

UNIVERSITY OF MINNESOTA

# CE+HD connect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT | SPRING/SUMMER 2017

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THE  
POWER  
OF  
PLAY

CORRECTING MISINFORMATION + FOSTERING FINANCIAL CAPABILITY + CLASSROOM MINDFULNESS

# CE+HD connect

VOL. 11, NO. 2 | SPRING/SUMMER 2017

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Children play on the climbing wall at the Shirley G. Moore Laboratory School, where physical activity is a big part of learning. Read the story on page 10.

Photo by Erica Loeks Photography

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**COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT**

**UNIVERSITY OF MINNESOTA**  
**Driven to Discover<sup>SM</sup>**



Children at the Shirley G. Moore Lab School served pretend tea to director Sheila Williams Ridge and Dean Quam during a visit this winter.

**from the dean:** Did you know that CEHD has a preschool? If you have walked around the old Child Development building or parked your car by the meters on East River Road near Dinkytown, you may have seen small children running around inside the fenced playground. Or, if you were lucky enough, you could hear their laughter. Is there anything better than the laughter of young children to make us smile? One of my favorite times was witnessing their gathering leaves into a huge pile and then jumping in.

The Shirley G. Moore Laboratory School has been a part of the college since 1925 and is the oldest and one of the most well-known lab schools in the country. It's housed in the basement of one of the University's oldest buildings, which is also home to the Institute of Child Development. A new building for ICD, with exceptional facilities for the lab school, is a key element of our Improving Lives campaign. In Phase I of the campaign we have raised more than \$62 million, and in Phase II we hope to make that \$100 million by 2021.

A key element of early childhood education is play. In this issue you can read more about the latest research on play, why it is so important, and some exciting ways new knowledge is being applied. Play is a pedagogical tool that we can use at all ages and in many settings.

Have a wonderful summer—and don't forget to take time to play.



## Winter **extra** credit

**STUDENTS EARNED CREDIT** over winter break for learning experiences in three locations far from the snow.

In Jamaica, 10 students studied colonization, slavery, black identity, and education. They heard lectures by local faculty and served at Blessed Assurance, a home for severely disabled youth, and Alpha Boys School, a vocational and life-skills school for young black men. They also got to celebrate an indigenous people's emancipation day in the historical Maroon village of Accompong. The course was led by Department of Organizational Leadership, Policy, and Development (OLPD) associate professors **Muhammad Khalifa** and **Na'im Madyun**.

In Singapore, nine students learned about cultural intelligence with OLPD professor **Michael Goh**. To experience the rich diversity of Goh's former home, they interacted with vendors in local markets,

visited places of worship, met with eighth-graders at a first-day-of-school assembly, conversed with Singapore's "invisible" population of migrant construction workers, and observed the consequences of an oil spill on a marine nature preserve. They were also able to visit a youth-led environmental club in nearby Malaysia.

In Kenya, 10 undergraduates and assistant professor of kinesiology **Daheia Barr-Anderson** attended a global seminar focusing on girls' empowerment in sports and athletics. They enjoyed homestays and traveled to urban and rural locations to learn how physical activity impacts Kenyan youth, especially girls. In Nairobi, they spent time with organizations that teach sports and life skills to youth in need. In the city of Iten—home to many high-altitude training camps—they heard the personal stories of athletes and participated in a training session with an Olympian.

J-term students, clockwise from lower middle: In Jamaica, students toured historic sites and explored landscapes including the Blue Mountains, where a rainbow appeared. In Kenya, Barr-Anderson and her students shared a meal at an Ethiopian restaurant; back home they collected sports equipment to send to host organizations. In Singapore, students visited the Singapore Kindness Movement to learn about a grassroots effort to nurture the civic and compassionate spirit of this rapidly developing nation.

Returning home, Barr-Anderson's students collected donations to support one of the Kenyan organizations they visited. The response was overwhelming—465 items, from youth cleats to sports bras, that filled 18 boxes, enough to distribute to three more organizations!

"Well done, students!" said Barr-Anderson. "Our lives were made better because of the hospitality and courtesy the Kenyan people showed us."



# Hola, Cuba!

Joining more than 5,000 educators from across the globe, 17 CEHD representatives from three departments attended the Pedagogia 2017 International Conference, “Unity of Educators,” in Havana, Cuba, in January. It was the largest U.S. delegation to travel to Cuba and present at a conference.

All the Minnesota presentations were delivered or translated into Spanish thanks to the work of three graduate student delegates, who also served as interpreters to aid interactions with other scholars.

Beyond the conference, the delegation met with local educators and visited the National Literacy Museum, which documents Cuba’s 1960s campaign. The effort boosted its literacy rate to 97 percent, among the highest in the world.

“I have learned and been changed forever by this amazing experience and the opportunity to share it with my valued colleagues and friends,” said professor and associate dean **Deborah Dillon**, who led the delegation.

The delegation to Cuba attended the Pedagogia 2017 International Conference—opening ceremony pictured top right—and visited sites including Old Havana. Lower left: Professor Dillon met a new Cuban colleague, Ana Sosa, at the conference.



# Summer



## Professional development and enrichment from CEHD

### The Other Side of Poverty in Schools

May 3

In this intensive one-day workshop, teachers, administrators, counselors, and teacher educators will discover the five principles for change essential for meeting the needs of working-class and poor students. Participants will learn how to develop research-based teaching practices sensitive to children and their families, reflect on formative assessment, and take away powerful classroom ideas for incorporating social class-related content and establishing positive relationships. 9 a.m.–3 p.m. CEUs available.

Info: [z.umn.edu/1d8k](http://z.umn.edu/1d8k) or questions to Kelly Gast, [gastx039@umn.edu](mailto:gastx039@umn.edu)

### U of M Autism Initiative Day

May 5

Educators, researchers, policymakers, advocacy groups, individuals with autism, and caregivers are invited to join the U of

M Autism Initiative for UMAI Day. U faculty and staff will speak on new research and evidence-based practices in schools. Visit a poster session on autism research across disciplines, table exhibits about current research and study information, and information on community partnerships and resources. U of M Masonic Children's Hospital, Riverside Avenue. 1–4:30 p.m.

Info: [umai.umn.edu](http://umai.umn.edu)

### ICD Symposium: The Importance of Play for Learning

May 15

Join leading experts from the U's Institute of Child Development to learn how play impacts child development and learning. Lectures and small-group discussions will explore topics including play's effects on executive function, self-regulation, literacy, numerical reasoning, and innovative problem-solving. McNamara Alumni Center, 8:30 a.m.–noon.

Info: [z.umn.edu/icdsymposium](http://z.umn.edu/icdsymposium)

### Take a class in CEHD

If you're not currently enrolled in an academic program at the U, learn more at [onestop.umn.edu/academics/take-class-non-degreereguest-student](http://onestop.umn.edu/academics/take-class-non-degreereguest-student).

### PRESS: A Systematic Framework for School Literacy Improvement

May 18

For K–5 administrators and literacy leaders who are considering PRESS implementation, this workshop provides an introduction to the multi-tiered systems of support offered through the PRESS framework. Participants will examine the four pillars of PRESS to learn how they provide a cohesive structure for school improvement and engage with the PRESS model to build collaborative decision-making through protocols designed to strengthen core instruction, facilitate

# at CEHD

analysis of literacy data, plan for tiered interventions, and determine systematic pathways for professional learning. Key tips and suggestions for implementing PRESS using real-world examples are highlighted throughout the workshop. 8:30 a.m.–3:30 p.m. CEUs available.

Info: [PRESScommunity.org](http://PRESScommunity.org)

## Educational Equity in Action II: Working Across Schools and Communities to Enhance Social-Emotional Learning

June 20–21

Building on the first convening last summer, the goal of this year's convening is connecting school and community. U faculty along with school, community, and youth leaders will present the latest research and programs making a difference in the lives of children and youth across the state. The workshop will explore the impact of chronic trauma on youth, with a special focus on American Indian students. Keynote speakers are Dr. Martin Brokenleg and associate professor Mohammad Khalifa. Professor Michael Rodriguez will present a plenary session on the Minnesota Student Survey. Early-bird registration by April 30.

Info: [www.gap.umn.edu/about/EdEquityInAction.html](http://www.gap.umn.edu/about/EdEquityInAction.html)

## Minnesota Early Intervention Summer Institute

June 20–21

The Center for Early Education and Development (CEED) presents an intensive two-day institute offering eight separate session tracks. Sessions focus on bringing new research, skills, and evidence-based practices to early-childhood professionals to use in their work supporting very young children and their families. Held at St. John's University.

Info: [www.cehd.umn.edu/CEED/events/summerinstitute](http://www.cehd.umn.edu/CEED/events/summerinstitute) or questions to Deb Ottman, [dottman@umn.edu](mailto:dottman@umn.edu)

## Summer Institutes for Language and Language-Immersion Teachers

Various dates, June–August

The Center for Advanced Research on Language Acquisition (CARLA) offers an internationally known program of intensive weeklong summer institutes each year. Participants have come from every U.S. state and countries all over the world, including foreign language, immersion, and ESL teachers at all levels of instruction, administrators, curriculum specialists, and language teacher educators. Some offered online. Early-bird registration deadline is May 26. CEUs available.

### Institutes for language teachers

Topics include assessment development, heritage languages and learners, using technology, teaching through a social justice lens, communicative language-learning using the Internet, 21st-century literacies, and culture as the core in the second-language classroom.

### Institutes for K–12 language immersion teachers

Options include an introduction to immersion teaching for teachers and administrators and an all-French course on the challenges of immersion education.

Info: [www.carla.umn.edu/institutes](http://www.carla.umn.edu/institutes)

## Summer Literacy Workshop

August 7

The Minnesota Center for Reading Research (MCRR) presents its annual daylong workshop for reading practitioners and school literacy leaders. The theme will be Systematic Literacy Improvement: Putting the Pieces Together. Kim Gibbons, associate director of innovation and outreach at the Center for Applied Research and Educational Improvement (CAREI) will give the keynote. Continuing Education and Conference Center, U of M, St. Paul campus.

Info: [www.cehd.umn.edu/reading/development/events.html](http://www.cehd.umn.edu/reading/development/events.html)

## Social Work Clinical Practice and Supervision Series

Various dates

A series with full-day, weekend, and online options to help social service professionals meet changing career goals and increase their capacities to provide excellent services to individuals, families, and communities. Courses include content for professionals working with children and families, clinical mental health, community practice, trauma, ethics, supervision, health, disabilities, and aging. CEUs available. Ongoing registration.

Info: [sswce.umn.edu/courses](http://sswce.umn.edu/courses)

## New master's programs this fall

### APPLIED CHILD AND ADOLESCENT DEVELOPMENT, M.A.

**Unit:** Institute of Child Development  
**Focus:** Using development science to address children's needs in community, advocacy, and health-care settings

### PREVENTION SCIENCE, M.A.

**Unit:** Department of Family Social Science  
**Focus:** Systematic efforts to reduce unhealthy behavior and promote healthy, adaptive behavior across the life span

Learn more at [www.cehd.umn.edu/graduate/programs.html](http://www.cehd.umn.edu/graduate/programs.html).

# Debunking misinformation

Researchers strive to find the best ways to cut through misconceptions about the causes and treatments of autism spectrum disorder

**WHEN WE ACQUIRE MISINFORMATION**, it's extremely difficult to persuade us to let go of those distortions, even when presented with the truth. And when we hold misconceptions about a serious condition like autism, it can have all manner of consequences for children's health, education, and development.

Just as some teachers continue using disproven methods for correcting behaviors instead of opting for evidence-based interventions, leading to poor results, parents might opt for not vaccinating their children because they continue to believe misinformation that vaccines cause autism spectrum disorder (ASD).

Last year, educational psychology faculty members Panayiota "Pani" Kendeou and Veronica Fleury and postdoctoral fellow Gregory Trevors secured a Global Signature grant from the college's Office of International Initiatives and Relations. It funded their research on understanding and reducing the impact of misinformation about ASD, which affects an estimated 1 in 68 children in the United States, according to the Centers for Disease Control.

Autism was a prime topic to research, Fleury says, because there is so much misinformation about what causes it and about the best treatments for families, schools, and communities.

"Autism tends to be a fad magnet. People use a variety of strategies that don't have a strong research base—in fact, we have research to refute their effectiveness—yet they still have a strong hold," says Fleury, an assistant professor of special education who specializes in educational interventions for those with ASD. "We want to promote evidence-based practices instead that are most likely to be effective."

The team aimed to assess the depth of misconceptions about ASD and develop strategies for helping people revise faulty beliefs. To get started, they set up shop at the Minnesota State Fair and connected with a random sample of fair-goers, receiving 379 completed surveys. Research partners in Canada,

Spain, and the Netherlands are conducting the same survey to produce comparable data.

The Minnesota respondents were ages 18 to 81. Sixty percent had a bachelor's degree or more. Kendeou was interested to find that, even in an educated group, about 20 percent believe that vaccines can cause ASD though scientists have insistently debunked the study making that claim. About 82 percent of respondents thought that nutritional deficiencies cause ASD, while 33 percent said it was a mental illness—also incorrect.

Kendeou, an associate professor who specializes in learning and cognition, was heartened to see that a clear majority of respondents knew some of the correct origins of ASD.

Students on the research team collected 379 surveys at the Minnesota State Fair last August. L-R: Andrea Boh, Keri Mikkelsen, Pang Xiong, Reese Butterfuss.





## New evidence on the development of autism

CEHD faculty Jed Elison and Jason Wolff are part of a national team whose groundbreaking research may ultimately help children who are at risk for autism get treatment even before they exhibit symptoms of the disorder.

Using magnetic resonance imaging (MRI) in infants whose older siblings have autism, they were able to predict, with 80 percent accuracy, which of the infants would go on to meet the criteria for an autism diagnosis at age two.

“We know from intervention studies that the earlier you intervene, the better the outcome,” says Wolff. But much of the current approach to treatment is reactive. “We wait for children to fall behind before providing an intervention,” he says. “We may now be able to find ways to prevent that from ever happening.”

Elison, child development, and Wolff, educational psychology, pictured above, are co-authors on a study published in the science journal *Nature*.

### REFERENCE

“Early brain development in infants at high risk for autism spectrum disorder,” Hazlett et al., *Nature* 542 (16 February 2017), 348–351.

For example, 84 percent identified causes as genetic and 88 percent reported that it is caused by brain abnormalities.

Such results raise intriguing notions about how people hold on to both misinformation and truth, Kendeou says.

“That’s the million-dollar question: how can you be both right and wrong at the same time?” she says. “A lot of us compartmentalize—we hold conflicting information that competes for activation, and it is purely probabilistic which will win over in each retrieval instance.”

These findings are reflected daily in real time. Even with evidence-based knowledge in hand, people often hold tight to their misperceptions.

“That’s where this project comes in,” Fleury says. “If the evidence-based research isn’t enough, we need to understand and address the misconceptions. We want to know what’s effective for individuals and what we can do about it.”

For example, sensory integration therapy and special diets are popular treatments for ASD, though stacks of evidence disprove them. Teachers and caregivers instead can look to the work of national centers such as the National Professional Development Center on Autism Spectrum Disorder, Fleury says, which has identified 27 proven strategies backed by solid research. They include many based on principles of applied behavior analysis, such as arranging the environment, setting clear expectations and consequences for people with ASD, and making instructional decisions based on a student’s performance.

“The idea is to help sort out information for our practitioners and parents,” Fleury adds. “Not all research is good research.”

While this project focuses on ASD, its findings apply to mitigating the influence of any misinformation, says Kendeou.

“You cannot really erase and replace misconceptions that people have acquired. That’s the sad story about misinformation,” she says. “We want to reduce its impact, not change people’s beliefs.”

In an age of misinformation and fake news, Fleury, Kendeou, and Trevors’ work has gained urgency. Ultimately, the team wants their findings to shape training for future teachers, special educators, and parents in order to raise awareness about misconceptions and identify the best ways to refute and explain them.

“We’re training the next generation of citizens, and some will be educators and parents. And the only way to bring about change is to target that demographic now,” says Kendeou. “We want to make sure we can incorporate knowledge into courses to reduce the impact of misinformation that is readily available and perpetuated on the Internet.”

—Suzy Frisch

Learn more at [www.cehd.umn.edu/edpsych/globalsignature](http://www.cehd.umn.edu/edpsych/globalsignature).

### REFERENCE

“Integrating relational reasoning and knowledge revision during reading.” Panayiota Kendeou, Reese Butterfuss, Martin Van Boekel, and Edward J. O’Brien. *Educational Psychology Review* 29 (2017), 27–39.

# What the body is

Dexalytics draws on the power of technology to help teams and athletes prepare for success

**FORMER GOPHER FOOTBALL** defensive back Cedric Thompson, '15, was with the New England Patriots last year when he got a tip from a nutritionist. DXA scans, used for decades to measure bone density, were a new tool in developing strategies for athletic improvement, from nutrition to workouts.

With a little research, Thompson quickly learned that his very own alma mater has a DXA scanner as well as one of the nation's leading experts in sport analytics. He contacted kinesiology professor Don Dengel, who introduced Thompson to research scientist Tyler Bosch, '14.

Soon Thompson was back in Minnesota, unfolding his six-foot frame on the table of a DXA scanner at the U, then viewing the results with Bosch. What he learned allowed him to revise his training and nutrition in ways that would support his position as a safety, where speed is critical.

"The first time I went back to training, the coaches and everybody noticed," says Thompson. "It was like night and day."

Now in Minnesota with the Vikings, Thompson recently met with Bosch for another DXA scan and consultation. He saw where he's made progress and talked about more specific areas to focus on for improvement.

"The most important thing is seeing in depth—legs, arms, torso," says Thompson.

## Bone, muscle, fat

DXA—short for dual x-ray absorptiometry—is the most accurate way to determine body composition. It relies on a dose of x-rays lower than spending a sunny day outside in Minnesota or flying to Los Angeles. Used medically for years to determine bone mineral density, DXA also measures muscle and fat.

A scan can measure different segments of the body to compare upper versus lower body or potential asymmetries between the right and left sides. These measures can be used to look at locations of past injuries or risk factors—valuable information to athletes and their organizations. About 10 years ago, an NFL team began using DXA and soon realized

the scans were producing far more data than they knew how to use. The device maker referred the team to Dengel, who had been working with DXA scanners for more than 25 years.

"The team had a thousand scans at the time—13 pages per player," says Dengel. It was a unique data set that included 350 first-year players. That's when he turned to new doctoral student Tyler Bosch, a Fargo native and multi-sport athlete himself who'd come from opening and directing a sports performance center in Chicago. On the floor next to Bosch, the stack of scans stood waist high. "We started looking at the numbers and—wow."

Dengel and Bosch worked with the data, creating normative values for different player positions, from quarterback to defensive line. They were soon able to determine distinct positional body types of players that make a roster and contribute over time. They developed an algorithm and, with each new scan, kept improving it to identify ideal body types for each position.

Thompson, left, discussed the results of his scan and next steps with Bosch.





The DXA scanner arm moves slowly from head to toe to gather data on bone, muscle, and fat.

“So much of sport is trying to understand what the body can do without a good understanding of what the body *is*,” Bosch says. “Two numbers we usually know are weight and BMI (body mass index), but neither tells you the type and distribution of your mass. Increasing mass does not equal increasing performance. With DXA we were able to look at 200 variables.”

Teaching a class on sports movement technology, from video to DXA, Bosch got to know Gopher strength and conditioning coaches. That led to making DXA available to several Gopher teams—beyond football to men’s basketball and hockey and women’s volleyball and track and field.

Bosch completed his Ph.D. in just three years (“Two kids under two will do that to you,” he notes wryly) and took a two-year postdoctoral position in the Medical School with endocrinologist Lisa Chow. His project focused on understanding the effects of exercise training on skeletal muscle lipid metabolism—how the muscle uses fat. Meanwhile, he continued doing analysis with Dengel and visiting the NFL team partner.

### From algorithm to start-up

Dexalytics was born when Dengel and Bosch joined forces with CEHD’s Educational Technology Innovations (ETI) last year. With funding from ETI, they were able to develop their

algorithm into software that can be purchased by teams and sports organizations anywhere.

Dexalytics provides scores in the context of positions and teams—valuable information for coaches and support staff as well as recruiters and the athletes themselves.

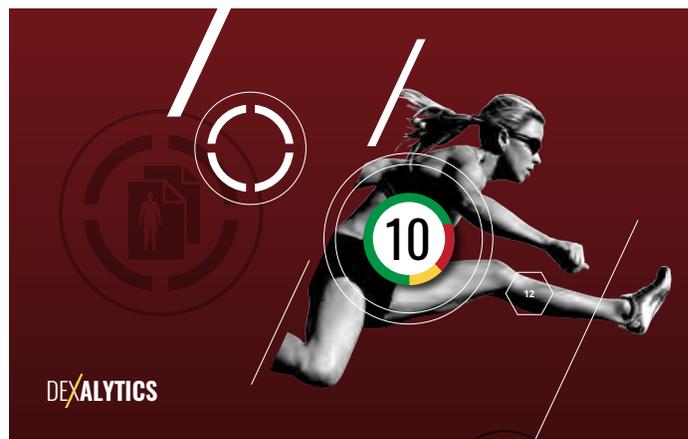
“The unique thing is scoring the body in its ability to handle on-field demands,” says Bosch. “Dexalytics gives hard numbers to that.”

Dengel hopes to see Dexalytics used to keep athletes healthy—for example, in sports like gymnastics in which weight loss is a risk factor. He stresses that he does sports analytics, not coaching—or business.

“ETI took over the job of creating the business end of this,” says Dengel with a grin. “This allows me to focus on the research that drives Dexalytics and on what comes next.”

Next up is Dexalytics for the general population—providing the ability to analyze body composition based on what an individual wants to do, from losing weight safely to recovering from an injury, avoiding frustration and better understanding one’s own body.

Learn more about Dexalytics at [www.dexalytics.com](http://www.dexalytics.com) and about ETI at [eti.umn.edu](http://eti.umn.edu).





# THE POWER OF PLAY

Advancing science behind the way we learn and grow

**PLAY IS UNIVERSAL**—children all over the world play without any instruction, even in places of danger and deprivation. Nonhuman animals play, too.

“Play is about as ‘blueprinted’ a behavior as you can have in terms of basic survival and reproduction,” says professor Stephanie Carlson in the Institute of Child Development (ICD). “By definition, play has no immediate purpose, and it can be construed as a waste of time. But the fact that it’s so universal has led us researchers to take it quite seriously.”

Scholars have been working to identify and explore play’s functions in human development for nearly a century. ICD is a national leader in that discovery.

Carlson and her colleagues and graduate students focus on the cognitive and social functions served by play,

especially the development of executive function, commonly understood as the way we learn to control our behavior.

In a new study, they documented a phenomenon they dubbed the “Batman effect”: In pretend play, children perform cognitively as if they are a full year older. Looking at something from a hero’s perspective, they tend to be more controlled and objective.

“Years ago the Russian psychologist Vygotsky said that when children play, they are ‘a head taller,’ and this study shows how that works,” says Carlson. “Even for adults, we know role-playing is important—practicing for real-world activities. Something has to be imaginable to become real.”

Play is the “work” of children, as Carlson describes it. Yet the push for more academics has impinged on recess and play of all sorts. Today’s children

## DEFINING PLAY

*Play is often defined using a set of several key criteria.*



### PLAY IS FUN.

Children need to enjoy the activity, or it is not play.



### PLAY IS INTRINSICALLY MOTIVATED.

Children engage in play simply for the satisfaction the behavior itself brings.



### PLAY IS VOLUNTARY.

If a child is forced to do something, she will probably not think of the activity as play.



### PLAY IS ABOUT THE PROCESS.

When children play, the means are more important than the ends.



### PLAY IS ACTIVE.

Players must be physically and/or mentally engaged in the activity.



### PLAY IS NON-LITERAL.

It likely involves pretending.

Adapted from “The Power of Play: A Research Summary on Play and Learning,” by Rachel E. White for Minnesota Children’s Museum, 2012

Left and below, children and parents played with the air launchers in the new Forces at Play exhibit at the Minnesota Children's Museum.

play an estimated eight hours less each week than children did just 30 years ago.

"I call it the war on play," says Megan Gunnar, Regents Professor of Child Development and director of ICD. "Play gets contrasted with learning, and because we want children to learn more, we cut playtime. But by doing that, we remove a powerful pedagogical tool from our toolkit. Instead, smart educators learn to harness the power of play, teaching children concepts through guided play while children throw themselves wholeheartedly into the experience."

## Putting the research into practice

Gunnar was thrilled when, in 2011, the Minnesota Children's Museum called. The award-winning museum, long dedicated to providing an environment full of play, was about to embark on an expansion at its St. Paul location.

"We've always been research based," says museum president Dianne Krizan. "The expansion gave us a chance to step back and double down on our approach."

The museum invited the University to become part of a research advisory committee that began to meet regularly. Carlson's graduate student Rachel White—already an expert on pretend play—was drafted to write an accessible summary of research on all kinds of play and to spend time at the museum.

"I got to know the exhibits and the people putting them together," says White, now an assistant professor of psychology at Hamilton College in New York. "What did they need? What would

be beneficial for them to know?"

Barbara Hahn, the museum's vice president for learning innovation, leads the team responsible for the exhibits and experience design. They developed the museum's "7 Cs" to describe skills that children learn through play: creative and critical thinking, (self) control, confidence, collaboration, communication, and coordination.

"The research collaboration allowed us to think about the learning framework, to spend some time to develop the underpinning," says Hahn. "For example, one area that wasn't on our radar was Stephanie Carlson's work on executive function, which became a proxy for 'self-control' in our seven Cs."

When the museum reopens this June, it will have 10 new exhibits, maker spaces, and a four-story climbing structure. It has always downplayed

content in favor of play that supports developing skills, says Krizan, and that approach will be even stronger now.

Gunnar is glad the museum has been able to benefit from grounding its new exhibits in cutting-edge research. And she is excited about the work that the museum and research advisory committee are doing now—how to help adults support and extend children's play experiences in the museum and after they go home.

## Play is for grownups, too

Even though play comes naturally to most children, that doesn't mean adults should be totally hands off. They can take a range of roles—onlooker, stage manager, co-player, or play leader.

"Helping to structure and guide children's play helps to make it more effective," says Carlson. She cites



Playworks, a national nonprofit that provides different kinds of guided recess for schools, with success in keeping play fun and reducing harmful effects of conflict.

At the Minnesota Children's Museum, before the five-month closure this winter to complete the expansion, visitors previewed a new exhibit that was ready to go. In Forces at Play, something unusual happened: lots of dads began jumping into play with their kids to experiment with the air launchers.

"It's been really nice to see," says Hahn. "One of our goals is creating a place comfortable for adults so they feel they can play, too."

## KINDS OF PLAY

*Children engage in all kinds of play, with benefits across the spectrum of emotional, social, cognitive, and physical realms.*

### **SOCIAL PLAY:**

interacting with adults or other children.

### **OBJECT PLAY:**

interacting with objects, including toys like a rattle or blocks.

### **PRETEND PLAY:**

creating pretend objects, like a banana "telephone," or enacting different characters, places, and times.

### **PHYSICAL PLAY:**

engaging the body in activities, such as running or ball play.

### **MEDIA PLAY:**

interacting with electronic and digital environments, such as iPads and video games.

Source: "The Power of Play," by Rachel E. White for MCM

# PLAY LAB

## Children lead at the U's laboratory preschool

BY ELLEN FEE

**THE TEACHERS** at the Shirley G. Moore Laboratory School are experts in play, and so are the children.

On any given morning, the school's toddlers and preschoolers are painting their faces, exploring sensory tables, building, drawing, climbing, running around outside—in all seasons—or interacting with resident pet turtles and snakes.

"We don't have to teach children to play," says Ross Thompson, '07, a lead teacher who joined the school's staff in 2005. "It's something that children are naturally drawn to."

The research-focused preschool opened its doors in 1925. Part of the Institute of Child Development, it is housed in the 1915 wing of the red-brick Child Development building on East River Road, with a big fenced yard full of play areas and equipment. It enrolls about 100 children per year.

The lab school bases its instruction on the idea that children are the agents of their own learning, encouraging hands-on, child-directed experiences.

"We try and keep it pretty open ended," says director Sheila Williams Ridge. "We know that when children are engaged in learning, that focus can lead to a deeper knowledge."

Giving children more of a say in what and how they learn is important, and a lot of that learning happens during play, she explains.

The lab school serves children ages two through five, shaping its classrooms around the varied ways

students play at different ages.

For the youngest children, sensory tables are a focus of the classrooms, where two-year-olds can explore the different textures of sand, water, and other materials. For older children, classrooms offer building supplies, writing desks, and a sturdy wooden castle sized for a preschooler.

"The lab school is one of the few places that really has play as the main focus of what children are doing," says Elizabeth Criswell, '11, another lead teacher. "The entire program is set up to support that."

## Getting to know you

In a child-directed environment like the lab school, the teacher's role is unique.





At the lab school, children engage in all kinds of play—from physical to pretend—throughout the day, interacting with teachers and each other.

our own philosophy and practices in the classroom,” says Thompson.

Between the school’s flexible model and the influence of research, both children and teachers are allowed a lot of room for exploration and growth. Play is at the center of it all.

“We want to give children the freedom to explore the world around them and learn from their experiences,” Criswell says, “and they do that through play.”

### Letting children lead

Play has proven beneficial to all areas of child development—cognitive, physical, social, and emotional.

For Thompson, whose work and study focus on large-motor-skill development, active play involving a child’s whole body is a key component of well-rounded learning.

“I try to see myself as more of a facilitator,” Thompson says. “I’m an observer.”

Teachers watch and listen thoughtfully, spotting where individual children succeed and struggle and then using those observations to shape the classroom environment.

“Through play, children show us what they need,” says Thompson. “If we can really listen, we use that to drive what’s happening in the room.”

As part of the Institute of Child Development (ICD), the school also trains about 40 undergraduate and graduate early childhood education teacher candidates each year. The candidates plan and lead activities and work alongside a lead teacher throughout the year. Williams Ridge says connecting with the children is some of the teacher candidates’ most important work.

“The first few weeks, their only assignment is to build relationships,” Williams Ridge says. “We just want them to get to know the children.”

Because of the school’s research focus, teachers and teacher candidates are aware of the latest research from

ICD and other University departments. And researchers can survey classes from observation booths adjacent to each room or conduct more hands-on projects with the children.

“We’re trying to always use the most current knowledge and understanding of what’s happening in development in





The lab school is full of equipment for physical play, indoors and out.

“It’s that large-muscle movement that’s allowing our brains to make connections,” he explains. “We need our bodies to do it and feel it before our brains are ready to take it in.”

Parents and teachers wondering how best to foster play and learning with their own young ones can follow the lead of lab school staff—dive right in, but let the child take the wheel. Adults might feel like they need to keep control, but letting children lead is better in the long run, says Criswell.

“Because it’s child directed, it sometimes can feel very overwhelming,” Criswell says. “I encourage people to just have trust in children.”

And when children and adults play together, Williams Ridge says, the kids aren’t the only ones who benefit. Adults can and should take time for play, too.

“There’s something that feels really good about playing with children,” says Williams Ridge. “And we know that play is a really effective way to learn.”

Attend the symposium, *The Importance of Play for Learning*—details on page 4.

# SETTING THE STAGE FOR LEARNING

Supporting early literacy through theater arts

BY CASSANDRA BLOHOWIAK

**THE PRESCHOOL CLASS** sits in a circle, eyes glued to Emily, one of the adults in the ring. Emily is a theater artist casting characters for a play.

“Would you like to be the pegasaurus?” she asks one child, who nods before she turns to another. “And would you like to be the baby hegasaurus?”

After one student is selected for each of several imaginary-dinosaur roles, the children stand in the middle of the circle, center stage, and await their cues. Emily then begins reading the script. It’s a story imagined by one of the student performers, for the children to act out in real-time.

This scene describes a session of Early Bridges, a preschool theater arts outreach program developed by

the Minneapolis-based Children’s Theatre Company (CTC). Early Bridges aims to build early literacy through interactive storytelling and theater arts.

And with the help of the Center for Early Education and Development (CEED)—part of CEHD’s Institute of Child Development—participants are showing that Early Bridges not only builds literacy but also promotes the types of social and behavioral skills needed for lifelong learning.

## Play is learning

For children, play is a gateway to new worlds, characters, adventures,

Children don costumes and act out a scene together.





Students practice their parts with support from an Early Bridges classroom teacher.

and friendships. But beyond having fun, when children play, they are building connections in their brain that are critical to cognitive, social, and emotional development.

“The range of what children have to learn is so vast—it’s not just ABCs,” says CEED research associate Amy Susman-Stillman, Ph.D. ‘97. “Through play, they’re addressing social relationships, learning facts about the world, and problem-solving.”

## Acting it out

Early Bridges grew out of CTC’s Neighborhood Bridges program in 2009. Neighborhood Bridges is a classroom-based program that supports development of literacy skills in older children through storytelling and creative drama. Now, seven all-day pre-K classrooms in Saint Paul Public Schools offer Early Bridges.

In partnership with classroom teachers, CTC teaching artists lead Early Bridges sessions throughout the school year. Each artist is trained to use developmentally appropriate techniques to engage preschool-aged children—for example, open-ended dialogue and modeling gestures to explain vocabulary and characters’ actions.

Sessions include student acting, storytelling, puppeteering, songs or chants, and time to inquire or explore. For inspiration, sessions draw on fairy tales, legends, fables, and other types of stories that highlight themes such as cooperation, respect, and kindness.

Stories by students also take center stage. Outside of the Early Bridges sessions, students tell their own stories to their classroom teacher, who writes them down. During the sessions, the teaching artist reads their stories aloud, and then they are acted out with classmates.

Maria Asp is the Neighborhood Bridges program director and an Early Bridges teaching artist. According to Asp, the program encourages young children to become the storytellers of their own lives.

“When you listen to someone’s story, you’re telling them that their ideas matter,” says Asp. “Kids need to be heard, whether their story is one word or a whole page.”

## A shared vocabulary

From Early Bridges’ inception, CTC has worked to ensure it is an evidence-based program delivering maximum benefits to the children and schools it serves.

“We have to make sure that we’re doing what we say we’re doing,” Asp

says. “Research helps us make sure we can be the best teaching artists we can be.”

CEED is a key research collaborator. It evaluates Early Bridges’ impact, such as whether students show improvement in certain areas. CEED also has helped develop new measures and rubrics for the program, which incorporate both theater arts and child development theory.

“The children’s theater artists and I realized we were talking about the same things but using different vocabulary,” says Susman-Stillman. For example, theater artists emphasize skills such as voice and focus, which align with early childhood skills like communicating through spoken and written word and the ability to listen and follow directions.

## Success for students

According to CEED’s findings, students who participated in Early Bridges showed improvements across time in storytelling and theater arts skills such as narrative structure, reflective thinking, and collaboration. Using the measures it developed, CEED is now conducting a follow-up study that could directly link these improvements to the Early Bridges program and rule out other factors.

In addition to building skills in the classroom, Early Bridges also hopes to build community and relationships with families. Many children in the program come from low-income communities and may not otherwise have access to theater arts programming, according to Asp.

“Early Bridges is an opportunity to share the theater arts experience and celebrate learning,” she says. 

Learn more at [connect.cehd.umn.edu/the-power-of-play](https://connect.cehd.umn.edu/the-power-of-play).



# FINANCIALLY CAPABLE

Peers, parents, and communities  
are learning how to support good  
financial decision-making in the  
transition to adulthood

BY GAYLA MARTY



**JOYCE SERIDO** had a hunch. Financial well-being is her focus as a family social scientist. Working with young people and families, she observed that *how* people use money matters more than financial knowledge.

It was 2007, and her colleague got a grant from the National Endowment for Financial Education (NEFE) to study whether financial knowledge matters. She was in Arizona when the study launched with 2,000 undergraduates.

Serido didn't know that she was embarking on a 10-year journey. She just wanted to learn more about how teens become financially capable adults.

"The foundation was shocked by how little financial knowledge mattered!" Serido says.

Intrigued, NEFE funded data collection with the same cohort in 2009, 2010, 2013, and 2016 for what became the Arizona Pathways to Life Success for University Students (APLUS), the first scientific study of young adults' finances. It's important because many life events—such as education, marriage, and career formation—take place by age 30, and most have financial implications.

Arriving at the University of Minnesota in 2014, Serido has stayed in touch with 850 of those young adults. They are in their late 20s now, dispersed across the country and indeed the world, and Serido has come to know them well.

Sometimes when she describes their life choices to others, the response isn't very respectful.

"People will say, 'They're just whiners,'" she reports. "But think about it: They were teenagers when 9/11 happened, and they left home just before the 2008 financial crisis—life-changing experiences. In the course of my work, I've heard young people tell others, 'Our parents grew up in a different world than this.' I think, 'They're right.'"

Serido exudes compassion and positive energy. She's the research powerhouse who led a panel on financial literacy at the Minneapolis Federal Reserve in January, and she is also a friend

and mentor to students and community members around the state.

Here are some tips and ideas from Serido, her students, and colleagues for helping the young people in your life.

## Financial parenting: should vs. show

"My research looks at two kinds of financial parenting," Serido says. The first kind is telling young people the "financial shoulds"—for example, "You should save your money." The other kind is showing them how—and explaining why.

Those whose parents showed them how and why are grateful.

As family resiliency extension educator Antonio Alba-Meraz says, "Cultivate communication!" Alba-Meraz works with many immigrant families around the state and has devised effective ways to get parents and children to talk together about financial decisions, including college.

Be proactive: don't try to teach in the heat of the moment, he says. Focus on something relevant, something the person wants or values. And set clear expectations.

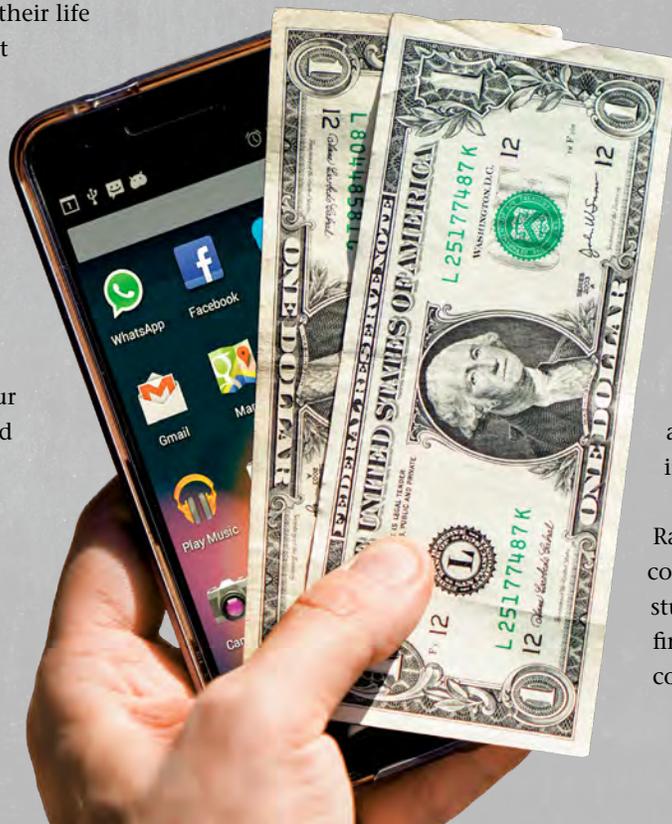
## Student loans, in moderation

The crisis narrative about student debt has become so pervasive that many students and their families now assume that going to college will result in crippling debt.

That narrative can create a blind spot toward other options, including grants, scholarships, and work-study—or deter high school students from even applying to college.

"Once you have loans, you're stuck. So how do you avoid over-borrowing?" Serido says. "We encourage parents to talk to their kids about money and steer them toward *good* information."

From Mankato to Grand Rapids, Serido and her colleagues conduct workshops to help students and families understand financing options before making commitments.



“We talk about comparing costs and some web-based tools that help students to compare,” says extension educator Lori Hendrickson from Grand Rapids. “We remind participants to look at the ‘free’ money [grants] first, then savings and work, before you go to loans, and then the loan terms. There’s a hierarchy of what you might look at.”

### Community and identity

It’s not just families that have a stake. Communities do, too.

“Through this project we are engaging the community in a conversation about financing education,” Serido explains. “We want to build financial capacity, not just for individuals and families but for their towns and communities. It’s a different focus than making money.”

Hendrickson sees two important things that communities and caring adults can do.

“Elders in the community saying, ‘Save. Right now. Toward education,’” says Hendrickson. “Another is talking about goals with children very early on. Creating a *saver identity* and also an *education identity* among children and families.”

### Respect the young

“Young people are not nearly as intimidated about money when talking with peers,” says Serido. “They are more likely to listen. They’re not so much inspired as just *not turned off*.”

That’s why she and her colleagues started a University student group called PEER\$. The students meet on Mondays, discuss how to talk about financial topics, and then meet with high school students, other undergrads, and even parents.

At one meeting, for example, they

PEER\$ members posed in McNeal Hall. Clockwise from left: Eva Peterson, Eman Galab, Samantha Zamok, Karlie Loewen, Nina Thao, Maria Schimek.

“I’m not talking about how to get wealthy but about how to keep from going poor. Capability is not knowing what an APR is, but how to think critically about using their money.”

—JOYCE SERIDO

talked about how to explain credit scores, credit cards, and credit in general to students. They shared their experiences and the consequences of closing accounts or not having a credit score at all.

“I just say a credit score is like a GPA and then they get it,” one PEER\$ mentor shared. “Everybody knows how a bad grade can affect your GPA.” Others nodded.

Patrick Taylor, a supply-chain operations major from the Carlson School of Management, enjoys interacting with students through events like the Reality Store workshop.

“PEER\$ is a fantastic opportunity to share what I have learned about finances in college,” says Taylor. “Many of the students we work with are first in their families to go to college, so it’s helpful for them to get an inside look.”

Parents got to hear from PEER\$ recently while their high school students learned



about careers in agriculture on the St. Paul campus. Breaking into small groups, the parents talked about paying for college, completing financial aid forms, and comparing award letters by looking at samples. Samantha Zomok, a family social science major in PEER\$, chimed in about the Free Application for Federal Student Aid.

“When I first filled out my FAFSA, I missed checking the box to be considered for work-study,” said Zomok. “Not checking that box was about a \$5,000 mistake—loans I wouldn’t have had to take out. Always check the box to receive work-study and accept it, if awarded. You can decline it later, but you cannot get it back. And if you decline work-study, you will get more of your award in loans.”

Observing the parents’ response at Zomok’s table, Serido predicted they won’t forget to look for that box on their own children’s FAFSAs.

## From financial literacy to financial capability

It’s not surprising that parents play a huge role in influencing children’s financial capability because that influence begins so early. That’s why Serido is a big proponent of financial education early and often.

“When students learn about money in kindergarten they only take in so much, but when they hear the concepts again in fourth grade, they hear them at a different level, and by the time they’re in high school, they have a foundation for understanding why these concepts matter,” she said at the Minneapolis Federal Reserve in January. Teachers, after-school program representatives, and business and community organization leaders came for a local and then a national conversation via satellite about economics, education, and the country’s future.

But knowledge is not behavior. You may know what you *should* do, but feeling confident in moving forward and making the decision that is best for you—that is capability.

Serido engaged a panel of educators from four different K–12 schools to talk about what’s working and not working to turn financial education into financial capabilities. They described parents as guests in classrooms, mentor programs with the chamber of commerce and local businesses, and even opening a real credit union run by students in an urban high school’s store. Serido and one of the teachers talked about peer-to-peer connections.

“Peers are teaching young people how to make good choices,” said Serido.

Maria Schimek and Karlie Loewen talked to students who stopped at a PEER\$ table in Coffman Union. “Student loans are not all bad!” Loewen said to a student who stopped to spin the wheel.



## Money can be fun!

“What I love about what I do is I make money fun,” Serido says. “It’s not about making enough money—there’s never *enough* money. It’s about *using* your money well. Is it allowing you to sleep? Or keeping you up at night? The focus shifts off of money to life choices.”

Every day we make financial choices, from what to eat for supper to whether to go to college. There are pros and cons, consequences and benefits, to each choice.

“Most of all, I want people to learn about opportunity costs!” Serido says.

She recommends that young adults look at their options, make choices in line with their values, and then—learn from it. Financial capability is a lifelong process, and each stage of life has a readiness-to-learn aspect where we can ask ourselves where money is relevant in our lives.

“I hope with this sea change of conversation we can help young people make the transition,” she says, “so it’s not about somebody making choices for me but about *me* knowing what to ask for . . . so I make a good choice.” +

Link to resources and more information at [connect.cehd.umn.edu/financially-capable](https://connect.cehd.umn.edu/financially-capable).

# A BREATH OF FRESH AIR



Bringing mindfulness  
and movement into  
the classroom

BY ELLEN FEE

DAWN VILLELLA



**WINTER SUN FILTERS THROUGH** the windows as Stephanie Kennelly, '06, helps her third-graders gather in a circle. Some sit on chairs, some on square mats at the center of their classroom.

The students' attention turns inward as moving-and-learning instructor Kathy Flaminio, '93, begins the session. Flaminio is certified in Yoga Calm®, a wellness curriculum that centers its research-based activities around principles of stillness, strength, listening, grounding, and community.

Today's focus is strength. Five student leaders welcome their peers into the session with muscle tension-and-release exercises paired with deep breaths. Then the rest of the circle offers up compliments to the leaders on their tone of voice and technique.

"Think of a person, place, or thing that helps you feel strong," Flaminio tells the class. Together, they discuss examples of physical, emotional, and mental strength. Then they practice "volcano breaths"—hands lifted together above heads and released out to the side and down, like a hot lava flow.

Combining mindfulness with physical activity can help foster social-emotional growth and train students to deal with stress in healthy ways. Garlough Environmental Magnet School in West St. Paul serves many students who have experienced trauma and adversity. But Flaminio and Kennelly emphasize that mindfulness practice is beneficial to all students, no matter their circumstances or abilities. Kennelly's third-graders say that Yoga Calm activities help them focus in class, calm down before tests, and get along better with their families at home.

"It empowers them," Kennelly says later of her class's yoga routine. "This has been not only life-changing for me and my family but for my students and their families."

In addition to Flaminio's sessions, Kennelly finds smart ways to slip Yoga Calm practices into the everyday curriculum. Her students do mountain pose while they wait in line, and everyone takes a minute for breathing and centering themselves whenever the class transitions between subjects or activities.

And because of Garlough's environmental focus, Kennelly says, the school's framework lends itself to her class's practices. Themes of biology, health, and environmental connectedness translate well to the physical,

mental, social, and emotional components of yoga.

"As we start talking about these topics, the students have a really solid foundation," says Kennelly. "We're big on observation here. Once a week we go outside with a naturalist, and anytime we're outside, we do lots of outdoor Yoga Calm practices."

The real-life impacts of yoga mean a lot to Kennelly as she watches her students apply in-class practices to other parts of their days.

"They're taking ownership of it in their own selves and own lives," she says. "The real practice happens off the mat."

Kennelly and Flaminio's partnership began in spring 2016 when the two met through a mutual friend. Flaminio's business, 1000 Petals LLC, offers well-being training and workshops based on mindfulness and movement to schools and therapeutic environments. Her sessions at Garlough—which began in fall 2016 and were so successful they continued in winter 2017—are a part of a set of Moving and Learning residencies that she has implemented in more than 100 classrooms. A study in Minneapolis schools in 2007 showed that regular use of Yoga Calm practices improved feelings of student community, decreased behavioral referrals, lowered general classroom volume, and increased the amount of time students spent on task, especially during reading.

According to Kennelly and Flaminio, the effects of Yoga Calm practices are long lasting, even for younger students. Once kids learn it, they're able to apply it to their lives outside of school as well.

At parent-teacher conferences in the fall, Kennelly began to hear from parents who'd seen remarkable changes in their home dynamics. Some have even reported being led by their kids in calming exercises when it's clear that they're stressed out about something.

"When I ask what was good in school today, I'm as likely to hear about new poses or practices as I am other activities," says Derek Schwartz, the father of a student in Kennelly's class. "I've seen her at home, for example, when she's handling one of our



Kathy Flaminio, left, and Stephanie Kennelly. Facing page: A student, right, demonstrates the tree pose as Kennelly and classmates follow.



pets, she'll often take a breath to help center herself and get calm."

"The parents of my students say this is the best year they've had," says Kennelly. "The kids are advocating."

### Paths to practice

Flaminio was a college student in social work when she earned fitness certifications and started teaching yoga. After completing her master of social work, she began integrating mindfulness and movement as a school social worker.

"I'd always had these two passions in my life—working really hard and then doing yoga and fitness to unwind and de-stress," Flaminio says. "These passions came together when I tried yoga with some students who were particularly challenging. I realized I had been doing my work from the chin up—cognitive therapy—when trauma is in the nervous system, and I need to work from the chin down—that is, with the body. The changes I saw were so dramatic when I started working with mind, body, and heart."

Flaminio spent a sabbatical year studying the relationship between yoga, mindfulness, and mental health. That's when she learned about Yoga Calm, designed by a husband-and-wife team in Oregon for schools, hospitals, and other community-based settings. She incorporated Yoga Calm into the mission of 1000 Petals.

"We're raising really smart kids, they make it to college, and they're not surviving because they're anxious," Flaminio says. "We can't keep raising smart, anxious children. We've got to raise children that are strong physically, emotionally, and mentally."

Growing these three areas equally is the key to a happy, well-adjusted child."

Meanwhile, Kennelly has been practicing yoga since high school. It was somebody at the studio she attends regularly who introduced her to Flaminio.

Motivated by the importance of yoga practice in her own life and the needs she saw in her classroom, Kennelly brought the idea to Garlough principal Sue Powell, '89, '96.

"Our school was having a huge issue with students affected by trauma," Powell says. Kennelly and Flaminio's collaboration offered a way for all students to learn about healthy stress reduction.

"Maybe they don't have control of what's going on at home, but they know that they can be in control of themselves," says Powell.

### First steps

A successful mindfulness practice in the classroom requires commitment to a nontraditional instruction style, Kennelly and Flaminio agree.

"It's a very different way of teaching," says Flaminio. "When you're breathing with students, you're at the same level. In fact, they're teaching, too."

The sense of teacher-student equality is important to Kennelly.



Students at Garlough Environmental Magnet School, located next to a 320-acre nature center, practice Yoga Calm indoors and out.

says. “In the education system, we’re all givers—we don’t put self-care at the top of the list—but it has to be at the top because that self-care is the intervention.”

Kennelly was recognized by the districtwide wellness committee with a Healthy Hero Award for her good work with Yoga Calm. Like all teachers, she deals with an always-busy class schedule, but Kennelly believes her strategic incorporation of mindfulness and movement is achievable and worthwhile.

“People always say, ‘How do you have time?’” she says. The time spent on mindfulness makes the rest of the day run more smoothly and efficiently. “I don’t have to give directions twice. I don’t have to stop. The kids get to task right away.”

For teachers looking to bring mindfulness practices into their own classrooms, Kennelly and Flaminio say it’s okay for first steps to be small. Introducing one concept, like mindful breathing, can make a noticeable difference.

“This isn’t magic, but we look for moments,” says Flaminio. “It’s that moment when a child says, ‘I have never felt this peaceful or relaxed before,’ and realizes that, no matter how messy life gets, it is not messy deep inside. And she has the skills now to find that peace inside.”

Kennelly recommends a minute of silence during class transitions and practicing breathing together as a group.

“It’s like getting a fresh breath of air,” she says. “You recharge your battery.” 

Link to more resources at [connect.cehd.umn.edu/a-breath-of-fresh-air](https://connect.cehd.umn.edu/a-breath-of-fresh-air).



“It’s not about an adult being in control,” she says. “I can’t as your teacher be the one that tethers you down—you have to have something inside yourself, like a compass to get you through the day.”

Flaminio recommends teachers start by focusing on their own presence and the kind of energy they bring to class.

“Whatever you can do to be conscious of how you’re showing up and how you’re using your body is absolutely critical,” she

# Citizens in the classroom

Roozbeh Shirazi studies the experience of belonging



**ROOZBEH SHIRAZI** was a first-grade teacher in a school across the Hudson River from the World Trade Center when hijacked planes destroyed the towers on September 11, 2001. He had always been interested in the intersection of education and politics, but he did not anticipate the tragic effects of 9/11 in his own classroom.

Shirazi saw his school—home to a diverse student population and many English language learners—change almost overnight. From a place that welcomed difference, it became one that emphasized a particular kind of national unity that he felt silenced its cultural plurality.

Today, Shirazi is an assistant professor in the Department of Organizational Leadership, Policy, and Development, where his work focuses on youth citizenship, empowerment, and political participation. Recently, he conducted research at Twin Cities high schools, where he studied the ways in which students build—or don't build—cultural citizenship in the classroom.

"I wanted to know how youth are making sense of what it means to be American in today's United States, given the

inflamed political rhetoric around immigrants, refugees, and Muslims in particular," says Shirazi.

He's also busy expanding on work he did for his doctoral dissertation at Teachers College, Columbia University. Beginning in 2014, Shirazi has traveled to Jordan during the summer months to gather data about university students' school-to-work transitions, examining how higher education serves as a strategy for social mobility.

"Schools are important political venues," he says. "They're places where we learn about what the nation is, what counts as politically acceptable, our history, our collective memory."

## Building bridges

Formal citizenship—legal rights and claims that people have in relation to the state—differs from cultural and social citizenship, which describes how people identify and are recognized as members of a larger group, according to Shirazi.

With his research and teaching, he hopes to provide school leaders and educators with insights to bridge the gap that can occur between the two.

"It's important to try to bring these two approaches together," he says. "Political rhetoric right now is pointing to different tiers of citizenship for different kinds of people."

A second-generation American himself, Shirazi knows his experiences help him see educational issues of race and culture not just as a teacher or researcher but also as someone who shares experiences with the students he studies.

Shirazi sees hope. He is encouraged by student activism that makes this a compelling time to be in the field.

"We are in a historical moment that is incredibly important, challenging, and yet exciting," he says. "Look at the recent organizing and collective action that helped us declare this university to be a 'sanctuary campus' for undocumented students."

Here and in other institutions, he observes, students and educators are questioning the meaning of what it means to be educated—educated for what purposes, and for what kind of citizenship and social membership?

"These questions matter because education and schooling in particular are implicated in how we think about our politics, about economic opportunity, and about social change," says Shirazi. "As long as we are willing to question and willing to look critically at what is being proposed in our interests, I think we will have a fighting chance."

—Ellen Fee

Read the full story at [connect.cehd.umn.edu/citizens-in-the-classroom](http://connect.cehd.umn.edu/citizens-in-the-classroom).

## Honored

**Stephanie Carlson** (child development) has been awarded the Distinguished McKnight University Professorship, which honors the U's highest achieving mid-career faculty. Carlson is an internationally recognized leader in the study of executive function. She will receive a grant for research and scholarly activities and carry the title throughout her University career.

**Robin Coddington** (educational psychology) and her co-authors on the paper "Manipulating Treatment Dose: Evaluating the Frequency of a Small Group Intervention Targeting Whole Number Operations" earned the Samuel A. Kirk Award awarded by *Learning Disabilities Research & Practice (LDRP)*. The award recognizes excellence in professional journal articles that have been published in *LDRP*.

**Ted Christ** (educational psychology) was recognized by the editors of the *Journal of School Psychology* for a paper he and his students published in 2013. The article, "Curriculum-based measurement of oral reading: Multi-study evaluation of schedule, duration, and dataset quality on progress monitoring outcomes," was named one of the top-five most-cited works in the journal in 2014, 2015, and 2016.

**Mark Davison** (educational psychology) has been named a recipient of the Outstanding Contributions to Graduate and Professional Education Award, one of the University's highest teaching honors. He is the John P. Yackel Professor in Educational Assessment and Measurement.

Professor emeritus **David W. Johnson** (educational psychology) was awarded

the American Psychological Foundation Gold Medal for Life Achievement in the Application of Psychology. Johnson has authored more than 500 research articles and book chapters and more than 50 books.

**Muhammad Kalifa** (organizational leadership, policy, and development) was appointed as the Robert Beck Chair of Ideas beginning July 1. A second Robert Beck Chair of Ideas was added to the position of dean of CEHD, and **Jean Quam** will be the first CEHD dean to serve as that chair.

**Kelly Nye-Lengerman** (Institute on Community Integration) received the Association of University Centers on Disabilities Young Professional Award. The award is presented to professionals under the age of 40 in the disabilities field who have demonstrated dedication and commitment to people with developmental disabilities and their families through their work as a bridge between the academic sector and the community.

**J. B. Mayo** (curriculum and instruction) received the Josie R. Johnson Human Rights and Social Justice Award. The award honors Dr. Josie R. Johnson in recognition of her lifelong contributions to human rights and social justice, which guided her work with the civil rights movement, years of community service, and tenure at the University.

**Tai Mendenhall** (family social science) received a Wingspread Award from the Collaborative Family Healthcare Association. Wingspread honorees are individuals who embody innovative spirit, tenacity, and entrepreneurship and who have positively influenced the



Award for Global Engagement recipient Michael Paige, right, was introduced by colleague John Cogan.

lives of their mentees and colleagues through their work.

Professor emeritus **R. Michael Paige** (organizational leadership, policy, and development) received the 2016 Award for Global Engagement. Co-founder of the Comparative and International Development Education master's and doctoral programs, Paige was recognized for his outstanding contributions to global education and international programs.

Professor emeritus **Jim Ysseldyke** (educational psychology) received the 2017 award for "outstanding contributions to the profession of school psychology" from the Council of Directors of School Psychology Programs.

## New faculty



Blanca Caldas Chumbes

**Blanca Caldas Chumbes** (assistant professor, curriculum and instruction) focuses on bilingual education and pre-service

bilingual/language teacher education. She has a Ph.D. from the University of Texas–Austin.



Samuel David

**Samuel David** (assistant professor, curriculum and instruction) focuses on literacy development of culturally and linguistically diverse students

in mainstream classrooms and on teacher learning of translingual and culturally responsive pedagogies. He received his Ph.D. from Vanderbilt University.

## Appointed and elected

**Anab Gulaid** (Institute on Community Integration) was invited to join the National Advisory Committee for the Diversity and Inclusion Training Action Plan, a one-year project funded by the Administration on Intellectual and Developmental Disabilities, Administration for Community Living, U.S. Department of Health and Human Services.

**Megan Gunnar** (child development) has been elected to membership in the National Academy of Education, one of the highest honors in the academy, based on outstanding scholarship related to education. She will play a role in the academy's professional development programs and serve on expert study panels to address pressing issues in education.

**Katie Johnston-Goodstar** (social work) was appointed by Gov. Mark Dayton to

serve on the Young Women's Initiative of Minnesota. The initiative is a first-of-its-kind partnership between the Women's Foundation of Minnesota and the State of Minnesota. It is a public-private partnership and a multi-year, multi-million-dollar investment to achieve equity in opportunities and to improve the lives of young women.

**Gillian Roehrig** (curriculum and instruction) was elected president of the Association for Science Teacher Education (ASTE), a nonprofit professional organization composed of

more than 800 members from countries around the globe. ASTE promotes excellence in science teacher education worldwide through scholarship and innovation.

**Thomas Stoffregen** (kinesiology), director of the Affordance Perception-Action Laboratory, was appointed to the editorial board for *Gait & Posture*, one of the pre-eminent journals in the field of movement science. The journal is a vehicle for the publication of up-to-date basic and clinical research on all aspects of locomotion and balance.

## In memoriam



Clifford Hooker

**Clifford Hooker**, professor emeritus and a national expert in school law, passed away on November 15 in St. Paul

at the age of 96. He was known as a master teacher, mentoring students and fostering internships, always engaged in the community.

Born in Illinois, the son of a sharecropper, Hooker excelled in school. He served in World War II aboard the *USS Massachusetts*, then worked in Illinois public education as a shop teacher, principal, and superintendent. He completed his Ed.D. at Indiana University.

In 1958, Hooker joined the U of M faculty, from 1964 to 1972 chairing the Department of Educational Administration, which would become the Department of

Organizational Leadership, Policy, and Development. He founded the Educational Administration doctoral track and was influential in a 1965 restructuring of the college that reduced hierarchy and fostered faculty participation in decision-making. An outdoor enthusiast, he built a cabin on Pelican Lake that he shared for departmental retreats.

Hooker helped to found the Midwest Council for Educational Administration in 1971, which included higher education institutions from North and South Dakota, Wisconsin, Iowa, Manitoba, and Minnesota. He also served beyond his official retirement in 1991 for a total of 30 years as the editorial advisory committee chair for *West's Education Law Reporter*.

Hooker is survived by his wife, Leslie Gerstman, their daughter Sarah, and two grandchildren. Gifts in his memory may be made to the Educational Evaluation and Policy Studies Fellowship, Fund #6027, University of Minnesota Foundation.



## A force for families

Belle Yaffe, '70, followed her values to a career in special education and social services

**BELLE YAFFE'S CALLING** springs from her family's membership in the Turtle Mountain Band of Chippewa in North Dakota.

As children, her parents were forced to leave home to attend mission-run Indian boarding schools that aimed to replace their culture and values. Her father, who served as a B17 pilot in World War II, faced discrimination when he returned from military service and tried to get a job. After searching for work throughout the western United States and Alaska, he and her mother relocated to the Twin Cities suburbs, where her father started a carpentry business and the family faced challenges as the only people of color in their neighborhood.

These stories of oppression had an impact on Yaffe. At the same time, her family maintained a sense of humor and

laughed a lot, which drew her to family-related work. She was inspired to work with families and children, particularly people of color, throughout her life.

Yaffe was the first person in her family to attend college, enrolling at the University because it was affordable and she knew she would get a good education. She wasn't sure what major to pursue, but she wanted to make a difference.

"I just followed my values," she says.

Her values, and the guidance of professor Dewey Force, led her to the special education program. The late Dr. Force—whom she calls "my driving force"—also helped her get a scholarship that allowed her to move from home into a quieter living situation with fewer family obligations. She volunteered, participated in student groups, and minored in art history.

After graduation, Yaffe went to work as a special education teacher in St. Paul. Students were bussed to her classroom because their home schools lacked special-education programs. Despite the distance, Yaffe made an extra effort to get parents involved, with home visits and field trips that built trust. Thanks to persistence and supportive colleagues, Yaffe remained in the job for several years. When she left teaching to raise her three sons, she remained active as a school volunteer.

When Yaffe returned to work, she became a therapist at a family social service agency, where she worked with lesbian, gay, bisexual, and transgender (LGBT) individuals, women getting out of prostitution, and "whoever walked in the door." Recognizing how hard it was for families living in poverty to travel to appointments, she went to their homes.

"It was very honoring to be invited into their homes," she says. "I felt blessed to have a great job."

Eventually Yaffe established a private counseling practice with a focus on the Native American, African American, and LGBT communities and worked with the Indian Health Board.

Today, Yaffe sustains her passion for working with children through a pet therapy program, training her dogs to visit classrooms with students with severe disabilities. She makes jewelry for fun and travels with her husband, spending time with family in Colorado. Yaffe also is an active partner in her late father's business and continues his legacy of philanthropy, especially in the Native American community.

In 2016, Yaffe was recognized with a CEHD Distinguished Alumni Award in recognition of her life's work in serving the needs of diverse children and families.

"Because of the University of Minnesota," she says, "I had a chance to have this wonderful life."

—Ann Dingman

**FROM THE  
PRESIDENT**

JAN ORMASA, M.A. '74  
SPECIALIST  
CERTIFICATE '90



At the end of this year, I will be passing the presidential gavel to Vice President Mark Groves. So at this time, I hope you will allow me to reflect on my service to the board and the college.

It has been an honor to serve as vice president and president over the past three years. I strongly believe that as a board we are engaged in important work. It is exciting that undergraduate and graduate students now participate on our board. Our networking events create and build lifelong connections with alumni, students, faculty, and staff. We are learning how to advocate with legislators in support of higher education funding. We have been inspired by learning about the great research and outreach of our faculty and staff in CEHD.

Furthermore, I am astounded by the transformational work that our alumni are pursuing with such passion and excellence. Celebrating alumni in a variety of settings is enlightening, and I have appreciated the opportunity to meet and learn from many amazing leaders in their fields.

And, last but not least, it is so joyous to celebrate commencement every May with our graduating students. I never cease to be amazed at the diversity and achievement of our graduates.

Thank you for inspiring, creating, connecting, and building relationships. Together we, as an alumni community, are a powerful force, and together we can accomplish great things. I am honored to have served you in this role.

Adios! Hasta la vista!

**Stay connected to CEHD and the University of Minnesota! [cehd.umn.edu/alumni](http://cehd.umn.edu/alumni)**

**1940s**

**Amy Jean Homblade Knorr** (M.S. '45) celebrated her 100th birthday on November 28 in Arizona, right. She went on to earn her doctorate and pursue a faculty career, serving at the University of Minnesota, Michigan State U, and the U of Arizona. She and her late husband, Philip Knorr, have been proud supporters of the U. Congratulations!

**James M. Becker** (B.S. '47, M.A. '49) passed away on November 18. Serving on the faculty at Indiana University, he initiated, developed, and advocated for global education curriculum standards for school systems in addition to creating teacher-training programs, becoming known as the Father of Global Education.

**William Dunstone** (A.A. '47) passed away on November 10 at the age of 91. He



was a 25-year retiree of the Minneapolis Police Department, a 63-year member of the Minneapolis Police Band, and a graduate of Roosevelt High School. During World War II he served in the Navy aboard aircraft carrier *USS Saratoga*.

**Caldon Norman** (B.S. '49), born in Minnesota and a POW in World War II, passed away on January 29 in Portland, Oregon. He was 91. He began teaching in Portland in 1949 and was a passionate educator and believer in public education.

**1950s**

**Clyde Parker** (Ph.D. '57), who served on the educational psychology faculty 1965–83, including several years as chair, passed away on October 9 at the age of 89. He served most of his career in Utah. "Clyde was one of those professors who influenced the thinking of so many of



Hats off to our distinguished alumni! The college honored 19 alumni in November with the CEHD Distinguished Alumni Award. All are community builders and leaders who have made a positive difference in the lives of children, youth, families, schools, and organizations and whose achievements bring honor to the college. Back row (L–R): **Louellen N. Essex** (Ph.D. '79), **Curtis L. Swenson** (M.A. '60), **Gretchen M. Stein** (Ph.D. '85), **Dean Jean Quam**, **Jill K. Linder** (B.S. '76), **Kevin S. McGrew** (Ph.D. '89), **Robert D. Enright** (Ph.D. '76), **Mary Ann E. Nelson** (Ph.D. '80), **Susan R. Madsen** (Ed.D. '01). Seated (L–R): **Carole A. Gupton** (Ph.D. '86), **Daniel P. O'Keefe** (M.A. '74), **Belle M. Yaffe** (B.S. '70), **Elizabeth L. Craig** (B.S. '73), **Chace B. Anderson** (Ph.D. '96), **John R. Anderson** (B.S. '77), **Ganie B. DeHart** (Ph.D. '90). Not pictured: **Theresa F. Battle** (Ed.D. '15), **Patrick J. Campbell** (B.S. '54), **Russell J. Skiba** (Ph.D. '87), **Charles A. Walkinshaw** (M.A. '89). Read about recipient Belle Yaffe on page 27.



his students and who also was the quintessential supporter of developing talent of people from diverse backgrounds," says Avatar Research Institute president Anna Duran

(Ph.D. '82), a former advisee. "He left a premier legacy of educational psychology professionals who went on to make extensive contributions to whatever fields that they pursued."

## 1960s

**Paul Pedersen** (M.A. '66) passed away on January 11 at the age of 80. He was the author of more than 50 books on multiculturalism and taught several years

in the counseling and student personnel psychology program in the 1970s before becoming a professor. Pedersen studied and lectured worldwide on the importance of international and cultural similarities and differences, including years at the U of Hawaii, Syracuse U, and Harvard. He was a recipient of the American Psychological Association's lifetime achievement award.

## 1970s

**Robert Bloom** (Ph.D. '73) is chair of the Illinois Child and Family Services Advisory Council. He is a past recipient of the CEHD Distinguished Alumni Award and has continued his work on behalf of children and families with special needs.

**Barbara W. Shank** (M.S.W. '73, Ph.D. '93), dean of the School of Social Work at St. Catherine University–University of

St. Thomas, has announced she will step down as dean at the end of this academic year. Before retiring in 2018 after 40 years of service, she will spend a year compiling and archiving a history of the program.

**Richard Ugland** (Ph.D. '75) passed away December 3. He was a professor and department chair for the graduate program in rehabilitation counseling at Mankato State University.

## 1990s

**Richard Senese** (M.A. '92, Ph.D. '97) was named president of Minneapolis-based Capella University in November after serving as interim. He previously served 13 years in leadership at U of M Extension and has taught at St. Olaf College, Metropolitan State U, and College of St. Scholastica.



## NETWORKING WITH GRAD STUDENTS

More than 125 CEHD alumni and graduate and professional students got together for an evening of networking at McNamara Alumni Center on February 17. “Finding Success in Our Diverse and Global Society—Advancing Our Professional and Academic Careers Together” was designed especially for CEHD students, with a reception and panel of alumni who spoke about their career paths. The theme proved timely. Many international students attended, who described the experiences, uncertainty, and confusion in recent months that interfere daily with their ability to make progress toward their goals. “All graduate and professional students should have an opportunity like this to connect with alumni who support us,” says doctoral student **Takehito Kamata**. “It is important for us to learn leading professionals’ experiences and perspectives on the career advancement process.”

**Julie Critz** (M.Ed. '93), superintendent of Alexandria Public Schools, is a recipient of the 2017 Kay E. Jacobs Memorial Award from the Minnesota Association of School Administrators.

**John L. Hoffman** (M.A. '97, Ph.D. '00) was inducted in March as a Pillar of the Profession by NASPA: Student Affairs Administrators in Higher Education. He is associate professor and chair of educational leadership at California State U-Fullerton.

### 2000s

**Leonard Goldfine** (Ph.D. '03) passed away on February 3. He was a gifted composer and lover of music, family, friends, and education.

**Jacalyn Wright Weissenburger** (Ph.D. '03) is interim provost and vice chancellor of academic affairs at the University of Wisconsin-Superior.

**Jeanne d’Arc Gomis** (M.A. '05) is the director of study abroad programs at Arkansas State University. A graduate of the comparative and international development education program, she began her career in Senegal and is fluent in six languages. She previously held positions at International Student Exchange Programs (ISEP) and Appalachian State University.

### Share your news

Land a new job? Celebrate a professional milestone? We want to share your news in *Connect*. Submit an alumni note online at [cehd.umn.edu/alumni/news](http://cehd.umn.edu/alumni/news). Need to update your contact information? [update.umn.edu](http://update.umn.edu)

CEHD Alumni and Friends on 

CEHD Alumni & Student Networking

Group on 

UMN\_CEHD\_Alumni on Twitter 

## Congratulations, great teachers!

Among the nominees for Minnesota's 2017 Teacher of the Year are CEHD alumni. This year's winner, to be selected by a 25-member panel of community leaders, will be announced on May 7. Congratulations to all our alumni nominees!

- + **Lynn Adams** (B.S. '81),  
Big Lake High School
- + **Holly R. Johnston** (B.S. '92),  
Phalen Lake Hmong Studies  
Magnet School, St. Paul
- + **Debra Sauke** (M.Ed. '94),  
Plainview Elgin Millville Schools
- + **Heidi L. Haugen** (M.Ed. '97),  
Kenyon Wanamingo School District
- + **Corey Bulman** (M.Ed. '06), Mound  
Westonka High School
- + **Elizabeth Harwood** (M.Ed. '06),  
Kasson-Mantorville Schools
- + **Charity Przepiora** (M.Ed. '07),  
Roseville Area High School
- + **Alex Berry** (M.Ed. '08), Folwell  
Performing Arts Magnet,  
Minneapolis
- + **Daniel Bordwell** (M.Ed. '10),  
Anoka-Hennepin Schools
- + **Marsha Wilson** (M.Ed. '11),  
Banfield Elementary School, Austin
- + **Marie Hansen** (M.Ed. '12),  
Burnsville-Eagan-Savage School  
District
- + **Daniel Haley** (M.Ed. '15),  
Liberty Elementary, Big Lake  
Schools
- + **Alison Humpal** (M.Ed. '15),  
Columbia Academy,  
ColumbiaHeights

**Lori Spangler** (M.A. '05) recently published *Miles of Memories: One Woman's Journey to All 50 States*.

**Natasha Mortenson** (M.A. '06) has been an agriculture teacher for 14 years with the message that "caring about agriculture is caring about your life." She helped to create a dairy calf lease program to help youth get involved in 4-H with a livestock project without having to buy an animal.

**Christopher Hesselbein** (M.Ed. '09) teamed up with Larry Zurcher to support teachers with innovation education strategies in Lake Oswego, Oregon. They are the district's first Teachers on Special Assignments (TOSA) since 2000.

## 2010s

**Anne D'Angelo** (M.A. '04, Ph.D. '10), assistant dean for global initiatives in the Carlson School of Management, received the University's 2016 Award for Global Engagement.

**Laura Hegeman** (M.Ed. '14) was named a Teacher of the Year in Prior Lake-Savage District 719.

**Laura Willemssen** (Ph.D. '16) won the Comparative and International Education Society (CIES) Outstanding Dissertation Award for "Embodying Empowerment: Gender, Schooling, Relationships and Life History in Tanzania." Her dissertation was cited for its academic excellence, originality, and empirical rigor.



## MEETING UP AT MINNE-COLLEGE

The power of relationship was the theme of a lecture by our own **Clayton Cook**, assistant professor of educational psychology, at Minne-College in Naples, Florida, on February 4. Each year, CEHD alumni are among the U's many alumni and friends who get together for a day of learning and socializing, one in Florida and another in Arizona. This year representatives of the college attended a breakfast for CEHD alumni before each program. Clockwise from left: Lenny and **Joyce Klonc** (M.Ed. '81) at the Arizona reception; Clay Cook talked with alumni at the Florida reception; in Arizona, L-R, Julianne Bye, Marilyn Sackariason, **Mary Endorf** (Ph.D. '87), Tim and **Marilyn Leaf** (B.S. '68, M.A. '77), and **Dona Wagner** (B.S. '63).



# improving lives

A CAMPAIGN FOR THE COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

## A Really Big Deal

Reaching goals of all kinds is a big deal. Getting to 10,000 steps for the day on your Fitbit, finishing a book for your book group, making the sale that puts you over your quota for the month, paying off a loan or mortgage—all are important.

When Dean Quam and I started talking about doing a fundraising campaign for the college back in 2010, it seemed like a very big deal. While the dean had very clear priorities, and we had a long history of philanthropic gifts, we really had no idea whether enough people would be persuaded that what the college was doing was important. We set what at the time seemed like a formidable goal: \$62 million.

Now, in February 2017, we have exceeded that goal—thanks to more than 6,000 donors who have contributed \$62,812,611 to date. Gifts have been made to support students, faculty, global study, research, community partnerships, and innovation. Reaching this goal a year and a half early is a remarkable achievement for a college of education and human development—a really big deal.

And we aren't done yet. Stay tuned for Improving Lives, Phase 2. With your help, we will continue to do great work.

Lynn Slifer  
Director of external relations

**6,652 donors**  
**\$62,812,611 raised**  
**76% faculty & staff**  
**campaign participation**

[www.cehd.umn.edu/giving/improving-lives](http://www.cehd.umn.edu/giving/improving-lives)



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## Improving Lives blog brings CEHD research to readers worldwide

CEHD is engaged in research on diverse topics like educational equity, autism, and classroom learning technology with one goal in mind: improving the lives of people in Minnesota and around the world. For the past five years, an important part of the Improving Lives capital campaign has been its [ImprovingLives.org](https://www.improvinglives.org) blog, which translates groundbreaking research in the college into everyday language and practical tips for readers around the world. More than 150 CEHD faculty, staff, and alumni have contributed.

Each month the blog reaches an estimated 20,000 readers. It has been viewed in 182 languages and dialects, offering knowledge and guidance from CEHD professors and researchers. To date, it has welcomed more than 700,000 unique visitors and one million page views.

Readers have contacted us to tell us the blog has helped teach children to read in India as path out of poverty, helped a son in Pakistan care for his diabetic father, and guided parents of children with autism navigating daily life. It's a resource for teachers on the latest in classroom techniques, interventions, and learning technology tools.

[ImprovingLives.org](https://www.improvinglives.org) is another way that we at CEHD make sure that we put the knowledge we create into the hands of those who need it most. You can subscribe to the blog at [ImprovingLives.org](https://www.improvinglives.org).

## New gifts and commitments to the college

**MARVIN BAUER** has added a gift of \$556,500 to the Jean W. Bauer Faculty Fund in Family Economics and Policy in the Department of Family Social Science.

**RITA DAVERN** has committed a future gift of \$400,000 to the Department of Family Social Science to create the Rita Davern Scholarship in Parent Education.

**ROBERT JACKSON** has committed a future gift of \$205,000 to be added to the Signe E. and Arthur E. Jackson Memorial Scholarship for transfer students from Minnesota community colleges who intend to become teachers.

The college has received an additional gift of \$164,000 from the **DAN F. HUEBNER** estate to support the Bonnie Westby Huebner Endowed Chair in Education and Technology, currently held by Aaron Doering.

**THE EMERALD FOUNDATION** made a gift of \$150,000 to support Dante Cicchetti's transformational and internationally recognized work in child psychology.

**PAT** and **SHIRLEY CAMPBELL** made a gift of \$100,000 to foster and support strategic initiatives in pursuit of the college's mission, especially where support can have a transformational impact in educational innovation and success.

**MARGARET CARLSON CITRON** and **PAUL CITRON** have committed \$50,000, with an anticipated match of \$50,000 from **MEDTRONIC**, to support research in autism spectrum disorder being conducted by Jed Elison in the Institute of Child Development.

**DINA DENO** made a future gift of \$42,000 to the Stan Deno CBM Research Fund to support research activities related to curriculum-based measurement and progress monitoring.

**JILL MITHUN** has added a gift of \$35,000 to the Jacqueline R. Mithun Fellowship in the Department of Curriculum and Instruction.

**THE NCAA OFFICE OF INCLUSION** made a gift of \$28,000 to the Women and Sport Leadership Fund in the School of Kinesiology.

**ANN DRINKWALTER** made a gift of \$25,000 to create the Roger W. and Ann T. Drinkwalter Fellowship for Nutrition Research in the School of Kinesiology.



### DID YOU KNOW?

## CEHD is a big umbrella

When you think about the College of Education and Human Development, you probably think of programs such as teacher preparation or special education. But CEHD is as broad as it is deep. Here is a sampling of some research and program areas you might not expect to find housed under the CEHD umbrella!

### AMBIGUOUS LOSS

Ambiguous loss is a loss that occurs without closure or understanding. It leaves a person searching for answers and thus complicates and delays the process of grieving, often resulting in unresolved grief. Someone lost in a tragedy without recovery of their body is an example of ambiguous loss. So is the loss of a familiar loved one to dementia or addiction. Professor emerita of family social science Pauline Boss was a pioneer in ambiguous loss. Her work has led to creation of resources to assist people in understanding and coping with this type of loss. [www.ambiguousloss.com](http://www.ambiguousloss.com)

### ACTIVE AGING

There is strong evidence that aging is caused or accelerated by free-radical reaction with the cellular components of the human body throughout the life. A free radical is a molecule containing at least one unpaired electron that can damage tissue. The more free radicals in our bodies, the harder it is to support healthy aging. This process underlies many age-related degenerative problems such as

sarcopenia, Alzheimer diseases, cardiopulmonary disorders, and cancer. At the same time, our body produces antioxidant enzymes, the counterforce to remove and restrict free radical generation.

A strong interest of Professor Li Li Ji in the School of Kinesiology is seeking physiological and nutritional strategies that could enhance antioxidant defense and prevent age-related health deterioration. His research team studies mechanisms causing these problems and explores strategies to benefit older people. They emphasize regular physical activity, which has been shown to enhance antioxidant defense, and maintaining proper nutritional intake throughout the lifespan. [www.cehd.umn.edu/Kin/people/llji.html](http://www.cehd.umn.edu/Kin/people/llji.html)

### HUMAN RESOURCE DEVELOPMENT

Ongoing education is vital to the success of individuals, businesses, and organizations. Human resource development trains students in the skills needed to offer critical workplace training and development, to manage effectively, and to communicate successfully. This discipline is great preparation for working in human resources, directing a nonprofit, or coaching adults in career and life skills. [www.cehd.umn.edu/olpd/undergrad-programs/HRD](http://www.cehd.umn.edu/olpd/undergrad-programs/HRD)

### GIRLS AND WOMEN IN SPORT

The Tucker Center for Research on Girls and Women in Sport is an interdisciplinary center—the first of its kind in the nation—dedicated to exploring the impact of sport, recreation, and physical activity on the lives of girls and women. The center focuses not just on research but also on education, community outreach, and public service. Current research and outreach have focused on media coverage of women athletes and the state of women in coaching. [www.cehd.umn.edu/tuckercenter](http://www.cehd.umn.edu/tuckercenter)





# Giving matters

**BILL WOODSON WAS WORKING FULL TIME** when he started graduate school. Then his job was eliminated—but he stayed the course. He seized the opportunity to deepen his involvement in campus life, becoming vice president of a student organization and creating events to connect students with employers. His dissertation relates to an initiative he designed to help the U facilitate enhanced police–community relations by increasing representation of police officers of color. His research has led to guest radio appearances and moderating police–community town hall meetings.

A Bergauer Fellowship has made all the difference.

“Not having to take on additional work responsibilities has been a blessing,” says Woodson. “It gave me a chance to broaden my community engagement. Building relationships takes time. It would be very hard to sustain this level of engagement and make progress towards my Ph.D. without the fellowship.”

The fellowship was created by alumna Judith Bergauer, Ph.D. '91, a former teacher, special education administrator, and principal, and her husband, Edward, a retired software engineer with Lockheed Martin.

“The scholarship support we received transformed our lives, and we wanted to do the same for others—especially for future educational leaders who will impact the lives of so many,” says Judy. The Bergauer Fellowship supports strong, full-time graduate or professional students in the Department of Organizational Leadership, Policy, and Development who have overcome obstacles in their lives and are forging careers as educational leaders.

Master’s student Emily Horton is already working to increase access and completion rates for people historically left out. Last summer she traveled to communities in northern Minnesota conducting seminars for educators on reducing micro-aggressions, those small or subtle but often powerful actions and messages that undermine and discourage students. The Bergauer Fellowship is helping her avoid adding to debt accrued as an undergraduate.

“My interest in equity and inclusion work really grew out of my own experience,” says Horton, “fighting to go to college, fighting to afford it, fighting to see myself represented in my classrooms.”

“Easing the burden of debt will allow me to make a living when I graduate.”

—EMILY HORTON, master’s student, higher education

**CE+HD**

College of Education + Human Development

UNIVERSITY OF MINNESOTA

**Driven to Discover**<sup>SM</sup>

DAVID ELLIS



“The fellowship allowed me to be fully involved in the student life of the University.”

—BILL WOODSON, doctoral student, higher education

Support student scholarships at [cehd.umn.edu/giving](https://cehd.umn.edu/giving)  
Contact us at **612-625-1310**

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There are many ways CEHD alumni and friends can stay connected to the college. We hope you'll join us at some of the events listed here or connect with us online. Visit [cehd.umn.edu/alumni/events](http://cehd.umn.edu/alumni/events) or call **612-625-1310**.

**CEHD Commencement**

May 11  
Mariucci Arena

Graduate and professional students  
12:30 p.m. procession, 1 p.m. ceremony

Undergraduate students  
5 p.m. procession, 5:30 p.m. ceremony

Minnesota Teacher of the Year Abdul Wright will give the commencement address at both ceremonies.

Info: [www.cehd.umn.edu/commencement](http://www.cehd.umn.edu/commencement)

**Educational Equity in Action II**

June 20–21  
University of Minnesota  
Minneapolis, West Bank

This year's theme is Working Across Schools and Communities to Enhance Social-Emotional Learning, with keynote speakers Dr. Martin Brokenleg and faculty members Mohammad Khalifa and Michael Rodriguez. See details on page 5.

Register: [www.gap.umn.edu/about/EdEquityInAction.html](http://www.gap.umn.edu/about/EdEquityInAction.html)

**WPLC Annual Awards Celebration**

June 13, 9–11:00 a.m.  
Town and Country Club, St. Paul

Join us for the 2017 Women's Philanthropic Leadership Circle annual awards celebration. Hear inspiring stories and celebrate the achievements of this year's award recipients. RSVP to [wplc@umn.edu](mailto:wplc@umn.edu).

**Improving Lives Blog**

ImprovingLives.org translates CEHD research into advice on topics ranging from literacy and autism to children's mental health. Subscribe today and become part of a community of academics, parents, and educators around the world. [improvinglives.org](http://improvinglives.org)

**Improving Lives**  
CEHD VISION 2020 BLOG