Notes from the Dean...

We are all saddened by the loss of Paul Dee and Marjorie Montague this spring. Just recently we learned that Robert Simpson, a former dean of this school, also passed away. Faculty and staff have suffered family losses as well. To all, our heartfelt condolences.

By now everyone is aware that our school is the School of Education and Human Development. I look forward to great accomplishments under our new, more inclusive name, which appears on The Educator’s masthead for the first time with this issue.

Congratulations are in order for Nick Myers and Millie Gort, who both received tenure. Congratulations as well to the newest additions to our extended SOEHD family: Maya Sage Lee-Schonfeld (Debbiesiu’s daughter) and Diego Elias Rodas (Dina’s son).

The university’s School Council has approved new general education requirements at UM. For more information, contact Shawn Post, who is very familiar with the requirements and procedures.

The university has noted that internal fraud has become an issue of concern. Joe Natoli, UM’s chief financial officer, indicated in a letter to all employees that a variety of measures will be enacted to stem this issue. The university also is notifying anyone who wishes to travel abroad that they should register through myUM with Red24, a company in charge of medical and emergency services for faculty, staff, and students traveling out of the country.

Another new university program relates to faculty retirement, a Voluntary Faculty Retirement Program (VFRP). The program offers eligible faculty two options to retire: an immediate option, which enables faculty to retire now; and a half-time option, where faculty may work half-time at half-pay for up to three years. Between June 1, 2012 and May 31, 2013 eligible faculty who wish to participate and who execute an agreement with the University by May 31, 2013 will receive a one-time payment equal to one year of their base salary, up to $100,000. In addition, faculty who elect the half-time option will be eligible for certain benefits. Faculty who choose to do so can combine these options.

This program is open to tenured faculty members who are at least 62 years of age and who have been with the University for a minimum of 10 years. Participation in the VFRP is completely voluntary. For more information, consult the Benefits Office.

The National Endowment for the Arts (NEA) through the Monitor Institute on Arts and Community Well-Being is generating recommendations for the NEA. I have been advising the group on how to connect Arts and Community Well-Being. The Phase I summary of the project uses my work extensively to make these connections, and I recently attended a workshop in Ashville, North Carolina on the topic. Stay tuned for more information!

****

We’ll have our general faculty and staff meeting on August 17. I look forward to seeing you then, if not before, to hear about all the good events of the summer and the plans you have for the upcoming semester.
Congratulations...

Dr. Millie Gort and Dr. Nick Myers have successfully completed the tenure process and are being promoted to Associate Professors with tenure.

Dr. 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 Excellence in Civic Engagement awards are intended to recognize faculty members who work with UM students to engage community-identified needs through academic service-learning courses and community-based research. Dr. Evans was nominated for the award by Dean Prilleltensky and was selected by a selection committee that included faculty and administrators from across the university. The selection committee was extremely impressed with Dr. Evans's engagement with the challenges facing Miami's human service organizations. Dr. Evans will receive a plaque and public recognition on April 26th 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 addition to this award, Dr. Evans has also been selected as a finalist for the 2012 Spirit of Service Learning Award by the Returned Peace Corps Volunteers of South Florida, Inc. This award was created to celebrate and recognize outstanding educators who integrate service learning into the curriculum to strengthen academics, increase student engagement, and foster civic responsibility.

Dr. Jennifer Krawec has been selected to receive the prestigious Doctoral Dissertation Award for 2012 from the International Academy for Research in Learning Disabilities (IARLD). She will receive a cash award and free registration for the 36th Annual IARLD Conference in Padua, Italy this June. Dr. Krawec's research will also be presented at the conference.

Dr. Jennifer Krawec received her doctorate degree in 2010 in Education under the advisement of Dr. Marjorie Montague. She is currently an Assistant Professor in the Department of Counseling, Leadership, and Special Education at Missouri State University, Springfield, MO.

Dr. Eveleen Lorton will be presented the 2012 AdvancED Florida Excellence in Education Award. It is presented to one individual who has demonstrated unparalleled leadership in promoting and advancing excellence in education. Dr. Lorton will be presented the award 2012 AdvancED Summit, June 24-27, in Washington, D.C.

The National Academy of Education selected Dr. Jennifer Langer-Osuna to be a 2012 National Academy of Education/Spencer Postdoctoral Fellow. With the generous support of the Spencer Foundation, the Academy created this program to encourage outstanding researchers at the postdoctoral level to pursue critical education research projects. The fellowship award is a $55,000 grant intended to provide release time from teaching and administrative duties.

Dr. Laura Kohn-Wood, Associate Professor and Associate Chair of the Department of Educational and Psychological Studies and Dr. Scotney Evans, Assistant Professor were recently selected from a highly competitive, university-wide pool of applicants to be two of five 2012-2013 Engaged Faculty Fellows. The Engaged Faculty Fellows program 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. Kohn-Wood and Dr. Evans will join three other UM faculty, including:

- Dr. Joseph De Santis, Assistant Professor, School of Nursing and Health Studies
- Dr. Michelle Maldonado, Associate Professor, Department of Religious Studies, College of Arts and Sciences
- Dr. Subha Xavier, Assistant Professor of French, Department of Modern Languages and Literatures, College of Arts and Sciences
Marjorie Montague, Ph.D., a professor in the Department of Teaching and Learning passed away on Mother’s day, May 13, 2012. She joined the faculty in 1987. She co-directed the master’s and doctoral programs in learning, behavioral, and attention disorders at the University of Miami and chaired more than 20 doctoral dissertations. She set a tremendous example of selfless support in academia and showed incredible generosity of spirit and experience in mentoring doctoral students and supporting junior faculty.

She published over 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. Dr. Montague 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 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.

Dr. Montague was a pioneer in the field of special education. She conducted research in the areas of both longitudinal trajectories of youth at risk for learning disabilities/emotional behavioral disorders and mathematical disabilities and math problem solving and was funded by the USDOE for both research and personnel preparation grants since 1985. In her 29 years of research, she received grant funding amounting to almost 10 million dollars. She was passionate about advocacy for and 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 LD through her published intervention called Solve It! Dr. Montague’s research has directly impacted an immeasurable number of students, teachers, and administrators in the Miami-Dade County Public Schools.

We will all miss the amazing woman who gave so much of herself on behalf of “special” children.

Paul T. Dee, 65, who served in key roles for more than 30 years at the University of Miami, passed away suddenly May 12, according to his family.

“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 to the University as Vice President and General Counsel, Director of Hurricane Athletics and a member of the School of Education and Human Development faculty.”

Dee, who earned his master’s degree in education in 1973 and juris doctorate degree in 1977, was a member of the School of Education and Human Development faculty and an adjunct professor at the School of Law, after having served the University in several roles. He served as Director of Athletics from 1993-2008. Prior to that, he was Vice President and General Counsel since 1981. 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.

During Dee’s tenure as Athletic Director, UM won three national championships—two in baseball (1999 and 2001) and one in football (2001). He led the successful efforts to raise University of Miami student-athletes’ academic performance, and today every sports team surpasses the NCAA’s Academic Progress Report’s minimum standards. Dee helped spearhead UM’s move from the Big East to the Atlantic Coast Conference. Under his leadership, the University significantly improved its athletic facilities, including building the BankUnited Center and renovations to Mark Light Field at Alex Rodriguez Park. Dee was active in the NCAA and the BIG EAST Conference, serving on several NCAA Committees and was Chair of the BIG EAST Football Conference for two years.

Before joining the University of Miami, Dee was with the Miami law firm of Mershon, Sawyer, Johnston, Dunwoody & Cole and was a law clerk for Chief U.S. District Judge Charles Fulton in Miami. Dee leaves behind his wife Cathy, and son Terrance, who practices law in Miami.
Local high school partners with future teachers

by HYAN FREITAS on Mar 8, 2012 • 12:01 am as published in The Miami Hurricane

Andrew DeMuro’s history students at Booker T. Washington Senior High School didn’t understand how learning about Napoleon Bonaparte, the 18th-century Frenchman, could be useful to them.

DeMuro, currently a 2012 graduate from the University of Miami’s School of Education and Human Development, taught his class that lessons about the historical French leader are still important because “that short kid in class you pick on in school, could one day grow up to be your boss.”

“If you can’t get them into what you’re saying, then you’re screwed for the rest of the day,” DeMuro said. “You have to think like them to understand them.”

That is just part of DeMuro’s job as a student-teacher at Booker T. Washington, which is located in Overtown, a poor area in Miami’s inner city.

His work is part of a breakthrough partnership between the School of Education’s department of teaching and learning at the university along with Booker T. Washington High School.

This partnership with an inner city school is the first of its kind at UM. The main goal is to develop an on-going relationship with the high school while providing participating UM students with the experience of working within a secondary school.

Although it’s relatively new, Wendy Cavendish, who serves as the liaison between the teaching and learning department and the high school, said their work is already making a strong, positive impact.

“It’s a partnership where the high school is very much interested in us working with them and in return there are opportunities for our students,” Cavendish said. “It’s important to recognize that we don’t just provide a service – the relationship is mutually beneficial.”

For the high school students, the benefit is not just in gaining new teachers, but exposing them to the college experience as well. For the student-teachers, there’s just as much to be learned from the mentors they work with and the students themselves.

“It’s the perfect combination,” said senior Kevin Cook, who is involved in the partnership. “It's working with amazing teachers and the toughest kids.”

DeMuro agreed. “If you can do this, you’re prepared for any other job,” he said.

Although working within the curriculum dictated by the public school system is a challenge within itself, Cook, DeMuro and Cavendish all see it as a chance to make a difference at Miami’s inner-city schools, and in the Overtown community overall.

“I’m excited to be part of a greater movement to fix a system that’s failing,” DeMuro said. “I can make a difference and watch it happen.”

They also hope the School of Education will expand its programs to other students, allowing more ways to experience working with the high school students. They said it’s an experience that will follow them further into their future teaching careers.

“They’re smart, they just need someone to tell them that,” DeMuro said. “When you see it work, it’s all the verification you need.”

The partnership and related programs are currently only open to students majoring within the School of Education. For information on the department of teaching and learning, visit education.miami.edu.
Jennifer Langer-Osuna

PowerPoints and other typical classroom technologies don’t suit professor Jennifer Langer-Osuna’s style of teaching. Langer-Osuna is an assistant professor of teaching and learning.

Rather than rely on these technologies, Langer-Osuna uses a discussion-based teaching style in her math education courses. She hopes her students will teach with similar methods in the future.

“It’s about creating classrooms that pose an interesting problem and let the students figure it out through discussion,” she said.

Her style of teaching also comes from the philosophy that each student has a voice and can contribute in math classrooms.

“It’s about discovering their voices in a safe space to reach those ‘a-ha’ moments,” she said.

Graduate student Edwing Medina finds this method conducive to learning.

“Langer-Osuna is completely focused on individualizing our in-class experience while helping us develop as professionals,” Medina said.

Langer-Osuna believes that future teachers need to develop more experiences that expose students to innovation.

She hopes that future teachers learn to become advocates for education and take a community-oriented approach to solve problems in education.

Wesley Smith

Wesley Smith reminds students to lead healthy lifestyles long after they leave his advanced nutrition classroom.

Senior David Thompson remembers receiving an email from Smith a month after he completed his summer course, detailing the importance of drinking beet juice.

“I was surprised that he thought of me enough to send me that email,” said Thompson, who has taken four different classes taught by Smith.

Smith serves as the undergraduate program director for exercise physiology, and teaches courses including bioenergetics. He is also a clinical assistant professor.

“Since lifestyle factors are the most important at combatting chronic disease, it is pretty easy for students to see the practicality,” Smith said.

He follows a philosophy of “edutainment,” a combination of enthusiasm and humorous anecdotes included in his lectures. He believes this technique helps make the material more interesting.

“I think the three keys are preparation, enthusiasm and humor,” Smith said.

He also works to clarify complicated concepts so students truly gain understanding.

“Everything I learned in his class I could apply to myself for the rest of my life,” Thompson said.
On March 30th, 2012 The School of Education’s Department of Teaching and Learning hosted the first annual Teaching and Learning Community Forum (TALCF) in the Storer Auditorium, featuring Alfie Kohn. A graduate of Brown University and the University of Chicago, Kohn has a distinguished career as an American author and lecturer, and has traveled across the country discussing a number of topics including parenting, education, and human behavior. His challenges to conventionally accepted theories on education have made him a controversial figure in the education community.

Kohn, originally a Miami Beach native, addressed attendees on the roles of punishment and rewards in education. The man TIME Magazine rated as "perhaps the country's most outspoken critic of education's fixation on grades [and] test scores," discussed with attendees about how he felt merit policies were dampening the chances of education systems to offer a quality education to their students. Kohn said that teachers and administrators are confusing “harder” with “better”, and cited this perception as the foundation for recent education reform and merit based policies. Kohn posited that when teachers are consumed with how they are doing, which is rated by standardized tests, they become less consumed with what they are doing – which hinders students from receiving a quality education.

Kohn pointed at Florida’s FCAT as a good example of his criticisms regarding standardized testing and accountability. “More students are denied a high school diploma, more students are forced to repeat a grade…the worst thing you can do for a child is to flunk that child and make them repeat a grade,” Kohn said, pointing to those who are flunked by schools and forced to repeat a grade as those who are more likely to drop out of school entirely. According to Kohn, “The point is not to make things more challenging, but to engage students as learners in a way that turns out to be very exciting.”

The second part of the TALCF provided diverse perspectives of accountability and allowed the audience to ask, tweet, and email questions to a panel of experts which included: M-DCPS Asst. Superintendents Dr. Maria de Armas and Dr. Nioklai Vitti, University of Miami Assistant Professor Dr. Wendy Morrison-Cavendish, as well as UM Doctoral Students Andrea Adelman and Xuchilt Perez. The audience asked the panel questions that ranged from how to pull back the effects of standardized testing in schools to how standardized tests have helped school systems on some level. One audience member suggested that instead of test scores schools should increase science experiments, internships, and out of schools experiences.

Kohn closed the TALCF by telling the audience that the future of education depends on, “…how you frame the issue and what you are willing to do.” You may download an audio podcast from this TALCF at www.education.miami.edu/TALCF.

Makin’ Music...

Staff member, Aaron Merideth, spent his winter break recording a new CD with the Albert Castiglia Band. This is the second CD Aaron has recorded with Albert Castiglia and the 6th in his career. The CD was recorded at Showplace Studios in Dover, NJ. Legendary artists such as Eric Clapton and Keith Richards have also recorded at Showplace Studios. “We recorded the entire CD live in three days with minimal overdubs,” said Aaron. “It was cold in New Jersey that week after Christmas but we hardly ever noticed because we were in the studio for 12 to 14 hours a day.” The CD, titled Livin’ The Dream, available now for download on iTunes through the Blues Leaf label.
Presentations:


Fowers, B. J. (March, 2012). *The ontology of identity: The evolved sociality of individuality and loyalty.* Mid-Winter Meeting of the Society for Theoretical and Philosophical Psychology, Austin, TX.

Harry, B. (April, 2012). *Building cultural reciprocity with families: Leaning forward, not bending over backwards!* Annual Burack Distinguished Lecture, University of Vermont.

Harry, B. (April, 2012). *Collaboration means reciprocity: That’s the hard part for professionals* and *So just who are these disabled children: Close-up views of the intersection of racism and high-incidence disabilities.* Council for Exceptional Children annual conference.

Lefevor, G. T., & Fowers, B. J. (March, 2012). *Character and situation: How to transcend the traditional dichotomy as an Aristotelian.* Mid-Winter Meeting of the Society for Theoretical and Philosophical Psychology, Austin, TX.


Community and Social Change Master’s students reproduced from eVertias

Two University of Miami School of Education graduate students from the Community and Social Change Master’s program were honored by the MCCJ (founded as the Miami Coalition of Christians and Jews) as humanitarians who have contributed to programs that will serve their communities.

**Joseph Zolobczuk** is the first recipient of the MCCJ Silver Medallion Student Award established for an outstanding and deserving student for his work with the YES Institute, an organization that prevents suicide and ensures the healthy development of all youth through communication and education on gender and orientation.

Zolobczuck, who graduated in May, was recognized as a new young humanitarian who promises to be a leader in social change. He has served as director of education for the YES Institute for the past 15 years, promoting productive dialogue where people are divided by conflicting opinions and fears.

**Lauren Book** received a certificate in Recognition of Excellence in Community Leadership. Book, a victim of sexual abuse as a child, created an organization called Lauren’s Kids to raise awareness about sexual abuse. Her group educates adults and children about sexual abuse topics through an in-school curriculum, a 24-hour crisis hotline, and speaking engagements around the United States.

This was the first time the MCCJ created a special Silver Medallion for an outstanding and deserving student in the graduate program of Community and Social Change. The award provided an opportunity to honor a new young humanitarian expected to become one of the inclusive leaders the organization values.
The Latino Mental Health Program (LMHP) is launching summer 2012!

Located in the heart of Miami, the gateway city to Latin, South American, and Caribbean-Latino cultures, this postgraduate training certificate program contributes to the preparation of a culturally responsive mental health services workforce.

The LMHP is a 12-credit certificate graduate program in Latino mental health for clinicians, professionals and students treating Latino clients. The goals of the program are to provide up to date information on Latino mental health and assist in the development of clinical skills in the areas of assessment, psychotherapy, and counseling. Participants will learn about clinical conceptualization of Latino mental health issues; critical approaches to psychological assessment of Latino clients; current information on empirically validated interventions; and professional Spanish language skills for the counseling setting. This summer the LMHP is offering two 3-credit courses in an intensive executive model. The format will be three full days of in-classroom instruction, followed by online instruction and activities. The two courses are:

EPS 663 Professional Psychological Spanish, was offered June 14, 15 and 16 from 8:30am-6:30pm by Dr. Elias-Rodas. Intermediate-level Spanish language skills were required for this course which focused on the use of Spanish in professional counseling settings.

EPS 665 Psychological interventions with Latino populations, offered July 9, 10, and 11 from 8:30am-6:30pm by Dr. Perez-Benitez. This course will address the recent literature and treatments focused on the Latino client.

These courses are open to all graduate students in mental health-oriented programs at UM or any other university, and those holding advanced degrees in mental health (MFT, MHC, MSW, PhD, PsyD, MD). Courses are not open to undergraduate students.

For additional information contact Anabel Bejarano, PhD, Director of Master’s Programs in Counseling, in Educational and Psychological Studies, School of Education and Human Development at 305 284-4829 or email Bejarano@miami.edu.

Human and Social Development.

Four of our Human & Social Development students presented research they have been working on (through our new Mentored Research Ind. Study course that Dr. Ora Prilleltensky created) at an upcoming National Conference (Association of Psychological Science). Dr. Kohn-Wood would like to thank Dean Prilleltensky and Assoc. Dean Shawn Post for providing the support for these undergraduates to attend the conference – and also thank you to Dr. Michael Gaines from UM Undergraduate Research Office for providing some matching funds.

**Title:** Transactional Theory of Coping: “What Works for Whom and Under What Circumstances”

**Authors:** Lauren E. Smith, Ed.M., **Tiffany N. Ford**, Daniel Birichi, & Priscilla Razak, University of Miami

**Title:** Qualitative Exploration of the Coping Behaviors of Black Women

**Authors:** Casta Guillaume, **Andrea Headley**, LaRonda Doakes, Varzi Jean-Baptiste

**Title:** Maladaptive Forms of Coping Among Diverse Emerging Adults

**Authors:** Lilly Kofler & Laura Kohn-Wood

The students symposium “The Paradox of Reverse Mental Health Disparities: Reduced Risk among Ethnic Minorities,” was accepted for presentation at the 2012 APS Annual Convention in Chicago, IL from May 24-27, 2012.

from left to right: Lilly Kofler (HSD and Psych major), Andrea Headley (HSD Major), LaRonda Doakes (HSD Major), Tiffany Ford (HSD and Psych Major), and Dr. Laura Kohn-Wood
The 7th Annual SPORT Charity Golf Classic was once again a huge success! This year’s tournament was held on Friday, April 13th 2012 at the Biltmore Golf Course in Coral Gables. The Sport Administration graduate students enrolled in KIN 563 – Facilities and Event Management – worked extremely hard on the organization and execution of this event in order to make it an exciting, enjoyable experience. The students partnered with a new charity this spring, the Special Olympics of Miami-Dade County, because they felt the mission aligned best with the Sport Administration program as well as the School of Education.

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes, and the community.

Through player registrations, sponsorships, and raffle tickets, the tournament raised $2,000 for the local chapter. Mark Thompson, the Executive Director for Miami-Dade Special Olympics, was in attendance at the awards luncheon with four of the current athletes. These athletes of the Special Olympics shared stories of their sports accomplishments and what the organization means to them. Overall, it was a beautiful day on the golf course to support a great cause. The event also allowed the Sport Administration graduate students an opportunity to gain valuable experience producing their very own charitable event. Anyone who is interested in participating, sponsoring, or simply supporting the students in this endeavor next year is welcome to contact Dr. Windy Dees (wdees@miami.edu) for more information on the 8th Annual SPORT Charity Golf Classic.

TAL Students Learning Visual Thinking Strategies at the Lowe...
<table>
<thead>
<tr>
<th>PI/Name</th>
<th>Title</th>
<th>Sponsor</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALDARONDO, ETIONY</td>
<td>IMMIGRANT CHILDREN'S LEGAL PROJECT</td>
<td>AMERICANS FOR IMMIGRANT JUSTICE</td>
<td>11/11-7/12</td>
</tr>
<tr>
<td>BESSELL, ANN</td>
<td>CEC/PASS STATEWIDE EVALUATION</td>
<td>COUNCIL FOR EDUCATIONAL CHANGE</td>
<td>6/04-5/15</td>
</tr>
<tr>
<td>BESSELL, ANN</td>
<td>SMALLER LEARNING COMMUNITIES(SLC) PROJECT - COHORT 2008</td>
<td>MIAMI DADE CO PUBLIC SCHOOLS (MDC)</td>
<td>3/09-6/13</td>
</tr>
<tr>
<td>BESSELL, ANN</td>
<td>SMALLER LEARNING COMMUNITIES (SLC) COHORT 2006</td>
<td>MIAMI DADE CO PUBLIC SCHOOLS (MDC)</td>
<td>10/09-6/12</td>
</tr>
<tr>
<td>ELBAUM, BATYA</td>
<td>ESE PARENT SURVEY PROJECT (PART B- TAPS #12C026)</td>
<td>FL ST DEPT OF EDUCATION</td>
<td>1/12-12/12</td>
</tr>
<tr>
<td>ELBAUM, BATYA</td>
<td>MEASURING FOR PRESCHOOL CHILDREN WITH DISABILITIES</td>
<td>FL ST DEPT OF EDUCATION</td>
<td>7/11-6/12</td>
</tr>
<tr>
<td>ELBAUM, BATYA</td>
<td>ESE PARENT SURVEY PROJECT (PRESCHOOL- TAP#12C025)</td>
<td>FL ST DEPT OF EDUCATION</td>
<td>1/12-12/12</td>
</tr>
<tr>
<td>GRIMES-DAVIS, MARIE</td>
<td>UPWARD BOUND PROGRAM</td>
<td>DEPT OF EDUCATION (U.S.)</td>
<td>6/07-5/12</td>
</tr>
<tr>
<td>HARRY, ELIZABETH</td>
<td>SPECIAL EDUCATION LEADERS FOR A DIVERSE SOCIETY (SELDS)</td>
<td>DEPT OF EDUCATION (U.S.)</td>
<td>5/09-5/12</td>
</tr>
<tr>
<td>HARRY, ELIZABETH</td>
<td>CULTURALLY RESPONSIVE EDUCATIONAL SPECIALISTS AND PARTNERS IN EARLY CHILDHOOD DISABILITIES</td>
<td>DEPT OF EDUCATION (U.S.)</td>
<td>9/08-8/12</td>
</tr>
<tr>
<td>HARRY, ELIZABETH</td>
<td>FAMILY - CENTER SPECIAL EDUCATORS FOR EARLY CHILDHOOD (FAMSEEC)</td>
<td>DEPT OF EDUCATION (U.S.)</td>
<td>10/11-12/12</td>
</tr>
<tr>
<td>HARRY, ELIZABETH</td>
<td>INCLUSIVE COLLABORATIVE LEADERS UNITED FOR DIVERSITY IN EDUCATION (INCLUDE)</td>
<td>DEPT OF EDUCATION (U.S.)</td>
<td>10/10-9/12</td>
</tr>
<tr>
<td>Kohn Wood, Laura</td>
<td>ICYSF/ PROJECT HOPE</td>
<td>FL ST DEPT OF EDUCATION</td>
<td>8/11-7/12</td>
</tr>
<tr>
<td>Lee-Salwen, Okhee</td>
<td>PROMOTING SCIENCE AMONG ENGLISH LANGUAGE LEARNERS (P-SELL) EFFICACY</td>
<td>DEPT OF EDUCATION (U.S.)</td>
<td>7/09-6/12</td>
</tr>
<tr>
<td>Lewis, Brian</td>
<td>NARRATIVE THERAPY INTERVENTION PROJECT FOR PATIENTS WITH DIABETES AND DEPRESSION</td>
<td>HINE A LIGHT NARRATIVE THERAPY RESEARCH FUND</td>
<td>5/11-5/12</td>
</tr>
<tr>
<td>Lewis, Brian</td>
<td>YOUTH &amp; FAMILY COUNSELING SERVICES</td>
<td>THELMA GIBSON HEALTH INITIATIVE</td>
<td>11/11-7/12</td>
</tr>
<tr>
<td>Montague, Marjorie</td>
<td>IES - SOLVE IT!</td>
<td>DEPT OF EDUCATION (U.S.)</td>
<td>3/11-2/13</td>
</tr>
<tr>
<td>Nicolas, Marieguerda</td>
<td>BEYOND BORDERS: ENGAGING AND SUPPORTING GRADUATE STUDENTS AT THE CARRIBean REGIONAL CONFER</td>
<td>AMER PSYCHOLOGICAL ASSOC</td>
<td>8/11-7/12</td>
</tr>
<tr>
<td>Nicolas, Marieguerda</td>
<td>PROJECTS SUCCESS- THE KULULA PROGRAM</td>
<td>THELMA GIBSON HEALTH INITIATIVE</td>
<td>11/11-7/12</td>
</tr>
<tr>
<td>Perez Benitez Carlos</td>
<td>COGNITIVE BEHAVIOR THERAPY FOR PTSD AND MEDICAL UNEXPLAINED PHYSICAL SYMPTOMS</td>
<td>NATL INST OF MENTAL HEALTH (NIH)</td>
<td>1/12-12/12</td>
</tr>
<tr>
<td>Secada, Walter</td>
<td>LANGUAGE IN MATH</td>
<td>DEPT OF EDUCATION (U.S.)</td>
<td>7/10-6/12</td>
</tr>
<tr>
<td>Signorile, Joseph</td>
<td>NEUROMUSCULAR ADAPTATION AND ALTERED RUNNING KINEMATICS DURING THE TRANSITION RUN IN TRIA</td>
<td>SOUTHEAST ATHLETIC TRAINER'S ASSOC</td>
<td>5/11-3/12</td>
</tr>
<tr>
<td>Signorile, Joseph</td>
<td>PROVIDING TARGET EXERCISE INTERVENTION TO IMPROVE INDEPENDENCE AND REDUCE FALLS IN OLDER P</td>
<td>WESTERN UNION FOUNDATION</td>
<td>11/11-11/12</td>
</tr>
</tbody>
</table>
**Pending Grants...**

<table>
<thead>
<tr>
<th>PI</th>
<th>Title</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALDARONDO, ETIONY</td>
<td>PROMISING NEIGHBORHOODS MEMO OF UNDERSTANDING WITH FLORIDA C</td>
<td>WE CARE OF SOUTH DADE INC</td>
</tr>
<tr>
<td>BESSELL, ANN</td>
<td>OPTIMIZING OUTCOMES FOR ADULTS AND CHILDREN IN EARLY CHILDHOOD</td>
<td>MIAMI MUSEUM OF SCIENCE</td>
</tr>
<tr>
<td>BESSELL, ANN</td>
<td>HOME VISITATION EVALUATION</td>
<td>CHILDREN’S SERVICES COUNCIL OF PALM BEACH COUNTY</td>
</tr>
<tr>
<td>GRIMES-DAVIS, MARIE</td>
<td>UPWARD BOUND PROGRAMS</td>
<td>DEPT OF EDUCATION (U.S.)</td>
</tr>
<tr>
<td>JACOBS, KEVIN</td>
<td>EFFECTS OF EXERCISE INTENSITY ON INFLAMMATION AND CVD RISK I</td>
<td>UNIV OF IDAHO</td>
</tr>
<tr>
<td>KOHN WOOD, LAURA</td>
<td>RACE/ ETHNIC DIFFERENCES IN COPING AND RESILIENCE FOR DEPRES</td>
<td>NATL INST OF MENTAL HEALTH (NIH)</td>
</tr>
<tr>
<td>LEE, DEBBIESIU</td>
<td>COPING WITH DISCRIMINATION: EFFECTS ON DRUG, ALCOHOL AND TOBACO</td>
<td>NATL INST OF HEALTH (NIH)</td>
</tr>
<tr>
<td>MONTAUGE, MARJORIE</td>
<td>PROJECT BRIDGES: MOVING STUDENTS WITH DISABILITIES FROM SECO</td>
<td>DEPT OF EDUCATION (U.S.)</td>
</tr>
<tr>
<td>NICOLAS, MARIEGUERDA</td>
<td>THE AFYA PROJECT: IMPROVING PERINATAL CARE AND WELL- BEING O</td>
<td>HEALTH RESOURCES &amp; SERVICES ADMN (HRSA)</td>
</tr>
<tr>
<td>NICOLAS, MARIEGUERDA</td>
<td>LATIN CARIBBEAN MENTAL HEALTH RESEARCH INSTITUTE</td>
<td>NATL INST OF HEALTH (NIH)</td>
</tr>
<tr>
<td>NICOLAS, MARIEGUERDA</td>
<td>ADDRESSING INFANT MORTALITY THROUGH ACADEMIES COMMUNITY PARTN</td>
<td>NATL INST OF CHILD HEALTH &amp; HUMAN DEVELOPMENT (NIH)</td>
</tr>
<tr>
<td>PENFIELD, RANDALL</td>
<td>ASSESSING STUDENT’S UNDERSTANDING OF FOUNDATION FRACTION CON</td>
<td>VANDERBILT UNIV</td>
</tr>
<tr>
<td>PERRY, ARLETTE</td>
<td>THINK TRANSLATIONAL HEALTH IN NUTRITION AND KINESIOLOGY</td>
<td>NATL INST OF HEALTH (NIH)</td>
</tr>
<tr>
<td>PERRY, ARLETTE</td>
<td>TRANSLATION HEALTH IN NUTRITION AND KINESIOLOGY: DEVELOPING</td>
<td>W K KELLOGG FND</td>
</tr>
<tr>
<td>SECADA, WALTER</td>
<td>ENGINEERING GOES TO SCHOOL</td>
<td>NATL SCIENCE FND</td>
</tr>
<tr>
<td>SECADA, WALTER</td>
<td>REPLICATING THE CGI EXPERIMENT IN DIVERSE ENVIRONMENTS</td>
<td>FL ST UNIV (SUSF)</td>
</tr>
<tr>
<td>SECADA, WALTER</td>
<td>PROMISING NEIGHBORHOODS MEMO OF UNDERSTANDING WITH MIAMI DADE</td>
<td>MIAMI DADE COUNTY (MDC)</td>
</tr>
<tr>
<td>SIGNORILE, JOSEPH</td>
<td>PROJECT DO IT- DIABETIC AND OBESITY INTERVENTION AND TRAININ</td>
<td>NATL INST OF HEALTH (NIH)</td>
</tr>
</tbody>
</table>

**PUBLICATIONS Cont.**


Teacher of the Year...

Alexander Lopes, MSED '07, has some advice for new classroom teachers.

"Keep yourself informed of current trends, research based practices, and best practices," said Lopes, who recently received the Golden Apple Award as Miami-Dade County Public Schools teacher of the year. "Listen to the families of your students with your entire body and soul. Enjoy teaching – you will have the time of your life." As an energetic and enthusiastic teacher at the Carol City Elementary Learning Experience Alternative Program (LEAP), Lopes has had a profound impact on preschool children with special needs. "It is very satisfying to see my students do independently today what yesterday they did with assistance."

Lopes, 43, was honored in a February 3 ceremony at the Doral Resort & Spa, and later presented with a new car at a February 25 United Teachers of Dade (UTD) picnic at Tropical Park. He was also a finalist for the 2012 Florida Teacher of the Year. "I hold the University of Miami School of Education dear to my heart," said Lopes. "It was there that my journey as an educator started. I am and forever will be grateful for the rigorous academic work that I was provided, and for the degree of integrity and professional-ism with which my UM professors assisted me in succeeding academically and professionally."

A native of Brazil, Lopes graduated from the Universidade Federal do Rio de Janeiro, and entered the airline industry, traveling around the world. "About a decade ago, I realized that something was missing in my life, that it was time for me to pursue a different career," Lopes said. He talked with a counselor at Miami Dade College to see about becoming a teacher of foreign languages. "At the end of our conversation, she said to me, 'Why don't you teach special education? You have the right personality for it. In addition, we need people like you in that field.'" After taking an introductory course, Lopes embarked on his new career, and earned his master's degree at UM. Now he is working on a doctorate in special education at Florida International University. Lopes says the LEAP program focuses on building social skills in an inclusive educational setting. "The biggest challenge in my work is that my students are all very different from one another," he said. "What works perfectly well for one student may not work at all for another. Getting to know the students in order to find out how to optimize their progress is very important and very challenging. However, I consider it to be one of the aspects of my practice that I like the most."

To cite one example, Lopes uses music and movement to help build verbal skills in autistic students. "Besides being a phenomenal educator, he's a professional," said principal Patricia Bloodworth-Johnson.

As the national educational system moves toward a more inclusive environment, Lopes says that more resources are needed at the teacher preparation level. "Are we preparing general education teachers and special education teachers to work together in the same setting, to collaborate with one another toward the educational success of our students with special needs? This is an important issue that, if not properly addressed, will delay the successful implementation of inclusive programs in our schools."

Note: The UM School of Education was awarded a five-year, $1.5 million federal grant to develop a merged teacher preparation curriculum that fosters the goal of inclusion in general and special education classrooms.

Slate (April 13, 2012)

Are TV and Video Games Making Kids Fat?

Zoning out in front of a television or video game monitor for hours doesn’t seem healthy, but no one yet has found any causal link between time spent lolling on a couch and childhood obesity. A decade ago, a physiologist named Arlette Perry at the University of Miami worried that her 10-year-old son Thomas was spending a lot of time with a controller in his hand. To measure the effects of chronic gaming, she studied her son and 20 other children as they played Tekken 3 on a Sony PlayStation in her lab. She found that the fighting game increased the kids’ heart rates and blood pressure to the same extent as walking at 3 miles per hour. Children burned roughly twice as many calories playing Tekken 3 as they did sitting in one place, which translates to an extra 40 to 80 calories burned every hour. In other words, this traditional, “passive” video game was itself providing children with a form of exercise.

http://www.slate.com/articles/health_and_science/medical_examiner/2012/04/are_video_games_making_kids_fat_screen_time_and_childhood_obesity_.html


Fowers, B. J. (March, 2012). The ontology of identity: The evolved sociality of individuality and loyalty. Mid-Winter Meeting of the Society for Theoretical and Philosophical Psychology, Austin, TX.

Lefavor, G. T., & Fowers, B. J. (March, 2012). Character and situation: How to transcend the traditional dichotomy as an Aristotelian. Mid-Winter Meeting of the Society for Theoretical and Philosophical Psychology, Austin, TX.


