

r+a RESEARCH & ACTION REPORT

The Changing World of WORK AND FAMILY BALANCE

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“bullying” framework is doing to civil rights laws

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**CELEBRATING WCW MILESTONES—
WOMEN’S PERSPECTIVES, WOMEN’S VOICES**

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**GALA:
35 Years of Research and Action |
25 Years of Visionary Leadership**

Good friends and longtime supporters celebrate WCW’s 35 years of innovative research and action and honor Susan McGee Bailey, Ph.D., WCW executive director, for her 25 years of visionary leadership. Featured speakers include: Anita Hill, Professor of Social Policy, Law, and Women’s Studies at The Heller School for Social Policy and Management, Brandeis University; Lynn Sherr, award-winning former Correspondent, ABC News; Luis Ubiñas, President, Ford Foundation; Linda Wertheimer, Senior National Correspondent, National Public Radio; and Janet Wu, Political/Investigative Reporter, NewsCenter5/WCVB-TV.

Research & Action Report is published in the spring and fall by the Wellesley Centers for Women (WCW).

Since 1974, WCW has been a driving force—behind the scenes and in the spotlight—promoting positive change for women, children, and families. Women’s perspectives and experiences are at the core of the Wellesley Centers for Women’s social science research projects and training programs. By sharing our work with policymakers, educators, practitioners, and the media, we help to shape a more just and equitable society.

Work at the Wellesley Centers for Women addresses three major areas:

- The social and economic status of women and girls and the advancement of their human rights both in the United States and around the globe;
- The education, care, and development of children and youth; and
- The emotional well-being of families and individuals.

Issues of diversity and equity are central across all the work as are the experiences and perspectives of women from a variety of backgrounds and cultures.

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FROM THE EXECUTIVE DIRECTOR

It is hard to believe that this is my final column as Director of the Wellesley Centers for Women. Despite the many months I have had to accustom myself to the full reality of my decision to retire from WCW—but not, I hasten to add, from feminist work—and despite the fact that I am looking forward to time to devote to writing and to new involvements in the global women’s movement, it is still difficult to realize that I will no longer be connected on a daily basis with the extraordinary scholar-activists here at WCW and the unique organization we have fostered.

When I arrived to direct the Wellesley Center for Research on Women 25 years ago, I never imagined such a long tenure. Nor could I foresee the ways in which joining together with the Stone Center in 1995 would deepen my commitment to social justice work that is grounded in women’s experiences and perspectives.

Our work here at the Centers has contributed to the progress women have made toward full equality. But it is sobering to count how many of the goals that I believed achievable a quarter of a century ago are still out of reach; discouraging to continually confront instances of back sliding and complacency. More women are working outside the home than ever before, but the availability of quality, affordable child care and preschool programs lags far behind the need. Children are subjected to gender stereotyping at every turn, and numerous proponents of unsubstantiated notions of immutable, hardwired gender differences clog our educational system with pseudo-scientific claims for rigidly differentiated teaching materials and practices.

I am reminded of the old saying, “a woman’s work is never done.” It is certainly the case that our work here at WCW is far from finished.

As we approach the final days of our 35th Anniversary Fund Drive, our three 35th priorities remain key to both our current and future efforts: achieving educational equity, advancing women’s economic status, and fostering women’s leadership and human rights around the globe. We must continue to uncover and understand the ways in which all forms of discrimination, bias, bigotry, and stereotyping undermine social justice and thwart attempts to shape a safer, more equitable world.

The success of these 35th fundraising efforts positions WCW to continue our focus on questions growing out of women’s lives, thus shaping cutting-edge research that can both address root causes and inform policy. Such research lessens the need for expensive, remedial “band-aid approaches” to social problems. Thoughtful remedial programs can alleviate pressing hardships, but alone they do nothing to prevent problems from recurring.

As this issue of *Research and Action* illustrates, our work reflects diverse perspectives, is grounded in a variety of theoretical and methodological approaches, and is far from homogeneous. The strength of the work grows from these differences and from the passion, the expertise, and the commitment of every one of the 100 or so staff members here at WCW. I am proud of the work we have accomplished together. I leave the Centers clear in the knowledge that WCW has never had a stronger, more committed staff or a more secure financial base, and confident that WCW’s work will continue to grow in both depth and in influence.

Thank you for sharing and supporting the vision of the Wellesley Centers for Women for more than three decades. I hope you will join me in continuing to do so in the decades ahead! ■



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IT USED TO BE MEN WHO WERE EXPECTED TO BE MARRIED TO THEIR JOBS; NOW IT'S WOMEN AND MEN. AND IT'S MUCH HARDER TO DEAL WITH WORK/FAMILY ISSUES WHEN YOU NEVER LEAVE WORK.

—NANCY MARSHALL

of family labor, and men's willingness to participate fully in the daily life of families—not just as economic providers, but in doing the nitty-gritty work of parenting, including changing diapers and driving kids to their activities. That's particularly true in the younger generation. When both the woman and the man are working full time, women feel increasingly entitled to men's involvement—and men *want* to be involved.

Another big change for families has been the growing availability of formal child care options. In the 1950s, there might have been a preschool program in town, but there was very little infant care. Now, child care is an industry. Particularly in urban areas, there are a lot of child care programs, both centers and licensed family child care in homes, and they are an important support to families combining work and family. But many families still struggle to find good care that fits with their work schedules. The literature in work/family balance shows that families with young children have the hardest time striking that balance, because the needs of young children can't wait.

WHAT ARE THE CHIEF CAUSES OF STRESS FOR WORKING PARENTS?

What's really driving parental stress is, first, how demanding the job is—how much the parent has to work, and how long—and second, whether she or he has some control over the pace of the work or when it gets done. If you have a job that's flexible, you can take work home, you can shift your hours, you can take an hour or two out if you have a parent-teacher conference or need to take the child to a doctor's appointment. But many workplaces don't offer that kind of minute-to-minute or day-to-day flexibility.

IN TERMS OF CHILD CARE, HOW DO PARENTS CHOOSE AMONG OPTIONS?

Even though child care is much more available these days, in many non-urban areas there *aren't* many options, and in all communities, what's available may not be right for your child. How do you find what *is* available? Begin with your own informal networks. You can also turn to your state's Resource and Referral agency, which lists the licensed child care facilities in your area.

Once you've found the care, you need to visit. You must visit. Child care around the nation, particularly in centers and in licensed family homes, where it's been most studied,

really varies a lot. There's some excellent care out there, some mediocre care, and some really dreadful care. It can be a real challenge for parents to find providers they trust to do a good job with their children.

WHAT SHOULD PARENTS LOOK FOR?

The two really important indicators are that the adults *like* the children they're taking care of, and that they're willing to talk with the parents about what they do and why they do it. You don't need to have an advanced degree in early childhood education to say, "OK, I can trust these people with my child."

Of course, you also want the setting to be safe; you want to see the adults helping kids "play well with others;" and there need to be the kinds of toys and activities and materials that allow children to grow and learn. But it's really the adults there who will drive what your child's experiences are like, so finding the right people is the most important criterion.

Nothing beats a visit. Because even if last year your best friend's kid was there and it was great, there could be new teachers. You should always visit any place you're considering.

THAT'S HARD FOR MANY WORKING MOTHERS TO DO.

Men, too! Dad should be visiting, too. This is an important test of how you're going to balance work and family. If it's only Mom's decision about child care, it becomes her responsibility to pick up the kid if he's sick, to go to teacher/parent conferences—that's not where you want to start. You want Dad involved in that whole process, too. And if we make space for men, they'll be there. Especially if we insist that they come.

FROM AN EMPLOYER'S SIDE, DO WE KNOW HOW THE AVAILABILITY OF CHILD CARE HAS INFLUENCED PRODUCTIVITY OR ECONOMIC GROWTH?

Yes. We have done a few studies on that question. It's pretty well established now that employers have a lot to gain by making work/family supports, including child care, available to their workers—men as well as women. We did a study that surveyed employers about the kinds of child care support and other work/family supports they offered

continued on page 4

to their workers. They uniformly reported that these supports resulted in increased productivity and reduced absenteeism, which translate into a better bottom line. We've also evaluated an *on-site* child care center located at an employer's facility, comparing employees who used the center with those who used outside child care. Employees who used the center experienced higher productivity and lower absenteeism, because they could easily bring their children to work and check in on them there.

WHAT DOES YOUR RESEARCH SHOW ABOUT THE EFFECTS OF EARLY CHILD CARE ON KIDS? FOR YEARS PARENTS, EDUCATORS, AND POLICY MAKERS HAVE DEBATED THE ISSUE, AND SOME PARENTS REMAIN CONFLICTED ABOUT USING EARLY CHILD CARE.

First, let me say this. We have a model from the 1950s that says only Mom and Dad know how to raise their kid. That ignores centuries of extended family involvement and other forms of shared parenting. I think we really need to change the way we look at our kids. Yes, it's my kid, I take care of my kid, but I also rely very much on my "village." It *does* take a village to raise a child. If we think about raising our children as a process of shared parenting, shared care, with formal and informal systems, the question becomes: "How can I find a child care arrangement that feels like a partnership with me, where my partners respect my role as parent and help me take care of my child? Can I rely on family and friends, the formal school system, a child care program?"

Then we can ask what kinds of child care arrangements do that well. We know a lot from research about what quality care looks like. It depends on providers who know a lot about children—and, in *group* settings for child care, providers who know a lot about children in groups. And of course it depends on having the kinds of toys and activities and materials that allow children to grow and learn.

Another issue is how many hours the child is spending there. We know from research that for some children longer hours of care—more than the work-day load—can be a stressor. Parents should always pay attention to their child. Is she frequently stressed when you pick her up from the care setting? Could she be there too many hours? If so, is there a way you can reduce those hours, maybe by flexing your work time, or by drawing on family or friends who could care for the child in your own home for part of your time away?

But for most children, day-long child care draws them out, engages them with other kids, gives them time to develop social skills—it's a plus. You need to read your own kids to decide what's the right package for them and for your family.

WHAT IF PARENTS CAN'T AFFORD GOOD CHILD CARE? WHAT ARE THE IMPLICATIONS, FOR ALL PARTIES CONCERNED?

One of the big policy issues facing our country is that our child care system has been allowed to grow without much nurturance, and it's subject primarily to market forces. If parents can't pay for higher-quality care, too often they can't get it. There are some policies that can help lower-income families pay for care—through the Head Start system, which provides affordable care for low-income families, and through child care subsidies. But it's a patchwork system, with every locality and state needing to figure out how to make affordable quality care available to all families; and the market is still the primary driver of access. Low-income families for whom those supports aren't available, and families in an income range that's ineligible for the supports but not high enough to pay for high-quality care, often do not have access to quality care.

The lack of a coordinated policy guaranteeing quality care for all children is resulting in serious consequences. One is the achievement gap in this country. Children from families unable to provide a highly stimulating and nurturing environment, at home or in child care, start school already behind.

ONE OF THE BIG POLICY ISSUES FACING OUR COUNTRY IS THAT OUR CHILD CARE SYSTEM HAS BEEN ALLOWED TO GROW WITHOUT MUCH NURTURANCE, AND IT'S SUBJECT PRIMARILY TO MARKET FORCES.



The gap in readiness to learn that appears in first grade tends to continue.

Another consequence of poor-quality care is the stress it puts on parents, which in turn affects their employment. For example, poor quality care tends to break down. If your provider is sick, who watches the child? How do you go to work?

As I've said, high-quality care at parents' workplaces that's affordable because the employer subsidizes it helps workers to be more productive. But we don't yet have a system that does that very often—and we need much more than that. We also need community-based programs, preschools in the public schools, licensed family child care, government support for care by relatives—we need a very diverse system that is nationally coordinated and supported.

BESIDES POSSIBLE HELP WITH CHILD CARE, WHAT ARE THE OTHER BENEFITS WORKING PARENTS NEED FROM EMPLOYERS?

The obvious benefit that working families need is family leave. Currently, the federal Family and Medical Leave Act (FMLA) provides for unpaid leave for about half of the workforce. All workers need access to family and medical leave, and they need paid leave so they don't need to choose between family and a paycheck. Other benefits important to working families include paid health insurance, paid sick leave—which not everybody has—and paid sick leave that can be used not just for yourself but for family members' care. That should be a right of every worker, but it's not. Additional benefits are paid vacation time and paid personal time, which families with young children use to manage work and family. These are the first line of defense.

WHICH KINDS OF EMPLOYERS HAVE LED THE WAY IN PROVIDING FAMILY-FRIENDLY BENEFITS?

Employers who have established the best practices around family-friendly benefits—particularly involving child care and family leave—include hospitals and other arenas where there are highly skilled women workers. Some law firms have taken the lead, and

many Fortune 500 companies have set the standard for best practice. They want the best workers, and that includes women. In general, those employers who have hard-to-replace workers are more likely to be in the vanguard of family-friendly benefits.

WHAT WILL BE NEXT FOR THE WORK, FAMILIES, AND CHILDREN RESEARCH GROUP?

One research project involves the changing roles of men in the family. Back in the early 90s, we found a small group of families in a much larger sample where the men cared for their infants while their wives were at work. We'll be following up 20 years later to see how they reflect on that experience.

Another project focuses on the development of practical teacher assessments for use in center-based pre-kindergarten programs. While it is a common belief that professional development is important to improving the quality of child care programs, one of the challenges in evaluating programs is actually measuring what professional development does, how it changes what teachers think and know about children. We want to discover better ways of assessing that and provide our results to policy-makers in support of an increase in available quality care.

I'm also preparing a chapter on women, employment, and health for a new book on women's health. There is so much more to learn about work, families, and children, not only to understand better what families need, but also to inform policy makers, employers, and community leaders on ways to support families and build better communities for all. ■

This article was made possible through support from the Mary Joe Gaw Frug Fund.

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Sexual Harassment Left Behind: What the “bullying” framework is doing to civil rights laws and framework

THE RECENT TRAGIC CASES OF PHOEBE PRINCE AND CARL WALKER-HOOVER, two Massachusetts students who took their own lives after being allegedly bullied by their peers, force us to look carefully at the ways in which school personnel are treating and framing student-to-student interactions. I want to propose that, in fact, both children were sexually harassed by their peers; and to call it “bullying” minimizes what they endured.

My experience is that school administrators often disguise the fact that they are liable for sexual harassment in the school and frequently tell students and their parents that it is they who will be sued for actions that take place in the school. Too many administrators embrace and promote the bullying framework and discourse because they believe they will not end up in federal court if they label behaviors “bullying” (Stein 2003). By doing this, they are conflating harassment behaviors and definitions with “bullying;” the tsunami of bullying is winning out—disregarding and displacing the legal rights of students under federal civil rights in education laws.

Specifically, I have three primary concerns about the “bullying” framework:

- the broad use of the term “bullying;”
- the definition(s) of “bullying;” and
- the lack of effective evidence-based interventions for prevention & remediation.

1. The broad use of the term “bullying”

The term “bullying” is imprecise and vague; it is used as a default, as a crutch, and has been stretched to describe everything from “meanness” to “criminal conduct.” I consider it a placeholder word for what we should call “racism,” “sexism,” or “homophobia.” Sometimes “bullying” also is applied incorrectly to minimize what might legally be criminal conduct. In addition, the media perpetuates the problem with headline after headline in U.S. media flashing the term “bullying.” Yet when I read or listen to these reports, I learn that youth were charged with criminal violations and/or school districts were sued in federal court for harassment under federal civil rights. Why aren’t we calling these behaviors what they are? Why do we use a word that minimizes criminal actions of an individual or the requirement of a school district under civil rights laws? I believe that we should be encouraging students and adults to use more words, not fewer words when they describe conduct

that they think interferes or disrupts the learning environment. What we have instead is all conduct collapsed into the simple one word term, “bullying”—whether we are talking about “social exclusion” or “sexual assault”—all of a sudden, no one can use more than one word, and all behaviors are labeled “bullying.” Let’s try to encourage everyone to expand their vocabulary, instead of reducing their vocabulary to one over-used term.

2. The definition(s) of “bullying”

Moreover, there is no agreement on the definition of the term “bullying”—whether we look at the 45 states that have passed state laws on bullying or if we look at the ways in which bullying is defined by researchers—there is no agreed-upon definition and everyone makes up her/his own when conducting research and surveys. This process of creating a definition is a completely arbitrary and capricious, an inconsistent, whimsical process. Some laws/researchers insist that bullying is comprised of “repeated” behaviors; others say it can be a one-time occurrence. Some laws/researchers define it as a differential “imbalance of power,” but who determines the imbalance, and what is “power”? If the behaviors are classified based on severity, what measures define this?

Case in point: the U.S. Departments of Education and Justice, in their biannual survey, *Indicators of School Crime and Safety*, do not offer a definition of bullying among the five pages of definitions that make up areas that this survey asks 3,500 school administrators to complete. Even though there are specific questions about bullying behaviors, no definition is offered. Instead, the survey relies upon principals’ self-defining application of the term. Case closed, huh? The feds don’t even dare define this word “bullying.”

Yet, it is the very arbitrary and capriciousness of the slippery definition of bullying that allows lawyers to file First Amendment lawsuits against the actions of school administra-

On October 26, 2010, as this commentary went to press, the U.S. Department of Education Office for Civil Rights issued a “Dear Colleague Letter” to schools that clarifies the relationship between bullying and discriminating harassment under civil rights laws: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>



NAN STEIN, Ed.D. is a senior research scientist at the Wellesley Centers for Women (WCW). A former middle school social studies teacher, she worked as a civil rights specialist for the Massachusetts Department of Education prior to joining WCW in 1992. She frequently gives lectures, keynote addresses, and training to school personnel, and serves as an expert witness in lawsuits on sexual harassment and child sexual abuse in K-12 schools. Her book, *Classrooms and Courtrooms: Facing Sexual Harassment in K-12 Schools*, was published in 1999, and she is the author of three teaching guides on sexual harassment, bullying, and gender violence. She has also published extensively in education and legal journals; her op-ed pieces have appeared in *Education Week*; *New York Teacher*; and *USA Today*.

*Most current information available as of publication printing on October 25, 2010.

tors who suspend and expel students for “bullying” conduct—conduct and definitions that vary from state to state, moment to moment, incident to incident.

In one of the Massachusetts tragic cases of suicide, the alleged perpetrators (in South Hadley) have been charged by the district attorney with criminal conduct—those cases are pending hearings this winter.*

However, I also believe that the school districts in both the Massachusetts cases need to be taken to task, in federal court, under federal civil rights laws, for their disregard of federal law Title IX: the right to receive an education that is free from sex discrimination and harassment. We know from media reports and statements from lawyers representing the aggrieved and grieving families that the schools had been contacted by the aggrieved students and their parents about the problems they were experiencing, and were “on notice,” therefore the liability lay with school personnel to create a school environment that would not permit or tolerate behaviors that interfered with those children receiving their civil rights—their *equal rights*—to go to school in an environment that is free from racial and sexual discrimination, including sexual harassment. Over a decade ago, in 1999, the U.S. Supreme Court decided in the *Davis v. Monroe County Board of Education (GA) School District* case, in which a fifth-grade girl in Macon, Georgia had been sexually harassed by a male classmate, that school personnel were liable for peer-to-peer sexual harassment when they knew about it and failed to take any action.

3. Lack of effective evidence-based interventions for prevention & remediation

My final point is one of consumer protection. Schools are flooded with bullying curricula and materials that lack evidence of their efficacy. These materials and their authors promote claims of effectiveness yet the research results do not show it. In fact, most of these interventions/curricula have yet to be evaluated for effectiveness, or if they have, these evaluations have major gaps and raise serious concerns. Some have been evaluated by their author(s), which presents a conflict of interest and bias problem. Other results—assuming they were effective—have not been replicated with groups beyond the initial group of students. If the effects cannot be replicated in other environments with more diverse populations,

then there is some doubt about the usefulness of that particular curricular intervention with a wider group of subjects, schools, and youth. And the integrity of some of these evaluations must be called into question as schools volunteered to be included in the studies, after having already expressed an interest in these materials. Thus, the evaluation projects did not utilize a random assignment at the beginning of the studies, which then calls the whole enterprise into question. Further, rarely have the results of any of these evaluations been published in peer-reviewed journals that scholars and researchers can read, discuss, and debate.

Many of the curriculum materials—whether they are free like “Don’t Laugh At Me” which was developed by Operation Respect, an organization founded by Peter Yarrow of the folk group Peter, Paul & Mary, or cost thousands of dollars like “Steps to Respect” offered by the Committee for Children, or the Olweus Bullying Prevention Program—have demonstrated minimal effectiveness despite being popular. The Olweus program in particular is used very widely, but aside from an initial effort in rural South Carolina in the mid-1990s, there are minimal reports of effectiveness or replication published about their U.S. research results given its widespread use. The program is not proven to be effective in the U.S., yet school districts keep paying for this expensive service based on Olweus’ promotion of its effectiveness in Norway or its limited reach in the U.S.

The tragedy of lives lost should spur action. But this should not result in reckless implementation of unproven programs that respond to isolated issues rather than holistic policy creation, professional development, and comprehensive programming, supported by rigorous, unbiased evaluation. Only about five percent of existing intervention, prevention, and remediation programs, in general, have demonstrated any value/worth of effectiveness.

Studying school violence is not merely to focus on gangs, guns, and drugs. There are gendered dimensions to school violence and to make schools gender-safe we need to create a culture that does not permit nor endorse sexual harassment towards girls or boys (Stein, Tolman, Porche & Spencer, 2002). And we must appropriately label behaviors and respond to what’s really going on in our school hallways, bathrooms, and buses. Children’s lives depend on it. ■

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short takes

WCW Welcomes New Scholars



KELSY N. KRETSCHMER, Ph.D. will work as a faculty scholar at the Wellesley Centers for Women (WCW) for the 2010–2011

academic year. While teaching a course on the modern feminist movement in the Wellesley College Writing Program, she will continue her work studying gender inequality and social movement organizations. Kretschmer has written several journal articles that examine the role of leadership in feminist organizations and dissident-identity organizations within social movements, as well as the various ways new organizations emerge from existing ones. She presented “Not NOW: Pathways and Consequences for Breakaways from the National Organization for Women” during WCW’s fall lunchtime seminar series. Kretschmer hopes to undertake some writing projects with Susan McGee Bailey, Ph.D., WCW executive director, on the role of women’s centers on college campuses. She holds a Ph.D. and M.A. in Sociology from the University of California, Irvine, and a B.A. from Oregon State University.



ADRIENNE M. LUCAS, Ph.D., an assistant professor of Economics at Wellesley College, is on sabbatical working as a faculty scholar

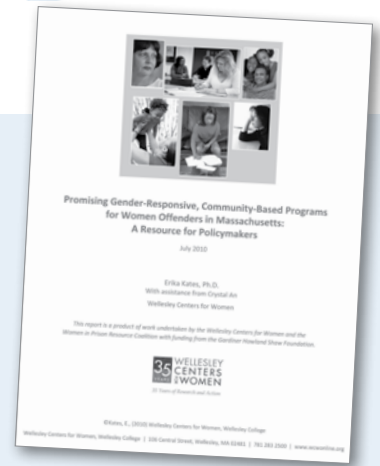
with WCW during the 2010–2011 fall semester before she returns to teaching in the spring. Lucas’ research is in the fields of economic growth and development, with a particular interest on the impact of disease, education, and fertility. Her current projects include research on malaria and education in Sub-Saharan Africa.

She is examining the effect on student achievement and graduation for children in primary and secondary schools, including a focus on differences by gender. Lucas’ work will also include comparative research on students attending national, provincial, and district schools, to assess differences in achievement outcomes in the less and more elite programs. Lucas earned her Ph.D. in Economics and her A.M. in Economics from Brown University, and her B.A. from Wesleyan University.



NIDHIYA MENON, Ph.D., an associate professor of economics at Brandeis University, has joined WCW as a senior research scientist for the 2010–2011

academic year. Menon’s research applies the tools of empirical microeconomics and econometrics to the areas of development economics, labor, and demography. Her study of the “added worker effect” examines how Nepal’s 1996–2006 civil war affected women’s decisions to engage in employment. Results indicate that with the displacement of male workers as a result of the communist-led insurgency, women’s employment probabilities were substantially higher in 2001 and 2006 relative to the outbreak of war in 1996. These employment results also hold for self-employment decisions, and they hold for smaller sub-samples that condition on husband’s migration status and women’s status as widows or household heads. Menon presented on this topic during a recent WCW lunchtime seminar in October. Menon has been a researcher at the Grameen Bank in Bangladesh, and a consultant with the World Bank. She holds a Ph.D. and an M.A. in Economics from Brown University, and a B.A. in Economics from Mount Holyoke College.



New Report: Promising Programs for Women Offenders

The Wellesley Centers for Women (WCW), the Women in Prison Resource Coalition, and the Office of Kay Kahn, Massachusetts State Representative (11th District), released a special report this summer: *Promising Gender-Responsive, Community-Based Programs for Women Offenders in Massachusetts: A Resource for Policymakers*. Researched and authored by **ERIKA KATES**, Ph.D., WCW senior research scientist, this report is the first of its type to reveal the scope of the resources community-based programs provide for female offenders in prison, describing the relationships these programs have with correctional institutions. It also shows, by establishing a relationship with women in the pre-release phase, there is a greater chance women will follow through with the programs when they are released. The work undertaken was supported by funding from the Gardiner Howland Shaw Foundation. The report is available from the WCW website or through the MA Caucus of Women Legislators: 617.722.6622.

Open Circle Curriculum Updated



Elementary educators and administrators face the responsibility of educating children to prepare them for a lifetime of learning, achievement on standardized tests, and building social and emotional connections with others, among many other expectations. Since 1987, Open Circle has worked with school communities to help children become ethical people, contributing citizens, and successful learners, factoring in to their overall success. The recently released, revised 2010 edition of the *Open Circle Curriculum* addresses teachers' changing needs with enhanced bullying prevention content, stronger lessons on emotional regulation, greater inclusion of diverse populations, and enhanced evaluation tools, all while teaching essential facilitation skills to elementary school personnel.

Hundreds of teachers provided valuable feedback on Open Circle and its *Curriculum*, informing these seamless yet comprehensive updates:

• Bullying Prevention

New content to help teachers identify, prevent, and address bullying behavior

Up-front emphasis on bullying prevention and a Do's and Don'ts list for teachers so they know how to respond to bullying "in the moment"

Clear connections for leveraging Open Circle concepts and skills to prevent and address bullying

• Evaluation and Assessment

Enhanced evaluation tools, including mid-year and year-end skills assessments

• Emotional Regulation

Greater focus on emotional regulation skills

Stronger and more lessons on calming down and self-talk included earlier in lesson sequence

• Children's Literature

Latest and greatest high-quality children's literature that links to social and emotional concepts

• Cultural Relevance

Greater inclusion and representation of diverse student populations, including students in urban environments

• Student Voice

Lessons are even more student-directed, encouraging the development of critical-thinking skills

Initial feedback on the 2010 edition has been extremely positive and a survey of teachers using it this school year is planned for June 2011. A group of experienced Open Circle teachers from Boston and neighboring suburbs described the lessons as "thorough" and "crisply written." Those from urban settings expressed appreciation for changes to the *Curriculum* that recognize daily complexities for many students in seeking help from an adult. In the words of one teacher:

"In order to support students' development, and their thinking and reactions in social situations like the current bullying trend, we must enforce a well thought-out curriculum that is both relatable to the students in our care and meaningful for the teachers who deliver the instruction. Open Circle has recognized that and continues to adjust their *Curriculum* accordingly."

Research indicates that school-based social and emotional learning (SEL) programs like Open Circle provide benefits to students who use them by increasing achievement test scores in reading and math; improving social and emotional skills and attitudes about self, others, and school; and decreasing bullying and other behavior problems. Furthermore, 96% of teachers trained to use the *Open Circle Curriculum* report that their facilitation and teaching skills greatly improve, and 92% agree that the training improves their ability to identify and address students' social and emotional needs.

Open Circle is a comprehensive, grade-differentiated social and emotional learning program for grades K-5 children, their teachers, administrators, other school staff, parents, and other caregivers. When schools implement Open Circle's *Curriculum* and whole-school approach, they foster the development of relationships that support safe, caring, and highly-engaging learning communities of children and adults.

Since its inception in 1987, Open Circle has reached nearly half a million children and trained over 10,000 educators. Open Circle is currently used in 262 schools across 98 urban and suburban communities across the Northeast. For more information about Open Circle and its school-based professional development programs, visit www.open-circle.org.

continued on page 10

Awards & Appointments

RANGITA DE SILVA-DE ALWIS, S.J.D., director of International Human Rights Policy Programs at the Wellesley Centers for Women (WCW), received an Outstanding American by Choice award from Department of Homeland Security Secretary Janet Napolitano during a September ceremony in Boston, MA. The Outstanding American by Choice initiative highlights the importance of citizenship rights and responsibilities through recognition of the outstanding achievements of naturalized U.S. citizens.

JEAN KILBOURNE, Ed.D., WCW senior scholar, received the Wonder Woman award from the Massachusetts National Organization for Women Foundation as one of its feminist heroines this past October. Kilbourne was recognized for her work that addresses issues of violence against women, body image, dating relationships, healthy sexuality, healthy lifestyles, and healthy societies.

The National Staff Development and Training Association (NSDTA) presented its Quality Training Award to Technical Assistance (TA) Systems Builders Collaborative led by Rocio Abundis-Rodriguez and **ELLEN GANNETT**, M.Ed., director of the **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** at WCW. This award is given to a public human services training program that successfully develops and implements a cutting-edge, innovative training approach or a variation of a traditional process, procedure, or practice. The TA Systems Builders Collaborative has promoted

communication, collaboration and resource sharing, including the establishment of a website for posting TA and training resources. A model of TA in afterschool settings has been developed and significant discussions pertaining to the evaluation of TA and training has emerged.

Gannett, has also been named an advisor to the Learning in Afterschool project. Advisory group members will advise on strategic issues and participate in brief interviews, which will be posted on the Learning in Afterschool blog. The Learning in Afterschool Project is committed to afterschool programs achieving their full potential—to become known as important places of learning that excite young people in the building of new skills, the discovery of new interests, and opportunities to achieve a sense of mastery.

NAN STEIN, Ed.D., WCW senior research scientist, has been invited to serve on an advisory committee of the American Association of University Women (AAUW) for a new research report on sexual harassment, bullying, and cyberbullying in middle schools. This project will document the changing nature and scope of bullying and sexual harassment among middle school students and the effects of various types of sexual harassment and bullying on students' educational experience. Students who harass and/or bully will also be a focus of the research, with particular attention paid to their attitudes about gender.

WCW LUNCHTIME SEMINAR SERIES

The Wellesley Centers for Women (WCW) holds its Lunchtime Seminar Series at its Cheever House location in Wellesley, MA on Thursdays, from 12:30–1:30 p.m. during the fall and spring semesters. WCW scholars and colleagues share recent findings and new works-in-progress during these lectures. Many programs are recorded; archived presentations can be accessed online at www.wcwonline.org/audioarchive.

SPRING 2011 SCHEDULE

The schedule is subject to change. Please confirm programs and schedule at www.wcwonline.org/calendar. Upcoming programs include:

March 3

Amy Banks, M.D.
The Smart Vagus: Understanding the Social Wisdom of the Tenth Cranial Nerve

March 10

Peggy McIntosh, Ph.D.
Beyond Blame, Shame and Guilt: Relational Teaching about Privilege Systems

March 17

Tracy Gladstone, Ph.D.
Sibling Relationships in Children of Depressed Parents

March 24

Sari Pekkala Kerr, Ph.D.
Do Temporary-help Jobs Improve the Earnings of Unemployed Women?

March 31

Monica Driggers, J.D.
Family Court and Domestic Violence: Unraveling the Misperceptions and Complexities

April 7

The Grace K. Baruch Memorial Lecture
Jennifer Grossman, Ph.D. and Michelle Porche, Ed.D.
Girls' Engagement with STEM Career Options: A Path toward Gender Equity

April 14

Georgia Hall, Ph.D.
Getting a Jump on Physical Activity: Investigating Trajectories of Physical Activity Participation and Opportunities during the Out-of-School Time Program Hours

FALL 2010 LUNCHTIME SEMINARS*:

- **Gender and Conflict in Nepal: Testing for "Added Worker" Effects** by Nidhiya Menon, Ph.D.
- **Race and Child Care in Mississippi** by Jean Hardisty, Ph.D.
- **The Overlap between Bullying and Sexual Violence in Middle Schools: Perspectives from Students and Educators** by Linda Charmaraman, Ph.D.
- **Empowering Relationships, Expanding Human Possibility** by Judith Jordan, Ph.D.
- **The "Bullying" Label—Definitions, Claims, and Ramifications** by Nan Stein, Ed.D.
- **Not NOW: Pathways and Consequences for Breakaways from the National Organization for Women** by Kelsy Kretschmer, Ph.D.
- **Women Leading Change in the Muslim World** by Rangita de Silva-de Alwis, S.J.D.

*Visit www.wcwonline.org/audioarchive for links to audio recordings of several of these programs.

UPCOMING AND RECENT PRESENTATIONS

SUSAN MCGEE BAILEY, Ph.D., executive director of the Wellesley Centers for Women (WCW), and **LAURA PAPPANO**, WCW Writer-in-Residence, were two of the featured speakers during the 3rd Annual “Women and...” Luncheon in New York, NY in October. The program, “Women and Sports: Get in the Game,” also featured Alina Cho, National Correspondent for CNN and Contributor to American Morning on CNN/U.S.; Susan Choi, Golf Professional, LPGA Futures & Canadian Women’s Tours; Gail Marquis, Vice President, Element Financial Group, Olympic Champion, NYC Basketball Hall of Famer; Donna Orender, President, Women’s National Basketball Association; and Jill Smoller, Head, Sports/Entertainment Division, William Morris Endeavor Entertainment. Check out www.wcwonline.org/nycevent for more information. The program was sponsored by BNY Mellon Wealth Management, Under Armour, and Dominick & Dominick.

TRACY GLADSTONE, Ph.D., WCW senior research scientist and director of the Stone Primary Prevention Initiatives, trained 100 practitioners this past May in the Family Talk intervention program in Chicago, IL, a clinician-based prevention program for parents and children when a parent is depressed. William Beardslee, M.D. and Gladstone developed and evaluated the intervention over several years. More recently, they have revised the related manual and are developing a web-based training program for the intervention. The Chicago Department of Health will implement the revised program city-wide and has initiated training with practitioner/researchers in Boston, MA.

GEORGIA HALL, Ph.D., senior research scientist at the National Institute on Out-of-School Time at WCW, presented “Getting a Jump on Physical Activity in OST Programs” at the National Afterschool Association Convention in Washington, DC in April 2010. Hall also presented “Raising the Bar: Physical Activity in Out-of-School Time Programs” at the 21st Century Community Learning Centers Summer Institute in Washington, DC in July 2010.

The **JEAN BAKER MILLER TRAINING INSTITUTE** at WCW held its Introductory Intensive Training Institute 2010, “How Connections Heal: Founding Concepts/Recent Developments in Relational-Cultural Theory and Practice,” this October in Wellesley, MA. The Fall Intensive Training provided a unique opportunity for the intensive study of Relational-Cultural Theory (RCT). In addition to interactive presentations led by Institute faculty, learning activities included small and large group case discussions, role-plays, and therapy videos, as well as opportunities for journaling and self-reflection. Clinicians and other professionals at all stages in their professional lives attended. JBMTI also kicked off its fall webinar series with “Last One Picked: The Impact of Social Rejection on Pain Pathways” in September and “Are You My Mother? Developing the Capacity to Connect in Early Childhood Relationships” in November, both presentations offered by **AMY BANKS**, M.D., JBMTI director of advanced training. Upcoming webinars include: “I Can Read You like a Book: How Mirror Neurons Help Us Connect” in December and “The “Smart Vagus”: The Social Wisdom of Our Tenth Cranial Nerve” in January. The spring webinar series will focus on The Healing Brain. Learn more at www.jbmti.org.

JEAN KILBOURNE, Ed.D., WCW senior scholar, served as an organizer for the SPARK Summit: Challenging the Sexualization of Girls held in New York in October. The summit—a day to speak out, push back on the sexualization of girls, and have fun while igniting a movement for girls’ rights to healthy sexuality—launched an inter-generational movement to support and stand with girls. WCW partners with SPARK Summit organizers, Hardy Girls Healthy Women.

PEGGY MCINTOSH, Ph.D., WCW associate director, senior research scientist, and director of the Seeking Educational Equity and Diversity (SEED) project, presented this past June at Tufts University Medical School, Boston, MA in context of a National Institutes of Health-sponsored intensive training on diversity for post-doctoral students. She spoke about eight systems of privilege in the United States. The annual SEED New Leaders’ Training Week was held in July in San Anselmo, CA, co-directed by McIntosh, Emily Style, and Brenda Flywithhaws and co-led by ten SEED summer staff

members. Thirty-five educators from 13 different states learned how to facilitate SEED seminars, which will they will organize and lead each month in their own schools during the coming year. The aim is to work with peers to make their curricula, teaching methods and school climates more gender-fair, multicultural, and inclusive of students from all backgrounds. McIntosh and Victor Lewis of the documentary film *The Color of Fear*, co-presented at North Carolina State University on “Waking Up To Privilege Systems: The Surprising Journey” in September. McIntosh also offered an address at Framingham State College, Framingham, MA during the school’s “No Room for Hate” campaign in November.

This past June, **NAN STEIN**, Ed.D., WCW senior research scientist, and **LINDA CHARMARAMAN**, Ph.D., WCW research scientist, were invited to the Centers for Disease Control in Atlanta, GA to present preliminary findings from “Middle School Bullying & Sexual Violence: Measurement Issues & Etiological Models,” a longitudinal project which began in 2007. Together with Dorothy Espelage, Ph.D. from the University of Illinois, Urbana-Champaign, the full-day site visit comprised of formal presentations to the Division of Violence Prevention (DVP) staff, leading workgroups with DVP Youth Violence and Violence Against Women staff, and discussing key findings and future funding/research directions with DVP Senior Staff. Stein also co-presented with Bruce Taylor, Ph.D., during the American Society of Criminology 2010 Annual Meeting in San Francisco, CA in November. They presented “Dating Violence Prevention Programs in New York City Public Middle Schools: A Multi-Level Experimental Evaluation” and “Evaluations of School-Based Teen Dating Violence Prevention Programs.”

Lean more about where and when WCW scholars will present their work at www.wcwonline.org/calendar.

spotlight on funding

APT VALIDATION STUDY PHASE I: IDENTIFYING AND MINIMIZING MEASUREMENT ERROR

Allison Tracy and Wendy B. Surr

Funded by the William T. Grant Foundation

The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women received funding from the William T. Grant Foundation to test and strengthen the Assessment of Afterschool Program Practices Tool (APT). The APT was designed to measure key aspects of afterschool program quality believed to contribute to desired youth outcomes. Based on extensive field testing conducted by NIOST in 2005 in Massachusetts 21st Century Community Learning Center programs, the research version of the APT was converted into a self-assessment tool and has received favorable feedback from practitioners in the field. This study will test the APT's stability and accuracy as a measure of afterschool program quality, including the extent to which observer characteristics (such as whether the observer is a practitioner from the program), affects ratings of quality. The study will also examine how observer ratings of quality compare with youth reports of their program experiences, and will explore the relationship between ratings of quality and a limited number of youth outcomes. APT testing will occur in 25 afterschool programs serving grades K-8 in the Greater Boston area. It is hoped that the results from this study will enable practitioners to more accurately and reliably measure and track progress with program improvement efforts and more effectively target and promote youth outcomes.

UNDERSTANDING THE IMPACT OF ARTS PROGRAMMING ON SCHOOL DROPOUT

Georgia Hall and Linda Charmaraman

Funded by West Michigan Center for Arts & Technology

The National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women will conduct a literature review to establish what current research supports as best practices in afterschool programs with a primary goal of reducing the number of students who drop out of high school. NIOST will subsequently work with West Michigan Center for Arts & Technology to develop an evaluation plan, identify appropriate measurement tools, and collect and analyze data.

TRAINING FOR BOSTON AREA CIVIL-LEGAL ADVOCATES SERVING MINORITY AND IMMIGRANT WOMEN

Monica Ghosh Driggers

Funded by Boston Women's Fund

This project will develop and implement two training programs based on a family court advocacy handbook that was developed using a 2009 Boston Women's Fund grant. The training sessions will be open to both domestic violence survivors and civil-legal advocates from greater Boston area agencies that serve these women. Research by WCW has revealed that although civil-legal advocates receive general training on domestic violence and family law, none receive specific training on dealing with cultural competence in court. These training sessions will be designed to provide advocates and survivors with the needed education to assist in creating a community of practice for dealing with cultural issues within family courts.

EXPANDING REENTRY OPTIONS AND ALTERNATIVES TO INCARCERATION FOR WOMEN OFFENDERS

Erika Kates

Funded by the Gardiner Howland Shaw Foundation

This project is an extension of the 2009-2010 work of the Women in Prison Coalition and the work resulting in "Promising Gender-Responsive, Community-Based Programs for Women Offenders in Massachusetts: A Resource for Policymakers." The project will expand the Coalition's scope and membership, document the extent to which Massachusetts courts use "alternative" sentencing options for women, and identify current policies and practices advantageous to maintaining family connections.

ADDITIONAL FUNDING

SUMRU ERKUT received continued funding from Planned Parenthood League of Massachusetts for Evaluation of the Impact of Get Real on Middle School Students' Sexual Health Outcomes and from the National Science Foundation and Northeastern University for Integrating Experiential Teaching with a Contemporary Chemical Engineering Curriculum.

GEORGIA HALL received additional support from NASA and Jet Propulsion Lab for From Out-of-School to Outer Space: Exploring the Solar System with NASA.

PEGGY MCINTOSH received support from various individuals for the National SEED project on Inclusive Curriculum at the Wellesley Centers for Women.

The **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** at the Wellesley Centers for Women received support for training, technical assistance projects, and continuing evaluations from the Boys and Girls Club of Metro Atlanta; City of Hartford; Sonoran Alliance for Youth; United Way of Southeastern Pennsylvania; Sound Body Sound Mind; The Black Ministerial Alliance of Greater Boston, Inc.; For Kids Only Afterschool, Inc.; Connecticut After School Network; New Jersey School Age Care Coalition; Hartford Public Schools; Boston After School & Beyond; Gregg House; and the Massachusetts Department of Elementary and Secondary Education.

The **OPEN CIRCLE** program at the Wellesley Centers for Women received continuing support from the Vanderbilt Family Foundation and various gifts from individuals.

MICHELLE PORCHE received additional support from the Ohio Education Development Center for Collaborative Language and Literacy Instruction Project (CLLIP) and continuing support from the University of Massachusetts Medical School for Cognitive Behavioral Therapy for Posttraumatic Stress Disorder and Substance Use Disorders with Minority Youth.

JOANNE ROBERTS received additional support from the U.S. Department of Education and the University of Massachusetts for Boston Ready: Universal Access to Professional Development for Early Childhood Educators.

NAN STEIN received support from the North Dakota Council on Abused Women's Services, Coalition Against Sexual Assault for a keynote address "Teaching about Sexual Harassment, Bullying, and Gender Violence in Schools" at the Fifth Annual Unity Month Meeting; Riverside Community Care for a presentation at "Bullying: Lessons in Prevention and Intervention" conference with Partners Health Care and the Massachusetts Department of Mental Health; Jane Doe Inc., Massachusetts Coalition Against Sexual Assault and Domestic Violence for a presentation at "Reclaiming Your Prevention Efforts in Middle School: Educating Beyond Bullying;" and the Pennsylvania Coalition Against Domestic Violence for a paper providing a critical analysis of bullying framework to address sexual violence, sexual harassment, and dating violence in schools for the National Resource Center on Domestic Violence and National Sexual Violence Resource Center.

New Directions in Research Award

ALICE FRYE, Ph.D., research scientist at the Wellesley Centers for Women (WCW), is the recipient of the 2010 Nan May Holstein New Directions Award. Frye received this award to support her work on first generation Cambodian-American women's experiences negotiating work and family responsibilities. Spotlighting the lives of adult women is a new dimension in her work, Frye has previously focused primarily on adolescents, and risks and protective factors for adolescent mental health.

"It's wonderful to be able to add this new focus on adult women to what I'm doing, to really target their lives and experiences for the purpose of understanding them, not just as part of the process of understanding risks to their children," Frye notes. "This new line of work is going to enrich my current thinking, and open up a lot of new avenues for me as I move forward with my work at the Centers."

Recognizing that even the most well-established researchers have challenges finding funding for new lines of inquiry, The Nan May Holstein New Directions Fund was established through a generous gift from Amalie Kass to support new research directions of WCW researchers. Recent recipients include WCW senior research scientists **MICHELLE PORCHE**, Ed.D., **MONICA DRIGGERS**, J.D., and **ALLISON TRACY**, Ph.D.

new publications

DEVELOPING THE CAPACITY TO CONNECT

Amy Banks, M.D.

Relational-Cultural Theory describes human development as being through and towards healthy connection. But how does this actually happen? This paper examines how human beings develop the capacity to connect starting in their earliest childhood relationships. Emphasizing the neuroscience of human connection, the paper describes the chemical and neuronal transformation of the brain in early growth-fostering relationships. It explores how a separation/individuation culture undermines the human nervous system which is, literally, hardwired to connect and erodes our capacity to form healthy communities.

2010/#WCW 107/\$10.00*

BIRACIAL/ETHNIC ADOLESCENTS' SOCIAL ADJUSTMENT PROFILES: IMPLICATIONS OF IDENTIFICATION CATEGORIES AND GENDER

Allison Tracy, Ph.D. and Sumru Erkut, Ph.D.

Using the intersectionality framework (simultaneously inhabiting multiple social identities), this study compares the social adjustment of male and female biracial/ethnic adolescents (e.g., Black/White youth) with that of corresponding monoracial/ethnic youth (e.g., Black youth and White youth). The data come from a sample of approximately 80,000 adolescents in grades 7–12 who participated in the in-school administration of the National Longitudinal Study of Adolescent Health (Add Health). Respondents could report more than one race and responded to a question about Hispanic ethnicity. Regression analysis was used to predict group differences in depressive symptoms, substance use, and health complaints of specific biracial/ethnic identification groups as compared with adolescents identifying as monoracial in one

or the other racial/ethnic category, while controlling for complex sampling design, mother's education, single parent family, and student's grade. Consistent with the intersectionality framework, gender and particular racial/ethnic categories involved in a youth's biracial self-identification moderated poor social adjustment but the effect sizes were relatively small. Many but not all biracial/ethnic adolescents reported significantly higher levels of social adjustment problems than did corresponding single-race adolescents. Male biracial adolescents were more likely to have elevated social adjustment problems than biracial females. Biracial youth with Asian American heritage, especially male biracial part-Asian American adolescents and male biracial adolescents with Black heritage, had more social adjustment problems than did other biracial adolescents. Female biracial adolescents with Black heritage reported the least number of problems of all race/ethnicity and gender groups. Reducing a biracial adolescent's race to a monoracial minority designation may lead to overlooking important elevated risks facing some biracial youth.

2010/#WCW 433 /\$10.00*

WOMEN LEADING CHANGE

Introduction by Rangita de Silva-de Alwis, S.J.D.

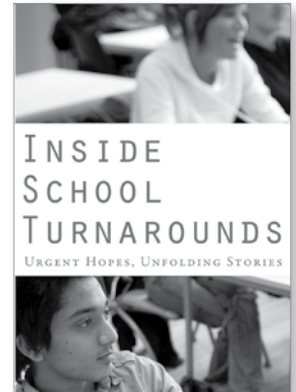
This collection of papers was developed as part of a project at the Wellesley Centers for Women, "Women's Leadership Network: Women's Political, Public, and Economic Participation in the Muslim World." These analyses respond to the call for Islamic feminism. The authors/women leaders in the network are at the forefront of reform across the Muslim world. The work of individual authors and does not necessarily reflect the positions of the Wellesley Centers for Women, Wellesley College, or other Network members. The paper is available as a free download or available on a limited basis in hard copy.

2010/#WCW16/FREE*

INSIDE SCHOOL TURNAROUNDS: URGENT HOPES, UNFOLDING STORIES

Laura Pappano

The quest for school improvement is old. The demand for dramatic, immediate school improvement is new. Even as President Barack Obama and Secretary of Education Arne Duncan commit \$4.3 billion to making 5,000 of the



nation's worst-performing schools better now, few people know what that really looks like—or how it actually works. How do school and district leaders enact rapid and meaningful reform that truly transforms the lives and learning of their students? *Inside School Turnarounds* uses on-the-ground reporting and up-to-the-minute research to provide a compelling and insightful exploration of the work of school turnarounds. Veteran education journalist Laura Pappano gathers stories, ideas, emerging practices, and honest admissions about what has worked and what hasn't for schools and districts caught in midstream as they navigate this uncertain journey. In the voices of administrators, teachers, children, and parents, Pappano's book captures the joys and frustrations, passions and challenges of those responding to the unprecedented demands being placed on—and embraced by—turnaround schools.

2010/#WCW 1027/\$25.00*

*These publications are available from the Wellesley Centers for Women's Publications Office or online catalog. Shipping and handling must be paid by customer for any hardcopy/printed orders. Visit www.wcwonline.org/publications or call 781.283.2510 to purchase any WCW publication.

PAMELA ALEXANDER, Ph.D., Eugene Morris, **ALLISON TRACY**, Ph.D., and **ALICE FRYE**, Ph.D. authored “Stages of change and the group treatment of batterers: A randomized clinical trial” which is featured in the recent issue of *Violence and Victims* journal. A sample of 528 English-speaking and Spanish-speaking male batterers was randomly assigned to 26-week groups in either a stages-of-change motivational interviewing (SOCMI) condition or a standard cognitive-behavioral therapy gender-reeducation (CBTGR) condition. Based on female partners’ reports of the men’s physical aggression at follow-up, the SOCMI condition was significantly more effective in reducing men’s violent behavior, especially for men who were initially less ready to change. Language spoken neither predicted outcome nor interacted with treatment condition. Results suggest the importance of tailoring abuser intervention programs to individuals’ initial readiness to change. Alexander also authored “Retraumatization and revictimization: An attachment perspective,” a chapter which is included in the book *Retraumatization, Assessment, Treatment and Prevention*, edited by M. Duckworth and V. M. Follette, set for release in spring 2011.

ALICE FRYE, Ph.D. and Joan H. Liem, Ph.D. authored “The development of mastery among emerging adults: A growth modeling approach to testing the influence of stressors,” which will be included in a forthcoming issue of the *Journal of Adult Development*. This study followed 1,325 high school seniors from a diverse selection of public schools from the metropolitan Boston area over a four-year period, including seniors who did not complete high school, and graduating seniors who did follow full-time college trajectories post-high school. The study found that experiencing life stress in high school was related to reported growth in mastery over the post-high school period, especially for young women. This supports the theory that experiencing negative life events can provide opportunities for growth and learning, and that these opportunities may be especially

salient during the emerging adult period, since it is a period typified by socially supported role experimentation, and opportunities for trial and error. “Depressive symptoms, gender, and support from parent and peers during emerging adulthood,” by Liem, Vali Dagmar Kahn, M.A., Frye, and Susan Gore, Ph.D. will also be included in a forthcoming issue of the *Journal of Adult Development*. This study examined associations between mother, father, and peer support during emerging adulthood and changes over time in depressive symptoms for young men and women. Researchers interviewed 1,325 ethnically and economically diverse emerging adults in 1998, 2000, and 2002. Depressive symptoms decreased for both men and women, with mother, father, and peer support associated with declines in depressive symptoms for both young men and young women. The findings, however, suggested that mother’s support was the most important in predicting decreasing depressive symptoms during emerging adulthood.

TRACY GLADSTONE, Ph.D., William Beardslee, M.D., and Erin O’Connor, B.A., authored “The Prevention of Adolescent Depression” which will be included in a special 2011 edited volume of *Psychiatric Clinics of North America* focused on Prevention in Mental Health. This paper provides a conceptual framework for research on the prevention of depression in youth and reviews the recent literature on prevention efforts targeting children and adolescents. Prevention efforts should target both specific and non-specific risk factors, enhance protective factors, use a developmental approach, and target selective and/or indicated samples. In general, a review of the literature indicates that prevention programs utilizing cognitive behavioral and/or interpersonal approaches, and family-based prevention strategies, are most helpful. Overall, it appears that there is reason for hope regarding the role of interventions in preventing depressive disorders in youth. Several new directions for future research on the prevention of depression in youth were outlined.

Bruce Taylor, Ph.D., **NAN STEIN**, Ed.D., and Frances Burden, Ph.D. authored “Exploring gender differences in dating violence/harassment prevention programming in middle schools: results from a randomized experiment” which will be included in a forthcoming issue of the *Journal of Experimental Criminology*. In this study, the researchers randomly assigned 123 sixth and seventh grade classrooms from seven middle schools in the greater Cleveland area to one of two five-session curricula addressing gender violence/sexual harassment (GV/SH) or to a no-treatment control group. A baseline survey and two follow-up surveys were administered immediately after the treatment (Wave 2) and about six months post-treatment (Wave 3). In an earlier paper, the authors demonstrated the effectiveness of two approaches to youth GV/SH prevention programming (a fact-based, law and justice curriculum and an interaction-based curriculum). In this paper, they explore whether these largely positive findings remain for both girls and boys, including whether girls experience higher levels of GV/SH than boys.

WCW IN THE MEDIA

Wellesley Centers for Women (WCW) researchers, program staff, and projects are often featured in news stories by regional and national media outlets. Recent coverage includes references in several print and online media including *Newsweek*, *The Houston Chronicle*, *Slate.com*, and the *Wall Street Journal* blog. See media citations at www.wcwonline.org/recentcoverage.

WOMEN’S REVIEW OF BOOKS

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This past September, the Wellesley Centers for Women welcomed a delegation from the China Women's University in Beijing to a roundtable discussion. The dean of the Law School at the China Women's University partners with WCW in its international work and is a leading member of the Gender and Law Network Consultation that the Centers, led by **RANGITA DE SILVA-DE ALWIS**, S.J.D., helped convene with the Ford Foundation–China last year. Visitors to the Centers' Cheever House were: **HUANG HAIQUN**, Vice President in charge of student affairs and college management; **ZHANG XIANGCUN**, director of the Publicity Department; **NING LING**, director of Computer Science and associate professor; **LI LIANZHI**, dean of the Continuing Education School; **WANG QINGHE**, director of the Logistics Management Department; and **DING ZHANGANG**, associate professor of the Foreign Language Department. The Chinese scholars and administrators met with **CHARLENE GALARNEAU**, Ph.D., Wellesley College assistant professor in the Women's and Gender Studies Department and member of the WCW Board of Overseers, and WCW senior research scientists: de Silva-de Alwis; **SUMRU ERKUT**, Ph.D.; **PEGGY MCINTOSH**, Ph.D.; and **NAN STEIN**, Ed.D.; and Wellesley College student **JIN HU**. The China Women's University was founded in 1949 as a school for the cadres of All-China Women's Federation. Currently it has 3,300 undergraduate students and a branch campus in Shandong Province.

RANGITA DE SILVA-DE ALWIS, S.J.D., director of International Human Rights Policy Programs at the Wellesley Centers for Women, traveled to Cambodia and India this past June to review and evaluate the impact of the gender and disability project, with support from the Open Society Institute. While in India, the network launched a website developed by the collective which will serve as an important resource tool for the entire Asian region.

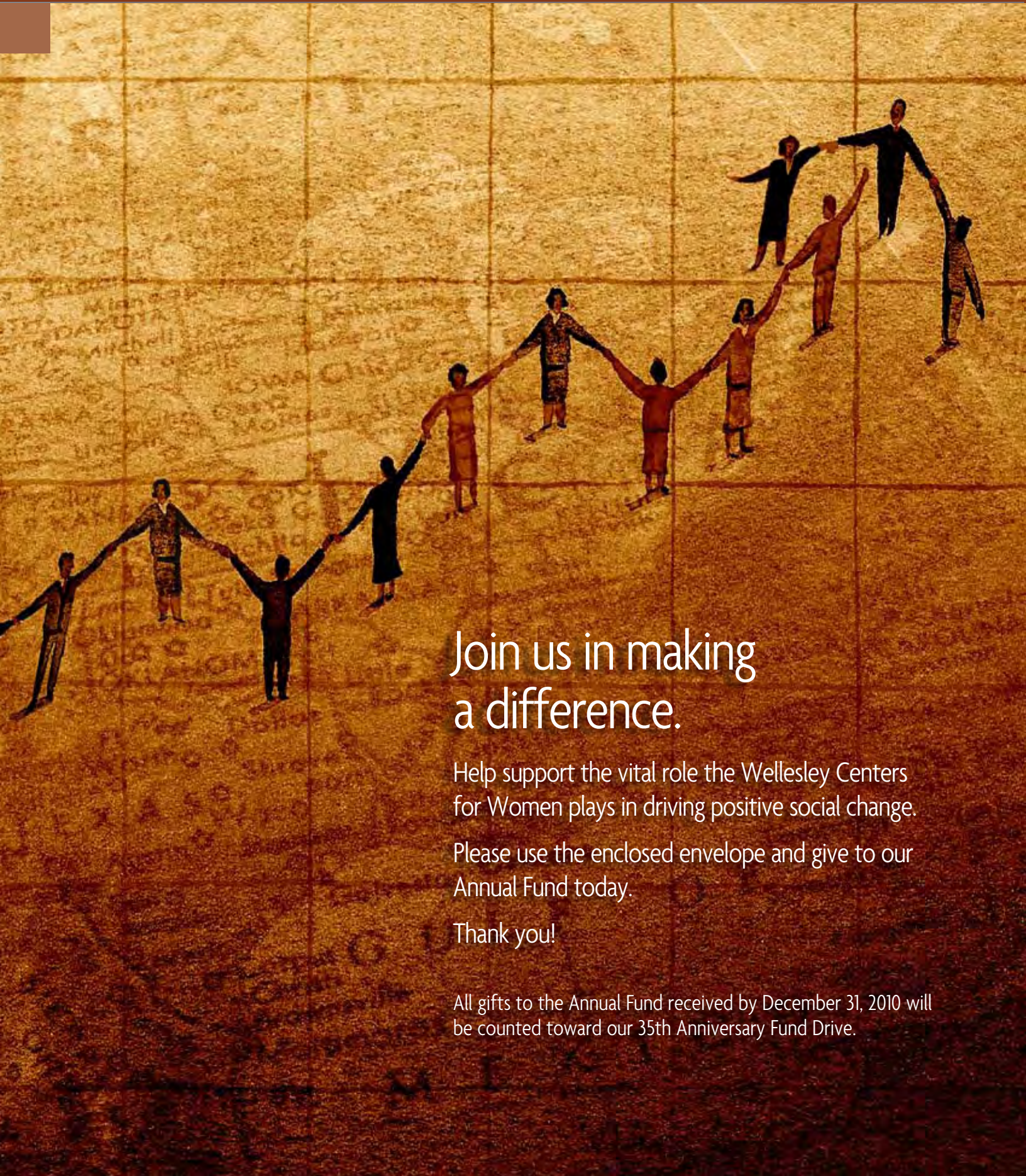
In July, de Silva-de Alwis presented at a special roundtable at the United Nations focused on the role of Information Communication Technologies (ICT) in empowering women with disabilities. The program was held in collaboration with the UN Global Alliance for ICT and Development and the Secretariat for the Convention on the Rights of Persons with Disabilities at UN DESA. Issues presented included: the role of accessible Internet resources for work, health, education, and social networking; how accessible mobile phones change the lives of women with disabilities; breaking disabled women's isolation with ICTs; accessible workplaces and accessible financial services; and success stories, pending issues, and new solutions offered by industry and service providers. Also in July, de Silva-de Alwis presented on a panel addressing "Women with Disabilities," which was convened by the Secretariat for the Convention on the Rights of Persons with Disabilities in collaboration with the Permanent Mission of Mexico to the United Nations at the New York headquarters. She shared her expertise on issues concerning women with disabilities and cross-sectionalities of disability rights with women's and child's rights.

In September, de Silva-de Alwis presented a keynote address, "Different Models of Antidiscrimination Laws: a Gender Perspective" at the inaugural Anti Discrimination in Employment conference in Beijing, China sponsored by the Ford Foundation. This brought together China's leading anti-discrimination advocates and lawyers. Also in September, she travelled to Istanbul, Turkey to work with the women's rights group Karda to help inform the constitutional reform process related to the equal protection clause. Together they examined substantive equality and affirmative action plans for women and politics. The constitutional referendum process has begun and the referendum took place in mid-September.

TRACY GLADSTONE, Ph.D., WCW senior research scientist and director of the Stone Primary Prevention Initiatives, presented "Children's wellbeing: Sibling relationships among offspring of depressed parents," a keynote address at the International Conference: Developing Strength and Resilience in Children held in early November in Oslo, Norway. The conference focused on ways to develop good schools promoting children's wellbeing and mental health as well as ways to prevent mental health problems and illness in children at risk. Presentations showcased research connected to health promotion and prevention; interventions; implementation of theory and methods; and experience-based knowledge. The conference was organized by the Norwegian NGO Voksne for Barn.

SARI KERR, Ph.D., WCW senior research scientist, is in Finland through fall 2010 working on several research collaborations. She is planning a joint project on the effects of maternity leaves on women's labor market careers in Finland with researchers at the Research Institute of the Finnish Economy. Kerr is also continuing her research initiative on the effects of the Juvenile Punishment System on Young Offenders with scholars at the Helsinki Center for Economic Research. Both projects will seek funding from the Academy of Finland at the end of this year. While abroad, Kerr has given several presentations, including one at the Empirical Labor Economics conference in Barcelona and a seminar at the Labour Institute For Economic Research, Helsinki, both in October. She presented at the University of Jyväskylä, Finland and the Swedish Institute for Social Research (SOFI), Stockholm in November. She has also been invited to offer a seminar at the Government Institute for Economic Research, Helsinki in late November.

PEGGY MCINTOSH, Ph.D., WCW associate director, senior research scientist, and director of the Seeking Educational Equity and Diversity project, presented in Istanbul, Turkey at the World Congress on Comparative Education Studies this past June. McIntosh spoke about Interactive Phases of Curricular and Personal Re-Vision in International Contexts. She also spoke to a number of small groups about her work on privilege systems. Also in June, McIntosh presented a plenary session during the annual conference of the Association of Ontario Health Centers in Niagara Falls, Ontario. She spoke about white privilege and co-presented with Notisha Massaquoi, executive director of the only women's health center in Toronto. She presented again in Toronto to the Ontario Nurses Association in November.



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