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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Carolyn E. Ievers-Dennis, Ph.D., graduated in May of that childhood was an invention of the
and Children Are Focus of “Do-able” Goals for Parents

cocaine or other drugs, and self-regulation
deficits that place children at risk for academic and social failure.

Although 5% of children are diagnosed with ADHD, her findings
language disability. Although 5% of children
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, specializes in 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 Investigators: Carolyn E. Livers-Landis, Ph.D., Assistant Professor, Division of Behavioral Pediatrics and Psychology, Rainbow Babies & Children’s Hospital; and Neila Donaghy, M.D., Associate Professor of Pediatrics and Psychology, Babies & Children’s Hospital

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 to services, drawing on the perspectives of both the primary care physician and parents.

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 difficult 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.

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

Principal Investigator: Laura Scales, M.D., M.S., Assistant Professor of Pediatrics; Co-Investigators: Dennis Donaghy, Ph.D., Professor of Pediatrics, and Psychology, Rainbow Babies & Children’s Hospital

This study examines the barriers and facilitators to the process of identifying young children with developmental delays. The researchers will identify facilitators and barriers to the identification of children with special needs in primary care and attempt to identify strategies that may increase the identification of these children.

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Promoting Interdisciplinary Research at CRUW 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.

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 CRUW 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, Kid 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 described the organization’s concept of UNICEF’s Office for the United Nations Children’s Fund (UNICEF) in 1946 to help children affected by war.

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 subthreshold 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. Shoshana Kahana Awarded Brisky Fellowship

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 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.

The 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 programs 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, 216/685-6946, http://povertycenter.cwru.edu.
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.”

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 eliminate 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/encrc.

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.

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.