

# PERSPECTIVE

Winter 2009

UNIVERSITY OF MIAMI SCHOOL OF EDUCATION

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## For Jenna Arnold, the World is Her Classroom

As a University of Miami student teacher in Coconut Grove, Jenna Arnold discovered the power of mass media as a powerful educational force. Six years later, Arnold, B.S.Ed. '03, is reaching people around the world as a socially conscious television producer whose credits include "Exiled!" a hit reality series on MTV.

"I consider myself as an educator in a classroom with hundreds of millions of people," said Arnold, 28, the founder and president of Press Play Productions in New York. "I am committed to helping students of all ages understand the world." Press Play Productions also has offices in Los Angeles and Dubai.

Originally from Philadelphia, Arnold came to the University of Miami because she liked urban environments. "I am truly a product of the School of Education, and I admire Dean Isaac Prilleltensky's initiatives to engage people and foster community-building on a global basis; our national security depends on it."

As a student teacher in a 5th grade class at Tucker Elementary School, Arnold showed film documentaries to students and led discussions about social change. "My advisor, the late Jay Jensen, as well as my professors, gave me the freedom to challenge myself as well as my students using different media," she recalled.

*[story continues on next page]*

UNIVERSITY OF MIAMI

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# feature

[from page one]

After graduation, Arnold moved to Los Angeles, where she taught first graders while continuing to experiment with film and digital media. “At that point, my career goals shifted, because I wanted to find a way to reach larger audiences,” she said. Deciding to enter the non-profit sector, Arnold moved to New York, enrolled in a master’s degree program at Columbia University, and went to work for the United Nations. Her credits at the UN include producing “Diary of Jay-Z: Water for Life,” which ran on MTV, and “What’s Going On?” a star-studded Showtime series whose classroom component became a bestselling education product nationwide.

Two years ago, Arnold launched her own production company and created the reality TV concept for “Exiled!” In this show, a half dozen teens from affluent U.S. families spend time in poor villages around the world, interacting with indigenous cultures. She also developed lesson plans so classroom teachers could use the series, and created an online community.

“More and more young people are searching to make the world a better place,” Arnold said. “The School of Education’s two new tracks – human and social development, and community and social change – are right in keeping with this shift.

As for me, I plan to continue to find new ways to educate target audiences about what’s happening in the world today.”



**“I consider myself as an educator in a classroom with hundreds of millions of people. I am committed to helping students of all ages understand the world.”** – Jenna Arnold



(Above right) On location in Northern Thailand.

(Above left) Working with the Himba in Namibia.

(Left) Directing a scene in the rain-forests of Panama.

(Below) On location with the Maasai in Kenya.



# dean's message

## New Programs, New Partnerships

**Our School of Education is building for the future. By launching several new programs and developing new partnerships, we can multiply our positive impact on communities in South Florida, the nation, and around the world.**



In 2009, our Department of Educational and Psychological Studies (EPS) launched a new undergraduate major in Human and Social Development, registering 50 students this fall. A new EPS master's program, Community and Social Change, could begin in fall 2010 if approved by the University's Faculty Senate in the spring.

Our Department of Teaching and Learning (TAL) is now enrolling students in a new master's program, Education and Social Change, developed in collaboration with Teach For America (*see page 5*).

Next August, the Department of Exercise and Sport Sciences (ESS) will offer a new master's program in Fitness for students who are interested in developing fitness programs for individuals or organizations.

All these programs relate to social development and community change – which is the heart of our School's mission and vision. We want to provide the thread that connects educational progress with community progress. We are striving to transform communities – not just individuals. That makes us unique among the nation's schools of education.

Our School is also forging new partnerships at home and abroad. We continue to reach out to underserved Miami-Dade neighborhoods and communities with offerings such as our CRECER initiative (Challenging Racism and Empowering Communities through Ethnocultural Research) and our Kulula Mentoring and Tutoring Program (*see page 7*).

We are also reaching out to educational and civic leaders in Europe, Africa, and Latin America, seeking assistance in building strong and sustainable communities. Associate Dean for Research Etiony Aldarondo spoke at an international colloquium on neuroscience, health, and community well-being in Argentina last summer and helped launch a pilot project in the San Luis province.

Last summer, I delivered two keynote addresses. One at the South African Psychological Association in Cape Town, and another one in Guatemala for the Inter American Congress of Psychology. I also gave invited talks at six universities in South Africa (*photo at right*). This fall I gave an invited address to World Vision in Peru and another one in Brazil at the Fourth Mercosur Conference on community health. Next summer I am giving an invited keynote address to the Psychological Society of Costa Rica.

As we move toward a new year, the School of Education remains fully committed to fostering civic engagement and community outreach – both domestically and internationally.

### Dean Isaac Prilleltensky

Erwin and Barbara Mautner Chair in Community Well-Being



### About Our Mark

The School of Education'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 intellectual, emotional, and physical. These three components correspond to the three departments in our school, which are interrelated in their focus on well-being.

The University of Miami School of Education is organized into three departments:

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



## School Salutes Pioneering Black Graduate

**In an historic year for the nation's civil rights movement, the School of Education salutes Benny O'Berry, the first Black to graduate from the University of Miami. A successful businessman and long-time Miami pastor, O'Berry died in November at the age of 93, more than four decades after earning his B.Ed. degree in 1962.**

"Our School, our university, and our nation have come a long way since the 1960s," said Dean Isaac Prilleltensky. "Today, we celebrate the racial and ethnic diversity among our students, alumni, and faculty and pay tribute to courageous individuals like Mr. O'Berry who helped break down the wall of segregation."

O'Berry was born in Georgia in 1918, just nine years after the founding of the nation's oldest and largest civil rights organization – the National Association for the Advancement of Colored People (NAACP), which celebrated its centennial in 2009. This year also saw the inauguration of President Barack Obama, the first Black to attain the nation's highest office.

In The Miami Herald obituary, O'Berry's daughter Leila O'Berry said her father was a man of many accomplishments who recognized the importance of education. She recalled O'Berry telling her, "You've got to get your education. If I did it, anyone can do it."

O'Berry came to Miami at age 5. He had to drop out of school and work to support his mother, who died when he was 16. But he made a promise to return to school, and graduated from Booker

T. Washington Senior High School at the age of 21 in 1937. Four years later, he married his high-school sweetheart, Veronica Bynoe, who survives him, along with their daughters Benette O'Berry-Adams and Leila O'Berry, and two granddaughters.

A day after his marriage, O'Berry joined the Army. He served in the Pacific theater for more than four years, surviving a Japanese attack on his troopship near Guadalcanal.

As a World War II veteran, O'Berry took advantage of the government's G.I. Bill to earn an associate's degree at DePaul University in Chicago. But after the cold northern winters, he returned to Miami, where he earned his bachelor's degree from UM's School of Education.

He also launched "Benny O'Berry's Driving School." It was soon a success and O'Berry became the first Black licensed to issue driver's licenses in the city of Miami. He was also the long-time pastor of Mount Sinai Missionary Baptist Church in Miami.

In his book, "Embracing the World: The University of Miami from Cardboard College to International and Global Acclaim," Bill

Butler, Vice President Emeritus of UM, features the story of Benny O'Berry. When he was privileged to visit O'Berry at home, Butler notes that the 1962 UM diploma was framed and on display. After publication of the book, the Alumni Association and the United Black Students held a reception on campus for O'Berry and his family. It was O'Berry's 90th birthday and his first visit to campus since he had graduated 44 years earlier. On this occasion, O'Berry was presented with a resolution of appreciation.

**As Bill Butler said on hearing of Benny O'Berry's passing, we have lost "a great man and community leader."**

**"Many of the professors and students here at UM see and understand the sacrifices that O'Berry made and recognize that, as the first Black UM graduate, he paved the way for admission of other Black students here."**

*– Guerda Nicolas, Chair, Department of Educational and Psychological Studies (EPS).*



Benny O'Berry, B.Ed., UM, '62

*Photo reprinted with permission from The Miami Herald*

## School Teams with Teach For America to Offer New Master's Program in Education and Social Change

As an undergraduate student in the School of Education, Aixa Marchand was attracted by the Teach For America initiative – a national approach to addressing the “achievement gap” affecting minorities. Now, a first-year teacher at Rise Academy, a school serving students in Homestead, Marchand is ready to continue her education with the School's new master's degree track, “Education and Social Change,” developed in collaboration with the Miami-Dade office of Teach For America.

Academic Program Coordinator Mary A. Avalos, Assistant Research Professor of Teaching and Learning, said the new two-year track will begin in the spring 2010 semester. This new track is focused on the professional career development of current members and alumni of the Teach For America corps who are working in the Miami-Dade County Public Schools.

University President Donna Shalala is scheduled to teach a course on the politics of education, and Dean Isaac Prilleltensky will teach on community and organizational change. The curriculum includes methods courses for both elementary and secondary school teachers.

**“Teach For America's goal of erasing the achievement gap is aligned with our School's goals and vision,” Avalos said. “We will be supporting a group of teachers who are on fire to help students with academic achievement and psychological and physical improvements. It's a holistic approach aimed at the whole child.”**

Teach For America is a national movement focused on closing the disparity in academic achievement between children living in poverty and their more affluent peers. “Our goal is to dramatically raise achievement for students who have fallen behind,” said Rebecca Fishman Lipsey, Executive Director, Teach For America in Miami-Dade, which has enrolled about 100 teachers reaching 7,000 students in the 2009-10 school year.

“The partnership with UM is an opportunity to unite the power of UM's educational research, content expertise, and deep commitment to the local community, with Teach For America's strength in cultivating talented leaders who make dramatic academic advancements,” Lipsey said.

For Marchand, it's the right combination: “I'm thankful to have the opportunity to earn a master's degree while participating in Teach For America, and continuing to improve as a teacher.”

## TEACHFORAMERICA



**“Although I am a new teacher, I can already see that the impact from Teach For America is huge. It is inspiring to see that you are making a difference for your students and that they know you believe in them, even when others in their past might have never believed in them.”**

– Aixa Marchand

## South Florida Civic, Business Leaders Agree on Need for Early Childhood Education

**Throughout Florida, civic and business leaders recognize that investing in children delivers a multitude of economic and social benefits.**

“What’s good for children is good for business,” said Isaac Prilleltensky, Dean of the School of Education, at an October 22, 2009 university-hosted forum, “Investing in Florida’s Future.” More than 100 business and community leaders attended the event, which was underwritten by BBU Bank and sponsored by the School of Education, the Greater Miami Chamber of Commerce, Miami Business Forum, and The Pew Center on the States: Partnership for America’s Economic Success.

“If we are serious about building healthy, sustainable communities, then we have to start early on in life,” said Prilleltensky. “The research shows that for every dollar invested in the best early childhood education programs, we can get anywhere from \$3 to \$18 back.”

Addressing forum participants, University of Miami President Donna Shalala agreed that early childhood education must be a priority for Florida, adding, “There’s nothing better we can do than invest in our kids. We have to take on these enormous challenges and find creative, culturally sensitive solutions.”

At the forum, Dennis P. Lockhart, President and Chief Operating Officer, Federal Reserve Bank of Atlanta, discussed how metro Atlanta is taking a regional approach to assessing the pre-kindergarten (pre-K) educational environment and making recommendations for improvement.

“Investment in our children upgrades our nation’s human capital, and produces a high return to individuals as well as society,” Lockhart said. “It’s a case of ‘pay me now or pay me later,’ since the cost of fixing problems in adulthood is far greater.”

**David Lawrence Jr., President of the Early Childhood Initiative Foundation, noted that Florida underinvests in children’s health and education. “But we have an opportunity to build a grassroots movement on these issues that crosses party lines,” he said.**

In 2002, Florida voters passed a Constitutional amendment requiring the state to provide free pre-kindergarten classes, and in 2008, Miami-Dade County voters approved a tax increase to permanently renew funding for The Children’s Trust, a public entity that pays for local youth services.



(Above) Dean Isaac Prilleltensky, David Lawrence Jr., Paul Cejas, Rafael Saldana, and Dennis P. Lockhart.



(Right) University of Miami President Donna Shalala, Barbara Gutierrez, UM Media Relations Officer, and David Lawrence Jr.

At Lawrence’s request, Sergio Bendixen, President, Bendixen & Associates organized a statewide poll of 1,515 registered voters this summer. To assure a nonpartisan approach to the survey, Brian Nienaber, Vice President, The Tarrance Group, also participated in the polling project.

“While Florida voters are divided ideologically on many issues,” Bendixen told forum participants, “we have strong bipartisan support for issues impacting children and families. We expect the children’s movement will be an important factor in the 2010 elections.”

The survey showed voters favor providing health insurance for all children, screening for children with special needs, and improving quality standards for pre-K programs. As Bendixen said, “They understand that health is the foundation for future learning development and success in life.”

# empowerment

## CRECER Team Aims at Empowering Minority Communities

Led by Professor Guerda Nicolas, Chair, Educational and Psychological Studies (EPS), a new School of Education research initiative is aimed at empowering minority and ethnic communities.

Challenging Racism and Empowering Communities through Ethnocultural Research (CRECER – a Spanish word meaning “growth”) is dedicated to addressing social justice issues through academic research and intervention programs.

“Working from a community perspective, we seek to create and sustain intervention programs in schools, neighborhoods, and community clinics to address issues that are often overlooked by society,” Nicolas said. “Our overarching mission is to encourage community empowerment through the development and sustainability of programs for youth, families, and organizations. This is achieved through collaborations and partnerships with local communities and a focus on the strengths of the community, including family, church, and neighborhood culture and resources.”



tutoring and mentoring program for elementary, middle, and high school students in Coconut Grove.

“We recently added a “Strong Roots” component, where parents and caregivers talk about their own experiences related to race, culture, and gender,” Nicolas said. “This is a collaboration with The Barnyard in the Grove, so we hope to expand the Kulula project to add this new location.”

CRECER will host a second Day of Dialogue in January to discuss the concerns of Miami’s Native American communities. The team hopes to form an advisory group to look at ways to support educational advancement for Native Americans. “Through research and community partnerships, we can make a difference in people’s lives,” said Nicolas.

## Fostering the EPS Community

To help build a sense of community in the Department of Educational and Psychological Studies, Chair Guerda Nicolas held an informal get-together this fall with full-time and adjunct faculty members and their families. A similar event brought together graduate students from the department’s six different programs. “We have also reconfigured space in our department to create a more open setting,” said Nicolas. “That’s created a welcoming environment for faculty, students, and visitors.”



## EPS Graduate Student Wins Business Plan Challenge

Jerome H. Poliacoff, Doctor of Philosophy and Counseling Psychology, 1982, a graduate of the School of Education counseling program in Educational and Psychological Studies (EPS), won first prize in The Miami Herald’s Business Plan Challenge of 2009. His idea, WeAgree2, is designed to assist divorcing parents by providing them with “parenting plans.”

State divorce law changed in 2008 to require a full parenting plan. Poliacoff, a child psychologist in Coral Gables, felt that his business could provide such services to divorcing parents at a lower financial and emotional cost than if the parents had to resort to litigation. He and his business partner, Michael Epstein, who was his professor at the University of Miami, have been testing the idea and setting up the infrastructure.

## Donors' Gift Will Support ESS Programs

**A new metabolic cart, ECG machine, and Trackmaster treadmill arrived at the School of Education's Laboratory of Applied and Clinical Physiology thanks to a generous \$50,000 gift from Dr. Edward and Joanne Dauer. The new equipment supports the educational and clinical research programs in the Department of Exercise and Sport Sciences (ESS).**



Joanne and Edward Dauer

"We wanted to support the School by providing equipment that will allow the ESS students to have a better educational learning experience," said Dr. Dauer. "My wife and I are both committed to helping students at the University of Miami achieve success in life."

Arlette Perry, Professor and Chair of ESS, said the new equipment is a "tremendous plus" for the department. "This cart will allow us to evaluate metabolic responses to exercise and provide a more in-depth look at a person's heart rate while exercising. We also want to thank Dr. Dauer, a radiologist, for teaching a class in diagnostic techniques for assessing sports injuries."

This fall, Perry completed the first phase of a program to teach 100 adolescents from minority backgrounds about exercise, nutrition, and health. Supported by a grant from The Children's Trust, the study included pre- and post-program assessments to determine if teenagers can make healthy changes to their daily activities.

Perry noted that the department also received a \$12,000 grant from Macy's and a \$5,000 commitment from the Susan G. Komen Breast Cancer Foundation for its Breast Cancer Colloquium, "From Surviving to Thriving." On February 26, 2010, Perry will be one of the colloquium speakers. Sponsored by the School, this program will teach breast cancer survivors about the latest practices in nutrition and exercise. For example, women who had a mastectomy or lumpectomy were not allowed to do resistance training that involved upper-body movements, Perry said. "Now, studies show that these exercises can improve body strength and functionality."

## Mullane Appointed to Alumni Board

Professor Susan Mullane, Department of Exercise and Sport Sciences, was appointed by the University of Miami Alumni Association (UMAA) to serve as one of two faculty representatives on the Board of Directors. Together with Richard Williamson, Chair of the Faculty Senate, she will represent approximately 450 University of Miami alumni faculty. A founding member of the University of Miami's Ethics Consortium in 1998, Mullane also serves as vice-chair of the Miami-Dade County School Board Ethics Advisory Committee and co-authored a Code of Ethics for the school district.



## Paul Resnick Joins Faculty

Paul Resnick, a former community affairs executive for the Florida Marlins, has joined the Department of Exercise and Sport Sciences, as a lecturer in the Sport Administration Program. Resnick also handles the School's internships with South Florida's professional teams, including the Marlins, Florida Panthers, Miami Dolphins, and Miami Heat. "In a small way, I am helping to develop the leaders of tomorrow in sports business and in life," he said. "The impact I can have on others is the element that drives me to help others succeed."

## Whisenant Named Research Fellow

Professor of Sport Administration Warren A. Whisenant was named a 2009 Research Fellow of the North American Society for Sport Management (NASSM). He received the honor in May at NASSM's 24th annual conference in Columbia, S.C. The NASSM Research Fellow designation recognizes NASSM's scholars by honoring their achievements in sport-related scholarship.

Whisenant's research primarily focuses on gender and equity issues in the workplace, with an emphasis on the media and high school athletics. He has given more than 45 refereed presentations at professional conferences and has published 40 articles in refereed journals. He also serves on the Editorial Board for the International Journal of Sport Management and the International Journal of Sport Communication.



## Beth Harry's Latest Book Celebrates Daughter's Life

**In many ways, it was Beth Harry's daughter who launched her into a career in special education. "Her wonderful spirit inspired me," said Harry, a professor of special education in the Department of Teaching and Learning. "She helped me discover my own strengths as a parent, educator, researcher and community builder."**

In her latest book, "Melanie: Bird with a Broken Wing," Harry tells the personal story of her daughter, who was born in 1975 in Trinidad with cerebral palsy. "We discovered she was able to comprehend the world quite well, despite the damage to her autonomic responses," Harry said. "We had a wonderful six years together."

While in Trinidad, Harry found herself frustrated by the lack of services for a child with special needs like Melanie. So in 1978, she started a small school with the support of other educators and therapists. Called the Immortelle Center, after a shade tree in Trinidad, the center flourished and eventually received government support. "I visited last December to show them my book and raise money for the school," Harry said. "It was very satisfying to see how the Immortelle Center had grown."

In 1986, five years after her daughter's death, Harry came to the United States to earn a doctorate in special education. She joined the School's faculty in 1995, and has been an active researcher on children and families from diverse cultural and linguistic backgrounds. Her studies have included Puerto Rican, African American, and a wide range of other cultural groups.

In 2002, Harry served as a member of the National Academy of Sciences' panel to study the disproportionate placement of minority students in special education. A year later, she received a Fulbright award to do research on Moroccan children's schooling in Spain, where she was based at the University of Seville.

In the past few years, Harry has looked at the process by which children are identified as having "special needs" and referred for evaluation. In many cases, she believes, the issue is simply that the students have not been given an opportunity to learn the skills needed for success in school. Her recent books – "Why Are So Many Minority Students in Special Education?" and "Case Studies of Minority Student Placement in Special Education" – explore how teachers can reach out to minority students and better understand their issues.

**"Improving the special education placement process is a nationwide issue," Harry said. You can't just assess students based on what they know today. You need to provide appropriate intervention and then see how they respond to that. That strategy will provide the most information about the student's capabilities."**



## TAL Professor to Be Program Chair at International Learning Disabilities Conference

Professor Marjorie Montague, Teaching and Learning, will be the Program Chair at the 34th Annual International Academy for Research in Learning Disabilities (IARLD) Conference in Coconut Grove, Florida on January 14-16, 2010. The IARLD is an international professional organization dedicated to conducting and sharing research about children and adults with learning disabilities.

The Academy was formed in 1976 by Dr. William Cruickshank (United States) and Dr. Jacob Valk (The Netherlands) with the intention of providing a forum for the exchange of information and the advancement of knowledge regarding learning disabilities. Since its inception, the Academy has realized its mission of being a professional, international, interdisciplinary consortium of scientists.



# summer institutes

Upward Bound



Zelda Glazer  
Writing Institute



Healthy Start



SOE Teacher  
Support Network



SOE Teacher  
Support Network

Each summer the School of Education offers summer institutes to serve the needs of teachers, students, and community. Pictured here are those institutes held during the summer of 2009. The School is organizing now to offer continuation experiences for the summer of 2010.



Holocaust Institute

## Recent Publications

**Fowers, B. J.** (in press). Instrumentalism and psychology: Beyond using and being used. *Theory & Psychology*.

**Fowers, A. F., & Fowers, B. J.** (in press). Social dominance and sexual self-schema as moderators of sexist reactions to female subtypes. *Sex Roles*.

**Richardson, F. C., & Fowers, B. J.** (in press). Hermeneutics and sociocultural perspectives in psychology. In S. Kirschner & J. Martin (Eds.) *The sociocultural turn in psychology: Contemporary perspectives on the contextual emergence of mind and self*. New York: Columbia University Press.

**Fowers, B. J.** (in press). Cultural sensitivity. In I. B. Weiner & W. E. Craighead (eds.) *Corsini's encyclopedia of psychology* (4th ed.). Hoboken, NJ: John Wiley.

**Malin, J. & Fowers, B. J.** (2009). Adolescent self-control and music and movie piracy. *Journal of Computing and Human Behavior*, 25, 718-722.

**Fowers, B. J.** (2009). Virtue ethics. In S. J. Lopez (Ed.) *The encyclopedia of positive psychology*, Vol. 2, (pp. 1011-1016). London: Blackwell.

**Fowers, B. J.** (2009). Virtues. In S. J. Lopez (Ed.) *The encyclopedia of positive psychology*, Vol. 2, (pp. 1016-1023). London: Blackwell.

**Fowers, B. J.** (2009). Open-mindedness. In S. J. Lopez (Ed.) *The encyclopedia of positive psychology*, Vol. 2, (pp. 654-656). London: Blackwell.

**Lee, D., & Fowers, B. J.** (2009). Cultural pluralism. In S. J. Lopez (Ed.) *The encyclopedia of positive psychology*, Vol. 1, (pp. 259-264). London: Blackwell.

**Haas, E., & Gort, M.** (2009). Demanding more: Legal standards and best practices for English language learners. *Bilingual Research Journal*, 32(2), 115-135.

**Mullane, S.** (2009). Putting the youth back into youth sports. *FAHPERDS Journal*. 47 (1), 28-29.

**Mullane, S.** "Ethical Issues and School Athletics", in Provenzo, Jr. E.F. (Ed), (2009) (Ed), *Encyclopedia of the Social and Cultural Foundations of Education*, Vol. I. Los Angeles: Sage Publications, 323-325.

**Nicolas, G., Schwartz, B., & Pierre, E.** (in press). Weathering the storm like bamboo: the strengths of Haitians in coping with natural disasters. In A. Kalayjian, D. Eugene, & G. Reyes (Ed.) *International handbook of emotional healing: ritual and practices for resilience after mass trauma*. Westport, CT: Greenwood Publishing Group, Inc.

**Nicolas, G., Prater, K., & DeSilva, A.** (in press). The mental health status of Black immigrants in the United States. In J. L. Chin (Ed.) *Diversity in mind and in action*. Westport, CT: Praeger Press.

**Nicolas, G., S., Hirsch, B., & Fleury, C.** (in press). Culture and depression among Haitian and Bahamian women. In D. Jack, & A. Ali (Eds.) *Cultural perspectives on women's depression: self-silencing, psychological distress, and recovery*. New York: NY: Oxford University Press.

**Nicolas, G., Arntz, D., Hirsch, B., & Schmiedigen, A.** (2009). Cultural adaptation of a group CBT intervention for ethnic minority and immigrant youths. Invited submission for a special issue in the *Professional Psychology: Research and Practice*.

**Nicolas, G., Gonzalez, D.E., Desilva, A., Benoit, K., Prosper, V.** (2009). Empathic family stress as a sign of extended family connectedness in Haitian immigrants. *Family Process*, 48, 135-150.

**Bedient, A.M., Adams, J.B., Edwards D.A., Serravite, D.H., Huntsman, E., Mow S.E., Roos B.A., Signorile J.F.** (2009). Displacement and frequency for maximizing power output resulting from a bout of whole body vibration. *Journal of Strength and Conditioning Research*, 23(6): 1683-1687.

**Stanziano, D.A., Roos B.A., Perry A., Lai S., Signorile J.F.** (2009). The effects of an active-assisted stretching program on measures of flexibility and functional performance in elderly persons: a pilot study. *Clinical Interventions in Aging*, 4:115-120.

**Adams, J.B., Edwards, D., Serravite, D., Bedient, A.M., Huntsman, E., Jacobs, K.A., Del Rossi, G., Roos, B.A., and Signorile, J.F.** (2009). Optimal frequency, displacement, duration and recovery patterns to maximize power output following acute whole body vibration training. *Journal of Strength and Conditioning Research*. 23(1):237-45.