



School of Arts
and Sciences

Eliot-Pearson Department of
Child Study and Human Development

Eliot-Pearson Newsletter

Issue No. 8-April 2019

FROM OUR CHAIR

Those of you who came to our annual Fred Rothbaum Student Presentation Day, heard me say that, for our 26th year, this is a day when our students, become our teachers. This is a tradition we started in 1993 and is one of those days when we, the faculty, feel really proud.

Faculty members play many different roles: we teach, we do research, we advise, we do community service, etc. And one of my favorite roles is to serve as doorman, or doorwoman. Yes, we, the faculty, open doors. We open as many doors to the future as possible. And our hope is that students will walk through those doors happily and successfully.

Through the Eliot-Pearson journey, we engage students in developing intellectual tools and technical skills, habits of mind and scholarly mindsets, work ethics and passionate advocacy. However, when the time comes, our job is to help them walk through the door of their choice. During Student Presentation Day, students showed us that they are ready to walk through that door. This year we had a total of 33 presentations, 8 by Ph.D. students, 20 by M.A. students, and 5 by undergraduates. Amongst many things, we learned about children in refugee camps and about families that code together, about programs for incarcerated mothers to keep their infants and new approaches for health literacy. The diversity of projects and interdisciplinarity of the approaches captures our complex Eliot-Pearson identity. We are proud to keep opening doors to our students and to watch them go through.

A handwritten signature in blue ink that reads "Marina Bers".

Marina Umaschi Bers
Professor and Chair

Featured Story

This month, several children's book authors, illustrators, and literary figures visited Eliot-Pearson for a week-long event series, [Children's Literature in Your Own Image: Power of diverse racial/ethnic and sociocultural perspectives](#). The department was pleased to welcome a diverse and accomplished group of authors including, [Luisana Duarte Armendáriz](#), [Dr. Jabari Asim](#), [Dr. Amahl Bishara](#), [Dyeneka Campa](#), [Rashad Malik Davis](#), and [Sailaja Joshi](#). Using children's literature as a lens our guests reflected upon the ways in which personal identity and lived experiences permeate their work. Each author engaged event participants with their own unique perspective of the field at large.

E-P faculty member, [Dr. Ellen Pinderhughes](#), helped to launch the series by moderating a scholarly panel discussion among five children's literature authors. The remainder of the week featured a community-wide hands-on workshop facilitated by E-P master's student, [Fuko Kiyama](#), a read-aloud at the Eliot-Pearson Children's School, lunch with authors for EPCS affiliates, and a rotating installation of children's books at Tisch Library that represent diverse narratives and authorship.

This multi-departmental and multi-organization series was a product of cross-campus collaboration and sponsorship, and a meaningful example of [Eliot-Pearson's commitment to interdisciplinary work](#). Events were made possible by generous contributions from the Eliot-Pearson Student RFP Competition for Child Development in the 21st Century; the Child Development Association; the Evelyn Pitcher Curriculum Lab at Eliot-Pearson; the Eliot-Pearson Children's School; AS&E Diversity Fund; Diversity & Inclusion Leadership Studies program; Tufts Office of the Provost; Community Health; Latino Center; Africana Center; Tisch Library; Candlewick Press; as well as several Tufts University departments. Additionally, the event was largely coordinated by E-P doctoral students, [Natalya Zaika](#), [Julius Anastasio](#), and [Amanda Strawhacker](#), with guidance from Tufts faculty members, [Lauren Rizzuto](#), [Dr. Erin Seaton](#), and [Dr. Marion Reynolds](#).

Video of the panel and materials from the events will be made available online at a later date. Stay tuned for additional information.

Student Spotlight



After returning to school after several years

Event Review

On April 5th, students, prospective students, faculty, and deans -- all packed into the library to hear opening words by Vickie Rothbaum and what Student Presentation Day (SPD) meant to her husband and remembered Emeritus Professor, [Fred Rothbaum](#), after whom SPD is named. It meant to Fred what it has come to

working in the field, second-year master's student, Jill Benevides, was looking for a way to combine her multidisciplinary experiences into a cohesive professional career. Within the [applied track](#) of Eliot-Pearson's [master's program](#) and through a uniquely crafted course schedule designed within the department's Individualized Plan of Study (IPS) concentration, Jill has successfully integrated her previous experiences as a teacher, researcher, and mental health counselor into a unified and meaningful plan for the future. She says, "E-P has given me the foundational knowledge to knit them together, as well as a network of options in policy, where my experience gives me valuable speaking power."

Despite arriving at Eliot-Pearson with a tremendous amount of applied experience, Jill indicates that her two years in the department have had great influence on her personal growth and skills as a researcher and practitioner. "I think the interdisciplinary nature of the program really shines a light on how much we all have to offer. When I realized how much human development can be applied to just about any career in which human relationships are involved and identified which of the human relationship skills I enjoy practicing, the world seems to have opened up for me," Jill says

What will she do upon returning to this widened world of opportunity? When she graduates in May, Jill will pursue work in government relations or consulting. As part of her applied experience within the master's program, Jill has been working in policy and advocacy at the state level. "I've had the opportunity to see how research and programming in the promotion of early childhood development is changing the workforce, how we view primary care, and how the shift from

mean for all of us – the day in the year when Eliot-Pearson celebrates its commitment to serving children and families through its many and varied research projects and applied work "in the field."

From early that morning, speaker after speaker gave insight into best practices for helping children with autism, ways to help young children think like an engineer, how best to support refugee children through setting up first-rate spaces for play, providing incarcerated mothers and their new babies, infant centers within the prison where both mother and child can thrive --- plus a host of other subjects impressive for their incredible meaningfulness.

Guests were treated to a poster session in the [Pitcher Curriculum Lab](#) – where the theme of incredibly meaningful projects was again on full display. Thanks to all the committee members that made our 26th Annual Fred Rothbaum Student Presentation Day the success that it was and to all those who participated in displaying the very best that Eliot-Pearson has to offer.

Grants

E-P doctoral student, [Lauren Stargel](#), will receive funding via the [Graduate Student Research Competition](#) to support her research project, "Impacts of homelessness on young children's socio-emotional and educational functioning: A risk and resilience study."

Ph.D. candidate, [Sunah Hyun](#), has been selected as a recipient of the [University of Michigan Mixed Methods Program U.S. Based Student Scholarship](#). Funds will be allocated through this program, that will support Sunah's participation at

treatment to promotion might impact insurance regulation,” she says.

Jill is candid about the fact that her journey to this point has been a series of trial and error, and exploration. When asked what advice she has for other Eliot-Pearson students, she suggests, “Sit down by yourself and really think about and explore what you love. I don’t mean the topics you love, I mean the skills you love to practice or that you’re natural at.” She also recommends that students take the time to acknowledge particular skills that may need polishing or situations that cause discomfort. Jill says, “Now, combine the two and find the people and classes that can help you explore your strengths and build that skill. I guess what I am saying is, use your passions to motivate your skill building.”

E-P Community News



On April 3rd, open to the Tufts undergraduate community and organized by Professor [Marina Bers](#), director of the [DevTech Research Group](#) and chair of the CSHD Department, a Mix and Match Panel Discussion about the different ways students can mix and match their [majors \(and/or minors\) with Child Study and Human Development](#) was held. The guest panelists included alumni and current undergraduate students who successfully integrated Child Study and Human Development into their academic paths involving computer science, mechanical engineering, cognitive and brain sciences, and more.

the [May 2019 Mixed Methods workshop at the University of Michigan in Ann Arbor](#).

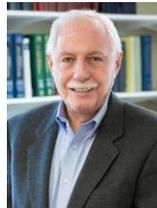
Publications

[Easterbrooks, M. A., Kotake, C., & Fauth, R. C.](#) (2019). Recurrence of maltreatment after newborn home visiting: A randomized controlled trial. *American Journal of Public Health*. <http://dx.doi.org/10.2105/AJPH.2019.304957>

Congratulations



Professor and department chair, [Marina Bers](#), gave the keynote address, Coding as a Developmental Playground: Computational Thinking and Robotics, at [“Ready at Five.”](#) a school readiness symposium organized by the [Maryland Department of Education Division of Early Childhood](#).



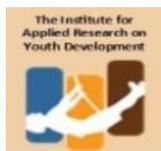
[Dr. Richard M. Lerner](#) received the [Association for Psychological Science \(APS\) 2020 James McKeen Cattell Fellow Award](#), which recognizes APS members for a lifetime of outstanding contributions to the area of applied psychological research and is the highest honor conferred by APS. Dr. Lerner will accept the award and deliver



TIER researchers [Ann Easterbrooks](#), [Chie Kotake](#), and [Becky Fauth](#) recently published an article in the *American Journal of Public Health* examining the impacts of home visiting on maltreatment recurrence. The article is being used by Health Families America to boost their evidence rating on the California Evidence Based Clearinghouse (CEBC). [Jessica Goldberg](#) was invited to be part of the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Assessment of Improvement Expert Roundtable, hosted by the Health Resources & Services Administration (HRSA) and the Administration for Children & Families (ACF), to be held later this month.



[Dr. Tama Leventhal](#) participated in the NSF-sponsored workshop, Place-based Research to Understand Youth Development: Integrating Culturally-informed and Dynamic Models, at Penn State.



[Institute for Applied Research in Youth Development \(IARYD\)](#) Director, [Dr. Richard M. Lerner](#), was invited to be a founding member of the [Science of Learning and Development \(SoLD\) Initiative's](#) National Advisory Committee. The Initiative seeks "to create transformative change in the education system, redesigned for equity and excellence and continuously informed

an invited address, at the [May 2020 APS meeting in Chicago](#).



Ph.D. candidate, [Meera Menon](#), successfully defended her doctoral thesis, Trajectories of Adolescent Mothers' Parenting Stress Across Early Childhood: Exploring Relations with Children's Socio-Emotional Functioning.



Ph.D. candidate, [Brian Burkhard](#), successfully defended his doctoral thesis, Thriving through Outdoor Programming: Trajectories of Prosocial Attributes.



Ph.D. candidate, [Mary Buckingham](#), successfully defended her doctoral thesis, My Most Important Characteristic is "My Empathy:" Exploring the Connection between Empathy and Identity in Adolescence.



Ph.D. candidate, [Patrece Joseph](#), has been accepted as a [2019 Graduate Institute for Teaching Fellow through Tufts University](#). The

and improved by research, practices, and policies aligned with what we know from science about how children and young people best learn and develop.”

Upcoming Events

[Doctoral Defense of Sunah Hyun](#)

Examination of Chinese Immigrant Parents' Beliefs About Children's Social Development Through Play: A Mixed Methods Explanatory Sequential Study

Monday, April 22nd

11:00 am-1:00 pm (EDT)

[Eliot-Pearson's Steven's Library](#)

[Celebrating the Evan's Family Professorship](#)

A lecture by the inaugural Evans Family Professor, E-P faculty member, [Sasha Fleary](#), on “Reading Writing, Arithmetic...Health Literacy?: Laying the Foundation in Childhood for Good Personal Health and Community Advocacy”

Monday, April 22nd

4:30 pm (EDT)

[Coolidge Room, Ballou Hall](#)

[Early Childhood Technology \(ECT\) Graduate Certificate Program Virtual Open House](#)

Saturday, April 27th

4:00 pm (EDT)

Learn more about Eliot-Pearson's Early Childhood Technology (ECT) Graduate Certificate program.

[Inspiring STEM Learning for Young Girls: Tips from Research and the Classroom](#)

Join [Dr. Amanda Sullivan](#) from the [DevTech Research Group](#) and the Eliot-Pearson [Early Childhood Technology \(ECT\) program](#), for a

GIFT program prepares doctoral students for teaching at the university level. Students take part in a three-week training program and co-teach a course under the mentorship of a faculty advisor. Patrece will co-teach, [CSHD 262 Cultural Sensitivity in Child and Family Research and Practice](#) with [Dr. Ellen Pinderhughes](#).



M.A./Ph.D. candidate, [Madhu Govind](#) successfully defended her master's thesis, Families That Code Together Learn Together: Exploring Family-Oriented Programming in Early Childhood with ScratchJr and KIBO Robotics.



M.A. candidate, Jeremiah Powers, successfully defended his thesis, Relation of Empathy and Leadership Styles of Cadets at USMA at the end of last month.



M.A. candidate, Rachel Buff, successfully defended her master's thesis, The Will to Do Well: Conceptualizing Student Motivation in Adolescence through the Frameworks of Social Cognitive Theory and Self-Determination Theory.

webinar in which she will be discussing the gender divide in STEM. In addition to research highlights, Dr. Sullivan will share effective strategies, tools, and curricula designed to engage girls in STEM beginning in early childhood.

There is no cost for this program and teachers who participate are eligible for CE credits!

Monday, April 29th

5:00 pm (EDT)

[Register here](#) or visit home.edweb.net for more information.

[March in Boston's Pride Parade with EPCS The Eliot-Pearson Children's School](#) is officially registered for Boston's Pride Parade and would like to invite E-P community members to join them as they march for the 5th year in a row! The parade will start at Copley Square and finish at Boston City Hall Plaza.

Saturday, June 8th

12:00 pm (EDT) (pending city approval)

Announcements

Fall 2019 Registration

Students returning in the fall, the last day to register for courses in Friday, April 19th.

SPD Materials

For those who were unable to attend the 26th Annual Fred Rothbaum Student Presentation Day, earlier this month, portions of the event can be viewed on the Eliot-Pearson Department of Child Study and Human Development Facebook page and via the Google document linked below.



M.A. candidate, Emily Fuller, successfully defended her master's thesis, *Influences on the Sibling Relationship: The Relationship Between Attachment Style and the Sibling Relationship, and the Moderating Effect of Living in a Household with an Ill Child.*



M.A. candidate, Fuko Kiyama, successfully defended her master's thesis, *Developmental Differences in Meaning Making: How Ethnic Minorities Make Sense of Their Ethnicities?*



CSHD undergraduate, Olivia Ward, has been named a [Laidlaw Scholar](#) for the upcoming summer. Olivia's project, "Impact of Sexual Behaviors of Individuals with ASD on their Unaffected Siblings," is focused on gaining a better understanding of the impact that individuals with ASD's appropriate and inappropriate sexual behaviors have on their unaffected siblings.

[Photos](#)

[Livestream Recording \(1st Presentation Session\)](#)

[Livestream Recording \(2nd Presentation Session\)](#)

Please click one of the links below to make a donation to Eliot-Pearson.

[Eliot-Pearson's Greatest Needs Funds](#)

[Eliot-Pearson Children's School Scholarship Fund](#)

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