

*in brief*

# erikson

children

spring 2011



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**Erikson on Children  
In Brief  
Spring 2011**

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## About Erikson

Erikson is a hub of complex, creative thinking about how young children learn and grow and how adults can help them do so. We bring the newest scientific knowledge and theories of children's development and learning into graduate education, professional training, community programs, and policymaking. Our goal is to improve the lives of children and families.



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## Urban Children’s Literature Project brings reading home

“Hearthstones” and “gullies” are in short supply in most cities, but you’d never know that from looking through the shelves of a classroom library. Moreover, a search through the pages of the children’s books found there would turn up surprisingly few corner stores or subway platforms. What’s the value to young readers of characters who look like them and settings that are familiar?

This academic year, assistant professor Jane Fleming began providing a different kind of literacy training at two Chicago Public Schools, Erie Elementary Charter School and Fulton Elementary School. The training is to help teachers develop culturally responsive classroom libraries, something that Fleming believes may be critical for student’s academic success.

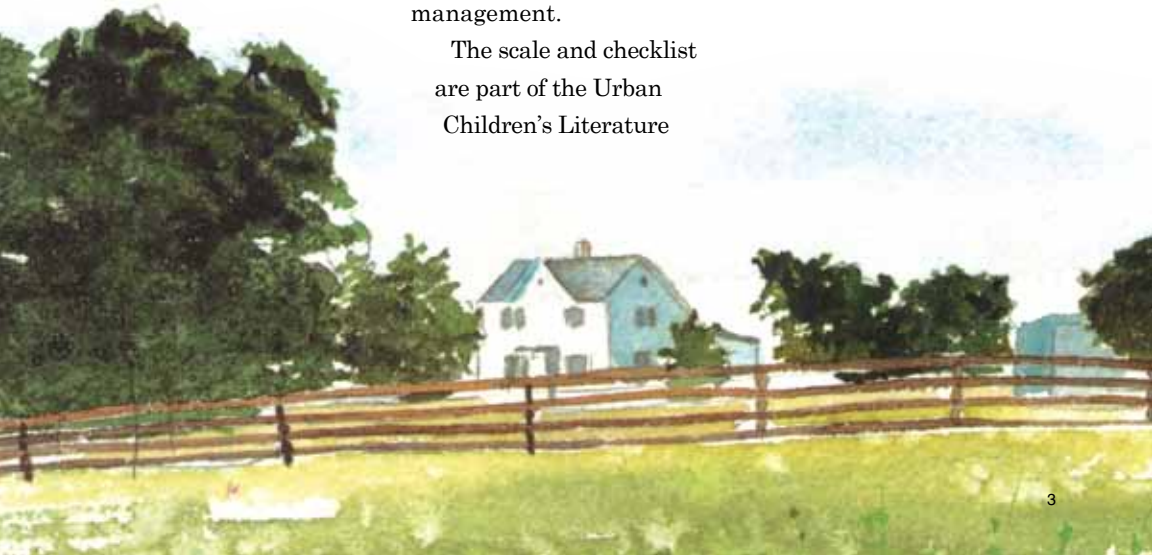
“Students in urban schools shouldn’t read *only* books about kids in the city, but these books should be part of their reading,” says Fleming. “Books need be a mirror and a window: a mirror so the students can see themselves, their families, and their communities and feel valued and included in literature, and a window to the larger world so they can learn about many different things.”

To help teachers evaluate the quality and relevance of books in their current collection, Fleming uses a rating scale she and colleagues at the University of Missouri-St. Louis developed (see sidebar for some sample criteria). She also works with teachers to evaluate the effectiveness of their classroom libraries, using a checklist of criteria ranging from elements of the physical environment to the collection’s content, organization, and management.

The scale and checklist are part of the Urban Children’s Literature



Top: from *Owl Moon*, by Jane Yolen, middle: from *Allen Say, Grandfather’s Journey*, bottom: from *The Other Side*, by Jacqueline Woodson





Top: from *Time of Wonder*  
by Robert McCloskey, left: from  
*So Happy!* by Kevin Henkes

## Characteristics of High-Quality Urban Children’s Literature

### Accuracy of characters and culture

*Are urban culture and language accurately portrayed from the point of view of someone inside the group? Are gender, racial, and cultural stereotypes avoided?*

### Familiar context

*Will urban public school children be able to see themselves in the story and among the characters and settings?*

### Familiar language

*Does the story use vocabulary and/or dialogue that children will recognize?*

### Authentic urban scenery

*Do the illustrations and descriptions accurately and realistically depict urban settings? Will children recognize the setting as similar to their community?*

### Diversity of characterization

*Does the book show diversity of age, race, ethnicity, socioeconomic status, and lifestyle?*

### Diversity of setting

*Is urban diversity represented by having a variety of city settings?*

Project, begun in 2008. Working in the St. Louis public schools, Fleming had been struck by the discrepancy between the everyday experience of the city’s young children and the world they encountered in books. She wondered if this lack of contextual relevance in the curriculum contributed to frustration and loss of interest in reading at a critical time in children’s development as readers.

Fleming and her colleagues developed and used these evaluation tools with a group of preschool to fourth grade teachers at high-need schools in St. Louis. Regular in-class coaching and an online professional learning community ensured ongoing support and accountability among the teachers.

Preliminary data from the project suggests that Fleming is on to something: Many teachers saw their students’ interest in reading blossom. In addition, the third-graders made substantial gains on the Missouri state assessment.

Fleming is currently seeking funding for additional research on the effectiveness of the project. In the meantime, she hopes to develop a yearlong series of professional development sessions on literacy for the Erikson Schools Center. With nearly 25 percent of public elementary schools in Chicago lacking a school library, effective, culturally responsive classroom libraries are more important than ever for students’ academic success.

## Innovation Fund feeds spark of new ideas

Three recent grants from the J.B. and M.K. Pritzker Faculty Innovation Fund are giving young faculty researchers support as they pursue work in three key areas: developmental delays, literacy among urban schoolchildren, and maternal depression.

### Assistant Professor Pam Epley— Developmental delays



The majority of studies on children with development delays are done with small, unrepresentative samples. That's about to change.

Epley will use her grant to help her develop a research study design and data analysis plan for examining cognitive and social-emotional development in children who have developmental delays. Her data set for the work will be one of the largest of its kind—the Early Childhood Longitudinal Study (ECLS).

The federally funded study is a nationally representative sample of a cohort of 14,000 children born in 2001. Unique in its potential to answer complex questions about children's development, the ECLS was designed to provide detailed information about children's early life experiences, information drawn from children, parents, child care providers, and teachers. It includes data on health, education, and care as well as development.

### Assistant Professor Jane Fleming— Literacy among urban schoolchildren



Does multicultural urban literature encourage children to read more or make them better readers? How can teachers use this literature effectively in the classroom?

Assistant professor Jane Fleming is examining how professional development of teachers in the use of multicultural urban classroom libraries may contribute to greater literacy of children in low-performing schools. (See story on page 3.) Fleming's innovation fund grant will enable her to hire a research assistant to help her complete a literature review.

### Assistant Professor Tracy Moran— Maternal depression



Maternal self-efficacy and well being—how well you think you're doing as a mom and how good you feel about your performance in the role—are measured

with something called the Adult Psychotherapy Measure (APT).

Like many such measurement tools, however, the APT was developed primarily for use with white, middle class mothers. Moran has begun the work of adapting the APT to make it more culturally sensitive, thus giving researchers a tool better suited to an ethnically diverse population of mothers and fathers. Her grant will enable her to hire a research assistant to help with the validation trials and translate the instrument to Spanish. Moran's ultimate goal is to examine the link between maternal depression, self-efficacy, and parents' interaction with their very young children.

## Educators invited to rethink the “elementary”



### Neisser library seeks to build collection of children’s books

An integral component of Erikson’s Edward Neisser Library is its children’s collection. Like the generations of students and children who have thumbed through its pages, however, the collection has begun to show its age.

“Every age has its classics, and a good teaching collection must not only include the current classics of children’s literature but the popular books that young children are most likely to encounter,” says Karen Janke, director of the Edward Neisser Library. “We need to build a ‘demonstration’ collection, if you will, so that our students can get a good feel for what a great classroom library can be.”

To that end, Janke is collaborating with assistant professor Jane Fleming. They hope to update the collection to include books that mirror the country’s changing demographics and reflect the technological advances of the last decade. To learn how you can help, please contact Randy Holgate, vice president for Institutional Advancement, at 312.893.7110.

On March 31, nearly 100 educators from across the state gathered at Erikson for “Exploring PreK–3rd Grade: A dialogue on educational reform,” a meeting that sponsors hope will be the first shot in a revolution in early education in Illinois.

“Our system of education is built on a separation between ‘school’—something that starts in kindergarten or first grade and goes through high school—and ‘preschool,’” says Chris Maxwell, director of the Erikson Schools Center and conference organizer. “They are two different worlds. Preschool and elementary teachers don’t even speak the same language.

“The PreK–3rd movement is a call to rethink both systems, to remove the barriers between them and to realize that we should be trying to establish a continuum of education in the early years.”

What educators call “PreK–3rd” is not a particular system or model of early education *per se* but a unique approach to early education with four critical components. First among them is that continuum. “Essentially, the research shows that children can benefit in important ways from a planned, continuous sequence of full-day educational opportunities that begins at age 3,” says Jana Fleming, director of the Herr Research Center for Children and Social Policy, which cosponsored the conference.

The second component of PreK–3rd is quality, defined as practices and teaching that are informed by research-based knowledge about young children’s unique developmental needs and ways of learning. High-quality education requires that goals, standards, assessments, and teaching strategies be aligned within and across the PreK–3rd grade levels, a move that will entail significant cooperation and reform on both sides of the current preschool/school divide. Moreover, curricula and instructional practices must promote the development and learning of the “whole child,” a recognition that children’s emotional and social development are inseparable from their academic learning.

The third component of PreK–3rd is connection among families, schools, and communities as children transition across programs and grade levels. Families must have

the opportunity to become more actively engaged with their children's learning.

Finally PreK–3rd demands collaborative professional development and planning among educators within and across grade levels, backed by knowledgeable administrative leadership.

“At its core, this approach seeks to reduce educational inequities,” says Erikson president Samuel J. Meisels, who offered the conference's welcoming remarks. “An aligned system of high-quality, developmentally oriented PreK–3rd education will yield benefits for all children and families, especially children whose backgrounds place them at increased risk of poor school outcomes, including children from low-income households, minorities, and English language learners.”

Speaking to an audience that included both teachers and administrators, Lisa Guernsey, director of the early education initiative of the New America Foundation, gave a “bird's eye view” of PreK–3rd at the national and federal level in the morning. The afternoon session featured Arthur Reynolds, professor of child development at the University of Minnesota and director of the Chicago Longitudinal Study, who presented findings from his decades-long investigation into Chicago's Child-Parent Centers. The centers were among the most successful early intervention programs in the nation and are widely considered a model of PreK–3rd education. The morning session was followed by a response from Heidi Goldberg, program director for early childhood

and family economic success at the National League of Cities' Institute for Youth, Education, and Families, and Elizabeth Najera, principal of the Chicago Public Schools' Velma F. Thomas Early Childhood Center.

### Join the conversation

Watch the conference presentations at [www.erikson.edu/prek3rd](http://www.erikson.edu/prek3rd) or download a draft of the preliminary conference paper, “Establishing an essential foundation: The PreK–3rd approach to education reform,” at the same address.

Participants in the conference broke for Q&A and discussion following both sessions.

“Our purpose today was to begin a conversation,” said Maxwell at the conference closing, urging participants to take the days' ideas back to their constituents. A second forum, in which participants will examine and discuss implementation of those ideas, is planned.

### Bring out your read

Need to clear a little space on your bookshelves at home? Consider donating your “pre-read” books to Erikson's Neisser Library. In conjunction with Better World Books, the library and its chosen nonprofit literacy partner will receive a percentage of the profits on books the company can sell. Books it can't sell will find their way to under-resourced libraries around the world.

For more information on what kind of books or to arrange a donation, contact Karen Janke, director, Edward Neisser Library, at 312.893.7211 or visit [www.erikson.edu/library](http://www.erikson.edu/library).



## Confronting a paper tiger

Perhaps it was the nation's recent dismal performance in students' math and science scores. Perhaps it was symptomatic of a growing unease with the predominant "child-centered" philosophy of child rearing in the U.S.

Whatever the cause, Amy Chua's *Battle Hymn of the Tiger Mother* hit a nerve nationwide, throwing readers into one of two camps: those intrigued by Chua's child rearing success and those appalled by it.

At Erikson, interest in the book sparked two faculty-led discussions. The first, by Professor Jie-Qi Chen, invited students to consider cultural context. The second, led by Dean Aisha Ray and Professor Fran Stott, invited parents to explore the issues the book inevitably stirred up for them.

"Chinese parents love their children, the same as parents around the world," said Chen in her lecture to students in Family and Culture, one of the core courses for master's students, "but love can look very different from one culture to another." To illustrate, she told of family members and friends scolding her for thanking them when she returned for a visit. "In the

U.S., it's polite to thank your sister or your friend. In China, it's not necessary. Chinese consider the family one unit; the left hand doesn't thank the right hand for helping. Close friends are an extension of the family."

Chen, who first came to the U.S. from China to do graduate work more than 30 years ago, explored the differences in child-rearing norms between the two cultures, drawing on personal experience and illustrating her points with stories and video clips. In one, young children coolly critiqued the story-telling skills of one of their number, a little boy hoping

*"In the U.S., we have confused telling children that they're wonderful with developing self-esteem."* —Dean Aisha Ray





## Ziomara Perez, '06, wins Kohl McCormick Early Childhood Teaching Award

Achievement, like excellence, isn't tied to a particular language or culture. Just ask Zio Perez.

"My mother was the first to tap into my strengths for reading and writing by teaching me Spanish," says the preschool teacher. "It all comes from home."



Raised on Chicago's North Side by a Spanish-speaking single mother who had emigrated from Guatemala, Perez has made it her mission to convince parents—as well as fellow teachers—what

her own experience taught her. It's not *what* language is used at home, it's *that* language is used.

"When a child sees his or her parent reading—a newspaper, a book, anything—it demonstrates to the child that reading is important, that it's what adults do," she says. "I would emulate my mother, reading everything she brought into the house. Then I would lock myself in the bathroom and pretend to be a TV reporter." In grade school, she transferred those same habits to English-language learning.

Currently teaching at Nettelhorst School in Chicago's Lakeview neighborhood, Perez earned a bachelor's degree in early childhood education before receiving a master's in child development from Erikson. She has achieved National Board certification and is scheduled to receive a second master's—this time in educational leadership—from the American College of Education this June.

A member of the editorial board of *Catalyst Chicago*, an independent magazine that reports on urban schools, Perez also cofounded SwaziKids International, a 501(c)(3) that raises funds for school children in Swaziland.

In presenting the Kohl McCormick award, the committee cited these accomplishments as well as Perez's dedication, innovation, leadership, respect for children and their families, and commitment to professional growth. She will be inducted into the Kohl McCormick Academy of Outstanding Educators at a luncheon on Tuesday, June 7, 2011, along with two other winners.

The Kohl McCormick Early Childhood Teaching Awards is the first awards program to formally recognize the contributions of teachers working with children from infancy through third grade. Now in its sixteenth year, the program has become a model for recognition of outstanding early childhood educators. The awards are sponsored by the McCormick Foundation and the Dolores Kohl Education Foundation.

Visit [www.kohlmccormickawards.org](http://www.kohlmccormickawards.org) to learn more about the awards program.

to do well enough to be named the day's "story king." To a culture that lavishes praise on every classroom effort, such criticism seems astonishing. Yet as Chen pointed out, the children in the video—critics and criticized—took the experience in stride, with no evidence of upset or hurt feelings. "Children expect to hear how they can improve," she said.

Echoing the theme before a group of parents who had gathered for a discussion of the book at the home of Erikson trustee Sabrina Gracias, Dean Ray observed, "In the U.S., we have confused telling children that they're wonderful with developing self-esteem." A more effective way to nurture self-esteem, she pointed out, is to structure skill development activities in such a way that children can feel they're doing a good job.

Ray and Stott cited a string of hot-button issues raised by the book: our concern about the rise of China and the economic consequences of that rise, our conflicting beliefs about the role of women and the sacrifices they should or shouldn't make for their family, our preoccupation with getting our children into the best schools and with being perfect parents.

"Chua has supreme confidence and an almost complete lack of ambivalence about her parenting," said Stott. "She's drawing on 5,000 years of unchanging belief about what parents need to do. We don't have that certainty. Ours is a culture of change; there's always a new or better idea. So while we desperately want to do the right thing, we can't be sure that we're doing it. We are forever anxious.

"It makes it particularly upsetting that Chua gets results," she added, to general laughter.

## McCormick Math Minute

Discover foundational mathematics for young children—  
in 60 seconds or less

### “Show and tell” for teachers

It’s all very well to talk about improving early childhood education, but what does “developmentally informed” education look like? What does “intellectual rigor” mean for a five-year-old?

Teachers and principals at Audubon and Fulton—two of the Chicago Public Schools that are members of the Erikson Schools Center network—will get a chance to find out, thanks to a two-year, \$160,000-grant from the Polk Bros. Foundation.

Center director Chris Maxwell and her colleagues will use the grant to develop rigorous content instruction modules and tools, then support Audubon and Fulton staff in integrating those models into the classroom.

“Our goal is really to define and demonstrate developmentally-informed, intellectually rich curriculum and teaching in early childhood education,” says Maxwell. “In the second year, we’ll use cross-school professional development to take those content instruction models to other schools in the Erikson Schools network.”

### Three Bears sort in a dual-language classroom

Most children know and love the story of the Three Bears, eagerly identifying what belongs to baby bear, momma bear, and papa bear.

Wanda Ocasio of Inter-American School used her students’ familiarity with the story to explore not just the Big Idea of sorting—a fundamental principle of algebra (think sets)—but their use of language, problem-solving skills, and teamwork.

It is important to help dual language learners understand math language in



both their home language and in English. Having her students sort a collection

of household objects according to their type and size not only gave them the opportunity to express math vocabulary, it also gave Ocasio the chance to analyze their ability to follow directions and identify objects in English.

Ocasio structured the exercise so that different groups of children could work together. “[I want to] mix the groups of children that normally do not play together—boy, girl, English-dominant, Spanish-dominant, more expressive with less expressive,” she says.

Two things she’d add in future use of the activity would be encouraging the children to sort sets by a third attribute and including the materials in the dramatic play area for further exploration.

*The Erikson Early Mathematics Education Project, launched with the support of the Robert R. McCormick Foundation, works with teachers to bring foundational mathematics to the early childhood classroom. More than 200 teachers have participated in the program to date.*

## Illinois preK programs pay off

The latest data from the Illinois Birth to Five Evaluation Project have been gathered and analyzed, and the results are in: state-funded programs for three- to five-year-olds work.

“The findings with respect to school readiness outcomes are significant and positive,” says Jana Fleming, director of the Herr Research Center for Children and Social Policy, who headed the evaluation project. “They have important implications for budget planning at every level.”

Among the findings released in April were those showing that by kindergarten,

**Illinois has been a national leader** in supporting and funding high-quality programs to improve the school readiness outcomes of its young children. Two programs administered by ISBE have focused especially on those children at risk for failure in school.

The **Prekindergarten Program for Children at Risk (PreK)**, established in 1985, focuses exclusively on serving children identified as being at risk for poor school readiness and subsequent academic failure.

**Preschool for All (PFA)**, established in 2006, aims to provide early education opportunities for preschool children aged 3 to 5 years, with priority given to those from low-income families and those with risk due to home and community factors.

children participating in the state’s Prekindergarten Program for Children at Risk (PreK) and Preschool for All (PFA) show significant improvements in important school readiness skills, including

- Increased language skills
- Improved social skills
- Reduced problem behaviors
- Increased attention and task persistence skills

Improvements were seen across income and risk groups, that is, children from low-income and high-risk groups also made the hoped-for gains that will better prepare them to succeed in school. Further,

the data show that low-income children and those from high-risk groups were particularly likely to benefit in improvements in attention and task persistence skills.

Early math skills did *not* show improvements over time, a result that comes as no surprise given that early learning curriculum and instruction typically do not focus on developing early math skills. Among the conclusions included in their report, researchers noted that PreK/PFA teachers may need additional training and support to promote children’s early math skills.

Commissioned and funded by the Illinois State Board of Education (ISBE), the research was conducted with assistance of SRI International. A total of 684

children from PreK/PFA programs across the state participated in the study, which measured cognitive, behavior, attention, and language development. Children were assessed in fall 2009 at the beginning of their preschool year, at age 4, and then again in fall 2010 as they entered kindergarten

at age 5. The evaluation did not include programs in the Chicago Public Schools, as CPS conducts its own evaluations of those programs.

“There are many more questions about state-funded preschool programs that we can answer with this data set,” Fleming says. Data gathered on classroom quality, for example, will allow researchers to determine how well school readiness outcomes correlate with classroom quality. Fleming expects to publish the full set of findings this summer.



For more information on the study, visit [www.erikson.edu/birth2five](http://www.erikson.edu/birth2five).

## KIDS plan to help Illinois teachers level the playing field

Teachers struggle with it. Principals and district administrators get frustrated and defensive about it. Now, the Illinois State Board of Education (ISBE) has released a plan to do something about it.

“It” is the fact that children who enter kindergarten are all over the map, both in terms of their preparation and developmentally. Some have been preparing for their “first day of school” for a year or more, having attended full- or part-day preschool and learned everything from their alphabet to how to pay attention. Others have had little or no experience with letters or numbers and have trouble spending more than a few minutes sitting still.

Thus the assignment of the Kindergarten Readiness Stakeholder Committee, a statewide work group convened by ISBE whose leadership included Erikson president Samuel J. Meisels and Herr Research Center director Jana Fleming: to design a process that could provide schools and educational leaders with age-appropriate information about children’s developing knowledge and skills.

The result of the committee’s 14-month-long effort, the Illinois Kindergarten Individual Development Survey (KIDS), will help identify gaps in school readiness and guide classroom instruction, providing information to schools, districts and the state to support decision-making about resource allocations.

“At this point, Illinois lacks a comprehensive, statewide, research-based assessment process for kindergartners that gives a deep picture of children’s strengths and needs across communities. As a result, we do not have a commonly defined baseline for evaluating children’s progress in

kindergarten and we have no data that, collected on an ongoing basis, can inform classroom instruction or help improve school readiness statewide. KIDS, if implemented, will change that,” says Meisels.

Collecting information on an “ongoing basis” is key, says Sara Slaughter, education program director for the Robert R. McCormick Foundation, which supported the committee and has for many years provided both funding and creative problem solving to improve educational outcomes in Illinois. “Adequately assessing whether Illinois’s kindergartners have the skills and knowledge needed to succeed in school must involve more than administering a single assessment,” she says. “What is required is a comprehensive strategy, which also includes giving teachers information so they can meet their students’ needs.”

Robin Steans, executive director of Advance Illinois and another cochair of the committee, says that part of the KIDS strategy includes measurements of a child’s abilities across multiple domains—cognitive, physical, developmental, social, and emotional. “This will enable educators and families to identify a child’s strengths and needs early, help decision-makers target resources, and facilitate better alignment of early childhood and K–12 systems.”

The committee has recommended that the State Board of Education undertake a voluntary pilot of the assessment in select Illinois school districts during the 2012–13 school year before rolling it out across the state. While the committee’s scope did not include selecting a specific assessment instrument, it unanimously agreed on a

set of goals and priorities for the board to use in implementing the assessment process, including:

- promoting the success of every child by providing key adults—family members and teachers alike—with a clear picture of a child’s developing strengths across multiple domains;
- guiding professional development for teachers from early childhood through third grade; and
- supporting alignment of early childhood and elementary school systems.

States such as Maryland and Colorado have put similar data sets to work in helping identify service gaps for young children, supporting teachers in how to best address early learners’ development, and gauging effectiveness of early childhood programs.

“We know that establishing and implementing effective learning programs

and assessment processes—for infants, preschoolers, *and* kindergartners—that use data to improve learning outcomes is a smart investment of public funds, one that has a much higher economic rate of return than later remediation,” says Diana Rauner, president of the Ounce of Prevention Fund, and another of the group’s cochairs. “By gathering a clear picture of what Illinois children know and what they can do as they enter school, we can more effectively create the integrated learning system our children need to be successful in school and life.”

The Kindergarten Readiness Stakeholder Committee was commissioned by Illinois State Board of Education superintendent Christopher Koch in early 2010.



The full report of the committee can be found at [www.erikson.edu/KIDSreport](http://www.erikson.edu/KIDSreport).

## PARENT EDUCATION

### New workshop helps parents and nannies bond

For some families, adding a nanny to the parenting mix is nearly as stressful as adding a child.

“I hear it from a lot of parents,” says Margret Nickels, psychologist and director of Erikson’s Center for Children and Families. “They need the help, but at the same time, they’re wondering, ‘Is the nanny going to care for my child

the way I do?’ and ‘How do I bring up things that I am not happy with?’ and, worst of all, ‘What if my baby becomes more attached to the nanny than to me?’”

After listening for months to their questions, fears, and occasional trials, Nickels had an idea: a workshop that gives parents the opportunity to sort through their concerns with input from people who know about families. Getting it right from the start—clear expectations and understandings, what to do when differences arise, how to stay informed about what happens during the day, how to gauge if the nanny is right for your child and if your child is comfortable with the nanny: any and all topics are open for discussion.

“There is also a lot that nannies need to know to provide good care, and to support the children’s healthy development,”

Nickels says. “Many nannies spend more time with the children than the parents, some 40 to 50 hours a week. Having a nanny who knows what children need to grow and thrive can make a big difference.”

Two workshops specifically designed for continuing education for nannies will provide the latest findings in child development, translated into very practical child care suggestions around play, social interaction, discipline, nap time, crying, and daily routines. One workshop will focus on children ages birth through 2 years, the second on children 2 to 4.

The parent workshop fee per participating family is \$125. Each nanny continuing education workshop is \$95 with a discount for enrollment in both workshops. To find out more about or register for a workshop, contact the Center for Children and Families, 312.893.7119.



**NANNY  
ON  
BOARD**

## News of the world...

### Online offerings expand

In January 2012, the 18-credit early childhood bilingual/ESL certificate will join the master's and infant specialist programs online. Erikson received final approval from the Higher Learning Commission/NCA to offer the certificate this spring; applications for the inaugural class are due October 15.

In its visit, the commission offered high praise for all Erikson's online programs, which have been getting rave reviews from students, as well. For further information or an application, contact the Office of Admissions at 312.893.7145.

### New—and tasty—neighbors

After two years as the sole owners and occupants of 451 North LaSalle, Erikson is about to get some new neighbors. Those who remember cofounder Maria Piers's fondness for incorporating food into every meeting and seminar will be pleased to note that the new neighbors in question are restaurants. Roka Akor will offer Japanese sushi and robata (a kind of grill); Bombay Spice will feature traditional Indian food for the diet conscious.

The new tenants will offer some options to those chaffing at the limited selection of local eateries: Naha, Topolobampo, Frontera Grill, Xoco, Sunda, Epic, Hub 51, Paris Club, English, Mercadito, La Madia, India House, and Mastro's, to name a few.

Are you sure you wouldn't like to stop by and say hello?



The World Forum on Early Care and Education met in Hawaii in May and Chip Donohue, director of distance learning at Erikson, was in charge of organizing the technology track. Each of the sessions will lead to a companion article in *Exchange* during 2011–12 as a follow-up to

the article Donohue coauthored with Fran Simon on technology trends in early childhood education.

Once back from Hawaii, Donohue headed for USC and the Cooney Center Leadership Forum, where he was one of 200 invited

participants from the creative media industries, education, research, policy, and philanthropy who met to consider innovative ways to support young people's learning with and through media.

Donohue is managing all this while ushering drafts of the NAEYC and Fred Rogers Center Joint Position Statement on Technology in Early Childhood Programs Serving Children from Birth through Age Eight through the preliminary approval process. The working group hopes for approval in time for the NAEYC conference in November.



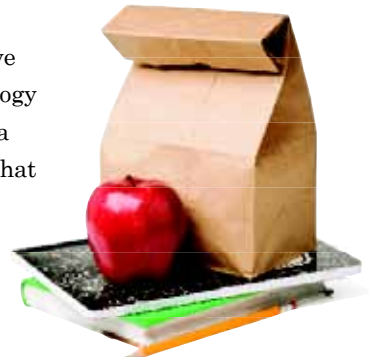
You can review and comment on the statement at [www.naeyc.org/positionstatements/technology](http://www.naeyc.org/positionstatements/technology).

### In the works

Donohue is putting together some thoughts on a possible series of hybrid seminars for teacher educators on technology and digital media at Erikson. Interested? Contact us at [info@erikson.edu](mailto:info@erikson.edu).

### Read more

Erikson's ongoing series of brownbag lunches have been focusing on technology recently. Make yourself a sandwich and find out what they're talking about at [www.erikson.edu/brownbag](http://www.erikson.edu/brownbag).





*Julie Herr and dad, Jeff*



*Baby Alejandro Salgado and his dad, Juan, pose with Erikson student volunteers (L to R) Letitia Lehmann-Grzesiak, Maggie Kershaw, Cara Graneto, Amanda Anderson, Laurie Empen, Caitlin McNamara, Megan O'Connell, and Nilu Rahman.*

PRISM BALL

## Family affair marks Erikson's 45th

On April 1, 300 friends and family members gathered to celebrate Erikson's 45th anniversary at Prism Ball 2011 at the Four Seasons, Chicago, raising nearly \$575,000 in unrestricted support for the Institute.

As befit the anniversary occasion, the gala's honorary cochairs represented Erikson's founders. They included Matthew Piers, son of Maria Piers; Barbara Bowman; Lorraine Wallach; and Joan Harris, widow of Irving B. Harris.

When Bowman and Piers took the podium to welcome guests, they offered the audience a glimpse of Erikson's first years. Bowman recalled doing duty as clerk and caterer, Piers remembered when all-Institute meetings were held in his family's living room or kitchen. He joked that he grew up as one

of *three* children, the third being Erikson.

As in past years, the gala was the occasion for presenting the Spirit of Erikson Institute Award. This year's honoree was Harriet Meyer, director of strategic initiatives at the Ounce of Prevention Fund. In accepting the award, Meyer pointed out that Erikson and the Ounce had a common "father," philanthropist Irving Harris, and while she teased about sibling rivalry, she was warm in her appreciation of the Institute's role in improving outcomes for young children.

A special thanks to those who helped make this evening so successful.

### *Auction committee*

- Virginia Bobbins
- Sabrina Gracias
- Kate Neisser
- Megan Roche
- Susan Wislow
- Sheri Zuckerman

### *Student volunteers*

- Josh Abrahams
- Amanda Armstrong
- Laurie Empen
- Karen Finstad
- Cara Graneto
- Mark Henick
- Maggie Kershaw
- Caitlin McNamara
- Mike Meltzer
- Megan O'Connell
- Jessica Petertil
- Nilu Rahman
- Lauren Reading
- Kyla Saphir



*Barbara Bowman with longtime Erikson trustee Kathy Pick.*

Join us at Edward Hospital  
in Naperville

for

**The Happiest Kids on the Block**  
Harvey Karp, M.D.

**Saturday, June 4**

The first 100 registrants will receive a  
copy of the DVD *The Happiest Toddler*.  
For details, visit [www.erikson.edu/karp](http://www.erikson.edu/karp).

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