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## Greetings from the Desk of the (New) Dean! *By Dean Laura Kohn-Wood*

It has been a whirlwind and identity shift since my appointment started July 1st. At this point of the new academic year and at the beginning of the lunisolar calendar year, which for some involves self-assessment and resolve for the future, I would like to introduce myself and provide some context for what to expect from me.

*(continues on page 3)*



## YES! Camp – Summer Program

Ranger Denise from Biscayne National Park prepares to show microscopic sea life to girls participating in the Youth Empowerment Summer (YES!) Camp at the School of Education and Human Development in July. See page 11.

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UNIVERSITY OF MIAMI  
SCHOOL of EDUCATION  
& HUMAN DEVELOPMENT



# in memoriam

## Roberta Shevin, a Pillar of Our Community

**Early last week I was devastated to learn of the passing of the indomitable Roberta Shevin (AB '64, MA '66), a true pillar of our community who recently retired as Executive Director of MCCJ (formerly known as the Miami Coalition of Christians and Jews) – a longtime South Florida organization dedicated to advancing “understanding and respect among all cultures, religions and races” (<https://miamiccj.org/>).**

Roberta was a significant friend of the School of Education and Human Development, a co-facilitator of our faculty-led ‘Day of Dialogue’ programs, an early champion of our Community & Social Change Master’s program and an ardent supporter of our nascent Intergroup Dialogues program at the University of Miami.

In addition to all of that, Roberta was a dear friend and co-conspirator in envisioning a community where every person of every race, ethnicity, gender expression, sexual orientation and certainly faith – is not just embraced but seen as someone who contributes to the strength and vibrancy of the South Florida and world community.



I first met Roberta when I arrived in Miami in 2009 to start a new program in the School of Education at UM that utilizes principles of the field of Community Psychology to teach graduate students to be effective community-based change-makers. The program was part of a vision for the School of Education and Human Development – articulated by our previous Dean – Isaac Prilleltensky – for the school to promote “educational, psychological and physical well-being in multicultural communities.”

After a seminal introduction from Ms. Debi Hoffman, Roberta readily embraced this vision for her alma mater, and she was the first community-based partner to help us advance our new program. Ms. Hoffman’s suggestion for a “MCCJ Community & Social Change Student Silver Medallion Award” was immediately adopted by Roberta – and it was her perspective and persuasiveness that has since led to the award being given annually to the graduate of our program who exemplifies excellence in both academic accomplishments and community service.

**The award was modeled after the prominent MCCJ “Silver Medallion Award” that has been presented in Miami since 1946 to honor Miami-Dade citizens “for service to humanity” – and has recognized Greater Miami’s most outstanding community activists. Roberta felt that a student award could provide an opportunity to honor a new young humanitarian who will be a future inclusive leader.**

Each year at our School-based graduation ceremony Roberta, as Executive Director of MCCJ along with a member of the Board, would help present the student award. This past May, in recognition of Roberta’s retirement from MCCJ we surprised her with an award of her own I am glad we were able to honor her.

I am shocked and saddened that Miami and the world has lost a great, shining light. At her memorial service last week Roberta Shevin was described as a “prophetess” and indeed she not only prophesied but led Miami toward a vision of a promised land where every person is valued. I can only hope that she is now in the land of promise, living her vision. Roberta Shevin’s legacy, however, lives on at her alma mater in the form of the annual student award that reflects the energy, promise and purpose of her incredible spirit and her tireless work for inclusiveness. Even so, I will deeply miss my friend.

**Laura Kohn-Wood**

Dean

School of Education and Human Development

University of Miami

October 1, 2018

# dean's message

## Greetings *(from page 1)*

I am an African-American-Jewish woman who grew up outside Seattle, Washington. I am the daughter of teachers and I am a professor, spouse, mother and community psychologist. I have personally and peripherally experienced the power of education and intervention to transform lives, to transform organizations and to transform communities.

I came to the University of Miami and the School of Education and Human Development nearly 10 years ago to help build new programs. Now, I am excited to help our School transform people, programs, schools, organizations and communities, especially here in Miami.

For this I should share some specifically relevant values: I value people; I value identities and the power of identity to shape the story of someone's life. I value context and the importance of understanding human behavior at the intersections of the individual, their identity and their ecological context. I value education, as a contextual route to social mobility and a tool for participating in a democratic society. I am passionate about working toward equity in resources. Significant disparities in access and achievement are related to negative outcomes for everyone, whether one is at the top or the bottom of the resource totem pole.

**I believe the School of Education and Human Development has excellent, relevant and varied scholarship and expertise that can advance knowledge and help solve complex individual, organizational and social problems. I believe it is the responsibility of the dean to help create the best possible context for faculty, staff and students to research, teach, learn, work and serve with excellence.**

Having been here for nearly a decade, I know where we are, and I have several ideas about where we need to go, but I don't have all the answers. To help facilitate and prioritize our path I have scheduled a series of collaborative lunches and dinners to determine who we are, what we do well, what challenges we face and what can we do to advance the growth and development of the School.

Also, I have invited a few outside "experts," leaders in schools/colleges of education from across the country, to provide their perspective on our strengths, challenges and potential. These discussions will help to crystallize our identity and shape our strategic priorities. I am eagerly devoting myself to this effort and I hope anyone who cares about the School, cares about education, cares about our campus and our community will join me.

### **Laura Kohn-Wood**

Dean  
School of Education and Human Development  
University of Miami



## Homecoming

Please join us  
in welcoming  
**Dean Laura Kohn-Wood**  
at the  
School of Education and  
Human Development's  
Homecoming  
Networking Reception

Friday, November 2, 2018  
4:30PM - 6:30PM

Whitten University Center  
Faculty Club

Complimentary for UM  
SEHD Alumni.

RSVP By October 23rd,  
2018

For more information  
contact Christie at  
cwolfe@miami.edu





## Nicolas Honored for Humanitarian Work

**Haitian-born clinical psychologist Guerda Nicolas is recognized for her work in bringing mental health care to marginalized societies.**

As a child in her native Haiti, Guerda Nicolas grew up hearing stories of how her country helped other Latin American countries eradicate slavery after Haiti had won its own independence in the first such rebellion of its kind. Haiti's humanitarian gestures also extended to welcoming Jews who emigrated to the island as they escaped the Nazis during World War II.

She never forgot these lessons. In August, Nicolas, a professor at the School of Education and Human Development (SOEHD) and a noted clinical psychologist, was awarded the International Humanitarian Award by the American Psychological Association (APA).

"It was instilled in me that I had a larger civic duty to use my skills, knowledge and expertise beyond my home," she said. "This award as a teacher, researcher, and practitioner from APA is a confirmation that such learned principles live on."



**Much of Nicolas' research reflects her interests as a multicultural psychologist. She focused on developing culturally effective mental health intervention for people of color, with specific focus on immigrant children, adolescents and families.**

Nicolas was recognized for her pioneering work in "improving mental health care systems and policy in Haiti and access to care for Haitians in the United States," according to the APA citation.

Nicolas received her award during the APA's convention held in San Francisco, California. Presenting her with the citation was APA President Jessica Henderson Daniel, who was the only African-American professor Nicolas had during her time at Boston University.

"Her research and international humanitarian work demonstrate her effectiveness in transforming and empowering communities despite traumatic adversities like the 2010 earthquake in Haiti," read the citation.

Dean Laura Kohn Wood says of the award: "She is so deserving of this award. Her focus has been on underrepresented communities in the field of psychology, both locally and globally, and she has devoted countless hours in her research program and in some of her community-based work to advance and amplify the voices of Haitians, black communities and other local communities."

Much of Nicolas' research reflects her interests as a multicultural psychologist. She focused on developing culturally effective mental health intervention for people of color, with specific focus on immigrant children, adolescents and families. For 10 years, she worked to establish the Caribbean Alliance of National Psychological Associations, an organization that for the first time ever brought together groups of psychologists in Caribbean countries to work on issues relevant to those countries and their Diasporas.

A clinical psychologist, Nicolas received her doctoral degree in clinical psychology from Boston University. She completed her pre-doctoral training at Columbia University Medical Center and her post-doctoral training at New York State Psychiatric Institute/Columbia University. She focused her practice in the area of children, family and community well-being. Prior to arriving at UM, she held faculty positions at Boston College and the College of Saint Elizabeth in New Jersey.

## Delivering Healing Support for Survivors of the Parkland Tragedy

**Drawing on their crisis response skills and experience, as well as their deep compassion, South Florida's mental health professionals delivered powerful healing support to students, teachers, and staffers at Marjorie Stoneman Douglas High School in Parkland after the tragic February 14 shooting rampage that left 17 dead.**

"Our team provided opportunities for adults and students to vent their feelings and grieve," said Frank Zenere, district coordinator for Miami-Dade County Public Schools Student Services/ Crisis Program and a member of the scientific board of the Melissa Institute For Violence Prevention and Treatment. "We calmed panic attacks, brought in comfort dogs, and did a lot of hallway counseling."

Zenere was among the distinguished panelists and speakers at The Melissa Institute's 22nd annual conference on the "Impact of Trauma and Violence: Interventions for School, Clinical and Community Settings," sponsored on May 4 by the University of Miami School of Education and Human Development (SEHD), where the Melissa Institute is based.

Lynn Aptman, president and cofounder of the Melissa Institute, and Heather Winters, the institute's executive director, welcomed the 200 educational and counseling professionals and students to the Shalala Student Center. "With the support of the University of Miami, we bring outstanding experts here to share their information for your professional development," Aptman said. "Our mission is to support your great work with strategies based on scientific research."

Daniel Santisteban, professor, and director of the Dunspaugh-Dalton Community and Educational Well-Being (CEW) Research Center, which hosts The Melissa Institute, thanked the institute's team for "working tirelessly throughout the year" to improve the South Florida community. "With mass shootings and individual acts of violence in our schools, we must do better for all our students," he said. "In the wake of Parkland, we have seen extraordinary leadership from our youngest residents and now we adults need to step up to the challenge."

**After a moment of silence for victims of violence, Donald Meichenbaum, research director of The Melissa Institute and former SEHD distinguished visiting professor, offered suggestions on building emotional resiliency in his talk on "Incidence and Impact of Trauma and the Implications for Interventions."**

*(continues on page 16)*



*(From left) Frank Zenere, Marie Osborne, Colleen Cicchetti, Lisa Martinez, and Donald Meichenbaum*



## Honoring Our Top 2018 Graduates

The School of Education and Human Development honored the following students at the 2018 Awards Ceremony on May 9.



School of Education and Human Development Award for Scholarship  
**Michelle Marenus**  
with Acting Dean Walter Secada



Research Honors Program  
**Matthew Fink (KIN), Alec Bizieff (KIN), Michelle Marenus (KIN), and Brian Zalma (KIN)**  
with Acting Dean Secada



Department of Educational and Psychological Studies Award for Scholarship  
**Hannah Long**  
with Acting Dean Secada



Department of Kinesiology and Sport Sciences Award for Scholarship  
**Alec Bizieff**  
with Acting Dean Secada



Department of Teaching and Learning Award for Scholarship  
**Liris Stephanie Berra**  
with Acting Dean Secada



Maxine B. Wishart Agent of Change Award  
**Ari Garvett**  
with Acting Dean Secada

# IMPACT ON students (continued)

## Department of Kinesiology and Sport Sciences



Award for Excellence in  
Athletic Training  
**Silver Harris**  
with Dr. Warren Whisenant,  
KIN Department Chair



Award for Excellence in  
Sport Administration  
**Ryan Keane**  
with Dr. Whisenant



Award for Excellence in  
Exercise Physiology  
**Matthew Fink**  
with Dr. Whisenant



Award for the Outstanding  
Master's Student in Exercise  
Physiology  
**Catherine Armitage**  
with Dr. Whisenant



Award for the Outstanding  
Master's Student in Exercise  
Physiology – Nutrition Track  
**Carolina Velasquez**  
with Dr. Whisenant

Award for the Outstanding  
Master's Student in Exercise  
Physiology – Nutrition Track  
**Carolina Velasquez**  
(pictured above)

Award for the Outstanding  
Master's Student in Exercise  
Physiology – Strength and  
Conditioning Track  
**Adam Lachance**  
(not present)



Outstanding Doctoral Student  
in Exercise Physiology  
**Kirk Roberson**  
with Dr. Whisenant



Dr. Harry Mallios Award for  
Outstanding Master's Student  
in Sport Administration  
**Keelin Hollowood**



Marlins Foundation Gift of  
Scholarship  
**Renee Burke and  
Keelin Hollowood**  
with Dr. Whisenant

## Department of Teaching and Learning



Outstanding Master's Student  
in Education and Social Change  
**Devon Grussmark**  
with Dr. Luciana de Oliveira,  
TAL Department Chair



Outstanding Master's Student  
in Early Childhood Special  
Education  
**Renzo Giraldo**  
with Dr. de Oliveira



Outstanding Doctoral Student  
in Teaching and Learning  
**Dr. Loren Jones**  
with Dr. de Oliveira



# IMPACT ON students (continued)

## Department of Teaching and Learning (continued)



Excellence in Student Teaching Award  
**Livia Alvarez, Oscar Aguirre, Jesse Ojanen, and Kent Barnhill**  
with Dr. de Oliveira (*left*), and Carlos April, professor,  
Frost School of Music (*right*)

## Department of Educational and Psychological Studies



Award for Excellence in  
Human and Social  
Development  
**Victoria Gonzalez**  
with Dean Laura Kohn-Wood,  
Former EPS Chair



Carolyn S. Garwood Award  
for Service  
**Denise S. Marques**  
with Dean Kohn-Wood



MCCJ Silver Medallion Award  
for Community & Social Change  
**Alison Kasney**  
with Nestor Rodriguez,  
the late Roberta Shevin, and  
John Ali



Outstanding Master's Student  
in Counseling Psychology  
**Margo Fernandez-Burgos**  
with Dean Kohn-Wood



Outstanding Master's Student  
in Higher Education  
**Colette Mighty**  
with Dean Kohn-Wood



Outstanding Master's Student  
in Research, Measurement,  
and Evaluation  
**Juan Carlos Morales**  
with Dean Kohn-Wood



Outstanding Doctoral Student  
in Research, Measurement,  
and Evaluation  
**Melissa A. Dietrick**  
with Dean Kohn-Wood



Outstanding Doctoral Student  
in Counseling Psychology  
**Austen R. Anderson**  
with Dean Kohn-Wood



## Nancy Pastroff's Gift of Scholarships Will Help Tomorrow's Students



**Nancy Pastroff, M.Ed. '66, knows that scholarships play a vital role in helping University of Miami students achieve their dreams. "There are lots of smart young people who cannot afford a college education," she said. "They might never have an opportunity to pursue a career in fields like teaching, counseling or accounting without financial support."**

A dedicated 'Cane for many decades, Pastroff recently established the Nancy G. Pastroff Endowed Graduate Scholarship Fund to support graduate students in the Master's Programs in Counseling in the School of Education and Human Development's Department of Educational and Psychological Studies (EPS). "By counseling children, teenagers and adults, these graduate students will develop professional skills that will make a long-lasting difference in our community," Pastroff said.

Born in New York, Pastroff grew up in Miami, and planned to become a teacher. After earning a bachelor's degree at the University of Florida, she returned home and married Edward J. Pastroff, B.B.A. '53, M.Ed. '55. "My husband and I built a house on a lake near the UM campus, and raised our family there," she said. "After we got married, I taught math for several years to middle school students. In fact, I was the only instructor there who could teach algebra."

Pastroff enjoyed teaching, but after having her first baby, she decided to go back to school, earning her master's degree and taking accounting courses. She became a Certified Public Accountant (CPA), and began a career in accounting that lasted for four decades.

As a principal at Pastroff, Barja, Kelly Co., she provided tax preparation and accounting services to several generations of clients. She also volunteered her time to community organizations, serving as treasurer for the area Girl Scouts of Tropical Florida. In 2000, Pastroff created the Sylvia Frank Freed Endowed Scholarship in Accounting Fund to honor the memory of her mother, who was a successful businesswoman in real estate. The endowment supports female graduate or undergraduate students who are pursuing an accounting degree at Miami Business School.

Meanwhile, Pastroff's two children grew up and pursued creative careers. Her daughter Laura Flavin is a jewelry designer and her son, Michael James Pastroff, is an artist in New Zealand. "My husband was a talented musician, as well as a very good teacher," she said. "He used to help the drama teacher by playing the piano for student productions."

Pastroff herself enjoys the arts, including the theater and music. "I recently went on a wonderful trip to Scotland," she said. "My husband and I had gone there 50 years ago when our children were young. While many things about Scotland were different, the scenery was just magnificent."

**After her husband passed away in 2005 Pastroff established the Edward J. Pastroff Endowed Scholarship Fund in his memory to support graduate students in the EPS department. As she said, "Through these three endowed scholarship funds, I will be able to leave an enduring legacy to the University of Miami."**

## UM'S Glazer-Lorton Writing Institute Celebrates 35th Anniversary

**Back in 1984, Zelda Glazer, Miami-Dade County Public Schools District Director of Language Arts and Reading University of Miami Professor Eveleen Lorton launched a summer professional development program to help Miami teachers boost their students' writing skills.**

Through the decades, thousands of Miami-Dade teachers have participated in the Zelda Glazer and Eveleen Lorton Writing Institute (GLWI), which celebrated its 35th anniversary with a two-week program June 18-29 at Zelda Glazer Middle School.

"From the start, we have focused on three principles," said Lorton, now a professor emerita, School of Education and Human Development. "We believe that student writing can be improved by writing, that teachers of writing must write themselves, and all of us must practice those skills in order to improve."

**Wearing a banner, "35 years young and still going strong," Lorton welcomed more than 150 Miami-Dade teachers to the Institute, whose motto is "The world comes alive through writing."**

Organized by the School of Education and Human Development in conjunction with Miami-Dade County Public Schools, the GLWI has impacted the writing skills of 388,260 elementary,



middle, and high school students, according to co-directors Nanette Raska, University of Miami, and Joanie Cobo, assistant principal, Vineland K-8 Center, M-DCPS.

"We thank our dedicated teachers who spent two weeks at our Institute to help your students," said Cobo at the Institute's closing breakfast at the Miami Airport Marriott. "I know you will carry your excitement and enthusiasm back to your schools this fall."

Lorton added that the Institute's commitment to excellence attracts nationally acclaimed authors and writing instructors, including Carol Jago, past president of the National Council of Teachers of English and chair of the College Boards English Academic Advisory Committee; poet Michael Slinger; and author and consultant Erik Palmer. "We are so very grateful for the ten or so national consultants who come to us every year," she said.

Along with the focus on writing, Lorton said the theme for this year's Institute was "kindness," emphasizing the importance of involving students in activities that highlight kindness to each other. She also dedicated the 2018 institute to Karen Spigler, administrative director in English/ Language Arts for Miami-Dade public schools.

*(continues on page 11)*



*(From left) Nanette Raska, Eveleen Lorton, and Shawn Post*



## YES! Camp



From marine biology to fitness activities and making crafts, the Youth Empowerment Summer (YES) Camp provided fun and learning activities for girls ages 5 to 13. A youth and community development organization URGENT, Inc., in partnership with the School of Education and Human Development, organized the annual summer camp program, according to Saliha Nelson, M.S.Ed., '12, vice president. Other supporters of YES Camp included The Children's Trust, Miami-Dade County, and the University of Miami.

### Writing Institute *(from page 10)*

Cindy Fonseca, a teacher at AcadeMir Charter School West, was among GLWI participants who learned new writing strategies to introduce in her classes. Vanteria Cuff, a fourth-grade reading teacher at Carol City Elementary, also enjoyed the institute's skill-building writing experiences. "We learned some important lessons for ourselves, as well as how to convey the joys of writing to our students," she said.

**"Writing is one of the fundamental skills for our students," said Laura Kohn-Wood, Dean of the School of Education and Human Development. "The work you are doing in your classrooms every day is incredibly important, and I'm proud that UM is supporting this great institute."**

Superintendent Alberto Carvalho emphasized the strength of this Institute saying it has not changed its purpose, its direction, nor its heart for 35 years. He added that the school district remains devoted to the continued support of classroom teachers in their efforts to help students find pleasure and meaning in writing.

Two M-DCPS board members also came to the closing breakfast. Dr. Larry Feldman emphasized the power inherent in the act of writing, as well as the need for teachers to write together, share their writing, and share their professional lives, their personal insights and their stories. Mari Tere Rojas also applauded the GLWI participants. "As teachers, you make a difference every day," she said. "You have chosen the most noble and rewarding of all professions, and you are helping to shape the leaders of tomorrow."

## Teachers Tackle Challenging Questions at Holocaust Studies Institute

**Why did Nazi Germany systematically murder 6 million Jews? Why did no one try to stop them? Dr. Peter Hayes, Professor of Holocaust Studies Emeritus at Northwestern University, and author of “Why? Explaining the Holocaust” delivered clear answers to those questions at the 18th Holocaust Studies Summer Institute, held June 11-14 at the Newman Alumni Center.**

Adolph Hitler delivered a powerful message to a German nation reeling from inflation and humiliated by its defeat in World War I, said Hayes in a powerful talk to 75 Miami-Dade teachers. Blaming “the Jew” for Germany’s desperate condition, Hitler told his supporters, “Only I can fix this. Only I have the will,” Hayes said.

“Beware the beginnings of fascism,” he added. “Hitler benefited from a lack of moral courage from Germany’s corporate elite, and the cynicism of its older political leaders who felt he could be manipulated.”

By taking away the civil rights of Jews and using his storm troopers for intimidation in the 1930s, Hitler took Germany down the dark path that led to Auschwitz, Hayes said. “The Nazis killed 75 to 80 percent of the Jews they could reach. It was a cataclysm of violence that very early achieved its objective of killing all European Jews.”

Dr. Miriam Klein Kassenoff, a child of the Holocaust and founding director of the University of Miami Holocaust Teacher Institute Team, led the annual

professional development institute, sponsored by the University of Miami School of Education and Human Development and the Miami-Dade County Public Schools Division of Academics, Department of Social Sciences. Other supporting UM institutions were Miami Law, Miami Business, Alumni House, The Sue and Leonard Miller Center for Contemporary Judaic Studies and the George Feldenkreis Program in Judaic Studies.



(From left) Dr. Miriam Klein Kassenoff, Ruth Gold, SEHD Professor Shawn Post, and Larry Feldman, board member, Miami-Dade County Public Schools

“Educating our students about the Holocaust has never been more important than it is today,” said Kassenoff, who told attendees the dramatic story of her escape from the Holocaust in June 1941 with her family. “Our institute provides practical information for teachers, along with opportunities to learn from notable speakers.”

Noting that UM hosts the most-attended Holocaust Teacher Institute in Florida, Kassenoff said, “It is my goal to make this the most desired learning place in the country for educators, so everyone knows the University of Miami is the Holocaust Learning Center for Teacher Training.”

Institute presenters included Dr. Michael Berenbaum, founding project director of the United States Holocaust Memorial Museum, who spoke on “The Holocaust and Other Genocides,” discussed “America and The Holocaust” during a panel discussion with Hayes. As the Scholar-In Residence of the Holocaust Teacher Institute, Berenbaum has contributed his time and expertise for the past 17 years. “We are most fortunate to have his presence and expertise at all of our institutes,” said Kassenoff, noting that Berenbaum is also the author of “The World Must Know” and conceptual designer of Holocaust Memorials throughout the world.

**“Educating our students about the Holocaust has never been more important than it is today.”**

— Miriam Klein Kassenoff





Other institute presenters included Dr. Kori Street, senior director of programs, University of Southern California SHOAH Foundation; Dr. Mary Johnson, senior historian, Facing History and Ourselves; Reva Ginsburg, Yiddish scholar and professor, Dr Robert Watson, author and scholar; and Igor Shteynberg, director, Miami Jewish Film Festival; and Ruth Gold, author and Holocaust survivor.

"I was very moved by Ruth Gold's testimony about her family in a Romanian concentration camp," said Efrem Figueredo, a languages teacher at Country Club Middle School in Hialeah. "As teachers, we need to hear the voices of Holocaust survivors."

A veteran of 10 summer institutes, Sharlene Goldberger, a teacher at Arvida Middle School in Miami, said, "Each of these workshops is better than the one before," she said. "I learn new things and enjoy the stimulating conversations with other teachers." She also pointed to the continued importance of Holocaust education, citing a recent name-calling incident where one student thought Auschwitz was a boarding school – not a death camp.



Peter Hayes and Miriam Kassenoff

**Before giving his keynote talk on June 13, Hayes advised Miami-Dade teachers to ask their students what they want to learn about the Holocaust. "If you focus on those questions, you can help them understand the most important lessons of the Holocaust," he said.**

Hayes said he organized his book in eight chapters, each based on a question posted by his students at Northwestern University. Asked why the Nazis singled out the Jews for killing, he noted that hostility against Jews goes back to ancient Rome, when its emperors embraced Christianity. "There were restrictions in many areas to keep Jews confined and away from Christians to avoid contaminating the faith," he said.

However, the situation for many European Jews changed for the better in the early 1800s following the French Revolution. "In France, Jews could finally immigrate into a society they had lived alongside for many generations," he said. "Now, they could go to universities, become professionals and exercise their talents."

But in the late 1800s, a countermovement with the new name of "anti-Semitism" began, led by right-wing agitators who opposed the leftist creed of Marxism. But anti-Semitic parties never gained more than a small percentage of the votes in European parliaments until Hitler came to power in 1933 and turned Germany into a murderous society.

As to why no one was able to stop the Holocaust, Hayes said three-quarters of the deaths occurred while German armies were on the advance. "Not until June 1944 did aircraft from Allies based in Italy have the ability to bomb Auschwitz," he said. "However, factories and military bases were targeted, instead, because winning the war came first."

Hayes added that the Jews in Germany, as well as other Central European countries, were deeply divided in how to respond to Hitler. "Some were advocates of resistance, while others opted to do everything the Germans required," he said. "In the end it didn't matter. They all ended up the same way – dead."

## Alumna's Innovative Course May Help Reduce Risk of Sexual Assaults on Campus

**Victoria Burns, Ph.D., '11, knows that freshmen college students are highly vulnerable to sexual assault. "More than half of campus assaults occur during the first few months of the fall semester," she said. "That's why it's so important to make all students aware of the preventive measures they can take to reduce their risks."**

**"It was very empowering for our students to see they had power to make institutional change at our university. This important program will be here helping other students long after they graduate."**

— Victoria Burns

As instructor at the Center for Women and Gender Studies at Florida International University, Burns led a 2017-18 course on campus sexual assault prevention. Her students collected data, and came up with a series of proposals based on guidelines from the U.S. Centers for Disease Control and Prevention (CDC).

"This was a very powerful way to engage students in addressing a very timely issue," said Burns. One group found that LGBTQ students were not included in current assault pre-

vention materials, and proposed that LGBTQ-specific workshops be offered to incoming freshman. "This proposal resonated with our administration, and beginning in fall 2019, freshman will be able to opt in to this workshop as part of an inclusive sexual assault awareness and prevention program."

For her leadership in developing this program, Burns received an honorable mention for the Mary Roth Walsh Teaching Award sponsored by the Society for the Psychology of Women (Division 35) of the American Psychological Association at the APA's 2018 annual convention in San Francisco in August.

The Mary Roth Walsh Teaching Award recognizes junior faculty who have devised a creative approach, exercise or assignment for increasing diversity in courses that focus on the psychology of women or gender. This is the first time in the history of this award that an honorable mention has been bestowed upon an awardee.

"It was very empowering for our students to see they had power to make institutional change at our university," said Burns. "This important program will be here helping other students long after they graduate."

Burns is also speaking out on sexual assault and other issues she feels are important. On September 24, her op-ed article, "It's 2018 — Why Are We Still Blaming the Victim?" was published in *New Times*. In that article, she said, "When faced with feelings of helplessness, especially about a scary situation, our instinct is to blame the victim for being in the situation. Sexual assault is one of the only crimes where we continually doubt the accuser, humiliate her, and question her truth and agency. America, we can do better than this."





# graduation

The School of Education and Human Development honored its spring semester 2018 graduating class with a reception on May 11.



## Breakthrough Miami

More than 100 Miami-Dade students took part in Breakthrough Miami's summer College Bound program at the Coral Gables campus. The program combined a mixture of scholastic, athletic, and real-world learning opportunities for students in the secondary grades.



### Delivering Healing Support *(from page 5)*

Meichenbaum, who is one of the founders of cognitive behavior therapy and a cofounder of The Melissa Institute, said stressful events at home, school, or the community can have a cumulative impact on students. "A student with multiple adverse childhood experiences may need additional support to overcome an emotional deficit," he said. "Fortunately, it is never too late to bolster resilience. The body keeps score of positive emotions, and therapy can provide neuro-biological results."

**At a time when political discourse in Washington often focuses on costs, Meichenbaum added, "Every one of these mental health interventions can be translated into saved dollars. This is really an investment in our future."**

Colleen Cicchetti, director of the Center for Childhood Resilience at Ann & Robert H. Lurie Children's Hospital of Chicago, talked about the "invisible backpack" of emotions and experiences that children carry to school every day. "Along with creating a safe environment, school leaders and teachers can provide support in building relationships, and improving emotional regulation," she said. "It takes a supportive team on every level."

Zenere and Cicchetti were joined by Lisa Martinez, chief strategy officer for the Miami-Dade County Public Schools, and Marie D. Osborne, Miami-Dade County chief assistant public defender, for a panel discussion on "Providing Services for At-Risk Youth and Community Engagement."

Martinez and Osborne praised the crisis response to the Parkland shooting, but said more support and resources must be provided for individual students who face violence in their daily lives. "All too often our poor kids are just told to bear with it, and that is really sad," said Osborne.

While there are no quick fixes to school violence, Martinez noted that Miami-Dade schools have teamed with community partners, including the UM's CEW research center in "Together for Children," a countywide youth safety initiative.

"We can all play a role in building a long-term strategy that goes beyond the schools and into the community," she said. "Through six neighborhood coalitions, we are developing action plans to align our efforts, deliver support, and measure the results. Together, we can make a difference for our kids."



A photograph of an adult hand holding a large, ornate golden key, poised to hand it to a child whose hands are clasped together in anticipation. The background is a soft-focus green, suggesting an outdoor setting.

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## Publications and Papers

**Buskard, A., Oh, J., Eltoukhy, M., Brounstein S., & Signorile, J.** (2018). A Novel Method to Determine Optimal Load in Elastic-Based Power Training. *Journal of Strength and Conditioning Research*. In press.

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**de Oliveira, L. C.,** & Ma, A. (2018). Planned and interactional scaffolding in kindergarten. In F. Copland and S. Garton (Eds.), *TESOL Voices: Young learner education* (pp. 101-109). Alexandria, VA: TESOL Press.

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Chen, G., **Shen, J.,** Jiang, S., Barth-Cohen, L., & **Eltoukhy, M.** (2018). *Linking Elementary Students' Problem-solving Process to Computational Thinking*. Proceedings of the Annual Conference of American Educational Research Association. New York City, NY.

## Presentations

Keynote: **de Oliveira, L. C.** Empowering TESOL communities through collaboration. TESOL Academy in collaboration with the Honduran English Language Teachers Association (HELTA), Tegucigalpa, Honduras.

Plenary: **de Oliveira, L. C.** Professional competencies of ESOL teachers: What they need to know and be able to do. Sunshine State TESOL Conference. Orlando.

Feature Presentation: **de Oliveira, L. C.** Research connections: AERA and TESOL. Second Language Research Special Interest Group Annual Business Meeting. American Educational Research Association (AERA).

Plenary: **de Oliveira, L. C.** A genre-based approach to teaching writing across levels. Croatian Association of Teachers of English (HUPE) Annual Convention. Poreč, Croatia.

Keynote: **de Oliveira, L. C.** A language-based approach to content instruction (LACI): Six Cs of scaffolding. Croatian Association of Teachers of English (HUPE) Annual Convention. Poreč, Croatia.

**Harry, B.** (July 5, 2018). The goose and gander dilemma: A case study of Trinidad/Tobago, a nation in liminal space. Council for Exceptional Children, Division for International Studies in Special Education, Cape Town, South Africa.

Belland, B. R., Kim, Y., & **Kim, N. J.** (2018, July). Data-driven design of computer-based scaffolding through the use of learning analytics. Paper accepted at the 2018 International Symposium on Teaching, Education, and Learning, Seoul, Korea.

**Kim, N. J.,** & Jeon, D. (2018). Effectiveness of computer-based scaffolding in the context of Problem-based Learning: Bayesian Meta-analysis. Paper presented at the American Educational Research Association 2018 Annual Convention, New York City, NY.

**Kim, N. J.,** Belland, B. R., & Kim, Y. (2018). Clustering the relationship between scaffolding and students' characteristics through data mining. Paper presented at Paper accepted at the American Educational Research Association 2018 Annual Convention, New York City, NY.

Flanagan, E.W., & **Perry A.C.**, Velasquez, C., Bolon, K.D., and **Ahn S.** The Effects of a "THINK" Program on Health Related Outcomes in Minority Children. Obesity Society 2018" Nov.18, 2018 Nashville TN.

Velasquez, C., Flanagan, E.W., Bolon, W., & **Perry A.C.** Physical Fitness Changes Are Independent of Adiposity in an After-school Translational Health Program. Presented at the 64th Annual Meeting of the American College of Sports Medicine, June 2018. Minneapolis, MN.