

# PERSPECTIVE

Fall 2010

UNIVERSITY OF MIAMI SCHOOL OF EDUCATION

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Photo courtesy Ocala Star-Banner

Tamara Alvarado holds a photo of her son Isaac in Texas. With her, from left, are Amelia, Michelle, Sarah, Ramona, Ronnie, husband Rafael and Patria.

## Perseverance

### Special Education Graduate Overcomes Life's Challenges

Tamara Alvarado traveled a long road to earn her bachelor's degree. A high-school dropout at age 17, Alvarado worked as a waitress and a supermarket cashier while raising seven children. But with the support of her husband Rafael and the rest of her family, Alvarado never gave up on her dream.

In December, the Ocala resident finally graduated with a B.S.Ed. in Special Education and Spanish, and is looking forward to her first teaching job this fall. "The University of Miami changed my life," she said, "and I am forever indebted to the School of Education." In fact, Alvarado said her background was so strong that she earned a perfect score on all her state certification tests to become a teacher.

Now, she will be working at Kingsbury Academy, a private school in Ocala that focuses on students who have been expelled from their schools or convicted in juvenile courts. "These are the difficult ones – the students who can't go back to a regular school," she said. "It's an alternative education program that gives them a second chance."

*(story continues on next page)*

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(from page one)

Alvarado certainly understands the importance of that second chance. Growing up in North Miami, she lived with a roommate as a teenager after her mother died. She dropped out of school, married at 18, and had her first son at 20. Two years later, they divorced. Soon afterwards, she remarried and had six more children with Rafael: Sarah, 16; Amelia, 13; Patria, 9; Michelle, 8; Ramona, 6; and Ronald, 3. Her oldest son Isaac, 19, lives in Texas with his father.

**While raising her children, Alvarado began taking classes at Broward Community College and was surprised to get high grades. "I began to realize that it may not be how smart you are, but how determined you are to succeed," she said.**

In 1999, Alvarado enrolled at the University of Miami and began taking science classes, planning to be a doctor. But at age 30 with four children already, she realized that becoming a teacher was a better plan for her life. "In many ways, special education is like being a doctor to your students," she said. "You're treating them in a different way."

But in her senior year, Alvarado's father passed away and she was devastated. She left school and in 2004, moved to Ocala with her family. At that point, her pursuit of a teaching degree seemed to have stalled. In 2008, she sent an email to University of Miami President Donna Shalala explaining that she only needed a few credits, but she was living in Ocala and needed a scholarship.

Soon afterwards, Alvarado heard back from the university; she had the scholarship

money, but needed to take her classes on campus. Last fall, Alvarado returned to school, commuting via Amtrak, Tri-Rail, and Metrorail from Ocala to Coral Gables. Her eldest daughter stayed home to take care of her youngest son.

"I felt guilty, but needed to look at the bigger picture, including showing my children the value of education," she said "Now, I look back and wonder how I did it. But most of the time, I'm looking forward to becoming a teacher."

**Dear Tamara,**  
**Thank you so much for sharing your story. You are an inspiration to all moms. You persevered and overcame so many obstacles. I can see how proud your family is of you. I wish you continued success as both a devoted mom and a fabulous educator.**

*Robin Shane, M.S.Ed.*  
*Director of Undergraduate Academic Services*  
*University of Miami School of Education*

## Beth Harry Named Chair of Teaching and Learning

Professor Beth Harry was recently named chair of the School's Department of Teaching and Learning (TAL). She is also professor of special education whose research and teaching focus on the impact of special education on children and families from diverse cultural and linguistic backgrounds. Her studies have included Puerto Ricans, African Americans, and a wide range of other cultural groups.



In 2002, Harry served as a member of the National Academy of Sciences' panel to study the disproportionate placement of minority students in special education. Her research on these topics has been published in numerous articles and books. In 2003 she received a Fulbright award to do research on Moroccan children's schooling in Spain, where she was based at the University of Seville. Harry earned her bachelor's and master's degrees at the University of Toronto, Canada, and her Ph.D. at Syracuse University. She has taught in Toronto and Jamaica and was founder and director of Immortelle Center for Special Education, Port of Spain, Trinidad.



Former NFL coach Tony Dungy and Dr. Kysha Harriell, director of the School of Education's Athletic Training Program, attended the Black Coaches and Administrators Conference in Clearwater, Florida on June 2-5. Dungy, who guided the Indianapolis Colts to a Super Bowl victory in 2007, was the keynote speaker. Harriell presented her work on "Coaches' and Administrators' Roles in Concussions" and "Sickle Cell Management for the Student Athlete."



# dean's message

## Dedicated to Year-Round Learning

**At the School of Education, we believe the learning process never stops. In fact, we try to take advantage of the traditional summer “downtime” for students and teachers by providing new opportunities to build skills, develop new muscles, and strengthen community partnerships.**



This issue of Perspective highlights several important initiatives designed to accomplish those objectives, including special teacher institutes and summer learning camps for students. In fact, one of the highlights of my summer was attending our longstanding writing institute, which was recently renamed The Eveleen Lorton and Zelda Glazer Summer Writing Institute in honor of our retiring professor Dr. Lorton. Seeing our public school teachers learning more about their craft is always an inspiring experience for me.

I was also fortunate in being invited to speak to several professional organizations around the world about our school's mission: strengthening local communities by promoting educational, psychological, and physical well-being.

In May, I gave a keynote address at the annual congress of the Psychological Society of Costa Rica, and later spoke at the Third International Conference of Community Psychology, in Puebla, Mexico. In Mexico, I was also

privileged to present a tribute to one of my mentors, the late Seymour B. Sarason, one of the founding fathers of community psychology. He reviewed my first book on contemporary psychology and told me I was too much of an optimist. In retrospect, he was probably right.

In July, I traveled to Israel for discussions at the new interdisciplinary center in Tel Aviv, where I spoke about the need to develop a strong community psychology program. Next, our faculty group traveled to Melbourne, Australia, where we gave presentations to the 2010 International Congress of Applied Psychology on our SPEC program (Strengths, Prevention, Empowerment, and Community Change).

Closer to home, we admitted our first student cohort to our recently approved Community and Social Change master's-level program. We are excited about this offering, which reflects our core values and advances our educational mission.

With the 2010-11 school year about to begin, we look forward to continuing our mission of fostering year-round learning in South Florida and around the world.

### **Dean Isaac Prilleltensky**

Erwin and Barbara Mautner Chair in Community Well-Being

*(From left) Dean Prilleltensky, Emory Cowen, George Albee, and Seymour B. Sarason, Winnipeg, Manitoba, Canada, 1991.*



### **About Our Mark**

The School of Education's symbol represents our collective focus on well-being as the core of our mission. The interlocking arcs stand for three basic components of well-being: the intellectual, emotional, and physical. These three components correspond to the three departments in our school, which are interrelated in their focus on well-being.

The University of Miami School of Education is organized into three departments:

- Teaching and Learning (TAL), which fosters intellectual and educational development
- Educational and Psychological Studies (EPS), which focuses on emotional health and psychological factors
- Kinesiology and Sport Sciences (KIN), which promotes physical wellness, fitness, and sport

# summer institute

## Lorton Honored at Writing Institute

Since 1984, the School of Education has organized a summer writing institute for Miami-Dade County teachers. Led for many years by Professor Eveleen Lorton and the late Zelda Glazer, the collaborative venture with Miami-Dade County Public Schools has kindled the writing spirit in thousands of area teachers.

At a July 2 breakfast celebration, more than 130 prominent educators, teachers, and guests recognized Lorton's longtime commitment by unveiling a banner with a new name: The Eveleen Lorton and Zelda Glazer Summer Writing Institute. It was a special tribute to Lorton, who retired in May.



"I would like to credit Dr. Lorton for creating a well-oiled machine. We had a great group of teachers and facilitators and we're already looking forward to next year's institute. I'm very proud to be part of this program."

— Professor Mary Avalos, (TAL)



This year the focus of the two-week institute, held at Terra Environmental Research Institute in Kendall, was on engaging strategies for teaching students, according to Cobo. "We salute our elementary and secondary school teachers, who give up part of their summer vacations in order to become better instructors," she said.

Addressing the teachers at the July 2 breakfast, Superintendent Alberto Carvalho, Miami-Dade County Public Schools, said, "You are here perfecting your skills, showing that you love your industry and your craft. You can feel proud of who you are and what you do. I believe there is nothing more important than being a teacher. As long as I am superintendent, this institute will not be cut."

In his talk – two days before the Fourth of July – Dr. Larry Feldman, school board member, noted the enduring power of words and asked several teachers to read the Declaration of Independence to the group. "Those words had meaning in 1776 and they still have meaning today," he said. "Our students are hoping every day that people like you have the strength, integrity, and courage to teach them how to pursue life, liberty, and the pursuit of happiness. This writing institute is all about giving hope."

Dean Isaac Prilleltensky thanked the school leaders for their support, calling the institute "an exemplary collaboration" between a private university and a public school system. He also spoke about "misguided efforts" for educational reform that ignore social and community issues and focus solely on the classroom. "Our children need fertile soil for their positive attributes to emerge," he said. "We must focus on the social context, helping students be fully prepared to succeed in our schools."



(Top) Professor Eveleen Lorton and Professor Mary Avalos.

(Above left) Unveiling the institute's new name.

(Above) Superintendent Alberto Carvalho.



# summer institute

## Learning How to Teach About the Holocaust

**In 1940, Miriam Klein was hiding from the Nazis in Czechoslovakia with her parents and infant brother. Today, she teaches about the Holocaust and its meaning in modern American society.**

"There are so many lessons to learn about tolerance, understanding others, and how to develop peace rather than war," said Dr. Miriam Klein Kassenoff, director of the School of Education's Holocaust Studies Summer Teacher Institute and district education specialist, Miami-Dade County Public Schools.

More than 40 teachers – out of 100-plus applicants – attended the ninth annual summer institute. "Our program has become the model for other Holocaust studies institutes around the state," Kassenoff said. "We help teachers incorporate the stories of survivors and the camps and include it in their lesson plans."

Professor Anita Meinbach, Department of Teaching and Learning, talked about perceptions and misperceptions about the Holocaust, and Professor Harry Reicher, University of Pennsylvania Law School, discussed the Nuremberg trials.

Miami resident Michael Pertnoy presented excerpts from his film, "The Last Survivor," which follows survivors of the Holocaust, Rwanda, Darfur, and the Congo as they now work as activists in the anti-genocide movement. Other

speakers at the session included Dr. Michael Berenbaum, founding project director of the United States Holocaust Memorial Museum in Washington, D.C., and Scott Miller, the museum's director of curatorial affairs. Miller spoke on the ill-fated voyage of the SS St. Louis from Germany to Cuba in 1939 and the fate of its Jewish passengers. "Since we have so many teachers with a Cuban heritage, we felt that was a very appropriate story to tell," said Kassenoff. One of the highlights of the five-day institute was an emotional meeting of Holocaust survivors David Mermelstein and Joe Sachs

with Aventura resident Herbert Karliner, who was aboard the St. Louis when it was turned away from Havana.

**"There are so many lessons to learn about tolerance, understanding others, and how to develop peace rather than war."**

– Dr. Miriam Klein Kassenoff



The institute was sponsored by the School of Education in cooperation with The Jack and Harriet Rosenfeld Foundation Program in Jewish Education, Miami-Dade County Public Schools, Division of Social Sciences & Life Skills, and WLRN Public Radio and Television for South Florida.

(Top left) Dr. Michael Berenbaum speaks to attendees.

(Above) Dr. Cheyenne Martine, University of Wyoming, with Dr. Kassenoff.

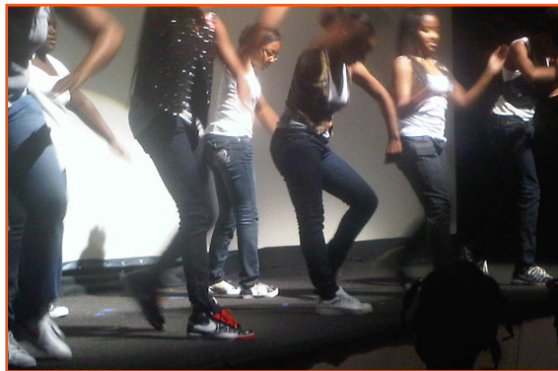
(Left) Survivors David Mermelstein, Joe Sachs, and Herb Karliner.





# summer camp

## YES Campers Celebrate Life



Alexis, Leeah, Shania, and Jasmine were among 67 Miami-Dade students who had a chance to have fun while learning new skills at the Youth Empowerment Summer (YES) Camp. A community partnership between the School of Education and Urgent, Inc., a local agency, the six-week summer day camp was designed to open new horizons for girls ages 6 to 14.

**“The kids do everything at this summer camp, said student coordinator Stephanie Donnelly, M.Ed., a counseling psychology doctoral student in the School of Education. “There is a literacy component where they work on their reading skills, and lots of different fitness activities, like dance, baton twirling, and hula hoops. The students also put on a big show at the end of the camp.”**

Urgent, Inc. has organized a summer camp program for several years, according to Emily Gunter and Shedia Nelson, the camp managers from the community agency. “We help them celebrate life,” said Gunter.

This year, the School of Education hosted the camp and brought the program into the Kulula Tutoring and Mentoring Project. Like many of the other girls, Alexis said, “I like everything about this camp – especially our opening circle.”



(Top left) Improving fitness through dance.

(Above top) Campers find strength in teamwork.

(Above) YES Camp counselors.

(Left) Emily Gunter with campers Alexis, Leeah, Shania, and Jasmine.



# summer program

## Taking Action Against Racism

Through a “working” visit to the Lowe Art Museum, performances by the Brazz Dance Theatre, and creative writing workshops, a School of Education community outreach program, **Taking Action Against Racism**, provided a variety of new experiences to about 30 Miami-Dade students this summer.

“Our goal was to provide these young people with exposure to a variety of positive experiences and to give them new tools to express themselves,” said Seth Tanner Christman, M.Ed., a doctoral student in counseling psychology. “We offered them opportunities to explore creative writing, drawing, and dance.”

Six mentors from the School worked with the students, ages 4 to 15, in the once-a-week summer program, which was part of the Kulula Tutoring and Mentoring Project in partnership with the Thelma Gibson Health Initiatives and the Children’s Trust. Guerda Nicolas, professor and chair, Educational and Psychological Studies (EPS), developed the curriculum and structure for the Kulula Project.

In addition, the School hosted a two-day Taking Action Against Racism workshop for educators on June 26-27, to raise awareness, share best intervention practices, and identify ways to work collaboratively with others committed to anti-racism efforts.



“Our goal was to provide these young people with exposure to a variety of positive experiences and to give them new tools to express themselves.”

– Seth Tanner Christman, M.Ed.



Miami-Dade students outside the Lowe Art Museum.



# summer program

## High School Students Are 'Upward Bound'



**For about 75 Miami-Dade high school students in the Upward Bound program, this was a summer to remember. Mock job interviews, career week demonstrations, creative writing, public speaking, and a trip to Savannah, Georgia, were among the highlights of the six-week residential program hosted by the School of Education.**

"The goal of our program is to get students through high school and into college and graduate school," said Marie K. Grimes-Davis, director, TRiO-Upward Bound Scholars Program. "Our studies show that we have great outcomes." For the 2009-10 school year, all 23 graduating seniors applied to college and 22 have enrolled for the fall.

**"The goal of our program is to get students through high school and into college and graduate school. Our studies show that we have great outcomes."**

*Marie K. Grimes-Davis, Director,  
TRiO-Upward Bound Scholars Program*

For more than 40 years, the national Upward Bound program has been providing support to high school students from ages 14 to 18. When the students enter college, the TRiO Program provides continuing support for another two years.

During the school year, the Upward Bound initiative includes weekly tutoring sessions, mentoring opportunities, career days, and college tours. "We also hold workshops for students and parents about preparing for college, covering everything from self esteem and life skills to financial management skills," said Grimes-Davis, who is a graduate of the Upward Bound program. Last April, the students traveled to New York and visited the city's universities.

In the summer residential program, the students attend academic classes and skill-building workshops on the UM campus. They also learn from workshops taught by School of Education faculty and from talks given by former Upward Bound students, who answer questions about their college experiences and career choices. "It's a very effective program," said Grimes-Davis, "and it makes an incredible difference in the lives of students and their families."





# summer program

## Service Learning Seminar Engages Students, Teachers In Jewish Education Program

Adrienne Turk, MFA, a veteran art teacher at Arthur I. Meyer Jewish Academy in West Palm Beach, was among dozens of instructors, administrators, and middle school students inspired by an August 12-13 service learning seminar presented by the School of Education. "Service learning is about encouraging and empowering students to actively control their education, to find their own voice, and to reflect on their relationship to society," said Turk. "I have already implemented some of these methods in my classes and found my students hungry for this challenge."

**"From the earliest grades, our children have a desire to be engaged in actions that matter. Service learning brings out the value of every student and gives them a way to experience success."**

— Professor Anita Meinbach,  
Department of Teaching and Learning.

Led by consultant Cathryn Berger Kaye, M.A., a former classroom teacher and president of CBK Associates, teachers at the academy learned how to help their students connect what they learn in the classroom to solve real-life problems and benefit the community. On the second day, she worked directly with students, using her latest book, "Going Blue: A Kid's Guide to Protecting Our Oceans and Waterways," as a model.

"From the earliest grades, our children have a desire to be engaged in actions that matter," said Professor Anita Meinbach, Department of Teaching and Learning. "Service learning brings out the value of every student and gives them a way to experience success."



**Nehemia Ichilov, head of the academy, thanked the students for taking a day to learn more about leadership. "Your ideas and suggestions will help to guide our school as we grow," he said.**

Lynne Lieberman, acting executive director, Friedman Commission for Jewish Education, added that the training session with the middle school students showed how critical it is to train the teachers. "When our teachers learn, our students learn," she added. "The Friedman CJE looks forward to working with Dr. Meinbach on follow-up implementation and evaluation of the service learning training and to further collaboration in the future."



The seminar was sponsored by the Jack and Harriet Rosenfeld Foundation Program in Jewish Education at the University of Miami School of Education and The Friedman Commission for Jewish Education.

(Top) Cathryn Berger Kaye shares information with a student.

(Above) From left, Lynne Lieberman, Cathryn Berger Kaye, and Anita Meinbach, Ed.D.

(Left) Nehemia Ichilov, head of the Arthur I. Meyer Jewish Academy.

## Students Get a 'Healthy Start'

With fitness activities, classroom sessions, and field trips, the Healthy Start Summer Program (HSSP) introduced 100 Miami-Dade students to new concepts designed to promote physical, psychological, and emotional well-being.

Hosted by the Department of Kinesiology & Sport Sciences (KIN), the School's second annual program doubled in size from 2009. "We are researching many different types of activities to encourage team-building, increase physical activity, and improve overall wellness," said student coordinator Elizabeth Edwards, Ph.D., 2010.

HSSP introduced the students to new types of individual and team fitness activities, such as kick boxing, martial arts, yoga, and zumba dance. They also took part in career-related classroom projects like developing resumes, and went on field trips to



pick up trash at local parks and beaches, giving them a taste of the volunteer spirit.

For the seven-week program, Dr. Mark Stoutenberg, research assistant professor in the University of Miami Miller School of Medicine, adopted concepts from the KIN department's Translational Health in Nutrition and Kinesiology (THINK) program for students.

For example, teens can access their aerobic fitness and musculoskeletal strength at the School of Education's Human Performance Laboratory for hands-on learning experiences.

"We want the students to learn key concepts in health literacy and personal wellness and be able to apply this knowledge in everyday situations," said Stoutenberg. "In that way, they will be able to make better decisions relating to their own well-being – hopefully for a lifetime." Research on these activities is ongoing.

(Above) Dr. Mark Stoutenberg demonstrates breathing device at Healthy Start Summer Program.

(Left) KIN student Evan Long explains fitness concepts to Miami-Dade teens.



"We are researching many different types of activities to encourage team-building, increase physical activity, and improve overall wellness."

– Elizabeth Edwards, Ph.D.  
Student Coordinator



# summer class for teachers

## Update on Teach For America Partnership

**In the spring of 2010, the School of Education began a new two-year master's program for current members and alumni of Teach For America. The announcement of this partnership was featured in the Winter 2009 issue of Perspective.**

The program is now in full swing and has proved to be an enriching experience not only for the participants, but for their UM professors as well. One of those professors was School of Education Dean, Isaac Prilleltensky. He taught an intensive one-week "marathon" for 31 corps members on the topic Psychosocial Change and Well-Being in Education. The goal of the course was to explore ways to enhance participants' ability to address the totality of needs represented by the students they teach, those who have many serious academic and social challenges.

Prilleltensky said that the experience "renewed my faith in the vigor and compassion of young people to make lasting, positive change, not only in the classroom, but in the community at large. The Dean also said that teaching seven hours a day for an entire week should have worn him out. Instead, he felt energized to do even more to improve the lives of disadvantaged youth and the preparation of teachers who are trying to close the gap between children in poverty and their more affluent peers.



Dean Prilleltensky and his Teach For America students this summer.

**As for the students, they were uniform in their appreciation of their summer experience. In fact, some said they wished they could have spent even more time with Dr. Prilleltensky. A sampling of their comments demonstrates that what they learned will extend well beyond this summer:**

*"The course content was more engaging and relevant to my practice than I could have ever imagined. I know that what I learned here will positively impact both my personal and professional life."*

*"I found the content to be extremely relevant to my work, as well as empowering on a personal level. I feel encouraged to take on this next year in the classroom with a new appreciation for the many factors affecting well-being."*

*"One of the most engaging and thought-provoking classes I've ever taken. So transformative to my overall world view."*

*"At the end of each class I took away something valuable that I could implement immediately and/or help me with thinking about the impact I want to have."*

*"Empowering...Transformative...Awesome...It was amazing!"*

## A Look Into the Future: *Ways to Improve People's Level of "Expertise"*

**By Donald Meichenbaum, Ph.D.**

Distinguished Visiting Professor,  
School of Education, University of Miami,  
and Research Director of the Melissa  
Institute for Violence Prevention, Miami

**We are all in search of expertise. We want to find the best chef in town, the most expert doctor and car mechanic, the most stimulating and engaging teacher/professor, and the most talented athlete or performer to watch. Is there a way that today's fast changing technology can improve people's level of expertise?**

The research literature indicates that "experts," no matter what area of specialization, have several features in common.

### **Experts:**

- Have more declarative (factual), procedural ("How to") and conditional ("If...then") knowledge, and their knowledge is organized in a highly retrievable fashion;
- Possess more strategies and metacognitons (self-monitoring skills);
- Engage in deliberate practice, that is, practice with specific goals in mind.

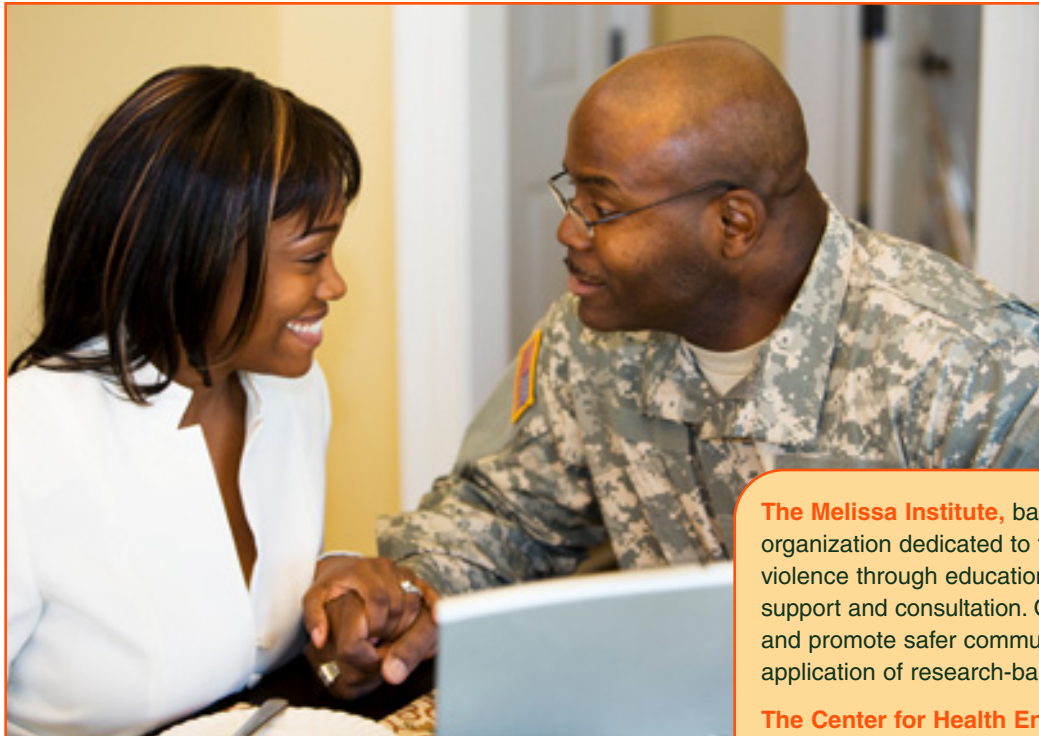
Now, consider how you could use computer-based websites and cell phone technology with accompanying downloadable potential to your iPod to elevate the level of expertise of such varied groups as:

*(continues on next page)*

**Let your mind wander.  
How could you use this  
technology to improve  
any skill area you wish  
to develop at work or  
at play?**



(from page 12)



allow them to self-assess their level of expertise. Then, “on demand,” they could access procedural “how to” information and interactive modeling films of other principals discussing and demonstrating specific core skills. They would also be able to text message “experts,” have ongoing chats, and receive feedback on their abilities to perform various tasks. These may

(continues on next page)

- Psychotherapists who treat psychiatric and medical patients (For examples of such training Websites see [www.melissainstitute.org](http://www.melissainstitute.org) and [www.chess.wisc.edu/chess/home/home.aspx](http://www.chess.wisc.edu/chess/home/home.aspx))
- Returning soldiers who wish to bolster their level of resilience and who seek assistance in meeting the challenges of reintegration into civilian life (See [www.warfighterdiaries.org](http://www.warfighterdiaries.org) – click Videos, and then the various faces who relate their stories of resilience. You can download these onto your iPod. (See [www.Vision21care.com](http://www.Vision21care.com))
- School principals who have to perform varied tasks of ensuring school safety and improve academic performance (See Principal Report Card on [www.teachsafeschools.org](http://www.teachsafeschools.org))
- Members of the community who wish to reduce the alarming rate of adolescent suicide. (See [www.melissainstitute.org](http://www.melissainstitute.org) – Latest conference on adolescent suicide – To do list in PDF by Meichenbaum)
- Teachers who wish to improve the reading performance of their students (See [www.teachsafeschools.org](http://www.teachsafeschools.org) on ways to read stories to students to increase their vocabulary). The Melissa Institute under the leadership of Dr. Dale Willows is developing a website on literacy instruction for teachers.

**For the last few years, I have been collaborating with colleagues to develop technologies to improve the level of expertise in each of these groups, as noted in the website addresses listed above and summarized at right.**

For instance, envision a set of educational apps (applications) for school principals on their iPods or cell phones that would

**The Melissa Institute**, based in Miami, is a non-profit organization dedicated to the study and prevention of violence through education, community service, research support and consultation. Our mission is to prevent violence and promote safer communities through education and application of research-based knowledge.

**The Center for Health Enhancement Systems Studies** is focused on improving health and quality of life through organizational and individual change projects and research. Its initiatives include: NIATx (Network for the Improvement of Addiction Treatment), which is dedicated to improving the quality of addiction and mental health services, and CHES (Comprehensive Health Enhancement Support System), which is focused on helping individuals with chronic or life-threatening illnesses improve their quality of life through Web-based support or other kinds of technology.

**WarfighterDiaries.org** is a social network provided as a resource to members of the U.S. Armed Forces. It's designed to foster relationships with uniformed service members, through short videos of actual war stories, and real life experiences to build a resilient team.

**Vision21Care** provides streamlined access to help for returning warriors and their families, and for their support networks – in and out of the military. The goal is to protect warriors by connecting warriors, helping people find the immediate treatment and support they need.

**Teach Safe Schools**, provided by The Melissa Institute, helps school personnel develop a supportive, safe, and inviting learning environment where students can thrive and be successful. It provides evidence-based information and techniques to assist the school community in the prevention of school violence.

## Recent Publications

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include how to increase school safety, reduce bullying, create an inviting learning environment, screen for "high-risk" students, engage parents, improve teacher classroom management skills, connect with community members, and the like.

Here is yet another futuristic application of this cell phone technology. The University of Wisconsin's CHES program has a built-in GPS system so when individuals who have problems controlling their urges to abuse alcohol or drugs find themselves in a "high risk situation," their cell phones will ring with supportive coping reminders.

Let your mind wander. How could you use this technology to improve any skill area you wish to develop at work or at play? What are the core component skills you need to develop in order to improve your level of expertise? What procedural "how to" information and accompanying interactive modeling demonstrations would you want to access "on demand?" As you develop your expertise could you share what you have developed (perhaps, in a better way) with others, like a Facebook approach?

In this way the development of "expertise" could go viral, as individuals share their unique ways to perform the core tasks in a given area.

**In short, how we teach skills in every area will change. I have even written a chapter on how decision-making by Presidents could improve.**

### Donald Meichenbaum, Ph.D.

After 35 years at the University of Waterloo in Ontario Canada, Dr. Don Meichenbaum took early retirement and moved to Florida where he became Research Director of the Melissa Institute for Violence Prevention. He is one of the founders of Cognitive Behavior Therapy and in a survey of North American clinicians, he



was voted "one of the ten most influential psychotherapists of the 20th century." He recently received a Lifetime Achievement award from the Clinical Division of the APA. He has published extensively including *Nurturing Independent Learners* that explores "why smart children keep getting smarter and other students fall further and further behind."



## Recent Presentations

**Aldarondo, E.** (2010, May). Establishing and sustaining university-community partnerships for social change. Invited presentation at Women of Color Network National Call to Action Institute and Conference, New Orleans, LA.

**Aldarondo, E.** (2010, February). Promoting the human rights and well-being of unaccompanied immigrant minors. Invited presentation at Act together: The hope of community, 27th Annual Teachers College Winter Roundtable on Cultural Psychology and Education, Columbia University, New York, NY.

**Aldarondo, E., Salgado, C., & Salgado, R.** (2009, November). Coming to the USA: Roadblocks and empowering solutions for immigrant families in South Florida. Panel discussant and workshop facilitator at the Reducing Violence through Family Empowerment Conference, Melissa Institute for Violence Prevention and Treatment, Miami, FL.

**Aldarondo, E., Almeida, R., Joseph, J., Pewewardy, C., & Tubbs, C.** (2009, October). Liberation-based healing: Current modes of practice. Invited discussant at the 4th Annual Liberation-Based Healing Conference, Lewis & Clark College, Portland, OR.

**Aldarondo, E.** (2009, October). Trajectories for Change: Creating Culturally Meaningful Interventions to Prevent and Reduce Violence. Invited panel organizer and discussant at the 16th International Conference of the Nursing Network on Violence Against Women International, Coral Gables, FL.

**Aldarondo, E.** (2009, August). Visión y función del Centro de Investigaciones sobre el Bienestar Comunitario y Educacional de la Universidad de Miami (Vision and function of the Dunspaugh-Dalton Community and Educational Well-Being Research Center at the University of Miami). Invited presentation at the Simposio Internacional de Neurociencias, Salud y Bienestar Comunitario (International Symposium on Neurosciences, Health and Community Well-Being), Universidad Nacional de San Luis, San Luis, Argentina.

**Aldarondo, E.** (2009, August). Understanding research on the effectiveness of interventions with men who batter. Invited keynote address at 2009 annual conference for the New Mexico Coalition Against Domestic Violence – Tools for Change: Communities, Systems and Coalitions, Albuquerque, NM.

**Evans, S.D.** (2010, July) SPEC Check: A deliberative approach to quantifying alignment with SPEC (Strengths, Prevention, Empowerment and Community Change) principles in community based organizations. Paper presentation at the 2010 International Congress of Applied Psychology, Melbourne, Australia.

**Evans, S.D. & Fryer, D.** (2010, June). Critique, reflexivity, and progress: The role of “critical friend” in community research and action. Roundtable presentation at the 3rd International Conference on Community Psychology, Puebla, Mexico.

**Evans, S. D., Prilleltensky, I., & Huggins, C.** (2010, June). Organizational Conditions for Critical Practice in Human Services. Paper Presentation at the 3rd International Conference on Community Psychology, Puebla, Mexico.

**Evans, S. D. & Mescia, N.** (2010, June). SPEC Check: A deliberative approach to assessing program and organizational alignment with SPEC (Strengths, Prevention, Empowerment and Community Change) principles in community based organizations. Paper Presentation at the 3rd International Conference on Community Psychology, Puebla, Mexico.

**Evans, S.D., McKenzie, A.** (2010, May). Miami SPEC: Promoting strengths, prevention, empowerment, and community change through organizational development partnerships. Poster Presentation at the Community-Campus Partnerships for Health 11th Conference, Portland, OR.

**Prilleltensky, I. & Evans, S.** (2010). Generic and specific organizational conditions leading to strength-based, preventive, empowering, and community-based practices. International Congress of Applied Psychology. Melbourne, July, 2010.

**Prilleltensky, I.** (2010). Organizational conditions for transformative practice. Paper presented at the Third International Conference of Community Psychology, Puebla, June, 2010.

**Prilleltensky, I.** (2010). Ecological approaches to justice and well-being. Paper presented at the Third International Conference of Community Psychology, Puebla, June, 2010.

**Prilleltensky, I.** (2010). Critical community psychology: Current and future challenges. Paper presented at the Third International Conference of Community Psychology, Puebla, June, 2010.

**Prilleltensky, I.** (2010). Ethics, values, and psychology: Challenges in training the next generation. Invited address presented at the annual congress of the Psychological Society of Costa Rica, San Juan, May 2010.