan and Lynn Schade – who did the same, giving their own stories that captured their eras and time at Eliot-Pearson. Lynn’s talk served as a nice transition back to everyone continuing to share stories among themselves.

The group spanned several generations — from Rachel Stowe, A44, who delighted the gathering with post-war stories of Eliot-Pearson, to Sernena Chang A10, who shared her experience as someone just starting a career in early childhood education. Regardless of generation, there was a sense of connection and recognition made possible by a common thread running throughout, namely, a focus on creative, empathic care and education for young children.



Alumni gathered in the curriculum lab



Debbie Kernochan making us laugh



Miriam Lasher sharing history

Maddie Kritz

In Memoriam

Maddie Kritz, Eliot-Pearson class of 1963, died suddenly on January 16, 2012. She was a beloved teacher and reading specialist at the Dalton School for 47 years. While teaching, she earned an MA at Columbia's Teachers College.

Maddie was a passionate student. She was quick to share material she kept and coveted from Eliot-Pearson, including exciting art assignments from Sylvia Feinburg. She continued to enjoy acquiring knowledge from books, lectures, and classes. A friend described her as a true Francophile.

At her funeral, people spoke about how knowing Maddie had made their lives better. A former student and graduate of the Dalton class of '81 described how amazed and touched he was with the warmth and recall Maddie exhibited, when he was touring the school as a prospective parent. After his visit, he sent a gracious note to Maddie, who responded by saying that "teachers live for moments like this."

Finally, Maddie's bereft nephews read a letter from another of their beloved aunt's former students. The letter described how Maddie comforted him when he lost his father, four years after he left Maddie's first grade class. Then, as an adult, he suffered the excruciating loss of his brother to suicide. Once again he sought out the place he recalled finding solace as a child. He returned to Dalton to see Maddie, and they reignited their friendship which provided him the security and peace he experience as a child. The writer, Anderson Cooper, was unable to attend the funeral, since he was covering the Republican debates. He made sure, however, to find time to express the significant role Maddie played in his life.

Maddie adored her family, her work, and her friends. She will be missed by many.



*Written by
Linda (Weiner) Margolies (E.P. class of '63)*

Photo compliments of the Dalton School

Eliot-Pearson Community Updates

Faculty, Student, Alumni and Department News

Marina Bers (faculty) edited a special issue of the journal *New Directions for Youth Development*, focused on *New Media and Technology: Youth as Content Creators*, Issue 128 (Winter 2010). She also delivered an invited talk, "Digital Playgrounds for Jewish Identity," at the North American Jewish Day School Conference on February 8. **Prof. Bers** received two new grants from the National Science Foundation to focus on the design and study of new technologies for early childhood education. Each grant covers work for a period of three years and involves working with Debbie LeeKennan and the Eliot Pearson Children's school, as well as a wide network of local and global classrooms Pre-K to 2 classrooms. The first grant, "ScratchJr: Computer programming in early childhood education as a pathway to academic readiness and success" involves a collaboration with Mitchel Resnick and the MIT Media Lab, and focuses on the development and evaluation of a new programming language for young children. The second grant "Ready for Robotics: The missing T and E of STEM in early childhood education" and has three goals: pr1) to develop and evaluate a low-cost, developmentally appropriate robotic construction kit specifically designed for early childhood education (PreK-2) to facilitate teaching of technology and engineering; and 2) to evaluate strategies for the teaching of technology and engineering in early childhood through a pilot professional development model using robotics.

Joan M. DiClemente (alum) published *LITTLE FALLS* in April of 2010. It is on both Barnes & Noble.com and Amazon.com and self-published through iUniverse. The story presents a family evolving through four generations (1900's up to 1991) amidst the changing history of time. The title has a double meaning in that it was the name of a town in New York where the story began as well as representing the difficult times and mistakes we all make throughout life by our own little falls.

Ann Easterbrooks (faculty) received the Northeastern Association of Graduate Schools Graduate Faculty Teaching Award (doctoral level) for 2011. The award recognizes excellence and creativity in the teaching of doctoral students, as well as innovation in graduate curriculum development and implementation. **Prof. Easterbrooks** also serves as Chair of the Society for Research in Child Development Publications Committee (2009-present).

David Henry Feldman (faculty) was elected to Fellow Status in Division 10 of the American Psychological Association (also called the "Society for the Psychology of Aesthetics, Creativity, and the Arts") at the Annual Meeting of the APA in August. Election to Fellow is based on outstanding contributions to psychology and is a lifetime appointment. **Professor Feldman** is also a Fellow of Divisions 7 (Developmental) and 15 (Educational) psychology for his contributions to those fields.

Lynn Meltzer (faculty) For the 27th year, **Lynn Meltzer** will chair the annual Learning Differences Conference on March 16-17, 2012. This international conference, entitled "Executive Function, Motivation, and Effort: The Cornerstones of Resilience and Success," is sponsored by the Research Institute for Learning and Development (ResearchILD) and will be held at the Harvard Graduate School of Education. The program will emphasize current work by experts in the field, focusing on executive function and motivation and the implications for assessment and teaching across different grade levels and content areas. **Lynn Meltzer**, who founded the Learning Differences conference 27 years ago, will talk about innovative strategies for promoting executive function and resilience in the context of peer mentoring. The conference is expected to be well-attended by participants from around the world.

Eliot-Pearson Community Updates

Presentations, Publications, and Events

Jennifer Agans (student) and **Christina Zagarino (alum)** presented as part of a panel on research and program evaluation last August at the American Youth Circus Organization's biennial festival in Sarasota Florida (the other panelists were Jacqueline Davis, EdM and Dr. Adele Diamond from the University of British Columbia). The audience included program leaders and stakeholders of youth circus programs from around the country and the presentation was very well received. **Christina** also presented her master's project, Big Top Fitness, at the festival, which was much appreciated by those who teach circus to younger children.

Sara Anderson (student) presented work that did with **Prof. Leventhal** at a workshop in Uppsala, Sweden last spring. It was a small group of neighborhood researchers presenting work on neighborhood effects and dynamics. Here's the full reference: **Anderson, S. E. A., Leventhal, T., Dupéré, V.** (2011, June). When Neighborhoods Matter: A Developmental Examination of Neighborhood Socioeconomic Status and Children's Outcomes. Presentation at Neighborhood Dynamics and Contextual Effects Quantitative Methods in the Social Sciences Seminar, Uppsala, Sweden.

Jessica Dym Bartlett (student) presented her dissertation research at the Strengthening Families Leadership Summit in Washington, D.C. in June 2011 and had a poster presentation accepted for presentation at Zero to Three's National Training Institute in December 2011.

Marina Bers (faculty) publications:

Horn, M.S., Crouser, R.J., & Bers, M.U. (2011). Tangible Interaction and Learning: The Case for a Hybrid Approach. Personal and Ubiquitous Computing (special issue on Tangibles and Children). DOI: 10.1007/s00779-011-0404-2 (online first, forthcoming volume)

Shaer, O. Bers, M. Chang, (2011) Making the Invisible Tangible: Learning Biological Engineering in Kindergarten. ACM CHI 2011 Workshop on User Interface Technology and Educational Pedagogy, ACM: CHI 2011. Bers, M., &

Kathryn Cantrell (student) presented a paper, co-authored by Professor Marina Bers, "Psycho-educational technologies for children with cancer," at the National Conference on Cancer Nursing Research, February 12 - 13.

Ann Easterbrooks (faculty) publications:

Easterbrooks, M.A., **Bartlett, J.D.**, Beeghly, M., & Thompson, R.A. (in press). Socioemotional development in infancy. In I. B. Weiner (Ed.), Handbook of Psychology, Vol 6: Developmental Psychology. New York: Wiley.

Easterbrooks, M.A., Chaudhuri, J.H., **Bartlett, J.D.**, & **Copeman, A** (2011). Resilience in parenting among young mothers: Family and ecological risks and opportunities. Children and Youth Services Review, 33, 42-50.

Zhenyu, S., Bureau, J.F., Easterbrooks, M.A., Zhao, Z., & Lyons-Ruth, K. (in press). Childhood maltreatment and prospectively observed quality of early care as predictors of Antisocial Personality Disorder features. Infant Mental Health Journal.

Vashchenko, M., Easterbrooks, M.A., & Miller, L. (2010). Becoming their mother: Knowledge, attitudes and practices of orphanage personnel in Ukraine. Infant Mental Health Journal, 31(5), 570-590.

Jacobs, F., **Swartz, M.I.**, **Bartlett, J.D.**, & Easterbrooks, M.A. (2010). Placing relationships at the core of early care and education programs (pp. 341-352). In J. Sparrow & B. Lester (Eds.), Nurturing children and families: Building on the legacy of T. Berry Brazelton. NY: Blackwell.

Louise Flannery & Elizabeth Kazakoff (students) presented a workshop on Kindergarten Robotics at the Digital Media and Learning Conference on March 2 - 5th. They were also invited exhibitors in the Mozilla Science Fair on March 2nd.

Elizabeth Kazakoff (student) presented a paper, "The Impact of Computer Programming on Sequencing Ability in Early Childhood," at AERA on April 12 and a poster, "Kindergarten Robotics: Understanding and Programming Robots in Early Childhood," at SRCD on April 2. Both were co-authored by Professor Marina Bers.

Tama Leventhal (faculty) publications:

Leventhal, T., Anderson, S. & Dupere, V. (2011). Neighborhood influences. In B. Brown & M. Prinstein (Eds.), *Encyclopedia of adolescence (Volume 2)* (pp. 211-220). San Diego: Academic Press.

Leventhal, T. & Dupere, V. (2011). Moving to Opportunity: Does long-term exposure to low-poverty neighborhoods make a difference for adolescents? *Social Science and Medicine*, 73, 737-743.

Roche, K., Ghazarian, S., Little, T., & Leventhal, T. (2011). Understanding links between punitive parenting and adolescent adjustment: The relevance of context and reciprocity. *Journal of Research on Adolescence*, 21(2), 448-460.

Grants Awarded:

2011-2012 Co-Principal Investigator, William T. Grant Foundation, "Housing Contexts and Youth Development within Urban Low-Income Families"

2011-2013 Co-Principal Investigator, MacArthur Foundation, "Housing Contexts and Child Development within Urban Low-Income Families"

2011-2013 Co-Principal Investigator, Annie E. Casey Foundation, "Residential Mobility and Children's Well-Being: A Critical Review of the Literature"

Elizabeth Norton (student) co-authored a paper with Maryanne Wolf in *Annual Reviews of Psychology*. It's called "Rapid Automatized Naming (RAN) and Reading Fluency: Implications for Understanding and Treatment of Reading Disabilities." <http://www.annualreviews.org/doi/abs/10.1146/annurev-psych-120710-100431>. She's also working on her dissertation project in collaboration with Dr. John Gabrieli's lab at MIT, in which they are using MRI and EEG brain imaging to help understand how they can identify kindergarten children who are at risk for dyslexia.

Jill Plevinsky (student) arrived at Medicine 2.0 conference at Stanford which took place (Sept 16-18, 2011) and she presented a poster of her paper - Young patients with inflammatory bowel disease: Facebook as a tool for social support. September 26-27, 2011 she was on a panel commenting on the future of wellness (www.fhti.org/program) as a patient representative and researcher as a part of the Future of Health Technology Institute's Future of Health Technology Summit. October 5, 2011 she did a 45 minute presentation titled The Use of Social Media to Maintain Social Support: Learnings from the Collaborative Chronic Care Network (c3nproject.org) and ImproveCareNow (improvecarenow.org) as a part of the Future of Health Technology Institute's Future of Child Wellness Summit. Jill also received a patient scholarship to the MayoClinic Social Media Summit October 17-21, 2011 where she was on a panel and taking part in the social media residency program.

Please join us May 14th!

Donald Wertlieb's Retirement Reception

**“Celebrating the Tapestry of
Don's Professional Life and Service”**

Monday, May 14, 2012

5:30 - 8:00 pm

Hillel Center - Tufts Campus

220 Packard Avenue

Hors D'oeuvres will be served

**RSVP by May 1st to Debbie Haskard at
deborah.haskard@tufts.edu**

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Spring 2010

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