

news

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

Inside

Wertlieb Retires 3

“Abby” Awards 5

Alumni Dinner 6

Chen & Naudeau 7

Student Organizations 8

Thank you donors 10

Community Updates 12

Eliot-Pearson & Culture

Imagine yourself to be an anthropologist from another planet, arriving in Boston some time during the 1950s. You want to get to know the people—how they raise and educate children. Imagine too that to get to know the people, your training sends you to the local media (T.V., newspapers, etc.) and to books on child rearing by the experts of the times. Clicking on the T.V., you watch “Father Knows Best” and “Ozzie and Harriet,” and looking at the child rearing books, you read Arnold Gesell and Benjamin Spock. You make a tentative conclusion about these people, namely, that most are white, middle class, from two parent (husband and wife) families, and from one of several Christian sects.

Your brief observations of actual schools and actual families tells you that there is a lot more diversity than that represented in the popular media and child rearing books. However, based on the media, books, and how people talk to you about raising and educating children, you conclude that while there is diversity, for these people there really is only one main way that children develop and so only one right way to support their development. Furthermore, you gather that there is a common belief that those children who develop differently are deficient in some serious way, and those families and groups outside the mainstream are “culturally deprived.” Having made your notes based on the evidence, you return to your spacecraft confident that you have understood these people.

If you returned a half a century later, you would (happily) find a very different picture, one where culture is much better understood, and where diversity is appreciated. This understanding of culture is readily apparent in the work of today’s Eliot-Pearson Department of Child Development faculty, whose research and teaching reflect a deep concern for helping us understand how culture is an integral aspect of children’s development, and how our appreciation of the diversity of human circumstances enables us to design and deliver better ways of supporting the development of all children and families.

... continued on page two

Eliot-Pearson & Culture

continued from page one

A number of faculty focus on the question of how culture is integral to development. Chip Gidney's courses on language development and Terrell Clark and Jim Lipsky's courses on American Sign Language have taught a host of students how language reflects and shapes culture. Jayanthi Mistry's courses on culture and learning have similarly emphasized the cultural nature of schooling—as has her research on children of immigrant families who successfully “navigate” in more than one culture and thus show special skills and expertise, not deficiencies.

But the larger focus among faculty has been on finding ways to identify and understand the many problems associated with misunderstandings and misrepresentations of those from particular communities. Ellen Pinderhughes has shown how African-American children from poor families have often been unfairly treated by the welfare system. Martha Julia Sellers has done something similar with the delivery of health care services and with mismatches of cultural expectations that explain the disconnect between home and school and that too often occur for Hispanic/Latino families. Julie Dobrow and Marion Reynolds show how the popular media and children's books have often promoted negative stereotypes and neglected to represent perspectives of individuals from culturally and linguistically varied communities. Fred Rothbaum's work on attachment and culture and George Scarlett's work on religious and spiritual development have shown how the meaning of development, where development is headed, very much reflects a group's particular goals, values, and images of self and community. And Kathleen Camara's new theatre project, *The Diversity Dialogues*, aims at enabling audiences and actors to better appreciate the ways in which community members are sometimes made to feel marginalized on a university campus.

As a community of scholars doing applied research, the Eliot-Pearson faculty has been most concerned about finding ways to address the challenges that often fall more heavily on culturally diverse communities. Martha Julia Garcia-Sellers has spearheaded a project to help Hispanic/Latino families and schools form closer ties to one another. Debbie LeeKeenan, director of the Children's School, has led that community to become a model of multicultural and anti-bias education. Julie Dobrow has organized a bi-annual ceremony (known affectionately as the “Abby's”) to honor those who create media that promote respect and sensitivity among those from varying cultural backgrounds. As an example, the Abby went recently to Naif Al-Mutawa whose comic book, “The 99,” features Muslim superheroes doing good. And for the current generation of students learning about good children's literature, Marion Reynolds gives them stories about contemporary life in other cultures, such as, *Silent Music* (Iraq), *Horse Song* (Mongolia), and *Mamma Miti* (Kenya).

One final note about our faculty and culture: A number of faculty are finding ways to identify the culturally based assets among children and families from communities that are often viewed as under-resourced. Christy McWayne's research is giving us a clearer view of what works to help Head Start children make the transition to public school. Tama Leventhal's research shows what policies affect poor neighborhoods and work to help families, particularly adolescents, to make a better life for themselves. Rich Lerner's positive youth development research identifies the local assets in a community that do much for poor, urban youth. And Kathleen Camara created and leads YouthBEAT, a program designed to explore the relationship of music participation to achievement in music plus other academic areas – as well as to the development of leadership and social skills among an ethnically, culturally, and racially diverse group of youth.

This is but a sampling of work being done by our faculty, work that highlights the centrality of culture in understanding children and families. Right now one can definitely say that the study of culture at Eliot-Pearson has made Eliot-Pearson into a community with a particular culture, one defined by its appreciation of cultural diversity and the richness of perspectives that this appreciation brings to our scholarship and applied endeavors. Any extra-terrestrial anthropologist might well be impressed.



Professor Donald Wertlieb, Ph.D.

An Encore for Don Wertlieb

What do Al Gore, Bill Gates, and Don Wertlieb all have in common? All three have begun an “encore career,” a growing trend among baby boomers and a substitute for retirement—by moving on to a career aimed at personal satisfaction and ‘giving back’. As in the cases of Gore and Gates, Don’s giving back will happen after decades of giving much.

Don is unique among the Eliot-Pearson faculty for being a “double jumbo” (triple, if you count his moving on from his faculty position as a kind of graduation)—having graduated from Tufts College and the EP masters program. Sylvia Feinburg, Don’s freshman advisor, writes of Don back then, “He had an enormous afro hairdo and was very conscientious and academically oriented. He took a course on early

education with me and wrote a dynamite paper on teachers’ use of praise in the classroom. I saved it for many years ...” As one can see by Sylvia’s comment, not much has changed except the hair.

Don is moving on after a long and distinguished career as professor at Eliot-Pearson and as a leader in his fields of clinical and pediatric psychology. As an applied developmental scientist, Don has made major contributions to our understanding of the complex causes of stress in childhood and the complex interrelated systems (educational, family, and policy systems in particular) affecting children with serious health problems such as diabetes. His work has helped developed the relatively new field of pediatric psychology. He is a past president of the American Psychological Association’s division of pediatric psychology. As a result of his work in pediatric psychology, Don has done more than anyone to make Eliot-Pearson a community where students can prepare themselves for careers working to help children with health problems.

Don has also been a creative administrator. In the 1990’s, he was chair for six years. The usual term is three. Under his leadership, Eliot-Pearson experienced significant growth and a transformation into the academic force it is today. Furthermore, during that time, Don founded the Center for Applied Child Development (CACD), which for years has offered much needed and much sought after professional development support and consultation for school systems in and around the Boston area. One leader in a school system from a city famous for its problems reports that CACD was central to the school system’s making tremendous strides to solve their problems.

... continued on page four

Donarld Wertlieb “retires”

continued from page three

Perhaps the most obvious measure of Don’s many achievements occurred last year, when he was given the prestigious Nicholas Hobbs award by the Society for Child and Family Practices. The award is given each year to someone who has made special contributions in the area of child advocacy and policy. One colleague made clear just why Don was chosen when she said, “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!”

Over the years, Don’s focus has become more and more on global issues. He has been a much sought after consultant in far away places such as Ukraine—focusing particularly on ways that other countries can plan better, especially for their children with disabilities. It is fitting, then, that in an EP News edition on culture, we should be writing about Don and his current and future work to bring good developmental science to help communities in a wide range of cultures around the world.

During his encore career, whether or not Don reverts to the hairstyle described by Sylvia, that remains a mystery. What is not a mystery is how much Eliot-Pearson will miss Don and how much his many contributions and accomplishments are appreciated.

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>

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Bill Cosby and Alvin Poussaint Given an “Abby”

On February 25, 2011 in Distler Hall, the School of Arts and Sciences Eliot-Pearson Department of Child Development and the Communications and Media Studies Program honored Dr. Bill Cosby and Dr. Alvin Poussaint for their extensive work in childhood media by giving them the Eliot-Pearson Award for Excellence in Children’s Media. In recognition of the fact that media play a significant role in the lives of children, this bi-annual award honors commitment to innovation, diversity, non-violence and developmentally appropriate media.

Photos by: Alonso Nichols



Tufts President Larry Bacow, his wife Adele, Alvin Poussaint, and Bill Cosby



Director of the Communications & Media Studies Program Julie Dobrow with Alvin Poussaint



Alvin Poussaint and Bill Cosby



Bill Cosby conversing with Admissions Coordinator Justina Clayton



Associate Professor Ellen Pinderhughes with Bill Cosby

**Please join us June 15th for our
6th Annual Eliot-Pearson Alumni Dinner!**

An Evening of Storytelling

This year, instead of having a guest speaker, we would like to have everybody involved – sharing or just listening to stories from different eras of Eliot-Pearson. We now have the opportunity to put together a book on the history of Eliot-Pearson – so your stories may well contribute to the book. They are certain to contribute to the evening.

Date: Wednesday, June 15, 2011

Time: 4:30 - 8:00 pm - Dinner included

To help offset costs, a contribution of \$15 (or more if you feel so moved) would be much appreciated.

**Location: Eliot-Pearson Department of Child Development
105 College Avenue, Medford, MA 02155**

RSVP by June 1. Email sarah.jung@tufts.edu and include your year of graduation

Jie-Qi Chen

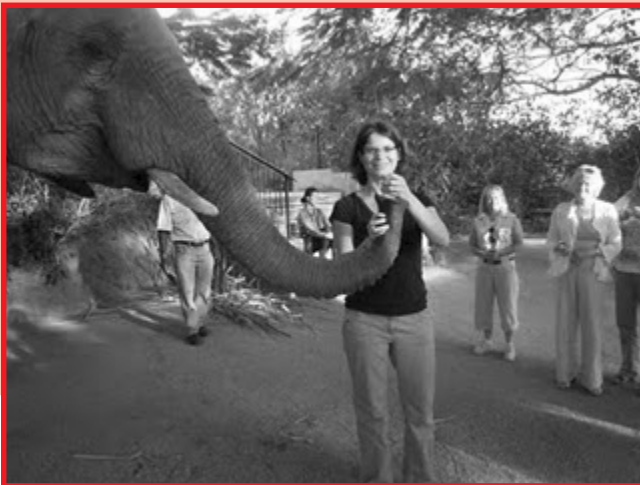
Receives Grant for Early Math Education



Jie-Qi Chen, Ph.D., School of Arts and Sciences Eliot-Pearson Department of Child Development alum ('92) and professor at the Erikson Institute in Chicago, was recently awarded a multi-million dollar grant to establish the Early Mathematics Education Project. The project will provide professional development for preschool and kindergarten teachers, carry out research on math education, and sponsor major events bringing together leaders in early mathematics and early childhood educators. All of us at Eliot-Pearson join in congratulating Jie-Qi on this wonderful accomplishment.

Sophie Naudeau

Lead Author on Book to Help Countries Invest Wisely in Early Childhood Development



Sophie Naudeau, Ph.D., School of Arts and Sciences Eliot-Pearson Department of Child Development alum ('05) is the lead author of a new book, *Investing in Young Children: An Early Childhood Development Guide for Policy Dialogue and Project Preparation*. The book provides a wealth of information for policy makers, scientists, and field implementers of programs for young children. The primary audience is leaders in developing countries. Sophie and her family recently moved to Maputo, Mozambique where Sophie will take on a new job as senior education specialist for the World Bank.

Student Organization Updates

CRT

This year **Child's Right to Thrive (CRT)** has been able to help sustain the Big Sisters Ukraine program by fundraising through various events. We participated in an event run by Families for Russian and Ukrainian Adoption (FRUA), who are long time supporters of and contributors to the Big Sisters Program.

CRT began working with The Road to Hope, an organization that works to promote the well-being of children in Haiti. We hope to develop a curriculum providing additional academic and emotional support for children in orphanages around Haiti that The Road to Hope is currently working with. We have done some fundraising for this project and hope to get a grant to be able to continue this work. In addition to working with orphanages in Haiti, CRT hopes to be able to develop a more general curriculum that could be more easily applied to future orphanages that we work with around the world.

May 3, 2011 marks CRT's annual end-of-the-year fundraiser. This year will focus on our efforts in Haiti with a guest speaker and Haitian themed food and fun. It will be at 5PM in the curriculum lab at Eliot-Pearson.

The **Child Development Association (CDA)** has been up to a lot in this past academic year. In the fall, the CDA participated in the event "Halloween on the Hill" where children from the surrounding community come to Tufts and go to different Halloween themed activity stations run by different Tufts organizations. The CDA hosted a "Make your own Dirt" station where the children had the opportunity to make a delicious cup of "dirt" from pudding, Oreos, gummy worms, and of course candy corn for Halloween. At the end of the semester the CDA also held a course registration meeting where underclassmen had the opportunity to talk to child development majors/minors about course recommendations and research opportunities.

This spring, the Child Development Association had a Professors' Dinner that gave interested students the opportunity to get to know a few of the child development professors outside of the confines of a classroom. The professors at the event included Professor George Scarlett, Professor Chip Gidney, and Professor Francine Jacobs. This dinner opened up our eyes to the various ways in which one can pursue a future in this field (and also provided for endless amusing stories from our professors' past)!

This semester the CDA also had a booth at the event "Read by the River," an event supporting children's literacy. The Child Development Association's booth gave children the opportunity to create their own original bookmarks with their own designs, stickers, beads, and ribbons. The children were very excited to create something of their own and the CDA members who participated were thrilled to be there!

The CDA has even more fun events planned for the remainder of the semester including a screening of the documentary "Louder than a Bomb!" For more information contact us at tuftscda@gmail.com.

CDA

Our department boasts a number of students committed to improving graduate life. At regular meetings of our MA and PhD student groups, social events are planned and potential improvements to the department are discussed. Through these groups, faculty have been provided a window into student perspectives, and students have been afforded an avenue for voicing their suggestions to the faculty. Students, we encourage you to become involved in the GSA or the PhD group to add your voice.

We have also been privileged to have great student representation for general graduate matters through the Graduate Student Council (GSC). This academic year, Akira Diaz has served as our department representative, Katrine Herrick on the GSC health insurance committee, and Kris Coombs as GSC secretary. We are pleased to announce that Eliot-Pearson will be continuing this tradition next year, as Akira Diaz takes on the role of GSC secretary and Aaron Tietz GSC vice-president.

The **Child Development Graduate Student Association (CDGSA)** has been hard at work this spring semester! Most of this semester's work focused on two main goals: 1. To devise a set of competencies for Masters students; and, 2. to organize Student Presentation Day where EP students are able to showcase all of their hard work. On Friday, April 8th, faculty, staff, students, and guests came together for Eliot-Pearson's 18th annual Student Presentation Day. Many students took advantage of the opportunity to share their research and applied experiences, as nine posters and 12 presentations were shown. As department chair professor Jayanthi Mistry explained in her introduction to the presentations, it was amazing to see the diversity of interests and knowledge across students of our department. It was great to hear the many lively discussions that happened over lunch, sparked by the interesting work of our students. The GSA will celebrate the end of the semester with a fun-filled day on at Boston Common on Saturday, April 30th. If anyone is interested in becoming a member of the GSA or has any questions, feel free to contact Aaron.Tietz@tufts.edu or Hera.Kan@tufts.edu.

Photos from Student Presentation Day:



Thank you donors!

January 2010 - February 2011

We sincerely appreciate all of your support.

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Eliot-Pearson Community Updates

Student & Alumni News

STUDENT NEWS

Miriam R. Arbeit (student) was invited by Joy Robinson-Lynch, the HIV/AIDS program coordinator for the Massachusetts Department of Elementary and Secondary Education, to join the AIDS Advisory Panel for the state of Massachusetts. As a member of the AIDS Advisory Panel, she will be responsible for reviewing all new sexuality education materials that Joy distributes to educators in our public schools. In addition to serving this key role, the AIDS Advisory Panel members also launched a five-year strategic plan to improve sexuality education policy and practice in Massachusetts. She will join them in assessing the needs of our youth, drafting a new policy proposal, and supporting youth leaders in presenting this proposal to key decision-makers.

Jessica Dym Bartlett (student) has been selected as a doctoral fellow by the Quality Improvement Center on Early Childhood. The award, one of only four in the country, supports up to two years of dissertation research, and is funded by the U.S. Department of Health and Human Services' National Quality Improvement Center on Early Childhood, with sponsoring organizations: Center for the Study of Social Policy; ZERO TO THREE: National Center for Infants, Toddlers, and Families; the National Alliance of Children's Trust and Prevention Funds. Jess' doctoral program advisers are dissertation chair **Ann Easterbrooks (faculty)** and **Ellen Pinderhughes (faculty)**.

Elianny Camilo (student) was selected for a prestigious Gallagher Koster Health Careers Scholarship, one of only 5 awarded in a national competition.

Maryna Vashchenko (student) was awarded the Lizette Peterson Homer Injury Prevention Grant to support her dissertation research. Both faculty and students compete for this prestigious award from the American Psychological Foundation, and it is very gratifying and impressive to see it coming to the Eliot-Pearson Department of Child Development. Maryna's submission was recognized for its scope, clarity, and potential impact on abuse prevention among teenage mothers. Congratulations to Maryna and her mentor **Ann Easterbrooks (faculty)**.

ALUMNI NEWS

From **Carrie Balmages (Larson) (alum)**: I'm a Tufts graduate [A03, G05 (M.A.T.)], and I thought I would keep EP updated on my most recent accomplishment. Last year, I certified in Early Adolescent Mathematics, and I am currently a Noyce Master Teaching Fellow with California State University Fullerton. Hope everyone at Eliot Pearson is doing well!

From **Roz Beitler (alum)**, M.Ed. 1963: I was inspired to write an update because of the article featuring Sylvia Feinburg, one of my favorite professors. After working for an educational publishing company in Chicago, I received an MLA from the University of Chicago (1976) and spent my career focusing on children and children's books. My library experience began as a public children's librarian in Annapolis, Maryland, and ended as a school librarian in Arlington, VA. Sandwiched in between, I was the Program Manager for Children and Family Activities with the Smithsonian Associates and ran the International Kite Festival and a host of programs that complimented the Smithsonian museums. I am very interested in international children's literature and am on the U.S. Nominating Committee for the Hans Christian Andersen Award. My volunteer activities focusing on children and children's books include: Board member and Read-Aloud Volunteer for The Reading Connection which serves children in homeless shelters, StoryTime Docent for the Kreeger Museum, and Education Docent for the Washington National Opera. I was featured in the book, *What Else Can You Do with a Library Degree?*, and believe that I probably could be featured in a book with a title reflecting early childhood education degree. Thank you Eliot-Pearson for contributing to a wonderful ride!



Sonni Bendetson (alum) was selected as a CJP 2011 Presentense Boston Fellow. CJP, Greater Boston's Jewish Federation, brings together the people, partners and resources to fulfill the most important needs and aspirations of the community.

Boston-native Sonni Bendetson works as program associate at Gateways: Access to Jewish Education. As a high school student, Sonni attended Prozdor, where she participated in the Etgar L'Noar (now Gateways) Teen Volunteer Program. Passionate about this experience, Sonni went on to study child development at Tufts University, where she formed two social ventures, completed a fellowship in writing, and was inducted into the Honos Civicus Society. Sonni graduated magna cum laude from Tufts in 2009.

Aerika Brittian (alum) was accepted into NICHD's Summer Institute in Applied Research in Child Development to be held on June 19-23. She is extremely excited about this opportunity and thankful to Richard M. Lerner (faculty) for recommending her to apply.

Claire Brown Goss (alum) has a new at-home writing job for examiner.com. And, she gave E-P a big shout-out in her bio!

From **Elizabeth Hawthorne (alum)**: I am retiring! We are leaving Guam in August for Portland, OR. I will be working on my missionaries and education book and some other projects and learning about the Pacific Northwest. First project will be to furnish the guest room. In the meantime I will be traveling in Micronesia for work and doing some interviewing for an article on western educational influences in Kosrae!

Ilda Carreiro King (alum) continues to be self employed as a professional development provider in literacy. She is now the exhausted, but happy, grandmother of three grandsons ages 2, 1, and 3mos.

Carrie Lau (alum) is currently pursuing her Ph.D. in Early Childhood Education at the University of Hong Kong. Prior to her studies, she worked as a head teacher in a preschool in Hong Kong and obtained her M.A. at the Harvard Graduate School of Education.

From **Rachel Luck (alum)**: On January 29th, my husband and I welcomed our first child, Ella Claire Leiboh. She weighed in at 6 pounds, 9 ounces and was 19 3/4 inches. Ella is doing great and we're really enjoying being new parents!

Crista Marchesseault (alum) returned to the Yale Child Study Center in September as project director for Minding the Baby, an intensive home visitation program with first-time young mothers integrating ongoing research using a randomized clinical trial design.

From **Reed Morgan (alum)**: I just wanted to let you know that the International Conference on Urban Health (ICUH) went great!! There were public health workers, doctors, and government representatives from all over the world. Even Obama's urban health adviser was there. I was by far the youngest person there so I was a little nervous at first, but both my presentations were very well received. I presented on the "uses of landscape design in promoting healthy activity" in the morning session, and in the afternoon session, I presented on my Let's Play program for promoting outdoor active play for preschool children in the inner city environment. I seemed to be one of the more popular presentations at the event, and I was able to use a lot of info from my thesis. After the presentation I was approached by representatives from the CDC, NYDOHMH, and SPARK PE, who were all very interested in the program. I have learned that if you throw a little Bronfenbrenner in your presentation the audience goes nuts (at least in this crowd). Hope all is well with you, and you have a wonderful upcoming holiday. Say hi to the rest of the department for me.



Congratulations to **Sophie Naudeau (alum)** on the release of her new book on global early childhood development. Ms. Naudeau is the lead author of this book and a senior education specialist in the Africa region at the World Bank. In this capacity, she is primarily responsible for leading the policy dialogue on the education portfolio in Mozambique. Since joining the World Bank in 2005, Ms. Naudeau worked in the East Asia and Pacific (EAP) and Middle-East and North Africa (MENA) regions, as well as in the Children and Youth Unit of the Human Development Network. During these years, her work focused on analyzing the opportunities and challenges that low-income children and youth face across regions, developing tools and implementing projects that respond to the specific needs of these populations, and designing impact evaluations of early childhood programs. Her recent work has focused on Cambodia, Mozambique, Armenia, Indonesia, Egypt, and Morocco. Prior to joining the World Bank, Ms. Naudeau coordinated programs for children and youth in post conflict societies, including in Bosnia, Guinea, Sierra Leone, and Cambodia.

Iris Chin Ponte (alum) launched the Henry Frost Program. Please visit her website for more information: <http://henryfrostprogram.com/>

Also from Iris: I wanted to let everyone know that our current graduate intern for Ponte and Chau Consulting, Inc. (placed through the Eliot-Pearson Department of Child Development) is making waves in both the local and international news circuit. Our own **Kate Schellie (student)** has been featured as a leading story in both the *Belmont Patch* as well as the *Bombay Times* for her work with our firm in Mumbai, India. We wanted to publicly thank the department for supporting our firm with a fantastic graduate intern. We should all be proud!

Eliot-Pearson Community Updates

Faculty & Department News

FACULTY NEWS

Associate Professor **Kathleen A. Camara (faculty)** gave a lecture on “How Music Matters” as part of the Tufts School of Arts and Sciences Department of Music Colloquium Series in February. She presented a paper, based on her current research, “So What Are They Learning in Music?: Designing Authentic, Culturally Relevant and Effective Assessments” at the Third International Symposium on Assessment in Music Education in March, 2011 in Bremen, Germany. In addition, in April she participated in the Research in Music Education Conference (RIME) in Exeter, England, and the Arts-Based Research Pre-Conference Meetings at the American Education Research Association (AERA) conference in New Orleans. Dr. Camara recently received a grant from the Music Empowers Foundation to expand her research on music and youth development. She and her research staff will be conducting site visits to national after-school program sites that are providing music education programs to youths from underserved communities in L.A., Memphis, Cleveland, Philadelphia, Chicago, New York, New Orleans, Newark, Wilmington, Washington, D.C., and other sites.



Dr. Kathleen Camara presenting at ISAME3 Conference in Bremen, Germany, March, 2011

Martha Julia García-Sellers (faculty) has been occupied this year in applied research projects in several, diverse settings. The Family Values Study she started two years ago with families from East Boston is now being implemented under her direction in the village of Pastores, Guatemala through the local community center, “Cambiando Vidas,” and also in São Paulo, Brazil through the efforts of Agatha Trindade, a Ph.D. student from the Tufts School of Arts and Sciences Department of Psychology.

She continues to provide training to the staff of a hospital program for severely malnourished children in Antigua, Guatemala, where one Eliot-Pearson alumna, Maria Mayoral did her M.A. thesis on 2008. The program was expanded this year with the contribution of two young professionals under Dr. García-Sellers’ direction: Stephen James, a pediatric resident from Columbia University Medical School and Mary Sutherland, a speech pathologist and Ph.D. student from the University of Connecticut.

In October, Dr. García-Sellers was an invited speaker for the 60th anniversary celebration of the founding of the Gesell Institute in New Haven, Connecticut. A special conference, titled “LEAD (Learn, Educate, Advocate and Do),” commemorated the anniversary and, as a member of the Institute’s Advisory Council, Dr. García-Sellers collaborated with Andrea Sambrook, another Child Development M.A. alumna, in planning the event which can be viewed online at <http://www.youtube.com/user/gesellinstitute>.

In November, a conference featuring the noted pediatrician, Dr. Berry Brazelton, was held in Guatemala, the product of lengthy planning by Dr. García-Sellers and Guatemalan colleagues. The conference kicked off an initiative for clinical professionals in Guatemala to adapt and adopt the Touchpoints methodology. The conference format was innovative in that it combined three levels of activities: a lecture presentation for professionals, a roundtable discussion for key directors of service and training programs, and a presentation for parents, many of whom attended accompanied by their babies.

In December, Dr. García-Sellers was the recipient of the title of “Profesional Ilustre,” the highest level of professional distinction in Guatemala and the first awarded in the field of Developmental Psychology, by the Assembly of Presidents of Guatemalan Professional Societies. In her words of acknowledgement at the award ceremony, where she was given a medal and diploma and signed the golden book of Distinguished Professionals, Dr. García-Sellers thanked her many students from Tufts University and the children and families from the diverse countries in which she has worked for contributing to and inspiring the teaching, research and clinical achievements of her career.

Richard M. Lerner (faculty) accepted the invitation to become the coeditor (for North America) of the *International Journal of Developmental Science*. The journal is published by AKA Publishing and is an outgrowth of the *European Journal of Developmental Psychology*. The editors of the *EJDS*, Herbert Scheithauer (Free University of Berlin), Angela Ittel (Technical University of Berlin), and Tina Malti (University of Toronto) will continue as co-editors of *IJDS*.

Tama Leventhal (faculty) is one of the special issues editors of the most recent Children and Youth Services Review issues — Meeting Children’s Basic Needs. Dr. Leventhal’s article on housing and child development will be particularly useful for students across the departments of child development and urban and environmental policy and planning.

Lynn Meltzer (faculty) is an adjunct associate professor at Tufts University. This year marked the twenty-fifth anniversary of the Learning Differences Conference which was founded by Dr. Meltzer. The conference offers cutting-edge theories and practical applications for educators and other professionals who are helping *all* learners with learning differences *learn how to learn*. This year's conference was attended by people from around the world and evaluations rated it as the most informative and helpful of its kind. The conference is held with the Harvard Graduate School of Education.

Another milestone this year was the publication of *Promoting Executive Function in the Classroom* (Guilford Press, 2010), for which Dr. Meltzer was the editor and the main contributor. The book helps teachers and school professionals incorporate executive function processes into the classroom curriculum. Another book by Dr. Meltzer, *Executive Function in Education* (Guilford Press, 2007), has become so well known that it is now being offered in paperback.

In addition to her teaching position at Tufts, Dr. Meltzer is the President and cofounder of the Research Institute for Learning and Development (ResearchILD), a nonprofit organization whose goal is to help children, adolescents, and adults with learning and attention differences develop the persistence and resilience needed to attain success in school and in life. Dr. Meltzer's leadership is truly the keystone of ResearchILD.

Professor Maryanne Wolf (faculty) received the Samuel Orton Award, the highest honor given by the International Dyslexia Association for contributions to dyslexia. Her research in cognitive neuroscience and child development has focused on creating reading interventions for children with dyslexia. Her work on the RAVE-O curriculum has been featured in the five-part BBC series on the history of language and reading. Her book, *Proust and the Squid: The Story and Science of the Reading Brain* has now appeared in twelve translations and is prominent in the new HBO documentary *The Journey into Dyslexia*. Finally, she is working with Cynthia Breazeal and Nicholas Negroponte on the creation of platforms for learning to read for children in remote areas without schools.

DEPARTMENT NEWS

On Thursday, April 14th, the **Eliot-Pearson Children's School** sponsored a forum on "Developing an Anti-Bias Stance—A Look at the Work of Young Children and College Students" at Sophia Gordon Hall. This community forum invited a conversation about the developmental work of both young children and college students as they learn to be critical and active citizens in our complex and diverse society. Issues of identity, awareness, and activism were discussed. College students and early childhood educators shared insights into how young children and young adults consider ideas of cultural pride, race, class, gender, and ability. There was a panel presentation of Tufts students and teachers from the Eliot-Pearson Children's School followed by an open discussion. Jayanthi Mistry, Ph.D., associate professor, and department chair, Eliot-Pearson Department of Child Development moderated the forum.

The **Eliot-Pearson Children's School** and the early childhood program at the **Eliot-Pearson Department of Child Development** will be presenting at the NAEYC—Professional Development Institute in June in Providence from June 12-15, 2011.

- Strategizing the Shift to Anti-Bias Education: The Director's Role

Presenters: Debbie LeeKeenan (faculty); David Robinson (Eliot-Pearson Children's School); and John Nimmo and Lisa Pollaro (Child Study and Development Center, UNH)

- Creating an Early Childhood Professional Learning Community: Engaging Teachers in Facilitated Discourse about Teaching and Learning

Presenters: Lisa P. Kuh (Eliot-Pearson Children's School); Heidi Given (Eliot-Pearson Children's School); and Debbie LeeKeenan (faculty)

- Valuing Diversity. Promoting Equity: Critical Conversations for the Field of Early Care and Education

Panel Presenters: Christy McWayne (faculty); Carlota Schechter (faculty); Polly Smith (Tufts Educational Day Care Center); Jayanthi Mistry (faculty); Jason Sachs (alum); Sarah Davila (alum); Calvin Gidney (faculty); Ellen Pinderhughes (faculty); and Debbie LeeKeenan (faculty)

In July, The Critical Friends Group (CFG) New Coaches Seminar will take place. CFGs are small cadres of teachers and/or administrators who commit themselves to learning—with and from one another. **Gene Thompson-Grove**, professional development coordinator for Brookline Public Schools, former administrator and teacher, current CFG Coach, and national facilitator since 1995, will facilitate this seminar to be held at the **Eliot-Pearson Children's School**. Contact **Lisa Kuh** for more information and to register.

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

Spring 2011

news

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