

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

## Inside

Department Chair Jayanthi Mistry	3
Natural Playground Update	4
NOLA Update	6
Mystic Alum Gathering	7
CDA & GSA Updates	8
Donald Wertlieb Honored	9
ECE Open Position	9
Thank you donors	10
Recognitions	11
Community Updates	12
Farewells	14
Presentations	14

## Christy McWayne: New Director of Early Childhood Education

In our spring 2009 Newsletter, we shared with you the news about our re-envisioning included focusing on equity issues, developing collaborations with community based institutions, and reinvigorating our teacher preparation program. In addition, we discussed our search for a new Director of Early Childhood Education, someone who could lead the new, re-envisioned program. We are delighted to announce that our search has ended and that, beginning this January, Dr. Christine McWayne will become the new leader of Eliot-Pearson's Early Childhood Education program.

Christy has distinguished herself with a line of research that provides a rich, culturally sensitive, understanding of children growing up in urban poverty and of the critical supports and factors needed to insure their success. Hers is a strengths-in-context approach that shows how children's cognitive, attentional, social, and physical skills combine in different ways to impact how they come to learn in classrooms. Taking such an approach sensitizes us to the different strengths children bring to the classroom. Furthermore, it reminds us that difference does not mean deficiency as we accommodate to children's individual learning styles.



... continued on page two

*Christine M. McWayne, Ph.D.*

# Eliot-Pearson's ECE Vision

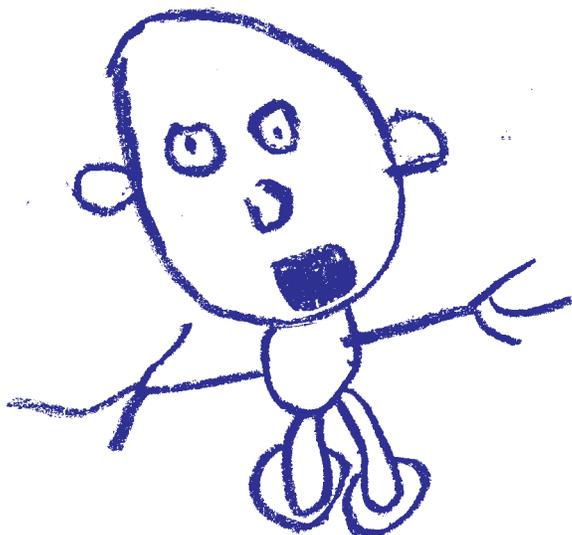
continued from page one

Christy's approach is perfectly matched to our newly evolving collaborations with Boston ABCD Head Start and with the Boston Public Schools' Early Childhood Office. The aim of these collaborations is to provide curricular and home-based supports for English Language Learners transitioning from pre-kindergarten programs to public school Kindergarten.

Christy's strength-in-context approach also shows in her research on how parents support their children's learning. She and her colleagues have collaborated with Head Start parents and teachers in Philadelphia and New York — to develop culturally sensitive ways to assess parents' involvement in children's learning. The results of these collaborations show the multiple ways that parents in urban settings provide support for their children, ways that are not captured in research using conventional assumptions such as the assumption that authoritative parenting styles are always best. We look forward to benefitting from Christy's considerable skills and energy to facilitate our evolving preschool-to-kindergarten collaborations with Head Start and Boston Public Schools.

Christy also is interested in how neighborhoods and service agencies affect children's learning. In one important study, she and her colleagues demonstrated how community and neighborhood services work together to support young children's succeeding in school. This research also shows how neighborhood stress can negatively influence educational outcomes. Here, too, Christy's research relates directly to Eliot-Pearson's ongoing work — as we develop collaborations with the City of Somerville to create the "Mystic Children's Zone" — an intervention to coordinate services for children birth through high school who are living in a high-risk area. The goal is to prevent problems and provide positive supports needed for children to succeed in school.

Christy is excited by the work possibilities and by her joining the Eliot-Pearson community. She says, "I am absolutely thrilled to be joining a community at Tufts with both far-reaching vision and a sense of mission for young children and their families. I am immensely hopeful about the positive outcomes we can affect and the bridges we can co-construct as we move forward with new collaborations and continue nurturing those that currently exist."



In short, our hopes at the beginning of our search have been fulfilled. We have found the person who shares our vision, someone we know will bring energy, creativity and commitment to projects we value. And we already see in Christy a fine colleague. Welcome Christy!

***Special thanks to Ellen Pinderhughes,  
Associate Professor and Former Department Chair,  
Eliot-Pearson Department of Child Development,  
Tufts University for providing this piece.***

# Introducing Jayanthi Mistry: New Department Chair



*Department Chair Jayanthi Mistry, Ph.D.*

**I**n Jayanthi Mistry’s research on children from culturally diverse backgrounds, she uses the metaphor of navigating across cultures to capture what the children need to do in order to thrive. Furthermore, she shows how expert navigators rely not just on their own strengths, but on the strengths of their families and communities as well. It should come as no surprise, then, that this is precisely the way Jayanthi describes her own situation as the department’s new chair. She sees her role as navigating by making good use of the strengths of the Department and keeping the Department headed on the course it has set during these past several years. She says, “There are lots of good systems and capabilities in place. I’m glad about that!”

In particular, Jayanthi’s focus will be on the re-envisioned early childhood education program and on doing as much as a chair can do to insure the successful implementation of the program. That will mean participating with and supporting the early childhood education team in developing community partnerships, planning for grants, and securing a new professional development coordinator. It will also mean working closely with the Education Department on the MAT 1-6 program. Jayanthi’s other main focus will be supporting efforts to build and strengthen the Department’s undergraduate and graduate programs, including professional development programs.

Jayanthi is grateful for help given by Ellen Pinderhughes, who, as the Department’s previous chair, has been working closely with Jayanthi to insure a smooth transition. From all accounts, the transition has indeed been seamless, making for smooth sailing while navigating in new, but not altogether unfamiliar waters.

# Reinventing Child's Play

## The E-P Children's School New Playground

*A state-of-the-art “natural playground” at the Eliot-Pearson Children's School delights kids and sparks research on child development*

**F**or adults who grew up with jungle gyms and see-saws, the new playground at the Eliot-Pearson Children's School won't bring back childhood memories. Pathways lead to a hill made of boulders; a water pump awaits eager hands. In one corner is a hut; in another, a garden. A wooden ramp leads to a boardwalk that wraps around a tall tree and spirals into its branches, creating the allure of a tree house.

This is what's called a natural playground, a place where kids can explore. Instead of offering the kind of predictable play that often takes place on standard playground equipment, natural playgrounds provide open-ended, challenging spaces. More common in Europe and on the West Coast, natural playgrounds use native plants, hills, trees and natural materials whenever possible.

At Tufts, the natural playground is also serving as a laboratory for the school's staff as well as for faculty and students from the Eliot-Pearson Department of Child Development in the School of Arts and Sciences. Undergraduates and graduate students trained to observe children at play are comparing what happens when kids use traditional equipment with what happens on the natural playground. Children were also interviewed about their play in the old and new space.

“When you read about natural playgrounds, it's very romantic—the kids should be outside and in nature,” says Lisa Kuh, the head teacher at the school and principal co-investigator, with Iris Chin Ponte, a postdoctoral associate, for the research project. “It sounds good, but no one has said why it is good; there is no study on how kids played before and after the natural playgrounds. What makes this wonderful?”

The initial idea was to simply replace an old, rusted play structure. But Debbie LeeKeenan, the school's director, says that when she and her staff realized the structure was no longer up to building codes, they decided it was time for something different.

“The goal,” she says, “is an environment that supports children's learning in all the different dimensions, but outside. In the classroom we look at physical, creative, cognitive, language and social and emotional development. We think about those things when we create a classroom for children, and we think that should be just as important outside as inside.”



*At the new playground at the Eliot-Pearson Children's School, playing with water is a natural thing to do. Photo: Joanie Tobin*

## **Hoping for Messiness**

Last fall LeeKeenan and her staff consulted with designer Rusty Keeler, whose New York company EarthPlay designs what are called playscapes. He met with the school's students, teachers and parents to learn what they most wanted. The school community, including its 80 children, ages three through eight, made it clear that water would be an important ingredient for any new playground.

So the water pump was installed, along with a kind of waterfall: push a button and water comes cascading down some boulders on a small hillside into a large sandpit at the bottom. Kids build channels in the sand to direct the water or gleefully smear wet sand around. Some send homemade boats down the boulders.

In another corner is the Hobbit House, an open wood structure built and designed by teacher Caitlin Malloy, G11, and her father, Doug. The house allows kids to hide but still be seen by adults. Several paths, with changing surfaces of bricks, dirt, sand or rubber, invite tricycle riders. Yet another area has a raised-bed garden, log benches and a wildflower meadow. The research study on whether children play differently in such an environment is already well under way. The first phase, done on the old playground, has been completed, and the second phase is going on now in the new playground. While the children play, they are being closely observed, and those observations are supplemented by interviews with both the children and their teachers.

“The undergraduates are getting real hands-on experience with research,” says Kuh. They're trained to follow a particular child and check off what the child does and where he or she is in the playground every 30 seconds for 36 different kinds of activities. They also watch for parallel play, in which children play side-by-side; associative play, in which they may share materials but not necessarily play together; and cooperative play, in which they play together.

“We want the children to engage in cooperative, constructive play. Will this playground promote that?” Kuh asks. She hopes the study will help other schools and programs make decisions about their own playgrounds.

“Not every single school has to build this, but as teachers and researchers we want to pull out what elements of this design are most important,” she says. That way, each playground can be built to best suit a particular community. The Eliot-Pearson playground cost about \$150,000, with money coming from the school's fundraising efforts and from the School of Arts and Sciences.

But as far as the kids are concerned, it's all fun. LeeKeenan notes that around the corner from the natural playground is an older playground with a typical play structure, one the school decided to keep. She says fewer kids are using it these days. And she doesn't mind, even if it could mean more work for her and her staff. In the new space, which has two areas for water play—the boulders on the hill and the water pump—she's asked if the kids will get messy.

“We hope so,” she responds.

***Special thanks to Marjorie Howard,  
Senior Writer, University Relations  
Tufts University for providing this piece.***

# Eliot-Pearson and New Orleans:

## Ongoing Connections

*This is the third in a series of EP News articles covering Eliot-Pearson's response to the needs of the early childhood community in New Orleans following Hurricane Katrina.*

In the spring of 2007, twenty undergraduates and graduate student volunteers from the Eliot-Pearson Department of Child Development spent a week in New Orleans engaged in service work and partnering with the United Way for the Greater New Orleans Area. This past spring, twenty-one undergraduate students spent their spring break expanding on the foundation laid two years ago.

Many of us who made the trip to New Orleans have taken Child Development coursework, and so, this trip provided a fascinating field study in comparative educational policy and practice in the U.S. In the classroom at Eliot-Pearson, we are urged to remember the importance of culture and developmental contexts. Stepping off the Hill and into “The City that Care Forgot” we had the opportunity to gain first-hand knowledge about a different socio-cultural context and to provide a helping hand to those who, in the aftermath of Hurricane Katrina, still aren't steady on their feet.

While in New Orleans, we learned that before the Hurricane, Louisiana's public school system ranked 49th out of all 50 United States. The tragedy of Katrina can be seen, then, as a blessing in disguise – by its providing a fresh start for New Orleans. Due to lack of infrastructure and teacher resources, only 45% of childcare facilities have reopened compared to only 75% of the population returning to the city post-Katrina. Teachers cited psychological changes in parents and children post-Katrina: the rain was terrifying to several children, and lonely adults lingered longer to speak with teachers when dropping off children, as so few people have returned to the city.

As part of a New Orleans class taught by Dr. Chip Gidney, Tufts students developed arts and ecological curricula before they embarked on their trip. We utilized our curricula in a 4-5 year-old pre-Kindergarten classroom and a first grade classroom at a New Orleans charter school called the KIPP McDonogh 15. The arts group developed a movement-based curriculum, with a variety of improvisational games, dances, and other activities. The ecological group developed a curriculum with the goal of increasing children's appreciation of nature through activities such as storytelling, collecting nature items outside, and planting seeds. The ecological group also initiated a pen pal project between the KIPP school students and students in Boston.



*Tufts students Kamillah Aklaff, Jeewon Kim, and Michelle Lee leading a movement group with the first grade class at Kipp McDonogh 15 Charter School.*

In the process of developing and implementing curricula in New Orleans, we found that the most effective curricula were those that mixed different styles of activities in order to suit the different learning styles of each child. Some of the students responded well to our structured activities, such as planting seeds, and others responded better to our less structured activities, such as finding items from nature outdoors.

Our experience at the KIPP Charter School not only gave us experience with curriculum building; it also gave us insight about the pros and cons of charter schools. The KIPP Charter School is a part of the “Knowledge is Power Program,” which holds underprivileged students to high behavioral and academic standards. The goal is to insure that these youth attend college. Our experience at the charter school sparked a debate over the efficacy of charter schools in the United States. While some feel that charter schools can be more effective since they are not held to state standards, others have criticized charter schools for draining resources from failing school districts. Understandably, the debate over the efficacy and value of charter schools is ongoing and is expected to intensify as these schools become increasingly common.

Spending time at the KIPP Charter School opened our eyes to new ways of thinking about the future of education in New Orleans. The success of our trip was due largely to the help of adults at Eliot-Pearson and in New Orleans. Lisa Schlackman, an Eliot-Pearson graduate, graciously helped to coordinate our plans with teachers in New Orleans. Her daughter, Jenny, is a teacher at the KIPP Charter School, and her openness to debate about the efficacy of the charter school system contributed to our enlightening discussion. Furthermore, we never could have developed such an effective curriculum if it had not been for Betty Brown’s advice and guidance. We hope that the connections Eliot-Pearson students were able to establish on this trip to New Orleans will continue in years to come.

***Special thanks to the following undergraduates for providing this piece:***

Kamillah Aklaff, Sociology, 2011  
Lauren Alpert, Child Development and Community Health, 2009  
Diana Barry, Child Development and Community Health, 2009  
Carly Burdick, Child Development, 2009  
Carly DiClemente, Child Development, 2010  
Abi Ingalls, Psychology, 2009  
Katie Hydier, Child Development, 2011  
Jeewon Kim, Child Development, 2011  
Michelle Lee, Biopsychology, 2010  
Sonja Rivera, Child Development, 2011  
Julie Tisdale, Psychology, 2011

## **Eliot-Pearson Gathering in Mystic, CT**



**M**embers of the Class of 1963 met at the Mermaid Inn in Mystic, CT for a wonderful brunch on April 5, 2009. Appearing from left to right, **Judith Maltz Drachman, Catherine Stroh Alexander, Helene Kolodney Matorin, Linda Weiner Margolies, and Jane Finneman Hochman**, all from the Class of 1963.

Thanks to Jane for the photo!

# Student Organizations

## CDA

The **Child Development Association (CDA)** is a group of undergraduate students who come together to form a bridge between the Eliot-Pearson Department of Child Development faculty and Child Development majors. We are committed to CD majors with opportunities to participate in social and academic events as well as become involved in university and community programs. Two of our major accomplishments this year have included a very successful professors dinner with George Scarlett, Calvin Gidney and Ann Easterbrooks as well as a CDA table of mystery boxes at the Tufts Halloween on the Hill. We have plenty more in store for the year. So, we hope that any undergraduate students who are interested in becoming involved with the CDA will contact us and join us at our future activities. If you have any questions, please feel free to email [Jennifer.Marusich@tufts.edu](mailto:Jennifer.Marusich@tufts.edu) or [Brandon.Lee@tufts.edu](mailto:Brandon.Lee@tufts.edu).

Thank you and we hope to see you at our upcoming events!  
-CDA

The **Child Development Graduate Student Association (CDGSA)** is a group of many different graduate students who have come together to continue to make a difference in the Eliot-Pearson Department of Child Development. We are committed to bringing social, service, and academic events to the department as well as becoming involved in university-wide programs and opportunities. In Spring 2009, we held our 16<sup>th</sup> annual Student Presentation Day and it was a huge success. The day was filled with amazing presentations and posters of student research. We have already carried out a number of small social events for CD graduate students this Fall semester, such as a pub trivia night and a say trip to Salem. Coming up we will be hosting our annual fundraiser Wish-Upon-A-Star, in which the whole department becomes involved in bringing holiday gifts to local community members in need. We will be culminating the end of the semester with a wine and cheese party to congratulate the mid-year graduates. We

## GS A

hope that anyone interested will get involved. If you have any questions or ideas, please feel free to email us at [Melissa.Moran@tufts.edu](mailto:Melissa.Moran@tufts.edu) or [Erin.Lease@tufts.edu](mailto:Erin.Lease@tufts.edu)

Thank you and we hope to see you at our next meeting or some of our upcoming events!  
-CDGSA



*Members of the GSA in Salem, MA*

# Donald Wertlieb: Recipient of Hobbs Award



*Donald Wertlieb, Ph.D.*

**L**ast summer, our own Don Wertlieb received the prestigious Nicholas Hobbs award. The award, given by the Society for Child and Family Practices, is presented each year to someone who has made special contributions in the area of child advocacy and policy. Past recipients have included eminent scholars such as Edward Zigler (pioneer in the field of developmental psychopathology and first director of Head Start) and leading reformers such as Jane Knitzer (reformer for the education of children with serious emotional disturbance). The best summary of Don's work and one spelling out why he received this award comes from the president of SCFP – so here we reprint words from her summary to capture the meaning of Don's receiving this award and making the entire EP community proud.

*“You, like Dr. Hobbs, have dedicated your career to advocating for public policies based on the best available science that fosters growth promoting experiences for children at the state, national and international level. You have been an effective, cogent, and resolute voice for science-based public policies that invest early in*

*young children, promote children's social and emotional development, and treat child mental health as primary care. Your creative and positive messages to the public, its policy makers, and civic leaders are done with scientific precision and in language that can be understood to effect change. As one of your nomination letters states you are a role model through your writing, teaching and mentoring inspiring a new generation of psychologists-turned-child advocates. The compassion, humility, enthusiasm, and humor with which you infuse your work are a model for all!”*

*Carolyn Schroeder, Ph.D., ABPB*

*President, Society for Child and Family Practices*

## Department Seeking Early Childhood Education (ECE) Professional Development Coordinator & Lecturer

**T**he Eliot-Pearson Department of Child Development invites applications for the *Early Childhood Education (ECE) Professional Development Coordinator & Lecturer*, beginning August, 2010, with a two-year renewable contract. We seek an exceptional teacher, collaborator, and leader to prepare, mentor, and support students and professionals engaged with young children, their families, and their schools, as we advance our commitment to equity in early childhood.

Please visit <http://ase.tufts.edu/epcd/documents/newsECEProfDev.pdf> for more details and information on how to apply.

# Thank you donors!

January 2009 - October 2009

## *We appreciate all of your support.*

Mrs. Beverly A. Armstrong  
Jennifer Baleeiro, M.D.  
Mr. Neil Ritvo Barry  
Mrs. Cynthia J. S. Bartol  
Mrs. Mary D. Bens  
Mrs. Dorothy C. Berman  
Mrs. Michele Blanc Berman  
Mrs. Arlene S. Bernstein  
Mr. Mark Bernstein  
Mr. Frederick H. Bloch  
Mrs. Laurie R. Bloch  
Ms. Ines A. Born  
Mr. Ian Bowles  
Ms. Joan D. Byrne  
Ms. Danielle L. Carvalho  
Ms. Dorothy A. Caspar  
Mrs. Rosemary T. Clough  
Ms. Sarah J. Conroy  
Ms. Deborah A. Cornwell  
Mrs. Catherine Collins Craven  
Ms. Mary L. Cura  
Mrs. Anne DeGrazia  
Joseph A. DeGrazia, Jr., M.D.  
Mrs. Kelly R. Dietel  
Mr. Robert Dietel  
Miss Esther P. Edwards  
Patricia Cowan Elwood, Ph.D.  
Mrs. Andrea R. Famiglietti  
Mrs. Gail A. Feigenbaum  
Mr. Mark A. Feigenbaum  
Fidelity Charitable Gift Fund  
Mrs. Joyce A. Field Pastor  
Mrs. Elisabeth S. Freier  
Mrs. Diana R. Gay  
Mrs. Joan E. Goodman  
Robert M. Goodman, M.D.  
Mrs. Marilyn Goodman-Galbraith  
Mrs. Leonard Greenwald  
Ms. Lindsay A. Groff  
Mrs. Nancy W. Hansen  
Mrs. Margaret T. Harper  
Ms. Sharon B. Harrington  
Mrs. Barbara Herman  
Mrs. Linda Horowitz  
Jemp-D Foundation

Mr. Arthur R. Kahn  
Mrs. Eleanor Kahn  
Ms. Eumie A. Kang  
Mrs. Carol S. Kaplan  
Mr. Howard M. Kaplan  
Ellen C. Katz, Ph.D.  
Mrs. Deborah S. Kernochan  
Mrs. Rebecca W. Khan  
Ilda Carreiro King, Ph.D.  
Mrs. Leslie Kleinman  
Ms. Kimberly A. Kramer  
Ms. Karina Ku  
Mrs. Barbara Polidor Kubichek  
Mr. John E. Kyle  
Mrs. Kate B. LaFayette  
Ms. Miriam G. Lasher  
Mr. William P. Lavin  
Mrs. Caroline Leahy  
Benjamin S. Mardell, Ph.D.  
Mrs. Robert Markus  
Ms. Eva May  
Ms. Marla W. McCurdy  
Mrs. Margaret T. McIndoe  
Mrs. Gwen R. Meins  
Ms. Judith Melzer  
Mr. Robert M. Melzer  
Ms. Elizabeth B. Merrill  
Mrs. Susan R. Meyers  
Dr. Clarence L. Morgan  
Mrs. Dorothy Morgan  
Mrs. Jacqueline Morrison  
Ms. Ann M. Natalizia  
Mrs. Phoebe J. Nitekman  
Mrs. Dorothy Northcott  
Mrs. Judith B. Page  
Mrs. Judith A. Palais, MSW, BCD  
Ms. Renee F. Palmer  
Bruce M. Pastor, M.D.  
Mrs. Jacqueline B. Pepper  
Mr. Richard Polton  
Mrs. Roberta L. Polton  
Mrs. Dona H. Porreca  
Mrs. V. Watson Pugh Jr.  
Mrs. Nancy Lee Railsback  
Mrs. Theodore G. Rand

Mrs. Barney Reiffen  
Mrs. Karen L. Reinhardt  
Mrs. Joan Rice  
Mrs. Constance P. Ring  
Mrs. Kenneth Roberts  
Mrs. Sara-Jane M. Rogers  
David S. Rosenthal, M.D.  
Mrs. Judith Rosenthal  
Mrs. Susan B. Rubnitz  
Ms. Patricia Y. Sawyer  
Mrs. Shirley F. Scholder  
Mrs. Patricia K. Schultz  
Ms. Julia A. Schumacher  
The Schwab Charitable Fund  
Ms. Diane P. Smook  
Ms. Joan M. Spoerl  
Ms. Marjorie L. Staub  
Mrs. Rachel Stowe  
The Clowes Fund, Inc.  
Mrs. Hutchin D. Tibbetts  
Mrs. Nealy Troll  
Mrs. Gretchen Viall  
Ms. Linda Weil Margolies  
Ms. Marla B. Wessland  
Ms. Erin Whalen  
Mrs. Judith E. Williams  
Mrs. Charles Zeien

*Please email [sarah.jung@tufts.edu](mailto: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 Recognitions

## *We congratulate all of you on these enormous achievements.*

**Neda Bebiroglu (alum)** was awarded the Society for the Study of Human Development (SSHD) Best Dissertation Proposal Award. Her dissertation proposal was judged to be the best human development research plan proposed across the last two years.

**Aerika Brittian (alum)** has been elected President of the Society for the Study of Human Development (SSHD) "Early Career Network" (ECN). The ECN is a group of early-career PhDs and advanced doctoral students who, through the aegis of SSHD, interact in a network designed to enhance their scholarly abilities and their professional contacts. It is extraordinary - and an indication of Aerika's intellectual and professional leadership - that a doctoral student has been elected to lead this group.

**Debbie Leekeenan (faculty)** was awarded a Tufts 2009 Bridge Builder Distinction Award for bringing out the best in others.

**Lang Ma (alum)** was awarded the Society for the Study of Human Development (SSHD) Best Dissertation Award. The work she conducted for her dissertation was judged to be the best human development research produced across the last two years.

**Laura Vanderberg (alum)** was awarded a Tufts 2009 Change Agent Distinction Award for creating new opportunities for innovation.

ZERO TO THREE, the National Center for Infants, Toddlers, and Families, has selected **Anne Bentley Waddoups (alum and current doctoral student)** to participate in the prestigious Leaders for the 21<sup>st</sup> Century Fellowship program. During the two-year Fellowship, Anne's work will involve adapting an existing training guide, developed for training volunteers in an infant clinic in Guatemala, to serve a wider audience. Anne anticipates developing an integrated infant assessment and intervention that is simple and concise for use in institutions, hospitals, and orphanages where volunteers and staff would benefit from an "observe, connect, and encourage" approach to their work with children. A list of all the selected leaders is available here: [http://www.zerotothree.org/site/PageServer?pagename=ter\\_ldr\\_fellows09](http://www.zerotothree.org/site/PageServer?pagename=ter_ldr_fellows09)

**Donald Wertlieb (faculty)** has been elected president of the American Orthopsychiatric Association (AOA) (<http://www.aotoday.com/ortho.php>), one of the nation's most venerable interdisciplinary organizations devoted to mental health and social justice. During his presidency he will launch a series of task-forces, special sections of the American Journal of Orthopsychiatry, and post-modern professional development modules - compelling opportunities for applied developmental science and for Tufts colleagues and students. For instance, last year was the first appointment of a doctoral student as an AOA public policy fellow in Washington, D.C. Expansion of this program and inclusion of

Eliot-Pearson faculty and students will be considered. Substantively, Ortho's mission and position in issues of child mental health, family and health policy, and inclusion of people with disabilities mesh elegantly with Department priorities and Tufts mission in active citizenship.

**Kris Wolcott (alum)** was selected to serve as a Classroom Teacher Fellow in the Teacher Ambassador Fellowship program with the U.S. Department of Education for the 2009-2010 school year. She will remain in her position in New Canaan as mathematics coordinator but will work remotely as a Classroom Fellow to promote outreach and communication regarding federal education policy and resources for teachers and to bring teacher voice into the development of federal education policy through a chosen policy interest focus. A press release describing the Fellowship is linked here: <http://www.ed.gov/news/pressreleases/2009/08/08042009.html>

## **Please visit us online!**

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

# Eliot-Pearson Community Updates

## Faculty, Student, Alumni and Department News

**David Anderegg (alum)** has an important book on the market, *Nerds: Who they are and why we need more of them*. For more information, visit <http://www.drdaavidanderegg.com/page.php?PageID=464&PageName=New+Book:+Nerds>

**Ona Balkus (alum)** is living in DC and has been working for a nutrition policy non-profit organization, the Center for Science in the Public Interest, for a little over a year. She has been putting her Child Development degree to good use with a large research project on junk-food marketing to kids. She has also done a considerable amount of work on menu labeling policy.

**Caroline Davit (alum)** is currently putting her CD degree to good use at Children's Hospital Boston, where she has been for over a year. She is research reliable on the Autism Diagnostic Interview, and is working on ADOS reliability. Her boss, Ellen Hanson, and she also created a behavioral intervention for kids who were having difficulty with the blood draw portion of their research study. The project took off in an unexpected way, and she is currently writing up the paper. She recently presented the intervention study to the Society of Developmental Behavioral Pediatricians in Portland, Oregon.

**Ann Easterbrooks (faculty)** is a founding member and Secretary of the Massachusetts Association for Infant and Early Childhood Mental Health (MassAIMH). Here is a list of her publications in press or recently published: Bureau, J.F., Easterbrooks, M.A., & Lyons-Ruth, K. (in press). Attachment disorganization and controlling behavior in middle childhood: maternal and child precursors and correlates. *Attachment & Human Development*; Chaudhuri, J.H., Easterbrooks, M.A., & Davis, C.R. (2009). Emotional availability as a component of parenting in culturally diverse adolescent mother sample. *Parenting: Science and Practice.*; Jacobs, F., Swartz, M.I., Bartlett, J.D., & Easterbrooks, M.A. (in press). Placing relationships at the core of early care and education programs.; Easterbrooks, M.A., & Biringen, Z. (2009). Emotional Availability in US and International Contexts: Addressing the Applicability of the Emotional Availability Scales across Diverse Groups. *Parenting: Science and Practice.*; Bureau, J.F., Easterbrooks, M.A., & Lyons-Ruth, K. (2009). Maternal depression in infancy: Critical to children's depression in childhood and adolescence? *Development and Psychopathology*, 21 (2), 519-537.

**Patricia Garcia (alum)** is currently working as a Senior Research Associate at the Ounce of Prevention Fund in Chicago, IL. This non-for-profit organization focuses on helping low income children access early childhood education opportunities.

**Wendy Gordon (alum)** recently accepted a job offer at Children's Hospital Boston. The job involves coordinating NIH funded clinical trials for pediatric asthma. She is excited about this position for many reasons: she misses research; she misses working with children and their families; and her brother and mother were severely affected by asthma when she was growing up. She also worked at Children's right after graduating from EP with her masters in 2000. After working there for two years, she worked at Massachusetts General Hospital, a non-profit, and higher education. She plans to continue to teach at North Shore Community College as an adjunct instructor, where she has taught various courses since January 2005. In other news, she got engaged in September and recently moved to Cambridge.

**Alyssa Gusenoff (alum)** CD 2000 wrote a book "Margarita Mama-Mocktails for Moms to Be" (Quirk 2008) while pregnant with her first child. Check out [www.mocktailsformomstobe.com](http://www.mocktailsformomstobe.com) for more information.

**Elizabeth Hawthorne '65 (alum)** became dean of the School of Education at the University of Guam in August. If any alumni with excellent higher education experience are interested in positions there, please contact Liz at [elizabeth@alumni.tufts.edu](mailto:elizabeth@alumni.tufts.edu). Liz is also planning the first international conference on Current Trends and Challenges in Education there, which will take place February 12-14, 2010 at the Marriott Hotel in Guam. For more information, visit [http://mnriviera1.com/soe\\_conference](http://mnriviera1.com/soe_conference). Finally, Liz's three granddaughters are living in Sacramento and San Diego with their respective parents who happen to be among her children. Her oldest child is a social worker with Howard Brown Society which caters to LGBT.

**Debbie LeeKeenan (faculty)** is happy to announce that the Eliot-Pearson Children's School article, "Zoom: Promoting Schoolwide Inquiry and Improving Practice" has just been published in the online journal, *Voices of Practitioners, Teacher Research in Early Childhood Education*. This journal is under the umbrella of NAEYC publications. The piece describes the teacher inquiry process the Eliot-Pearson Children's School has been doing for the past 6 years. You can view the article here: [http://www.naeyc.org/files/naeyc/file/Voices\\_Zooms.pdf](http://www.naeyc.org/files/naeyc/file/Voices_Zooms.pdf)

**Richard M. Lerner (faculty)** made a number of television appearances this year. He was on the Today Show with Meredith Vieira on March 4<sup>th</sup> visited the Today Show again on March 27<sup>th</sup> for an interview with Kathie Lee Gifford and Hoda Kotb. He also appeared on the Dr. Nancy Snyderman show on MSNBC on August 3<sup>rd</sup>.

**Richard M. Lerner's (faculty)** theoretical and empirical work was featured in the 13th Children and Youth Report of the German government (particularly pages 45 to 49). This report is one of the key resources used to develop new policies by the German federal government. The report is written by the Deutsche Jugendinstitut in Munich. [http://www.dji.de/bibs/13\\_Kinder\\_und\\_Jugendbericht\\_DRS\\_1612860.pdf](http://www.dji.de/bibs/13_Kinder_und_Jugendbericht_DRS_1612860.pdf)

The "Youth from Immigrant Families" Team, which represents a partnership between Tufts researchers **Jayanthi Mistry (faculty)**, **Jean Wu (American Studies faculty)**, and **Laurel Leslie (School of Medicine faculty)**, community organizations (Boston Chinatown Neighborhood Association, The Welcome Project, and the Immigrant Service Providers Group - Health), and the Somerville Public School **Sarah Davila (faculty)**, received a grant of \$20,000 from the Tufts Clinical and Translational Science Institute for their project titled "CBPR Approach in Assessing Programs for Youth from Immigrant Families".

**Maria E. Pagano (alum)** graduated from Tufts in 1992 with a double major in Child Development and Art History. She received a master in psychology from Harvard University in 1994, and a PhD in Human Development from Northwestern University in 2000. Case Western Reserve University School of Medicine received a nearly \$1 million grant to study recovery mechanisms in teens facing addiction. The John Templeton Foundation has awarded the grant to support the work of Maria E. Pagano, Ph.D., assistant professor in the Department of Psychiatry. Her faculty profile includes information on her current role as well as a listing of her recent publications. Please visit <http://www.case.edu/med/psychiatry/profile-pagano.htm>

**Frances Paul-Heskins (alum)** graduated in 2008 with a BA in child development and an elementary teaching license. She is a 4th grade teacher on the Pine Ridge Reservation in South Dakota. She married Joshua Benjamin (Tufts LA '08) in August.

**Yomi Ogunnaike-Lafe (alum)** graduated with a PhD in Applied Child Development in 1997 and **Kyna Healy Raney (alum)** completed her M.A. in Child Study in 1996. Both served as jurors for Design for the Children, an international architectural design competition. After meeting as GTAs at the Eliot-Pearson's Children's School, Kyna and Yomi became friends. After Tufts, Kyna went on to practice architecture for children in California and also became a high school Math teacher. Yomi teaches at the School of Education, University of Wisconsin-Stevens Point. Their paths crossed again as jurors for Humanity for Children's design competition for a model Pediatric and Maternity Health Care Clinic to be built in East Africa. A traveling exhibition of the finalists' entries is scheduled with fundraising events in Seattle, Missouri, and California. To request an exhibition in your city or just to say hello, please email [kynaraney@gmail.com](mailto:kynaraney@gmail.com). You are invited to make a donation to the construction of a life-saving health care facility through Humanity for Children at <http://www.humanityforchildren.org/>

**Anthony Rao (alum)** has a book now available in bookstores, *The Way of Boys: Raising Healthy Boys in a Challenging and Complex World*. For more information, visit <http://anthonyrao.com/>

**Adjoa Twum (alum)** is a proud member of the Columbia University Mailman School of Public Health class of 2011. She is currently pursuing a Masters of Public Health in Health Management.

After nine years of service at Jumpstart, **Erin Cox Weinburg (alum)** became Chief Program Officer at ACCESS, Boston's leader in college financial aid advising and scholarships in August 2009. ACCESS is an organization focused on ensuring that all young people have the opportunity to reach their full potential by graduating from college, regardless of their families' financial capacity or college experience. In November 2009, they officially launched their Boston Center for College Affordability where they provide free financial aid advising and support to community-based organizations, students and families through one-on-one sessions (scheduled or walk-in), FAFSA fill-in nights, and parent financial aid events, amongst many other activities. The Center – in addition to the staff presence in 40 high schools in the city – adds another layer of support and accessibility to the comprehensive services we provide to students and families who need help navigating the extremely complex financial aid process in order to make their educational dreams a reality.

**Maryanne Wolf's (faculty)** book, *Proust and the Squid: The Story and Science of the Reading Brain* was just translated into Italian and German. The book is now in 11 translations. As part of the last translations, she was asked to be part of the Italian Literary Festival in Mantova, Italy, and address Catholic University in Milan. Passages of her book appeared in October in the Frankfurter Allgemeine Zeitung, during Germany's Literary Festival as well. Recently she has been interviewed by the BBC, Veja (Brazil), and the New York Times concerning her perspective on what is happening to the "reading brain" as we know it in digitally immersed children. A New York Times blog on this topic presents her views.

# Eliot-Pearson says goodbye...

**Louise Clancy (former staff)**, who for many years was a beloved, well-respected, and central person on the Eliot-Pearson staff, passed away on Friday, June 19th with one of her daughters by her side. About two years ago, Louise had moved to an assisted living community. Over the past year her health began to decline rapidly as she suffered with dementia. Her funeral was held on Thursday, June 25<sup>th</sup> at St. Margaret's Church in Buzzards Bay. Louise Clancy was buried at the National Cemetery for Veterans.

There was a memorial service for our friend and colleague, **Libby Zimmerman (visiting scholar)**, at 11 a.m. on Saturday October 24th in Goddard Chapel - with a reception that followed in Alumnae Lounge. Libby was not only a Visiting Scholar at EP for several years, but also an active supporter of our community and a leader in her field. She was a founding member of Focus, an organization offering a variety of clinical services. Libby was especially known and respected for her clinical work focusing on supporting the social and emotional well being of infants and toddlers, their parents and other significant caregivers. She taught a host of professionals how to work effectively with very young children.

**Edith de Burlo (alum)** passed away unexpectedly on June 8, 2008. She was a great friend of the Eliot-Pearson Children's School. The Eliot-Pearson Children's School has an endowed scholarship fund in her name. Edith graduated from Tufts with a B.A. in child development and, later on, from Eliot-Pearson with a master's degree in education. She became certified as a special needs specialist, and for over twenty years worked in various educational and mental health organizations in Cambridge – including the Cambridge Somerville Mental Health Center and the Cambridge Youth Guidance Center .

Following her Quaker upbringing, she lived a life of generosity and kindness. Debbie LeeKeenan, director of the Children's School, remembers Edith as “always interested in what was happening and new at the Children's School. We would share stories about what was similar to the past years at the school and what had changed. She always had inquisitive questions. I was continually impressed by her deep and genuine interest in the children and in the challenges families faced.” We all share Debbie's feelings and are grateful for Edith.

## Recent and Upcoming Presentations

Title: Parent-provider relationships in infant and toddler classrooms: The role of parent, child care provider, and child characteristics

Presenters: Mallery Swartz, Ph.D, and Ann Easterbrooks, Ph.D

Conference: National Association for the Education of Young Children (NAEYC), in November, 2009, Washington DC

Title: Tangible programming in kindergarten: Revising developmental assumptions by making robots

Presenters: Marina Bers, Ph.D, and Mike Horn, Ph.D.

Conference: National Association for the Education of Young Children (NAEYC), in November, 2009, Washington DC

Title: The whys and hows of building a natural playground: Perspectives from the children, a teacher, and a researcher

Presenters: The Eliot-Pearson Children's School

Conference: National Association for the Education of Young Children (NAEYC), in November, 2009, Washington DC

Title: When ghosts and angels meet: Childhood contributions to neglect by very young mothers

Presenters: Jessica Bartlett, M.A, and Ann Easterbrooks, Ph.D

Conference: Society for Research in Adolescence (SRA), in March, 2010, Philadelphia

Title: Play behaviors before and after a natural playground installation in an early childhood setting

Co-principal investigators: Lisa Kuh, Ph.D, and Iris Chin Ponte, Ph.D

Conference: American Educational Research Association (AERA), in May, 2010, Denver

# Thank you in advance for your support

*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 of the following funds:**

- The Department 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

**Please make checks payable to  
"The Trustees of Tufts University"**

**Please indicate which fund to donate to in the MEMO section on your check.**

*If unspecified, your gift will go to the Department General Fund.*

Name: \_\_\_\_\_

Degree and year of graduation: \_\_\_\_\_

Send to:  
Sarah E. Jung  
Eliot-Pearson Department of Child Development  
Tufts University  
105 College Avenue  
Medford, MA 02155

## KEEP IN TOUCH!

Our periodic email messages include information on Department news & events as well as career & fellowship opportunities.

If you would like to add your name or confirm you are on our alumni email list, please email Sarah at [sarah.jung@tufts.edu](mailto:sarah.jung@tufts.edu).

## SEND US YOUR NEWS!

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? Send us the citation!

Send to:  
Sarah E. Jung  
Eliot-Pearson Department of Child Development  
Tufts University  
105 College Avenue  
Medford, MA 02155  
or email [sarah.jung@tufts.edu](mailto:sarah.jung@tufts.edu)

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

TUFTS UNIVERSITY

Eliot-Pearson

Fall 2009

**news**

The Eliot-Pearson Department of Child Development at Tufts University

105 College Avenue  
Medford, MA 02155

*Address correction requested.*

Non-Profit Org.  
U.S. Postage  
**PAID**  
Permit No. 1161  
Boston, MA