

Faculty Associates Networking Dinner

# Faculty Research with Children and Youth

Monday, September 9, 2013



SCHUBERT CENTER  
FOR CHILD STUDIES

In Memoriam:

Joseph F. Fagan, III



In Memoriam:

John H. Kennell



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# Eileen P. Anderson-Fye

## Anthropology

*Theme: Adolescent Well-Being in context of rapid cultural change*



**Project #1:**  
Longitudinal study of the well-being of the first high school educated cohort of young women in Belize



**Project #2:**  
College student psychiatric medication & services usage



**Project #3:**  
Global Fat Stigma: College students, upward mobility, & obesity stigma



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# Major Issues & Findings

- Importance of Subjective Experience and Meaning
- Globalization, Cultural Change, and Adolescent Health
- Developmental & Contextual Definitions of Well-Being
- Multi-Method, Longitudinal, Ethnographic Research Methods

# Policy Implications

- School-Based Mental Health Interventions
  - Global & Local
  - Primary, Secondary & Tertiary Education
- Clinical Practice
- Gender-Equitable Policy Review



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MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES



**Center on Urban Poverty and Community Development**  
**Claudia Coulton and Rob Fischer, Co-Directors**  
**David Crampton, Associate Director**

# Founded 1988—focus on communities and poverty

- Core DATA Resources
  - NEO CANDO—neighborhood indicators
    - Neo Data Collaborative—CSU, CCS
  - NST—parcel data portal
    - VAPAC, NPI, City, County, Land Bank
  - CHILD—longitudinal integrated data
    - IIC, CMSD, DCFS, ODJFS, ODH, OLDA, .....
- Affiliated Programs
- National Initiative on Mixed Income Communities
  - Mark Joseph
- East Cleveland Partnership
  - Mark Chupp

# Selected Current Projects

- Community research partnerships
  - Choice Neighborhoods
  - Promise Neighborhoods
  - Invest in Children
  - Pay for Success
- Neighborhood effects longitudinal studies
  - Family, neighborhood - 3<sup>rd</sup> grade guarantee (OERC)
  - Youth aging out of foster care outcomes (AECF)
  - Housing impacts- school readiness ( )
  - Neighborhoods and child maltreatment (NICHD)

# Dorr Dearborn, PhD, MD

Mary Ann Swetland Professor and Chair, Environmental Health Sciences



- **Current Research Projects:**
- National Children's Study, PI CWRU Study Center– [study population transitioning to NORC]
- Case Healthy Homes and Patients Program
- Residential Air Quality and COPD
- **Current Community Activities:**
- Co-Chair, Greater Cleveland Asthma and COPD Coalition
- Co-Chair, Invest in Children's Committee for Goal 2, Safe and Healthy Children
- Advisory Committee, Prevention Research Center for Healthy Neighborhoods, CWRU SOM

# Begun Center for Violence Prevention Research and Education

Schubert Center  
September, 2013

# Begun Center

- Applied community-based research and evaluation that seeks to bridge the gap between science and practice.
- Examples of our work :
  - Behavioral Health/ Juvenile Justice
  - Defending Childhood Initiative
  - Police Assisted Referral
  - Fugitive Safe Surrender
  - Integrated Co-occurring Treatment/ MST
  - Offender reentry and drug courts

# Begun Center

- **Findings and Policy Implications from our work**

- BHJJ: Over 2300 youth in EBT, significant reductions in trauma symptoms and offending, < 2% to ODYS; + 500K to expand '13
- DCI: over 8000 youth screened for trauma and violence
- PAR: 1762 calls to police generated 4664 referrals for service; improved resident perceptions of police
- FSS: over 40K persons voluntarily surrendered in 30 cities; over 80K warrants cleared; < 2% taken into custody
- ICT: Ohio Medicaid reimbursable; now identified as a Promising Practice; teams in Ohio and Montana
- Reentry: Cuyahoga County is the largest coordinated reentry initiative in Ohio; assessed via Pay for Success
- Drug court: 5 evaluations in CP and Muni courts; opiate use declines, TI-care, and reduced recidivism with treatment

# Children of Incarcerated Parents

Lolita M. McDavid, MD, MPA

Medical Director, Child Advocacy and Protection

Rainbow Babies and Children's Hospital

Professor of Pediatrics, CWRU SOM

# The Problem

- 52% of state and 63% of federal inmates reported having an estimated 1,706,600 minor children
- Between 1991 and 2007, children of incarcerated parents increased by 80%; since 1991, the number of children with a mother in prison more than doubled
- Black children were 7.5 times more likely and Hispanic children were 2.5 times more likely than white children to have a parent in prison
- Source: Bureau of Justice Statistic Special Report

# Working on the Problem

- The issue is so pervasive that Sesame Street has developed a bilingual, multimedia initiative
- Locally a coalition with key stake holders designing a strategic approach
- Training pediatricians to help families deal with the topic

The Grandmother Study  
Intergenerational Caregiving to Youth at Risk  
Grandmothers, Caregiving, Families & Transitions  
NIH NR005067

Carol Musil  
CWRU School of Nursing

**Primary focus:** Grandmothers as caregivers to grandchildren

**Secondary focus:** Grandchildren

**Design:** Longitudinal, mixed methods

**Collaborators:** Camille Warner, Jaclene Zauszniewski, May Wykle,  
Mark Singer, Nahida Gordon, Christopher Burant, Alexandra Jeanblanc

- **Major findings:**
  - **Grandmothers raising grandchildren:** Greater stress, depressive symptoms and persistence of these over time
  - Transitions to higher levels of caregiving: greater stress, strain, problems in family functioning and worsening health
  - **Grandchildren living with grandmothers:** concerns re: grandmother's health and meeting expectations for good behavior,
  - **Grandchildren living only with parents:** concerns about school and activities
  - **Children in all family structures:** worries about family members dying; fears of abandonment more frequent among children raised by grandmothers.
- **Policy implications:**
  - Ohio Grandparent/Kincare Coalition
  - Public Children's Services Association of Ohio
  - The Children's Bureau, Washington DC
- **New directions:**
  - Resourcefulness intervention development
  - Intergenerational

# Well-Child Care as Interactive Learning Experience

- Well-Child Care offers a unique opportunity.
- The checklist approach falls short.
- Reach Out and Read (ROR) is a model of an interactive learning encounter.



# Answers and Questions

- ANSWERS:

- For low-income, high risk families, Reach Out and Read results in:
- More reading aloud reported by parents.
- More reading aloud as “favorite activity.”
- Improved child expressive and receptive language.

- QUESTIONS:

- Does ROR improve the quality of reading aloud?
- Can doctors learn to reliably observe parent-child interactions during reading aloud?
- Can doctors learn to give developmentally-attuned feedback during well-child visits?

# Pain measures in children

- Longitudinal assessment of orofacial pain (TMJ disorders, bruxism, headache) in pediatric population.
- Validation of quality of life (QOL) measures in children age 5 and younger. QOL in children with complex medical needs.
- Changes in perceptions and QOL with access to dental care (acute, chronic, operating room).
- Pain and other facial sequelae (trismus, fibrosis, late dental and mucosal effects, dysguesia) associated to pediatric oncologic outcomes.

Andres Pinto

[andres.pinto@case.edu](mailto:andres.pinto@case.edu)

[andres.pinto@uhhospitals.org](mailto:andres.pinto@uhhospitals.org)

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# Oral pediatric health services

- Distribution of oral health care services across pediatric medicaid recipients.
- Characteristics of in hospital care of children in pediatric and general hospitals.
- Barriers for oral care follow up of children seen in emergency rooms.



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University Hospitals  
Case Medical Center

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Amy Przeworski, PhD

Department of Psychological Sciences

# Research topics



# Most Important Findings

- Parental criticism at pre-treatment impacts treatment outcome for OCD, not in symptom reduction, but in terms of general functioning (social, school) → even if treatment reduces symptoms, parent-child dynamics have long-term implications in the child's functioning. May be optimal to address parental criticism in treatment.
- Parents who reinforce dependency of their shy child in novel or fearful situations have children who demonstrate less pro-social skill with peers. This illustrates the importance of parenting behaviors in anxious children's functioning.

# Role of Pretend play in Child Development

## Sandra Russ

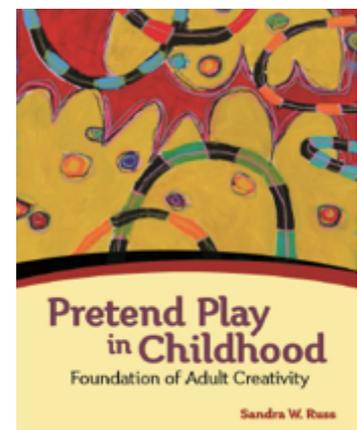
### Major Research Questions:

Are processes in pretend play (imagination; emotional expression) associated with creativity, coping ability, and other important areas in child development?

Can we measure these play processes?

Can we develop pretend play intervention modules that enhance processes in pretend play and, in turn, improve areas of functioning .

- Major Findings:
- Pretend play is associated with creativity, coping, and adjustment in children.
- Longitudinal prediction of creativity over a 4 year period (2 studies) and math achievement( 1 study)
- Affect in Play Scale has demonstrated reliability and validity in a large number of studies
- Promising play intervention modules. Need to do more studies to refine .
- All summarized in new book. “Pretend Play in Childhood: Foundation of Adult Creativity” Oct. 2013 APA Books
- 
- Policy Implications
- Use play assessment to measure creative potential in children.
- Make time for pretend play at home and at school. Hopefully, play modules ready to try in classrooms soon.



# Opportunity Neighborhoods for Latino and African American Children

## Research Team

Anna Maria Santiago, PhD, Case Western Reserve University

George C. Galster, PhD, Wayne State University

Albert F. Anderson, Public Data Queries, Inc.

Jackie M. Cutsinger, PhD, Wayne State University

Jessica L. Lucero, PhD, Utah State University

Georgios Kypriotakis, PhD, Case Western Reserve University

Rebecca Wiersma, PhD, Madonna University

Ana H. Sanroman, MSW, Wayne State University

12 doctoral and 12 master's students

**Timeframe:** Apr 2006-Feb 2008 initial data collection; 2010 interviews  
Retrospective survey covers childhood period from birth-18 (1970-2007)

**Theory:** Ecological models of human development; testing causal mechanisms (e.g., social disorganization, social capital, concentrated disadvantage)



JACK, JOSEPH AND MORTON MANDEL  
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# Primary Research Questions

**For Latino and African American children who spent significant periods during childhood residing in public housing:**

**Are there significant differences in their outcomes in six domains: health, education, engagement in risky behaviors, exposure to violence, marriage and fertility, and labor market participation that can be attributed to differences in their current or past neighborhood environments, all else equal?**

**What is the magnitude of those effects?**

**How do these effects vary by gender? ethnicity? Across developmental stages?**

**Are these effects contemporaneous, lagged, cumulative and/or nonlinear?**

**If yes, what are the neighborhood mechanisms producing the effects?**

# Key Findings to Date

- ❖ Prior work employing only census-based indicators may have overlooked important neighborhood effects because of limited contextual measures.
- ❖ Number of non-census based measures have proven to be significant predictors of child outcomes (e.g., environmental quality measures, parental perceptions of neighborhood social disorder, presence of neighborhood resources).
- ❖ Neighborhood contexts have both significant contemporaneous as well as cumulative effects on child outcomes.

## Policy Implications

- ❖ Well-conceived and operated scattered site public housing programs can yield significant improvements in child health and well-being.
- ❖ Good assisted housing policy can be good:
  - child health policy
  - educational policy

# Urban Health Initiative

- **Searchable inventory of campus-community partnerships**
- **Community Health Data Dashboard**
- **Early Childhood Obesity initiative**

**Amy R. Sheon, PhD, MPH**  
**Director, Urban Health Initiative**

Obesity Prevention in Early Care and Education Settings:  
Opportunities for Cuyahoga County



Prepared for Early Childhood Obesity Prevention Summit II,  
January 29, 2013



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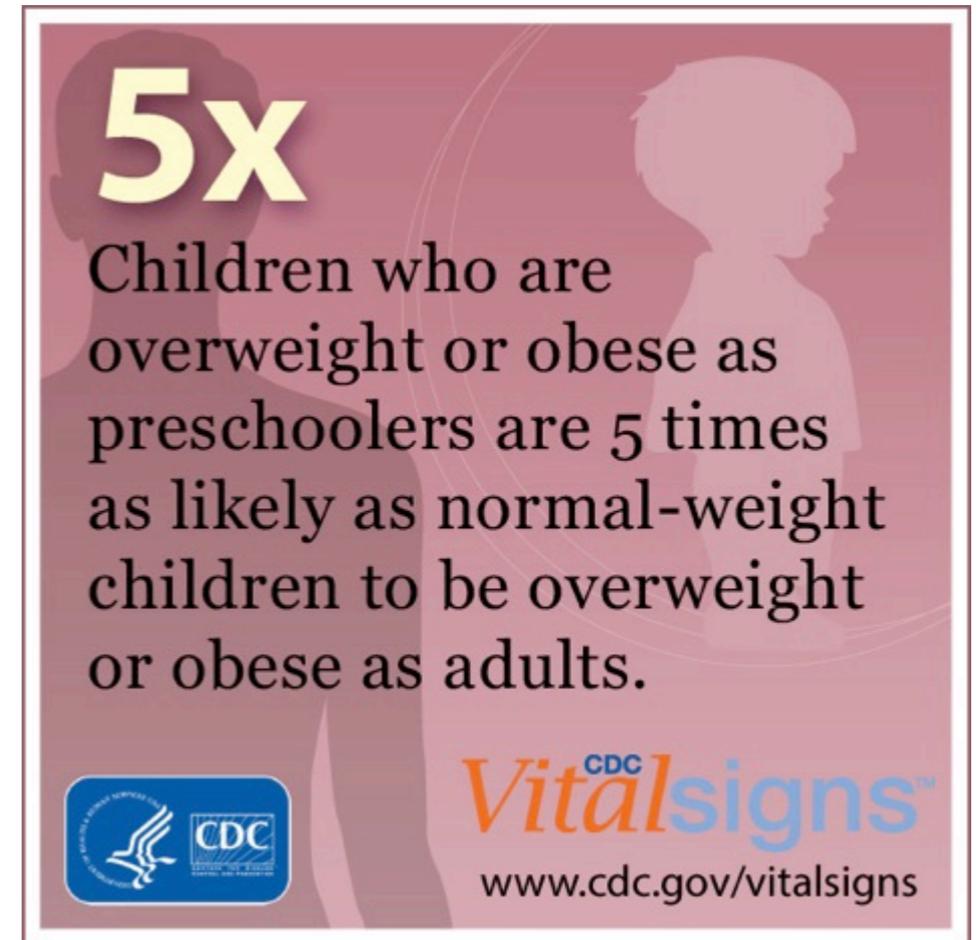


MT. SINAI  
HEALTH CARE FOUNDATION

Updated August 2013

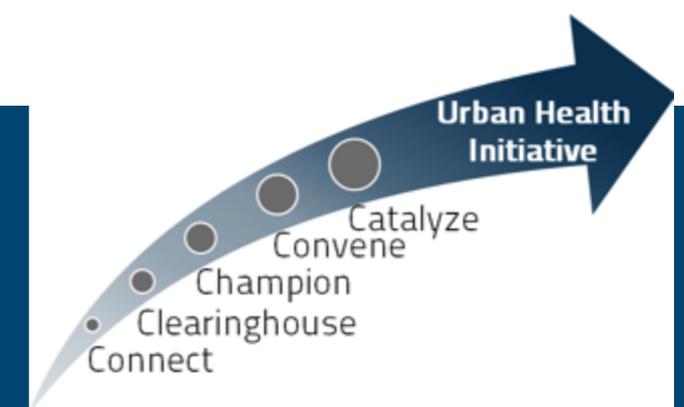
# Early Childhood Obesity

- Elevated among low income and minority populations
- Early period is key to development of healthy habits
- Rates plateauing elsewhere; not here
- Limited attention to child care settings



# Opportunity

- **Comprehensive initiative underway in county**
- **Development/adoption of wellness policies**
  - Physical activity
  - Nutrition
  - Feeding practices
  - Screen time
- **Training**
- **Pilot studies**
- **Interprofessional students engaged:**
  - Medical, Dental, Social Work, Nursing, MPH, Nutrition



# **The Diagnostic Utility of Play, Behavioral Ratings, and Cognitive Assessment in Understanding Preschoolers**

**Elizabeth J. Short, Ph.D.**

**Department of Psychological Sciences  
Case Western Reserve University**

1. Psychological Assessment pivotal in deciding the diagnosis and types of interventions a child with special needs receive.
2. Cognitive Assessment Expensive and time consuming.
3. Play – naturalistic, enjoyable, often less standardized so under utilized
4. Behavioral ratings subject to biases of raters and often diagnosis specific

**PLAY ASSESSMENT OUTCOMES & IMPLICATIONS:**  
Differences in Young Children by Type of Developmental Disability

DIAGNOSIS	TYPES OF PLAY	BEHAVIOR	COGNITION & LANGUAGE	AFFECT	PLAY AS A POTENTIAL EARLY INTERVENTION
<b>Typical</b>	Primarily symbolic play, with unique & well developed themes.	Conduct, hyperactivity, and learning levels normal.	Show normal levels of imagination, organization, and comfort at play.	High levels of Positive & Negative Affect.	N/A
<b>SLI</b>	Some imitative and novel play. Predominantly symbolic, but less so than typical.	Behaviorally compliant-patient & passive during instructions.	Highly engaged but quiet throughout play, lower complexity & organization. Low levels of verbalization.	Less Positive Affect in their play.	Medium to practice new linguistic skills.
<b>ADHD</b>	Numerous play themes. Underdeveloped and brief themes. Predominantly symbolic, but less so than typical.	Behaviorally energized; little downtime. Somewhat noncompliant. Did not wait for end of instructions before playing.	High ratings on cognitive aspects, comfort level comparable to typical. Very talkative.	High levels of Positive & Negative Affect.	Medium to increase self-control & sustained attention.
<b>ADHD + SLI</b>	Short-lived themes, with some novel and imitative play. Predominantly symbolic, but less so than typical.	Behaviorally energized and required considerable redirection.	Highly engaged but talkative throughout play, lower complexity & organization. Less talkative than ADHD but more so than SLI.	Moderate levels of Affect, but $\frac{2}{3}$ Negative.	Medium to increase self control, sustained attention & language.
<b>ASD</b>	Greater functional play; some imitative but no novel play.	Behaviorally compliant; patient & passive during instructions. Needed constant prompting to engage in play.	Lowest cognitive ratings on play; lowest level of organization. Not talkative.	More restrictive Affect was exhibited.	Play may be a useful medium for developing greater symbolic play.

## **Preliminary Findings Overall**

1. Cognitive Data useful for classifying our preschoolers: 50% overall.
2. Cognitive in conjunction with Behavioral ratings and Play : Prediction increased to 79%
3. Behavioral ratings were not very diagnosis specific: except ADHD rating scales
4. Play lent itself to greater specificity of intervention and required far less time

## **Policy Implications**

1. Play non-stressful way to glean a great deal of information about young children.
2. Should become a part of Head Start screening batteries
3. Play assessments are far less costly for school districts.

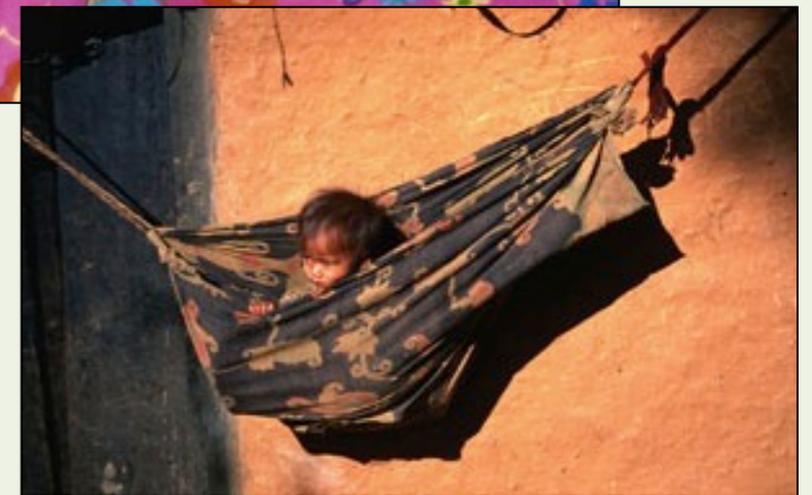
# Jim Spilsbury, Center for Clinical Investigation

## Research Interests

### Sleep in Violent Settings



### Sleep Across Cultures



### Neighborhoods, Violence, & Health



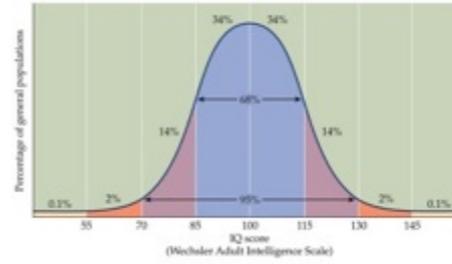
# Recent Research

- **Violence, Sleep, & Child Health (10/1/09 to 9/30/12)**
  - Funded by William T. Grant Foundation
  - Mixed–methods study examining effects of violence on children’s sleep and other health/behavioral outcomes
  - (One) Interesting finding – sleep environment is complex and dynamic
- **Neighborhood Factors & Child Maltreatment: A mixed–methods study (8/1/13 – 7/31/17)**
  - Funded by NICHD
  - Investigates how maltreatment rates are influenced by neighborhood conditions, availability of social services, and reporting/substantiation process.
  - Uses in–depth, qualitative data from neighborhood residents, agency workers, neighborhood experts; and 20 years of quantitative administrative data
  - Partners: School of Medicine (me), College of Arts & Sciences / Dept. of Anthropology (Jill Korbin), Mandel School of Applied Social Sciences (Claudia Coulton & David Crampton)
  - (One) Interesting finding – You’ll be the first to know!

H. Gerry Taylor  
Pediatric Neuropsychologist  
Pediatrics, Psychiatry, & Psychological Sciences

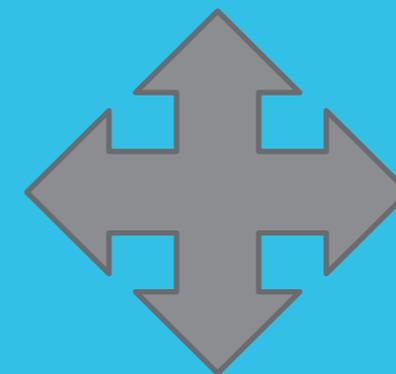
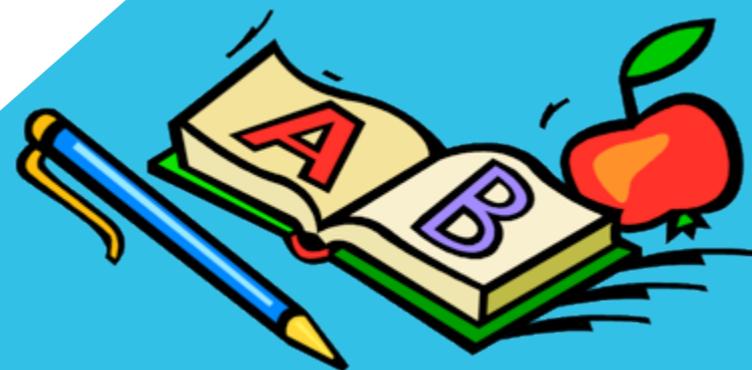
- Research Areas:
  - Low birth weight follow-up
  - Traumatic brain injury (TBI)
  - Genetics of speech-sound disorders with Barb Lewis
  - Neurobehavioral effects of tonsillectomy for sleep disordered breathing
  - Neuropsychological aspects of mania and bipolar disorder
  - Effects of prenatal exposure to HIV on early development (Kenya)

- **Significant Findings & Implications:**
  - Deficits are evident in preterm children at school entry in cognitive skills, learning, and behavior—shows importance of early identification and intervention.
  - Family interventions following serious TBI have positive effects on child behavior—demonstrates need to make interventions more widely available.
  - Genetic contributions to speech sound disorders can be identified—helps to refine diagnosis and treatment.
  - Children with mild TBI results in post-concussive symptoms which persist in some children—argues for need for closer monitoring after these injuries.
  - Tonsillectomies can improve some aspects of behavior—support potential benefits of this surgery.



Lee Thompson, Ph.D.  
 Professor and Chair  
 Department of Psychological Sciences

# What I study!



# Findings and implications

**Our work has helped us understand how reading and math ability and disability develop and interact with each other and with other dimensions of child behavior, for example anxiety, inattention, and hyperactivity.**

**Our findings may help guide policy decisions about diagnosis and treatment of learning disability and behavioral problems in children and adolescents.**

# Vera Tobin

- I'm a linguist and cognitive scientist who studies reading, writing, and joint attention
- How people keep track of who knows what in a narrative (not very well!)
- And the relationship between **co-readers of the same book** (or other written things)
  - How do people prioritize among different aspects of this scene?
  - How do people learn to navigate these complex referential situations? Gaze following, pointing, posture, shared construals, linguistic resources—pronouns in particular
  - So far, my published research mostly looks at highly literate, American adolescents and adults. SOON, I hope: looking at child/caretaker pairs and sociolinguistic variation

# Language and Cognition Lab

- **A new multiple-researcher lab in the department of Cognitive Science**
- Looking at language use and thought
- In face-to-face communication (including what we do with our bodies when we talk), in and about written language, and in other settings—in mixed media, in virtual environments, in interactions between humans and non-humans, and more
- **We are a group of researchers (mostly linguists) united by an interest in how humans communicate**
- Fey Parrill (director), Vera Tobin (me), Mark Turner, Todd Oakley, and our undergrad and MA research assistants
- We would like to collaborate more with colleagues working with children, and in different disciplines!
- Implications for early childhood education, the value of non-directed literacy-related play



Thank you for attending!

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