

# news

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

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## Eliot-Pearson: Positive About Adolescence

**W**hile Eliot-Pearson's history is rooted in the study and care of young children, today, those roots have sprouted a number of projects focused on adolescents. On the surface these projects vary considerably from one another and focus on a variety of subjects including after school programs, public housing programs, programs for teen mothers, computer programs for adolescents with serious health problems, and music programs for urban youth. However, a closer inspection reveals two common themes running throughout – the theme of complexity (Things are more complex than they seem.) and the theme of optimism (Given the right supports, teens show a great deal of strength, health, and resilience.).

With respect to both complexity and resilience, examples include the Healthy Families project evaluating programs supporting teen moms and their babies. Under the direction of EP researchers Ann Easterbrooks, Fran Jacobs, Jayanthi Mistry, and Jessica Goldberg, Healthy Families has unearthed a number of subtle and significant findings about the complex mix of factors that explain what teen moms and their newborns need for both to thrive. For example, Ann Easterbrooks points out that community resources are vital, and high schools need to welcome adolescent parents (not every high school does). Furthermore, the research done at Healthy Families

*... continued on page two*



# E-P: Positive About Adolescence

continued from page one

shows that the patterns of how teen fathers figure into the support picture are many and often crucial for everyone to thrive. Fran Jacobs adds the observation that with respect to individual programs supporting teen moms, “No one size fits all”. Programs are administered differently in different communities and received differently by moms in different circumstances – making the job of program evaluation both daunting and interesting.

In a similar vein, Tama Leventhal’s neighborhood research shows what others have shown, namely, that adolescents from poor neighborhoods are more apt to get into trouble with the law and experience unwanted pregnancies, but her more focused research shows us something far more complicated and nuanced. For example, when she focused on families who participated in a housing program and were given the opportunity to move from poor to less poor neighborhoods, Tama found that girls were helped considerably by the move, however, many of the boys who moved actually did worse – for reasons that have yet to be fully understood.

As for providing a positive image of adolescents, the title of Rich Lerner’s recent book, The Good Teen, says it all. This book and a host of research publications coming out of the Institute for Applied Research in Youth Development (IAYRD) show clearly that given good supports and opportunities, adolescents do much better than the old “storm and stress” label would lead one to expect. Current research, including IAYRD’s research, tells a different story, one about adolescence being a time of tremendous growth that can transform youth intellectually and emotionally but also spiritually so that they become caring and responsible adults.

The theme of resilience and positive growth shows up in Kate Camara’s research on the role of music in the lives of adolescents from “underserved” urban neighborhoods. Several years ago, when she was chauffeuring her drum playing fifteen year old to and from the Berklee School of Music, Kate had the time and opportunity to notice that there were “hundreds of young people, all engaged in music, carrying instruments on their backs. I went into the building and saw these youngsters eating, living, breathing music.” Since then, Kate has assembled a research team, YouthBEAT, that focuses on studying those Berklee teens to find out how their passion for music provides a pathway to a positive identity and productive adulthood. Similarly, Jayanthi Mistry is partnering with community based organizations in Somerville (The Welcome Project) and Chinatown (Boston Chinatown Neighborhood Center) to document how youth programs build resilience among youth from immigrant backgrounds by strengthening their cultural and linguistic brokering skills. As yet another example of research practice integration, this project is based on a community based participatory research approach to examining how youth navigate multiple cultural worlds.

The theme of resilience and positive growth shows up also in work related to illness and disabilities. Marina Bers and her DevTech research team have shown the benefits of providing chronically ill adolescents with access to virtual communities where they can befriend other adolescents in similar conditions, and work on their developing “positive identities”. And Laura Vanderberg and her colleagues at the Tufts’ Academic Resource Center have been demonstrating how emerging adults struggling in the classroom can be helped through peer tutoring, counseling, and other special services provided within a university setting.

Finally, George Scarlett’s new book, The Baseball Starter, provides parent coaches everywhere with better ways to support their young ball players (pre-teens and teens) so that they learn to “love the game” while improving skills through good teaching. The message here is similar to that in other EP projects, namely, that good coaching is all about supporting development in smart, positive ways.

One of the pleasures of being connected to Eliot-Pearson is that of participating vicariously in so many worthwhile projects. This certainly is the case with the many projects related to improving the lives of adolescents.

# Alumna Kristine Reed Woleck Wins Teaching Ambassador Fellowship



*Kristine Reed Woleck*

Last August, U.S. Secretary of Education Arne Duncan announced that thirteen teachers had been selected from a pool of 1,400 nominees to be “Teaching Ambassador Fellows” for 2009-2010. Tufts and Eliot-Pearson alum Kristine Reed Woleck was one of the thirteen chosen.

Secretary Duncan and his staff are busy leading a national movement to reform American education. Who knows teaching better than teachers themselves? The Teaching Ambassador Fellows were recruited, then, to get teachers’ input on the issues around reform. Kristine is expected to provide valuable input from her experience as a leader in mathematics education.

For some, it comes as no surprise that Kristine has been chosen for this prestigious and influential fellowship. When she was a Tufts sophomore preparing herself for a career in teaching, she presented a pleasant problem for her mentor, Marion Reynolds. The problem for Marion was that she did not know what grade to give Kristine because Kristine was in a league by herself. An A+ just didn’t seem enough – something like giving an A+ to Mozart for doing so well in Music 101. Now, at last, she is in the league she belongs in – on Secretary Duncan’s team doing what she can to help teachers everywhere become better teachers.

Kristine’s approach to teaching is to concentrate on how children learn. She says, “My undergraduate experience as a child development major at Tufts University provided me with a lens ... to inform my decisions as a teacher ... it was by listening to first-graders’ mathematical thinking that I became passionate about the development of children’s mathematical ideas.” In other words, before worrying about how to teach, says Kristine, worry about how to listen.

When she is not in Washington helping out Secretary Duncan, Kristine is the elementary mathematics coordinator for the New Canaan Connecticut public schools. She is also a writer – with publications on teaching math and a soon to be released book (Corwin Press) on mathematics coaching.

Helping teachers become better at teaching math takes on special meaning when one understands that many elementary teachers today are less versed in mathematics than in language arts and the development of children’s literacy. She says, “For mathematics reform to be powerful, we need all teachers to have deep content knowledge of mathematics, deep understanding of how children learn mathematics, and an ability to link those two.” Her message echoes that of Dewey who cautioned that good teaching demands that teachers know their subject matter if they are ever to know how to create the right learning experiences for children. Kristine is helping others do just that – know their subject matter and ways to link that knowledge to knowledge of how children learn.

Secretary Duncan seems to be right. There is hope yet for real education reform.

# Eliot-Pearson Recognitions

*We congratulate you on these impressive achievements.*

**Mona Abo-Zena (student)** received the Robert M. Hollister Award for Community Service and Citizenship. The award was presented at the Annual Graduate School of Arts & Sciences and School of Engineering Graduate Student Awards Ceremony on Friday, April 23, 2010 at 4:00 p.m. at the Perry and Marty Granoff Music Center's Distler Performance Hall. The award consists of a certificate and a check for \$500.

**Aerika Brittian (student)** published "Mentorship Programs: Implications for African American College Students" in the *Western Journal of Black Studies* (33(2), p 87-97). She was also elected president of the Early Career Network of the Society for the Study of Human Development (SSHD).

**Aerika** was also selected as a junior mentor for the 2010 Society for Research on Adolescence (SRA) Young Scholars Program. The selection committee noted that this selection reflects her motivation to succeed as well as her willingness to help others succeed.

**Kristen Fay (student)** received a Horton-Hallowell fellowship for graduate study from Wellesley College for the 2009-2010 academic year.

The Society for Research on Adolescence (SRA) named **Richard M. Lerner (faculty)** the 2010 recipient of the John P. Hill Memorial Award. This award recognizes an individual whose overall program of work has had a significant impact on our understanding of development and behavior during the second decade of the lifespan. (See article on page 5.)

**Tama Leventhal (faculty)** received the Foundation for Child Development's Changing Faces of America's Children - Young Scholars Award.

**Yibing Li (student)** was selected for the SRA International Scholar Program. She also received a SRCD Student Travel Award.

**Melissa Orkin (student)** received the award for Outstanding Contributions to Undergraduate Education.

**Rachel Schechter (student)** and **Christina Zagarino (student)** have each received a \$10,000 Fred Rogers Memorial Scholarship. The scholarship program, named in honor of the creator and longtime host of "Mister Roger's Neighborhood," supports the research or development of educational programming meant to enhance the use of media to educate children. Schechter, a doctoral student, is researching the educational impact of songs on children's television programs. Zagarino, a master's student, is developing a series of brief television segments meant to encourage physical activity in children. Read more at <http://www.tuftsdaily.com/graduate-students-hope-to-improve-children-s-television-through-mister-rogers-scholarship-1.2204783>.

**Kristine Reed Woleck (alum)** named U.S. Teaching Ambassador Fellow for 2009-2010. (See article on page 3.)

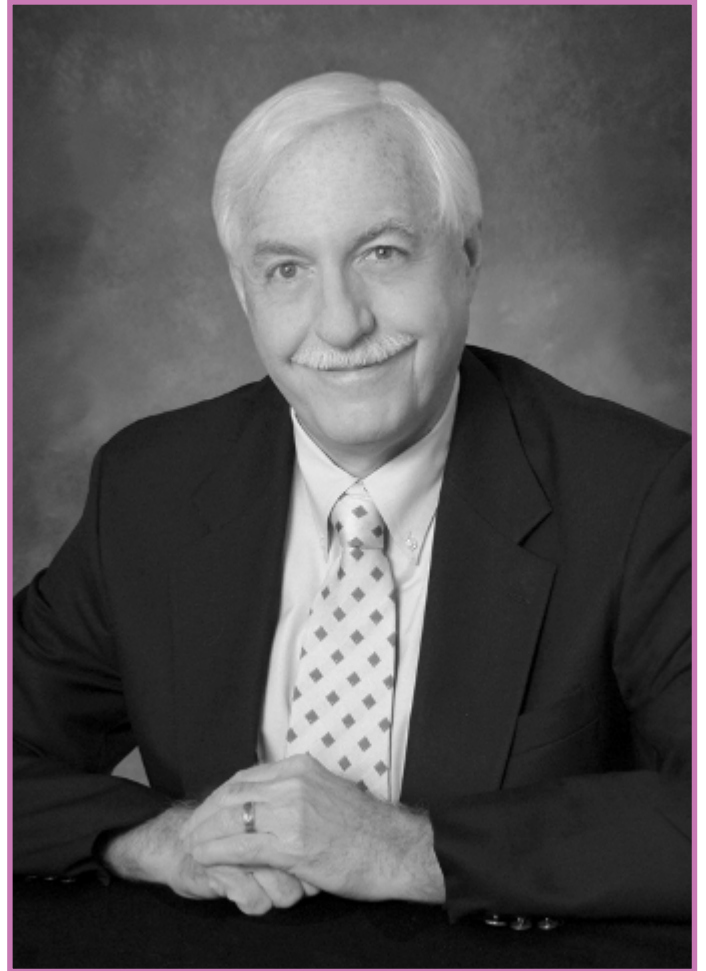
**Please visit us online!**

For Department news and events, please visit our Eliot-Pearson Department of Child Development website at <http://ase.tufts.edu/epcd>

## Richard M. Lerner Takes Tufts Distinguished Scholar and John P. Hill Memorial Awards

**E**quivalent to the hat trick in ice hockey and the triple double in basketball, Eliot-Pearson's own Rich Lerner has recently received the Distinguished Scholar Award from Tufts and the John P. Hill Memorial Award from the Society for Research on Adolescence. The Distinguished Scholar Award is given for outstanding research and scholarship during the past five years. In Rich's case, five years constitutes more than the careers of most as he has continued to be one of the world's most prolific scholars in developmental science. As one of his esteemed recommender's put it, "Lerner is the acknowledged 'gatekeeper' for, and innovator in, the publication of the major reference and archival works in the field of human development. His leadership has been of singular significance in advancing developmental science."

Rich is also famous for his being an originator of the concept of "positive youth development". His leadership and publications have helped change our perceptions of adolescence from being a time of "storm and stress" when young people go a bit crazy to being a time of tremendous growth and achievement when young people can find higher purpose that provides their lives with a spiritual dimension. Rich has shown through countless studies that given the opportunity and proper supports, young people are capable of a great deal of good. In his own words, "We do not need to see our young people as, essentially, repositories of problems. Instead of dwelling on their weaknesses, we can concentrate on their strengths."



*Richard M. Lerner, Ph.D.  
Bergstrom Chair in Applied Developmental Science  
Director, Institute for Applied Research in Youth Development*

Rich's groundbreaking work on adolescence is what led to his receiving the Society for Research on Adolescence's prestigious John P. Hill Memorial Award. Rich joins such distinguished previous winners as Erik Erikson and Sir Michael Rutter.

Having received two major awards in the past several years, one might expect Rich to coast a bit or let awards become his focus for at least awhile. Not so. Rich continues on as before, not just publishing but also being a devoted colleague and mentor to countless scholars and students around the world. In fact, we fully expect another "hat trick" or "triple double" from Rich very soon.

# Professor David Henry Feldman & CD 151

## Celebrating 35 years!



*Fall 2009 CD 151 with David Henry Feldman, Ph.D.*

**O**n Wednesday, December 9th, the Fall 2009 CD151 class celebrated Professor David Henry Feldman's 35th anniversary teaching the course. Dr. Feldman mentioned the anniversary on the first day of class and was quite surprised to be honored at the end of the semester. Students brought in drinks and snacks, as well as a cake that read "You are the B E S T!"

## Please join us June 15th!

### 5th Annual Eliot-Pearson Alumni Dinner

Come get a pre-dinner tour of the new "natural" playground at the **Eliot-Pearson Children's School** and then hear the School's and Department's team of researchers share their fascinating findings about how children actually use a natural playground. The research has implications for children everywhere.

**Date: Tuesday, June 15, 2010**

**Time: 4:00 - 7:00 pm - Dinner included**

To help defray costs, a suggested donation of \$10 would be much appreciated.

**Location: Eliot-Pearson Department of Child Development**

Evelyn Pitcher Curriculum Lab

105 College Avenue, Medford, MA 02155

**To reserve your seat, please email [sarah.jung@tufts.edu](mailto:sarah.jung@tufts.edu)**

# From Professor Emerita Sylvia Feinburg

## A personal note...



*Professor Emerita Sylvia Feinburg, Ed.D., with her granddaughter Sascha at her drawing class*

I still love classrooms, so I have taken advantage of the opportunities made available for seniors to teach other seniors. For the past two years, I have been teaching drawing through the Tufts Osher Lifelong Learning Institute Study Group Program and will do it again this coming fall. I enjoy it enormously and find that many retired people find great pleasure in the expressive power in drawing, even if they have never been involved in it over the years. The course takes place at Brookhaven, a retirement community where I also happen to live, so it's very convenient. The studio is right under my apartment so the commute early in the morning is a lot easier than the one I had for over forty years making my way to Tufts from Lexington!

In the winter, I go to a wonderful community in Sarasota, Florida, named Pelican Cove. I was introduced to the place by Evelyn Pitcher who retired there before I did. Pelican Cove offers a wide number of courses and activities provided primarily by the residents. I have been teaching a drawing course there, as well, and there is great enthusiasm, especially since the natural vegetation provides tremendous visual stimulation.

For the past two years, I have co-taught another course called "Exploring Relationships with Adult Children" at Pelican Cove. I worked with Alice Levine, a former social worker also once affiliated with Tufts. We had great interest in this subject and explored a wide range of interesting issues, such as: developmental stages in adults; dealing with in-law relationships; grand parenting; understanding your own behavior; and issues in communication. Child development really moves right through the life span!

Living in Sarsota has also given me the opportunity to visit with a number of former Eliot-Pearson students, including Lynn Rosen Schade, Pamela Winer Goldberg, Joyce Fields Pastor, and Anne Hulley.

Life is still enriched by the teaching and learning process!!



*Sylvia with her drawing class.*

# Student Organization Updates

## CRT

This year the **Child's Right to Thrive (CRT)** was excited to welcome many undergraduate students to our ever growing team. Launched by a group of graduate students in 2007, CRT has always felt a strong need to connect and collaborate with the undergraduate student body at Tufts. We are happy to report that we were able to attract many intelligent and talented students who are committed to advocating on behalf of children growing up in state care. As a result, at this year's elections, almost all elective positions at CRT went to undergraduate students. This is a welcome transition as it would allow CRT to continue to offer civic engagement opportunities to both undergraduate and graduate students at Tufts.

On April 8th, CRT held an event titled "One Day: Portraits of Childhood. An inside view of life in a Ukrainian orphanage". This event featured a talk by CRT's outgoing president Maryna Vashchenko, a doctorate candidate at EP who started the of Big Sisters, a program matching college students and children in orphanages in Ukraine. Maryna spoke about one Ukrainian orphanage and the work being done there by local volunteers. Maryna presented a short documentary, *The Sisterhood*, that tells the story of the first four young women who participated in the program as "big sisters". To request a free copy of this 20 minute documentary, please contact Maryna Vashchenko.



*Maryna Vashchenko, Ph.D. candidate*

This event was also the last of a series of events that featured CRT's famous traveling photo exhibit *One Day: Portraits of Childhood*. Portraying children from orphanages in China and Ukraine, this exhibit has been shown at a number of venues since 2008, including most recently the Children's Hospital in Boston. On April 8th the exhibit was once again part of our group's plea to raise awareness and funds for the children growing up in these challenging circumstances. The photographs will now be part of a permanent exhibit in the halls of the Eliot Pearson.

The **Child Development Graduate Student Association (CDGSA)** kicked off the Spring 2010 semester with a Multicultural Potluck as an opportunity for a second semester "Meet and Greet" for Eliot-Pearson graduate students. Most of the GSA's focus this semester was in preparing for our 17th Annual Student Presentation Day on April 9th. Many students participated by sharing their work through oral presentations and posters. It was great to see so many students, faculty and staff in attendance. We also had a strong turnout from prospective students as well. GSA members also devoted an entire day to volunteer for the Boston Marathon on April 19th. It has been a busy semester for the GSA, and we finished the year off with a social event in Davis Square on May 5th. If anyone is interested in becoming a member of the GSA or has any questions, feel free to contact [Melissa.Moran@tufts.edu](mailto:Melissa.Moran@tufts.edu) or [Erin.Lease@tufts.edu](mailto:Erin.Lease@tufts.edu).

## GSA



On April 30<sup>th</sup>, the **Child Development Association (CDA)** joined Shape-Up Somerville, an organization geared towards promoting healthy living among Somerville residents, for the monthly Walk-Ride Day to help walk children to school. Walk-Ride Day has become a tradition in Somerville and has encouraged thousands of citizens to walk or ride their bicycles throughout the day. The Child Development Association was thrilled to be a part of such a strong event and join the Somerville community in its active pursuit of health.

Prior to the Walk-Ride Day, CDA members (*Jenny Marusich, Emily Brown, and Danielle Pike*) traveled to the Healy School to talk to the students about walking to school and get them excited by making posters for the big day. The children became especially enthusiastic for the Walk-Ride Day after decorating posters with such slogans as “Let’s Walk!” and “Walk and Be Healthy!” They expressed how they really enjoyed making the posters because it not only got them excited for walking to school, it also allowed them to be creative without instruction.

The official Walk-Ride Day commenced at 7:15 AM on April 30<sup>th</sup> when dedicated CDA members (*Brandon Lee, Emily Brown, Jenny Marusich, Danielle Pike, Gali Peleg, and Amy Wipfler*) met up with Darlene Matthews, parent and organizer of Walk-Ride Day, in Davis Square and began an hour-long walk to the Healy School. Throughout the journey, various families joined the rapidly growing group, and CDA members were able to socialize with the children to make it a more active and fun event. Overall, the event was a great success as the children and members of the CDA both had beneficial experiences for their minds, bodies, and most importantly, souls.

Please email [Jennifer.Marusich@tufts.edu](mailto:Jennifer.Marusich@tufts.edu) or [Brandon.Lee@tufts.edu](mailto:Brandon.Lee@tufts.edu) for more information.



*Photo from the Shape-Up Somerville Walk-Ride Day on April 30th*

***Photos from Student Presentation Day on April 9th:***



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*Please email sarah.jung@tufts.edu if your name should be included in this list but does not appear. We apologize in advance for any oversight.*

# Eliot-Pearson says farewell...

## **Joan Bergstrom: 1940-2010**

It is with great sadness that we announce that Joan Bergstrom, Professor of Education and Director, Wheelock College's Center for International Education, Leadership, and Innovation, died peacefully on Tuesday, April 6, at Massachusetts General Hospital with her family at her side. Joan was born in Boston in July 1940 to Sally Margosian Walden of Andover, Mass and the late Charles S. Margosian. She is survived by her loving husband Gary Bergstrom, their son Craig, daughter in law Victoria, and grandson James, to whom she was particularly devoted. Joan has left this earth but not the hearts of her extended family with whom she shared her joy for life.

Humanitarian, leader, educator, consultant, author, mentor, friend: Joan assumed many roles in a range of innovative and high impact endeavors. Joan was committed to ensuring that children, families, and professionals around the world had access to quality education and support, developing creative educational programs and leading the creation of online courses to meet global needs. Thousands of early childhood educators and others in Boston, Singapore, and elsewhere regard her not only as their professor but their mentor and champion. Joan's work has had, and will continue to have, a global impact. She began her work in Singapore 20 years ago as a consultant on a United Nations Development Program, a four-year initiative in early childhood education. She then worked with the Ministry of Community Development to educate Ministry staff on high-quality programs and the design of environments for young children. The Wheelock College Center for International Education, Leadership, and Innovation was established as a result of this consultancy work. Today, the Center coordinates all of Wheelock College's global endeavors, including its degree-granting programs in Asia and the Caribbean. The impact of Joan's work will live on through countless Wheelock College alumni and in the young children they nurture, mentor, and teach as the Center continues Joan's important efforts. Less widely known, perhaps, was her success as an entrepreneur. She was the founder of Children's Out-of-School Time, Inc., and The Activities Club®, companies that developed curriculum and other educational materials for use by school-age children in their out-of-school time. Many of these programs have been implemented globally. Joan also co-founded Workplace Connections, a company committed to offering high quality family-friendly programs and establishing workplace childcare settings. Joan also wrote a number of well-acclaimed books for children and parents, working closely with her long time publisher, Ten Speed Press.

Over the years, Joan enjoyed serving as a trustee or board member for institutions including Tufts University, the Museum of Science in Boston, the Robert Wood Johnson Medical School, and the Board of Overseers for the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy at Tufts. Recognized by many organizations and institutions for her countless efforts, Joan leaves a legacy of caring, dedication, commitment, and inspiration. It is impossible to enumerate all of the ways in which she has had a positive impact. Joan dedicated her lifetime to service in support of the lives of children and families throughout the world. She will be long remembered, greatly valued, and sincerely missed by so many around the globe.

Source: <http://www.legacy.com/obituaries/bostonglobe/obituary.aspx?n=joan-m-bergstrom&pid=141655108>

## **Janet Stork: 1955-2010**

Janet Stork, well-known educational researcher and independent school administrator, died of cancer at age 55, at home in Kensington, California, on April 5, 2010. She is survived by her children, her father, and her siblings as well as several nieces and nephews. Her mother predeceased her. Janet was born on December 1, 1954, the third of Gilbert and Winifred Stork's four children. Her father is the Eugene Higgins Professor of Chemistry Emeritus at Columbia University. Janet grew up in an intellectually focused home, and received her B.A. in Child Study from Tufts University, where she studied with David Henry Feldman and Sylvia Feinburg. She went on for her M.A. in Education from Teachers College, and was a Ph.D. candidate in Applied Child Development at Tufts.

Fueled by tremendous energy and passion for education, Janet began her career as an early childhood and elementary teacher, moving into administration at schools such as the Eliot Pearson Children's School at Tufts University and the Dalton School in N.Y. Janet was the driving force behind the creation of the Morriss Center School's high school program in Bridgehampton, New York. She was a foundational contributor to Project Zero at Harvard University, working closely with Howard Gardner and others throughout her career on a variety of subjects such as assessment, documentation, and curricula based on the framework of multiple intelligences. A sought-after speaker who presented at numerous national and international conferences pertaining to teaching, curriculum design, and child development, Janet co-authored several scholarly articles about curriculum and teaching. She also wrote for children's public television programs and served as a design consultant for schools.

Her last position (2006-2009) was as Head of School at The Berkeley School, formerly Berkeley Montessori School, where she led a cultural shift from a strict Montessori pedagogy to a more research-based program that drew from the best of current educational research and practice. After stepping down for medical reasons in October, 2009, she continued to inspire the school community from her home until her death.

Source: <http://www.berkeleyaside.com/2010/04/09/janet-stork-berkeley-school-head-1955-2010/>

# Eliot-Pearson Community Updates

## Faculty, Student, Alumni and Department News



**Kathleen Camara (faculty)** attended the Quincy Jones Musiq Consortium meeting in New York City at the Time-Warner Building in November 2009. The meeting was to discuss the development of a new American music curriculum. It was such a great conference and it was, of course, wonderful, meeting “Q” and Herbie! Kathleen is a member of the Musiq Consortium, a group of about 100 musicians, music educators, and arts professionals from around the U.S. specially invited to participate in this music education reform. PHOTOS: Kathleen Camara is featured with Herbie Hancock to the left and Quincy Jones to the right.



**Ashley Everette (alum)** was hired as the Infant and Toddler Mental Health Consultant for ChildSavers in the City of Richmond, VA.

**Elizabeth Hawthorne (alum)** is seeking a candidate for a great ECE faculty position at the School of Education at the University of Guam starting in August 2010. Guam is growing and so is the university, so there are many opportunities for research and service as well as teaching. Please email Elizabeth with questions on how to apply at [ehawthorne@ugam.uog.edu](mailto:ehawthorne@ugam.uog.edu).

**Teresa LeBel (alum)** received a Ph.D. in Educational Psychology from the University of Connecticut this past May. During her doctoral studies, Dr. LeBel had extensive practical and research experience in the areas of student behavioral assessment and intervention, early childhood education, home-school communication, and school-wide positive behavior supports. She received two Pre-Doctoral Fellowships and a Doctoral Dissertation Fellowship. Professional experiences include a variety of roles working with children and families in both educational and clinical settings. Prior to entering her doctoral program, Dr. LeBel worked at Massachusetts General Hospital in their Clinical and Research Program in Pediatric Psychology. Most recently she completed her doctoral internship in the Tolland Public Schools. In addition, she was employed by the State of Connecticut where she conducted research and policy work related to early childhood education at the Department of Higher Education. Dr. LeBel also holds an MA in Developmental Psychology from Teachers College, Columbia University, as well as 6th year and MA degrees in Educational Psychology from the University of Connecticut. Dr. LeBel completed her Bachelor's degree at Tufts University, where she double majored in Child Development and Music. She is an EP Alum, Class of 2001. Currently Dr. LeBel is a School Psychologist in the West Hartford Public Schools at the elementary level (PK-5).

**Tama Leventhal (faculty)** is part of a new MacArthur Research Network on Housing and Families with Children that was recently funded.

**Jessica Lipschultz (alum)** is the Senior Program Officer for Youth Development Institute, an organization that blends theory, research, policy, and practice around literacy for 16- to 24-year-olds who are pursuing their GED. She is also an adjunct instructor in the Transformative Literacy program of the Education Department at CUNY (City College).

**Crista Marchesseault (alum)** is currently the Associate Director at Gesell Institute of Human Development, where they have **Dot Marsden (former staff)** and **Martha Julia Garcia-Sellers (faculty)** on their Advisory Council, and **Andrea Sambrook (alum)** and Christa are both on staff. They have completed data entry on their national study, collecting data on the Gesell Developmental Observation. Andrea has done a phenomenal job coordinating this important study, and she's been on board almost a year now, having been hired last May. Another exciting piece of news is the continuation of the Parent-Teacher Connection Program, which Crista directs based on Martha's Home-School Connection Program model. Finally, they have a national conference on Early Childhood Leadership coming up in October. More info on that can be found here: <http://www.gesellinstitute.org/events.html>

**F. Pat McCarthy (alum)** from Sarasota, FL graduated with an M.Ed in the mid-70s. She writes: Although I am now teaching English at a local community college in Florida, I continue to find relevance to my older students of the precepts and understandings gained while studying the development of our youngest populations. I continue to be grateful for the education, the privilege of my opportunity to have studied at Tufts. I left the comforts and academic standings of the Boston area to live in the hinterlands of this country over the past few decades. We Tufts Alumni should feel so very blessed, in my opinion, to have studied there at some point in our lives. It was certainly the high point of my formal education and it continues to resonate.

Update from **Dena Miller (alum)**: I am having a wonderful yet busy internship year at Stanford and I was just accepted to the Harris Fellowship at the University of Colorado! I will be the community-based infant/young child fellow. I will work in 2 outpatient pediatric clinics doing consultation work and therapy. I will also work on a national project called the Fussy Baby Network doing infant-parent work, community outreach, and research.



On their second trip to Africa in October 2009, **Judy (Gluck) Melzer (alum)** and her husband Bob visited the new MFOLOE Early Learning Center built for the village just outside the MADIKWE Game Reserve in South Africa built by their friend who owns a lodge (Mateya) in the park. Previously the school was in a tin shack. We contributed to it (in her name) and brought books and crayons, but really enjoyed singing “Baa Baa Black Sheep” in English with the children. PHOTO: Judy and Bob with children at the MFOLOE Early Learning Center.

**Pamela Norris-Norwood (alum)** is the CEO of *ICE Buddy™* Systems, Inc. The company’s first offering is an emergency preparedness product called the *ICE Buddy™*. The *ICE Buddy™* is a kosher manufactured portable survival system that enables ice, water, medication and emergency supplies

to be stored and transported easily. *ICE Buddy™* can deliver, in the harshest of climates and conditions, disposable medical supplies and drugs requiring refrigeration. This product has two (2) components, the MedMate and the Buddy Bag. This survival system can keep medications requiring refrigeration cool for 3 days in the MedMate and allow the user to carry in the Buddy Bag a 10 day supply of water. For more information, visit [www.icebuddysystems.com](http://www.icebuddysystems.com).

**Dr. Maria Pagano (alum)** graduate cum laude in 1992 with a double major in Child Study & Art History. She is recognized as an expert in the application of quantitative methods to study of mutual-help processes of change over time among youth and adults in addiction recovery. Her independent line of research regarding AA-related helping began with her application of event history methods to alcohol data collected in Project MATCH. Since then, she has conducted secondary analyses in Project MATCH to produce more than 10 publications in collaboration with renowned alcohol scholars. She applies a broad range of advanced statistical skills to her 12-step research interests, including survival analysis, latent class analysis, mixture modeling, and cluster analysis. Dr. Pagano’s fluency with parametric, semi-parametric, and non-parametric methods is evident from her prolific research with psychiatric populations over the past fifteen years. Dr. Pagano was Director of the Quantitative and Information Science Unit at Brown University from 2001-2005, and a senior statistician on four NIMH R01 longitudinal investigations. Through this work, she gained expertise in analysis of time-varying conditions, such as medication use or stressful life events, in relation to the time-varying course of psychiatric disorders.

**Sonja Good Stefani (alum)** manages scholarships, fundraising, and public relations for *The Yonso Project*, an organization that helps women in Ghana. Please visit <http://yonsoproject.org/> for more information.

A note from **Anne Sullivan (alum)**: From 1978-80 while I studied part-time with a scholarship at Tufts, E-P, I worked full-time as a Child Life Specialist at the Massachusetts Hospital School in Canton. I had an intern from Wheelock College. At that time E-P didn’t offer courses applying child development practice or research to children in hospitals. I worked with dozens of children and adolescents from every type of background. We cooked, went to the car wash, did carpentry, played with mud, dolls, puppets. For the past 6 years, I have worked with parents of youth who have severe emotional disharmony. I am a special needs educational advocate, support group facilitator, and resource specialist. I also work as a Family Advocate at DSS. What I value about my work is helping families who are the most in need in our society, not due to any fault of their own. They live in terrible poverty; they lack continuing, seamless, mental health services for their families; and quality, meaningful education. It is satisfying to get up every day and know that you can make a difference close to home.

**Donald Wertlieb (faculty)** spoke at the Edward Zigler Center in Child Development and Social Policy lecture series in October 2009. His talk, titled “Service Innovation for Children with Disabilities in the Developing World: A Story from Ukraine,” was held at Yale University. Also, in his new role as President-elect of the American Orthopsychiatric Association, **Donald Wertlieb (faculty)** addressed the 2nd Annual Greenville Family Symposium at Clemson University on April 12, detailing progress in the collaborations among mental health researchers and practitioners and communication scientists. These collaborations focus on improving public understanding of the role of mental health in the healthy development of young children as a key step in enhancing public policies for young children and their families. On May 3, Wertlieb served on a panel for a US Congressional Briefing in Washington DC orienting congressmen, federal agency staff, child advocates, and lobbyists to the recent report of the National Summit on Child Mental Health, available at <http://www.apa.org/pi/families/summit-report.pdf> or [http://www.srcd.org/index.php?option=com\\_content&task=view&id=353&Itemid=1](http://www.srcd.org/index.php?option=com_content&task=view&id=353&Itemid=1). The Congressional Briefing, sponsored by the American Psychological Association and the Society for Research in Child Development kicks off Children’s Mental Health Awareness Week: Child Mental Health Matters <http://www.childrensmentalhealthmatters.org/>, sponsored by the NIH Substance Abuse and Mental Health Services Administration <http://www.samhsa.gov/children/>

# Eliot-Pearson Community Updates continued

## Presentations, Publications, and Events

**501c3: Capturing Change on Camera's** mission is to use the power of visual media to highlight and share the important, under-recognized work of children, youth, and family non-profits in our communities and serve as a resource for volunteers, interest-seekers, supporters, and partnering organizations. To find out more, please visit <http://cfw.tufts.edu/501c3>

From **Mary Eisenberg (faculty)**: I want to thank you all for helping make the screening and panel discussion of the film “willing and able” possible, and also for making possible a discussion of the value of inclusion through the lens of an authentic example of this and how it works in a K-5 public school happen.

It was compelling to see this serious and also joyful documentary about the program in the Ohearn school in Dorchester, now renamed for its then principal Dr. William Henderson. The panel discussion led by Dr. Henderson and also by Richard Robison, Director of the Federation for Children with Special Needs was informative, not only for their passion, knowledge and commitment to inclusive school environments, but also by their personal experiences with special needs that have informed and driven their dedication to inclusive programs for children in schools. Dr. Henderson shared-and it was apparent- that he is blind, and Mr. Robison shared his experiences as a parent of two children with serious disabilities, and the challenges he faced trying to get services and appropriate educational contexts for his children. It was a last minute misfortune that the documentary film maker John Doucet, who was instrumental in making this event happen, was ill with a viral illness, and unable to attend the event.

Over 100 people attended the event, including Tufts students and faculty from a number of departments, community Medford-Somerville neighbors, people from the Boston Public Schools, people who work in the arts and special education from places including Boston and Rhode Island, an educator from Andover, teachers from Brookline, music therapists and music teachers, students and art educators from the Tufts joint program with the School of the Museum of Fine Arts in Boston, and parents of children with disabilities. Other constituencies also attended the event.

**Lisa Kuh (Eliot-Pearson Children's School Teacher), Iris Chin Ponte (alum) and Clement Chau (student)** session:

Kuh, L., Ponte, I., and Chau, C. (February 26, 2010). What's Going on in the Witch's Cave?: Young Children Talking about Outdoor Play Before and After a Natural Playground Installation. *Ethnography in Education Research Forum*, University of Pennsylvania, Philadelphia, PA.

**Debbie LeeKeenan (faculty)** is happy to announce the publication of another article about their work on school wide inquiry in the journal, *Observation, Documentation, and Reflection to Create a Culture of Inquiry*, *Theory Into Practice*, Winter 2010, Vol. 49, No. 1. The article is called: *Changing School Culture: Using Documentation to Support Collaborative Inquiry*, by Heidi Given, Lisa Kuh, Debbie LeeKeenan, Ben Mardell, Susan Redditt and Susan Twombly.

**Tama Leventhal (faculty)** presentations at SRA:

Leventhal, T. (2010, March). Changes in neighborhood poverty from 1990 to 2000 and adolescents' problem behavior. Paper presented as part of the symposium, “Neighborhood Influences on Adolescent Mental Health and Behavior: A Dynamic, Process-Oriented Perspective (Leventhal as co-chair)” at the Biennial Meeting of the Society for Research on Adolescence, Philadelphia, PA. March 11-13, 2010.

Dupere, V. & Leventhal, T. (2010, March). Neighborhood resources, self-efficacy and adolescent adjustment. Paper presented as part of the symposium, “Protective Factors that Matter for the Emotional and Behavioral Well-being of Adolescents Faced with Neighborhood Challenges” at the Biennial Meeting of the Society for Research on Adolescence, Philadelphia, PA. March 11-13, 2010.

Anderson, S. E. & Leventhal, T. (2010, March). Contexts in flux: Residential mobility and family, school, and neighborhood contexts. Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Philadelphia, PA. March 11-13, 2010.

**Tama Leventhal (faculty)** publication:

Crosnoe, R., Leventhal, T., Wirth, R. J., Pierce, K., Pianta, R., & the NICHD Early Child Care Research Network. (2010). Family socioeconomic status and consistent environmental stimulation in early childhood. *Child Development*, 81, 974-989.

**Iris Chin Ponte (alum)** publication:

Jacobs, D., Ponte, I.C., and Wang, L.K. (2010) *From home to homeland: What adoptive families need to know before making a return trip to China*. St. Paul: Yeong & Yeong Book Company.

# Thank you in advance for your support!

## NAEYC Update

Eliot-Pearson once again had a prominent presence. There were 5 presentations and 1 poster session. Presentations by EP colleagues included:

- 1) Supporting multiracial adoptive families: Developing sensitive curriculum to meet their needs (Debra Jacobs, Iris Chin Ponte)
- 2) Early childhood programs and family relationships: Bridging research, practice, and policy (Mon Cochran, Walter Gilliam, Mavis Sanders, Christine McWayne, Linda Halgunseth)
- 3) Raising all boats: Maximizing the relationship between community based and state preK programs (Mon Cochran, Christine McWayne and Linda Halgunseth)
- 4) Tangible programming in kindergarten: Revising developmental assumptions by making robots (Marina Bers , Mike Horn)
- 5) The whys and hows of building a natural playground: Perspectives from the children, a teacher, and a researcher (Debbie LeeKeenan, Iris Ponte, George Scarlett)
- 6) Poster session: Parent-provider relationships in infant and toddler settings: Influential factors (Mallary Swartz, Ann Easterbrooks)

In addition we held our third consecutive EP-Tufts reception on the evening of Nov. 19 at the Grand Hyatt Hotel in Washington, D.C. It was well attended (approximately 40 people) by current, past, and prospective colleagues and students, alumni, and friends. A lot of laughter, networking and conversation made a stimulating and entertaining evening. Congratulations to all participants who helped make this year's NAEYC conference successful and visible on the EP front.

## *If you would like to donate to the*

### **ELIOT-PEARSON DEPARTMENT of CHILD DEVELOPMENT**

**Please take this opportunity to contribute by considering a donation to one or more of the following funds:**

- Eliot-Pearson Department of Child Development Chair's Fund
- Eliot-Pearson Department of Child Development General Fund
- Eliot-Pearson Children's School Scholarship Fund for Children
  - Eliot-Pearson Children's School Playground
  - Evelyn Pitcher Curriculum Lab Resource Fund
- Feinburg Fund for the Arts in Child Development

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Mail to: Sarah Jung | Tufts Eliot-Pearson Dept of Child Development | 105 College Avenue | Medford, MA 02155

## Please stay in touch & send us your news!

If you would like to add your name to our **alumni email listserv**, please email Sarah at sarah.jung@tufts.edu. Our periodic email messages include information on Department news & events as well as career & fellowship opportunities.

Let friends, faculty, and classmates know what you are up to these days, or do you have a recent publication you'd like to **share with the Eliot-Pearson community**? Email Sarah at sarah.jung@tufts.edu with the citation.

**Please include your name, class year, and degree(s).**

We look forward to hearing from you.

T U F T S U N I V E R S I T Y

Eliot-Pearson

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**news**

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