

Warner Word

The Margaret Warner Graduate School of Education and Human Development at the University of Rochester

Education Activist Speaks on the New Political Economy of Urban Education

Chicago urban education expert Pauline Lipman, Ph.D., will present "The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City" on Monday, Nov. 8 at 7:15 p.m. in the Rush Rhees Library, Hawkins-Carlson Room, on the University of Rochester's River Campus. The lecture, sponsored by the Warner School of Education, is free and open to the public.

Registration is not necessary. A sign language interpreter will be provided for the discussion.

Upcoming Events, Talks, and Activities

11/01/2010

Event at the Little Theatre: Expert Panel to Discuss "Waiting for Superman"

11/06/2010

RCSD Event: Improving Student Achievement While Overcoming Adversity

11/08/2010

Warner Event: "The New Political Economy of Urban Education: Neoliberalism, Race and the Right to the City," with Pauline Lipman

11/09/2010

Warner Event (UTL Forum): A Gendered Agenda: Adolescent Girls in Urban Schools

Visit warner.rochester.edu for details on these and other events at Warner.



Institute for Innovative Transition Awarded \$2.5 Million Grant

Graduating from high school is an exciting time for students and their families. But when students with disabilities consider what's next, college is not always presented as an option for many of them. A new consortium between several local higher education institutions, K-12 school districts, and agencies will help students with intellectual disabilities to attend and succeed in higher education.

Funded by a five-year, \$2.5 million grant awarded to the Institute for Innovative Transition at the University of Rochester under the new U.S. Department of Education Transition and Postsecondary Program for Students with Intellectual Disabilities (TPSID), the consortium will establish, implement, and sustain four TPSID model demonstration projects that will create new, and expand existing, inclusive postsecondary programs at the University of Rochester, Keuka College, Monroe Community College, and Roberts Wesleyan College.

Each higher education institution will partner with a local school district or adult agency, including the Rochester City School District, Penn Yan Central School District, Monroe 1 BOCES, Monroe 2-Orleans BOCES, Lifetime Assistance Inc., and Arc of Yates, with the support of New York State's Vocational and Educational Services for Individuals With Disabilities (VESID) and Office for People with Developmental Disabilities (OPWDD). Students

from other school districts in Monroe and Yates Counties will also have access to these postsecondary programs if their schools have made arrangements to subcontract with the four partnering districts.

The Institute for Innovative Transition at Strong Center for Developmental Disabilities, a partnership of the B. Thomas Golisano Foundation, the Warner School of Education, and Strong Center for Developmental Disabilities, will coordinate the local TPSID initiative, as well as the model demonstration project located at the University of Rochester, and will manage the evaluation, technical support, training, and information dissemination nationwide. The model demonstration projects will serve at least 50 18- to 21-year olds with intellectual disabilities each year and will improve students' outcomes for employability and independence by significantly increasing their access to higher education.

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Institute for Innovative Transition

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“One in five people has a disability,” says Martha Mock, director of the Institute for Innovative Transition who holds joint appointments at the University of Rochester’s Warner School of Education and the University of Rochester Medical Center’s Department of Pediatrics. “Parents who have a son or daughter with disabilities will begin to see a significant difference in the number of higher education options available to them compared to the few options offered the past couple of decades. We’re very excited about the potential these four TPSID model demonstration projects will have for people with intellectual disabilities in New York and across the country as we share our successes with other colleges and universities so that they can learn from and expand the number of initiatives nationwide.”

Historically, students with intellectual disabilities have had no or limited opportunities to participate in a college environment, and of the 250 campus-based initiatives across the nation in which they might participate, the majority are segregated and under-budgeted. These four new model programs are unique in that they will be fully inclusive. Students with intellectual disabilities will not only be on campus, but they will be an integral part and a valued member of the community.

Students who take this alternative pathway to college will benefit from an inclusive college experience that focuses on academics and instruction, campus activities, employment through work-based learning and internships, and independent living. At the end of the program, students will receive a credential from the college/university that has been approved by the institution.

Research shows that students with intellectual disabilities continue to fall behind, and are more likely to be unemployed or underemployed in comparison with their peers without disabilities. A study in 2003 by the New York State Education Department (NYSED) revealed that employment rates for people with disabilities were approximately 25 percent lower after high school than individuals without disabilities. Many experts have attributed this gap to the lack of support and limited high-quality, inclusive higher education programs available to students with disabilities.

“We’re very fortunate to have so many institutions in New York that have blazed the trails through their experiences of working with people with intellectual disabilities on their own campuses over the past few years,” adds Mock. “Some states have no or few options.”

Last year, the Institute launched a Think College NY! initiative, supported in part by a grant from the Institute for Community Inclusion (ICI) at the University of Massachusetts-Boston, that enabled the Institute to hold four regional summits conducting statewide strategic planning in the area of campus-based transition programs for students with intellectual disabilities. The four TPSID model projects are an expansion of this Think College NY! initiative. For more information about these new TPSID projects or other initiatives of the Institute for Innovative Transition, please contact Martha Mock at mmock@warner.rochester.edu or visit www.nytransition.org.

Photos for this story courtesy Keuka College DRIVE Program.

Kawayku-O'Connor, Emery Receive Travel Scholarships from ASHE

Doctoral students Kristen Emery and Nahoko Kawakuy-O'Connor were awarded a travel grant by the Association for the Study of Higher Education (ASHE), which meets in Indianapolis in November. The award provides travel monies to graduate students who have been accepted to present research or scholarly papers, symposia, roundtables, or posters at the ASHE annual meeting. Warner students won two of the five scholarships awarded this year.

Guiffrida, Douthit Publish Article

Doug Guiffrida, associate professor, and Kathryn Douthit, associate professor and chair of counseling and human development, recently published the article "The African American College Student Experience at Predominantly White Institutions: Implications for School and College Counselors" in the *Journal of Counseling and Development*, 88 (3), 311-318. In their article, Guiffrida and Douthit discuss how African American college students' relationships with faculty, family, friends from home, and peers in African American student organizations can become either assets or liabilities to their academic achievement and persistence.

Yawman Presents Paper, Leads Workshop at Durham, UK Conference

Doctoral student Phil Yawman led the workshop, "Values Clarification," and presented his paper, "Values Clarification: Did the Baby Go Out with the Bathwater," at the *Spirituality, Theology, and Mental Health* conference in Durham, UK in September. In his talk, Yawman discusses values clarification, a method whereby a person can discover his or her own values by assessing, exploring, and determining what those personal values are and how they affect personal decision making.

Shema Co-Writes Article on Professional Learning Community, Presents Paper

Doctoral student and adjunct instructor Amy Shema co-wrote the recently published article "Time to Talk: An Urban School's Use of Literature Circles to Create a Professional Learning Community" in the September 2010 issue of *Education and Urban Society*.

Shema also presented "Editing Crew: Elementary Student Authors Peer Review" at the annual meeting of the Curriculum and Pedagogy Conference in Akron, Ohio in October.

Whyte Co-Writes Book Chapter

Doctoral student Aimee Whyte co-wrote the chapter "Deaf College Students" in Irene W. Leigh (ed) *Psychotherapy with Deaf Clients from Diverse Groups*, GU Press, 2010. Whyte's chapter focuses on deaf college students and their development, using Chickering and Reisser's model of college student development in discussing issues relating to deaf college students and their development throughout college.

Warner Well-Represented at NARACES

Several counseling and human development faculty and students presented at the most recent North Atlantic Region of the Association of Counselor Education and Supervision (NARACES) conference *Promoting Equity and Social Justice in K-20 School/Clinical Mental Health Counselor Education* in New Brunswick, NJ in September.

Doctoral students Tami Sullivan and Donna Walck, and master's students Rachel Manchester and Amy Baum presented "Integrating Social Justice in a School Mental Health Setting: Narratives from Counselors and Supervisors;"

Douglas Guiffrida, associate professor, and doctoral students Alisa P. Hathaway, Tamara K Sullivan, and Erin M. Halligan presented "A Constructive Approach to Counselor Supervision;"

Kathryn Douthit, associate professor and chair of counseling and human development, and doctoral student Ari J. Elliot presented "Back to the Future: Deconstructing the Proposed DSM-V;"

Guiffrida and Douthit co-presented "Perspectives on the State of Counselor Education Research;"

Douthit and Sullivan presented "Mental Health Training for School Counselors?: Voices from the Field;"

Sullivan and Halligan presented "Integral Analysis of Counseling Supervision and its Relatedness to Beginning Supervisees;"

Karen L. Mackie, assistant professor, presented "Power, Agency, Intimacy and Voice: Altering Counselor Supervision Discourse Through Narrative and Aesthetic Practices;" and

Doctoral student Elaine Casquarelli and Halligan presented "Stories and Learning: Using Personal Narratives and Memoirs in a Multicultural Counseling Course."

Waterman Named to Editorial Board, Keynotes at Conference

Stephanie Waterman, assistant professor, was named to the editorial board of the *Journal of American Indian Education (JAIE)*, a professional journal that publishes papers directly related to the education of American Indian/Alaska Natives.

In addition, Waterman was also the keynote speaker at the *Summit to Explore State of Native American Education* in Rochester in August. The summit is aimed at educating the Rochester community about Native American heritage and culture, and how to best support students on campus.

Mackie Presents Papers at School Counseling Symposium

Karen Mackie, assistant professor, presented "Preparing Transformed School Counselors to Partner with School-Based Family Counseling as a System Change Initiative" at the *Oxford Symposium in School Based Family Counseling* at Brasenose College, Oxford University in August.

Curren Publishes Two Articles

Randall Curren, professor, recently published two articles. "Sustainability in the Education of Professionals," was published in the September issue of the *Journal of Applied Ethics and Philosophy* 2. And "Sustainability Ethics: The Basic Questions" was published in the Ryne Raffaele and Evan Selinger's *Sustainability Ethics* (Copenhagen: Vince Inc., 2010).

Hursh Joins Reference Group, Publishes Three Chapters

David Hursh, associate professor, has been chosen as a member of the international reference group for Research, Analysis, and Insight in National Standards (RAINS) at the University of Waikato, New Zealand. This is a four year project that will examine the impact that national standards have on teaching and curriculum in New Zealand's schools.

In addition, Hursh has recently published three chapters. "The Long Emergency: Educating for Democracy and Sustainability During our Global Crisis" was published in DeLeon, A. & Ross, E. W. (eds.) *Critical Theories, Radical Pedagogies, and Social Education: Towards New Perspectives for Social Studies Education*, Rotterdam: Sense Publications, 2010. "The Rise and (Hopefully) Fall of Neoliberalism" was published in D. Hill, D. Gabbard, & S. Macrine (eds.) *Capitalist Education: Globalization and the Politics of Inequality*, New York: Routledge, 2010. And "After Neoliberalism: Which Way Capitalism?" was published in S. Macrine, P. McLaren, and D. Hill (eds.) *Revolutionizing Pedagogy: Educating for Social Justice Within and Beyond Global Neoliberalism*, New York: Palgrave Macmillan, 2010.

Warner School Honored at Ibero Luncheon



The Ibero-American Action League presented the Warner School with its “Friend of the Year Award” at Ibero’s 42nd Annual Luncheon on Oct. 14 at the Hyatt Regency Hotel in downtown Rochester.

Ibero, the largest Latino human service agency in Upstate New York, provides numerous services to children, youth, families, seniors, and individuals with special needs. Every year, the organization presents an award to an individual or team of people who have collaborated with them in supporting the agency’s mission.



This year, the Warner School was recognized for its partnership with Ibero’s education task force to conduct a study on the experiences encountered by Latino youth with the Rochester City School District. Results of the study—“School Experiences of Latino/a Students: A Community Based Study of Resources, Challenges and Successes”—were shared by Warner colleagues and co-researchers Judy Marquez Kiyama and Donna Harris at the luncheon. Other members of Warner’s research team included Nancy Ares, Sandra Quinones, Emily Martinez Vogt, Amalia Dache-Gerbino, Anibal Soler, Dwayne Campbell, and Monica Miranda Smalls.

Hazen Named Ally of the Year by LGBTQ SIG



To celebrate National Ally Week (October 18-22), Logan Hazen, assistant professor, has been awarded the 2010 LGBTQ Ally of the Year Award, presented by the Warner School LGBTQ & Allies SIG, for his tireless efforts and contributions to the LGBTQ Community at Warner. Ally Week is a week to identify, support, and celebrate allies against anti-LGBT (lesbian, gay, bisexual and transgender) language, bullying and harassment in America’s

schools. An ally is someone who advocates for and supports members of a community other than their own and reaches across differences to achieve mutual goals of respect and inclusion.

Hazen was recognized for creating a safe and supportive atmosphere for LGBTQ & Ally students regarding LGBTQ (lesbian, gay, bisexual, transgender, queer or questioning) issues, and helping the Warner LGBTQ & Allies SIG complete a survey of Warner students to assess LGBTQ knowledge and awareness, and curriculum and training needs.

The Warner School LGBTQ & Allies SIG is co-chaired by doctoral students BJ Douglass and Amy Shema. Their mission is to strive to bring awareness to LGBTQ issues in our communities, schools, higher education institutions, and social programs, and be a resource for individuals who would like to learn more about current research, topics of debate and critiques of heteronormativity. All Warner students are welcome to join the fun, meet friends, learn about resources, and get support as a student.

Pictured (l-r): Doctoral student Andrew Thomas, Shema, Hazen, Douglass, doctoral student Elaine Casquarelli, and Kathryn Douthit, associate professor and chair of counseling and human development.



Students Engage in a Series of Authentic Scientific Inquiries as Part of Science STARS

Thirty-six seventh- through tenth-grade girls from East High School will search for real scientific answers to questions on topics that interest them most through an initiative developed by the Warner School.

As part of Science STARS (Students Tackling Authentic and Relevant Science)—an after-school program that is led by graduate students at Warner—these teenage girls will study the real science behind dancing, forensics, energy drinks, video games, and cooking.

As they devote their after-school time the next six weeks to exploring science, these young women will develop and conduct a series of original scientific investigations on the following themes: Can Dance Dance Revolution (a video game designed for the Nintendo Wii) really make us healthy? Do I have a “hand” in my identity? What is in an energy drink that really gets us going? Do video games make better athletes? What’s Cooking: Is there more than meets the eye?

The girls will unveil the results of their studies to the community at a conference on Thurs., Dec. 2 in the Rush Rhees Library at the University of Rochester’s River Campus.

“The young women we work with at East High are intrigued by so many different types of science,” says April Luehmann, associate professor at the Warner School and founder of Science STARS. “They are excited to have the equipment, opportunities, and support to collaboratively explore science like they’ve never done before. We want to help them both develop their message to the world as well as amplify their voices.”

Science STARS is part of the Get Real! Science Project, a teacher preparation program designed to engage students in real science. For more information on any of the Get Real! Science programs, visit www.rochester.edu/warner/getreal.