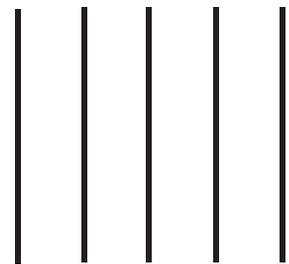




**SCHUBERT  
CENTER**  
FOR CHILD  
DEVELOPMENT



The First Five Years: 1997-2002

# ACKNOWLEDGEMENTS



The five year report was prepared by Donald K. Freedheim,  
with the assistance of Jill E. Korbin, Richard A. Settersten, Jr.,  
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# PREFACE



This report reflects the activities and accomplishments of the Schubert Center for Child Development at Case Western Reserve University during its first five years, 1997-2002. The Center was made possible by the widespread interdisciplinary interest and expertise on our campus concerning children, and the generosity of good friends of the university, most notable Helen and Leland Schubert, who sought to enhance the resources of our institution on behalf of children and families.

The Center reflects our vision for the College of Arts and Sciences as more than an academic entity within the walls of an ivory tower. We believe that the intellectual resources of the college are best used when faculty and students develop partnerships across the university and with the Greater Cleveland community.

The Center got off the ground quickly, funding research programs in the college and professional schools, sponsoring community conferences, and consulting with community agencies. Over the years, the Schubert Center has come to be recognized as a valuable resource promoting education and research that contributes to the well being of children, adolescents, and families.

As the Center enters its next five years, the college looks forward to its evolving role as a vital part of the university's commitment to the enrichment of our society.

—*Samuel M. Savin, PhD*

November 1, 2002

Dean, College of Arts and Sciences

# ORIGINS



The origins of the Schubert Center for Child Development are rooted in the Mental Development Center (MDC), an interdisciplinary clinical facility founded in 1959 at Case Western Reserve University, for the evaluation and treatment of children with mental retardation and developmental problems, and their families. Under the direction of Jane W. Kessler, PhD, professor of psychology, the MDC was the first university-based center for mental retardation and developmental disabilities in the United States. In the mid-1970s, Leland and Helen Schubert, Cleveland philanthropists who gave generously of their talents and resources to a host of causes promoting child welfare, social justice, education, and the arts, donated a significant grant to CWRU for general support of the MDC. Over the years, the MDC served hundreds of families in the northeastern Ohio area.

In 1994, the MDC left the university to become part of the Murtis H. Taylor Multi-Service Center. The corpus of the Schubert gift, however, remained with the university. John Bassett, then Dean of the College of Arts and Sciences, formed a committee chaired by Psychology Professor Joseph Fagan to determine the best use of the funds, which had grown considerably by that time. After consultations with campus, community, and national leaders in the area of child development, the Dean recommended to the CWRU Board of Trustees that the funds, along with other gifts, be used to establish a center for the study, exchange of information, and enhancement of interdisciplinary university programs in the area of child development.

The center was named in honor of Helen and Leland Schubert. When Dr. Schubert died in June 1998, at the age of 91, *The Cleveland Plain Dealer* wrote, “For the last 43 years, retired English Professor Leland Schubert quietly used his talents and resources. He and his wife Helen, who died in April 1997, received numerous honors and joint recognition over the years.” The Schubert Center is part of their legacy.

Another generous gift from the Cora Unger Brisky Endowment was added to the funds for research and programs in the areas of child development, mental retardation or mental illness. The Dorothea Wright Hamilton Endowment Fund also made a generous grant for the center’s start-up.

In 1997, the center was designated as one of the units of the College’s Interdisciplinary Centers and Programs and Psychology Professor Donald K. Freedheim, who had been one of the original staff members of the MDC, was appointed as the first director.

A major goal of the center has been to facilitate links among basic research, applied research and the community. In addition, the Schubert Center has aided in the transfer of technology from the laboratory to the field and in the communication of ideas from the field to researchers. The first mission statement for the center was as follows:

The Schubert Center for Child Development builds on existing faculty strengths and traditions at Case Western Reserve University, and on the potential for furthering connections in behavioral science between the university and the Cleveland community. The center encourages research in child development and sponsors conferences, lectures, and symposia to disseminate new findings in the field.

Initially, the director consulted with a number of organizations around the country, including the University of Pittsburgh Child Development Center and the Child Center at the University of Nebraska. In addition, about twenty other university centers with interests in children were contacted for information and insight on organization and operation.

One of the director's first tasks was to appoint an advisory committee consisting of university, community, and nationally known leaders in the field to help evaluate research proposals and to advise on program activities. The list of advisory committee members for the first five years is in the Appendix.

During its first five years of operation, the center fulfilled its mission through conferences, colloquia, participation in community projects, and by awarding grants to CWRU faculty involved in child and adolescent research. The center also established a communications network among interested university and community members through an annual newsletter and development of a website. These activities are continuing into the future, along with an enhanced mission, under the leadership of the new center co-directors Jill E. Korbin and Richard A. Settersten. A current staff list is included in the Appendix.

## UNIVERSITY & COMMUNITY ACTIVITIES



A major purpose of the Schubert Center for Child Development has been to further connections within the University and with the Greater Cleveland community to promote linkages between research and human services. Toward that end, it has sponsored conferences and research colloquia, co-sponsored activities and events on the CWRU campus and in the community, collaborated in community-based research, and contributed to a number of community programs through direct participation and in advisory roles.

### Conferences

In its first four years, the Schubert Center sponsored three community wide conferences to bring together University researchers, students, and service providers to engage in dialogue and to hear national experts and local leaders address critical issues affecting children and youth. All three conferences have drawn a wide representation among child-serving professionals and caregivers, child and family advocates, and community leaders.

**The 1999 Conference: *Innovations in Infancy Interventions*.** Conference chair: Lynn Singer, PhD, CWRU Professor of Pediatrics and Psychiatry.

The first conference, attended by approximately 350 participants, was held on the CWRU campus on October 15, 1999. Featured presenters were nationally recognized experts: David L. Olds, PhD, University of Colorado Health Sciences Center; Kathy Sanders-Phillips, PhD, California Endowment and UCLA Department of Pediatrics; Karen Pridham, PhD, RN, FANN, Professor Emerita, University of Wisconsin-Madison School of Nursing and Department of Family Medicine; Wilma Peebles-Wilkins, PhD, Boston University School of Social Work; Marc Bornstein, PhD, National Institute of Child Health and Human Development; and Anita Sostek, PhD, National Institutes of Health. Respondents and panelists included Kathleen Farkas, PhD, Mandel School of Applied Social Sciences (MSASS) at CWRU; A. Scott Dowling, MD, CWRU School of Medicine; Goldie Alvis, MSSA, JD, The Cleveland Foundation; and Bette Meyer, MA, Deputy Administrator, Cuyahoga County Board of Commissioners. A special event in the day's program was the presentation by former Commissioner and current Cleveland Mayor Jane Campbell of a proclamation honoring Jane W. Kessler, PhD, CWRU Professor Emerita and honorary member of the Schubert Center Advisory Board, to whom

the conference was dedicated. The proclamation noted her unique contributions and groundbreaking leadership on behalf of children, especially those with mental retardation and mental health needs.

**The 2000 Conference: *Enriching Children's Environment: Tunes, Touch, and Toys.*** Conference chair: Dennis Drotar, PhD, Professor of Pediatrics and Chief of Behavioral Pediatrics and Psychology, CWRU.

Held at the Landerhaven Center in Cleveland on October 13, 2000, the second Schubert Conference focused on the impact of earliest environmental experiences on the growth and development of infants and young children. It was preceded by an evening reception for the three keynote speakers held at the Children's Museum of Cleveland, which co-sponsored the event. The reception featured a musical program presented by children, which set the stage for the next day's presentation by James Caterall, PhD, of the University of California at Los Angeles, on "Involvement in the Arts and Human Development." Tiffany M. Field, PhD, of the University of Miami School of Medicine and Nova Southeastern University, described her pioneering work on infant massage in a presentation entitled "The Importance of Touch and Touch Therapies for Children." Craig Ramey, PhD, of the University of Alabama at Birmingham and an internationally known leader in the field of early intervention for infants and young children with, or at-risk for, disabilities and developmental delays, spoke on "Building Your Child's Foundation for Life." Professor Drotar, as conference chair, moderated a panel discussion with Robert G. Needlman, MD (Department of Pediatrics, CWRU School of Medicine), Angela Marie Pace, OT (Rainbow Babies and Children's Hospital, Cleveland), and Rosemary Rackl-Pierce (Children's Museum of Cleveland).

**The 2001 Conference: *Understanding the Impact of Violence on Children and Adolescents.*** Conference Co-chairs: Donald K. Freedheim, PhD, Professor Emeritus of Psychology; Jill E. Korbin, PhD, Associate Dean, College of Arts and Sciences and Professor, Department of Anthropology; and Richard A. Settersten, Jr., PhD, Associate Professor, Department of Sociology.

More than 300 participants considered this important and timely topic at the third Schubert Conference, which was held at The Forum in downtown Cleveland on October 21, 2001. As in previous conferences, the program featured keynote addresses by internationally known experts. James Garbarino, PhD, Co-Director of the Family Life Development Center at Cornell University, spoke on the ecological factors that promote or discourage youth violence. Alvin Poussaint, MD, Director of the Media Center of the Judge Baker Children's Center in Boston and Faculty Associate Dean of Student Affairs at the Harvard Medical School, closed the conference with an address on the important role adults play in preventing violence in children's lives. Another featured part of the day's program was a joint presentation by leading researchers on youth violence, Daniel Flannery, PhD, of the Institute for the Study and Prevention of Violence at Kent State University, and Mark Singer, PhD, of the Mandel School of Applied Social Sciences, CWRU. Also, community leaders Elsie Day, Program Coordinator, Cuyahoga County Children Who Witness Violence Program, and Michael Walker, Director, Partnership for a Safer Cleveland, presented local response to youth violence, including demonstration videos. At the beginning of the conference, Ms. Day presented a special commendation from the Cuyahoga County Commissioners to Professor Freedheim, recognizing his longtime community leadership and advocacy for children and youth and their families.

## Research Colloquia and Lectures

The first research-in-progress colloquium by Schubert Center grantees was held on October 26, 1998. About fifty CWRU faculty, students, and children's service providers heard progress reports of current Schubert Center-funded projects and engaged in dialogue with principal investigators.

At the second research colloquium, held on March 9, 2000, Bette Meyer, newly appointed Deputy Administrator for the Cuyahoga County Board of Commissioners, served as respondent following presentations on the theme, **Children's Mental Health: Medical and Community Linkages.** The presenters were Dennis Drotar, PhD, Terry Stancin, PhD, Jill Korbin, PhD and James Spilsbury, MPH.

In Fall of 1998, the Schubert Center, together with the CWRU College of Arts and Sciences, sponsored a presentation by William Glasser, MD, nationally known author of *Reality Therapy* and other works, and a pioneer in preventive mental health of children and adolescents. Dr. Glasser's presentation was given in Strosacker Auditorium, to an audience of about 300 faculty, students, and members of the community.

The Schubert Center and the Baker Nord Center for the Humanities jointly sponsored two lectures in the Spring of 2001. The first, "Other People's Children: Creating Child Protection in America (1870-1930)" was presented in February by Michael Grossberg, PhD, Professor of History at Indiana University. A second lecture in March by Gillian Brown, PhD, Professor of English at the University of Utah, was on "The Global Child: The Reach of Children's Literature."

## Conference Grants

The Schubert Center for Child Development has also contributed to the sponsorship of special conferences intended to bring child development researchers, clinical professionals, caregivers and others together to discuss specific issues affecting children and families.

The first such event was an invitational planning meeting on **Early Learning** at CWRU's Weatherhead School of Management, Dively Building on June 25-26, 1998, convened by Joseph F. Fagan III, PhD, Leffingwell Professor of Psychology. Funds were provided to develop plans for a conference for approximately 20 researchers in infant perception, cognition, learning, and language acquisition; experts on African-American culture; professionals who have implemented multi-site studies on the effects of intervention during the early years of life; and representatives from government, foundations, and private industry who would be involved in the production and distribution of the learning materials. In addition to research issues and needs bearing on early influences on intellectual development of infants and young children, discussion also addressed public health, community awareness, and research-based educational strategies that might be implemented for parents and professionals to foster children's optimal development. Discussants explored special materials and curricula for infants and toddlers (0-3) to enhance the quality of information processing as a foundation for effective learning and enhancement of knowledge among children from differing ethnic and urban backgrounds, and ultimately reduce the differential in IQ among these groups in our society.

The Schubert Center contributed to the sponsorship of **The Millennium Conference of the Great Lakes Society of Pediatric Psychology: Practice, Research, and Policy Concerning Interventions with Pediatric Populations.** This event, chaired by Dennis Drotar, PhD, Professor of Pediatrics and Chief, Division of Behavioral Pediatrics and Psychology, CWRU, and held at the Renaissance

Cleveland Hotel, March 30 and April 1, 2000, was the organization's second regional conference. Conference arrangements were coordinated by Terry Stancin, PhD, Associate Professor of Pediatrics, Psychology, and Psychiatry, MetroHealth Medical Center in Cleveland. In addition to a keynote address by Michael Roberts, PhD, Professor of Psychology, University of Kansas, the conference featured concurrent workshops on diagnosis and treatment of autism spectrum disorder, use of videotaped interactions in parent training, and Attention Deficit Hyperactivity Disorder, followed by presentations and symposia addressing a wide range of research, training, and clinical service issues in behavioral pediatrics.

In 2001, November 30-December 2, Schubert Center support brought distinguished speakers to address the **Conference of the International Society for Intelligence Research (ISIR)** at Case Western Reserve University. Organized by Douglas K. Detterman, PhD, Professor of Psychology, CWRU, the conference featured papers and symposia addressing cutting-edge theoretical and research issues bearing on human intelligence by more than fifty internationally known scholars, representing Austria, the Netherlands, Germany, the UK, Australia, Denmark, and Canada, as well as the United States.

### Participation in Community Programs

As a funding agency, the Schubert Center was invited to participate in the Cleveland Grantmakers Forum, now merged with the Donors Forum of Ohio. The Forum includes private funders in the Cleveland area and sponsors programs focused on grantmaking issues such as quality assurance and accountability.

During the early years the Schubert Center established links with a number of child-serving agencies in Greater Cleveland. The Schubert Center has been a member agency of the Help Me Grow Collaborative of Cuyahoga County (formerly Cuyahoga County Early Intervention Collaborative) with representation on several of its working committees. The center has also been represented on the Early Childhood and Autism task forces coordinated by the Cuyahoga County Special Education Services Center.

On November 7, 1998, the Schubert Center was among the sponsoring agencies of an all-day, community-wide conference with the theme, **A Community Quilt: Family Resources for the Early Years, Birth-to-Eight** organized by the Cuyahoga County Early Intervention Collaborative. This event, attended by more than 400 child care providers, parents, and professionals, represented an important step toward implementation of the Cuyahoga County Early Childhood Initiative. The center continues as a consultant to the Initiative.

In 1998, the Schubert Center sponsored a survey of children in transition from home to school and between special schools. Results of the study formed the basis for planning a comprehensive, county-wide Interagency Agreement addressing transition issues. The survey data were presented by Philip Safford, of the Schubert Center staff, at the International Conference of the Division for Early Childhood, Council for Exceptional Children, in Washington, D.C., December 1999.

### Brisky Fellowship

The Brisky Fellowship in Psychology is awarded by the Center to a full-time graduate student in psychology at Case Western Reserve University who is engaged in a research doctoral dissertation in

the area of child mental development, mental health or mental retardation, and who has promise for continued professional interest in the field. The award includes a stipend of \$10,000. Students are eligible upon advancement to candidacy for the doctoral degree. Awardees to date are: Amy B. Goldstein (1999), Carla Kmett Danielson (2000), and Ethan Schafer (2001).

### Website Clearinghouse for Research

In 1999 a Clearinghouse for Research was initiated on the center's website to provide information on research projects at the university and at its affiliated institutions. Projects could be identified by title, subject, and investigators. Recently, links were added to national and to international organizations involved with research and policy issues related to children and families. This service continues as an aid to students, researchers, and others interested in children and families.

### Consortium on Children, Families and Communities

The Schubert Center for Child Development and the Center on Urban Poverty and Social Change of the CWRU Mandel School of Applied Social Sciences collaborated in initiating the "Consortium on Children, Families and Communities." The purpose of the Consortium is to foster interdisciplinary relationships to promote exchange of information and multidisciplinary research across the CWRU community. The initial goal of the Consortium is to begin discussions and establish and strengthen relationships among the many groups and researchers on the CWRU campus engaged in a variety of activities that have a bearing on children, families and communities. An initial planning meeting was held on February 7, 2001. Since that time meetings have continued and the websites of participating groups have been cross-linked.

### Early Child Literacy Group

In 2000 and 2001, the Schubert Center facilitated a discussion group initiative on early child literacy. Suggested by Professor Kathleen Roskos, PhD, of John Carroll University, and responding to interest in early literacy, faculty from area institutions (including CWRU, Cleveland State University, John Carroll University, and Cuyahoga Community College) formed an interdisciplinary study/research group on early language and literacy development. Professor Roskos coordinated the group whose members represented a broad range of interests and different areas of expertise, including psychology, speech and language pathology, special education, pediatrics, anthropology, and teacher education. The group met monthly to review information on public policy, discuss issues, report research findings, and share information about language and literacy programs at their respective institutions.

### Newsletter

The Schubert Center publishes a yearly newsletter which reports on research currently funded by the center, other center activities, and features on university and community activities in the interests of children and families. The newsletter is distributed to a wide audience within the university and the community.

# FACULTY RESEARCH GRANTS



Early in the planning of the Schubert Center, it was decided that a major portion of the available funds each year would be awarded as grants to support promising research and programs for children and families in the areas of mental illness and mental retardation and in child development. The center invited proposals from across the university, emphasizing interdisciplinary teams and projects that connected the university with community agencies and programs.

Researchers were encouraged to apply for seed monies for initial projects or for matching funds that would enhance chances for larger grants from outside resources. Approximately 20% of the awards were earmarked for mental health and developmental problems in children and adolescents. Following is a brief review of the awards by academic calendar year. Since the inception of the center, 28 grants have been awarded for a total of \$200,333. (Further details on the research summarized below can be obtained from the Schubert Center office.)

## 1997-1998

### DEVELOPMENTAL STATUS OF CHILDREN IN FOSTER CARE (\$4,750)

**KATHLEEN WELLS, PHD, SUSAN COLE, MA, MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES, AND KATE LODGE, CHIEF OF FOSTER CARE FOR THE CUYAHOGA COUNTY DEPARTMENT OF CHILDREN AND FAMILY SERVICES (CCDCFS).**

Support was provided for a pilot study of ten infants in foster care, five with relatives (kinship placement) and five with non-relatives (traditional foster placement). Case records, interviews with foster mothers, developmental measures, and observed interactions laid the groundwork for a large-scale investigation of the effects of alternative placement situations on the developmental progress of abused and neglected infants. The project has significant implications for child welfare practice nationally, as well as in Cuyahoga County.

### SOCIAL COMMUNICATION SKILLS FOR ADOLESCENTS WITH TRAUMATIC BRAIN INJURY (\$2,559)

**LYN TURKSTRA, PHD, COMMUNICATION SCIENCES AND LIANE GRAYSON, PHD, CLEVELAND HEARING AND SPEECH CENTER.**

This study was of the efficacy of group interventions using a new model called Pragmatic Communication Group to enhance the social communication skills of adolescents who have incurred traumatic brain injury (TBI). Four adolescents with TBI held 10 weekly group sessions with a moderator. The group provided peer support and problem solving in social situations. Parents met at the same time with the PI to provide mutual support and guidance in learning how to help and advocate for their children.

### BEHAVIOR PROBLEMS AMONG LOW-INCOME PEDIATRIC OUTPATIENTS (\$7,750)

**TERRY STANCIN, PHD, DEPARTMENT OF PEDIATRICS, METROHEALTH MEDICAL CENTER.**

The study involved psychological behavioral screening of 200 children (ages 4-18) of low-income families seen in a primary medical care setting who were identified as at risk for significant behavioral and mental health problems. A team of pediatric psychologists assessed their mental health needs, resources, and outcomes of treatments. Follow-up interviews were done to determine how parents perceived services received and to assess current status of the children. A long-term follow-up of children screened since 1993 is underway to ascertain the extent to which families have accessed mental health services that were identified as needed.

Citations: Reikert, K.A., Stancin, T., Palermo, T.M., & Drotar, D. (1999). A psychological behavioral screening service: Use, feasibility, and impact in a primary care setting. *Journal of Pediatric Psychology*, 24, 405-414.

Stancin, T. (August, 2000). Brief multi-informant assessments in a pediatric primary care setting. Paper presented at a symposium on Prevention and Early Intervention in Primary Care Contexts. Annual meeting of the American Psychological Association, Washington, DC.

### DEVELOPMENTAL CONSEQUENCES OF ATTENTION DEFICIT/HYPERACTIVITY DISORDER: DIAGNOSTIC SPECIFICITY AND TREATMENT IMPLICATIONS (\$5,000)

**ELIZABETH J. SHORT, PHD, DEPARTMENT OF PSYCHOLOGY.**

This study investigated critical diagnostic and intervention issues involving the families of 300 children (6 to 9 years of age) with Attention Deficit/Hyperactivity Disorder (ADHD) to enhance diagnostic specificity with respect to attentional and response inhibition impairments. The study also elucidated the role of behavioral and psychopharmacological management in the treatment of children who manifested attentional and/or response inhibition processes that impair academic and social skills. Child measures included a battery of tasks assessing attention, response inhibition, persistence, task re-engagement, and use of medication, together with standard school achievement measures. Teacher and parent ratings of children's behavior control were given at the beginning of the study and one year later.

Citations: Manos, M.J., Short, E.J., & Findling, R.L. (2000). Dose response curves across ADHD subtypes: Differential effects between Adderall and Methylphenidate. *Pediatric Research*, 47, 30A.

Short, E.J., Manos, M.J., & Findling, R.L. (1999). Developmental and subtype differences in ADHD children: Differential response to medical and behavioral intervention. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

#### **EVALUATING THE ROLE OF INFORMATION PROCESSING IN INTELLECTUAL FUNCTIONING (\$9,100)**

**JOSEPH FAGAN III, PHD, DEPARTMENT OF PSYCHOLOGY.**

In this study of 320 children (7 to 10 years of age) from differing racial backgrounds, a critical variable of intelligence was evaluated. Information processing ability was assessed by tasks requiring selective attention, and then the children were given a measure of prior knowledge based on new words learned. The research tested the hypothesis that measures of information processing abilities, in combination with prior knowledge, more meaningfully represent children's intellectual functioning and better predict future learning than do traditional IQ tests. The study also helps clarify the meaning of typically reported group racial differences in measured IQ and proficiency test scores and suggests implications for reducing discrepancies.

Citation: Fagan, J.F. & Holland, C.R. Equal Opportunity and racial differences in IQ. (2002). *Intelligence*, 30, 361-387.

#### **HAZARDS AND HELP SEEKING IN INNER CITY CLEVELAND: CHILDREN'S PERCEPTIONS OF THEIR NEIGHBORHOODS AND THEIR RESPONSE TO LOCAL DANGER (\$4,868)**

**JILL E. KORBIN, PHD AND JAMES SPILSBURY, MPH, DEPARTMENT OF ANTHROPOLOGY.**

This study identified and analyzed help-seeking behaviors in 60 children (7 to 11 years old) residing in selected inner city neighborhoods in Cleveland. Comparisons were made on help-seeking behaviors in low violence/crime neighborhoods with such behaviors in elevated violence/crime neighborhoods. Through interviews with the children and their parents, the investigators identified themes bearing on perceptions of neighborhood safety, danger, neighborhood resources, children's social networks, exposure to violence in the neighborhood, and what children do or might do when they need help in the neighborhood. The analysis revealed that children's help seeking is often a complicated deliberative process involving consideration of diverse factors, such as the nature and severity of the problems and the effectiveness of and proximity to potential helpers representing social capital in settings where children live.

Citation: Spilsbury, J. C. (2002) 'If I don't know them, I'll get killed probably.' How children's concerns about safety shape their help-seeking behavior. *Childhood*, 9, 101-117.

Spilsbury, J.C., and Korbin, J.E. (2002) Negotiating the dance: Social capital from the perspective of neighborhood children and adults. Invited Presentation at Smith College Workshop, "How American Children Lead Their Lives," Northampton, MA, March.

#### **1998-1999**

#### **PROMOTING COMPREHENSIVE MANAGEMENT OF FAILURE TO THRIVE (\$9,240)**

**DENNIS DROTAR, PHD, DIVISION OF BEHAVIORAL PEDIATRICS AND PSYCHOLOGY, SCHOOL OF MEDICINE.**

This study addressed the need for monitoring the developmental progress, and for new models of care, of infants and newborns manifesting failure to thrive (FTT)—growth deficiency associated with nutritional deficiencies. Since FTT poses significant risk to continuing physical, cognitive and social-emotional well-being, indeed to survival, early identification and proactive management are critical. The comprehensive approach implemented by Professor Drotar and his team encompasses liaison with the Cuyahoga County Board of Health and area hospitals to establish FTT service teams; training of

multidisciplinary health care providers; parent education and support; and establishment of a database to monitor progress, referrals, and appointments. In addition to developing print and videotape materials, the team implemented educational programs for nurses who provide home care, conducted formal teaching conferences with physicians and residents on rotation, and conducted a half-day forum for caregivers and professionals to increase community awareness concerning FTT.

Citation: Frank, D.A., Drotar, D., & Kasper, D. (2001). Failure to thrive. In R.M. Reece & S. Ludwig (Eds.). *Child abuse: Medical diagnosis and management* (pp. 307-338). Philadelphia, PA: Williams, Williams & Lippincot.

#### **PARENTING ISSUES IN ADHERENCE TO THE DIETARY TREATMENT REGIMEN FOR CHILDREN AND ADOLESCENTS WITH PHENYLKETONURIA (\$2,800)**

**CAROLYN IEVERS-LANDIS, PHD, DIVISION OF BEHAVIORAL PEDIATRICS AND PSYCHOLOGY, DEPARTMENT OF PEDIATRICS, RAINBOW BABIES AND CHILDRENS HOSPITAL.**

Phenylketonuria (PKU) is a genetic disorder that, without intervention in the form of strictly regulated dietary management, causes mental retardation. Responsibility for compliance with the dietary regimen, and having regular blood assays to assess phenylalanine levels, falls to the children and adolescents themselves and to their parents, who frequently report difficulties in ensuring their children follow the regimen. The purpose of this pilot measurement study involving children and young adults (ages 1 to 22 years of age) with PKU and their caregivers was to generate basic information needed to develop interventions to assist parents in enhancing their child's compliance with the stringent dietary regimen. Caregivers and older child and young adult patients were asked to describe problems and rate their frequency, degree of difficulty, and emotional intensity, as well as solutions to such problems. Results established the feasibility of administering a semi-structured interview to measure barriers to dietary adherence, with children as young as 6 years of age. The study formed the basis for a major five-year award "Dietary Adherence in Children with Chronic Conditions," funded through the National Institutes of Health and the National Institute of Child Health and Human Development.

#### **1999-2000**

#### **A SCHOOL OUTREACH PROGRAM FOR PRIMARY IMMUNODEFICIENCY (\$3,745)**

**TONYA PALERMO, PHD, DIVISION OF BEHAVIORAL PEDIATRICS & PSYCHOLOGY, RAINBOW BABIES & CHILDREN'S HOSPITAL.**

Support was given for a program linking educational and health care service providers to enhance awareness and demonstrate a resource-support model that can be implemented on a community-wide basis. The purpose of the program was to identify the school-related needs of children with a variety of immunodeficiency diseases; develop media and materials to educate school personnel and child care providers about primary immunodeficiency; and to evaluate the effectiveness of those products in addressing the needs identified for information and home-school communication. Based on questionnaire responses of parents and school personnel, an informational web site, "A School Outreach Program for Primary Immunodeficiency," was constructed and housed within the Rainbow Babies and Children's Hospital web site. Two thousand hits were reported in the first year of the project. [<http://www.uhrainbow.com/families/schooloutreach.asp>].

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**IRON DEFICIENCY ANEMIA IN COCAINE EXPOSED CHILDREN (\$8,280)**

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**SUCHITRA NELSON, PhD, DEPARTMENT OF COMMUNITY DENTISTRY, SCHOOL OF DENTISTRY.**

The Schubert Center provided assistance for the collection of critical hematology data for 142 cocaine-exposed and 136 non-exposed four year old children as part of a large-scale investigation of the association of iron deficiency and developmental delay in children who had been prenatally exposed to crack or powder cocaine. The research yielded new knowledge concerning relationships among biological risk factors in young children, while also making it possible to provide timely intervention for those children likely to be at risk for iron deficiency anemia.

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**SPECIFIC COGNITIVE FUNCTIONING OF DRUG-EXPOSED INFANTS (\$6,550)**

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**JULIA NOLAND, PhD, DEPARTMENT OF PEDIATRICS.**

Study of the effects of children's intrauterine exposure to cocaine has been complicated by the high incidence of multi-drug use by cocaine-using pregnant women and by child-rearing environments adversely affected by continuing parental substance abuse. Preparatory to seeking federal funding for a major study of the effects of cocaine exposure on specific brain systems relying on the prefrontal cortex, support from the Schubert Center enabled the research team to compare prenatally cocaine-exposed 10 to 12 month old children with two control groups (no-cocaine, but other drug/alcohol exposure, and no-drug/alcohol exposure) on specific, executive functioning (EF) cognitive tasks. A significant difference was found between heavily cocaine-exposed and non-exposed subjects on an EF task involving delay tolerance.

Citations: Noland, J.S., Singer, L.S., Mehta, S.K., Hoang, B.H. (2000). Delay tolerance on the A-not-B task as a measure of executive functioning in cocaine-exposed infants. Poster presented at the biannual conference of the ISIS in Brighton, U.K.

Noland, J.S., Singer, L.S., Mehta, S.K., Super, D. H. Prenatal cocaine/polydrug exposure and infant performance on an executive functioning task. (Manuscript under review.)

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**THE RELATIONSHIP OF INSTITUTIONALIZATION TO THE DEVELOPMENT OF LATENCY-AGE ROMANIAN CHILDREN ADOPTED INTERNATIONALLY (\$10,700)**

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**VICTOR GROZA, PhD, MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES.**

This was a questionnaire study of 131 families in the USA who had adopted Romanian children who are now between 9 and 11 years of age. The purpose of the study was to evaluate the children's development in relation to their peers. Ten of the families were assessed in person, with the finding that the children were almost four years behind their peers in language and daily living skills, as well as in socialization. The work established a database needed for a larger, longitudinal investigation of internationally adopted children, especially children who had been in institutional settings prior to adoption.

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**CITIZENS' ACADEMY PARENT CENTER (\$10,000)**

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**GERALD STROM, PhD, MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES AND PERRY WHITE, MSW, CITIZENS' ACADEMY.**

Funds were provided to establish research parameters for an innovative, parent-involvement component of a community-based elementary school, Citizens' Academy, that opened in the University Circle area of Cleveland in 1999. Needs-assessment and process evaluation data were gathered in focus

groups to yield "insiders' perspectives" on several aspects of parents' involvement in their children's education, including collaborating in developing an individual education plan (called MAP, for "My Achievement Plan") for each student. An intended outcome of the project was to contribute new knowledge concerning the dynamics of parent involvement in urban elementary education.

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**THE CLINICAL ASSESSMENT OF SELECTIVE AND SUSTAINED ATTENTION AMONG CHILDREN AND ADOLESCENTS (\$9,015)**

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**DANIEL WEINBERGER, PhD, DEPARTMENTS OF PEDIATRICS AND PSYCHIATRY, METROHEALTH MEDICAL CENTER.**

The purpose of this study was to conduct a comprehensive, integrative review of theoretical and empirical cognitive science literature pertaining to assessment of attentional mechanisms. Based on the research literature, a pilot group of high school students were given a protocol consisting of a set of original and adopted tasks for the diagnostic assessment and differential diagnosis of attention deficits in children, specifically the attentional component of Attention Deficit Hyperactivity Disorder (ADHD). The initial results indicated the feasibility of developing a multidimensional inventory for discriminating individual differences in three components of attention skills. Following further instrumentation development and validation, the principal investigator plans to undertake large-scale field testing of the resulting protocol or battery of tasks in collaboration with schools and agencies in northeast Ohio.

Citation: Weinberger, D.A. (November, 2000). How attention deficits affect underachievement. Paper presented in the symposium, Twenty Years of Reversing Underachievement. Sylvia Rimm, Chair, at the annual meeting of the National Association for Gifted Children, Atlanta, Georgia.

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**NEIGHBORHOOD ADULT RESPONSES TO CHILD SITUATIONS (\$2,025)**

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**JILL E. KORBIN, PhD, DEPARTMENT OF ANTHROPOLOGY.**

A grant was provided for analysis of qualitative data obtained through a federally-funded project on the impact of neighborhood conditions on child maltreatment. The focus of this particular analysis involved whether neighborhood adults will intervene in situations of possible danger to children, and if they will intervene how they are likely to do so. Such voluntary involvement on the part of adults in the community with "other people's children" can be seen as a form of social capital. Interview responses of sixty-four adult residents of identified urban neighborhoods were recorded and categorized.

Citation: Korbin, J.E. (2000) Neighborhood context, child maltreatment, and child well-being: Ethnography and a multi-method approach. Invited Presentation, Office of Behavioral and Social Sciences Research, National Institutes of Health Conference, "Toward Higher Levels of Analysis: Progress and Promise in Research on Social and Cultural Dimensions of Health." Bethesda, MD, June.

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**2000-2001**

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**RISK AND RESILIENCE IN JUVENILE OFFENDING: THE ROLE OF EMOTIONS AND ADAPTIVE/NONADAPTIVE PERSONALITY TRAITS (\$11,454)**

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**ERIC YOUNGSTROM, PhD, DEPARTMENT OF PSYCHOLOGY.**

This study evaluated 75 adolescents from the Hudson Youth Development Center regarding the role of emotions in personality development and mental health. Data was gathered with written self-reports

and diagnostic interviews. Half of the subjects met criteria for diagnosis of conduct disorder or antisocial personality disorder. The project is being carried out in cooperation with the Department of Justice Affairs for Cuyahoga County. In addition to development and validation of new instrumentation (Emotional Dominance Inventory, Inventory of Anger Communication), the project yielded concrete recommendations resulting in improved intake and assessment processes employed for the thousands of youth who enter the justice system in Cuyahoga County each year.

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**DEVELOPMENT OF A METHOD OF ASSESSING MATERNAL ATTACHMENT (\$2,800)**

**LYDIA FURMAN, MD, DEPARTMENT OF PEDIATRICS, RAINBOW BABIES AND CHILDREN'S HOSPITAL.**

Attachment theory provides important insights concerning the critical impact on children's development of earliest experiences in the principal caregiving relationship. A number of factors, including the need for intensive intervention in the NICU setting, complicates the development of maternal attachment for infants experiencing significant biological risk. Funding enabled Dr. Furman to extend her validation work on a questionnaire instrument designed to ascertain indicators of degrees of maternal attachment with a sample of 119 mothers of very low birth weight infants. The measure is a critical component of a model for identifying need for counseling or other supports to enable mothers to provide appropriate nurturing and care for infants presenting the high risk situation created by premature birth.

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**RAINBOW CENTER FOR INTERNATIONAL HEALTH-ADOPTION SERVICE (\$9,975)**

**KAREN OLNES, MD, DEPARTMENT OF PEDIATRICS, RAINBOW BABIES AND CHILDREN'S HOSPITAL.**

This study assessed the nutritional, cognitive and motor developmental status of 39 children (mean age: 17.9 months) adopted in the Cleveland area. In addition to identifying interrelationships of nutritional, anthropometric, and sensorimotor/cognitive findings, the project was undertaken to compare results of psychometric measures obtained at six-month follow-up visits with initial pediatric developmental assessments to ascertain progress. Children in the study were adopted from institutional (87 percent) and foster care (13 percent) settings in nine countries, the majority from Russia.

Citations: Martin, S., Chandawarkar, A., Mandalakas, A., and Olness, K. (2001). Growth stunting in internationally adopted children (abs). *Pediatric Research*, 49:468A.

Sinha, M., Herran, M., and Olness, K. (2001). Length of institutionalization and developmental delay among internationally adopted children (abs). *Pediatric Research*, 49:468A.

Park, H.S., Olness, K., Mandalakas A., and Manning, T. (2002). Developmental follow-up of internationally adopted children. *Pediatric Research*, 51, (4), suppl, A121.

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**EVALUATION OF THE CHILDREN'S WITNESS TO VIOLENCE INTERVENTION PROGRAM (\$8,738)**

**STEPHANIE REITER, PHD, DEPARTMENT OF PEDIATRICS, RAINBOW BABIES AND CHILDREN'S HOSPITAL.**

The study consisted of a systematic evaluation of the Children Who Witness Violence Program (CWWVP), in which mental health workers collaborate with local police and Family and Children's Services workers to provide mental health intervention for children and their families who have witnessed domestic or neighborhood violence. Children and families are referred to appropriate agencies for continuing mental health services. Outcome of the service was assessed by a home interviewer two to three weeks following the referral. Evaluation data and analysis addressed response time for

the crisis intervention, types of violent incidence witnessed, children's experience of violence, and symptoms following the incident. Domestic violence was found to be the precipitating factor in the overwhelming majority of cases, with frequent indications of trauma-related stress. Preliminary findings suggest a reduction in trauma-related symptoms over time among children who have participated in the program.

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**GENETIC TESTING ATTITUDES OF NORMAL HEARING PARENTS OF DEAF CHILDREN (\$2,500)**

**NATHANIEL ROBIN, MD, DEPARTMENTS OF GENETICS, PEDIATRICS, REPRODUCTIVE BIOLOGY, AND OTOLARYNGOLOGY, CWRU SCHOOL OF MEDICINE.**

With the cooperation of leading audiologists and otolaryngologists throughout the United States, the purpose of Dr. Robin's project is to ascertain the knowledge about the genetic basis of hearing loss and attitudes toward genetic testing of a national sample of hearing parents of deaf children. Since about 95 percent of deaf children have hearing parents, and in view of opposition in the Deaf Community to the view of deafness as disability rather than cultural and linguistic difference, findings of this study were expected to have important social as well as medical implications. A total of 328 surveys were distributed, 96 of which were completed and returned. Responses revealed generally poor understanding of genetic factors, and suggested that parents who had had genetic testing (n=32) had not necessarily had, or had not benefited from, genetic counseling. An important finding was that, while the majority (87 percent) favored prenatal genetic testing for deafness, nearly all stated they would not terminate a pregnancy based on a positive result of such testing, as they did not believe deafness implied a poor quality of life.

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**SHELTER CARE PEACEMAKERS: A RESEARCH-BASED VIOLENCE PREVENTION PROGRAM FOR VIOLENT JUVENILE OFFENDERS (\$10,000)**

**JEREMY SHAPIRO, PHD, DEPARTMENT OF PSYCHOLOGY AND APPLEWOOD CENTERS, INC.**

Funds were provided to supplement funding by the Ohio Office of Criminal Justice Services to establish, demonstrate, and systematically evaluate a new program for juvenile offenders with a history of violence. Based on a highly effective school-based program called The Peacemakers Program, modifications involved gearing the intervention for youth with more serious violence histories, adapting to an older age group, employing eight 1 1/2 hour sessions rather than 17, 45-minute sessions, and developing new materials for both participants and parents. Support was used to pilot test the new version with 123 inpatient residents, whose average age was 15.2 years. Results suggested some evidence of reduced aggressive behavior in the sample as reported by staff. Participating youth expressed high levels of satisfaction with and appreciation of the Peacemakers Program.

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**INDIVIDUAL DIFFERENCES IN LANGUAGE SKILLS OF HIGH RISK CHILDREN (\$9,500)**

**ELIZABETH J. SHORT, PHD, BARBARA LEWIS, PHD, AND SARAH FULTON, MA, DEPARTMENT OF PSYCHOLOGY.**

This study was part of a comparison of two groups of children identified at birth as high-risk—those born preterm at very low birth weight and a group known to have experienced intrauterine exposure to cocaine—with a group of term infants. The purpose was to investigate individual differences in subsequent speech and higher order (i.e., narrative, conversational) language skills as a function of birth weight, intrauterine cocaine exposure, and oxygen deprivation at birth.

Citation: Short, E.J., Klein, N., Fulton, S., Lewis, B., & Singer, L. (April, 2001). The differential stability of Intelligence in BPD, VLBW, and term children. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

**“DEVELOPMENT OF DIGITAL STIMULI FOR STUDY ON SOCIAL JUDGEMENT” (\$10,000)**

**LYN TURKSTRA, PHD, DEPARTMENT OF COMMUNICATION SCIENCES.**

Building on Dr. Turkstra's previous work with Traumatic Brain Injury (TBI) in adolescents, this project culminated in the successful pilot testing of a method for measuring adolescents' social perception. Funds were used to create a video of adolescents conversing and test means of assessing the subjects' social perception. The subject watched the video, and was asked to make social and grammar judgments, while brain activity was assessed by MRI. This project laid the groundwork for formal testing of adolescent subjects in a larger study.

**2001-2002**

**A DESCRIPTIVE STUDY OF INTERNATIONAL PRE-ADOPTION VIDEOS AND THEIR PREDICTIVE VALUE IN POST-ADOPTION FOLLOW-UP (\$5,010)**

**GARY FELDMAN, PHD, DEPARTMENT OF PEDIATRICS AND KAREN OLNES, MD, RAINBOW CENTER FOR INTERNATIONAL CHILD ADOPTION HEALTH SERVICE, RAINBOW BABIES AND CHILDREN'S HOSPITAL.**

Investigators reviewed 51 videos to determine their use in assessing developmental status of infants who were candidates for international adoption. Results of viewers' assessments were compared to results of two developmental measures given in person following the adoption. Videos are used to avoid translation difficulties and different terminology which may compromise the dependability or usefulness of written medical records and other information, and professionals often rely heavily on videotapes in order to judge whether the prospective adoptee is at developmental or health risk. Results of the study indicate that many videos used for this purpose are of poor quality and no domains measured through videos were predictive of outcome.

Citation: Feldman, G. (May, 2002). Predictive validity of international adoption videos. Paper presented at the Pediatric Academic Societies' Annual Meeting, Baltimore, MD.

**A PRELIMINARY LONGITUDINAL STUDY OF COMPLEX LANGUAGE SYNTAX PRODUCTION BY CHILDREN WITH SPECIFIC LANGUAGE IMPAIRMENT (SLI) (\$6,864)**

**C. MELANIE SCHUELE, PHD, DEPARTMENT OF COMMUNICATION SCIENCES.**

The purpose of the study is to undertake a syntactic analysis of language of 15 children manifesting SLI over a one-year period to provide longitudinal data on the development of complex syntax by children with SLI. As many as eight percent of preschool and primary-grade children in the United States may have SLI (i.e., difficulty in acquiring expressive and/or receptive language) while otherwise manifesting normal developmental progress. Since SLI places young children at significant risk for subsequent difficulties in academic learning and thus for school failure, early identification and intervention can be critical.

**EPIDEMIOLOGICAL STUDY OF DRUG USE BY PATIENTS IN AN OBSTETRIC CLINIC (\$9,150)**

**ROBERT ARENDT, PHD, DEPARTMENT OF PEDIATRICS, RAINBOW BABIES AND CHILDREN'S HOSPITAL.**

Funding will be used to develop instrumentation that will aid in ascertaining the prevalence of drug use during pregnancy of women receiving prenatal health care. The investigator intends to use the results in developing a proposal for a major research project, as well as to target intervention and prevention programs based on demographic characteristics and drugs of choice.

**PREVALENCE OF ATTACHMENT DISORDERS IN INTERNATIONALLY ADOPTED CHILDREN (\$10,000)**

**ANNA MANDALAKAS, MD, DEPARTMENT OF PEDIATRICS, RAINBOW BABIES AND CHILDREN'S HOSPITAL.**

From a pool of 125 children adopted from overseas by local families, a sample of 50 children and families will be interviewed at home and administered a number of developmental, attachment, temperament, and other scales to determine current status of the adopted children. Data from the study will be used to facilitate an application for a federal grant to validate an attachment screening measure for early identification of symptoms of attachment and other potential disorders in internationally adopted children.

**UNDERSTANDING EMOTIONAL PROCESSES IN ADOLESCENT PSYCHOPATHY (\$7,960)**

**ERIC YOUNGSTROM, PHD, DEPARTMENT OF PSYCHOLOGY.**

Structured interviews, questionnaires, and observational ratings will be completed on 80 subjects who currently reside in the Hudson Youth Development Center for adjudicated teenagers. These measures are designed to yield psychiatric diagnoses and ratings of psychopathy, which will identify a significant number of youth with specific personality patterns identifiable as psychopathy. The study will help further define psychopathy in adolescents, as well as identify useful diagnostic instruments for assessing youth offenders and those potentially at risk for antisocial behavior.

## THE FUTURE



The past year has been a year of important reflection on our long-range vision for the Schubert Center for Child Development, discussions about which resulted in some exciting new expansions to our mission. As the pages of this report have revealed, the Schubert Center has in its first five years provided services to the Cleveland community, fostered ties between the university and local institutions and agencies, and supported research that has strengthened those ties.

Building on our strong local foundation, the Schubert Center will now expand its scope to include national and international projects and programs. We will promote cutting-edge research and educational initiatives that reflect important new frontiers in the study of children and childhood, including the need to situate early experiences within the context of the larger life course; to emphasize childhood as an active rather than passive life period; to explore variability in children's experiences across time and place; and to inform contemporary policy debates about children's well being. These emphases underlie the initiatives we have planned for the coming years.

Our mission statement has now been revised to reflect these areas of expansion:

The Schubert Center for Child Development supports multidisciplinary research and education on children and childhood at Case Western Reserve University. Initiatives of the Schubert Center for Child Development promote understandings of child development from infancy through adolescence, and in local, national, and international contexts. The primary goals of the Schubert Center for Child Development are to:

- support basic and applied research on children and childhood;
- promote interdisciplinary connections for research and education at CWRU and in the community; and
- disseminate new research findings through conferences, lectures, and the SCCD newsletter and website.

The Schubert Center for Child Development emphasizes the need to understand how child development is:

- shaped by everyday settings, including families, peer and friendship groups, schools, and neighborhoods;
- affected by local, national, and international policies;
- conditioned by history and culture; and
- understood within the context of the larger life course.

Please visit our website regularly at [www.cwru.edu/artsci/schubert](http://www.cwru.edu/artsci/schubert). There, you will find our most recent newsletters, information on lectures and conferences, instructions and deadlines for submitting grant and fellowship proposals, a clearinghouse of research projects at CWRU, and child-related links of interest in Cleveland, Ohio, the United States, and beyond.

Lastly, we express our gratitude to Donald Freedheim, Professor Emeritus of Psychology and the Founding Director of the Schubert Center for Child Development. The legacy of the Schubert Center will forever be shaped by Don's passion for and dedication to children, families, and the Cleveland community.

We look forward to the next five years of the Schubert Center for Child Development.

*—Jill E. Korbin, PhD and Richard A. Settersten, PhD  
Co-Directors, Schubert Center for Child Development*

# APPENDIX



## Current Staff List

**CASE WESTERN RESERVE UNIVERSITY**  
**COLLEGE OF ARTS AND SCIENCES**  

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**SCHUBERT CENTER FOR CHILD DEVELOPMENT**

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Jill E. Korbin, PhD

Co-Director, Professor

Department of Anthropology

Associate Dean, College of Arts & Sciences

Director, Childhood Studies Program

Richard A. Settersten, Jr., PhD

Co-Director, Associate Professor

Department of Sociology

Philip L. Safford, PhD

Senior Consultant, Adjunct Professor

Department of Psychology

James Spilsbury, PhD

Research Associate

Jennifer Shaw

Projects Coordinator

(cont.)

Donald K. Freedheim, PhD  
Founding Director, Professor Emeritus  
Department of Psychology

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**INTERDISCIPLINARY CENTERS AND PROGRAMS**

Barbara Klante  
Assistant Dean

Katy Foster  
Website Designer

Kerry Pohly  
Communications Coordinator

Laura Sielen  
Administrative Assistant

**Advisory Committee**

**SCHUBERT CENTER FOR CHILD  
DEVELOPMENT**

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**ADVISORY COMMITTEE 1997-2002**

Grover C. Gilmore, PhD (1997- )  
Professor, Department of Psychology  
Dean, Mandel School of  
Applied Social Sciences

Richard L. Jones, PhD (1997-99)  
President, Child & Family Services Cleveland

Gerald P. Koocher, PhD (1997- )  
Dean of Health Studies  
Simmons College, Boston, Mass.  
Associate Professor of Psychiatry  
Harvard Medical School

Claudette Nadra, MSW (2000-01)  
Chair, Childhood Studies Program  
Advisory Committee, CWRU

Wornie L. Reed, PhD (2000- )  
Director  
Urban Child Research Center  
Cleveland State University

Danielle Ripich, PhD (1997-99)  
Professor  
Department of Communication Sciences, CWRU

Ellen S. Rome, MD, MPH (1997- )  
Head  
Section of Adolescent Medicine  
Cleveland Clinic Foundation

Lynn Singer, PhD (1997- )  
Deputy Provost and VP for Academic Programs,  
CWRU  
Professor, Department of Pediatrics  
Rainbow Babies and Childrens Hospital

Lenore Terr, MD (1997- )  
Clinical Professor of Psychiatry  
University of California San Francisco  
School of Medicine

Elizabeth Tracy, PhD (1997- )  
Associate Professor  
Mandel School of Applied Social Sciences

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**HONORARY ADVISORS**

John D. Schubert  
Cleveland Heights, Ohio

Jane W. Kessler, PhD  
Lucy Adams Leffingwell Professor  
Emerita of Psychology



**SCHUBERT  
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