

news

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

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Ellen Pinderhughes Up to the Challenges

Two years ago, Associate Professor Ellen Pinderhughes left her position at Vanderbilt University to join the Eliot-Pearson faculty. She says, "I was attracted to the energy around understanding children in the context of their cultures, and by the commitment to making a difference in children's and families' lives, either through research, practice, or policy advocacy." She was also impressed by the university's commitment to training students to be active citizens.

In many ways, Ellen Pinderhughes seems the perfect antidote to the problems she researches. Her calm and soft-spoken manner perfectly offset the anything but calm and soft-spoken problems she studies. Since her doctoral work at Yale in the 1980's, Pinderhughes has been researching ways to support children who are at risk for getting into serious trouble during adolescence – as well as researching older adopted children who have spent years in foster care.

The stories of both groups are often about dysfunctional families and failed policies and service systems.

Pinderhughes' chosen areas of research reflect her family's tradition of community service. For his work in psychiatry, Boston University named a community service award after her father, Charles Pinderhughes.

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Associate Professor Ellen Pinderhughes



Chair of the Department, Professor Fred Rothbaum, Visiting Professor Zinziswa C. Nqweni and Associate Professor Ellen Pinderhughes

Her mother, Elaine Pinderhughes, was a long-time professor of social work at Boston College.

At Eliot-Pearson, Pinderhughes continues to oversee an evaluation study of “Fast Track”; a program that provided comprehensive services to “at-risk” children in four sites spread throughout the eastern half of the country. Pinderhughes will follow these children until they are twenty. She says, “With these four different sites, we are in a position to look at the efficacy of this intervention across different regions and different gender and racial groups.”

Pinderhughes has a major interest in how diversity plays

out in family functioning. For example, she is an active member of a national and interdisciplinary group of scholars, the Study Group on Race, Culture, and Ethnicity. She says, “We are trying to unpack culture and its processes and their influences on family functioning, particularly on parenting.”

However, Pinderhughes’ primary research focus is on older

“ We are trying to unpack culture and its processes and their influences on family functioning, particularly on parenting.”

children who have been adopted after years of living in foster care. She says, “These are children who come out of foster care with histories of abuse and neglect, and then move into new families. I am particularly interested in understanding how these children and their new family members adjust, as relationships develop and realign, and as the family system shifts to incorporate a new and older child, a child who may not be ‘easy’.” It’s typical that the new families have many difficulties adjusting to each other. Pinderhughes recalls a single mother who reflected on the turbulent adjustment she and her 13-year old daughter had worked through. “With pride about their work together, she said, ‘The shades are up, the lights are on, and she’s home!’” Not all families succeed. Some disrupt so much as to send the adoptee back to foster care. Pinderhughes hopes her research will make it easier for families to adopt older foster care children who desperately need permanent families as well as make it easier for these families to adjust.

In some ways, moving her own family, mid-career, from Vanderbilt to Eliot-Pearson makes Pinderhughes’ situation similar to that of the families she studies – in both situations there are significant challenges to adjust. In Pinderhughes’ situation it has been new schools for the children and new work communities for the parents. Indeed, not many professionals take on such challenges, but Ellen Pinderhughes is not among the many. She is, rather, among the few whose dedication to what matters meets all challenges. It is not surprising, then, that already, she has added much to the Eliot-Pearson community.

A Playful Collaboration

by Marjorie Howard

Some parents and scholars think of children's play as serious business and essential for a child's future. Yet there is no scientific evidence, says George Scarlett, to support such a view.

"When adults play," he said, "it's called recreation. When children play, it's called preparation for the future. But really, play is more about thriving in the present than it is about preparing for the future."

Scarlett, Deputy Chair of the Eliot-Pearson Department of Child Development, is the co-author of *Children's Play* (SAGE Publications, 2005), a new textbook. Not only is the book a lively examination of the many facets of play and how it develops, it is the result of an unusual collaboration.

Scarlett's three co-authors were Tufts graduate students in child develop-

"...play is more about thriving in the present than it is about preparing for the future."

ment. Authors Sophie Naudeau, Dorothy Salonijs-Pasternak were doctoral students, while Iris Ponte was earning a master's degree. "It was the best collaborative writing experience of my life," said Scarlett. "We overcame student/faculty status to really go after a book we wanted to write. We ended up caring about each other, and we still do. I think it's a wonderful book, not because we are the best scholars in the world, but because of the ease and energy and fun we had, and that comes through in the book."

Scarlett said, "I'd been drafting the outline for this project, and I thought there would be a separate chapter on

culture and play. Culture is not my area of expertise, so I invited students to help on this chapter. These three remarkable people came forward. Sitting in my office I thought, 'Why are we just writing a chapter together? Let's do the whole book.'

"One of the things they really appreciated is that they got to see the nuts and bolts of putting together a book proposal and a book. Their training is to write as academicians, but we wanted the book to be accessible to everybody, so the major focus was [on] good writing."

Over time, this all-Tufts team was expanded to include other Tufts students. Kim Walls (graduate) became the book's photographer. David Murray (undergraduate) drew the cartoons, and Jennifer Cunningham (graduate) and Jason Kahn (graduate) helped draft two of the chapters.

Among the subjects the book discusses are theories about play, how children begin to play, make-believe and humor. The book also addresses two areas of interest to today's parents: electronic play and organized youth sports.

"There are two complementary developments in the last 10 to 15 years that have changed the playscape for children in our culture," said Scarlett. "One is the perception that the world is too unsafe for kids to be wandering around unsupervised away from home. The second is technology. Kids don't go out much to play, and electronic play is indoors. When they do go out they're apt to be organized by adults."

Scarlett said that organized sports for American youth have existed for over a century, "but now it dominates, and in many homes replaces back yard sports."

Soccer, said Scarlett, helped pave the way. "Twenty years ago, you wouldn't see anything about soccer in a book on youth sports written for an American audience. Now [soccer is] accessible to kids as young as 5 or 6 when they can play 'swarm ball' or



(l to r): Dorothy Salonijs-Pasternak, George Scarlett, Sophia Naudeau and Iris Ponte

'beehive soccer,' where they chase after the ball. They're not ready for basketball, football or baseball, but with soccer, there aren't the attention problems because the ball is always moving, and they move with it. So the entry level has been pushed down in age. Also, soccer can be played year round, which sets up competition between sports in the same season. The pressure and pace of youth sports has been accelerated because in the past, sports were tied to seasons."

Scarlett said that in club sports and in town-sponsored sports, elite teams have been established where the emphasis is on performance and on learning skills.

"This often creates a clash between the value systems of adults and kids," he said. "Adults are interested in performance, while kids want to be

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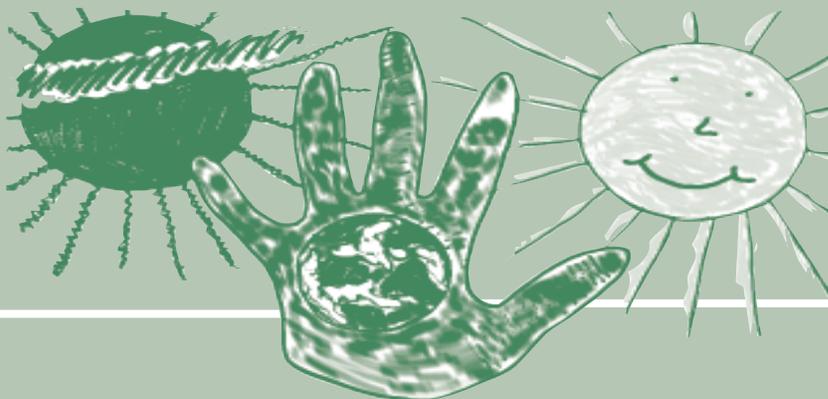
with their friends and want to participate and not stand around. Many people argue it is a structure that is not child-centered enough.”

Nevertheless, Scarlett said, kids and parents alike say that they are having a positive experience through organized sports. “The real question is, is it as good as we can make it for children?”

While children have lost control on the athletic field, they are in control of video and computer games. “One reason children are drawn to electronic games is that they’re in control of virtual worlds,” said Scarlett.

While some electronic games are valuable in allowing children to create and explore imagined worlds, the book says there are also definite concerns. Some video games are violent to an extreme, and there are questions still to be answered about whether children can become addicted to electronic play. Parental involvement is needed, the authors say, to monitor the kinds of games children are playing.

“Children need play to thrive in the present,” said Scarlett. “It makes sense to support good play on common-sense grounds. My hope is that people will value play simply because it shows life is good in the present. Also, play is kids’ passion. That too should make it valuable in itself.”



Connect with Alumni Around the World...

Did you know that **over 5,400 alumni** are sharing their career experiences through the Tufts Career Network? Successful career management begins with networking...As a Tufts graduate, you have access to this network at

careers.tufts.edu/network

- **Meet other Tufts professionals in Child Development related fields**
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- **Share your experience and offer career advice to alumni and students**

The network is only as strong as the alumni who join...so please sign up for the **Career Network at careers.tufts.edu/network**. Help Tufts Child Development graduates continue to forge connections and tap the collective experience of our alumni.

Eliot-Pearson's Child Health Program

Phoebe Stone's Vision

Four years ago, Tufts undergraduate, Phoebe Stone, started Eliot-Pearson's Child Health program to help students explore their interests in working with sick children. "The idea for this program came from my career goals early on – even before college. In high school, my best friend had cancer and because of her experience, I decided I wanted to go into the pediatric health field. I started Tufts pre-med because I did not know of other options. Then I began volunteering on the pediatric floor at Mass General Hospital, and my supervisor was a child life specialist. I loved her job, and so I signed up for the child life course at Eliot-Pearson (then taught by Peggy Powers) — to learn more about the field of child life. The course and volunteering confirmed that child life was just what I wanted to do." Phoebe now works as a child life specialist at the Rehabilitation Institute of Chicago. "My role is to reduce the stress and anxiety that the children and their families feel in the hospital... and help children cope with frightening or painful procedures."

Thanks to Phoebe and a grant from the Stone Foundation, Eliot-Pearson has been providing students with numerous opportunities to explore careers that help children with serious health problems.

Since the inception of the program, over 140

students have taken a child life course funded by the grant. The course is currently taught by child life specialist, Diane Pucci. The grant has also funded over 50 handpicked internships supervised by Tufts pediatrician, Dr. Rebecca O'Brien, and public policy specialist, Leslie Mandel. One of these internships became a feature story in the Tufts Journal. Both the child life course and the supervised internships provide students, who may not be interested in becoming doctors, with ways to work with sick children.

One such student was Linda Whitaker. Linda's work at Eliot-Pearson, and especially her internship in child life, qualified her to sit for the exam to become a certified child life specialist. Speaking about the opportunities she had at Eliot-Pearson, she says, "In satisfying both my professional and educational goals at once, I feel more confident in my work with children and in my ability to apply the knowledge I have gained here to be an advocate for children's health for years to come."

"...the student experiences are setting the groundwork for something much larger to come – as students graduate and commit themselves to a lifetime of service to sick children."



Phoebe Stone (top right) with patients from the Rehabilitation Institute of Chicago on a community outing to Blue Man Group.

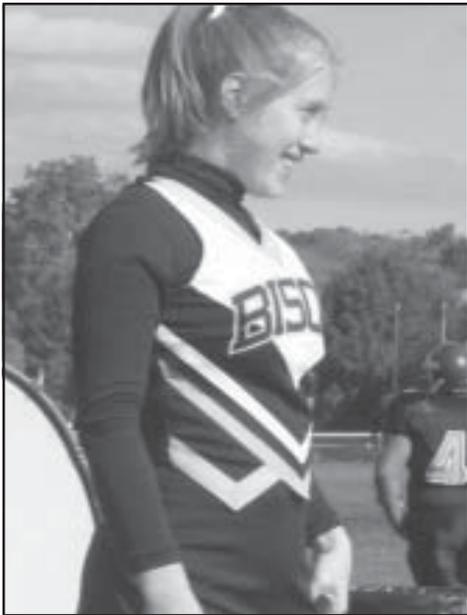
Because it is still relatively new, it is difficult to measure the long-term effects that the Child Health program will have on students. However, the first years of this program all point to the effects being huge. Each year students tell new stories that are actually old stories – about how they made a difference in the life of a sick child or a sick child's family. It is clear from these stories that the student experiences are setting the groundwork for something much larger to come – as students graduate and commit themselves to a lifetime of service to sick children. It seems clear, then, that Phoebe Stone's vision four years ago was a far-sighted one.

A Semester at Gallaudet University

Eliot-Pearson Student Kate Lindy Shares Her Experience

Kate Lindy knew at the end of her junior year at Tufts that she, like many of her friends, wanted to leave the Hill for a semester and experience total immersion in another culture. Students before her went to Paris and Madrid, London and Buenos Aires, but Kate looked no further than Washington D.C., to Gallaudet University for deaf, hard of hearing, and hearing students.

As a Child Development major, Kate had taken several courses in American Sign Language, but it wasn't until becoming friends with a hard of hearing student that she first asked the question, "What is it like to be deaf in a hearing world?" Later that year, she helped found the Tufts ASL club, and when many of her friends decided to



Kate Lindy

study abroad, she knew she too wanted to do something different having to do with the deaf community.

"I wanted to learn about the Deaf culture in a way that I wasn't really able to by just taking American Sign Language classes," Kate remembers. And so she applied to Gallaudet and was accepted as a "special visiting student" - an honor since only a handful of hearing undergraduates are allowed to enroll at one time.



Kate Lindy and Gallaudet cheerleading teammates

At Gallaudet, all classes are taught in ASL, and the majority of the faculty are hearing impaired. As Kate wasn't yet fluent, the hardest part was communicating. At first, she was "absolutely an outsider," having to rely solely on textbooks to understand what was going on in class. For the first time, she was exposed to sign slang and to unusual variations within the language. It made her feel left out. However, she joined the school's cheerleading team and found her fellow students welcoming and patient. She was surprised by the diverse ways students referred to themselves and communicated with others. Some called themselves Deaf while others called themselves 'hard of hearing'. Most used ASL to communicate, but others used different sign languages, such as JSL (Japanese Sign Language). Regardless, the atmosphere was one of appreciation for everyone's individuality.

Kate says her experience at Gallaudet changed her perspective on child development. Now she sees everybody learning differently. And now she has a better understanding of what it is like to be in an English speaking classroom when English is not your first language. She says, "Children who do not have full access to English, whether they are deaf or just speak another language at home, are at a huge disadvantage."

In summarizing her experience at Gallaudet, Kate says, "it was the hardest thing I've ever done, and because of that, it was the most worthwhile experience." Partly as a result of that experience, Kate is now planning on getting her master's in social work and eventually working in a school for the Deaf. Her "semester abroad" may not have taken her far geographically, but it certainly took her far in the ways that count.

Christine Emery:

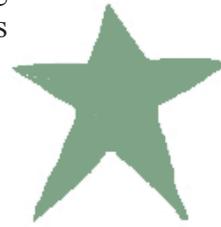
20 Years of Service

Twenty years ago this August, Christine Emery began working at Eliot-Pearson. Her associate's degree in Early Childhood Education had been what pointed her in Eliot-Pearson's direction. Christine laughs while recounting that at the time she thought Eliot-Pearson would be just a 'pit stop'; "I can't believe it's been twenty years!"



Looking back, she realizes that it has been the Department's environment that has compelled her to stay all this time; one central feature of that environment has been, for Christine, the sound of children's voices. "Children are great!" She enthuses. Also, for her, the faculty and staff, with their kindness and diversity, have blended together, and "When you find that, you hit the jackpot." Her experience

with undergraduate and graduate students has been just as positive; she describes Eliot-Pearson students as inquisitive and enjoyable to be with. The admiration is mutual— She is uniformly praised by her co-workers for the vital support she provides to the Department.



Christine's years in the Department have shaped her views on education. She believes that children need to be shown respect and that they need to be treated "as the important persons that they are."

In the two decades since Christine began working, much has changed in the Department. Indeed, Christine Emery, more than most, has watched the Department evolve. Furthermore, through her service, loyalty, and kindness, she has helped make that evolution possible.



Christine Emery

Visiting Professor

Zinziswa C. Nqweni

Professor Zinziswa C. Nqweni, of the University of Port Elizabeth (newly renamed Nelson Mandela Metropolitan University) was a Visiting Scholar during the Fall 2004



Visiting Professor Zinziswa C. Nqweni

semester. During her visit, Dr. Nqweni engaged in collaborative research with Ellen Pinderhughes, gave a university address and a departmental colloquium and taught a class and guest lectured. Dr. Nqweni's university address, "The Truth and Reconciliation Commission and its Role in Attempting to Heal the South African Nation" described the purpose of this first ever commission established by a country to examine its own atrocities carried out in the name of the government.

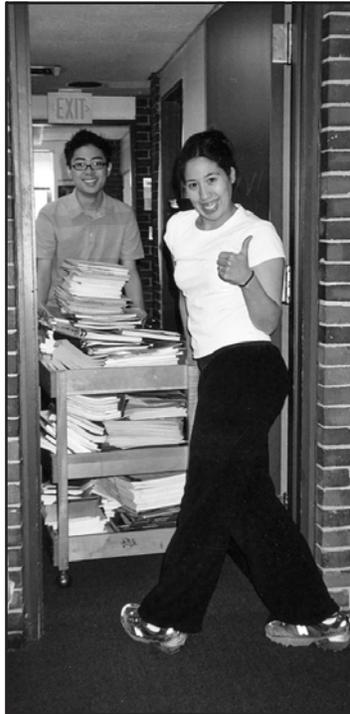
Graduate Students' Corner

Hello everyone!

This year the GSA took it upon themselves to clean up the Stevens Library at Eliot-Pearson. The students had noticed that over time the library had been neglected and had become a dumping ground for old papers, journals and outdated textbooks.

Armed with dust cloths and buckets, a team of Ph.D and MA students scrubbed and organized every book, shelf and corner. Old, useless items were discarded and beautiful, historical texts were unearthed. Among the historical items found were Abigail Eliot's original notes and photographs, a second edition copy of John Dewey's first book, and an original WISC test!

Today, when you enter the library you will notice that all of the books have been organized topically, all the shelves are clean, and all student-bound theses have been secured in a locked cabinet. Please help us in our efforts to keep the Stevens Library a clean, preserved and pleasant place for all Eliot-Pearson Child Development learners!



Clement Chau and Iris Ponte



(l to r): Helena Jelacic, Ellen Boiselle, Iris Ponte and Amy Alberts



Clement Chau (middle) and Cynthia Davis (right) deliver the funds raised to benefit UNICEF's Tsunami Relief Fund.

Earlier in the semester, the Graduate and Undergraduate Student Associations of Eliot-Pearson shared in a most successful fundraising event to benefit UNICEF's Tsunami Relief Fund. The faculty and staff, graduate students, and undergraduates raised \$541 during the Change for Good Challenge, held between February 15th and March 18th. The event kicked off with a day-long bake sale, and over the next month members of the Child Development Department generously donated their spare change. The event concluded by the department celebrating with a pizza party as a thank you to all those who participated. Thanks again to all for helping with the event!

Faculty and Student News

Donald Wertlieb, Ph.D., Professor, Eliot-Pearson Dept. of Child Development and Gary Bedell, Assistant Professor, Occupational Therapy, have been awarded the Bernstein Faculty Fellows Program Award – one of only two granted by the University. Professors Wertlieb and Bedell will collaborate in research involving the quality of life and meaningful participation of children with disabilities, with Professor Wertlieb serving in a mentoring capacity.

Marina Bers, Assistant Professor, Eliot-Pearson Dept. of Child Development has received the prestigious National Science Foundation award for Faculty Early Career Development in honor of her project “Virtual Communities of Learning and Care: Multi-User Virtual Environments That Promote Positive Youth Development.” This five year NSF-funded project aims to develop a research and education program to foster positive and healthy youth development through the use of multi-user, virtual environments called identity construction environments (ICEs), which are hypothesized to foster new kinds of communities of learning and care. One context where such technologies may have the most impact is in situations where youth might otherwise be isolated and in danger of developing mental health-related problems. The PI will work with youth at the Boston Children’s Hospital that have suffered severe renal and cardiac failure and who wouldn’t otherwise survive without medical interventions such as heart and kidney transplants. An applied developmental model provides a framework to design ICEs. It also provides a model for doing research in complex real world settings. It is hypothesized that ICEs will 1) promote positive youth development (measured as competence, connection, character, confidence, caring and contribution to civil society), 2) complement and augment face-to-face psychosocial interventions, and 3) that the positive effects are due to design features and the nature of online activities that engage youth in cognitive, social and emotional development. Educational activities include research opportunities

for undergraduate and graduate students in an interdisciplinary research group, service learning in healthcare and community-based settings, new courses and curricula for students from a variety of disciplines: child development, education, mental health, engineering and computer science. Furthermore, Bers along with Professor **Chris Rogers**, from the Engineering Department, has been awarded the Bernstein Faculty Fellowship to strengthen their collaboration in the CEEO (Center for Educational Engineering Outreach) and the different interdisciplinary programs involving math, science, technology and engineering (MSTE) education at Tufts. While the CEEO and Rogers have focused on the whole spectrum of K-to college engineering education, their strength has been in elementary and middle school. By engaging in this collaboration afforded by the Bernstein Fellowship, Bers and Rogers hope to strengthen the focus on Pre-K to 2 for children, pre-service and in-service teachers. Finally, Bers has received AERA’s Jan Hawkins Award, which is given for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies. The award is intended to recognize a body of work that explores and demonstrates powerful new ways to think about technologies in contexts of learning and education, and uses innovative research techniques to understand the impact of those technologies.

Ann Easterbrooks, Ph.D., Professor, Eliot-Pearson Dept. of Child Development presented *Housing and Young Mothers: A Preliminary Investigation* along with **Associate Professor Fran Jacobs** and **Professor Rachel Bratt** (UEP) at the meetings of the Association of Collegiate Schools of Planning in Portland, Oregon. Additionally, at the April 2005 meetings of Society for Research in Child Development in Atlanta, Professor Easterbrooks, with doctoral students **Jana Chaudhura** and **Joan Driscoll**, presented *The Role of Maternal Characteristics and Context in the Parenting of Young Mothers*, as part of

a symposium from the Massachusetts Healthy Families Evaluation .

Lynn Meltzer, Adjunct Associate Professor, Eliot-Pearson Dept. of Child Development chaired the Learning Differences Conference at Harvard University for the twentieth consecutive year. Co-sponsored by Research ILD and the Harvard Graduate School of Education, the conference was entitled *Understanding Executive Function: Implications and Opportunities for the Classroom* and held November 11-12, 2004. The conference emphasized the application of theory and research to educational practice. The conference featured many nationally renowned speakers, including Howard Gardner, Robert Brooks, Ned Hallowell, Kurt Fischer, Anthony Bashir, **Maryanne Wolf** and was a great success. Meltzer was also featured in the most recent issue of *Thalamus* (Fall 2004, Volume 22, Number 1), the journal of the International Academy for Research in Learning Disabilities (IARLD) for which she serves as president. The article was entitled, “Academic success in students with learning disabilities: The roles of self-understanding, strategy use, and effort” and also featured Eliot-Pearson alums **Bethany Roditi** and **Laura Sales Pollica**. The article focused on teachers’ and students’ perceptions of academic self-concept and effort in the elementary and middle school years.

Donald Wertlieb, Ph.D., Professor, Eliot-Pearson Dept. of Child Development, was in residence January 9-12 at Mercaz Gil, in Haifa, Israel, a learning and technical assistance center operated by the Haifa Social Welfare Ministry in collaboration with Boston’s Combined Jewish Philanthropies. Accompanied by Eliot-Pearson graduate student **Jill Fishman** and Harvard Medical School colleague Len Sommer, the team presented two professional development seminars. One seminar focused on resilience as a factor in child, family and community development. The second seminar addressed cross-

cultural perspectives on family reunification in light of new Israeli policy on returning children in residential treatment settings to their families. Human service professionals from Haifa and the northern region of Israel participated in the highly successful seminars. The team visited a variety of innovative family service centers in the city emphasizing multicultural programming and coexistence initiatives as well. Additionally, Professor Wertlieb's ongoing collaboration with colleagues at Inflexion, Inc., has yielded good news with the funding of the next phase of work on their multimedia interactive violence prevention curriculum for young children. The National Institute of Mental Health has awarded the team \$750,000 over the next two years to develop and field test their program fostering children's emotional intelligences and social skills. Principal Investigator, Michael Davis, Ph.D., presented the work at our seminar

serves as a consultant. And finally, Professor Wertlieb, in conjunction with Eliot-Pearson Department of Child Development **Professor Richard Lerner** and **Associate Professor Fran Jacobs**, have edited the *Applied Developmental Science: Advanced Textbook*. Published in January 2005 by Sage, this edition has been adapted from their landmark four-volume *Handbook of Applied Developmental Science* (SAGE 2003), a work that offers a detailed roadmap for action and research in ensuring positive child, youth, and family development.

The April 2005 meeting of the Society for Research in Child Development was held in Atlanta. **Associate Professor Jayanthi Mistry** presented a paper along with **Associate Professor Fran Jacobs** and doctoral students **Jessica Goldberg** and **Virginia Diez** as part of this symposium. Students **Rob Barrett**, **Cynthia Davis**, and **Anne Bentley Waddoups** also participated.

Term Inquiry (a joint presentation with the University of New Hampshire lab school); *Inclusion; Balancing Special Needs and Special Interests: Tackling the Hard Questions of Children, Parents and Teachers in an Early Childhood school; and Can Two Mommies Make a Family? Can a Boy Wear a Dress? Respecting Diversity in the Early Childhood Classrooms—The Perspectives of a Teacher, Parent and Graduate Teaching Assistant*. It was a wonderful experience and opportunity to share the department's work with over 30,000 early childhood educators from around the country and world.

Each year, with assistance from GSAS, Engineering, and the Graduate Student Council (GSC), graduate students travel throughout the U.S. and abroad to attend conferences and other events linked to their field of study. The following is a list of where our students have been or are planning to go:

Amy Alberts
Society for Research in Child Development Meeting
Atlanta, Georgia

Jana Chaudhuri
Society for Research in Child Development
Atlanta, Georgia

Cynthia Davis
Society for Research in Child Development Meeting
Atlanta, Georgia

Jill Fishman
Social Services Subcommittee Meeting
Haifa, ISRAEL

Yulika Fridman
TASH Conference
Reno, Nevada

Steinunn Gestsdottir
Society for Research in Child Development Meeting
Atlanta, Georgia



(l to r): Ben Mardell, Maryanne O'Brien, Debbie LeeKeenan, Elisabeth Anderson, Heidi Given, Betty Allen and David Robinson at the NAEYC conference in Anaheim, California

on Resilience last spring. Robert Sege, MD, PhD, Director of the Pediatric and Adolescent Health Research Center (PAHRC) (T-NEMC) serves as co-principal investigator, and Eliot-Pearson graduate student **Geetha Pai** serves as research assistant. Former Eliot-Pearson Children's School Head Teacher, **Sue Steinseick**

presenters included **Debbie LeeKeenan**, **David Robinson**, **Heidi Given**, **Ben Mardell**, **Elisabeth Anderson**, **Maryann O'Brien**, and **Betty Allen**. The titles of the sessions were: *Center-Wide Curriculum Investigations: Using the Overhead Projector and Blocks to Engage Children; Teachers and Parents in Long-*

Alumni Teachers' Roundtable Update

Helena Jelicic

Society for Research in Child Development Meeting
Atlanta, Georgia

Yibing Li

Society for Research in Child Development Meeting
Atlanta, Georgia

Lang Ma

Society for Research in Child Development Meeting
Atlanta, Georgia

Daniel Miller

Society for Research in Child Development Meeting
Atlanta, Georgia

Sophie Naudeau

Annual Roundtable for Women in Prison
Atlanta, Georgia

Iris Ponte

International Society for the Study of Behavioral Development Meeting
Ghet, BELGIUM

David Richman-Raphael

Society for Research in Child Development Meeting
Atlanta, Georgia

Lisa Smith

Society for Research in Child Development Meeting
Atlanta, Georgia

Anne Bentley Waddoups

Society for Research in Child Development Meeting
Atlanta, Georgia

Stacy Zimmerman

Society for Research in Child Development Meeting
Atlanta, Georgia

Since last fall, our Roundtable for Eliot-Pearson alumni/ae who are teaching children in classrooms has been held in the Pitcher Curriculum Laboratory on the first Friday afternoon of the month. The roundtable offers an opportunity for EP teacher education faculty to both learn from and support its alumnae who are in their first year or two of teaching. Recently, more experienced teacher alums have joined the monthly conversations. Several participants have brought with them educator colleagues and friends who have also been welcome. The group has so far included over a dozen alumnae, many of whom have been returning each month. As for faculty, Betty Allen and Marion Reynolds have joined Mary Eisenberg as faculty hosts of this event, which is free and includes refreshments.

The Roundtable discussions have focused on issues of teaching and learning as working teachers encounter them in their practices. We have combined informal conversations about the triumphs and challenges that have emerged for participants with more structured discussions based on evidence drawn from the activities of classroom life. Participants have been eager to share curriculum practices that they are finding effective. Conversations have led to consideration of the role of school policies and culture as they impact the lives of children and teachers. The Roundtable discussions have been greatly informative for Betty, Marion and Mary, especially for deepening our understanding of the realities our Eliot-Pearson alumni/ae face when they leave Tufts. They help us think critically about the preservice teacher education programs we provide.

Our last Roundtable for this year took place on May 6, and we will begin them again in the fall. All EP alumni/ae who are teaching are welcome to participate. For more information, contact Mary Eisenberg at 617-627-3355, or mary.eisenberg@tufts.edu.

Thank You Donors!

2004 - 2005

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Do you have a recent publication you'd like to share with the Eliot-Pearson community? Send us the citation!

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THANK YOU

Alumni News

Jessica Dym Bartlett, JG93, lives in Acton with her husband of 10 years and two children: Molly, age 6, and Jake, age 4. After receiving an MSW from Simmons in 1997 she joined their faculty at the Graduate School of Social Work as a field advisor. She has carried a private practice of children, adolescents, and families for eight years and continues to provide workshops and consultation around child care and mental health issues. Additionally, she chairs the board of the Infant Toddler Children's Center and is a school council member at her children's elementary school.

Linda Beardsley, G82, was recently featured in Tufts Magazine for her work as director of Teacher Education and School Partnerships at Tufts as well as director of the Urban Teacher Training Collaborative (UTTC). Established in 1999 as a subsidiary of the M.A.T. program, the UTTC was created in response to the difficulty of finding and maintaining teachers in urban environments, as well as the decreasing number of minority teachers. Under her leadership, the percentage of M.A.T. candidates of color at Tufts has jumped 24 percent in just seven years.

Christine Brown, J90, "I am the proud mother of two children (my son Hunter is 6 and my daughter, Riley will be 2 this summer). I have taken a break from my career as a School Psychologist to be with my children and work part time as an Early Childhood Specialist for the Town of Sandwich, MA as well as on the Children's Mental Health Task Force which are both DOE Grant-sponsored programs through the Community Partnership Council. I volunteer for a group called Project SAIL which advocates for the needs of advanced readiness learners in Sandwich (www.projectsail.org) and am co-founder of the Sandwich Mom's Club (www.sandwichmomsclub.org). My husband, children and I are all loving Cape Cod, despite the nearly 100 inches of snow we got this winter! I would love to reconnect with Tufts and can be reached at capecodbrowns@adelphia.net.

Cherilyn Davidson Cibelli, G93, has survived almost two years since her cancer diagnosis and is doing fine. She is currently helping to build a new community 3,000 feet above Palm Springs with her family. Her husband, Ludwig, is the director of the emergency room at the local hospital; her son, Max, is in the third grade, and when he is not in army fatigues or building stuff, he is dancing with two ballet companies. Cherilyn has finished ten years of teaching in one of the nearby college Child Development departments and has a clinical psychology practice

specializing in children, survivors of childhood abuse, trauma, and infant mental health. Additionally, she does a lot of assessments and IEPs. She and her family travel several times a year and their next jaunt is to Costa Rica. "Remember, I once studied mother-child interaction in macaques!"

Ellie Friedland recently presented "Critical Pedagogy and Teaching for Social Justice in Teacher Education" at the 10th Annual International Conference of Pedagogy & Theatre of the Oppressed. She also presented "Education and Preservation of the Mayan Culture: Collaborative and Cooperative International Literacy Project" at the 29th Annual Convention of the International Reading Association, and published an article regarding this project and other international literacy projects in the spring 2004 issue of the peer-reviewed *Journal of Reading Education*. The article was titled "Education for Change: Grassroots Literacy Initiatives."

Jessica Siegel Gelb, MA/BA'98, has been teaching the first, second, and third grades for the past six years at the Lincoln School in Brookline, Massachusetts. She is keeping her options open and thinking about her future endeavors.

Dr. Jane D. (Finneman) Hochman, G63, has co-written and edited a book with Dr. Gilbert M. Foley which will be published later in 2005 by Paul H. Brookes Publishers. Tentatively titled "Mental Health Principles and Practices for Practitioners in Early Intervention," it promises to be an important contribution to the field of child development. She is also at work on another book with co-authors Dr. Carola d'Emery and Dr. Justine Joan Sheppard, which will be aimed at the parents of very young children. She is enjoying some consulting for The Hilton Early Head Start Program, a national program aimed at better preparing personnel of Early Head Start programs to recruit and accept children with significant developmental disabilities into their programs. As always, she enjoys keeping in touch and seeing several Eliot-Pearson friends.

Sandra (Beckford) Hutchinson, J86, has recently published a book titled "Effects of and Interventions for Childhood Trauma: Pain Unspeakable." More information is available at www.haworthpress.com and Amazon.com. It will be featured in the April issue of Tufts Magazine. She received a Master's in Clinical Social Work from Bryn Mawr College Graduate School of Social Work and Social Research and is now the Founder/President of Global Trauma Consultants, LLC, a new online consulting firm that

specializes in psychotraumatology. She is married with two children.

Anne Judson, G77, has been living in Burlington, Vt. for 17 years and loves it. She is currently Director of Graduate Education at St. Michael's College in Colchester, where they have a teacher license program and a Masters in Education with concentrations in Reading, Curriculum, Information Technology, Special Education, Arts, and School Leadership. "Come visit!" she urges.

Kristine (Kris) Eldridge Osborn, J54, "It would have been fun to attend my 50th college reunion for Tufts and Eliot-Pearson in May '04. I have fond memories of my third and fourth years of college...Back in those days we lived in and took most of our classes right at the school in Boston. All I learned those two years came in handy the two full years I taught four year olds in Baltimore, MD. Time passed and I married and we moved to Coeur d'Alene, ID in 1963, where we have lived for 42 years. Fortunately our son is here and our daughter is only 86 miles south of us. At our church I taught kindergarten Sunday School for 20 years. Our son and his wife are expecting their seventh child this August and we love being grandparents! Eliot-Pearson has played a big role in what I knew about raising our two children."

Susan B. Rubnitz, J51, remembers when Eliot-Pearson was called the Nursery Training School of Boston. She is now a mother, wife, and grandmother, and is looking forward to going on a one week cruise for her son's fiftieth birthday with all fifteen members of her family.

Melissa Strada, J91, recently joined Goldman Sachs as a Vice President in their Human Capital Management division, where she is responsible for the strategy and implementation of the firm's work and family programs.

Lisa (Cashion) Schreiber, J96, is currently living with her husband in New York City and is the Director of State Systems for Prevent Child Abuse America's Healthy Families America (HFA) program. HFA is a home visitation program designed to promote healthy child development and prevent child abuse and neglect. In her role with HFA, Lisa leads the effort to build and sustain the programs across the country through advocacy, public policy and capacity-building. She has been with HFA for over three years and is telecommuting to the organization's headquarters in Chicago. She would love to hear from alumni in the New York City area and can be reached at lschreiber@preventchildabuse.org.

Scheherazade Tillet, J00, is the co-founder of A Long Walk Home, Inc., and the artistic director and photographer of SOARS. She is currently an art therapist at the YWCA Rape Crisis Center and a freelance photographer in Chicago.

The Reverend Mary Beth Wells, J64, G75, has just finished her third graduate degree, a Master of Arts in Theology from St. Vincent de Paul Regional Seminary. Her first degree was in Early Childhood Development, and her second, Counseling Psychology from Tufts also. More recently she has been ordained as a Deacon in the Diocese of Southwest Florida, where she is Director of the Diocesan School (a three-year program with twelve areas of study and a faculty of fourteen) and serves as Spiritual Director and Chaplain for the Diocese. She does this while working full-time at St. Paul's Episcopal Church in Delray Beach, Florida, where she offers pastoral counseling, training as a care giver, and teaches a very popular class for this area in Icon Painting. She has lived in Delray for fifteen years. Reverend Wells is listed in *Who's Who of American Women* and *Who's Who of America*.

Patty Hrusa Williams, G97, is currently working as an Assistant Professor in Psychology at Providence College. She is also the statewide evaluator for Parent-Child Home Programs in Massachusetts. PCHP is a home-visiting program to help promote verbal interaction and school readiness for children, aged toddler to pre-school, of at-risk families. Additionally, she is busy parenting three children ages 9, 7, and 4, with her husband Steve, in Acton, Massachusetts.

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