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Production: Armenteros & Martin
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LEADERSHIP IN SCIENCE RESEARCH AND LEARNING



Sixth-Grade Students Take “Green Tour” of Gables Campus

Sixth-grader Sophia Lemus thinks “solar power is cool.” So does Alexander Sokolov, who is “super-interested” in science. They were among 28 students from West Lab Elementary who got a firsthand look at the University of Miami’s many “green” features on a “Sustainability at the U” walking tour of the Coral Gables campus on Tuesday, October 4.

“I had never seen how solar panels transfer energy from the sun to create electricity,” said Alex, after viewing the 20 kilowatt (KW) solar photovoltaic system on the roof of the Hurricane Food Court. “I also liked the energy tracking system,” he added, referring to a kiosk on the ground floor that monitors the building’s energy load.

Teddy L’houtellier, UM sustainability manager, led the 90-minute walking tour, which was organized by Professors Ji Shen and Blaine Smith in the Department of Teaching and Learning.

(continues on page 11)

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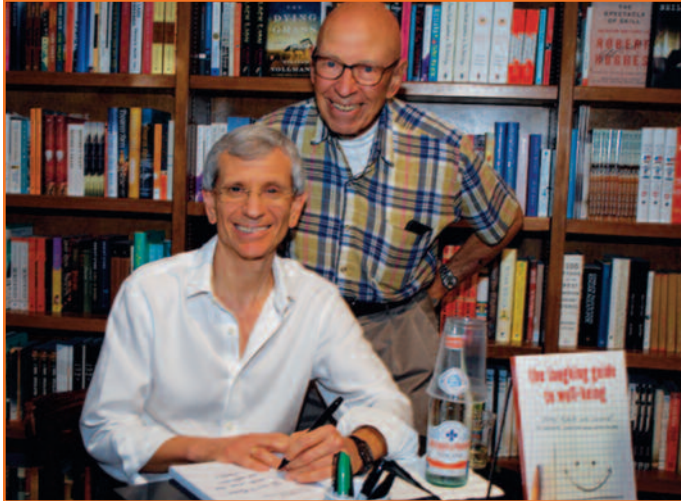
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UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Celebrating “The Laughing Guide to Well-Being”



Isaac Prilleltensky with Will Blechman

Isaac Prilleltensky, dean of the School of Education and Human Development, knows that humor can contribute to learning, happiness, and health. “Well-being is all about the experiences of pleasure and purpose we have in our lives,” he said. “Humor can reduce our stress levels and give us a different perspective on serious topics.”

On October 19, Prilleltensky read from his latest book, “The Laughing Guide to Well-Being: Using Humor and Science to Become Happier and Healthier,” at a reception and book signing at Books and Books, Coral Gables. More than 100 people attended the event, which was hosted by Mitchell Kaplan, M.S.Ed., ’80. “Isaac is a visionary with a wonderful sense of humor,” Kaplan said. “He is a true Renaissance man.”



In his talk, Prilleltensky said he laughs at himself and his home town. “After all, Miami is a city without a prefrontal cortex,” he said. “That’s the part of the brain in charge of driving, signaling, medical fraud, and plastic surgery.” The audience laughed when Prilleltensky pointed out that there are people who spend half a day researching the best productivity app for their smartphones or exercise their thumbs by inputting every weight lift in the gym. “I thought I was an obsessive person,” he said. “But clearly that is not the case!”

Prilleltensky told the group that his book also strikes a serious tone. “Each section deals with a different aspect of well-being from two perspectives – the laughing side and the learning side, which presents the scientific evidence and research findings” he said. “There is even a quiz at the end of the book to help readers assess their own well-being.”

Finally, he encouraged attendees to learn more about the connection between humor and wellness at funforwellness.com.



Dean Isaac Prilleltensky helps to launch the academic track of the World Happiness Summit at a planning meeting in October. The School of Education and Human Development is a partner in the global conference, being

held March 17-19 in Miami. World Happiness Summit is a global movement dedicated to increasing the awareness of the elements of happiness and how to achieve it.

dean's message

Thanks for All You Do

Dear Friends,

Thank you for all you do to make yourself and others feel valued, and for making sure all of us add value to our community. We certainly appreciate what you do to make the School of Education and Human Development an exemplary place of caring, compassion, wellness, and fairness.

For historical, political, economic, sociological, and psychological reasons, certain groups in the community have been marginalized and made to feel invisible. Furthermore, they have experienced helplessness instead of mastery. At this time of year, it is more important than ever to make sure that all of us feel valued, and that all of us have an equal opportunity to add value, to ourselves, our loved ones, and our community.

Feeling valued is a necessary but insufficient condition for the experience of mattering and well-being. We also need to feel that we are adding value, that we are contributing to self, others, and the community. Otherwise, we are stuck in wanting appreciation and love without offering anything meaningful to society.

During this holiday season, I encourage you to make someone feel valued, and think about what you can do to help them add value. Do this not just in your own circle of family and friends, but think of others who may need your gratitude too. By reaching beyond our loved ones, we are building a more caring and just community.

Yours in gratitude and thankfulness,

Isaac Prilleltensky

Dean and Professor
School of Education and Human Development
Erwin and Barbara Mautner Chair in Community Well-Being
Vice Provost for Institutional Culture, University of Miami



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:

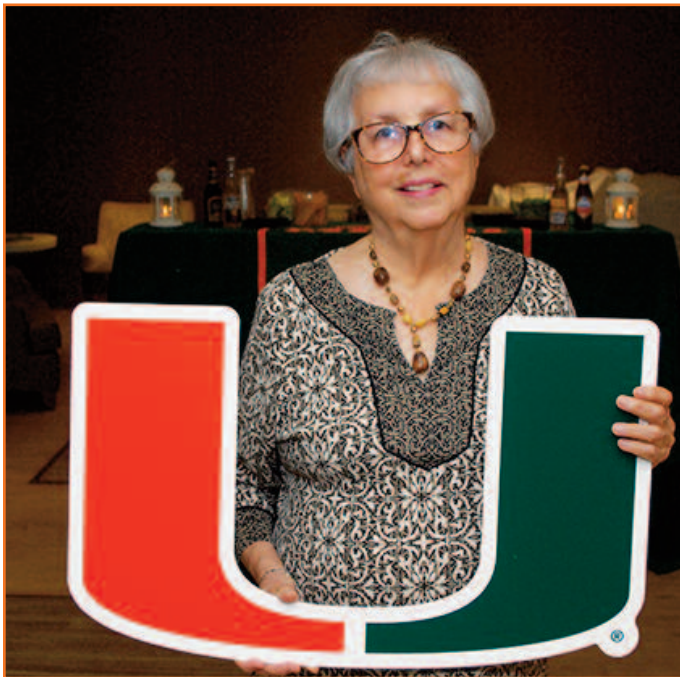
- Educational and Psychological Studies (EPS), which focuses on emotional health and psychological factors
- Kinesiology and Sport Sciences (KIN), which promotes physical wellness, fitness, and sport
- Teaching and Learning (TAL), which fosters intellectual and educational development.

To view a short film
about the School's
focus on well-being,
visit:
vimeo.com/52027102

Faces of Education: Barbara Silver Reflects on Public School Career

In a long career as a teacher and administrator, Barbara Silver, B.S. '64, M.Ed. '73, has touched the lives of students and families throughout Miami-Dade County. "To me, teaching in the classroom is one of the best jobs you can ever have, because you get instant feedback on how well you're doing," she said. "You learn from them, as they learn from you."

Now retired from Miami-Dade County Public Schools, Silver stays in close touch with the School of Education and Human Development, and enjoys watching the Hurricanes' football and basketball teams. "I bleed orange and green," said Silver. "This is a great university, and it's fun to stay connected."



Born in Port Chester, N.Y., Silver came to Miami with her family at the age of four, and has stayed in South Florida since then. "I knew I wanted to be a teacher from my elementary school days," she said. "I liked the sciences, as well, and thought about medical school before deciding on a career in education."

After high school, Silver enrolled at the University of Miami in the early 1960s in a new program called University College. "Our freshman year everyone had to wear a beanie hat ("the freshman dink") like a sailor cap," she said. "If you were caught without it by an upperclassman, you were in trouble."

Silver combined her love of science and teaching by majoring in zoology with minors in botany and education. "Two professors who still bring back memories are Dr. Casimer Grabowski in embryology and Dr. Earl Rich in vertebrate zoology," she said. "In my graduate studies, I remember Dr. Harry Mallios and Bob Simpson – two truly outstanding professors who made my pursuit of a master's degree while I was teaching full time both challenging and rewarding."

Silver added, "Everything I learned as an undergraduate and a master's student helped me in my career. The university had a lasting impact on my life."

Silver started her teaching career at Coral Park Senior High, when it opened in 1964. She then taught at Miami Springs High School and South Miami Senior High, before moving into administration. She was an assistant principal at Miami Killian Senior High and Sunset Senior High before becoming principal of Riviera Junior High.

She returned to Sunset Senior High as principal in 1982 and served as principal for 10 years. "During that time Sunset won awards in both academics and athletics," Silver said. "Our success was due to outstanding faculty, community support, and dedicated students."

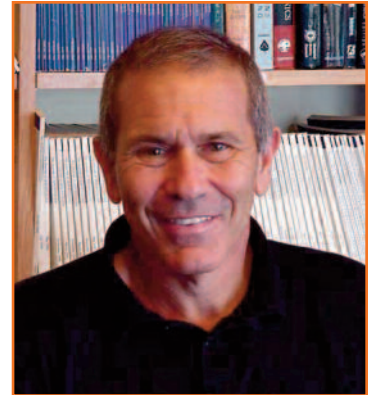
After her success at Sunset, Silver became a M-DCPS regional director and an associate superintendent before retiring from the school system in 2002. "My areas of responsibility crossed all the curriculum areas, including reading programs, testing, and school improvement initiatives," Silver said. "I thoroughly enjoyed the work, but missed the direct contact with students."

After retiring, Silver taught at Barry University as a half-time and adjunct faculty member for several years. She is still a strong advocate for the public schools. "Today, there are often unrealistic demands on our teachers," she said. "But great teachers have a lasting influence on their students, families, and communities."

In her spare time, Silver enjoys reading mysteries, adventures, and spy novels on her tablet, while staying connected with Hurricane athletic teams and academic programs. "The UM campus has changed so much through the years, and I've been fortunate to know presidents Henry King Stanford, Tad Foote and Donna Shalala," she said. "They have all helped build a strong university community with a great sense of belonging. I'm looking forward to see what happens next!"

Advancing Understanding of Yoga

For centuries, yoga has been a discipline for advancing the well-being of the mind, body and spirit. Now, researchers in the School of Education and Human Development are gaining a better understanding of how yoga can improve the lives of older adults and persons with Parkinson's disease.



"One of our goals is to modify classic yoga practices to target the needs of specific populations," said Professor Joe Signorile, Department of Kinesiology and Sport Sciences. "That includes improving balance in adults who fall frequently and helping people with Parkinson's disease better control their muscles."

Drawing on the resources of the Laboratory of Neuromuscular Research and Active Aging in the Orovitz Building, Signorile is leading a series of studies on yoga and recently presented some of the findings at the International Council on Active Aging's 2016 Conference in Orlando. For example, Signorile used the lab's electromyography technology to record the electrical activity of specific muscle tissues during Vinyasa yoga poses like downward-facing dog, high plank, and warrior. He found that the firing patterns vary among different yoga poses and skill levels. "Understanding these differences can help instructors design yoga programs to target muscle groups of interest during training and rehabilitation, and help them with proper cueing," said Signorile.

Another study, "Comparative Impacts of Tai Chi, Balance Training, and a Specially Designed Yoga Program on Balance in Older Fallers," was published recently in *Archives of Physical Medicine and Rehabilitation*. The study focused on measures of balance and gait, comparing results to those achieved using an established balance training program and Tai Chi. "Our specially designed balance yoga program was as effective as Tai Chi and standard balance training for improving postural stability and may offer a more palatable alternative to more traditional programs," Signorile said.

Another balance study, spearheaded by his graduate assistant, Savannah Wooten, compared the changes in an individual's sense of body position resulting from yoga meditation with results using a standard training program. "We found that yoga meditation can improve balance to the same extent as an established proprioception (sense of body position) training program, but a larger sample and longer duration study is required to confirm the efficacy of the program," Signorile said.

Working with graduate and undergraduate students and faculty from the School of Medicine's Neurology and Physical Therapy Departments, Signorile conducted a study on the "Comparative Impact of Power Training and High-Speed Yoga on Motor Function in Patients with Parkinson's Disease." The study, published recently in *Archives of Physical Medicine and Rehabilitation*, found that the specially designed yoga and power training programs can significantly reduce neuromuscular symptoms and improve physical performance in older persons with Parkinson's disease.



One of the other positive findings from Signorile's research is that high-speed yoga – where participants move quickly from pose to pose – can increase caloric output, a potential benefit for people with diabetes or other metabolic disorders.

One 2016 study examined the impact of high-velocity versus low-velocity yoga on overweight and obese pre-menopausal and post-menopausal women. "The initial results using high-velocity yoga are promising," said Signorile, who along with Wooten, recently received a \$10,000 grant from Pure Action Yoga Research to examine the effects of its high-speed yoga program on blood markers and peripheral neuropathy (nerve damage) in type 2 diabetics. This research is scheduled to begin during the spring semester of 2017.

Studying the Evolution of Ethics

Professor Blaine J. Fowers, Department of Educational and Psychological Studies, has devoted his career to studying the philosophical foundations of psychology. He has questioned underlying assumptions, updated classical Greek thinking for contemporary psychology, and advanced the field through numerous studies.

"Psychology is an important discipline in contemporary society, with extensive influence and positive potential," said Fowers. "But psychology can also miss the mark for reasons like subtle biases and insufficient clarity. Like every discipline, psychology benefits from self-reflection about its empirical research."

This summer, Fowers was recognized with the Joseph B. Gittler Award for his contributions to the philosophical foundations of psychology over the past two decades. It is the American Psychological Foundation's premier award for a North American theoretical psychologist. "It was very gratifying that the APA has noticed my work and acknowledged my contributions," he said.

"Psychology is an important discipline in contemporary society, with extensive influence and positive potential. But psychology can also miss the mark for reasons like subtle biases and insufficient clarity. Like every discipline, psychology benefits from self-reflection about its empirical research."

— Blaine J. Fowers

In his most recently published book, "The Evolution of Ethics," (Palgrave Macmillan UK), Fowers breaks new ground in showing how human identities and actions are immersed in an ongoing social world. "In the next few years, I plan to continue this in-depth exploration of evolutionary ethics," he said.

Fowers has been examining two basic assumptions in psychology throughout his career. The first is individualism – the idea that the individual is the foundation of society and that groups are just combinations of individuals. "Many psychologists accept this as the truth, but I don't see it that way," he said. "All of us grow up in a network of social relationships

that shapes us and continues throughout our lives."

Another underpinning of modern psychology is instrumentalism, the belief that goals and methods are separate. "That might be the case if my goal is driving to Orlando, and I have to decide

on the best route," Fowers said. "But the concept of instrumentalism doesn't really apply to many other situations in life. If you are having a conversation with friends, reading a novel, or going for a walk, there is no separation between the goal and activity."

Fowers' third book, "Virtue and Psychology," explored the implications of Aristotle's classical philosophy for today's world. "Aristotle believed that living a good life was the goal of humans, and went on to explore what that meant," Fowers said. "Because we are social, reasoning beings, we need good, meaningful relationships to live a good life. That means looking at the classical virtues for both individuals and groups, including friendship, compassion, justice, and democracy."

In spring 2017, Fowers' new book, "Frailty, Suffering, and Vice: Flourishing in the Face of Human Limitations" will be published. This book looks at the concept of virtues as the pathway for flourishing as frail creatures. In May, Fowers was a Distinguished Visiting Professor at the Jubilee Centre at the University of Birmingham, England and gave a presentation on this book.

With doctoral students trained in Aristotelian theory, he is using multi-method investigations (survey, experimental, experience sampling, and narrative interview studies) to investigate the virtues of generosity and justice, funded by a two-year grant from the Templeton Religion Foundation. "Our work in these areas is exciting because it is cutting edge," he said.

Now, Fowers plans to continue his work with his doctoral students and collaborate with the professionals at the Jubilee Centre to advance his research on the "intertwining of our biological and ethical nature." He said, "I believe it is important to cultivate the virtues at an early age. Becoming a good human being and living a good life means cultivated traits like friendship, justice, generosity, and courage. That's as true today as it was in Aristotle's time."



Helping Families Address Adolescent Issues

An innovative counseling program developed and tested at the University of Miami School of Education and Human Development was recently accepted by the National Registry of Evidence Based Practices and Programs (NREPP) – an important indicator of its success and interest for a national audience.

The Culturally Informed and Flexible Family-Based Treatment for Adolescents (CIFFTA) is an outpatient family-based program designed to help adolescents with conduct problems, depression, drug use, and risky sexual behavior, while strengthening resiliency factors. CIFFTA combines family treatment, individual treatment, and psycho-educational modules. It incorporates technology tools, such as videos and apps to provide at-home learning opportunities for parents and reinforces their connections with treatment professionals.



“We began developing this program of treatment, research, and implementation in 2002 and have continually refined its features,” said Professor Daniel A. Santisteban, Department of Educational and Psychological Studies (EPS) and director of the Dunsbaugh-Dalton Community and Educational Well-Being Research Center (CEW-RC).

“Our goal was to help English- and Spanish-speaking families address some of their most important issues facing adolescents and families, including risky behaviors, discrimination, and acculturation stress.”

The CIFFTA model was developed by Santisteban and his team, which includes Dr. Maite Mena, Dr. Brian McCabe, and Clara Abalo. Through the years, it has been tested as both a prevention and a treatment intervention with research support from the National Institutes of Health (NIH). Randomized clinical trials implemented in the period of 2007-2015 provided more than 10,000 treatment sessions to over 450 families and have helped advance the science of adolescent and family treatment. Over the years many SEHD graduate students have contributed to the development of CIFFTA interventions and the dissemination of findings.

The CIFFTA team has published more than 45 articles, book chapters, and treatment guides focusing on treatment outcomes, family interventions, cultural competence, the training of family therapists, and the real-world problems of implementing evidence-based practices.

From the start, the CEW-RC team has focused on the importance of establishing culturally informed treatments for minorities and underserved communities. “The increasing utilization of evidence-based treatments has highlighted the need for treatment development efforts that can craft interventions that are effective with Hispanic youth and their families,” Santisteban and Mena said in an article, “Culturally Informed and Flexible Family-Based Treatment for Adolescents: A Tailored and Integrative Treatment for Hispanic Youth,” published in 2009 in *Family Process*. “Some treatments that have been tested with Latinos and Hispanics do not articulate the manner in which cultural characteristics and therapy processes interact,” they said. “Other treatments have emphasized the important role of culture, but have not been tested rigorously.”

With the acceptance of CIFFTA by the national registry, Santisteban expects an increase in interest among U.S. clinicians who work with Latino and Hispanic clients. “We plan to expand our training program in the next year,” he said. “We want to disseminate our findings and multiply CIFFTA’s positive impact on adolescents and families.”

As a reflection of the significance of the work and the high level of collaboration with the local community, Santisteban was the 2004 recipient of an Award for Distinguished Contributions to Family Systems Research from the American Family Therapy Academy and the 2012 Excellence in Civic Engagement Award for his engaged role in the community.

He has partnered with the Addiction Technology Transfer Center in Florida and in Puerto Rico to create training materials for treatment providers which include workshops and provider oriented monographs for “Engaging Reluctant Family Members Into Adolescent Drug Treatment” and “Family Therapy for Substance Abuse in Hispanic Adolescents.”

CEW-RC: Supporting Research, Offering Training, Building Partnerships

Under the leadership of Professor Daniel A. Santisteban, the Dunspaugh-Dalton Community and Educational Well-Being Research Center (CEW-RC) is taking a holistic approach to supporting research, providing training and building community partnerships.

“We want to integrate the varied disciplines in the School of Education and Human Development, helping faculty and students build their intervention and research skills,” said Santisteban. “We seek to promote the emotional, educational, and physical well-being of all children and families, and support organizations that are dedicated to helping others.”

Santisteban said the CEW-RC has three major functions:

- **To establish productive community-university partnerships**
- **To advance knowledge by conducting cutting edge research**
- **To train the next generation of leaders, researchers, and change agents.**

For example, the Stats-U (Statistical Unit) team, under the direction of Soyeon Ahn, associate dean of research, provides methodological support to UM researchers and graduate students and supports the training function of the CEW-RC.

Another aspect of the CEW-RC’s training is the Screening, Brief Intervention, and Referral to Treatment (SBIRT) program. “Over the past two years, this program has provided training to nearly 1,000 students and professional providers in the community,” Santisteban said. “It has extended our school’s reach outside the classroom into service-providing community organizations, and we are hopeful funding will allow this program to continue in 2017.”

A third entity in the CEW-RC providing training is the Melissa Institute. Led by Executive Director Heather P. Winters and Education Director Trish Ramsey, the Institute is a non-profit organization dedicated to the study and prevention of violence through education, community service, research support, and consultation.

In keeping with its outreach and service mission, the CEW-RC team has engaged seven new community agencies in the past year: ConnectFamilias, San Juan Bosco Health Clinic, Camillus House, Fellowship House, Banyan, the Center for Family and Child Enrichment, and the South Florida Behavioral Health Network. With a two-year 2016 grant from the Health Foundation of South Florida, these agencies are partnering with the CEW-RC to improve counseling services to all of South Florida’s residents.

“We look forward to providing research and training support locally, nationally, and internationally in the coming year,” Santisteban said. “We invite clinicians and organizations to take advantage of the CEW-RC’s resources.”



Research and Teaching Partnership at Sunset Elementary

Luciana de Oliveira, associate professor and chair, Department of Teaching and Learning (TAL), is studying strategies to improve writing skills in the early grades of elementary school.

“Currently, writing is not a major focus in kindergarten, first and second grade,” said de Oliveira. “But writing is a vital aspect of literacy, just like reading.”

As Professor in Residence at Sunset Elementary School, a School of Education and Human Development professional development school (PDS), de Oliveira is working closely with teachers and students on developing new instructional strategies. She supervises student teachers in classrooms and works closely with teachers there.

De Oliveira, together with TAL research assistants Loren Jones, Carolina R. de Almeida, and Sharon Smith, has introduced



(From left) Maria Pujol, Clinical Teacher, 3rd grade; Dr. Gigi Gilbert, Assistant Principal; Lourdes Trujillo, Clinical Teacher, Kindergarten; May Ling Padin, Assistant Principal; Elliana Golijov, Student Teacher, Kindergarten; Jeanette Arana, Clinical Teacher, 1st Grade; Dr. Luciana de Oliveira, Professor in Residence and Student Teacher Supervisor; Sharon Smith, Research Assistant and Doctoral Student in TAL; Dr. Marlene Leyte-Vidal, Principal; Samantha Manus, Student Teacher, 1st Grade; Loren Jones, Assistant Supervisor, Research Assistant and Doctoral Student in TAL; Liz Jacques, Student Teacher, 3rd Grade; Carolina Rossato de Almeida, Research Assistant and Doctoral Student in TAL; Lilianna Piedra, UM PDS Lead Teacher and 5th Grade Teacher; Jacqueline Fernandez, Clinical Teacher, 1st Grade. Not shown: Student teacher Samantha Rader.

Luciana de Oliveira to Lead TESOL Association

Luciana de Oliveira, associate professor and chair, Department of Teaching and Learning, was elected president-elect of the Teachers of English to Speakers of Other Languages (TESOL) International Association, which provides professional support to English language teachers worldwide. She will serve as President-Elect of the association from March 2017 through March 2018, President (2018-2019) and Past President (2019-2020). “This is an historic time for TESOL.” De Oliveira is the first Latina, first Latin-American, first South-American, and the youngest woman to be elected President of TESOL in its 51-year history.” I look forward to serving TESOL and its members in this new role” de Oliveira said.

the *Teaching and Learning Cycle*, a scaffolding model based on guidance through interaction in the context of shared experiences.

For example, teachers in a first grade class this fall used a picture book, “Last Stop on Market Street,” which tells the story of a boy going with his grandmother on a bus to a soup kitchen for the homeless. In an interactive discussion, teachers and students talk about the ideas and characters in the story before collaborating on jointly deconstructing a mentor text then jointly constructing a written text as a class.

Reflecting on Sunset Elementary’s partnership with UM, Dr. Marlene Leyte-Vidal, principal, said, “As an academically rigorous international school, we are always aiming to establish relationships that will enrich the teaching and learning process. Our professor in residence and her team provide tremendous support to our school community. **Together, we create endless opportunities to better serve the children and families of our great school.**”

Helping Middle-School Students “Imagine the Future”

Science, literacy, creativity, and collaboration come together in “Project Imagine the Future,” an innovative learning and research program for middle-school students. Professors Ji Shen and Blaine Smith in the Department of Teaching and Learning, developed the STEAM (Science, Technology, Engineering, Arts, Mathematics) project to engage six-grade students in the scientific disciplines while building their multi-media literacy skills.

“Students take on the roles of scientists, writers, and designers as they combine text, graphics, and videos to illustrate their visions of the future,” said Shen, whose research studies have focused on science education. He said the idea for the new project began with his realization that physics, chemistry, biology, and mathematics are taught as separate disciplines in middle and high school.

“I wanted to take a more integrated approach and help students gain a broader understanding of science and math, in a way they could apply that knowledge in a real-world setting,” Shen said. “Our goal is to have an impact in the classroom setting.”

Shen’s research partner Smith has studied how the traditional literacy practices are changing in today’s technology-rich environment. “We know that young people are consuming and creating a variety of media outside the classroom,” she said. “We want to help students explore how to create multimodal messages that incorporate text, visuals, sound, and movement – a skill that will be increasingly important as adults in the workforce.”

Smith said her studies have shown the complexity of the multimodal composing process. “When creating digital projects, students are continuously traversing different modes and following unique, nonlinear processes,” she said. “Multimodal composing also allows students to express themselves in many different ways and provides the opportunity to build an emotional connection with their audiences.”

Shen and Smith initially launched Imagine the Future as an after-school program in 2015 at Ponce de Leon Middle School. This fall they turned it into an elective class for sixth-graders at Henry S. West Laboratory School, with a climate component that included a “green tour” at the University of Miami (see related article on cover).

Students also have the opportunity to listen to distinguished guest speakers and visit UM research labs. “We provide support in terms of writing, technology training, and science lessons related to the students’ fiction topics,” Shen said.

With Imagine the Future, groups of students collaborate in producing fictional visions of science and technology, and each student contributes to the project through self-selected differentiated roles. “Students have different aptitudes and interests, so this collaborative approach plays to their strengths,” Shen said. “It’s also a different learning concept, as students are typically expected to all learn the same things as they prepare for a test or exam. We don’t expect participants to all have the same experience.”

After the sixth-graders finish their projects, they will share them with other students at West Lab, Shen said. “They will also present their work at the Miami Science Fiction Film Festival in the spring, adding another rich aspect to their project.”



(From left) Alexander Sokolov, Professor Ji Shen, Professor Blaine Smith, and Sophia Lemus

Comments from Initial Participants

“My favorite part of the project is everything. I like everything about it. I like doing it. I like reading it...and it’s fun.”

“From creating the project I learned about Bitstrips and Scratch. I learned about those different programs. I learned about certain writing stuff, like descriptive language.”

“We thought about trying to incorporate something that was life changing to everyone.”

“(I liked) designing the project...and whenever I can put the story into visuals, I’m obsessed with that.”

“Writing science fiction can make me write creatively and we chose a topic that I enjoy.”

Tackling the Impact of Media Reports on Concussions

A growing number of parents across the country are concerned about the risk of concussions in sports like football and soccer. Concussions in sport-related activities have also captured the attention of coaches, athletic directors, and government leaders.

Professor Tywan G. Martin, Department of Kinesiology and Sport Sciences, and his colleagues in the school's Sport Administration Program and Athletic Training Program are studying the media's coverage of concussions to see if there is an impact on participation rates in youth sports.



"Parents, coaches and athletic directors' perceptions of concussions are shaped by the information we receive from the media," said Martin. "So, we are seeking solid, evidence-based answers to the questions that have received a great deal of speculative attention."

Martin was the lead author of a study, "Evaluating Increased Public Exposure in Concussions in the Media and Its Influence on High School Participation Rates: A Pilot Study," published in *Applied Research in Coaching and Athletic Annual*. Coauthors were Professors Kysha Harriell, Justin Tatman, and Warren Whisenant, and Victoria A. King, M.S.Ed. '14.

The KIN researchers interviewed 23 athletic directors at public and private high schools with some type of baseline testing for concussions. "We wanted to know their opinions about football participation rates in the future," Martin said.

The study produced mixed results. The public school athletic directors felt that media coverage would not affect participation rates, while their counterparts in private schools felt there would be a decrease in participation.

Now, Martin and his colleagues are planning a follow-up study that includes athletic trainers, and parents of current and future athletes, as well as a third study asking college athletes if they would like their future children to play football.

"Concussions are a serious concern for everyone in sports," Martin said, adding that an estimated 1.6 to 3.8 million of these head injuries occur annually in U.S. children, teens, and adults

as a result of sport-related activities. "Football has received the most media coverage on this issue, but concussions occur in soccer, hockey, lacrosse, cheerleading and other sports," he said. "We want to find out people's perceptions of the risks to help parents, coaches and athletic directors make good decisions in taking active steps to improve awareness and the safety of the game."

"Green Tour" *(from page 1)*

"We are studying climate change as part of 'Imagine the Future,' a STEAM (Science, Technology, Engineering, Arts, Mathematics) program that engages students in collaborative multimedia projects," said Shen.

From the Food Court and Shalala Student Center, L'houtellier led the students around Lake Osceola and explained the purpose of the aerating fountain that brings fresh oxygen into the water. The sixth-graders also saw the cistern that holds filtered rainwater for flushing toilets at the new platinum LEED-certified Patricia Louise Frost School of Music building.

While resting in a tree's shade, L'houtellier explained the differences between recyclables like narrow-neck plastic bottles and trash, such as dirty food cans and styrofoam containers. "Now, you can tell your parents about what they can recycle," he said, while handing out re-usable grocery bags. Other UM green keepsakes included refillable water bottles and hand-held fans used by generations of Floridians before the advent of air conditioning.

"This was our first sustainability tour with young students," L'houtellier said. "Hopefully, it provided them with greater understanding and appreciation of our university's commitment to a green future."



homecoming

School of Education and Human Development students, family members, and faculty at the 2016 Homecoming reception at the Faculty Club on November 4.



Caldarelli Receives Prestigious Milken Educator Award

Emily Caldarelli, B.S.Ed. '04, a fourth-grade teacher at Paul Cuffee Lower School in Providence, Rhode Island, was honored in October with the prestigious \$25,000 Milken Educator Award. Recognized for her project-based approach to learning and leadership in supporting professional development opportunities for her colleagues, Caldarelli was one of 35 U.S. educators to receive the award from the Milken Family Foundation.

Dr. Jane Foley, senior vice president, Milken Educator Awards, said Caldarelli has earned the reputation of “master facilitator” for her ability to collaborate with colleagues and empower students to become leaders of their own learning. “Her practices—tied to the crucial skills needed to succeed in our society—engage, excite, and inspire students to grow academically and become productive citizens,” she said.

Rhode Island Board of Education Chair Barbara S. Cottam added, “In Caldarelli’s fourth-grade classroom, every child is engaged, active, and eager to share ideas. She knows that each of us is different, and she and her students celebrate our differences. She holds high expectations for her students while being flexible and creative enough to meet each student’s needs. We’re proud to have Emily Caldarelli as one of our great teachers.”



Photo credit: Milken Family Foundation

Education Commissioner Ken Wagner said Caldarelli has led professional development at Paul Cuffee School on social and emotional learning, brought a science curriculum to the school, and keeps in touch with parents throughout the year through letters, postcards, phone calls, and email.

Caldarelli prioritizes the Common Core State Standards and aligns her lesson design directly to them, including structured classroom talk, reading, and writing in-depth about content, and learning how to ask questions that foster higher-order thinking. She integrates assessment into her instruction by asking students to monitor their own understanding through group-authored feedback sheets.

Caldarelli’s values extend beyond the school walls, too. She took initiative in the school’s Empty Bowl fundraiser, a service learning committee project that gathers food for a local food bank.



Photo credit: Milken Family Foundation

engagement

Dear World Comes to Campus

Professor Kysha Harriel was among 50 University of Miami administrators, faculty, staff, and student leaders who took part in a Dear World photo project on the Coral Gables campus on September 7-8. The two-day event was followed by a storytelling event at the Shalala Student Center, where participants shared their portraits and stories.

Harrell said she decided to write “I teach so you understand” on her arm because it described several events in her life that led her to teach. Here’s what she said:

“First, as an undergraduate student, I struggled with anatomy. The task of memorizing so many body parts was daunting and impossible. After many failed attempts, I had an epiphany...I couldn’t memorize anatomy; I had to understand it, understand the Latin roots of the terms and the amazing architecture of the body. This is something I would never forget and something that I share with my students, as I now teach anatomy!



Kysha Harriel: “I Teach So You Understand”



Dean Isaac Prilleltensky: “No Wellness Without Fairness”

“Lastly, as an African-American female, I always wanted to be a role model to other students. I wanted to share my journey, disclose my obstacles, and express my passions. I want students to understand who I am. I instill in those I teach that to truly learn you must understand the process and understand why it matters. I teach, so you understand!”

Dear World is an interactive, award-winning portrait project that unites people through pictures in their distinct message-on-skin style. Its work has been published in over 30 countries and has been featured on the “Today Show,” CNN, PBS, and in the *New York Times*, *Washington Post*, and *Inc.* magazine.

“Second, when I worked in athletics as an athletic trainer, I was responsible for the treatment and rehab of sports injuries for a variety of athletes. It always bothered me when an athlete didn’t understand his or her injury or illness. I made it a point to make them better consumers of their healthcare by teaching them about their injuries and the importance of being compliant with their rehab and treatment. I wanted them to understand what was going on. It was during this time that I knew I wanted and needed to teach.



Kelly Flagg, Administrative Assistant, in the School of Education and Human Development Business Services office

Publications and Papers

Buki, L.P., Reich, M., & Lehardy, E.N. (2016). "Our organs have a purpose": Body image acceptance in Latina breast cancer survivors. *Psycho-Oncology*, 25, 1337-1342.

Buki, L.P., Yee, W.K., Weiterschan, K., & Lehardy, E. (2016). Essential qualitative inquiry in the development of a cancer literacy measure for immigrant women. *Qualitative Health Research*, 26, 640-648.

Yost, K.J., Bauer, M. C., **Buki, L.P.**, Austin-Garrison, M., Garcia, L.V., Hughes, C.A., & Patten, C. A. (in press). Adapting a cancer literacy measure for use among Navajo women. *Journal of Transcultural Nursing*.

Cavendish, W. & Connor, D. (in press). Toward authentic IEP and Transition Plans: Student, parent, and teacher perspectives, *Learning Disabilities Quarterly*.

Cavendish, W. & Hodnett, K. (in press). Current practice alert: Collaborative Strategic Reading. *Division of Learning Disabilities ALERT Series: A publication of the Council for Exceptional Children's Division for Learning Disabilities and Division for Research. Alert XX*.

Elbaum, B., Celimli-Aksoy, C., Marshall, J.T., & Berkovits, M.D. (2016). How does the narrowing of eligibility criteria affect enrollment in Part C Early Intervention? *Infants and Young Children*.

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Evans, S.D., Duckett, P., Lawthom, R., Kivell, N. (2017). Positioning the critical in community psychology. In M.A. Bond, I. Serrano-García, and C.B. Keys (Eds.). *APA Handbook of Community Psychology: Vol. 1. Theoretical Foundations, Core Concepts, and Emerging Challenges*. Washington, DC: American Psychological Association.

Myers, N. D., Ahn, S., Lu, M., Celimli, S., & Zopluoglu, C. (2016). Reordering and Reflecting Factors for Simulation Studies With Exploratory Factor Analysis. *Structural Equation Modeling: A Multidisciplinary Journal*, 1-17.

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Suarez-Morales, L., **Mena, M.P.**, Schlaudt, V.A., & **Santisteban, D.A.** (in press). Trauma in Latino and Hispanic youth with psychiatric symptoms: Investigating gender and family effects. *Psychological Trauma: Theory, Research, Practice and Policy*.

Gattamorta, K.A., Varela, A., McCabe, B.E., **Mena, M.P.**, & **Santisteban, D.A.** (in press). Psychiatric symptoms, parental attachment, and reasons for use as correlates of heavy substance use among treatment-seeking Hispanic Adolescents. *Substance Use and Misuse*.

Stanforth, E. T., McCabe, B.E., **Mena, M.P.**, & **Santisteban, D.A.** (2016). Structure of the Problem Recognition Questionnaire among Hispanic/Latino adolescents. *Journal of Substance Abuse Treatment*, 71, 36-40. doi.org/10.1016/j.jsat.2016.08.005

Gattamorta, K., **Mena, M.P.**, McCabe, B.E., & **Santisteban, D.A.** (2016). A latent profile analysis investigating factors impacting Hispanic adolescents' attendance in treatment. *The Counseling Psychologist*, 44 (6) 871-894.

Zopluoglu, C. (2015). Evaluating the Sampling Performance of Exploratory and Cross-Validated DETECT Procedure with Imperfect Models. *Multivariate behavioral research*, 50(6), 632-644.

Zopluoglu, C. (2016). Similarity, Answer Copying, and Aberrance: Understanding the Status Quo. In G. J. Cizek, & J. A. Wollack, *Handbook of Quantitative Methods for Detecting Cheating on Tests* (pp. 25-47). New York: Routledge.

Zopluoglu, C. (2016). Classification Performance of Answer-Copying Indices Under Different Types of IRT Models. *Applied Psychological Measurement*.

Presentation By TAL Doctoral Students*

Cavendish, W., *Morris, C., *Chapman, L., *Ocasio-Stoutenburg, L., & *Watson, K. (2016). Council for Learning Disabilities, San Antonio, TX. *Special Educators' Perceptions of LD and ID and Recommendations for Teacher Preparation and Professional Development*.

*Current or former doctoral students.