

# PERSPECTIVE

UNIVERSITY OF MIAMI

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SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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## Faces of Education: Suzanne Keeley Counsels Victims of Violence

Throughout her career as a counseling psychologist, Suzanne Keeley, PHD '85, has been helping victims of trauma and violence. For children, adults and family members who have experienced such horrors, Keeley provides a lifeline of support. "When the worst things in life happen, I believe we have a choice," she said. "We can either sit in the darkness and bury ourselves in misery or we can light a candle to make the world a better place."

*(story continues on next page)*

## Moving Up in the Rankings!

The University of Miami School of Education and Human Development is moving up in the national rankings. When *U.S. News & World Report* recently published its annual graduate school/program rankings based on peer assessment surveys plus quantitative indicators, the school ranked 46th of 235 schools of education, up from 53rd last year.



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UNIVERSITY OF MIAMI

SCHOOL of EDUCATION  
& HUMAN DEVELOPMENT



## Suzanne Keeley *(from page 1)*

**In that spirit, Keeley stepped out from her private Miami practice in 1996 to co-found The Melissa Institute, a non-profit dedicated to the study and prevention of violence through education, community service, research support, and consultation.**

On May 5, 1995, Keeley heard from one of her patients that Melissa Aptman, a college student in St. Louis and the daughter of one of her father's physicians, had been murdered. "I was on my way to a conference with Donald Meichenbaum, Ph.D. and to pay our respects to her parents, Michael and Lynn Aptman," Keeley said. "That led to a series of conversations about what we all could do to help our community."

At that time Keeley was serving on the physicians' advisory committee for women services at Baptist Hospital. "In honor of Melissa, we put on a workshop for physicians on domestic violence," she said. "That session was well received, and Don, the Aptmans, and I decided that we could do more."

That decision led to the founding of The Melissa Institute for Violence Prevention and Treatment, which continues to provide research and educational services for professionals and families.

"My goal has always been to put myself out of business," says Keeley, who served as president for 16 years, is now president emerita, and was recently recognized by the creation of the Suzanne L. Keeley Community Service Award. "I never want to see another victim of violence walk into my office."

A native of Ohio, Keeley knew she wanted to be a counselor at an early age.

"My mother was the supervisor of nurses at a state hospital," she recalled. "I worked there one summer and decided to enter the field of mental health."

But after her high school advisor recommended becoming a teacher, Keeley enrolled at Miami University in Oxford, Ohio, earned a degree in education and taught for seven years. "I loved teaching children, but found I had an even deeper interest in their emotional and mental health issues and needs," she said.

After marrying Brian Keeley, now CEO at Baptist Health of South Florida, and starting a family, Keeley enrolled at the University of Miami, earning her master of education degree in 1978, followed by her doctorate. "I took most of my counseling psychology classes at night, while my two children thought I stayed home and baked brownies," she says.

Reflecting on her experiences at the School of Education and Human Development, Keeley said, "We had exceptional instructors who were fully committed to the helping profession. They wanted to leave the world a better place. They gave me a multitude of opportunities to develop my skills."

While working on her doctorate under the direction of the late Robert Simpson, former dean, and Dr. Carolyn Garwood, now professor emerita, Keeley served as a trainee and therapist at Children's Psychiatric Center under her supervisor Richard Maisel, Ph.D., and Vivian Posada, LCSW. "After I finished my studies at the university, they asked me to join them in private practice, and I've been here ever since."

**In her practice, Keeley counsels victims of physical, emotional, and sexual abuse, as well as those affected by a loved one's homicide or suicide. "One of my favorite sayings is about a starfish rescuer," she said. "After a boy on the beach picks up one starfish and throws him back in the sea, a man watching him says, 'Why bother – there are hundreds of starfish on the beach and you can't save them all.' Then the boy tells him, 'Yes, but I made a difference to that one!'"**

Keeley also takes care of herself, exercising, spending time with her family and friends, and practicing meditation, yoga, tai chi and Pilates. "I am a great supporter of the School of Education and Human Development," she said. "Its counseling, education, and research programs are making a real difference in our world."



**"I am a great supporter of the School of Education and Human Development. Its counseling, education, and research programs are making a real difference in our world."**

*Suzanne Keeley*

# dean's message

## Wellness as Fairness

Through education, research and advocacy, our school is committed to advancing the well-being of individuals, families, and communities. This issue of our newsletter highlights the wide range of our efforts and initiatives. It also shows how our alumni have taken our mission to heart, applying our values and principles here in South Florida and around the world.

One of the themes I emphasize when speaking to nonprofit organizations this spring is the concept of wellness as fairness. It's an important aspect of our mission to improve well-being, and it can be applied on a number of different levels. For example, if you want to promote wellness, it's important to feel you are being treated fairly in your life, and to treat others the same way.



**For teachers and counselors, fairness has a number of important dimensions. As author Temple Grandin points out in this issue, fairness means being respectful of children and adults with special needs, such as autism spectrum disorders. That could involve focusing on a child's strengths as well as areas where additional help may be necessary.**

Fairness also involves an understanding of how social conditions, such as poverty, hunger, and homelessness impact a child's performance at school. Most educational policy makers have ignored those issues over the past decade, according to Dr. Pedro Noguera, a New York sociologist who spoke here recently on the need for a bolder, evidence-based approach to school reform.

In a 2011 paper published in the *American Journal of Community Psychology*, I argued that different conditions of justice lead to diverse wellness outcomes through a series of psychosocial processes. Today, data from a variety of sources continues to support the connections between social justice and individual well-being.

Many of us in the "helping professions" have focused on "fixing" individuals, and that is a noble and inspiring task. But I strongly believe we must go beyond that, drawing on our research and experience to become advocates for fairness and justice in the community as well. Let me encourage you to take action this year to promote fairness, along with wellness, in your families, schools and communities.

Thank you.

### Dean Isaac Prilleltensky

Dean, School of Education and Human Development  
Erwin and Barbara Mautner Chair in Community Well-Being



## About Our Mark

The School of Education and Human Development'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 educational, psychological, and physical. These three components correspond to the three departments in our school, which are inter-related in their focus on well-being.

The three University of Miami School of Education and Human Development departments are:

- 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.

To view a short film about the School's focus on well-being, click here:

[vimeo.com/52027102](https://vimeo.com/52027102)



## Uncovering the Secrets of High-Performing Non-Profits



Dean Isaac Prilleltensky, at podium, with panelists, from left, School of Business Dean Eugene Anderson, Daniella Levine, Charisse Grant, Bruce Turkel and Abbey Chase.

**For non-profits to succeed in a competitive philanthropy marketplace, they need to understand their mission, share it with others, market themselves and take creative approaches to generating funding, according to panelists at the January 24 kick-off of the 2013 Leonard Turkel Nonprofit Network Series, cohosted by the School of Education and Human Development, the School of Business, and Catalyst Miami.**

"Rather than chase after money, strong nonprofits seek to attract money by the nobility of their mission and ability to connect with others," said Miami attorney George Knox, JD '73, visiting professor at the Florida International University College of Law and a board member of The Florida Bar Foundation, a statewide nonprofit organization that funds legal aid services.

As for what makes a high-performing nonprofit organization, Knox spelled out the answer as "CASH" – C for commitment and creativity, A for altruism and attitude, S for service and sharing, and H for humility and harmony. "Only you can orchestrate this combination, Knox told attendees at the Storer Auditorium session. "Government cannot legislate it, manufacturers cannot make it, and scientists cannot formulate it. It's all up to you."

In kicking off the series, Dean Isaac Prilleltensky was joined by Eugene Anderson, dean of the business school, and a panel of four nonprofit experts. "Our goal is to create a learning community among all of us who are interested in promoting community well being," Prilleltensky said. "I believe we have to bring the concepts of wellness and fairness together, expand our understanding of how they relate to each other, and fight together for justice in the community."

Anderson said the classic business definition of a high-performing organization includes a clearly articulated mission, engaged employees, and an organization structure that aligns processes with that mission. "In a nonprofit environment, your mission needs to have a heart – a compelling vision that appeals to human values."

Asked for their thoughts on high-performing nonprofits, panelist Abbey Chase, president/CEO, Chase Marketing Group, noted the importance of collaboration, as well as striving for excellence. "Some causes are bigger than any one nonprofit," she said. "At other times, you can get better results by teaming with other organizations in a community campaign."

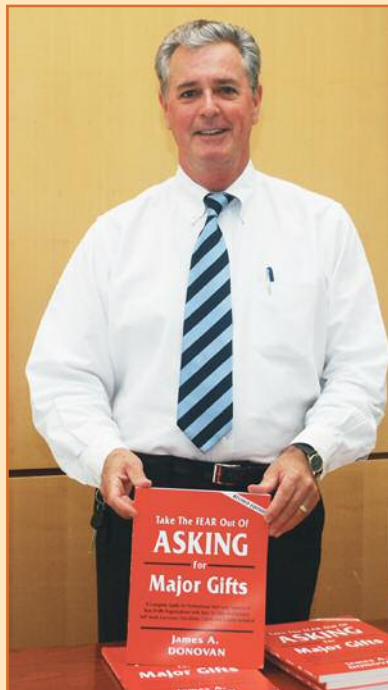
*(story continues on page 5)*

## Tips on Cultivating Major Donors

**Joseph C. Segor, president of Centro Campesino, came to the second Leonard Turkel Nonprofit Network Series session looking for tips on raising funds. “We have many needs in the Florida City area, and it’s important to build partnerships,” he said.**

At the February 28 event, Segor and other nonprofit executives, staffers, and donors learned about “Fundraising in Today’s Economy” from Jim Donovan, CEO, Donovan Management, Inc. and author of “Asking for Major Gifts.” He was introduced by Bruce Turkel, CEO/CFD, TURKEL Brands and Marilyn Neff, associate dean, School of Education and Human Development.

“The value of this nonprofit series is twofold,” said Turkel. “First is the transfer of knowledge from the podium to you. Second is the transfer of knowledge among all of us here. We can share best practices and opportunities, and stay connected with each other. After all, a rising tide benefits all ships.”



James A. Donovan

In his talk, Donovan said nonprofits today are “spooked because of the economy. “Volunteer leaders worry that the organization is running out of cash, and they start pushing staffers to become solicitors,” he said. “That approach just doesn’t work. To be successful, fundraising needs to be driven by volunteers and supported by staff.”

**Donovan encouraged nonprofits to place a higher priority on cultivating their major donors and asking them what they want to achieve with their philanthropy. “You can get so caught up in email and social media that you don’t pay enough attention to those donors,” he added. “Getting out of the office is more important than ever.”**

Donovan also urged nonprofits to build a compelling case for their causes. “Create a sense of

urgency and explain the importance of giving now,” he added. “Talk about your vision and how your campaign will make a difference in the community. Donors want to give back, so go out there and talk to them.”



(From left), Marsha Talianoff, Bruce Turkel, and Marilyn Neff at the start of the second workshop.

## Uncovering the Secrets

(continued from page 4)

Charisse Grant, senior vice president for programs, The Miami Foundation, agreed that leadership, supported by a strong team, was the key. “You have to be able to inspire others, both inside and outside the organization,” she said, adding, “Be sure you know your value proposition and be able to communicate that clearly.”

Daniella Levine, president/CEO, Catalyst Miami (formerly Human Services Coalition), said that effective nonprofits know how to build social capital, engaging the community in a problem and the solution. “You have to see business as a partner, not an adversary, and know how to blend those values together,” she said.



George Knox

Finally, Bruce Turkel, CEO/ECD, TURKEL Brands and son of series founder Leonard Turkel, pointed to the importance of branding, communicating and paying close attention to the bottom line. “Someone in our office once said, ‘There is no mission without margin,’” Turkel said. “So think about M&Ms, and stay focused on your mission and your margin.”



## 'Guardrails' Initiative Aims at Disease Prevention



**A new disease prevention initiative called Guardrails is aimed at reducing the incidence of chronic health conditions and encouraging individual wellness. Developed by Professor Wesley Smith, Department of Kinesiology and Sport Sciences (KIN), and his doctoral student Craig Flanagan, the school's initiative includes a collaborative partnership with UHealth supported by Lee Kaplan, MD., orthopedic surgery professor and chair of the UHealth Sports Medicine Division with the Miller School of Medicine. Smith's research has received ongoing support from the Doidge family.**

Smith said the Guardrails program provides a quick, cost-effective, portable method for assessing individual conditions and translates this information into an optimal, research-based wellness prescription to foster happiness, health, and longevity. The program, as it runs currently, acts as a health club membership without the health club. Members receive wellness programs that include nutrition, cardiovascular, stretching, and weight training exercise information that is best suited for the individual. Wellness specialists, including KIN interns, stay in contact with members on a voluntary basis.

Guardrails' testing and programming methods are designed for a wide range of individuals, including athletes, high-risk adults, seniors, children, and diabetics. For example, Guardrails testing was used by the Miami Marlins in February to assess overtraining, nutrition status, body composition, fitness, and muscle/flexibility imbalances.

**Now, the Guardrails team is seeking to engage South Florida medical offices and clinics to focus on enhancing patient education. Research will be conducted on the efficacy of in-office testing and programming on lifestyle change and consequent disease risk.**

Smith notes that the results may have widespread implications for healthcare and financial reform, since chronic disease accounts for 75 percent of the nation's total healthcare expenditures. As Smith said, "Chronic diseases are much easier treated than cured. While the current healthcare system places an ambulance at the bottom of the cliff waiting for patients to fall into treatment plans, this initiative seeks a more sustainable approach by setting up 'guardrails.'"

## Temple Grandin: Teachers Should Focus on a Child's Strengths

One of the most difficult challenges for today's teachers is connecting with a child who has autism spectrum disorder – especially in a mainstream class setting. “Try to build up their areas of strength,” said acclaimed author Temple Grandin, who has detailed her own life with autism in her bestseller, “Emergence, Labeled Autistic.”

“If a young student is good at math, let him have a sixth-grade math book,” Grandin said. “A high school student might benefit from taking a college class on programming.” Because many students with autistic disorders enjoy drawing animals, cartoon characters, or other images, Grandin suggested using art to draw them into other classroom activities. “You could have them draw a character in a science lab or a historical scene,” she said.



Grandin provided her advice for educators in a press conference prior to a January 31 talk on “Different Kinds of Minds” for the College of Arts & Sciences’ Center for the Humanities at BankUnited Center.

“I think it’s important for these children to be in a classroom with normal kids,” Grandin said. “That allows them to start learning the social skills they will need throughout their lives. Students also have to learn work skills so they can get into jobs – at any level – where they can succeed. You don’t want autistic kids to become addicted to video games and wind up being recluses in the basement.”

If an autistic child becomes overstimulated due to a sensory overload, the best solution is to put the child in a quiet setting, she said. “Giving children a limited period of time by themselves – along with good nutrition and exercise – can help children and adults better manage their disorders.”

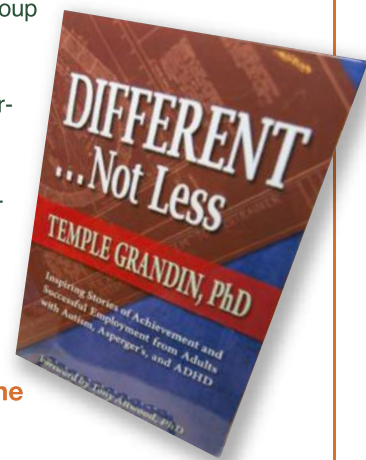


Reflecting on her own life, Grandin said she had a difficult time in a large girls’ high school, before going to a boarding school on a farm. “They made me attend meals and get out of my room,” she says. “I wouldn’t join the group on movie nights, so they made me the projectionist.”

Grandin added that children with autism spectrum disorders need individual attention and support. “They often have uneven skills, so you have to really assess what they can do,” she said. “I ended up working in a technical field in the cattle industry, but there are successful adults with autism in many different fields.”

A professor of animal science at Colorado State University, Grandin, 65, was the first person with autism to write about her experience. In 2010, *Time* named her one of the 100 most influential people in the world in its “Heroes” category, and her latest book, “The Autistic Brain,” is due in May.

As Michael Alessandri, executive director of the University of Miami-Nova Southeastern University Center for Autism Related Disabilities, said in his introduction, “To us in the autism community, she’s quite simply a rock star.”





## Noguera Suggests Bolder Approach to School Reform

**National education reform, as embodied in the principles of “No Child Left Behind,” is a failure, according to Dr. Pedro Noguera, an urban sociologist whose research focuses on how social and economic conditions influence schools. Instead, the nation needs “A Broader and Bolder Approach to School Reform” that addresses the root causes of poor school performance.**

Noguera, the Peter L. Agnew Professor of Education at New York University, delivered that message in a February 13 talk sponsored by the School of Education and Human Development. In introducing Noguera, Walter Secada, Senior Associate Dean and Professor in the Department of Teaching and Learning, said, “He challenges the status quo in ways that focus on students – for him, it’s all about the kids.”

In his talk, Noguera said there is ample evidence that the current educational policies are not working. “We continue to fall behind other nations in areas like science, math, and reading,” he said. “So the real question is why are we faltering?”

**Noguera said statistics indicate that the affluent children in America are doing quite well in terms of educational achievement. “Our real problem is poverty,” he said. “Children who come to school feeling hungry, needing eyeglasses, or lacking a stable place to live are not going to do well on standardized tests. High dropout rates and low achievement patterns are symptoms of deeper systemic problems, but we as a nation don’t have a strategy for meeting those broader needs.”**

Calling for the establishment of a collaborative culture of learning, Noguera said, “We need to change attitudes, beliefs, and expectations so that teachers, administrators, parents, and the community focus on the needs of the whole child. It’s not easy, but there are examples throughout the country that this approach works.”

In a panel discussion after Noguera’s talk, Marie Wright, executive director, instruction and interventions, Broward County Public Schools, pointed to the importance of active, involved teachers “who wrap their arms around the kids and don’t let go.”

Professor Mary Avalos, Department of Teaching and Learning (TAL), noted that it’s becoming more difficult to find school administrators and teachers who recognize the importance of interventional research. “Teaching from scripts doesn’t leave room for dialogue,” she said. “Teachers need space to be more innovative as they look at all the needs of a child.”

From the perspective of a high school teacher, Patrick Williams, Ph.D. ’09, said teachers must be role models for their students. “But for all that teachers can do, we cannot neglect how the environment influences them in the classroom.”

Edwing Medina, a TAL doctoral student, noted that concerns about security – such as video-camera surveillance and zero tolerance policies – can dehumanize the learning setting. “Many times, administrators have little discretion in handling student issues,” he said.

Concluding his talk, Noguera said leadership is vital for high-performing schools. “In a school guided by a strong vision, led by teachers with compassion and concern, students are willing to do more.”



Patrick Williams makes a point during the panel discussion.



## A Day of Dialogue



On January 18, the University of Miami School of Education and Human Development sponsored its annual Day of Dialogue, bringing together high school students from many different backgrounds. “This event helps us learn how to become more tolerant of people of all different nationalities and religions,” said Guerda Nicolas, chair and professor, Department of Educational and Psychological Studies. Anna Wheatley, a doctoral student in counseling psychology, opened the student-run session, which included a performance by Karen Peterson and her student dancers.

## School Honored by Casa Valentina

Casa Valentina recently selected the University of Miami School of Education and Human Development as an award recipient for its 2013 Community Appreciation Luncheon, held February 6 at Virrick Park in Coconut Grove. The nonprofit is an affordable housing and life skills program for youth who have aged out of foster care in Miami-Dade County. “We are honored to acknowledge the School of Education’s ongoing support of Casa Valentina and youth transitioning from foster care to independence in Miami,” said Susan Lampen, board member. “We particularly appreciate your leadership in our recent research initiative, and your ongoing support of our residents in building strong study and other life skills.”



(From left), Marsha Talianoff, Susan Lampen, Sara Camacho, Erica Myers, and Scot Evans.

## Perry Looks at Impact of Steroids on Obese Women



In a groundbreaking study published in *Obesity Journal*, Arlette Perry, professor and chair, Department of Kinesiology & Sport Sciences, found significant differences in the impact of androgenic steroids on black and white obese women.

"All women have some male hormones, which can be adversely related to their cardiovascular and metabolic health," said Perry, who was recently named a fellow in the Obesity Society of the North American Association for the Study of Obesity, in recognition of her many contributions to the field.

"In obese white women, the higher levels of steroids were negatively associated with cardiovascular variables, such as a more adverse lipid profile and insulin glucose status," Perry said. "But in obese black women, that relationship was not there. In other words, having higher levels of androgenic steroids did not correlate with adverse metabolic consequences."

Perry was the lead author of the study, "Androgenic Sex Steroids Contribute to Metabolic Risk Beyond Intra-Abdominal Fat in Overweight/Obese Black and White Women," which evaluated 66 pre-menopausal overweight/obese women (36 white and 30 black). The researchers used multiple regression analyses to determine the independent effects of sex hormone-binding globulin (SHBG), total testosterone (TT), and free testosterone.

**"Our study showed that androgenic sex steroids contributed significantly to the variance in metabolic variables associated with health risk," said Perry. "One of the implications of the study is that different treatment strategies may need to be considered for obese white and black women."**



Noting that central obesity has traditionally been used as a good indicator of "cardiometabolic" risk in all women, Perry added that greater knowledge of androgenic steroids adds to the ability to predict metabolic risk in white but not black women. "This is particularly true for predicting insulin/glucose status, which serves as a marker of diabetes risk," she said. "Since the prevalence of diabetes is much greater in black women, the study confirms the fact that more research is necessary to determine better markers of diabetes risk in black women."





## Myers Honored with Scholar Award

Professor Nicolas Myers, Department of Educational and Psychological Studies, received the “Early Career Distinguished Scholar Award” from the North American Society for the Psychology of Sport and Physical Activity. He has been a member of the faculty since 2005. The society is a multidisciplinary association of scholars from the behavioral sciences and related professions, who seek to advance the scientific study of human behavior when individuals are engaged in sport and physical activity. The society also facilitates the dissemination of information to improve the quality of research and teaching in the psychology of sport, motor development, and motor learning and control. The society was first formed in 1967 and currently has about 500 members.

## Whitely to Lead NASPA

University of Miami Vice President for Student Affairs Patricia A. Whitely, EDD '94, is the new chair of NASPA/Student Affairs Administrators in Higher Education, the leading association for the advancement, health, and sustainability of the student affairs profession. She assumed her new leadership role at the organization's annual conference in March. She also serves on the NASPA Foundation Board, is a frequent presenter for the NASPA Alice Manicur Symposium and has served on the NASPA Editorial Board and NASPA Region III Committee.

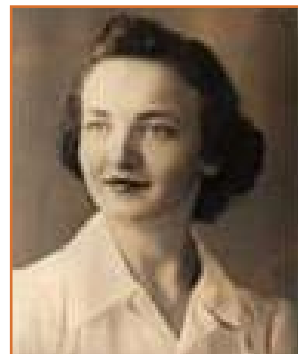
Whitely, who joined the university in 1997, is an adjunct faculty member in the Higher Education Administration program in the Department of Educational and Psychological Studies. She has been honored with numerous awards by the student community at the University of Miami.

In 2012, the University of Miami Student Government Executive Board honored her by naming a new award entitled the “Patricia A. Whitely Unsung Hero Award,” and NASPA Region III awarded her the “John Jones Award” for Outstanding Performance as a Senior Student Affairs Professional in June 2012. She is also a recipient of the 2009 NASPA Pillar of the Profession award.



## In Memoriam: Dr. Betty Rowen

*D*r. Betty J. Rowen, 92, died December 7, 2012 in Reston, Virginia. She was a professor of early childhood education at the University of Miami from 1969 to 1985, and was a member of the UM Heritage



Society. She also founded and ran the Harmony Creative Arts Center in Kendall from 1977 to 1992.

Her books include “Learning Through Movement,” “The Children We See,” “The Learning Match,” “Dance and Grow,” and “Everything You Want to Know About Dancers.” She was listed in “Who’s Who of American Women” (1973-80 and 2002).

As noted in a Miami Herald obituary, Dr. Rowen will be remembered “for her tireless determination to make people understand that the incorporation of dance and movement into the education of young children is paramount to opening their receptivity for learning while also serving to unlock their imagination and creativity. She is survived by her son Richard, daughter Lois, and granddaughter Jeanine.



## AACTE Honors Lipsky with Outstanding Dissertation Award

The American Association of Colleges for Teacher Education (AACTE) has presented Miriam G. Lipsky, project manager for the school's Project Include, with its 2013 Outstanding Dissertation Award for her study of storybook reading in linguistically diverse Head Start classrooms. The award was presented March 2 at AACTE's 65th Annual Meeting in Orlando.

Lipsky's dissertation, "Head Start Teachers' Vocabulary Instruction and Language Complexity During Storybook Reading: Predicting Vocabulary Outcomes of Students in Linguistically Diverse Classrooms," focused on teaching practices surrounding storybook reading in the context of Head Start programs, thus addressing a gap in the literature on classrooms serving students from disadvantaged backgrounds.



**"Lipsky's dissertation provides the field with a much-needed description of the range of teaching practices used for storybook reading in Head Start classrooms and has shown us the relationship between the use of those practices and student outcomes."**

*Jennie Whitcomb*

"Dr. Lipsky's dissertation study makes an important contribution to the field of teacher education by examining the frequency of particular pedagogical practices in pre-school classrooms and their impact on student outcomes," said Beth Harry, professor and chair, Department of Teaching and Learning at the University of Miami School of Education and Human Development. "Her examination of the use of various best practices for language and literacy development in early childhood settings sheds light on the use of those practices in Head Start centers that

serve a linguistically diverse group of children. Beyond that, the scale of her study allowed her to examine the relationship

between specific teacher practices during storybook reading and child vocabulary outcomes over a year of instruction."

AACTE's Committee on Research and Dissemination, which reviewed submissions for the dissertation award, also praised the study. "Lipsky's dissertation provides the field with a much-needed description of the range of teaching practices used for storybook reading in Head Start classrooms and has shown us the relationship between the use of those practices and student outcomes," said Jennie Whitcomb, chair of AACTE's committee and associate dean of teacher education at the University of Colorado at Boulder. "The picture that emerges raises one's awareness of the complexity surrounding efforts to raise the language and literacy performance of children who are economically and hence educationally at risk. It also raises one's awareness of the degree of knowledge and pedagogical sophistication that is needed on the part of early childhood educators in order to obtain measurable gains in language and literacy performance."

**Lipsky completed her dissertation in 2011 under the advisement of Professor Maria S. Carlo. She was one of two winners of the 2013 AACTE award.**

## Graduate Applauds UM's Special Education Program

**Shortly after earning her masters degree, Debbie Holzberg, MSED '05, relocated with her family to Charlotte, NC. Since then, she's been teaching at a private K-12 school for students with learning disorders and attention deficit/hyperactivity disorder (ADHD).**

"As part of our school's ongoing professional education, we often have various experts speak," she said. "I feel incredibly knowledgeable and prepared as a result of the program at the University of Miami. I feel lucky to have received such a comprehensive education and wanted to let you know how much my experience has impacted my life and thus, the lives of my students."

Holzberg added that her specialty is metacognitive strategy instruction – reading, study skills, and critical thinking. "There is no way I could have acquired the skills necessary to teach the way in which I teach had it not been for the opportunities I had at the School of Education," she said, noting that she gave a presentation at a state conference several years ago on "Comprehension and Study Skills for Older Students in Content Classes." As she said, "I wanted to share my reflections on how grateful I am for the depth and breadth of education and instruction I received while at UM."



## Alumna to Climb Mt. Kilimanjaro to Raise Funds for African Children

**Melissa Klunder, MSED '07, is taking on Africa's highest mountain as she raises funds for Tanzanian orphans as part of the Make a Difference (MAD) Kilimanjaro Climb for Education, June 20-July 3. In her preparation for the 19,344-ft summit, Melissa is seeking donors and welcomes others who want to take on the challenge.**

"What an amazing opportunity to make a difference for these kids, while also achieving one of the huge goals on my 'bucket list'!" said Klunder, 31, who earned an M.S. in Sport Administration, and is now a product manager of Fantasy Sports at CBSSports.com in Fort Lauderdale. "I have a passion that each child across the world experiences love, hope, and the opportunity to fulfill their dreams. I'm excited to complete this challenging endeavor, with the purpose of bringing these things to a special group of children and helping to make a lasting impact on their lives."

Make a Difference supports quality educational opportunities for vulnerable children and youth in developing countries. Tanzania's economy is among the bottom 10 percent of the world, and more than 40 percent of its population is under 15 years old.

## Publications and Papers

**Cavendish, W. & Espinosa, A.** (2013). Teacher preparation for student diversity and disabilities: Changing roles in Response to Intervention models. Learning disabilities: Practice concerns and students with LD, *Advances in special education*. In J. Bakken (Ed.). *Advances in Special Education Series* (vol. 25), 191-207. Bingley, UK: Emerald.

**Cavendish, W.** (2013). Academic Attainment During Commitment and Postrelease Education – Related Outcomes of Juvenile Justice-Involved Youth With and Without Disabilities. *Journal of Emotional and Behavioral Disorders*. doi: 10.1177/1063426612470516.

**Cavendish, W.** (2013). Identification for learning disabilities: Implications of proposed DSM-5 criteria for school based assessment. *Journal of Learning Disabilities*, 46, 52-58. doi: 10.1177/0022219412464352.

**Al-Yagon, M., Cavendish, W., Cornoldi, C., Fawcett, A., Grunke, M., Hung, L., Vio, C.** (2013). The proposed changes for DSM-5 for SLD and ADHD: International perspectives – Australia, Germany, Greece, India, Israel, Italy, Spain, Taiwan, United States, and the United Kingdom [Special Issue]. *Journal of Learning Disabilities*, 46, 59-72. doi: 10.1177/0022219412464353.

**Rodriguez, R. & Cavendish, W.** (2012). Ethnicity and gender as moderators of the relationship between perceived family environments and self-determination among students with disabilities. *Career Development and Transition for Exceptional Individuals*, xx, 1-11. doi: 10.1177/2165143412461524.

**Cavendish, W., Nielsen, A., & Montague, M.** (2012). Parent attachment, school commitment, and externalizing behavioral trajectories of diverse youth. *Journal of Adolescence*, 35, 1629-1639. doi /10.1016/j.adolescence.2012.08.001.

**Evans, S.D., Malhotra, K. & Headley, A.M.** (2013). Promoting learning and critical reflexivity through an organizational case study project. *Journal of Prevention and Intervention in the Community*, 41(2), 105-112.

**Fowers, B. J.** (in press). A phenomenological reformulation of psychological science: Resources and prospects. In M. Altman & H. Pederson (Eds.) *The Horizons of Authenticity: Essays in Honor of Charles Guignon's Work on Phenomenology, Existentialism, and Moral Psychology*.

**Lee, D., Harkless, L. E., Wlnakur, E., & Fowers, B. J.** (in press). Sex differences in interpersonal problems: Does sexual orientation moderate? *Journal of Psychology*.

**Fowers, B. J., & Winakur, E.** (in press). Key virtues of the psychotherapist: A eudaimonic view. In S. van Hooft & N. Saunders (Eds.), *The handbook of virtue ethics*. Durham, England: Acumen.

**Fowers, B. J.** (2012). Placing virtue and the human good in psychology. *Journal of Theoretical and Philosophical Psychology*, 32, 1-9.

**Fowers, B. J.** (2012). An Aristotelian framework for the human good. *Journal of Theoretical and Philosophical Psychology*, 32, 10-23.

**Fowers, B. J.** (2012). Values/Value systems. In T. Teo (Ed.) *The encyclopedia of critical psychology*: SpringerReference (www.springerreference.com). Berlin: Springer-Verlag. DOI: 10.1007/SpringerReference\_310567 2012-12-03 05:00:13 UTC.

**Pérez Benítez, C. I., Zlotnick, C., Stout, R., Lou, F., Dyck, I., Weisberg, R., and Keller, M.B.** (2012). A 5 Years Longitudinal Study of PTSD in Primary Care Patients. *Psychopathology*, 45(5), 286-293. doi:10.1159/000331595.

**Pérez Benítez, C.I., Zlotnick, C., Rendón, M.J., Gomez, J., Swanson, A.** (In Press). Cognitive Behavioral Therapy for PTSD and Somatization: An Open Trial. *Behavior Research and Therapy*.

**Prilleltensky, I.** (in press). Education as transformation: Why and how. In T. Corcoran (Ed.), *Psychology in education: Critical theory-practice*. Rotterdam: Sense Publishers.

**Prilleltensky, I.** (in press). Psychopolitical validity. In T. Teo (Ed.), *Encyclopaedia of Critical Psychology*. Springer Verlag.

**Prilleltensky, I., & Huygens, I.** (in press). Well-Being, Justice, and Social Change. In C. Johnson, J. Diaz, Z. Franco, H. Friedman, and B. Nastasi (Eds.), *The Handbook of Psychology and Social Justice*.

**Prilleltensky, I., & Stead, G.** (in press). Critical psychology and work. In D. Blustein (Ed.), *The Oxford handbook of psychology and work*. Oxford University Press.

**Provenzo, E. and Abaka, E.** (eds). "W.E.B. Du Bois on Africa." Walnut Creek, CA: Left Coast Press. 2012.

**Provenzo, E.** "The Difference Engine." Lanham, MD: Rowman & Littlefield, 2011.

**Provenzo, E.** "Culture as Curriculum: Education and the International Expositions (1976-1904)." New York: Peter Lang, 2012.

**Whisenant, W.A., Dees, W., Bolling, M., & Martin, T.** (2013). Concession sales: The examination of novelty effect and consumer mood. *International Journal of Education and Research* (accepted).

(continues on page 15)





## Athletic Training Students Take Quiz Bowl Championship

The University of Miami Athletic Training students are the proud champions of the Southeastern Athletic Training Quiz Bowl. The competition, held in Atlanta in early February involved a “Jeopardy” TV show-style competition with 23 other colleges and universities from Southeast U.S.

“We have the SEATA Quiz Bowl Trophy in our possession for the next year and hopefully for many more to come,” said Professor Kysha Harriell, Department of Kinesiology and Sport Sciences and program director, Athletic Training Education Program. “Our students have earned the opportunity to be one of nine universities to compete in the NATA’s National Quiz Bowl in Las Vegas this summer.”

In addition to winning the Quiz Bowl, athletic training major Rachel Gregory was awarded the Jim Gillaspay Leadership Scholarship.



## Freshman Thanks Scholarship Donors

**Editor’s Note:** Freshman Sara Patricia Guido has received scholarship support from donors to the University of Miami’s Annual Fund. Here is her brief note of thanks.

**Name:** Sara Patricia Guido **Hometown/State:** Huntington, NY

**School/College:** School of Education and Human Development

**Major:** Elementary and Special Education **Minor:** Spanish

**Year at UM:** Freshman

**Student Organization and/or Community Service Involvement:** President, Future Educators Association; Scuba Club; SugarCanes.

**Career plans or continued education plans after graduation?**

I plan to go to graduate school at the University of Miami, and to eventually teach, preferably in southern Florida.

**Any other information that you feel might be of interest to our donor community about your experience at UM?**

My experiences at the University of Miami have changed my life. I never knew how much a college could alter your perspective, and after just one semester, I have a whole new view of who I am and how I want to live my life. I have never loved anything as much as I love being a ‘Cane. Without scholarship support, there is no way that I could have attended this wonderful school, and I don’t know where I’d be today without it. I know that I will always be a ‘Cane, and the wonderful opportunities that I have gotten at this school have inspired me to reach out and help my community. I try to volunteer at elementary and high schools as well as at animal shelters. I participated in multiple community service events at the U, and I plan to do many more. Learning to scuba dive has enriched my life in that I get to see this whole underwater world that I had never experienced. The University of Miami has helped me realize my dream, and it has become my home.

## Presentations *(continued from page 14)*

**Hall, T., Dees, W., & Tsuji, Y.** (February 9, 2013). Volunteer job satisfaction: Examining the roles of organization pride, prestige, and identification. Presentation at the inaugural Global Sport Business Association conference, Nassau, Bahamas.

**Whisenant, W., Dees, W., & Pitts, B.** (February 9, 2013). Academic to Consultant. Presentation at the inaugural Global Sport Business Association conference, Nassau, Bahamas.

**Dees, W., Thomson, C., & Garciga, J.** (February 9, 2013). An evaluation of research productivity among faculty members in Sport Management. Presentation at the inaugural Global Sport Business Association conference, Nassau, Bahamas.