

PERSPECTIVE

UNIVERSITY OF MIAMI

Spring 2015

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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Editor: Marilyn Neff, mneff@miami.edu
Writer: Richard Westlund
Production: Armenteros & Martin
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Building a Community Research Center

Six years ago, Dr. Etiony Aldarondo, associate dean of research, became director of the school's newly established Dunspaugh-Dalton Community and Educational Well-Being (CEW) Research Center. Since then, the CEW has developed a new model for university-community research partnerships, while strengthening the school's research capacity and shaping the professional development of University of Miami students.

"Our innovative approach to community research has had a significant impact in many ways," said Aldarondo, who is leaving in May to become provost at Carlos Albizu University in Doral. He will be succeeded by Professors Soyeon Ahn and Daniel Santisteban. Dr. Ahn is currently associate director, Dunspaugh-Dalton Community and Educational Well-Being Research Center, and program director, Research, Measurement, and Evaluation (RME) Program, while Santisteban is director of the SBIRT Training Program and the NIDA Adolescent Research Program. Dr. Ahn will become associate dean for research and Dr. Santisteban will assume the position of research director.

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

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UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Building a Community Research Center

(from page 1)

Located at the Max Orovitz Building, the CEW is guided by the school's vision of being a center of excellence in the study and promotion of educational, psychological, and physical well-being in multicultural communities. To date, the CEW has provided direct advice and input to more than 100 community-based organizations and been involved in numerous coalitions and networks.

Since its inception, the CEW has been supported by a gift from the Dunspaugh-Dalton Foundation, and assistance from the Children's Trust, the U.S. Department of Education, the National Council on Juvenile and Family Court Judges, Southwest Airlines, and the Substance Abuse and Mental Health Services Administration.

"We have developed a new blueprint for a community research center," said Aldarondo. "Our goals were to strengthen the school's research, respond to the needs of our community, and prepare a new generation of students who understand that engaged scholarship is part of their professional identity."

Aldarondo said the CEW has supported the school's ongoing research by organizing colloquia and conferences and assisting faculty members and students with their studies.

In addition, more than 50 students have taken part in the CEW's community initiatives and dozens of other students from other UM schools and colleges are active volunteers in community projects. "Our students sit at the table with us designing interventions and dealing with program issues," he said. "They have become our ambassadors to the community, honoring and reflecting the UM values."

Aldarondo said placing graduate students in the role of research partnership coordinators is a key reason the CEW has had such a positive impact. "Their energy, commitment, motivation to learn, and willingness to ask questions make them ideal for community research," he said. "Rather than simply applying a traditional academic research model, we have been able to build two-way relationships while developing our students as confident scholars in the community."

Today, nonprofits, government organizations and other community groups turn to the school's CEW when looking for research partners, said Aldarondo. "We provide them with guidance and support as they contribute to the well-being of our community."



(From left) Etiony Aldarondo, associate dean for research, School of Education and Human Development; Stephanie Coontz, research director, Council on Contemporary Families; and Phil N. Cohen, professor, Department of Sociology, University of Maryland.

Forum Looks at How Scholars Can Impact Social Change

Humor, blogs and media outreach are among the ways that academics can impact social change, according to four distinguished scholars who spoke at the School of Education and Human Development's April 10 Community Well-Being Forum at the Newman Alumni Center.

"Inequality has significant toxic effects on a substantial portion of our population, such as poor health, high rates of incarceration, poverty and racism," said Etiony Aldarondo, associate dean for research, School of Education and Human Development. "Intellectuals must draw on their specialized skills and resources to disseminate their knowledge in a way that the public can understand."

Aldarondo led the discussion on "The New Public Intellectual and Social Change" with Isaac Prilleltensky, dean, School of Education and Human Development; Stephanie Coontz, research director, Council on Contemporary Families; and Phil N. Cohen, professor, Department of Sociology, University of Maryland.

"I believe in pushing the limits and using humor and sarcasm to provoke conversations on important topics," said Prilleltensky. "It doesn't always work, but we need to create opportunities for dialogue that can lead to meaningful change."

Coontz noted that going public with accurate research is difficult, because the facts don't speak for themselves. "If you want to get good research out to the public in a way that it will be heard, you need teamwork," she said. "Find the nuggets in your own research and help the press connect with other academics who can also provide them with solid information about your topic."

After writing a blog on family equality for five years, Cohen said academics need to remember that their work may be read by multiple audiences, including their peers, their students and the public. "Not every academic should become involved in public engagement, but it's something you should consider," he said. "I believe it's important to debunk bad research or how it's being used, and that's one way intellectuals can contribute to social change."

dean's message

A New Model in Community Research

Six years ago, our school launched the Dunsbaugh-Dalton Community and Educational Well-Being (CEW) Research Center, reflecting our mission of advancing educational, psychological, and physical well-being. Under the leadership of Dr. Etiony Aldarondo, the CEW has developed a new model for community research where student engagement plays a key role.

This issue of *Perspective* focuses on how our faculty and students are expanding our understanding of timely issues related to well-being and applying their research to real-world issues. For example, two of our faculty members have won Provost's Research Awards for their work related to autism, obesity, and disclosure of sexual identity.

Another feature article describes how our professors are using humanoid NAO robots in a Broward elementary school pilot study that integrates robotics with science, technology, engineering, and math (STEM) learning. We have also included a profile of a new faculty member, Professor Luciana de Oliveira, who has spent many years studying how teachers can help ESOL (English for Speakers of Other Languages) students build both their linguistic and content skills in today's inclusive classrooms.

Our School of Education and Human Development is committed to leading-edge research and training the next generation of educational leaders. We also focus on building partnerships with community organizations that share our values, such as the Children's Movement of Florida, which is committed to advancing early childhood education throughout our state.

I hope the articles in our spring issue stimulate your thinking and demonstrate how your engagement can make a positive difference in the lives of individuals, families, and communities.

Dean Isaac Prilleltensky

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



About Our Mark

The School of Education and Human Development's symbol represents our collective focus on well-being as the core of our mission. The interlocking arcs stand for three basic components of well-being: the educational, psychological, and physical. These three components correspond to the three departments in our school, which are inter-related in their focus on well-being.

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

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

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

Provost's Awards Support Studies in Autism, Obesity, and LGB Issues

Two professors in the School of Education and Human Development, Debbiesiu L. Lee, and Moataz Eltoukhy, have received 2015 Provost's Research Awards.

Lee, Department of Educational and Psychological Studies (EPS), received an award for her project, "To Come Out or to Not Come Out: A Meta-Analysis of Sexual Identity Disclosure and Concealment." For lesbian, gay or bisexual (LGB) individuals, disclosure of sexual identity is a continuous process that occurs throughout the lifespan, Lee said.

"Most theorists have noted that disclosure is beneficial to people's health and well-being as they are able to live more authentically," she said. "Others have posited that disclosure exposes individuals to discrimination and rejection, which in turn negatively impacts their health. Thus, concealment may be beneficial.

In this study, counseling psychology doctoral student Daniel Sheridan will assist Lee in conducting a meta-analysis of the existing body of literature on sexual identity disclosure and concealment to determine what factors may affect mental health. "That may help in designing intervention strategies to assist lesbian, gay, and bisexual people in negotiating their coming out experiences to enhance their mental health and reduce the health disparities found within this community," Lee said.

Eltoukhy, Department of Kinesiology and Sport Sciences (KIN), received a research award for "Robot-based Childhood Intervention for Autism and Obesity (rCIAO)."

Children are a prime population for technology-based interventions because they are accustomed to using technology in their daily lives and because new gadgets attract their attention and interest, said Eltoukhy. However, few treatment programs incorporate cutting-edge technology to improve the lives of children and positively impact their development into adulthood.

Eltoukhy is piloting an innovative intervention that utilizes humanoid robots to improve target behaviors in two groups of elementary-age children. In the obesity group, he is aiming for gains in cognitive variables and reduction in waist circumference, while in the autism group he is focusing on building more appropriate facial expressions, elongated eye contact, and initiating joint attention.



Moataz Eltoukhy

In March, Eltoukhy launched a related project in collaboration with the YMCA and Florida International University. The humanoid robot will be incorporated into the after-school program in four Miami-Dade County elementary schools to teach first and second grade students about nutrition, healthy food, and the benefits of exercise. The project will last for six weeks and the sample size of the intervention group is about 100 students.

Eltoukhy is also collaborating with Professor Arlette Perry, chair of KIN, and the YMCA to start a project in four Miami-Dade middle schools to improve physical activities and nutrition.

The Provost's Research Awards are designed to foster excellence in research and creative activity and increase the overall research portfolio at the University of Miami. Applicants are reviewed by faculty subcommittees of the Research Council representing the arts, business, humanities, natural science, engineering, and social sciences. In all, 55 faculty representing 29 departments in nine schools and colleges were selected for the awards.

Debbiesiu L. Lee



Robot Gives STEM Learning Lessons to Broward Students

Professors Moataz Eltoukhy, Lauren Barth-Cohen, and Ji Shen are bringing NAO robots to Broward County students this spring in a 10-week pilot class in collaboration with teachers and students at Nova Southeastern University. The initiative will help 23 fifth graders at Nova Blanche Forman Elementary School integrate robotics and coding into science, technology, engineering, and math (STEM) learning.

Using the NAO platform, the students are learning to write computer code and about how robots work. Programming is a 21st century skill that is necessary for careers in computing, STEM fields, and across the 21st century economy.

By working with elementary-age students, this project is designed to foster engagement in robotics and computer science for the next generation. It is also aimed at advancing understanding of how to create learning opportunities for elementary students in robotics and computer science that would increase their content knowledge and motivate them for future learning in robotics, computer science, and STEM fields.



The UM researchers have applied for funding from the National Science Foundation (NSF) and hope to expand to additional schools in the future.



Guardrails Initiative Takes Collaborative Approach to Health and Fitness

A collaborative disease prevention initiative called Guardrails is designed to encourage individual wellness and help manage chronic health conditions. Developed by Professor Wesley Smith, Department of Kinesiology and Sport Sciences (KIN), the initiative is a collaborative partnership with UHealth, led by Lee Kaplan, M.D., orthopedic surgery professor and chair of the UHealth Sports Medicine Division with the Miller School of Medicine.

Generating support for Guardrails this spring, a University of Miami CaneFunder campaign, www.CaneFunder.com/Guardrails has a growing list of contributors like Agustin and Rosiel Herran, Ed.S. '00.

“Chronic diseases are much easier prevented than cured. This initiative seeks a more sustainable approach by setting up ‘guardrails’.”

– Wesley Smith

Generating support for Guardrails this spring, a University of Miami CaneFunder campaign, www.CaneFunder.com/Guardrails has a growing list of contributors like Agustin and Rosiel Herran, Ed.S. '00.

“Guardrails is one of the most exciting programs to come out of the University of Miami in that it teams up physicians who help treat chronic disease and its symptoms with exercise physiologists who help prevent chronic disease and its symptoms,” said Professor Arlette Perry, KIN chair. “For the first time patients can not only receive a health-

Smith has utilized the most current research available on physical and nutritional assessments and created a single health-related physical fitness assessment that can be done in a physician’s office in as little as 10 minutes. “The Guardrails program provides valuable information about the patient to the physician while working with the patient to promote healthy lifestyle behaviors,” added Perry. “This can all be done with patients while they are waiting to see their physicians.”



Wesley Smith

Guardrails’ testing and programming methods are designed for a wide range of individuals, including athletes, high-risk adults, seniors, children, and diabetics.

Smith believes the program may have widespread implications for the healthcare sector, since chronic disease accounts for 75 percent of the nation’s total healthcare expenditures. As Smith said, “Chronic diseases are much easier prevented than cured. This initiative seeks a more sustainable approach by setting up ‘guardrails’.”

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Guardrails: An Innovative and Integrative Wellness Strategy

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Helping to Rebuild Haiti After 2010 Earthquake

On January 12, 2010, a 7.0 magnitude earthquake struck Haiti, leaving despair and destruction behind. Five years later, Planet Kreyol, the University of Miami's Haitian student organization, organized a remembrance ceremony.

"I believe what happened that day impacted people all over the world," said Guerdiana Thelomar, a senior in the School of Education and Human Development who is president of Planet Kreyol. "We wanted to let people know that Haiti is more than the rubble and disaster and despair and that there's hope. Tonight we showed the projects that people have been working on in the university and the community."

Thelomar added that Planet Kreyol collaborated with the UM Department of Government and Community Relations in organizing the day-long event, which included an academic symposium with presentations about the university's projects in Haiti, including the role of the school's faculty and students in supporting and training Haiti's mental health professionals.

"Five years ago today the nation of Haiti was changed when it was ripped apart by the devastating earthquake that killed over 220,000 people," said Sergio Gonzalez, vice president for University Advancement and External Affairs during his speech. "Since that day, faculty, staff, students, and alumni representing all areas of this institution have provided extraordinary service of all types to help the Haitian people."

A double major in human and social development and visual journalism, Thelomar received the Newman Civic Fellows Award in 2014 in recognition of her dedication to finding solutions for challenges faced by local and international communities. The award is named for Frank Newman, one of the founders of Campus Compact, a national coalition of almost 1,200 college and university presidents who are committed to fulfilling the civic purposes of higher education.



Guerdiana Thelomar, a senior in the School of Education and Human Development, and president of Planet Kreyol, speaks at ceremony.

Fellowship Awarded

*K*iet Huynh, a doctoral student in the school's Counseling Psychology program, was selected for a Predoctoral Fellowship in Mental Health and Substance Abuse Services by the American Psychological Association (APA). Funded by a grant from the federal Substance Abuse and Mental Health Services Administration (SAMHSA), the Predoctoral MHSAS fellowship supports the training of practitioners in behavioral health services and prevention.

This highly competitive fellowship program is designed for students in clinical, counseling and school psychology, and other psychology doctoral students whose training prepares them for careers in behavioral health services.

Faces of Education Attorney Carol Licko Draws on Teaching Experience

Attorney Carol Licko, B.A. '71, M.Ed.'74, J.D. '84, believes in educating her clients about their choices in litigation matters. After all, she was a teacher and administrator for the Miami-Dade County Public School System, earning the "Teacher of the Year" award before joining The Florida Bar.

"I still enjoy mentoring young attorneys and providing guidance to my clients," said Licko, who is litigation manager in the Miami office of Hogan Lovells. "My heart is still in education, because that's where you can have the most impact on the future."

Today, Licko focuses her practice on complex commercial and environmental litigation in trials through appeals, with an emphasis on the life sciences, business, health, and educational law.

In the education sector, she represented the University of Miami Miller School of Medicine in issues relating to the costs of medical malpractice cases, and has served for several years as general counsel to WPBT-2, the largest PBS television station in Florida and the producer of the Nightly Business Report. She also acts as general counsel to the Miami-Dade College (MDC) Foundation, serving the nation's largest community college.

Working with the MDC Foundation, Licko was instrumental in negotiating the transfer of Miami's landmark Freedom Tower to the college as the MDC Museum of Art + Design. "This was a complex transaction that resulted in an innovative solution that benefits our entire community," she says. "It was a very visionary approach to ensuring the future of one of our city's historic landmarks."

Becoming a Teacher

Born and raised in Chicago, Licko's family moved to Miami in the 1960s. She was valedictorian of the 1967 class at Miami Central High School, before enrolling at the University of Miami. "My dad was a tool and die maker, and my mother stayed home and raised five children," she says. "We all looked up to teachers, and I decided that's what I wanted to do with my career."

After high school, Licko enrolled at UM thanks to a scholarship program for students who planned to become teachers. Professor Eveleen Lorton (now retired) was an early mentor. "I loved UM and enjoyed almost all my classes," she recalls. While working



part-time at the Sears store in the Northside Shopping Center, she met her husband Gary, who later became a public accountant. She was also a nurse's aide at St. Francis Hospital in Miami Beach, before graduating in 1971 with a degree in English.

Although St. Francis offered her a job training other aides, Licko became a teacher at Miami Northwestern High School working with 9th and 10th graders who were potential dropouts. "The highest reading level in my class was third grade, and many kids didn't even know the alphabet," she recalls. "As a new teacher, it was a sink or swim situation. So, I took some reading classes and went on to get my master's degree in education at UM. This was a very satisfying experience and I stayed close to many of my students through the years."

Licko spent 13 years as an educator and received the Dade County Teacher of the Year Award in 1976 and was runner-up for the statewide award. She then became an assistant principal at American Senior High School, where she wrote a grant application that resulted in a Ronald Reagan National School Award. "At that point, I realized I was ready to try something different, so I enrolled in UM's law school," she says. "It took me four years, but it was a great decision for me."

(continues on page 15)

Red Cross Honors Leader of Educate Tomorrow

The American Red Cross South Florida Region recently honored Virginia Emmons McNaught, M.S.Ed.'12, at its 22nd annual Sara Hopkins Woodruff "Spectrum Awards For Women," one of the most prestigious women's awards in South Florida.

The awards recognize outstanding women whose efforts have made significant contributions to the region's quality of life across a broad spectrum of cultures in the community.

McNaught was presented with the Royal Caribbean International Education Award at the awards luncheon and reception held February 5 at the Ritz-Carlton Coconut Grove. She is a social innovator, entrepreneur, and coalition builder who graduated from the first cohort of the University of Miami's Community and Social Change Program in the School of Education and Human Development in 2012, where she was described by one of her professors as "one of the most authentically and intellectually-engaged students I have encountered."

McNaught and her sister co-founded Educate Tomorrow, a non-profit that assists foster and unaccompanied homeless youth transition to adulthood through a continuum of support and a focus on mentoring and higher education. Today, Educate Tomorrow has assisted 57 college graduates and more than 200 students currently enrolled in college. Realizing that access to a college tuition waiver was not enough, McNaught and her sister, Melanie Damian, co-led a campaign for the SEED School, a college preparatory boarding school for at-risk youth in grades 6-12. The school opened in August 2014 at the Florida Memorial University campus.

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Virginia Emmons McNaught (left), with Helen O'Connell from Royal Caribbean.

Recent Graduate Moving Ahead with Her Studies

Shimul "Shimmy" Gajjar, B.S.Ed. '14, is taking the next step to becoming a teacher in elementary and exceptional student education. Now enrolled in the master's degree in special education program at Vanderbilt University, she expects to graduate in May 2016.

"I want both professors and students to know that we have a wonderful program at UM," said Gajjar. "I also want to commend the



program for all of the certifications we obtained by graduation."

Gajjar plans to become a special education teacher, and eventually help adults with disabilities transition from school to an independent life by giving them training and wellness skills.

"Shimmy is one of those students one knows is a star from the moment you meet," said Dr. Gloria Artecona-Pelaez, director, Teacher Preparation and Accreditation, Department of Teaching and Learning. "Her passion for her chosen field was evident in her work and became more evident during her student teaching semester. She made a very positive impact on her students from both a quantifiable and a personal perspective."

Attention Preschoolers: Ready, Set, Read!

University of Miami Future Educators of America (FEA) honor society recently visited the YWCA's Colonel Zubkoff Head Start Center in Miami Gardens to read to the preschool students and kick off the Children's Movement of Florida's "Ready, Set, Read!" program.

Led by FEA co-presidents Jen Hollander and Maya Sperkacz, the 13 students were welcomed by Carol Harris, educational specialist and disabilities coordinator of the Head Start team. The FEA volunteers then read the book "Chrysanthemum" by Kevin Henkes to the center's young students. At the end of the program, each child received a copy of the book to take home with reading tips for their parents. "It is so rewarding to see the members of FEA put the information they've learned about reading to children into practice," said Professor Miriam G. Lipsky, Department of Teaching and Learning, and project manager, Project INCLUDE. "The FEA board did such a wonderful job of creating a lesson plan and teaching materials that the Head Start teachers asked to keep the materials for their classes."



"Ready, Set, Read!" is affiliated with the United Way of Miami-Dade's Reading Pals program, which seeks to match volunteers with children in low-performing schools throughout Miami-Dade county to build children's vocabulary and other literacy skills by reading high quality books and engaging in interactive learning.

Research shows that low-income children who attend high-quality early education programs have greater school success, higher graduation rates, lower levels of juvenile crime, decreased need for special education services, and lower teen pregnancy rates than their peers.



Institute Establishes New Counseling Relationship

The school's Institute for Individual and Family Counseling (IIFC), led by Lissette M. Perez-Lima, professor and director, recently established a relationship with the South Miami Children's Clinic located less than a mile away. Dr. Tina Scott, who runs the clinic, has been providing pediatric services to the community for uninsured children and families in the community since 2007.

"This is a great example of fulfilling our vision and advancing our mission of community well-being," said Professor Laura Kohn-Wood, chair, Department of Educational and Psychological Studies (EPS). "I have known Dr. Scott for some time and she is very dedicated to helping families in need."

Perez-Lima said the South Miami Children's Clinic has already referred more than 10 families for mental health services. "They have great needs and we are glad to step in and help," she said. "It also broadens the range of experiences for our counseling psychology students."

Supporting the Early Childhood Initiative

Former Miami Heat star Alonzo Mourning and Miami businessman and philanthropist Michael Fernandez demonstrated their commitment to Florida's early childhood initiative at a special February 24 event at Temple Israel. Nearly 1,000 attendees had an opportunity to purchase Fernandez's book, "Humbled by the Journey," proceeds of which go to The Early Childhood Initiative Foundation.

David Lawrence Jr., the Education and Community Leadership Scholar at the School of Education and Human Development, head of The Children's Movement of Florida, and president of

Way) in northern Spain, raising money for children facing life-or-death medical issues. "To quit the walk was a daily temptation, but I persevered," he said. "I believe in the importance of being rich in good deeds and generosity to others."

Later in the conversation, Mourning and Fernandez thanked Lawrence for his

"Literacy is one of the foundations of a good life. Children who can't read or write are not prepared to become the future leaders that our nation needs. As adults, we must all be leaders in educating the children in our communities."

— Alonzo Mourning



the foundation, moderated a conversation with Mourning and Fernandez about the lessons they have learned on their journeys through life.

"Two of Miami's larger-than-life and most generous people talked about how each believes early investment and early learning speak to the very future of Florida and this country," said Lawrence after the event.

Mourning spoke of the vital roles his parents, foster mother, Georgetown University coach John Thompson, and his wife Tracey have played in his life. "I have been able to surround myself with people who would help lift me up," he said. "No one goes through life alone."

The Cuban-born Fernandez talked about the support he has received from his wife Constance and children, as well as his long walk along the Camino de Santiago (also known as the



leadership of early childhood education. "Literacy is one of the foundations of a good life," said Mourning. "Children who can't read or write are not prepared to become the future leaders that our nation needs. As adults, we must all be leaders in educating the children in our communities."

Luciana de Oliveira Focuses Her Research on English Language Learners

Professor Luciana de Oliveira understands the importance of helping teachers connect with students who are learning the English language. “Our multicultural society includes immigrants from around the world,” said de Oliveira, who recently joined the School’s Department of Teaching and Learning (TAL). “While those students are now being included in mainstream classrooms, many teachers are not well prepared to work with these English language learners.”



Drawing on more than a decade of research, as well as her own background as a native of Brazil, de Oliveira has identified a number of strategies that can help general content teachers reach their ESOL (English for Speakers of Other Languages) students.

First, it’s important to have both content and language objectives for a student, so that both aspects of learning are included. “You want to build a language-rich environment for learning,” she said.

Next, it’s important for teachers to modify – but not simplify – the language they use with students. “If students are only given simplified texts, they don’t learn to read at grade level,” de Oliveira said. “Teachers need to provide their ESOL students with appropriate texts to help them build the reading and critical thinking skills they will need in the future.”

Teachers should be aware of the language difficulty of the texts they assign and be able to explain academic concepts in everyday terms, if necessary. De Oliveira says that process – called code switching or register switching in academic circles – helps students gain language skills as well as a better understanding of the content.

Teachers should also recognize that there may be a significant difference between a student’s verbal and written English skills. A child might speak English well, but struggle to understand the written content, she said.

It’s also important for classroom teachers to be patient with their English language learners, according to de Oliveira. “Both students and teachers can become frustrated, but perseverance and consistency can pay big dividends for the child.”

De Oliveira was formerly a professor at Columbia University’s Teachers College and formerly taught at Purdue University. She earned her bachelor’s degree and teaching credentials at São Paulo State University, her master’s degree in English, TESOL Option (Teaching English to Speakers of Other Languages) at California State University East Bay, and her doctorate in education at University of California, Davis. She has more than 20 years of teaching experience in the TESOL field.

In the past decade, de Oliveira has received more than 25 research grants and written dozens of published articles. Her work has appeared in Teachers College Record, Journal of Teacher Education, Journal of English for Specific Purposes, English Education, Multicultural Education, The History Teacher, and other books and journals. She is a member of the Board of Directors for TESOL International Association, the major international association for ESOL teachers.

She was given the Early Career Award by the Bilingual Education Research Special Interest Group of the American Educational Research Association (AERA) in 2012; the David E. Eskey Award for Curriculum Innovation by the California TESOL association in 2011; and the Outstanding Latino Faculty award from Purdue University.

“Both my teaching and research have focused on second-language learning,” said de Oliveira, who will be teaching doctoral seminars on applied linguistics and discourse analysis. She said, “I’m excited to be at the University of Miami and look forward to working with teachers throughout our diverse community.”

Tracing the Evolution of Human Ethics



Why do individuals cooperate for their basic needs, like food, clothing, and shelter? Why do people volunteer to serve their countries and communities? Why is the self-sufficient American simply a myth?

“We are social beings who gain profound benefits from cooperating with each other,” said Professor Blaine J. Fowers, Department of Educational and Psychological Studies. “Almost everything that is important to us depends on our connections with other people, including our health, our status in society, our relationships and our enjoyment with life.”

In his new book, “The Evolution of Ethics: Human Sociality and the Emergence of Ethical Mindedness,” Fowers examines the tribal lifestyles of our ancestors, who had to cooperate to survive, and how those social needs continue to shape mankind today.

Fowers’ book offers a revolutionary look at human ethics as an intrinsic aspect of individual lives, not simply a matter of making ethical choices such as choosing

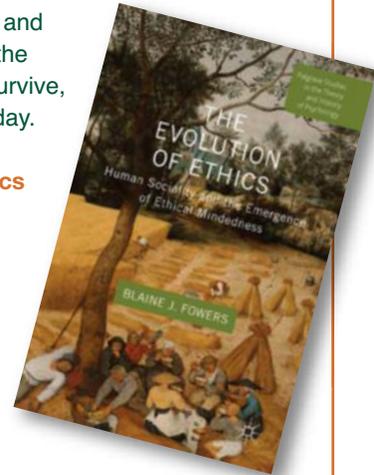
honesty over lying in specially designated “ethical situations.” He said, “We need to change our thinking and recognize just how deeply goodness and ethics are built into human beings.”

In “The Evolution of Ethics,” Fowers explores seven domains of human social life – attachment, mutual understanding, imitation, cooperation, social norms, group membership, and social hierarchy. Those domains are naturally oriented toward ethical values like friendship, justice, and social harmony.

Fowers cautions, however, that many Americans are taught to look out for themselves, without understanding the importance of the common good. “We need to think about ‘us’ rather than just ‘me,’” he said. “In fact, everything we do during the day involves some aspect of cooperation.”

Ultimately, Fowers argues, human ethics cannot be properly understood without including the biological basics of ethics, and our biological nature cannot be truly recognized without understanding that humans are inherently ethical beings.

“Humans are the most cooperative species on the planet,” he says. “To believe that people are naturally selfish is dead wrong. While we do look out for ourselves, we have a natural tendency to cooperate with others and play a productive role in our society.”



Professor Laura Kohn-Wood, chair, Department of Educational and Psychological Studies (EPS) was recently inducted into the UM Iron Arrow Honor Society. She was nominated by two undergraduate students for exemplifying the five qualities of Iron Arrow: love of alma mater, character, leadership, scholarship, and humility. Based on Seminole Indian tradition, Iron Arrow is the highest honor attained at the University of Miami.



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For Further Information, Please Contact:

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

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

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Faces of Education (from page 8)

Moving Into Law

After passing the Bar in 1984, Licko joined Paul & Thomson, a boutique firm that broke up soon afterwards. She followed partner Parker D. Thomson to Thomson Muraro Razook & Hart, where she learned about securities offerings, media-related matters, and other commercial litigation cases.

One of her first cases involved SafeCard Services, a Fort Lauderdale credit card protection company whose directors included Jeb Bush. "He liked how I handled the matter," Licko says. "After he was elected governor in 1999, he asked me to be his general counsel and it was an honor to serve in that role."

Licko represented the governor in a variety of matters, including statewide healthcare and educational reform, before returning to private practice in 2001 with Hogan & Hartson.

Licko later served two terms on the State Ethics Commission and was a member of the Governor's Blue Ribbon Task Force established to improve state foster care and health services for dependent children. She is now an officer of Our Kids, Inc., an organization that provides community-based services to children in foster care.

Reflecting on her career, Licko says, "I've had the privilege of working with great educators, attorneys, and clients, while staying on the cutting-edge of the law. I love what I'm doing now and look forward to the next chapter in my career."