

# PERSPECTIVE

Summer 2016

UNIVERSITY OF MIAMI

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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## Helping to Build a Better U



University of Miami President Julio Frenk, M.D., Ph.D., is committed to creating a culture of belonging – a university where each individual feels valued and has the opportunity to add value. As Vice Provost for Institutional Culture, Isaac Prilleltensky, dean of the School of Education and Human Development, is guiding the university-wide Cultural Transformation Project.

Prilleltensky and his team will focus on developing programs to actualize the values embraced by the University community. He will also be in charge of evaluating the culture transformation initiative. "We are committed to excellence and proud of the diversity of our university family as we strive to develop future leaders of our nation and the world," Prilleltensky said. See Dean's Message on page 3.

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UNIVERSITY OF MIAMI

SCHOOL of EDUCATION  
& HUMAN DEVELOPMENT



## Faces of Education: Barbara Havenick Supports School's Advancement

**Barbara Havenick, A.B. '72, J.D. '75, and her family have deep ties to the University of Miami's School of Education and Human Development. "Two of my children graduated from the school, and I have great respect for Dean Isaac Prilleltensky," said Havenick, who has been a member of the school's Visiting Committee for more than a decade and is now the new chair. She currently serves on the UM Board of Trustees and is a member of the Athletics Visiting Committee.**

Havenick and her family members have been generous supporters of UM for many years, making a lasting impact on its educational, athletic, and residential programs. The Isadore Hecht Athletic Center on the Coral Gables campus was dedicated in 1979 and named in memory of her father, a friend of Henry King Stanford, UM president from 1962 to 1981.

Donations from her mother, Florence Ruth Hecht, helped UM build its first residential college in 1986. The Florence Ruth Hecht Residential College is named in her honor. "My mom was a great proponent of education and a friend of Tad Foote (UM president from 1981 to 2001)," Havenick said.

Born in Miami Beach, Havenick attended the University of Pennsylvania, returning home with three semesters remaining in her undergraduate program. She enrolled at UM, earned her bachelor's degree in American Civilization, and went on to law school. After earning her *juris doctor* in 1975, she practiced law for a year and then started a family with her husband, the late Fred Havenick.

**Today, Havenick is the owner, president, and CEO of Magic City Casino/Flagler Greyhound Track, as well as The Naples/Ft. Myers Greyhound Track in Naples. She is also general partner of Hecht Properties, Ltd., a property leasing company based in Miami.**

Havenick's four children are all University of Miami graduates who have a role in the family businesses. Isadore "Izzy" Havenick, B.A., '00, graduated from the School of Communication and serves on the Athletics Visiting Committee. Alex, M.B.A. '07, J.D. '08, Michael, B.Ed. '11, and Jennifer, B.Ed. '03, M.Ed. '07 are proud alumni of the university.

"My parents raised me as a die-hard Hurricanes fan," said Michael Havenick, who studied business before earning his

degree in sport administration. "I learned a lot about the service industry from the great faculty, and am proud to say I was on the Dean's List."

Michael Havenick has continued that involvement, giving students in Professor Ty Martin's class tours of Magic City Casino to see how gaming ties into the field of sport administration. "We talk about the practical side, including marketing and public relations, as well as the intangibles like values," Havenick said.

**Barbara Havenick puts "giving back" high on her list of personal and family values. She is active in numerous South Florida community organizations and her philanthropic influence includes support of the Sylvester Comprehensive Cancer Center and many other UM programs.**

In January, the Havenick and Amdur families and Magic City Casino announced a \$1 million gift for renovations of the Hecht Athletic Center, which houses all athletics administrative offices, the Hurricane Club, and sales offices.

The gift will transform the outside entrance and interior of the main lobby, providing a sleek and modern-looking entry point to the university's main athletics offices, meeting rooms, and support facilities.

**"Our family is honored to call the University of Miami family, and this commitment ensures that faculty, staff, and students can fully enjoy the athletics facilities on campus," she said. "We remain steadfast in our investments in our higher education institutions and look forward to joining the UM family in celebrating all of its successes."**





# dean's message

## A Culture of Inclusion

**University of Miami President Julio Frenk, Jr., M.D., Ph.D., understands that every member of our faculty, staff, and student body should feel valued and have an opportunity to add value to our university and the community.**

For the past few years, I have been actively involved in our university-wide initiative to transform the UM culture. Our first step was to define our common values: Diversity, Integrity, Responsibility, Excellence, Creativity, Compassion, and Teamwork (DIRECCT). We also developed a new orientation package for new employees and made recommendations for recruitment and training.

Since being appointed Vice Provost for Institutional Culture this spring, I have assembled a Cultural Transformation Project team of staff members from various departments, who will begin translating these values, expectations, and standards into practice. We want to empower everyone at UM to contribute to our mission of transforming lives through teaching, research, and service. If you have ideas or suggestions, please email our team at [UMCulture@miami.edu](mailto:UMCulture@miami.edu).

It is also a pleasure to see how our faculty, staff, and students in our School of Education and Human Development reflect these DIRECCT values in their academic and community activities. This issue of *Perspective* includes several feature articles on their research and teaching accomplishments, as well as their contributions to serving our community.

I would also like to thank our generous donors, sponsors, and partners who support our programs. As we move into the new academic year, I look forward to continuing our leadership on a local, national, and global level.

### Isaac Prilleltensky

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



### Cultural Transformation Project Team

Isaac Prilleltensky, vice president for institutional culture at the University of Miami and dean of the School of Education and Human Development, with members of the Cultural Transformation Project team. From left are UM staffers Cengiz Zopluoglu, Marietta Suarez, Christopher Hartnett, Samantha Dietz, Adam Clarke, Miriam Lipsky, Adam McMahon, and Prilleltensky.



### About Our Mark

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

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

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

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

# engagement

## University of Miami Hosts 22nd Annual Black Graduate Conference on Psychology

**Sixty student researchers from throughout the country had an opportunity to present their papers and posters, learn from faculty, and network with their colleagues at the 22nd annual Black Graduate Conference on Psychology (BGCP), on May 19-22 at the University of Miami's Shalala Student Center.**

"We had a record number of submissions for this intensive conference experience," said conference co-chair Laura Kohn-Wood, associate professor and chair, Department of Educational and Psychological Studies (EPS) in the School of Education and Human Development. "Our attendees took full advantage of four days of research and professional development, networking, and mentoring opportunities."



(From left) Roger McIntosh, Laura Kohn-Wood, Isaac Prilleltensky, and Charlton Copeland

Liana Mentor, a graduate student in the school's Ph.D. program in Community Well-Being, co-chaired the annual conference, which had been hosted before by the University of Miami in 2011.

The BGCP's panel discussions, paper and poster presentations, and lunch table topic conversations touched on a wide range of important research areas in psychology, including the development of racial identity, the impact of HIV Intervention on black college women, home literacy practices in Haitian families, and community needs assessments. Several of the sessions also focused on academic career paths involving research, teaching, and service.

"Find your passion and it will guide your career," said Joan Muir, professor, Department of Epidemiology and Public Health, Miller School of Medicine, on one of the professional development panels. "For me, it's about helping black families raise strong, healthy children."

At the conference's opening dinner, Thomas LeBlanc, executive vice president and provost, welcomed attendees and invited them to join the UM faculty after earning their degrees. "We are building a diverse community of scholars, and hope you will apply here," he said.

Isaac Prilleltensky, professor and dean, School of Education and Human Development and Vice Provost for Institutional Culture, said "UM is moving ahead with its wide-ranging initiative to build a culture of diversity and

*(continues on page 8)*



(From left) Guillermo Prado, Thomas LeBlanc, Melvin Wilson, University of Virginia; and Isaac Prilleltensky



Panelists (from left) Deanna Cooke, Loyola Marymount University, Joan Muir, and Stephanie Rowley, University of Michigan



# graduation

School of Education and Human Development students, family members, and faculty at the 2016 graduation ceremony on May 6 at the courtyard reception.





# students

## Honoring Our Top 2016 Graduates

The School of Education and Human Development honored the following students at the 2016 Awards Ceremony on May 4.



School of Education and Human Development Award for Scholarship  
**Rachel Sperber**  
with Dean Isaac Prilleltensky



Department of Educational and Psychological Studies Award for Scholarship  
**David Duba**  
with Dean Prilleltensky



Research Honors Program  
**Samuel Becourtney (KIN), Richard Harrington (KIN), Atara Muhammad (EPS), Alexandria Lowe (TAL), and Cristina Wilson (TAL)** with Dean Prilleltensky



Dean's Dozen Honorary Association  
**Atara Muhammad, Alexandria Lowe, Assistant Dean Gina Astorini, Rachel Sperber, Daniel Leder, and Sara Guido** with Dean Prilleltensky



Department of Kinesiology and Sport Sciences Award for Scholarship  
**Faizah Shareef**  
with Dean Prilleltensky



Department of Teaching and Learning Award for Scholarship  
**Yi-Yun (Minnie) Tsai**  
with Dean Prilleltensky



Maxine B. Wishart Agent of Change Award  
**Alexandria Lowe**  
with Dean Prilleltensky

# students

## Department of Teaching and Learning



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



Outstanding Master's Student in Early Childhood Special Education  
**Stacey M. Kesten**  
with Dr. de Oliveira,

## Department of Educational and Psychological Studies



Human and Social Development  
**Atara Muhammad**  
with Dr. Laura Kohn-Wood, EPS Department Chair



Outstanding Master's Student Award in Counseling Psychology  
**Amber Nicole Schaefer**  
with Dr. Kohn-Wood

Outstanding Doctoral Student Award in Counseling Psychology  
**Tyler Lefevor**  
(not present)



Excellence in Student Teaching Award  
**Sara Guido, Alexandria Lowe, Silvana Ferrarin, and Jasmin Vilca** with Dr. de Oliveira



Carolyn S. Garwood Award for Service  
**Dr. Maria José Rendón**  
with Dr. Kohn-Wood



MCCJ Silver Medallion Award for Community and Social Change  
**Ana Mantica**  
with Johan Ali and Roberta Shevin, MCCJ

## Department of Kinesiology and Sport Sciences



Award for Excellence in Athletic Training  
**Stephanie Shay**  
with Dr. Arlette Perry, KIN Department Chair



## Department of Kinesiology and Sport Sciences *(continued)*



Award for Excellence in Sport Administration  
**Daniel Leder**  
with Dr. Perry



Award for Excellence in Exercise Physiology  
**Zoe Morejon**  
with Dr. Perry



Award for the Outstanding Master's Student in Exercise Physiology  
**Cassandra Winkle**  
with Dr. Perry

Award for the Outstanding Master's Student in Exercise Physiology: Strength and Conditioning Track  
**Michael Locasto**  
*(not present)*



Dr. Harry Mallios Award for the Outstanding Master's Student in Sport Administration  
**Angel Albelo**, right, with Sarah Garcia and Alan Alvarez, Marlins Foundation



Thomas S. Miller Award for Outstanding Doctoral Student in Exercise Physiology  
**Anoop Balachandran**  
with Dr. Perry

## Black Graduate Conference *(from page 4)*

belonging. We want everyone to feel valued. We also want to be sure our faculty, staff, and students have an opportunity to add value to our university and the community."

**Guillermo Prado, dean, Graduate School, said there is great value in this type of conference. "I attribute much of my success to attending a conference for Hispanic doctoral students a decade ago," he said. "It helped give me a direction in my career, while meeting mentors and making friends that I still have today."**

The conference faculty included Roger McIntosh, assistant professor, Department of Psychology, College of Arts and Sciences; Charlton Copeland, professor, School of Law; and president, Woodson-Williams Marshall Association of Black Faculty and Administrators; and Guerda Nicolas, professor, EPS, School of Education and Human Development, as well as 15 additional faculty, chairs, and deans from across the country.

"We thank our guest faculty, as well as our students, for making this commitment to our conference," said Copeland. "As a legal scholar, I appreciate the importance of psychology in advancing how we think about rational behavior. Your research in identity development has also played an important role in law."

Kevin Cokely, professor, Department of Educational Psychology and Department of African and African American Diaspora Studies, College of Education, University of Texas at Austin and editor-in-chief, *The Journal of Black Psychology*, delivered the keynote address.

The conference was funded by a grant to the University of Michigan from the National Science Foundation; several units at the University of Miami provided additional funding, including the Provost's office, the Dean of the School of Education and Human Development, the Graduate School, the Department of Psychology, and the Woodson Williams Marshall Association. UM students on the planning committee included Dorothy Addae, Amina Simmons, Shannon Chiles, Kayann Richards, Vanessa Thomas, Calvin Fitch, Rhoda Moise, and Atara Muhammad.



## Ameen Named to APA Position



**Eddy Ameen, Pd.D., '12, was recently appointed as the first director of the Office on Early Career Psychologists at the American Psychological Association (APA). Established in May 2016, the office seeks to be the hub of opportunities for connection, learning, and growth in the first ten years following the obtaining of a graduate degree, said Ameen.**

In his role of director, Ameen supports the policy and issue directives of the Committee on Early Career Psychologists (ECPs), manages APA's diverse resources for ECPs, and develops new resources for members. He also highlights the importance of ECPs in APA's mission to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives.

**"I have to thank the faculty in the School of Education and Human Development for the confidence they instilled in me to take on tasks that seem bigger than me, the skills to nurture and engage with the community around me, and the education to apply psychological principles to non-traditional settings and complex problems," Ameen said.**

Ameen added that he never thought he would be working at APA because of his passion to make a difference at the grassroots level, working to improve community well-being, especially for young people like homeless and LGBT youth. "What I realized is that APA is a big network of grassroots leaders who are very excited about changing the world through psychology," he said.

Ameen said he would like to hear from the school's counseling psychology alumni (eameen@apa.org). "I love calling APA my professional home," he said. "Being an early career psychologist myself makes it so exciting to come to work everyday and let the voices of my peers shape our mission."

**Angel Albelo, M.Ed, '16, fourth from left, receives a \$7,500 scholarship check from representatives of the Miami Marlins Foundation prior to an April 16 baseball game at Marlins Park. Professor Windy Dees, Department of Kinesiology, third from left, said, "The Marlins Foundation has long been a supporter of our sport administration program. With a 4.0 grade point average and an impressive record in the sport industry, Angel well deserves this award."**



## Professor Blaine Smith Receives National Fellowship Award

**Blaine Elizabeth Smith, assistant professor of language and literacy learning in multilingual settings in the School of Education and Human Development, has been chosen as a 2016 National Academy of Education/Spencer Postdoctoral Fellow. She was one of 30 fellows selected from a competitive pool of 176 applications based on past research record, career trajectory, and project quality.**

“It is truly an honor to be selected for this award, which supports innovative research in a wide range of educational fields,” said Smith, whose work focuses on developing innovative multimodal methods for capturing, analyzing, and representing the complex digital literacies of today’s students.

“Many high school students lead highly networked and technology-laden lives,” Smith said. “But traditional print-based reading and writing strategies still dominate the classroom, creating a disconnect for students. Integrating digital videos, podcasts, websites, and hypertext can create a more engaging learning experience for students – particularly for culturally diverse young people.”

The National Academy of Education/Spencer Postdoctoral Fellowship Program supports early career scholars working in critical areas of education research. Now in its 30th year, the fellowship program has nearly 800 alumni, who include many of today’s high-profile education researchers.



Smith received the Literacy Research Association’s Outstanding Student Research Award and the Emerging Scholars Fellowship by the Reading Hall of Fame. She was also a finalist for the International Literacy Association’s Outstanding Dissertation of the Year Award. Her 2014 dissertation, “Urban Adolescents’ Multimodal Composing Processes: A Comparative Analysis of Collaboration, Modal Movement, and Design Perspectives,” was a comparative analysis of how culturally and linguistically diverse twelfth-grade students collaboratively composed with digital tools and multimedia in an English class.

Smith’s work has appeared in *Bilingual Research Journal*, *Elementary School Journal*, *Journal of Adolescent & Adult Literacy*, *Literacy Research Association Yearbook*, and *Learning, Media, and Technology*. Smith received her Ph.D. in Language, Literacy, and Culture from Peabody College at Vanderbilt University.

**“I am hoping to use this fellowship as a springboard to continue advancing this line of multimodal literacy research,” Smith said. “Digital technologies can help make our schools more relevant for students from many cultures by offering entry points to the reading and writing processes.”**

**“It is truly an honor to be selected for this award, which supports innovative research in a wide range of educational fields.”**

– Blaine Smith

For example, students reading a novel, short story, or non-fiction text could access a hypertext analysis from digital links in the material or create a video or audio podcast based on themes from the text. “We will use screen capture data, conduct interviews, and analyze their multimodal compositions,” Smith said. “Our goal is to expand the way students think about text, and help teachers effectively integrate digital projects into their classrooms.”



## Birman Speaks on Psychological Issues Affecting Migrant Children and Youth

**Professor Dina Birman, Department of Educational and Psychological Studies (EPS), is concerned about the psychological impact of migration on families forced to leave their homes and migrate to another country.**

This summer, Birman gave a keynote address at the seventh International Conference on Intercultural Education, “ICTs, Education and Health from a Transcultural Perspective,” on June 15-17 in Almeria, Spain. She spoke on “Academic Engagement of Diverse Migrant Students” at the conference, which was organized by the University of Almeria.

Birman has conducted and directed studies and research projects focused on the process of acculturation and adjustment of immigrants and refugees, and community-based interventions designed to improve their mental health and well-being.

**On April 28, Birman was a panelist at the 9th annual UN Psychology Day at the United Nations Headquarters, New York. Her presentation was on “Needs, Rights, and Well-Being of Migrant Children and Youth.”**

Rachel Ravich, Ph.D., UN representative, Society for the Psychological Study of Social Issues (SPSSI), moderated the discussion on forced migration of refugees fleeing conflict and economic deprivation. The program examined the global migration crisis through a human rights, psychological, and intercultural perspective related to the UN 2030 agenda for Sustainable Development.

Last fall, Birman spoke to members of the U.S. Congress on “The Psychology of Immigration in the United States” at a Congressional Lunch Seminar. She discussed empirically supported psychological factors related to the experience of immigration, including the mental and behavioral health needs of immigrants of all ages. The luncheon event, organized by the SPSSI, was held September 21 at the Rayburn Office Building in Washington, DC.

Birman is the director of the school’s Community Well-Being Ph.D. Program (CWB), editor in chief of the *International Journal of Intercultural Relations*, and a fellow of the Society of Community Research and Action (SCRA, Division 27 of the American Psychological Association), and the International Academy for Intercultural Research (IAIR).



Dina Birman, left, and Dorothy Addae, doctoral counseling student, at UN Psychology Day in New York.

## Secada Awarded Honorary Professorship

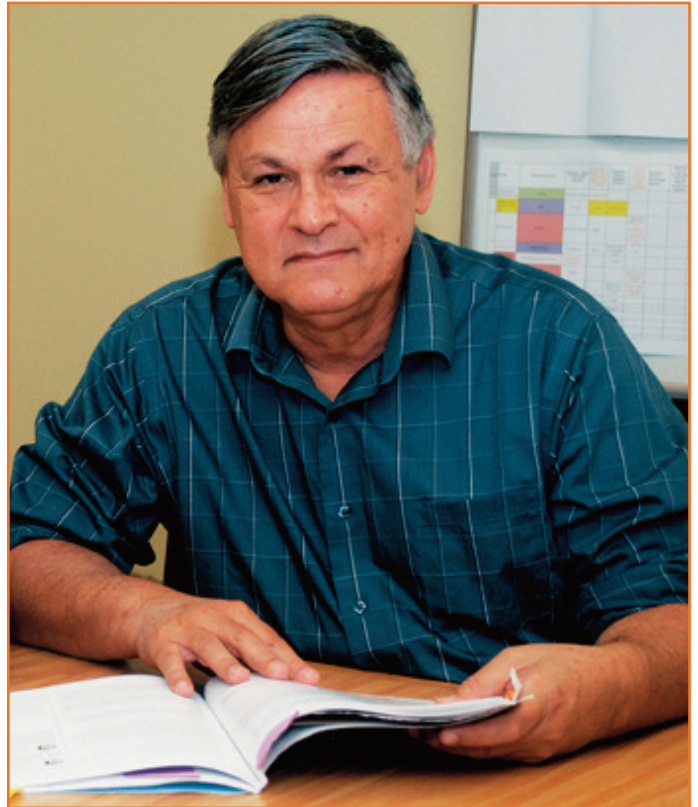
**Walter Secada, professor and senior associate dean of the School of Education and Human Development, was awarded an honorary professorship from Universidad La Salle in Arequipa, Peru, in April.**



During the awards ceremony, Dr. Ivan Montes, rector of Universidad La Salle, read from a list of Secada's publica-

tions, accomplishments, and contributions to education in Peru. Montes reported that Secada has been working with the University, with GRADE (a non-governmental agency), and with the Peruvian Ministry of Education for over 20 years by conducting collaborative research on achievement in the Altiplano, by providing workshops on a range of topics, and by consulting on ways of improving Peru's mathematics curriculum.

In his talk prior to receiving the award, Secada argued that academics have an obligation to engage in work "whose outcomes are likely to take place in the long term" because tenure gives them the security needed to take the long view. In addition, Secada argued, academics have a "moral obligation to study about and to speak out on the controversies of the day" because, once again, tenure protects them and because they owe to their students the opportunity to discuss, without fear, the controversies that are shaping their world. "I have the best job in the world," concluded Secada.



In bestowing the honor, Dr. Montes quoted Secada's collaborator at GRADE, Santiago Cueto, saying that "Walter Secada is a good man." "He has always been supportive to us and he has enriched our knowledge with his analytical and international perspective," said Montes.

"My work in Peru is predicated on giving back," Secada said. "It is not

enough to remember where you're from. But by giving back to the country of my birth, in the form of collaborative research and the sharing of what I have learned as an academic at the

University of Miami and elsewhere, I hope to improve the conditions under which my fellow Peruvians learn mathematics and science. By giving back, I contribute to that nation's development."

Secada was born in Peru and raised in the United States. He received his B.A in philosophy from the University of Notre Dame and a Master of Science in mathematics and a Ph.D. in education from Northwestern University.

**"Academics have an obligation to engage in work whose outcomes are likely to take place in the long term because tenure gives them the security needed to take the long view."**

— Walter Secada



# summer program

## Holocaust Institute Helps Teachers Convey Importance of Tolerance and Human Rights

**Stephanie McLean, a first grade teacher at Hialeah Gardens Elementary, says even young students need to understand the lessons of the Holocaust. “It’s important for children to understand the value of tolerance and human rights,” she said at the 2016 Holocaust Studies Summer Institute, held June 13-17 at Storer Auditorium. “We are all human beings and we need to respect each other.”**

McLean was among the more than 80 Miami-Dade County Public Schools teachers and other educators who attended the annual professional development program, which was sponsored by the School of Education and Human Development, with support from the School of Business, the Sue & Leonard Miller Center for Contemporary Judaic Studies, Holocaust Memorial Miami Beach, and WLRN Public Radio and Television for South Florida.

**“This year’s group of teachers was amazing,” said Dr. Miriam Klein Kassenoff, institute director and district education specialist, Miami-Dade County Public Schools. “Our participants engaged immediately with each other and asked insightful questions of the noted scholars who lectured here.”**

Speakers at the institute included Dr. Michael Berenbaum, founding project director of the United States Holocaust Memorial Museum in Washington, D.C., and Kassenoff, who told her personal story about escaping Nazi Germany as a child. “I teach about the Holocaust so no family has to ever flee from tyranny again,” Kassenoff said. “You can help educators pass on this message by supporting the institute.”

Kassenoff also thanked the Sue & Leonard Miller Center for its support in launching a pilot program through Haifa University in Israel on researching the effects of teaching the Holocaust. Two representatives from Haifa University participated in the Miami-Dade program all week.

Kassenoff’s Hungarian passport, circa 1940



Dr. Mary Johnson and Miriam Klein Kassenoff

Discussing “America and The Holocaust,” Dr. Mary Johnson, senior historian, Facing History and Ourselves, a Boston-based organization, noted that a wave of anti-immigration sentiment swept the U.S. in the 1920s.

One of the driving forces that led to the 1924 Immigration Act – which excluded immigrants from Asia – was the eugenics movement, which supposedly proved that white people had larger skulls and greater brain capacity than other races. The Nazis later picked up on that thinking, Johnson said.

**“The Holocaust touches our lives today just as it did 70 years ago,” Johnson said. “When one group turns against another group, we must stand up for basic values of fairness and decency.”**

Cesare Mendive, a language arts teacher at South Dade Senior High, agreed with Johnson. “It takes courage to stand up against bigotry and discrimination,” he said. “We must also remember that hope can overcome adversity.”

# summer program

## Teachers Praise Summer Writing Institute

**Robin Berger, a Miami-Dade County Public Schools elementary teacher of the gifted, understands the power of writing. “It’s a way to unlock the subconscious,” she said. “While teachers make students write, they don’t always take the time to do it themselves.”**

Berger was among more than 125 teachers who polished their own writing skills at the 33rd annual Zelda Glazer and Eveleen Lorton Writing Institute held June 20 to July 1 at Terra Environmental Research Institute.

**Organized by the School of Education and Human Development in conjunction with Miami-Dade County Public Schools, the professional development program received rave reviews from participants, including these comments:**

- **“This institute really brought back my spirit to teach!”**
- **“Using what I learned will definitely help my students grow as writers.”**
- **“I will impact my students’ learning by modeling correct writing skills and creating a love for writing.”**

Nanette Raska, University of Miami, who was institute co-director with Joanie Cobo, assistant principal, Vineland K-8 Center, M-DCPS, said, “We have an excellent Writing Institute faculty, including several nationally known educators.”

Isaac Prilleltensky, dean of the School of Education and Human Development, institute co-founder Eveleen Lorton, professor emerita, and Luciana de Oliveira, professor, Teaching and Learning, were among the UM speakers at the institute. M-DCPS School Superintendent Alberto Carvalho spoke at the institute’s closing breakfast along with Board Member Larry Feldman and School of Education and Human Development Associate Dean Marilyn Neff.



Other institute faculty members included author and educator Gretchen Bernabel, poet and educator Kwame Alexander, and Eric Palmer, a nationally known Denver educational trainer and program consultant on Houghton Mifflin Harcourt Journeys, a K-6 reading program, and *Collections*, a 6-12 literature program.



# summer program

## YES! Camp



For the past seven summers, the School of Education and Human Development has sponsored the Youth Empowerment Summer Camp, also known as YES! Camp for URGENT, Inc. With the support of the Department of Educational and Psychological Studies, students between the ages of 6 and 12 from Overtown, Liberty City, and Little Haiti, attended the 2016 camp. This year, the Henry S. West Laboratory School on the University of Miami campus was host to the program.



## Melissa Institute's 20th Annual Conference Focuses on Dangers and Promises of Social Media

**Sexual predators are lurking on popular social media sites trying to take advantage of vulnerable children and teens. Cyberbullies can inflict devastating psychological damage on their classmates. But despite these dangers, social media can also help parents and children build positive relationships, learn new skills, and shape their lives for the better.**

A distinguished panel of professional researchers and clinicians discussed these themes at the 20th annual conference of The Melissa Institute for Violence Prevention and Treatment, held in partnership with the University of Miami School of Education and Human Development on May 6 at the Newman Alumni Center.

**“Studies show that Internet technology has been successful in changing parents’ behavior and mobilizing the family’s protective factors for children.”**

— Jim Larson, Ph.D.

“We have a wonderful partnership with the University of Miami that helps to turn the results of research into best practices that are being implemented in the U.S. and around the world,” said Lynn Aptman, Melissa Institute president, in welcoming attendees to the conference, “The Dangers and Promises of Social Media and Computer Technology for Children,

Youth and Their Families: A

Call to Action.” She also introduced Heather Winters, LMHC, the Institute’s new executive director, succeeding Frank DeLaurier, who retired this spring after serving for 13 years.

Daniel Santisteban, professor in the school’s Department of Educational and Psychological Services (EPS) and director of the Dunspaugh-Dalton Community and Educational Well-Being Research Center, said hosting the conference reflected the University of Miami’s commitment to making South Florida a safer place for children and families. “Our center is a resource for the entire community, and we are glad to contribute to the Melissa Institute’s important work,” he said.

The Institute was founded in 1996 by Lynn and Michael Aptman in memory of their daughter Melissa, who was murdered the year before in St. Louis, two weeks prior to her graduation from Washington University. Since then, the Miami-based non-profit has been dedicated to the study and prevention of violence through education, community service, research support, and



Daniel Santisteban and Heather Winters

consultation. “The Aptmans and all of the dedicated people who work with them have turned a personal tragedy into 20 years of contributions to the well-being of our local children and to the national dialogue around violence prevention,” said Santisteban.

In his opening presentation on “The Nature of the Challenges of the World of Social Media: Framing the Questions,” Donald Meichenbaum, Ph.D., research director of The Melissa Institute and former distinguished visiting professor at the School of Education and Human Development, said social media, digital communications, and mobile devices are deeply entrenched in the lives of older children, parents, and families.

**Meichenbaum said that 75 percent of 12- to 17-year-olds now own mobile phones. Teens spend up to ten hours a day interacting with some form of social media, and may send more than 100 texts per day. “Clearly, social media won’t go away,” he said. “So our challenge is how do we adapt to the new landscape, educate ourselves, and use social media in a constructive fashion.”**

While young people can be crueler to each other on social media than face to face – sometimes with tragic consequences – Meichenbaum pointed to the positive side as well. Immigrant families in South Florida and elsewhere can stay in closer touch with relatives in distant locations. LGBT adolescents or children



# engagement

with chronic illnesses or disabilities can form friendships, rather than feel socially isolated. Teens can also talk to other teens online about their health concerns.

He added that social media also allows therapists and counselors to stay in closer touch with their clients before and after their face-to-face sessions. "Substance abuse counselors can record messages for their clients to access on their mobile devices if they are in danger of a relapse," he said. "One of the goals of therapy is for clients to take your voice away with them, and we can now use technology to achieve that goal."

**In her talk on "New Technology and Old Brains: Challenges of Digital Interactions," Debra J. Pepler, Ph.D., C. Psych., said children may know more about online technology and social media than their parents – but their brains are still developing and they need parental support on their issues.**

"Our brains are designed for social interaction," said Pepler, distinguished research professor of psychology at York University, Toronto, Ontario, and co-director of the Promoting Relationships and Eliminating Violence Network (PREVNet). "Adolescents need parents who value their individuality and take time to understand them on their journey. Otherwise, they just close down."

She also emphasized the importance of instilling social skills in pre-school children, such as learning to take turns, and understanding another person's feelings. "Those positive social interactions help us stay engaged with others and build a sense of empathy," she said.

As children grow and become more involved with digital, social, and mobile media, Pepler recommended that parents carve out face-to-face time each day, such as having dinner together. "Knowing that someone is willing to listen and care about you instills a sense of mattering," she said. "You don't get that same visceral experience of being when you are on your device."



(From left) Jim Larson, Debra Pepler, Wendy Craig, Lynn Aptman, and Donald Meichenbaum



(From left) Lawrence S. Feldman, Lynn Aptman, Heather Winters, and Daniel Santisteban

Wendy Craig, Ph.D., professor and head of the Department of Psychology at Queen's University in Kingston, Ontario, and co-director of PREVNet, talked about "The Impact of Various Forms of Electronic Aggression: Preventive and Treatment Approaches."

**Positive relationships with parents make a huge difference for children who are the targets of bullies, sexual predators, or other types of aggressors, Craig said. "You want your children to know they can talk to you about what's going on in their lives," she said. "Having a high-quality relationship with parents and teachers can be a buffer for children, protecting them against negative outcomes."**

At the conference, Suzanne L. Keeley, Ph.D. '85, received the Institute's Community Service Award, and spoke on "What Should Parents, Educators and Clinicians Know About Social Media and Networking? Addressing the Knowledge Gap."

Lawrence S. Feldman, Ph.D., vice chair of the Miami-Dade County Public School Board and an Institute member, took part in a panel discussion on "Steps Toward Fulfilling the Promise of Social Media and Computer Technology."

Jim Larson, Ph.D., professor emeritus of psychology and former director of the School Psychology Training Program at the University of Wisconsin, Whitewater, took part in that discussion, and also spoke on "How Social Media and Computer Technology Can Help Students Succeed in School and Enhance Their Well-being."

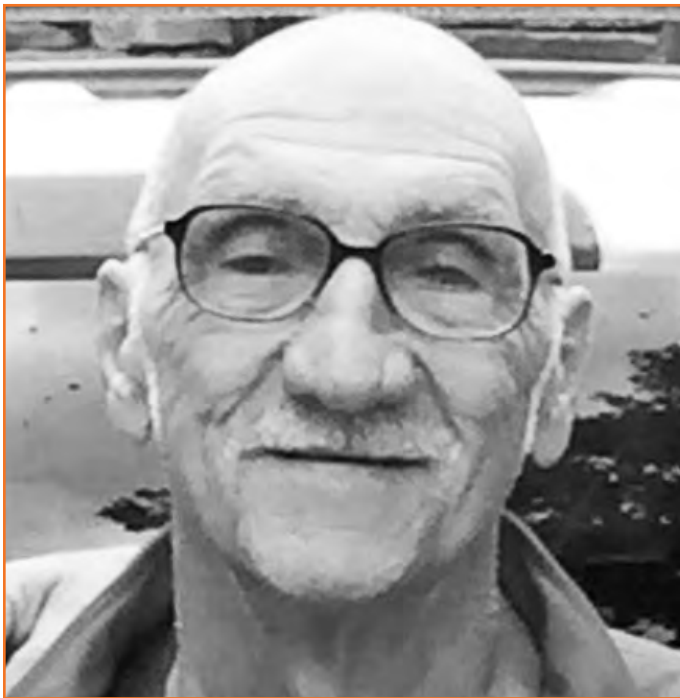
Noting that some young children are "pre-wired for success," Larson said, "Children from struggling families need our very best pre-school programs. Technology can also guide parents on how to help their children develop their learning skills. Studies show that Internet technology has been successful in changing parents' behavior and mobilizing the family's protective factors for children."

## Professor Joseph Brownholtz

**Professor Joseph “Doc” Brownholtz, a long-time professor in the Department of Kinesiology, died on July 27. He was an accomplished athlete and a professor for more than 40 years.**

One of his students, Janet Bond Brill, B.S.’79, M.S.Ed. ’86, Ph.D. ’01, an internationally known nutrition and fitness researcher and author, recalled taking an exercise physiology course from Brownholtz that changed her life. “He was a great teacher who was far ahead of his time,” Brill said in 2014. “He invited me to a conference on wellness on Miami Beach that really sparked my academic interest and launched me on a career path I have followed ever since.”

Brownholtz was instrumental in establishing senior softball in Miami and was known as a “top hitter” in Miami-Dade County. He is survived by his wife, Diane, two sons, Joe Jr. and Scott, and his brothers Lou and Rob. Funeral arrangements were private.



## Dr. Arnold Cheyney

**Arnold B. Cheyney, Ph.D., a former professor at the School of Education and Human Development, died July 28 in Wooster, Ohio.**



A native of Ohio who served in the Marine Corps in World War II, Cheyney earned his doctorate at the Ohio State University in 1958. His teaching career at the University of Miami began in 1963 and continued for 28 years.

Cheyney also was a consultant for the Dade County School Board during the 1960s and was an advisor on the early integration of Florida schools. He also wrote a column in The Miami Herald called “Teaching With The Newspaper,” with advice to parents on teaching children to read. He was the author of more than 500 books and articles on education.

Family members request that donations be sent to the University Of Miami School Of Education and Human Development or the UM Athletic Department.

**Jeanne Schumm, retired School of Education and Human development professor and former chair of the Department of Teaching and Learning, remembers Dr. Cheyney as her mentor when she started her doctoral studies at UM. “He was wise and caring. An amazing person and professional,” said Schumm.**



## Publications and Papers

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**Cavendish, W.**, \*Kressler, B., \*Menda, A., & \*Espinosa, A. (in press). The promise and perils of RTI to address disproportionality in special education. *Assessment Inequalities* in Volume of the World Yearbook in Education (Routledge).

**Cavendish, W.**, Connor, D. & Rediker, E. (in press). Facilitating student and parent involvement in transition focused individualized education program (IEP) planning. *Intervention in School and Clinic*.

Grünke, M. & **Cavendish, W.**, (2016). Learning disabilities around the globe: Introduction to a special issue. *Learning Disabilities: A Contemporary Journal*, 14 (1), 1-8.

**de Oliveira, L. C.**, & Silva, T. (Eds.) (2016). Second language writing in elementary classrooms: Instructional issues, content-area writing, and teacher education. New York: Palgrave Macmillan.

**de Oliveira, L. C.**, (Ed.) (2016). The Common Core State Standards in Literacy in History/Social Studies, Science, and Technical Subjects for English Language Learners: Grades 6–12. Alexandria, VA: TESOL Press.

**de Oliveira, L. C.**, & Wachter Morris, C. (2015). Preparing school counselors for English Language Learners. Alexandria, VA: TESOL Press.

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**Krawec, J.**, & Huang, J. (accepted for publication). Modifying a research-based problem-solving intervention to improve the problem-solving performance of younger students with and without learning disabilities. *Journal of Learning Disabilities*.

\*Current or former doctoral students.