

PERSPECTIVE

UNIVERSITY OF MIAMI

Summer 2012

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

In this Issue

- P3** Dean's Message:
Introducing the School of
Education and Human
Development
- P4** Honoring Our Top Grads
- P6** Evans Receives
Excellence in Civic
Engagement Award
- P6** Foundation Selects
Researcher for Award
- P7** Sunset Elementary
Receives National Award
- P8** Reception Honors
Graduates
- P9** Gort Advises 'Sesame
Street' on Biliteracy Issues
- P10** Partnership With City
Year Miami
- P11** 'Sowing the Seeds of
Well-Being'
- P12** In Memoriam
- P14** Melissa Institute Helps
Boost Literacy Skills
- P15** Peterman Named
College Dean

We invite all recipients of "Perspective" – the School of Education and Human Development's quarterly report – to share this publication with colleagues.

To make an online gift to the School of Education and Human Development, go to: www6.miami.edu/alumni/giving/

Editor: Marilyn Neff
mneff@miami.edu
Writer: Richard Westlund
Production: Armenteros & Martin
Design Associates ©UMSOEHD 2012



New Video Highlights School's Mission

To build momentum for positive change and social justice – locally, nationally, and globally – the School of Education and Human Development is showcasing its mission in a new professional video. "Our goal is to inform and educate the South Florida community, as well as interested participants around the world, about the importance of well-being in all its aspects," said Dean Isaac Prilleltensky.

The high-definition, multi-camera production features Prilleltensky as host and narrator in presenting the school's key strengths and approaches including SPEC (Strengths, Prevention, Empowerment and Community Change). It includes interviews with the chairs of the school's three departments: Beth Harry of the Department of Teaching and

(story continues on next page)

University of Miami School of Education and Human Development
5202 University Drive • Coral Gables, FL 33146 • 305.284.3711

To learn more about our School, please go to www.education.miami.edu.

UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT





Students and mentors participate in the EPS Kulula Project.

New Video Highlights School's Mission *(from page 1)*

Learning (TAL), Arlette Perry of the Department of Kinesiology and Sport Sciences (KIN), and Guerda Nicolas of the Department of Educational and Psychological Studies (EPS).

Professionally produced by the Edward H. Arnold Center for Confluent Media Studies in the University of Miami College of Engineering, the film follows faculty and students into the community as they engage in research and service initiatives. The film also will be accessible from the SOEHD website.

"Through a variety of School of Education and Human Development initiatives, this short film highlights the training that UM students receive to deal with issues such as cultural identity, diversity of language, race, socioeconomic status and even cognitive ability in general or special education," said Ali Habashi, director, Edward H. Arnold Center, and adjunct faculty, Motion Pictures Program. "My job as a film-maker is to create a visual bridge between education and the students' work in local communities, where they contribute to the residents' well-being."

The film for this project will be formatted in various versions to reach students, parents, donors, community partners, neighborhood communities and others. It will support recruiting, fundraising, including the new UM Momentum2 campaign, as well as

branding, advancement, and the school's outreach efforts. Still shots from the making of the film are being framed to hang in the school's administrative offices.

"We are thrilled at the opportunity to assist another member of the University of Miami family with our center's services in communicating high-quality, in-depth digital content," said Christina Delphus, associate director, Edward H. Arnold Center. "We are also grateful to Dean Isaac Prilleltensky and Dr. Marilyn Neff for choosing to engage us in such an exciting and interesting project that showcases this great school."



The video production team: Ali Habashi, Marilyn Neff, Isaac Prilleltensky, Christina Delphus, and Ed Talavera.

dean's message

Introducing the School of Education and Human Development

You may have noticed something different on the first page of our newsletter – a new name that reflects our vision of excellence. On March 19, University of Miami President Donna Shalala approved our renaming. We are now known as the University of Miami School of Education and Human Development, a name that was overwhelmingly endorsed by our school's faculty and the University of Miami Faculty Senate.



center of excellence in the study, promotion, and integration of physical, psychological, and educational well-being in multicultural communities.

Thank you for your continued interest and support of our school and the work we do.

Dean Isaac Prilleltensky

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

UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



UNIVERSITY OF MIAMI SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT



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

The name change identifies our focus and will help prospective students, colleagues, and the public recognize who we are and what we represent.

PERSPECTIVE

awards

Honoring Our Top 2012 Graduates

The School of Education and Human Development honored the following students at the Dean's Awards Ceremony on May 9.



School of Education and Human Development Award for Undergraduate Scholarship
Jennifer Petrosino
Kinesiology and Sport Sciences
with Dr. Shawn Post, Associate Dean



Department of Educational and Psychological Studies Award for Scholarship Studies
Felice Resnick
with Dr. Post



Dean's Dozen Honorary Association with Dr. Post



Department of Kinesiology and Sport Sciences Award for Scholarship
Colleen Mullans
with Dr. Post



Department of Teaching and Learning Award for Scholarship
Shari Gardner
with Dr. Post

Dean's Dozen Honorary Association
Felice Resnik
Andrew De Muro
Sabrina Fernandez
Kristian Alwill
Ben Gordon
Lindsay Moore
Shahaan Razak



Excellence in Human and Social Development Award – Individual Track
Samantha Lang
with Dr. Ora Prilleltensky, Program Coordinator



Excellence in Human and Social Development Award – Community Track
Barbara Smart
with Dr. Prilleltensky

Department of Teaching and Learning

Excellence in Student Teaching Awards
Amanda Ray
Marta Canelon
Andrew De Muro
Patricia Grande

Excellence in Student Teaching for Music Education
Anthony Nuccio
Sara Cowley



Outstanding Master's Student in the Department of Teaching and Learning
Guerline Sanon
with Dr. Beth Harry, TAL Department Chair

Department of Educational and Psychological Studies



Carolyn Garwood Award for Service
Seth Christman
with Dr. Guerda Nicolas, EPS Department Chair, and Dr. Garwood

awards



Silver Medallion Award
(Hosted by the MCCJ)
Joseph Zolobczuk
with Patricia Thorp, Board
Chair and Roberta Shevin,
Executive Director

Certificate in Recognition of
Excellence in Community
Leadership (Hosted by the MCCJ)
Lauren Book



Outstanding Master's
Student Award in
Counseling Psychology
Elisa Pascale Denize
with Dr. Nicolas



Outstanding Master's
Student Award in Research,
Measurement and Evaluation
Elizabeth Menne
with Dr. Nicolas



Outstanding Master's
Student Award in Community
and Social Change
Casta Guillaume
with Dr. Nicolas



Outstanding Doctoral
Student Award in Counseling
Psychology
Rachel Becker
with Dr. Nicolas

Department of Kinesiology and Sport Sciences



Award for Excellence in
Athletic Training
Brett Gordon
with Dr. Arlette Perry,
KIN Department Chair



Undergraduate Award for
Sport Administration
Cameron Dean
with Dr. Perry



Undergraduate Award for
Exercise Physiology
Sophia Peixoto
with Dr. Perry



Award for the Outstanding
Master's Student in Exercise
Physiology
Joseph White
with Dr. Perry



Award for the Outstanding
Master's Student in Exercise
Physiology: Strength and
Conditioning Track
Adam Burstyn
with Dr. Perry



Dr. Harry Mallios Award
for the Outstanding
Master's Student in Sport
Administration
Andrew Pickett
with Dr. Perry and Dr. Mallios



Thomas S. Miller Award for
Outstanding Doctoral Student
Dr. Eduard Tiozzo
with Dr. Perry

Evans Receives Excellence in Civic Engagement Award

Scotney Evans, assistant professor in the Department of Educational and Psychological Studies, was recently selected from a highly competitive, university-wide pool of candidates for one of two 2012 Excellence in Civic Engagement awards. The awards recognize faculty members who work with UM students to engage community-identified needs through academic service-learning courses and community-based research.

Evans was nominated for the award by Dean Isaac Prilleltensky and was chosen by a selection committee that included faculty and administrators from across the university. The selection committee was extremely impressed with Evans's engagement with the challenges facing Miami's human service organizations.

Evans received a plaque and public recognition on April 26 at the university's Celebration of Involvement, an annual awards ceremony hosted by the Butler Center for Volunteer Service and Leadership Development, with support from the Office of Civic and Community Engagement.

In April, Scotney Evans and Laura Kohn-Wood, associate professor and associate chair of the Department of Educational and Psychological Studies, were selected from a university-wide pool of applicants to be two of five 2012-2013 Engaged Faculty Fellows. This is the inaugural year for the Engaged Faculty Fellows program, which is designed to incentivize the

development of academic service-learning courses by awarding \$2,500 summer stipends to five faculty members.

Each fellow commits to creating a course that incorporates a significant component of civic engagement and service learning into the course curriculum. Recipients of the awards must commit to teaching the class at least three times over the next five years. The fellows will participate in a workshop that introduces them to key concepts and practices in civic engagement and service learning, and also will take part in a follow-up panel discussion about their experiences in developing the syllabi and teaching the courses.



Dr. Jennifer Marie Langer-Osuna meeting with students.

Foundation Selects Researcher for National Fellowship Award

Jennifer Marie Langer-Osuna was recently selected to be a 2012 National Academy of Education/Spencer Postdoctoral Fellow. With the support of the Spencer Foundation, this program encourages outstanding researchers at the postdoctoral level to pursue critical education research projects. The fellowship award is a \$55,000 grant.

"The fellowship offers research support and many mentoring opportunities with the National Academy of Education members," said Langer-Osuna, whose research project focuses on how students become influential in collaborative work. She developed a framework that focuses on student interaction and plans to apply this model to examine possible shifts in English learners' levels of influence when collaborating with English-proficient peers.

"As teachers utilize new inclusive teaching practices, are English learners remaining marginalized from student-led collaborative work?" she said. "Or do we see that their ideas become attended to and taken up by others, positioning them as more central participants?"



Sunset Elementary Receives National Award for Excellence

Sunset Elementary School was recently recognized as the top elementary magnet school in the nation by Magnet Schools of America. Widely recognized for its premier International Studies Magnet Program (ISMP), the school and its faculty and staff serve as role models for international schools worldwide.

"It was a great honor for the entire school community to receive the top national award," said Principal Marlene Leyte-Vidal. "It reflects and recognizes the quality and professionalism of the school's faculty and staff and our commitment to excellence."

Sunset Elementary has been one of the School of Education and Human Development's professional development schools (PDS) since 2010. "We are very proud of the teachers, students, staff, administration, and parents of Sunset," said Mileidis Gort, professor in residence. The Sunset PDS program provides support for the school's classroom teachers and exposes student teachers to the broad-based IS curriculum, which incorporates objectives and programs from other countries.

The professor in residence and PDS lead-teacher components of the program help provide support to classroom teachers and interns throughout the planning, teaching, and assessment process, added Leyte-Vidal. "Being designated as a PDS has broadened the opportunities for Sunset Elementary faculty to

serve as model teachers and mentors to numerous student teachers," she said. "The school takes great pride in partnering with the Department of Teaching and Learning, offering an internationally recognized program to approximately 1,140 elementary school students each year.

Sunset Elementary School's ISMP was created in 1986 in response to the needs of South Florida's international community. As a dually recognized program, implemented through a Memorandum of Understanding with the Ministries of Education of Spain, France, and Germany, Sunset Elementary implements the rigorous official Spanish, French, and German curriculum in the respective world language for students in grades one through five. The program is delivered in alignment with the curricula of Spain, France, and Germany, and students are assessed through both state and international tests of academic achievement and language proficiency.

"It was a great honor for the entire school community to receive the top national award. It reflects and recognizes the quality and professionalism of the school's faculty and staff and our commitment to excellence."

– Marlene Leyte-Vidal, Principal



Mileidis Gort, front row second from left, with Sunset Elementary School associate teachers, clinical teachers, administrators, lead teacher, and graduate assistant.



Reception Honors Graduates of Education and Social Change Master's Degree Program

By offering new tools and experiences, the school's Education and Social Change Program is empowering graduate students so they can make a positive difference in the lives of others. "I work at the Miami-Dade County Public Schools' Education Transformation Office (ETO)," said Lander Arrieta, who was among the 2012 graduates recognized at a June 2 reception. "This master's program gave me a very good perspective on being a change agent and allowed me to connect with other professionals from different backgrounds."

The reception also recognized the students' contributions to Teach For America, the national program that focuses on growing a generation of leaders who work to ensure that kids growing up in poverty receive an excellent education. "It was the Teach For America program that brought me to Miami," said Natalie Blake, who enrolled after earning an undergraduate degree at Wake Forest. "I had heard great things about the School of Education (and Human Development) and wanted some additional formal training. The public policy components of the program were particularly helpful."

Blake will be moving back to North Carolina to work for the Z. Smith Reynolds Foundation, providing support to grant applicants and serving as an advocate for the needs of K-12 students. At the reception, Professors Beth Harry and Mary Avalos presented Blake with an award for being the outstanding student in the Education and Social Change Program.

Growing up in Los Angeles, Teresa Martinez saw the effects of poverty and inequality on students in the area's school system. "I wanted to see if I could make an impact in the classroom and in my daily life as well," she said. "The University of Miami master's program really clicked with me." Now, Martinez plans to work with community relations programs in the media, sports, and entertainment industries to help at-risk students.



For Kadie Montano, working for Teach For America in West Little River, a K-8 center in Miami, provided a first-hand experience of the cultural issues facing classroom teachers. Next fall, she will be working as a math coach, helping the school's professional development program. Another graduate, Christine Conforti, plans to use her master's degree and teaching experiences to pursue a career in international development. She said, "For me, the policy course on education reform was really a life-changing class."

(Top) Graduates, faculty, and staff gather at reception.

(Left) Christine Conforti, Lander Arrieta, Kadie Montano, and Teresa Martinez.

Gort Advises 'Sesame Street' on Biliteracy Issues

When the producers of PBS's famous "Sesame Street" series wanted to explore new directions in the show's bilingual offerings, Professor Mileidis Gort was a natural choice for advice. As professor of literacy and bilingual education in the Department of Teaching and Learning, Gort has done extensive research on how children develop language skills.

Bilingual acquisition is a common, normal childhood experience:

- ALL children can learn two languages in childhood
- Children's home language is an essential component of their identity and is the foundation for learning
- Bilingual acquisition is facilitated by sustained, rich, varied experiences in both languages
- Parents and teachers can facilitate children's bilingual proficiency by using the language they know best, in varied and extensive ways

— Professor Mileidis Gort

Because "Sesame Street" reaches a global audience, Gort added that her work with multiple languages could have implications beyond the Hispanic audience. "In Africa, for instance, the TV show might be broadcast in English, with simultaneous radio broadcasts in various tribal languages," she said.



In addition to "Sesame Street," Gort provides professional development services related to bilingualism to the Miami-Dade County Public Schools' teachers and preschool instructors. With co-editor Eurydice Bouchereau Bauer, Gort prepared "Early Biliteracy Development," a series of case studies in various languages.

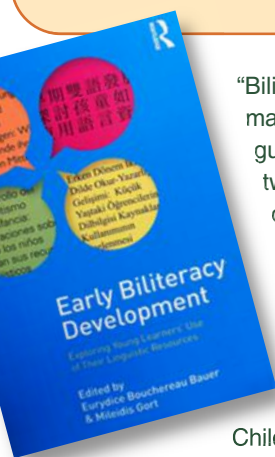
Gort is also conducting ongoing field research and observations on language development through a collaborative initiative with the United Way of Miami-Dade's Center of Excellence preschool program. Working with a team of graduate students, Gort observes how children ages 3 to 5 use Spanish and English languages in conversation and writing. "We video what happens naturally," she said. "In turn, that helps us look at new ways that teachers can support bilingual language development."

Recent Presentations

Gort, M. (2012, February). Dual language development in early childhood. Invited address. Sesame Workshop: Hispanic Heritage Seminar, New York, NY.

Gort, M., & Sembiante, S. (2012, April). Knowledge distribution in a dual language preschool: Emergent bilingual children's development of descriptive language patterns. Invited paper presented as part of Inaugural Presidential Session: Early Career Scholar and Graduate Student Collaborations. Annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Gort, M., Pontier, R. W., & Bengochea, A. (2012, April). The word-focused, scaffolding practices of a dual language preschool teacher during Spanish and English read alouds. Paper presented at the 2012 meeting of the American Educational Research Association, Vancouver, Canada.



"Bilingualism is a more complex issue than many people realize," said Gort. "A bilingual child is someone who is exposed to two languages and may use them for different purposes. Through rich experiences and regular, substantial exposure, children can acquire high levels of proficiency in both languages over time." In February, Gort was asked to present her findings on "Dual Language Development in Early Childhood" at a Hispanic Heritage Workshop

for the show's writers, directors, and producers. Other participants were Shelle Sanchez, education director, National Hispanic Cultural Center, Albuquerque, NM; and Jamie Naidoo, assistant professor, Library and Information Studies, University of Alabama.

Noting that "Sesame Street" has always had Hispanic characters, Gort said the workshop was designed to provide the show's professionals with an up-to-date understanding of today's Hispanic audiences. "They want to present realistic experiences of Hispanics and focus on culturally relevant topics," Gort said. "I talked with them about how families use English and Spanish and the development of bilingualism in their children."

Partnership with City Year Miami Helps Students Advance in Nonprofit Careers

Corey White is looking forward to starting the Community and Social Change master's program this fall at the University of Miami School of Education and Human Development. Thanks to a new partnership with City Year Miami, White will get a 25 percent tuition scholarship, helping him take the next step toward a fulfilling career in the nonprofit sector.

"Serving in City Year has been a great experience for me," said White, who now leads a 12-member team at North Miami Senior High School that provides mentoring, tutoring, and other support activities for students. "Most of my jobs have been centered around working with youth, such as serving as a summer camp counselor. I'm interested in continuing that work, but wanted to get some experience before deciding on a career focus. Now, I'm hoping to eventually start my own nonprofit organization and bring City Year to my home town."

A national nonprofit, City Year's motto is "Give a year. Change the world," according to Noah Youngstrom, recruitment director, City Year Miami, and a graduate student at the School of Education and Human Development. Since its 2008 launch, City Year Miami has recruited 134 core members with a goal of 200 by next year. Noting that the program helps attract talented and motivated young adults to Miami, Youngstrom is also helping to launch a new City Year program in Orlando and planning a third Florida program in Jacksonville.



Corey White

"Our core members take a year to give back to communities and help kids along the way toward graduation," he said. "This partnership shows the University of Miami's commitment to community service. It's a perfect match because of our shared values and ideals. Now, someone who goes through the City Year experience has financial support in taking a service career to the next level."

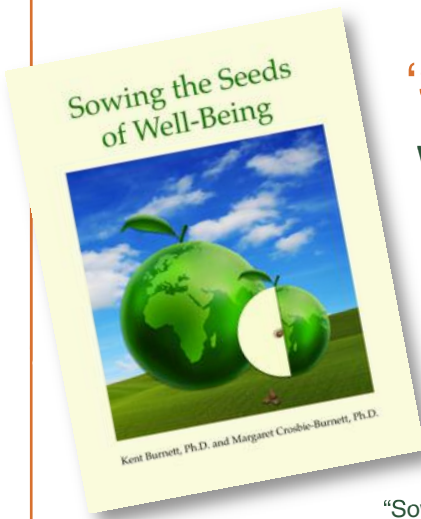
White, who joined City Year Miami in 2010 after graduating from the University of Georgia, is a good example of that process. "Every day at our high school I learn something new," he said. "We greet the kids, wish them a positive day, and drive attendance. We also serve alongside teachers as tutors who support class lessons, and we identify students who need extra attention and provide the appropriate help." During lunch periods, City Year runs a mentorship program and a curriculum called 50 acts of leadership. After school, the team runs clubs, serves as mentors, and staffs a homework helpline. As White said, "Our team is all about helping high school students succeed in life."



Noah Youngstrom



(Above) City Year Miami members engage Miami-Dade students in educational and service initiatives.



‘Sowing the Seeds of Well-Being’

With their new book, “Sowing the Seeds of Well-Being,” Professors Kent Burnett and Margaret Crosbie-Burnett provide a new global perspective on building and sustaining a healthy, constructive lifestyle. It’s the first publishing collaboration for the husband and wife authors, who have conducted clinical research and taught in the Department of Educational and Psychological Studies (EPS) for decades.

“Most self-help books tell readers that they should do this or should not do that, but they often do not show readers how to achieve a goal,” said Burnett. “Instead, we try to have a conversation with the reader regarding how to create a life of well-being, showing how to implement the chosen actions.”

Written and designed as a colorful, visually appealing publication for a general audience, “Sowing the Seeds of Well-Being” will also serve as a textbook for Burnett and Crosbie-Burnett’s fall semester undergraduate class, “Psychosocial Change and Well-Being.” With this publication Burnett developed the concept of “Apple Well-Being” as a way of life, with a model that encompasses a Green Zone as fertile ground for constructive attitudes and actions, unlike the Red Zone (anger and aggression) or the Blue Zone (depression and withdrawal). There’s also a Gray Zone in which negative emotions alert us that we are at risk of moving into the Red Zone or Blue Zone.

“The techniques that we describe in this book for making adjustments to your path can help you live life to the fullest extent possible in a manner characterized by constructive attitudes, actions, and interactions,” said Crosbie-Burnett. “While many self-help books are visually boring, Kent, who comes from a family of artists, used colorful photos, illustrations, cartoons, and poems to help bring these concepts to life.”

Aspects of well-being on a personal, family, community, or societal level include readiness to adapt to change, growth, openness to diversity in people and ideas, and a sense of caring, according to Burnett. “We emphasize staying realistic and constructive,” he said. “Being overly optimistic or overly pessimistic impedes one’s readiness to adapt to everyday stresses as well as major life changes and challenges.

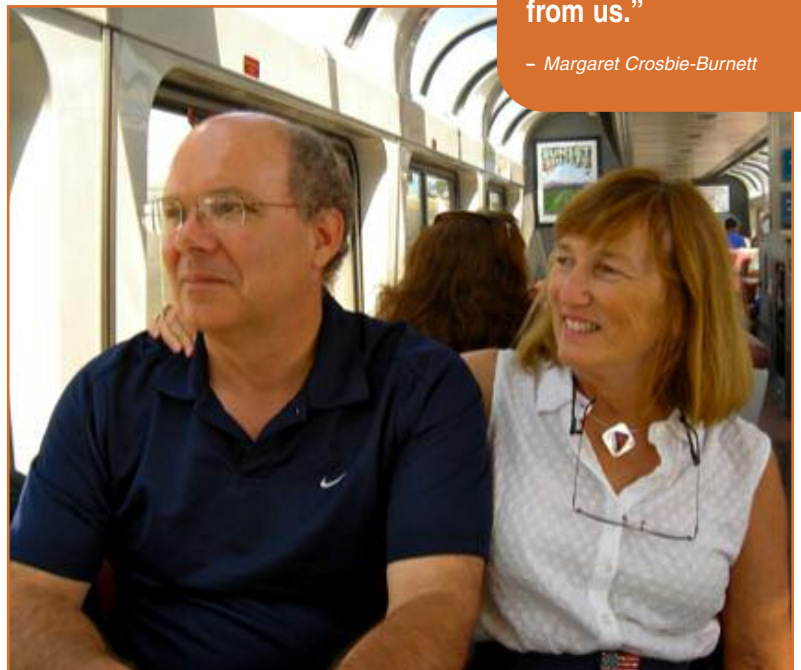
Using the Apple Well-Being perspective, readers can track their daily experience, including thoughts, feelings, actions, and interactions, and make adjustments to their path, helping them to stay in the constructive Green Zone.

As co-authors, Burnett and Crosbie-Burnett have drawn on their different academic perspectives: Kent Burnett has focused on psychological aspects of health, while Margaret Crosbie-Burnett has specialized in family psychology, including feminism and alternative couples and families.

“The book is really an expression of both of us,” said Crosbie-Burnett, adding that it contributed to their well-being as a couple. “We have dedicated this book to our children, their spouses, and our grandchildren, with the hope that its message will promote constructive attitudes and actions in the world they inherit from us.”

“We have dedicated this book to our children, their spouses, and our grandchildren, with the hope that its message will promote constructive attitudes and actions in the world they inherit from us.”

– Margaret Crosbie-Burnett



in memoriam

Paul T. Dee: Served The University of Miami for More Than 30 Years



Dee served as director of athletics from 1993-2008, and was also vice president and general counsel. He was inducted into the University of Miami Sports Hall of Fame and was a member of the Iron Arrow Society, UM's most prestigious honor.

Paul T. Dee, 65, who served in key roles for more than 30 years at the University of Miami, passed away on May 12. "The entire University of Miami community is saddened by the loss of Paul Dee," said University of Miami President Donna E. Shalala. "A proud alumnus, he will be remembered for his distinguished career and service."

Dee, who earned his master's degree in education in 1973 and juris doctorate in 1977, was a member of the School of Education and Human Development faculty and an adjunct professor at the School of Law. "Paul was an excellent professor and a much loved figure at UM for many years," said Dean Isaac Prilleltensky. "He was a wonderful human being and we all mourn his passing."

Dee served as director of athletics from 1993-2008, and was also vice president and general counsel. He was inducted into the University of Miami Sports Hall of Fame and was a member of the Iron Arrow Society, UM's most prestigious honor.

"Throughout my association with Paul, I noticed the common themes of compassion, humility, and integrity," said Professor Susan P. Mullane, coordinator, Undergraduate Sport Administration Program, Department of Kinesiology and Sport Sciences. He was extremely intelligent and a marvelous storyteller with an amazing sense of humor. In my opinion, Paul Dee epitomized leadership, and I cherish my time with him."

"Paul's passing has had a significant impact on each member of the Sport Administration faculty," said Professor Warren Whisenant, associate chair, Department of Kinesiology and Sport Sciences. "Over the past few years while serving as a member of our group, he shared his insight into the world of collegiate sport, challenged us to continuously enhance and improve the program, and reminded us of the importance of working with a collegial group of people. During my last chat with him, Paul told me, 'You have a group of people who legitimately like one another and enjoy working together. That is very unusual in most organizations. No one tries to 'one-up' the other. This is a unique group of people. Take advantage of it.' He leaves us with that challenge."

in memoriam

Marjorie Montague: Pioneer in Special Education

A pioneer in the field of special education, Professor Marjorie Montague passed away in May. “Marjorie made great contributions to the university and the scholarly community,” said Dean Isaac Prilleltensky. “She was a distinguished researcher and great mentor to junior colleagues and doctoral students. We mourn her passing and send our condolences to her family and friends.”

Montague joined the faculty of the Department of Teaching and Learning in 1987. She co-directed the master's and doctoral programs in learning, behavioral, and attention disorders, and chaired more than 20 doctoral dissertations.

Montague's research has directly impacted students, teachers, and administrators, particularly in the Miami-Dade County Public Schools.

“Marjorie was the consummate professional,” said Professor Elizabeth Harry, chair, Department of Teaching and Learning. “Meticulous and driven by a passion for the issues facing children with disabilities, she always aimed high and accomplished way beyond the normal range of expectations for academic work. She was a leader in the field of special education and will be genuinely missed.”

In the field of special education, Montague conducted research in the areas of longitudinal trajectories of youth at risk for learning disabilities/emotional behavioral disorders, and mathematical disabilities and math problem solving. In her 29 years of research, she received grant funding amounting to almost \$10 million.

She was passionate about improving outcomes for youth with disabilities based on her experience teaching in an inner city high school before there were legislative protections. Her most recent research focused on improving mathematical problem solving for at-risk students and students with learning disabilities through her published intervention called “Solve It!” Montague's research has directly impacted students, teachers, and administrators, particularly in the Miami-Dade County Public Schools.

Montague published more than 90 articles, chapters, books, and curricular materials, and served on the editorial boards of *Learning Disabilities Quarterly*, *Learning Disabilities Research and Practice*, and *Journal of Learning Disabilities*. She was a former president of the Division for Research – Council for Exceptional Children (CEC), and Chair of the Special Education Group of the American Educational Research Association (AERA). She also served for many years on the Executive Board of the International Academy for Research in Learning Disabilities (IARLD), most recently holding the post of treasurer for over 200 international scholars and educators.



Robert Simpson: Former Dean

Robert Simpson, who taught at UM for 22 years and served as dean of the School of Education from 1986 to 1992, passed away June 7 in Lakeland. “My husband loved teaching



very much,” said Delores Simpson, now a resident of North Carolina. “He was very active in the university's alumni association, and left a strong legacy for the school.”

Simpson, who earned his doctorate of education from Wayne State University in Detroit, served as superintendent of schools in Michigan, and as an assistant professor of education at Miami University in Ohio.

He joined the University of Miami School of Education as associate professor of higher education and administration. “Robert enjoyed teaching educational administration classes and helping students learn how to be successful in the classroom,” said Delores Simpson. “He was also very active in the desegregation of schools across the Southeast.”

After his retirement, Simpson consulted with educational organizations throughout the country. “My father had great love for the University of Miami and his UM family,” said his son Robbie Simpson.

Melissa Institute Helps Educators Boost Literacy Skills

Improving literacy skills can be an effective way to reduce youth violence and criminal actions. Research shows that students who do not learn to read on level by 3rd grade are much more likely to develop low self-esteem, drop out of school, and engage in antisocial and aggressive behavior.

To help prevent this spiral of failure, The Melissa Institute for Violence Prevention and Treatment recently introduced The Balanced Literacy Diet website www.litdiet.org to support educators in developing effective and engaging literacy programs across the elementary grades.

The Melissa Institute has close ties with the School of Education and Human Development, as three faculty members – Etiony Aldarondo, Guerda Nicolas, and Isaac Prilleltensky – serve on the scientific board, and Don Meichenbaum, distinguished visiting professor, is the institute's research director.

"Illiteracy and violence are closely linked," said Frank DeLaurier, executive director of the Melissa Institute. "More than 85 percent of inmates in prisons are functionally illiterate. But a child who can read by the end of third grade is unlikely to ever encounter the juvenile justice system."

DeLaurier noted that Meichenbaum, who was one of the institute's founders, identified literacy as one of the primary areas for intervention, along with anti-bullying programs and parent training. "Teachers work on reading skills through grade 3," he added. "After that, they focus more on social studies, math, science and other classes, so children with poor reading skills get caught in a downward spiral through no fault of their own."



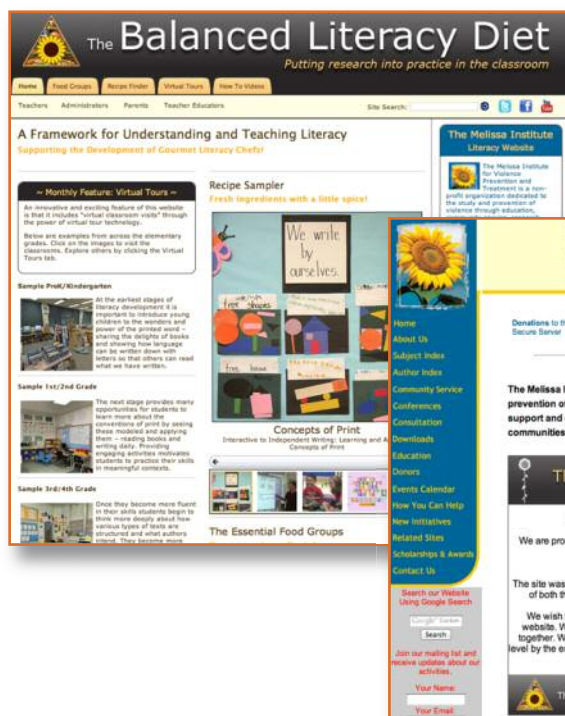
Videogames Can Improve Balance in the Elderly

An easy-to-use in-home videogame may help elderly Americans improve balance and posture, according to a recent study led by Professor Joseph Signorile, Department of Kinesiology and Sport Sciences.

"Our objective was to compare the impact of the Wii videogame platform with Tai Chi exercises and a standard balance exercise program in reducing the risk of falls," said Signorile. "After all, it's much easier for someone with a balance issue to do exercising at home rather than going to a gym or meeting with a physical therapist."

All together, 27 participants completed the study, which involved a number of functional assessments. No significant differences were seen between groups of participants for any outcome measures. "However, we noticed that participants enjoyed playing the game, making it more likely they would continue the program," added Signorile.

The research work, "Pilot Study Comparing Changes in Postural Control After Training Using a Video Game Balance Board Program and 2 Standard Activity-Based Balance Intervention Programs," was recently published in Archives of Physical Medicine and Rehabilitation with co-authors Alessandra Pluchino, MD, Sae Yong Lee, PhD, Shihab Asfour, PhD, and Bernard A. Roos, MD.



The Balanced Literacy Diet framework is designed to provide a free, comprehensive online resource to support the development of research-informed reading and writing instruction. The website, which was developed by Dr. Dale Willows of the University of Toronto, includes a reading skills toolkit for pre-K instructors, as well as real-life videos shot in classrooms in Miami and other locations.

Peterman Named College Dean

Montclair State University recently appointed Francine P. Peterman, BED '75, as the new dean of its College of Education and Human Services. Previously, Peterman was a professor and dean of education at Queens College of the City University of New York.



"I have long been committed to fostering collaborative educational partnerships that positively impact both individuals and communities," said Peterman. "Montclair State's College of Education and Human Services has a long history of partnering with local schools and agencies to make a difference in the lives of children, their families, and communities. I look forward to participating in its distinguished tradition of innovation and national leadership."

Throughout her 20-year career as an educator and administrator, Peterman has been committed to serving both institutional and broader educational communities. She is the author of numerous scholarly publications and has presented papers nationally and internationally on topics related to urban teacher education and assessment. She has been the principal investigator of numerous federal, state, and foundation grants to support partnership work in these fields.

Be a part of our Heritage

The generosity of alumni and friends has nurtured the University of Miami School of Education and Human Development for decades, furthering the extraordinary achievements in teaching, research, and public service. As the School looks ahead to a future of exciting opportunities and unique challenges, the donors dedicated to help reach our goals make all the difference in the School's success.

Establishing a gift to the School of Education and Human Development has benefits for you. How does this happen? In addition to the satisfaction that comes from knowing you have made a difference in the lives of others, the best gift plans improve your financial and tax situation – often right away.

The Office of Estate and Gift Planning at the University of Miami can explore opportunities with you and/or your advisors that balance your philanthropic giving goals with your financial needs and tax-planning strategies – helping you plan for tomorrow while receiving maximum benefits today.

When you make a planned gift to the University of Miami, you also join the prestigious Heritage Society, which was established in 1988 to honor the donors who have committed to a planned gift to the University or named the University of Miami in their estate plans. Heritage Society members are catalysts for continued progress – strengthening the University and advancing its mission for years to come.

For further information, please contact:

Cynthia L. Beamish, Esq., Executive Director
Office of Estate and Gift Planning
University of Miami
(305) 284-2914 or toll-free (800) 529-6935
cbeamish@miami.edu

Marsha Talianoff, Assistant Dean, Development
School of Education and Human Development
University of Miami
(305) 284-5038
mtalianoff@miami.edu