



**SCHUBERT
CENTER
FOR CHILD
DEVELOPMENT**

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

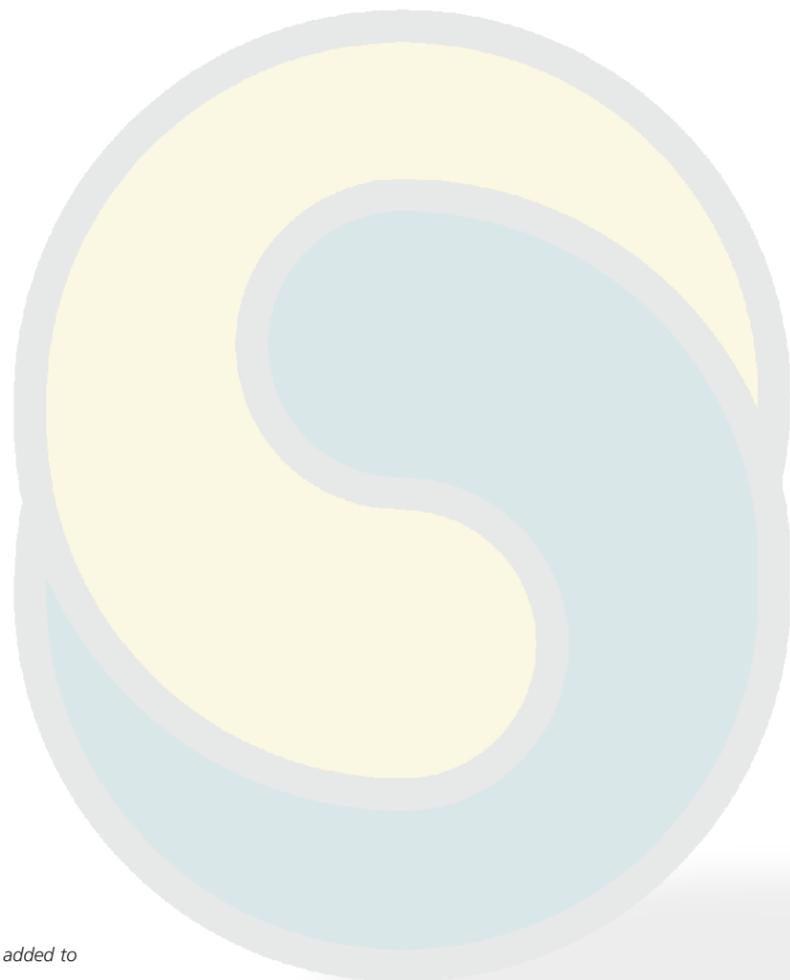
- shaped by everyday settings, including families, peer and friendship groups, schools, and neighborhoods;
- affected by local, national, and international policies;
- conditioned by history and culture; and
- understood within the context of the larger life course.

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.

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SCHUBERT CENTER FOR CHILD DEVELOPMENT

SPRING 2003

A Message from the Co-Directors



Korbin

The Schubert Center for Child Development (SCCD) has had an exciting and productive year of solidifying existing activities and developing new initiatives. The SCCD is engaged in wide-ranging initiatives, from undergraduate education to national and international work. Our activities this year, which are highlighted throughout this newsletter, include:



Settersten

Undergraduate Education The Childhood Studies Minor, which is supported by the SCCD, in its third year is among the most popular interdisciplinary minors in the College of Arts and Sciences. Students choose from classroom and experiential learning courses. Two courses are taught in University Circle Institutions: the Cleveland Museum of Art and the Cleveland Children's Museum. Courses are also offered at Rainbow Babies and Children's Hospital, in day care settings through the Department of Psychology, and in human and social services through the Mandel School of Applied Social Sciences. Childhood Studies programs exist in Europe and other parts of the world, but CWRU is one of a small number of U.S. colleges and universities to have such a program, putting it in a position to establish distinctiveness and leadership in this area.

Graduate Education The SCCD supports an advanced graduate student in psychology working on a child-related dissertation through the Brisky Fellowship. The Brisky Fellow for the 2003-04 academic year is Shoshana Kahana.

Faculty Research The SCCD awards grants for faculty research in an annual competition. This year the SCCD awarded funds for three important new studies.

CWRU Consortium on Children, Families and Communities The SCCD coordinates a consortium of CWRU centers with child-related activities. This year the SCCD and the Consortium initiated a monthly colloquia series—CWRU Conversations on Children in Research and Policy. This works-in-progress series has been well attended by faculty and students from across the campus.

Campus Events The SCCD and the Childhood Studies Program sponsored multiple events for the benefit of students, faculty, and the community. These included public lectures by international childcare expert Penelope Leach, M.D., and scholars Allison James, Ph.D. and Anne Higonnet, Ph.D.

National Policy In November 2002, the SCCD hosted a meeting of directors of university-based child research centers from around the United States. This national consortium on Human Development and Public Policy is launching a series of projects involving teaching and mentoring; research; and translating and disseminating research findings for policy communities.

International Work Group on "Charting Future Directions for Childhood Studies: Research Education, and Policy" In August 2003, the SCCD will host a small working group of international scholars from the field of Childhood Studies. A report from this meeting will set an agenda for the field and will be highlighted in our 2004 newsletter.

The activities of the past year have been designed to meet our revised and enlarged mission statement, which was adopted in 2002. Stay tuned to the SCCD website for many exciting initiatives to come! ☺

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COLLEGE OF ARTS
AND SCIENCES,
CASE WESTERN
RESERVE UNIVERSITY

Supporting Research

In each newsletter, we highlight the research of individuals whose work has been supported by grants from the Schubert Center. In this issue, we introduce Elizabeth (Betsy) Short, Ph.D., from the Department of Psychology.

"Do-able" Goals for Parents and Children Are Focus of Short's Research



Short

BETSY SHORT

"Would I ask a parent to do what I couldn't do?" For Elizabeth Short, Ph.D., CWRU Associate Professor of Psychology and

mother of three daughters, that question guides her work with parents and children. Dr. Short's studies, reported in numerous journal publications, have focused on language/reading delay, Attention Deficit Hyperactivity Disorder (ADHD), very low birth weight, intrauterine exposure to cocaine or other drugs, and self-regulation deficits that place children at risk for academic and social failure.

One of Dr. Short's recent projects investigates the comorbidity of ADHD and language disability. Although 5% of children are diagnosed with ADHD, her findings with Barbara Lewis, Ph.D., Associate Professor of Pediatrics, suggest that 35% of children with speech and language delays

have ADHD. Drs. Short and Lewis hypothesize that attentional problems that interfere with school performance may be associated with language processing dysfunction.

In addition to research and teaching, Dr. Short's professional history includes considerable experience with children and youth in educational and therapeutic settings. A member of the CWRU faculty since 1984, she teaches courses in child and adolescent development and psychopathology, specialized assessment, and cognitive psychology. ©

New SCCD Research Grants

Three new research projects were funded during the 2002-2003 academic year. As in prior funding cycles, the projects represent a range of important issues related to child and adolescent development.

Adherence to Lifestyle Modifications for Adolescents with Type 2 Diabetes Mellitus

PRINCIPAL INVESTIGATOR Carolyn E. Ievers-Landis, Ph.D., Assistant Professor, Division of Behavioral Pediatrics and Psychology, Rainbow Babies & Children's Hospital

CO-INVESTIGATORS Leona Cuttler, M.D., William Dahms, M.D., Mark Palmert, M.D., Rina Lazzebnik, M.D., and Paul McGuigan, R.N., C.D.E.

Rapidly increasing in prevalence in the pediatric population, type 2 diabetes mellitus is treated with medical nutrition therapy, exercise, and oral medications or insulin. These lifestyle changes, while diffi-

cult to maintain, are crucial to the future health of the child. This project will examine the adherence of adolescents and their caregivers to these lifestyle changes.

Accuracy of Children's Use of the Visual Analogue Scale: Sociodemographic and Cognitive Predictors

PRINCIPAL INVESTIGATOR Tonya M. Palermo, Ph.D., Assistant Professor, Division of Behavioral Pediatrics & Psychology, Rainbow Babies & Children's Hospital

This study will evaluate the characteristics that affect a child's ability to accurately estimate physical pain using the visual analogue scale. Currently, children are judged to be capable of using this scale when they are over the age of 7. This study hopes to develop a less arbitrary cutoff based on cognitive, socioeconomic, and experiential factors.

Barriers to the Identification of Young Children with Developmental Delays by Primary Care Physicians

PRINCIPAL INVESTIGATOR Laura Sices, M.D., M.S., Assistant Professor of Pediatrics
CO-INVESTIGATOR Dennis Drotar, Ph.D., Professor of Pediatrics and Psychology

This study will examine the barriers to early identification of developmental delays in children. Early intervention (pre-kindergarten) can lead to significantly improved outcomes. The researchers will examine barriers and consider solutions to early identification and access of to services, drawing on the perspectives of both the primary care physician and parents. ©

ART HISTORY PROFESSOR TEACHES CHILDHOOD STUDIES COURSE AT ART MUSEUM AND PUBLISHES NEW BOOK

Jenifer Neils, Ph.D., Ruth Coutler Heede Professor in the Department of Art History and Art, has recently completed an international loan



Neils

exhibit and catalogue, "Coming of Age in Ancient Greece: Images of Childhood from the Classical Past" (Yale University Press 2003). The exhibit opens at the Hood Museum of Art at Dartmouth College in August, 2003 and travels to three other museums, ending at the Getty Museum in Los Angeles in 2005. The catalogue contains commissioned essays by eminent scholars who work in the areas of Greek social history, literature, childhood studies, archaeology and art history. The project refutes historian Philippe Aries' landmark thesis in *Centuries of Childhood* that childhood was an invention of the 19th century. It demonstrates the Greeks' awareness of stages of child development and shows the importance of children in Greek society.

Neils and co-author John Oakley of the College of William and Mary have re-contextualized artifacts such as toys, dolls and feeding vessels to illustrate the similarities between childhood in antiquity and in modern times. They rely on visual imagery to reconstruct the children's lives, see children as "truly invisible people of the past," and try to "make them more visible."

Professor Neils brings her expertise to the Childhood Studies Program in her course, "Childhood through Art." This course, taught at the Cleveland Museum of Art, provides students with "hands-on" experiences in the museum galleries as they learn about childhood through the art of different time periods. ©

Childhood Studies Secures Additional Library Materials

The Childhood Studies Program is grateful to Elsie Finley of the Kelvin Smith Library for securing nearly \$5,000 to build the collection of materials related to children and childhood. This grant, provided by the Library Opportunity Fund, allowed the purchase of many important books and a core journal in the field, *Childhood*.

Childhood Studies Program Celebrates Successes

The Childhood Studies Program in the College of Arts and Sciences continues to grow as an undergraduate minor. For information, see www.cwru.edu/artsci/childstudies.

RECENT GRADUATES IN CHILDHOOD STUDIES

HEATHER GILMORE graduated in May of 2002 with a B.A. in Psychology and Anthropology and a minor in Childhood Studies. Presently, she is a research assistant for a psychological behavior genetics project at CWRU where she evaluates the early reading skills of five-year old twins under the direction of Lee Thompson, Associate Professor of Psychology. Previously, Gilmore completed a research assistantship at University Hospitals under the direction of Dr. Robert Findling, Associate Professor of Psychiatry, in which she studied children with bipolar disorder. She credits these opportunities to her involvement in the Childhood Studies program. Gilmore has always enjoyed working with children and watching them grow and develop, saying "kids are so much smarter than people give them credit for."

CHRISTY JOHNSON graduated in May 2003 with a B.A. in Anthropology and Psychology and a minor in Childhood Studies. She has accepted a position as a child life specialist at Children's Specialized Hospital, a rehabilitative facility, in Mountainside, New Jersey. She credits her involvement in the Childhood Studies program with enabling her to secure the position. She was a Child Life Intern at St. Christopher's Hospital for Children in Philadelphia. "Children do not always get the respect they deserve," Johnson said. "One of the most rewarding aspects of working with children is gaining the satisfaction of being an advocate for them and teaching them to advocate for themselves. The greatest reward for me is knowing that I help support their needs." ©

For information about the Schubert Center for Child Development, visit www.cwru.edu/artsci/schubert/

Shoshana Kahana Awarded Brisky Fellowship

This year's recipient of the Brisky Fellowship is **Shoshana Kahana**, a 4th year Ph.D. student in Psychology. The Brisky fellowship, given each year to a graduate student whose work is in the field of child development, is supported by the Cora Unger Brisky Endowment. Kahana received her M.A. in Clinical Psychology from CWRU in 2001. She came to CWRU with a B.A. in Psychology and Asian and Middle Eastern Studies from the University of Pennsylvania, where she graduated Summa Cum Laude in 1997. During her time at CWRU, Kahana has been working with Eric A. Youngstrom, Ph.D and

Robert L. Findling, M.D. Her dissertation, *A Three-Year Follow-Up of Youth Diagnosed with Subthreshold Bipolar Disorder*, follows 60 young people who exhibited subsyndromal mood symptoms in diagnostic interviews and on mood rating scales. The goal of her study is to identify key risk factors that predict a relapse of symptoms and identify what forms of treatment, based on individual circumstances, are most effective at preventing relapse. Kahana's future plans are to work in clinical settings and conduct research. ©



Promoting Interdisciplinary Research at CWRU and in the Community

IN EACH NEWSLETTER, WE HIGHLIGHT AN INDIVIDUAL OR GROUP AT CWRU OR IN THE COMMUNITY WHOSE WORK HAS SIGNIFICANTLY SHAPED RESEARCH OR PRACTICE RELATED TO CHILDREN OR ADOLESCENTS. IN THIS ISSUE, WE PROFILE HERMAN STEIN, D.S.W., UNIVERSITY PROFESSOR AND PROVOST EMERITUS, JOHN REYNOLDS HARKNESS PROFESSOR EMERITUS OF SOCIAL ADMINISTRATION, DEAN EMERITUS OF THE MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES, AND SENIOR ADVISOR TO SUCCESSIVE DIRECTORS OF UNICEF.



Stein

While **Herman Stein, D.S.W.**, has experienced elements of several careers, a unifying theme of his work can be traced among his distinctive contributions as academic leader; international social welfare pioneer; and expert advisor for United Nations, UNICEF, and Club of Rome projects.

Stein's many honors include the CWRU University Medal in 1994; the Frank and Dorothy Humel Hovorka Prize in 2002 for exceptional achievement in teaching, research, and scholarly service; and the establishment of the Herman D. Stein Lectureship in International Social Welfare at the Mandel School of Applied Social Sciences. Earlier this year, Kul C. Gautam, UNICEF Deputy Executive Director, prefaced the organization's fifth annual lecture, titled "The Well-being of Children as a Global Public Good," with a tribute to Stein's role in shaping the work of UNICEF. Gautam said that the 1964 planning confer-

ence in Bellagio, Italy, which Stein helped organize, addressed the needs of children in developing countries by "firmly establishing that the well-being of children is an essential foundation of national development."

The theme of child well-being, seen as an investment for national development rather than solely as a humanitarian enterprise, was frequently addressed in UNICEF's senior Inter-regional Staff Seminars which Stein organized and led for ten years. In his tribute on the occasion of Stein's retirement from UNICEF services in 1983, then-Executive Director James P. Grant stated that the seminars "have become a distinguished part of the culture of UNICEF, a process of re-education and re-dedication which has kept our work in the field green and vital."

The seminars actually had multiple purposes. One was to provide an opportunity to staff for intensive study of subjects important to UNICEF, from control of infantile diarrhea to expanding opportunity for the education of girls. Another purpose was to enable professional staff to interact

with others from different regions and cultures. A less apparent, but very important, purpose was to create an environment where it was both possible and desirable to raise questions and express one's ideas - even those that were critical of agency policies or programs.

An incident Stein recalls as suggesting a promising attitude in the young occurred after a performance in traditional dance at a recreational center in Jogjakarta, Indonesia. A 9-year-old child asked what the purpose was of UNICEF. When told it was to save lives of children, the child asked if UNICEF also supported art. When Stein said no, the child asked, "but what is life without art?"

James Grant's tribute to Stein notes a quality which, while invaluable in his work with UNICEF, has surely characterized Stein's distinguished contributions in the world of academia: "He is one of that rare breed of academics with a keen sense of the practical—what works, given the circumstances, and what does not; what is real and what is spurious; what is useful and what is mere scholarly gamesmanship." ©

THE SCHUBERT CENTER COORDINATES A CONSORTIUM ON CHILDREN, FAMILIES, AND COMMUNITIES, THE PURPOSE OF WHICH IS TO FOSTER INTERDISCIPLINARY RELATIONSHIPS ACROSS THE UNIVERSITY COMMUNITY. IN EACH NEWSLETTER, WE HIGHLIGHT THE WORK OF GROUPS WHO PARTICIPATE IN THE CONSORTIUM. IN THIS ISSUE, WE INTRODUCE THE POST-DOCTORAL TRAINING PROGRAM IN CHILD BEHAVIORAL HEALTH RESEARCH AND THE CENTER ON URBAN POVERTY AND SOCIAL CHANGE.

Post-Doctoral Training Program in Child Behavioral Health Research

The Division of Behavioral Pediatrics & Psychology, Rainbow Babies & Children's Hospital, combines state-of-the-art clinical care with an extensive research program to treat children and adolescents with a wide range of developmental and behavioral problems. The division's diverse research activities range from studying long-term effects of traumatic brain injury to examining developmental problems of international adoptees. In July 2002, the Division initiated the Post-Doctoral Fellowship Training in Child Behavioral Health Research. This new, NIH-funded program is designed to train Ph.D. and M.D. fellows to become leaders in the field of child behavioral health research. The program, tailored to fellows' research interests and career development needs, provides participants with an intensive research training curriculum, individualized mentoring and opportunities for individual and collaborative research with a multidisciplinary research faculty. The fellowship program is open to individuals with doctoral degrees in psychology, pediatrics, or other related fields. In September 2002, the program accepted its first three fellows: **Lynn Milliner, M.D.**, a pediatrician whose research interests focus on the effects of obesity in adolescents; **Catherine Cant, Ph.D.**, a clinical child psychologist who is examining the psychosocial and neuro-developmental effects of cancer in children; and **James Spilsbury, Ph.D.**, an anthropologist who is examining sleep and sleepiness in children.

The Division of Behavioral Pediatrics and Psychology is directed by Dennis

Drotar, Ph.D. For further information concerning the Division's activities, contact Dr. Drotar at the Division of Behavioral Pediatrics and Psychology, 11100 Euclid Avenue, Cleveland OH, 44106-6038, 216/844-3230, www.uhrainbow.com/services/specialties/behavioral_psych.asp.

Center on Urban Poverty and Social Change

The Center on Urban Poverty and Social Change of CWRU's Mandel School of Applied Social Sciences strives to address the problems of persistent, concentrated urban poverty and to understand how social and economic changes affect low-income communities and their residents. Established in 1988 with grants from the Rockefeller and Cleveland Foundations, the Center is currently in partnership with numerous private and governmental organizations and conducts research in four major areas: welfare, neighborhood and community change, children and families, and community safety. To link its research program with social action, the Center conducts numerous public forums, presentations, and training programs to provide neighborhood and community organizations with the information and skills to conduct and apply research effectively as they endeavor to improve their communities. The Center also provides a number of academic programs and activities to train the next generation of poverty researchers.

The Center is co-directed by Claudia Coulton, Ph.D. and Sharon Milligan, Ph.D. For additional information, contact the Center at the Mandel School of Applied Social Sciences, CWRU, 10900 Euclid Avenue, Cleveland, Ohio 44106-7164, 216/368-6946, <http://povertycenter.cwru.edu>. ©

Resources on Children & War

Given the difficult times in which we live, we feature here a set of materials on how children experience and understand war. Special thanks to Karen Olness, M.D., for these suggestions.

BOOKS

Hope and Healing: Peaceful in an Uncertain World by Naomi Drew, 2002, Citadel Press.

The Day our World Changed: Children's Art of 9/11, edited by Robin Goodman, Andrea Henderson Fahnestock, Debbie Almonstaster, 2002, Harry N. Abrams, Inc.

What Happened to the World? by Jim GreenMan, 2001, Bright Horizons, Watertown, Mass.

The Impact of War on Children: A Review of Progress Since the 1996 United Nations Report in the Impact of Armed Conflict on Children by Graca Machel, 2001, Palgrave.

VIDEOS

Children in War (documentary), recipient of a 2000 Emmy Award, highlights the "tragedies of modern warfare and terrorism as told by the children of Bosnia, Israel, Rwanda, and Northern Ireland." A book with the same title has been written by Alan and Susan Raymond (2000, TV Books, LLC). Order both at www.childreninwar.com/thefilm.html

WEBSITES

www.AboutourKids.org
NYU Child Study Center

www.unicef.org
United Nations Children's Fund

www.warchild.org
A network of independent organizations working across the world to help children affected by war.

Lectures Focus on Childhood Behavior Influences; Portrayal in Art

The Schubert Center and the Childhood Studies Program sponsored two public lectures this year by well-known British experts on children, Penelope Leach and Allison James, and co-sponsored a talk by art historian Anne Higonnet on childhood as it is depicted in art.

"If a man hits his wife, it's considered assault. If he does the exact same thing with his child, it's 'discipline.' Why is it that children—the smallest and most vulnerable among us—are the last to be protected from this form of violence?" So asked renowned developmental child psychologist and child-care expert **Penelope Leach, M.D.**, as she began her March 26, 2003 presentation titled "Physical Punishment at Home: A Question of Children's Rights."



Leach

The lecture, sponsored by the Schubert Center, explored the issue of physical punishment of children and challenged the audience to join efforts with others to provide children the same protection from physical violence as that afforded to adults. Dr. Leach noted that although action worldwide has curtailed physical punishment of children in schools, physical punishment at home remains highly prevalent and deeply troublesome to those truly interested in the welfare of children. Although forms of physical punishment such as spanking may be effective in immediately stopping undesired behavior, they are ineffective as teaching devices and usually result from angry and frustrated parents who want to assert authority but are unable to think of an alternative. According to Leach, the "it never did me any harm" mantra voiced by proponents of physical punishment is no longer justifiable in the face of empirical evidence that indicates significant risk of long-term negative effects on children's development. Leach urged the audience to assist parents in utilizing more effective methods to discipline children and in particular warned against "drawing lines in the sand" and permitting some forms of physical punishment on the grounds "they don't do any harm."

Following her lecture, Dr. Leach answered questions from the audience. She shared methods to deflect parents' insistence on use of spanking in day-care centers. When asked how to elimi-

nate physical punishment in the United States, Leach suggested two actions. First, based on the experiences of other countries, she suggested that schools be targeted and that parents tell local school officials that their children are not to be subjected to physical punishment. Second, she suggested that the United States must ratify the United Nations Convention on the Rights of the Child. The United States is one of only three countries in the world that have not ratified this landmark convention which has at its core three guiding principles: (1) the provision of necessary resources for children, (2) the protection of children from harm, and (3) the participation of children in decisions about their lives and welfare.

For more information on the U.N. Convention on the Rights of the Child, see: www.unicef.org/crc.

Allison James, Ph.D., Director of the Centre for the Social Study of Childhood at the University of Hull in the United Kingdom, presented a talk to a group of Childhood Studies students and faculty titled, "The Policy and Practice of Children's Childhoods." In her March 19, 2002 talk, Professor James illustrated the importance of including children's viewpoints on their own lives by showing how children regard their school day routines in Britain and Europe.



James

Anne Higonnet, Ph.D., Professor of Art History at Barnard College, delivered a lecture "Pictures of Childhood" at the Cleveland Museum of Art on March 5, 2003. Her talk was co-sponsored by the SCCD. From the pre-modern depiction of children as miniature adults, to the romanticized innocence of the late 1800s, and the more recent darker images of childhood, Higonnet uses art to demonstrate how modern society has changed the way we understand what it means to be a child. ©

Conversations on Children in Research and Policy

This year, the Schubert Center, in conjunction with the CWRU Consortium on Children, Families and Communities, launched a new colloquia series, *Conversations on Children in Research and Policy*. This series is meant to foster interdisciplinary discussions and relationships among CWRU students, staff, and faculty interested in child development. These monthly conversations addressed a wide variety of topics related to children and childhood, including:

Longitudinal Studies of Infants' Risks

Lynn Singer, Ph.D., Deputy Provost

Examining the Impacts of Incarceration on Communities and Families

William J. Sabol, Ph.D., Associate Director for Community Analysis, Center on Urban Poverty and Social Change, Mandel School of Applied Social Sciences

Ethics and Research on Children in the Community: Finding the Right Balance

Eric Kodish, M.D., Director, Rainbow Center for Pediatric Ethics

Pretend Play as a Resource for Children

Sandra Russ, Ph.D., Professor of Psychology

The Mental Health and Behavioral Consequences of Children's Exposure to Violence

Mark Singer, Ph.D., Professor of Social Work, Mandel School of Applied Social Sciences

A New Look at Intelligence

Joseph Fagan, Ph.D., Leffingwell Professor, Department of Psychology

The Psychological Effects of Disasters on Children

Karen Olness, M.D., Professor of Pediatrics, Family Medicine, and International Health

Conversations on Children in Research and Policy will continue during the 2003-2004 academic year. Please see the Schubert Center website for details.

IN EACH NEWSLETTER, WE HIGHLIGHT A RECENT PUBLICATION OF A FACULTY MEMBER AT CWRU THAT RELATES TO CHILD OR ADOLESCENT DEVELOPMENT. IN THIS ISSUE, WE INTRODUCE A NEW BOOK BY SANDRA RUSS, PH.D., PROFESSOR OF PSYCHOLOGY AND INTERIM DEAN, COLLEGE OF ARTS AND SCIENCES.



Play in Child Development and Psychotherapy: Towards Empirically Supported Practice

Play in Child Development and Psychotherapy: Towards Empirically Supported Practice, by **Sandra Russ, Ph.D.**, addresses an important area of child development research, which is also the principal vehicle for clinical practice with young children. Publisher Lawrence Erlbaum Associates, Inc. describes the forthcoming book as "the first effort to bridge the gap and place play therapy on a firmer empirical foundation."

The book represents a culmination of years of research inspired early in her career by her clinical work with children. While using play for therapeutic purposes, Dr. Russ found children expressing creativity as they played. Her subsequent research, including many collaborative studies with students, has revealed play to provide a window for learning about children's emotional processes and its role in imaginative thinking, forming memories, coping, and developing empathy. In her keynote lecture at a recent national conference at Yale University, "The Promise of Play: Cornerstone of Literacy and Learning," Dr. Russ stressed the connection between affectivity expressed through play and children's social and academic success.

The book includes her "Affect in Play Scale," a standardized measure of an area neglected in the field of developmental assessment, but critical in planning and monitoring the effects of therapeutic intervention with children. As she notes in the book's preface, "We know much about the role of play in child development, but have not utilized this knowledge in developing play intervention and play prevention programs that can be evaluated empirically." Accordingly, Dr. Russ' goals were to integrate the child development and therapeutic research literatures on play, identify avenues for future work and provide empirically-based guidelines for practice.

Because Dr. Russ believes that play can be important in both preventing and ameliorating children's social and emotional problems, the book promises to be a valuable resource for early childhood educators and caregivers, as well as clinicians.