


r+a

RESEARCH & ACTION REPORT



Reducing  
Gender-based  
Violence  
through a  
Middle School  
Intervention  
Program

**Featuring:**

Commentary: Women, Employment,  
& Health

Open Circle: Celebrating 25 years of  
getting to the heart of learning

*Women's Review of Books* marks  
30th Anniversary

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## 5-Minute Survey

What issues in the lives of women, girls, and their communities are important **to you?**

Share your thoughts with us and help inform our strategic planning and priorities for the future.

[www.surveymonkey.com/s/WCWpriorities](http://www.surveymonkey.com/s/WCWpriorities)

### A world that is good for women is good for everyone.™

*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, action initiatives, training programs, and network building. By sharing our work with policy makers, 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

*What issues in the lives of women, girls, and their communities are most important to you?*

This is one of the questions I have been posing to colleagues, clubs, organizations, and change makers over the last few months. I now ask you, too.

The Wellesley Centers for Women is in the midst of its first-ever organizational strategic planning process. We are looking to see how we can address gaps in our work as well as answer new and emerging questions and concerns. This is a complex process, of course, but one that starts with simple questions. I invite you to take a few minutes to share your thoughts with us and to have your concerns considered via an online survey: [www.surveymonkey.com/s/WCWpriorities](http://www.surveymonkey.com/s/WCWpriorities).

Early this summer, I will work with the WCW staff, our Council of Advisors, colleagues at Wellesley College, and other stakeholders to identify key priorities for our work and continued growth—areas in which we will make targeted investments, for which we will seek grant funding and donor gifts, and in the interest of which we will expand our collaborations and reach.

Issues that grow out of the lives of women and girls are issues for all. As my predecessor Susan McGee Bailey first stated years ago, “A world that is good for women is good for everyone.” Here at the Centers, we live by that motto. Our work, as you will read in this *Report*, continues to cover a broad range of important concerns and questions that grow out of the lives of women, girls, and their communities.

Senior Research Scientist Nan Stein has long worked on sexual harassment, gender violence, and bullying in K-12 schools. Her most recent research focuses on an intervention in middle schools that helps reduce sexual harassment and dating violence—experiences too many girls and boys go through. The White House and U.S. Department of Education have both cited this important work as an example of how schools can address this pervasive problem (pages 4, 9).

Also in this issue, Associate Director and Senior Research Scientist Nancy Marshall shares a commentary about the health consequences of occupational stress for many women (page 2). These issues, she argues, vary from the traditionally researched workplace and occupational health issues because the gendered differences—specifically women’s experiences—in employment trends and caregiving responsibilities outside of the workplace have not been closely considered when prioritizing funding for research and innovative practices. These issues can also affect men who assume similar responsibilities.

We are happy to share wonderful milestones with you, too. *Women’s Review of Books* celebrates 30 years of providing a forum for serious, informed discussion of new writing by and about women. In the ever-changing publishing world, we are proud to continue this leading feminist review, led by Amy Hoffman, editor-in-chief, and published by our friends at Old City Publishing in Philadelphia, PA (page 11).

We are also proud of Open Circle, a social emotional learning program for elementary schools, which marks a quarter of a century of getting to the heart of learning this year. The program is expanding and assessing how it, too, can scale up to fostering safe, caring and highly-engaging classroom and schools for even more communities, including large school districts (page 13).

For nearly 40 years, scholars at the Wellesley Centers for Women have been helping to shape a better world through our research and action. I hope you can help us envision what we might be working on by our 50th anniversary. Please take a few minutes to share your thoughts in our brief survey: [www.surveymonkey.com/s/WCWpriorities](http://www.surveymonkey.com/s/WCWpriorities). I look forward to sharing details about our new strategic directions in the near future. ■



**Layli Maparyan, Ph.D.**

Katherine Stone Kaufmann '67 Executive Director

## Women, Employment, & Health

WHEN WE THINK ABOUT EMPLOYMENT AND HEALTH, we often think about high risk jobs and occupational safety. The recent deaths of first responders in Massachusetts and Texas highlight these serious concerns. However, many workers are exposed to unhealthy conditions that, while not lethal, seriously affect their health.

Trends in the new economy of downsizing, job instability, increased workload and longer hours have led to rising concerns about the *health consequences of occupational stress*. While both men and women experience stress-related illnesses, women are twice as likely as men to suffer from these consequences due to unhealthy working conditions. Jobs with heavy demands and little latitude in managing or meeting demands are particularly stressful, and women of all races, as well as men of color, are more likely to work in jobs with this combination.

While women's participation in the work force is quite similar to men's, the occupations and environments vary greatly. In 2009, 44.6 percent of women worked in just 20 occupations, and most of these occupations were heavily female, such as nurses, teachers, maids and housekeeping cleaners, health aides, and clerks—most of which have higher emotional demands. We need to ensure that researchers are examining the effects of emotional work so that employers can identify and implement ways to reduce the stress of these emotionally demanding jobs. In addition, women in the health and education field experience more

nonfatal occupational injuries than would be expected in the general workforce; typical injuries include low-back pain, asthma, and exposure to infectious, biological, or chemical hazards.

### How can employers and policymakers protect women's health?

Women need the same protections that men do—standards for workplace health and safety, regular inspections and monitoring of injury rates, and research to develop health and safety practices. However, all too often, women, and women's occupations and health concerns, have been left out of the funding priorities for research and innovative practices.

But other workplace factors have negative health implications for women employees, too. For example, as women are so concentrated in a select set of occupations, this results in some workplaces where women are not well represented and where they may be less empowered. Research shows that these women are more likely to experience sexual harassment in the workplace—nearly one-quarter of women report having experienced sexual harassment and 58 percent have experienced potentially harassing behaviors at work. We know that sexual harassment affects psychological well-being and increases





psychological distress. Since we know that women are at greater risk for sexual harassment, especially in workplaces that have a climate in which workers believe that reports of harassment will not be taken seriously or will not have consequences for the harasser, it's essential that employers implement and enforce policies that create a climate that promotes equity and respect and does not tolerate sexual harassment.

Additionally, workers—*women and men*—have families. Their responsibility to care for young children or aging parents does not end when they enter the workplace. However, despite the increasing involvement of men in caregiving, women still bear a greater burden. For example, married mothers take on almost twice the hours of married fathers each week to address family and home responsibilities. Caregiving for children and aging parents also falls more heavily on women's shoulders.

### How does this affect women's employment and their health?

Work and family balance issues are a health risk for women with children. Mothers of young children, in particular, are most at risk. Employment rates among mothers with a child under the age of three rose from 34 percent in 1975 to 61 percent by 2009; employment rates among mothers of infants had risen to 55 percent by 2007. These mothers may also be challenged by the physical recovery from childbirth, postpartum depression, and health problems of the newborn. When we take into consideration the fact that most new mothers return to work by the time their baby is three months old, it is not surprising that these are the workers who report greater work-family strains. Research has long shown that chronic stress can result in suppressed immune function and increased susceptibility to disease. While women's employment in general has a positive effect on their health, mothers of young children who work outside the home do not reap the same benefit.

This is not to say that work-family stress does not negatively affect others. Women *and* men who reported higher levels of work-family conflict were more likely to have clinically significant diagnoses of mood, anxiety, and substance abuse disorders. Not surprisingly, these strains are also associated with overall poorer physical health.

Another caregiving need we must consider is that of elderly parents. Advances in healthcare and technology have resulted in more Americans living longer—some need more care and others work longer (in 2009, almost 60 percent of women and 70 percent of men aged 55-64 were working outside the home). Care for elders is provided mostly by family members. Among 53-63 year olds, one

quarter of women and 15 percent of men spend more than 100 hours per year caring for or helping aging parents. Many of these caregivers are also employed.

### So, how can employers and policy makers support these workers with family responsibilities?

Flextime policies have been linked to reducing work interference with family life. Further, workplace conditions and culture that support employees' needs both inside and outside the job can offer positive rewards. Caregivers with rewarding full-time jobs experienced less caregiving stress than did caregivers with less-rewarding jobs or who were employed part-time. Additionally, older caregivers who also worked and/or volunteered reported better health than those who did not have outside supportive and fulfilling experiences.

Not surprisingly, thoughtful parental leave policies can also be beneficial—longer time off from work results in more positive maternal health and quality of life. Who reports poorer emotional health? Women in jobs with poor working conditions, single mothers who experience greater work-family conflict, and mothers who are caring for infants who were sick more often than other infants. Fathers should be able to enjoy comprehensive parental leave policies, too, and be able to contribute to the day-to-day caregiving of their families.

Other policies, such as generous sick leave benefits that can be used to care for sick children and older family members, benefit the entire community. Companies that offer financial support for childcare and elder-care costs create supportive cultures that can help reduce the conflicts between employment and caregiving, and can improve worker satisfaction and performance.

The challenge in developing policies and practices that support women's employment-related health is that the issue will be framed as a women's issue, and therefore of limited scope. However, improving occupational safety and health, redesigning jobs so that workers experience manageable levels of demands and have the resources and latitude to meet those demands, and providing comprehensive policies that view workers as individuals who are members of families and communities will benefit *all* workers, not just women. At the same time, these policies and practices also need to retain a focus on the particular risks that women experience to a greater extent than men, through concentration in particular occupations, or sexual harassment, or the health risks associated with post-partum recovery. I am confident that this combined approach will generate better workplaces for all working women and men. ■



**NANCY MARSHALL, Ed.D.** is an associate director and senior research scientist at the Wellesley Centers for Women (WCW). She leads the Work, Families and Children Team at WCW and studies women and employment, with a focus on working conditions and health and work-family systems, as well as child care policy and early care and education. She authored the chapter, "Employment and Women's Health," in M.V. Spiers, P.A. Geller & J.D. Kloss (Eds.), *Women's health psychology* (46-63). New York: John Wiley & Sons.

## Educators can make a difference in preventing gender-based violence

Among Nan Stein's contributions to the literature on sexual harassment and gender violence in schools are the first survey in the country on peer-to-peer sexual harassment in schools (1979-80); her book, *Classrooms and Courtrooms: Facing Sexual Harassment in K-12 Schools*; and three teaching guides<sup>1</sup>. Currently, she is working on the third stage of a study, *Shifting Boundaries*, which evaluates classroom lessons and school-wide interventions in middle schools intended to reduce sexual harassment and precursors to teen dating violence.

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### THE WHITE HOUSE AND U.S. SECRETARY OF EDUCATION ARNE DUNCAN HAVE BOTH ISSUED RECENT COMMUNICATIONS CALLING EDUCATORS' ATTENTION TO YOUR STUDY, *SHIFTING BOUNDARIES*. TELL US ABOUT THAT STUDY AND WHAT MAKES IT UNIQUE.

My research partner<sup>2</sup> and I have been doing research in middle schools since 2005. We are funded by the National Institute of Justice, the research arm of the U.S. Department of Justice. Ours is the first randomized, controlled trial of middle school students on the issue of teen dating violence. Most research on this subject has focused on older students in eighth grade or high school; our study focuses on sixth and seventh graders.

It's unique for those reasons, and for its rigorous design, which includes random assignment of schools to different versions of the lessons and interventions. We created a set of classroom interventions consisting of between four and six class lessons, depending on grade level, and a set of three school-wide or building interventions, which require administrative support but no class time. Some schools received the classroom lessons only, other schools got the school-wide interventions only, a third set of schools got the classroom lessons plus the school-wide interventions, and the fourth—the control group—received no interventions. Afterward, students were surveyed for their knowledge of the laws and consequences related to sexual harassment and dating violence, their attitudes towards these sorts of behaviors, their intention to avoid being perpetrators of violence, and their intentions to intervene as bystanders.

Our original research was conducted with 1,678 students in 123 classrooms across seven middle schools in three school

districts in the greater Cleveland, OH area between 2005–2007. At the conclusion of those lessons, we formed focus groups with the students to learn which components of the lessons worked best.

We then applied for and received an expanded grant to conduct more research with added elements in the New York City schools, where 117 classrooms in 30 middle schools completed the interventions between 2008 and 2010. We collected evaluation data from nearly 2,700 students, who completed surveys administered before the interventions, immediately afterward, and about six-months post-interventions. We followed up with focus groups, with the adults who taught the lessons—teachers, drug and alcohol counselors, and so on—as well as with the students.

### HOW WOULD YOU SUMMARIZE YOUR FINDINGS?

In both studies we found that a comprehensive school initiative was effective in reducing sexual harassment and dating violence up to six months later. For example, in the New York study, both the combination of the classroom lessons and school-wide interventions—and the school-wide interventions alone—led to between 32 and 47 percent lower peer sexual violence, even six months later.

### WHAT'S THE SIGNIFICANCE OF THOSE RECENT COMMUNICATIONS FROM THE WHITE HOUSE AND THE DEPARTMENT OF EDUCATION ABOUT *SHIFTING BOUNDARIES*?

Clearly, they're invitations to state and local school administrations to start using our *Shifting Boundaries* lessons and interventions. The White House communication listed

*Shifting Boundaries* among the latest research in support of the reauthorized Violence Against Women Act (VAWA) signed by President Obama this past March. In addition, in his letter to chief state school officers, Secretary Duncan's statement, "Research shows that schools can make a difference in preventing violence and other forms of gender-based violence," is footnoted (#10) directly to our study. These are both very exciting developments for our research and they go a long way to validating the effectiveness of *Shifting Boundaries*. This is very gratifying and promising.

Additionally, *Shifting Boundaries* can be relatively easy to implement. All the materials needed for the classroom interventions are available online to download at no charge.<sup>3</sup>

There's an additional incentive to work on eliminating sexual harassment and gender violence—all schools and universities that receive federal financial assistance are obligated under our civil rights in education laws, in particular Title IX of the Education Amendments of 1972, to take action against sexual harassment behaviors that limit or erode equal educational opportunity for students.

### **YOU HAVE STUDIED BULLYING, TOO. DO WE KNOW WHETHER THE BULLYING PREVENTION PROGRAMS NOW USED IN MANY ELEMENTARY SCHOOLS HELP TO REDUCE GENDER VIOLENCE AND SEXUAL HARASSMENT IN MIDDLE OR HIGH SCHOOLS?**

I know of no such studies that have shown any longitudinal connection—except for research in one area of Australia—that programs on bullying in elementary schools can help to prevent sexual harassment in high school. Most bullying programs are very narrow in scope. They almost never bring up sexual harassment, gender-related violence, sexuality, or homophobia. Unfortunately, too many K-12 schools still fail to distinguish bullying—which is usually defined by state laws that vary greatly state to state—from sexual harassment, which is federally defined and required under federal laws, by the U.S. Department of Education and by the U.S. Supreme Court.

### **BEFORE WE TAKE A CLOSER LOOK AT *SHIFTING BOUNDARIES*, LET'S GET SOME MORE BACKGROUND. YOU'VE BEEN WORKING ON ISSUES OF SEXUAL HARASSMENT IN SCHOOLS FOR DECADES. HOW DID YOU GET STARTED?**

In 1978, the term "sexual harassment" was just becoming recognized as a problem that women were experiencing in the workplace. I was working for the Massachusetts Department of Education in downtown Boston, and elsewhere in the building several high school students were

working in the Student Service Center. I learned firsthand that one boy in that work space was telling dirty jokes and talking about his alleged or real sexual conquests, and making the girls very uncomfortable and preventing them from being able to concentrate on their work. I called those behaviors "sexual harassment," but it was puzzling because there was no one among the students who could hire, fire, or promote anyone there. Like most people at this time, my notion of sexual harassment was limited to the workplace. So I wanted to know more—how typical was this? Did other students experience similar behaviors among their peers? I was a graduate student at the time at Harvard, and I said, "Let's do a survey." Through the Massachusetts Department of Education, and with my colleagues there and others on our self-anointed "sexual harassment task force," we were able to survey 200 high school students throughout the state. We learned that this experience of peer sexual harassment was very typical. I then went around Massachusetts talking to approximately 60 students at vocational schools, in particular those in shops and courses where girls were in the minority. In classes like auto mechanics or electricity where there were just one or two girls in the class, the harassment of those girls was extreme, as they were subjected to physical and sexual assaults plus intimidation.

I was convinced that this was mainly a problem in vocational schools until a girl at Brookline High School<sup>4</sup> said to me, "Come to our school, too. It goes on here." Then other colleagues and I started looking at sexual harassment in comprehensive high schools. In 1979 I co-authored our first curriculum on the subject of sexual harassment, *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools*. (Other editions came out in 1981, 1983, and 1986). However, it's important to note that it wasn't until 1999 that the U.S. Supreme Court ruled that student-to-student sexual harassment was indeed covered under federal law Title IX and that it was the responsibility of the schools to prevent it (*Davis v. Monroe County Board of Education*).

### **WHAT DOES TITLE IX SPECIFY?**

Title IX says there can't be sex discrimination in educational institutions that receive federal financial assistance. The term "sexual harassment" doesn't appear in the wording of the law. It took lawsuits to extend the notion of sex discrimination to include sexual harassment as a form of sex discrimination if it interferes with a student's right to receive an equal educational opportunity. In 1992, there was a case in the Supreme Court (*Franklin v. Gwinnett*) involving a 15-year-old girl who had sex three times with her social studies teacher on campus. The teacher was fired. Her case

*continued on page 6*



**NAN STEIN, Ed.D.**, a senior researcher at the Wellesley Centers for Women (WCW), has directed dozens of national research projects on sexual harassment, gender violence, and bullying in K-12 schools. She addresses these issues in lectures, keynote addresses, and training sessions for school personnel across the country. Stein has also been featured in countless media interviews and has served as an expert witness in multiple lawsuits. Her publications include a book, several school curricula, and many op-ed commentaries, as well as articles in a wide variety of educational and legal journals. She holds a doctorate in education from the Harvard University Graduate School of Education, from which she received an Outstanding Contribution to Education award in 2007.

Learn more about the *Shifting Boundaries* initiative and research at: [www.wcwonline.org/ShiftingBoundaries](http://www.wcwonline.org/ShiftingBoundaries)



was eventually heard in the Supreme Court over the issue and to determine whether Title IX violations were eligible for compensatory damages. In a 9-0 ruling, the Supreme Court ruled that schools *were* liable for compensatory damages under federal law Title IX.

That was big news. I appeared on various television programs like “The Today Show” and “Oprah,” as well as with the girl-plaintiff and her lawyer on “Phil Donahue” to talk about the ruling. Universities had been worried about sexual harassment since cases in 1978, and this 1992 case made K-12 schools take notice of sexual harassment, too.

The 1999 Supreme Court decision on student-to-student sexual harassment in the Davis case was terrific and required schools to be concerned and vigilant about peer sexual harassment. But this decision came just one month after the tragic shootings at Columbine High School, which really changed the nature of surveillance and control of students at schools. That’s when states began to pass anti-bullying laws—which, as I’ve noted, share no common definition of bullying.

Finally, in October 2010, the U.S. Department of Education Office for Civil Rights issued a clarifying memorandum, called a “Dear Colleague Letter,” to U.S. educators saying, in a nutshell, “You can’t call everything bullying when it might be (sexual) harassment and therefore a violation of federal civil rights laws.”

### SO AN EFFECTIVE SCHOOL CURRICULUM ABOUT SEXUAL HARASSMENT WOULD BE TIMELY. TELL US MORE ABOUT SHIFTING BOUNDARIES. IN THE CLASSROOM INTERVENTIONS, WHAT ARE THE LESSONS LIKE?

The lessons are drawn from two curriculum projects I’d done earlier, the first funded by the National Education Association (1994) and the other by the U.S. Department of Education (1999), with some new lessons added. Plus certain lessons needed to be tailored to the laws of the particular state in which we were working. Of course, federal law about sexual harassment applies everywhere, but a few elements in the lessons are nuanced around each state’s own laws—for example, about consent and sexual assault, in which ages and definitions may vary under state laws.

The curriculum is all predicated on the notion of boundaries. Laws are one kind of boundary, and talking about boundaries is a very friendly way of talking about laws. And adolescents understand that in law, age is a major operating boundary—what age you need to be to buy liquor, to drive a car, to vote, to have consensual sex, and so on.

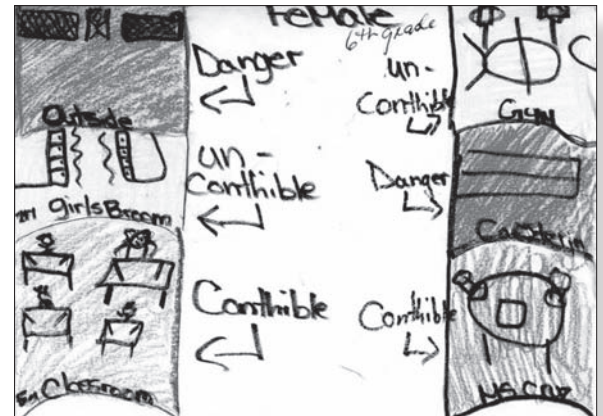
Personal space is another kind of boundary. The classroom lessons talk about this and include exercises helping students to discover each other’s personal space, and hopefully honor

it. The educators overseeing the lessons are actively shifting the students’ notions of boundaries and teaching that sexual harassment, which is a civil rights violation, can include violating someone’s personal space.

And we see sexual harassment as a precursor to teen dating violence. Because if you’re allowed to act this way in public, without appropriate interventions from teachers and administrators, what’s to stop you from thinking you can do it in private with a girl/boy, when presumably no adults are around?

### WHAT ARE THE SCHOOL-WIDE AND BUILDING INTERVENTIONS LIKE?

The first intervention is a mapping activity, which the students and adults both love. The teachers hand out sets of colored pencils and copies of a map or blueprint of the school. The students then color in areas of the map—using green for areas on the map where they feel safest, yellow for areas where they feel less safe, and red for where they feel unsafe. The teachers then tally up the results. They may find that girls feel intimidated in different areas than boys, and grade level may make a difference, too. Then school administrators look at these tallied maps and, we hope, make some alterations. They can change flow patterns around the school, change adult supervision in hallways, change which youth are on the stairs or in which halls at what time—there are a lot of modifications that can be made to make students feel safer. This activity draws its inspiration from “hot spot mapping,” which has been used by law enforcement for decades.



The second school-wide intervention, which flows from classroom lessons, is a *Respecting Boundaries Agreement*—like a restraining order without the force of law. Hopefully, before harassment has escalated, a student can go to a teacher or counselor with the complaint or concern that someone hasn’t been respecting his or her boundaries. The adult then helps the student fill out a form that asks a lot of questions, like “Where did this happen? Did anyone else see it? How can we change this?” Separately, the adult also works with the student



## Big Deal or No Big Deal?

Read each of the listed behaviors and decide if you think they are no big deal, against school rules or against the law when they occur with all males, all females, females to males, and males to females among people your own age. Circle your response.

	Males to Males	Females to Females	Females to Males	Males to Females
1. Calling someone a swear word	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
2. Mocking someone's appearance	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
3. Calling someone "gay" or "tag" as a put-down	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
4. Calling someone a "slut" or "ho"	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
5. Calling someone a "bitch"	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
6. Making fun of someone's private parts	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
7. Grabbing buttocks	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
8. Gropping the chest	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
9. "Pants-ing" (pulling down someone else's pants)	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
10. Staring/stalking someone against a locker	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
11. Having sex when both people are 14 years old	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
12. Having sex when one person is 14 years old and the other is 18 years old	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law
13. Spreading sexual rumors by texting or the internet	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law	No big deal Against school rules Against the law

SHIFTING BOUNDARIES: Lessons on Relationships for Students in Middle School

who is alleged to have violated the boundaries, to put the *Agreement* in place. This document needs to be connected to each school's unique discipline code—it is not a generic form but rather it must be tailored to each school district's policy and procedures for discipline and remediation.

The third intervention consists of using multiple gigantic, generic, artsy posters about teen dating violence, using real adolescents' faces.<sup>7</sup> These are mounted at key locations throughout the school. At the bottom of each poster, a superimposed sticker says, "If you want to talk more about this, go to see Mr. X in Room 101 or Ms. Y in Room 102." And that conversation could lead to one of those *Respecting Boundaries Agreements*.

### HOW PREVALENT ARE SEXUAL HARASSMENT AND GENDER VIOLENCE IN OUR SCHOOLS, AND ARE THERE DIFFERENCES IN THE WAYS GIRLS AND BOYS EXPERIENCE THEM?

They're very prevalent, and for both sexes, boys are generally the perpetrators. Girls have many unwanted physical actions perpetrated on to them—whether in so-called "jest" or deliberately—their clothes pulled at, their bras snapped; forced to do something against their will; there's a lot more sexual aggression from boys toward girls. Boy-to-boy sexual harassment has more to do with not conforming to certain notions of masculinity, and this often turns into gay-baiting and can be very physical and very violent. Both girls and boys are called derogatory gay-baiting kinds of terms. Girls will also get slammed for their reputation—invented or real—for being labeled "promiscuous;" that won't happen to boys. That's a big difference. Girls will also malign the sexual reputation of other girls, as well.

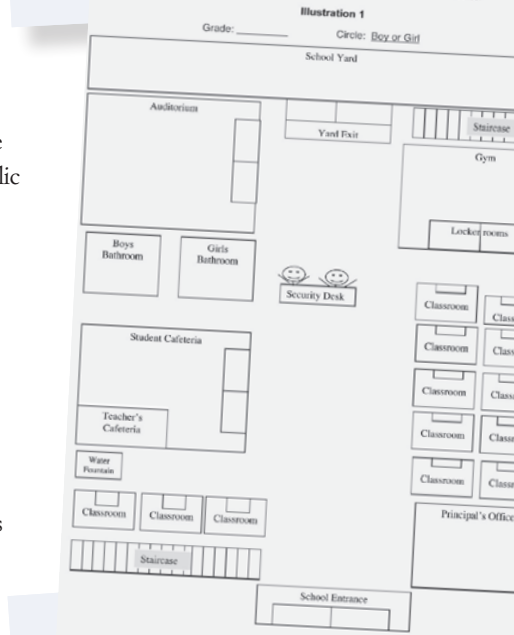
### IS THERE EVIDENCE OF A CONNECTION BETWEEN SCHOOL-BASED OR TEEN-DATING VIOLENCE AND DOMESTIC VIOLENCE IN ADULT RELATIONSHIPS?

Nobody's done a study that would show that in a full-scale, longitudinal way. But I've said for many years that

schools are the training grounds for domestic violence. Years ago, based on lawsuits I was familiar with and on the responses from girl readers of the *Seventeen* magazine survey we at the then Center for Research on Women did in 1992-1993, I said that some of the girls sounded like "battered women in training." You'd need to do a really long study to prove such a connection, but I think it rings of common sense. And that's my point—if you can do this in public, with witnesses and bystanders, what would make you think you can't do it in private? If students were grabbing body parts and assaulting each other physically when they were dating, then they might well be doing that when they got older, and in less public spaces.

### WHAT'S THE LATEST FOR YOU AND SHIFTING BOUNDARIES?

In the large, third stage of our study extending from 2011 through 2014, we are working with sixth, seventh, and eighth graders in New York City schools. That will give us a more comprehensive look at the effectiveness of the lessons and interventions as we follow students through these important middle school years. We hope not only that it informs future intervention and prevention programs, but that it truly results in positive outcomes for teens and young adults across the country. Along with countless educators involved with our research, we aim to reduce gender violence and sexual harassment in schools and in young peoples' lives. ■



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### MEASURING PERSONAL SPACE

1. What do we notice when people of the opposite sex walked towards each other?
  - o Was the distance greater or smaller when the word STOP was said?
  - o Why do you think that is?
2. How could you tell when a student's personal space had been invaded?
  - o What behaviors did you notice?
3. Can you think of some instances when people do not STOP when they are asked to stop?
4. What are some consequences of not stopping when you are asked to stop?

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<sup>1</sup> Stein, N., Sjostrom, L. 1994. *Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (Grades 6 through 12)*; Sjostrom, L., Stein, N. 1996. *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*; Stein, N., Cappello, D. 1999. *Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Sciences (grades 7-12)*.

<sup>2</sup> Bruce Taylor, Ph.D., University of Chicago's National Opinion Research Center (NORC)

<sup>3</sup> *Shifting Boundaries: Lessons on Relationships for Students in Middle School*. <http://www.wcwnline.org/proj/datingviolence/ShiftingBoundaries.pdf>

<sup>4</sup> Brookline High School is the public, comprehensive high school serving residents in this neighboring town of Boston.

<sup>5</sup> Poster headlines: 1.) "He pays attention to her." / "He pays attention to her every move." 2.) "He thinks of her." / "He thinks of her as his property." 3.) She taker her out. / She takes it out on her. 4.) "He hits on girls." / "He hits girls."

# short takes

## Empathy Gap for Girls of Color

**LINDA CHARMARAMAN**, Ph.D., research scientist at the Wellesley Centers for Women (WCW), partnered with Boston-based *Teen Voices* on a multi-media project that reveals barriers to opportunities for learning for girls of color as well as strategies to ensure educational equity. This year-long collaborative, funded by the Schott Foundation for Public Education, resulted in the video, *It's Our Time: The Empathy Gap for Girls of Color*, produced by Charmaraman and Rosa Lau, B.F.A., cinematographer and co-editor.

The goal of the initiative is to offer community-based and social media opportunities for dialogue about dispelling stereotypes and dismantling barriers to success for young women of color. The teens featured in the documentary serve as the experts and agents of their own learning experiences; they offer examples of effective strategies and solutions for closing the opportunity gap. The project also highlights different perspectives among educators, afterschool mentors, administrators, and policymakers.

Between 2011-2012, Charmaraman interviewed nearly two dozen teen girls to understand their educational experiences, how being involved in a youth development program has benefitted them, and how they would imagine a dream school, designed specifically to nurture girls of



color. The concept of fairness was an underlying theme for the interviewees. Fairness was also a cause, Charmaraman notes, for “both joy and suffering” for the teens who often noted that boys received more attention in the classroom than girls, and that they perceived low expectations for their own achievement from adults in authority.

“I felt privileged to have a window into these private, vulnerable worlds where girls reflected on their educational history and brought out stories about the power of expectations,” says Charmaraman. “Our documentary attempts to close the opportunity gap by showcasing the strengths and struggles that girls of color face within a taxed educational system that recently turned its attention to focus on the ‘more urgent’ needs of boys.”

Wellesley College student (Class of 2013) and the WCW Class of '67 intern **TEMPLE PRICE**, worked with Charmaraman and Lau on disseminating the work via social media as well as supporting screenings and outreach efforts to a wide audience. Price contributed a recent article to the WCW blog, [www.WomenChangeWorlds.org](http://www.WomenChangeWorlds.org), focused on youth mentoring, in which she cited the documentary. Find the project on Facebook at: <http://www.facebook.com/pages/Its-Our-Time-The-empathy-gap-for-girls-of-color/121830191310779> and follow the project on Twitter at: <https://twitter.com/GenderEquity1>

View the video and learn more about this initiative at [www.wcwonline.org/equity4girlsofcolor](http://www.wcwonline.org/equity4girlsofcolor). To request a free DVD and organize a screening, please email [equityforgirlsofcolor@wcwonline.org](mailto:equityforgirlsofcolor@wcwonline.org)



LEFT: Rosa Lau, Linda Charmaraman, and Temple Price preview *It's Our Time: The Empathy Gap for Girls of Color* before a screening on the Wellesley College campus.



## White House and Secretary Duncan Cite Wellesley Research in VAWA and DOE Communications

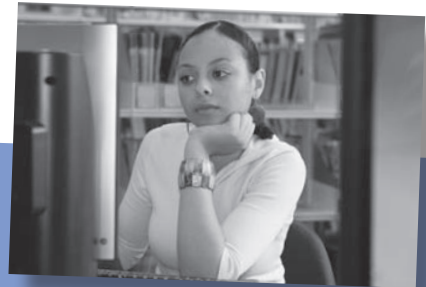
This past March, the White House issued a resource sheet focused on the Violence Against Women Act (VAWA). *Shifting Boundaries*, an intervention and evaluation by Bruce Taylor, Ph.D., **NAN STEIN**, Ed.D., Dan Woods, Ph.D., and Elizabeth Mumford, Ph.D., and funded by The National Institute of Justice, was listed as one of the two research resources. The study examines the impact of the *Shifting Boundaries* dating violence prevention program for middle school students in a large urban school district. Researchers concluded that the comprehensive school program was effective in reducing dating violence and sexual harassment.

*Shifting Boundaries* helps schools clearly define boundaries so that students and school personnel may more easily assess what are appropriate and inappropriate behaviors,” says Stein, a senior research scientist at the Wellesley Centers for Women (WCW) who co-directed the research. “The interventions increased student knowledge not just about laws, but also the consequences of dating violence and sexual harassment.”

While tremendous progress has been made since the VAWA was first enacted, domestic violence, sexual assault, and stalking are still significant problems facing women, families, and communities. The White House notes that the new VAWA bill signed into law in early March will continue effective programs, make targeted expansions to address the needs of especially vulnerable populations, and help prevent violence in future generations.

Previously, on February 28th, the U.S. Department of Education (DOE) issued a Letter to Chief State School Officers about the Department’s efforts to support the prevention of teen dating violence and other forms of gender-based violence. The letter also requested immediate action to reduce gender-based violence in schools and to help ensure all students are safe. The *Shifting Boundaries* intervention and evaluation was cited as evidence that schools can make a difference in preventing teen violence and other forms of gender-based violence.

Stein and Taylor shared findings during an October 2011 WCW seminar, “*Shifting Boundaries: Findings from a Youth Dating Violence Prevention Program Evaluation in NYC Middle Schools.*” Links to this presentation as well as the White House and U.S. DOE communications can be found at: [www.wcwonline.org/ShiftingBoundaries](http://www.wcwonline.org/ShiftingBoundaries). Stein is also the featured interviewee in this *Report’s* Q&A (p. 4).



### Are you or someone you know between the ages of 12-25?

A Media and Identity Study is being conducted by researchers at the Wellesley Centers for Women. We are inviting individuals between the ages of 12-25 across the United States to participate. We are interested in how the use of social media, technology, and television affects adolescents’ sense of self. The survey will take 15-20 minutes to complete. At the end of the survey, respondents will be entered into a raffle (prize drawings of \$25, \$50, and \$100). Respondents will have the option to complete ONE of following online surveys:

- Media & Race, Culture, and Gender
- General Survey about Media & Identity
- Media & Social Issues

LEARN MORE:

[www.wcwonline.org/MediaIdentityStudy](http://www.wcwonline.org/MediaIdentityStudy)

THANK YOU!



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## Global Connections

**AMY BANKS**, M.D., Director of Advanced Training at the Jean Baker Miller Training Institute (JBMTI) at the Wellesley Centers for Women (WCW), will present “Fostering Ties that Heal: Emerging Themes in Psychotherapy,” a keynote address during the Webster University Psychology and Counseling Conference in Geneva, Switzerland in October 2013. Banks and other presenters will discuss how our current knowledge of interpersonal neurobiology and attachment can inform the therapeutic and healing process. Learn more about the conference at: [www.webster.ch/psychology/counseling-and-psychology-conference](http://www.webster.ch/psychology/counseling-and-psychology-conference).

**FIBIAN KAVULANI LUKALO**, Ph.D. presented “Kenyan Mothers’ Choices: Decisions for Their Children’s Schooling” during a special program at the WCW in February 2013. Lukalo addressed the following questions, in respect to mothers in Kenya: Who are these women? How are these decisions made? What factors shape them, mediate or not? Does gender influence these decisions? How is the Education for All (EFA) policy interpreted and how does it play out in these mothers’ decisions? Lukalo is a resident scholar at The School for Advanced Research in Human Experiences of SAR in Santa Fe, NM.



**PEGGY MCINTOSH**, Ph.D. was invited to lecture by three universities in South Africa this past March: Witswatersrand in Johannesburg, the University of Cape Town, and Nelson Mandela Metropolitan University in Port Elizabeth. While in Cape Town, McIntosh visited Robben Island where Nelson Mandela spent 18 of his 27 years in prison. She also visited the District Six museum in Cape Town that memorializes the 60,000 homes torn down at start of the apartheid regime because the neighborhood was “too mixed.” McIntosh has been asked to return to the Nelson Mandela Metropolitan University next year.

**NADINE PUECHGUIRBAL**, Ph.D., senior gender advisor for the United Nations Department of Peacekeeping Operations, visited WCW in May 2013 for an informal conversation about the work of her office and women’s role in peacekeeping and peacemaking around the world. Puechguirbal discussed U.N. Security Council Resolution 1325, which requires that women and women’s issues be taken into account in all U.N.-related conflict resolution activities, and she highlighted the importance of applying a gender-based critical lens to all peacekeeping and peace-building operations. Members of the audience dialogued with Puechguirbal about how WCW’s research, theory, and action projects contribute to peace.

**NAN STEIN**, Ed.D., senior research scientist at WCW, presented “What’s the Law Got To Do With It? Talking & Teaching About Sexual Harassment, Bullying and Gender Violence in Elementary and Secondary Schools in the U.S.,” during a March special meeting of the Australian Council for Educational Research in Melbourne, Australia. Her presentation focused on the intersection between law, educational policy, and gender violence as these translate into curriculum and teaching practices.

## Appointments & Recognition

**LINDA CHARMARAMAN**, Ph.D., research scientist, was named the **SUSAN MCGEE BAILEY RESEARCH SCHOLAR** for July 1, 2012-June 30, 2013. Charmaraman’s work focuses on adolescent identity and bridging societal gaps, ranging from 21st century media literacy to positive urban youth development. Over the past year, Charmaraman mentored a Wellesley College student, analyzed qualitative survey data pertaining to adolescent identity and media use, and developed community-based strategies to promote a documentary focused on educational equity and girls of color, which Charmaraman produced with support from the Schott Foundation for Public Education (p. 8). Charmaraman recently received funding from the Robert Wood Johnson Foundation for research focused on the risks and resilience of media and social networking in vulnerable adolescent populations (p. 8). **SUMRU ERKUT**, Ph.D., associate director and senior research scientist at the Centers, has been named the **SUSAN MCGEE BAILEY RESEARCH SCHOLAR**, beginning July 1, 2013. Erkut will reflect on and synthesize the findings and understandings of her extensive scholarship on development across the life span, with the goal of future publication.

**JEAN KILBOURNE**, Ed.D., senior scholar at WCW, was featured in “MAKERS: Women Who Make America,” a PBS documentary that tells the story of the most sweeping social revolution in American history, as women have asserted their rights to a full and fair share of political power, economic opportunity, and personal autonomy. Kilbourne is internationally recognized for her pioneering work on the image of women in advertising. She is the creator of several films, including “Killing Us Softly: Advertising’s Image of Women.” She is the author of two books, most recently *So Sexy So Soon: The New Sexualized Childhood and What Parents Can Do to Protect Their Kids*. Learn more about the documentary at [www.makers.com](http://www.makers.com).

**PEGGY MCINTOSH**, Ph.D. associate director of WCW and founder of the National SEED (Seeking Educational Equity & Diversity) Project on Inclusive Curriculum, received an honorary doctorate of Humane Letters this past May at Duquesne University in Pittsburgh, PA, one of the nation’s top Catholic universities which values an ecumenical atmosphere open to diversity. McIntosh also offered the commencement address at the university’s School of Education graduation ceremony.

# Women's Review of Books Celebrates 30th Anniversary

*Women's Review of Books* (WRB), the forum for serious, informed discussion of new writing by and about women, published by the Wellesley Centers for Women (WCW) in collaboration with Old City Publishing (OCP), is celebrating its 30th anniversary in 2013.

"When *Women's Review of Books* was launched in 1983, it was a boom time for feminist publishing—of books, newspapers, magazines, and journals, as well as 'zines, leaflets, manifestos, and graffiti," Amy Hoffman, WRB editor in chief, wrote in the January/February issue. "Little of that survives, but *Women's Review of Books* is still hanging on."

Hoffman notes that even after 40 years of the contemporary women's movement, feminist scholarship and critical analysis, and women's creative writing receive little more attention in the mainstream media in 2013 than they had in 1983. While university, small, and trade publishers are releasing an outpouring of interesting, challenging, original books by women, most of these are overlooked by daily newspapers, glossy magazines, and book review publications.

"It is a unique and valued part of our mission to ensure that feminist authors, activists, and

women's studies scholars have a dedicated forum in which to exchange ideas, research, and critical social commentary," says Layli Maparyan, Ph.D., WCW executive director. "Currently, we are exploring opportunities to expand our reach to make this important publication accessible to even more audiences across the globe."

"As the only publication devoted solely to reviewing books by and about women, *Women's Review of Books* is an influential voice the field of women's writing," notes Ian Mellanby, Ph.D., director of Old City Publishing. "We are proud to partner with the Wellesley Centers for Women to publish these important reviews of women's studies books, literary fiction, poetry, memoirs, photography, and comics by women. Where else can a reader find such a comprehensive review of women's publishing?"

*Women's Review of Books* has been published by the Wellesley Centers for Women since 1983. Founded in 1995, Old City Publishing, Inc. has published *Women's Review of Books* with WCW since 2006.

"I don't know when the literary establishment will wake up and realize how much more interesting it would be to include the female half of the writing and reading public in all its diversity, but when those arbiters of taste do wake up, they will have to subscribe to the *Women's Review of Books*. Then they will have to read 30 years of back issues to see what they've been missing."

—Gloria Steinem, activist, author

"I read the *Women's Review of Books* to learn about what's beyond my horizon: African women's fiction, biographies of women whose names I would never otherwise know, poets who ambush me with new ways of seeing and saying. While I don't have time to read all the books I discover in WRB, at least I know they exist, and that women continue to explore and enlarge our universe."

—Anita Diamant, author

"Your reviews keep me up to speed on current scholarship, lead me to books I would have missed, and introduce me to women writers and thinkers whose long-form, patient thoughtful parsing is a steady balm or annoying burr, but a pleasure in a short format world. I'm glad you got through all those 30 years and glad you're still here."

—Kate Clinton, humorist, author, activist,  
WRB contributor



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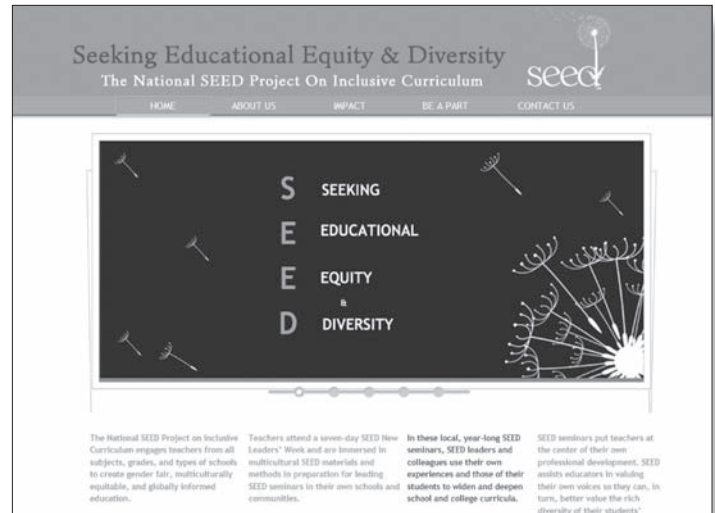
## National SEED Project Launches New Website

The National SEED (Seeking Educational Equity & Diversity) Project on Inclusive Curriculum, a program of the Wellesley Centers for Women, has launched a new website at [www.nationalseedproject.org](http://www.nationalseedproject.org). The development of the site was funded through a multiyear grant from the W.K. Kellogg Foundation in 2011. Now in its 27th year, SEED engages teachers from all subject areas, grades, and types of schools to create gender-fair, multiculturally equitable, and globally informed education. SEED seminars place educators at the center of their own professional development, assisting them in valuing their own voices so they can then better value the rich diversity of their students' voices and life experiences.

Educators attend a seven-day SEED New Leaders' Week and are immersed in multicultural SEED materials and methods in preparation for leading year-long SEED seminars in their own schools and communities. During the local SEED seminars, SEED leaders and colleagues use their own experiences and those of their students to widen and deepen school and college curricula. They place this "scholarship in the selves" alongside the traditional "scholarship of the shelves," as SEED Co-director Emily Style puts it.

The new website contains details of the project's history and impact, including extensive video testimony from teachers, professors, and administrators around the country who have participated in SEED. It also provides details about the 2013 SEED New Leaders' Weeks slated for July and information on the full and partial grants available, due in part to the Kellogg Foundation funding, to rural and urban schools that serve the most vulnerable populations.

SEED Co-director Emmy Howe, AFA, B.A., M.Ed., who oversaw the development of the new site, said, "We're very excited about our new



Web presence, and will soon be rolling out additional content, including a special section for SEED leaders with tips, resources, and more.”

PEGGY MCINTOSH, Ph.D., SEED founder, and senior associate for the SEED Expansion, said, “For almost three decades, SEED methods have helped educators and parents use their own experiences to become aware of systems of privilege and oppression, and to address these inequities in constructive ways. The new website will help us reach an even wider audience and to serve and connect our current network of SEED leaders more effectively.”

The website is only one part of SEED's growing online presence, which also includes a public Facebook page at [www.facebook.com/nationalseedproject](http://www.facebook.com/nationalseedproject), as well as many active Facebook groups for SEED leaders.



### Women Change Worlds Blog Join the Discussion!

WCW scholars and colleagues respond to current news and events; disseminate research findings, expertise, and commentary; and both pose and answer questions about issues that put women's perspectives and concerns at the center of the discussion on the Centers' **Women Change Worlds blog**. Lively discussion is welcome! Please visit, contribute comments, and share with your friends and colleagues: [www.WomenChangeWorlds.org](http://www.WomenChangeWorlds.org).

**THANK YOU!**





## Celebrating 25 Years of Getting to the Heart of Learning

**O**pen Circle, a program of the Wellesley Centers for Women (WCW), is celebrating its 25th Anniversary this year. A social and emotional learning (SEL) program for students in Kindergarten through Grade 5, Open Circle is dedicated to providing children with the skills they need to recognize and manage their emotions, establish positive relationships, make responsible decisions, develop care and concern for others, and handle challenging situations constructively.

Founded in 1987, Open Circle has grown significantly over the past quarter of a century. Started by Pamela Seigle, M.S., as a pilot program to improve the social skills of students in six Framingham, MA schools, the program expanded across New England within a few years. Open Circle became one of the first SEL programs to offer training to school and district administrators, special subject teachers, and support staff.

*continued on page 14*



“As a new teacher, I recognized that what had been missing from my training was something

beyond classroom management, and understanding the importance of relationships and learning relationships among students and teachers,” said Seigle, now executive director of Courage & Renewal Northeast. Through a colleague of hers, Siegle became aware of a social-problem-solving program at Yale, and decided to start an SEL program at the Stone Center at Wellesley College—one of WCW’s centers; the program eventually became known as Open Circle.

To date, Open Circle has reached over two million students and 13,000 educators in over 300 schools in more than 100 urban, suburban, and rural communities across the United States, and it continues to grow. This past November, Partners HealthCare and its founding hospitals Brigham and Women’s and Massachusetts General Hospital, granted \$1 million to the Boston Public Health Commission for a collaborative effort among the two organizations and the Boston Public Schools to help implement Open Circle in 23 of the city’s schools. Additionally, NoVo Foundation has committed to fund, through a \$220,000 grant, a broad research study examining process outcomes and program impact for this initiative.

“This expansion of Open Circle’s work in Boston Public Schools reflects the Wellesley Centers for Women mission of making the world a better place for women and girls, their families and communities, through research, theory, and action that increases justice and well-being,” noted Layli Maparyan, Ph.D., WCW executive director.

Open Circle consists of specialized curricula for each grade, with teachers and school staff participating in extensive training and coaching as they begin implementing the program in their schools.

“I believe SEL programs are essential for all schools, teachers, students, and parents,” said Marie Jutkiewicz, who has been a teacher since 1970, and an Open Circle trainer for more than ten years. “Just with the recent [Boston bombing] events, Open Circle is helping us to assess our students to see how affected they have been, and to better understand what they know and what they have experienced. Many people in my community have come to depend on Open Circle to discuss and read their children in such times of crisis.”

Research has shown that SEL can also help students make significant gains in academic achievement. According to a 2011 review of more than 200 studies published in the journal *Child Development*, students who participated in SEL gained, on average, 11 percentile points in reading and math.

“Success depends as much on students’ social and emotional development as on their cognitive abilities, and Open Circle can help improve these outcomes by providing teachers with evidence-based tools and techniques,” noted Nova Biro, M.B.A., Open Circle co-director.

In classrooms that have adopted the *Open Circle Curriculum*, teachers hold 15- to 20-minute Open Circle Meetings twice a week throughout the school year, with students meeting in a circle of chairs with one empty seat, symbolizing there is always room for another person or voice in the circle. These

meetings include a range of activities, such as group discussions, role-playing, storytelling, and community-building activities. The accessible lessons allow teachers and students to bring in their own voices to address conflicts or talk about difficult subjects such as peer exclusion, teasing, or bullying.

“My favorite activity is getting into the circle,” said Jutkiewicz. “I feel like it’s my warm, fuzzy check-in time with my children. We are calm and we talk and listen to each other. Calming down is so needed in today’s rushed, rushed, world.”

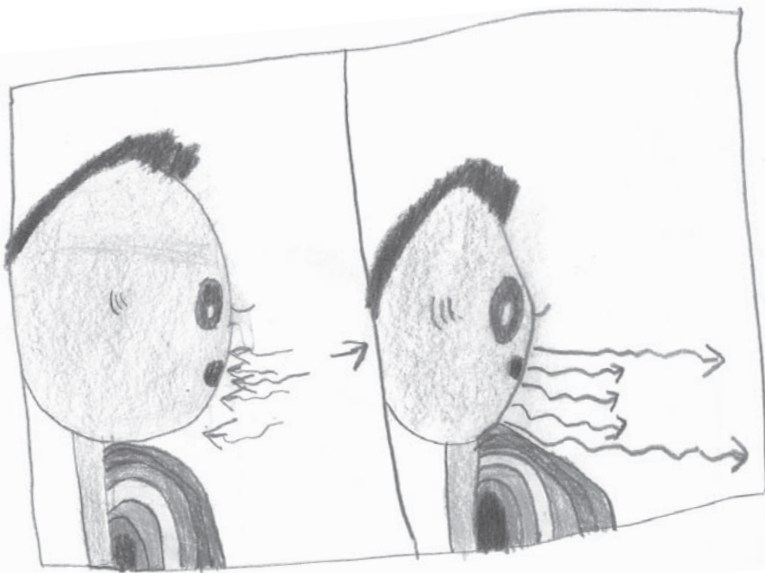
In addition to having a positive effect on the social and emotional well-being of students, the program provides benefits to teachers, too. In a 2011 survey of trained Open Circle teachers, 96 percent agreed that the training enhanced their teaching practice.

“Learning and teaching the Problem Solving Steps has been so beneficial,” said Nancy Purpura, a teacher for over 20 years and an Open Circle trainer since 2001. “I would never attempt to solve a problem until I was able to calm down, and while all of the steps are useful, this one really stands out for me,” she adds, noting that she appreciates the “sequential structure Open Circle provides for teachers.”

“I believe there is a tremendous effect on one’s teaching, students, parents, and my own life,” remarked Jutkiewicz. “I have done Open Circle for so long and believe in it so strongly that it is a little like breathing, and I forget about what I am doing that is Open Circle and what is really mine.”

Looking to the future and building on its recent expansion in Boston, Open Circle is





How open circle makes you or me feel.  
 Open Circle makes me be happy because I can talk about what I feel and I listen to the kids that are talking. The activities that we do in open circle is listening to music and we listen to the teacher when she is talking because sometime she needs to tell us something important. I learned to keep my hands to my self and not to put them on the kids when we are playing. Also I learned not to talk back to the teacher when they say something to you. Have you used open circle in your life? Well I have used open circle in my life. I used it in school when I'm in my classroom when I'm in my classroom we use open circle. Sometime we use open circle so we can calm down. If we are sad we can tell the teacher what happened and we can do open circle. Then we can be happy for the day. It is fun to use open circle it makes you happy.

planning for continued growth in Boston and other large school districts with support from a \$250,000 growth and scaling grant from NoVo Foundation. Plans include development of an updated train-the-trainer program, leveraging technology to increase accessibility of training and coaching, further incorporating mindfulness practices for educators and students, and bringing Open Circle to pre-Kindergarten and Grades 6 through 8.

“We’ve heard from numerous educators in middle schools who are looking for proactive, comprehensive SEL programming for children beyond elementary school,” said Nancy MacKay, B.A., Open Circle co-director. “We want to investigate how we can help them establish classroom and school communities where young adolescents feel safe, connected, and ready to learn.”

Deborah Donahue-Keegan, Ed.D., Associate in Education at Wellesley College, interviewed high school students who participated in Open Circle while in elementary school. Students noted that many of the lessons they learned in the program have resonated throughout their day-to-day lives. Several students said

*“I think that I gained more people skills...the people that I did Open Circle with, I’m still friends with some of them... Open Circle is just sort of (a place) you talk about whatever you want, and I think that was really useful in maintaining and building relationships.”*

*“(I learned) to be more patient...we learned to settle down, listen to what others have to say...because they’re just like you—they have something to say, too.”*

Keegan’s interviews also reveal that most students believe implementing Open Circle in Grade 6 would be beneficial, especially because that is such a transitional year for most students.

*“Sixth grade is the big transition and stuff, so I feel like that’s one consistency from elementary to middle school...also there are so many changes with everything, so I think being able to talk about it is really good.”*

*“Kids really want to fit in, and there’s a lot of drama in middle schools with image, and friends, and everything is kind of stressful, and so I think it would be really good to have a consistent group.”*

Whether they are a student or educator participating in Open Circle, each person leaves with new skills, new friends, and a healthy approach for tackling problems in relationships and difficult situations that arise in everyday life.

“My greatest hopes [for the program] were that students would live lives that have meaningful relationships and that they’d be

able to engage in work, and be creative, and contribute to society,” said Seigle. “In an increasingly diverse society, it’s important to be able to communicate across differences.”

Open Circle is included on a variety of national lists for increasing students’ demonstration of pro-social skills, decreasing violence and other problem behaviors, and supporting an easier transition to middle school. The program is listed in the U.S. Department of Education’s *Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs Guidebook*; the U.S. Substance Abuse and Mental Services Administration’s National Registry of Evidence-based Programs and Practices; and the Collaborative for Academic, Social and Emotional Learning’s *2013 CASEL Guide to Effective Social and Emotional Learning Programs*.

“It is great to work with so many committed educators who are excited that Open Circle offers a proactive and systematic approach to social and emotional learning,” shared MacKay. “They tell us that that the program is helping them establish classroom and school communities where children feel safe, connected, and ready to learn—what more could we want?”

—Megan Kellett, B.A., Communications Associate, Wellesley Centers for Women

I learned red means stop, green means go, yellow means think. It helps you solve problems.

they remembered learning to recognize Double D (dangerous and destructive) behaviors. Others commented that their life skills had improved from participating in the program.



# new publications

## LIES ABOUT MY FAMILY: A MEMOIR

Amy Hoffman, M.F.A.

2013/#1031/\$22.95\*

This family memoir is about the stories that are told and the ones that are not told, and about the ways the meanings of the stories change down the generations. It is about memory and the spaces between memories, and about alienation and reconciliation. All of Amy Hoffman's grandparents came to the United States during the early twentieth century from areas in Poland and Russia that are now Belarus and Ukraine. Like millions of immigrants, they left their homes because of hopeless poverty, looking for better lives or at the least a chance of survival. Because of the luck, hard work, and resourcefulness of the earlier generations, Hoffman and her five siblings grew up in a middle-class home, healthy, well fed, and well educated. An American success story? Not quite—or at least not quite the standard version. Hoffman's research in the Ellis Island archives along with interviews with family members reveal that the real lives of these relatives were far more complicated and interesting than their documents might suggest.

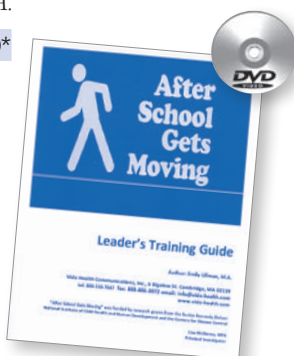
## "AFTER SCHOOL GETS MOVING" LEADER'S TRAINING GUIDE & DVD

Emily Ullman, M.A.

2012/#M20/\$79.00\*

The *Leader's Training Guide* is a companion to the "After School Gets Moving" DVD program. It is a resource for afterschool program directors

to train program staff, paraprofessionals, and volunteers who work in afterschool programs serving children in grades K-5. Together, the DVD and *Leader's Training Guide* show how to promote more safe and healthy physical activity in afterschool—particularly in environments where space and other resources are limited.

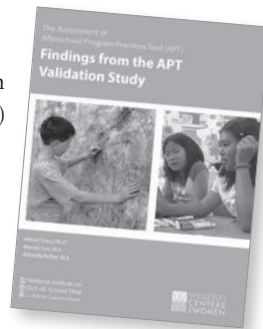


## FINDINGS FROM THE APT VALIDATION STUDY

Allison Tracy, Ph.D., Wendy Surr, M.A.,  
Amanda Richer, M.A.

2012/#FD208/FREE

The Assessment of Afterschool Program Practices Tool (APT) is an observational instrument designed to measure the aspects of afterschool program quality that research suggests contribute to the 21st century skills, attitudes, and behaviors youth need to be successful in school and the workplace. Based on observations of 25 afterschool programs serving grades K-8 in Massachusetts, this study provides scientific evidence that the APT possesses many strong technical properties. Among the study's many findings, researchers found that the APT captures key aspects of quality, such as whether a program is offering a welcoming environment or promoting youth engagement, which were found to be connected with positive youth program experiences and beliefs about themselves. The study suggests that the APT is an appropriate measure for examining afterschool program quality and is suitable for a number of lower-stakes purposes such as self-assessment and program support.



## AFTERSCHOOL MATTERS JOURNAL

*Afterschool Matters* is a national, peer-reviewed journal dedicated to promoting professionalism, scholarship, and consciousness in the field of afterschool education. The journal serves those involved in developing and managing programs for youth during the out-of-school-time (OST) hours and those engaged in research and in shaping youth development policy. *Afterschool Matters* is part of the Afterschool Matters Initiative and is published by the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women with support from the Robert Bowne Foundation.

The fall 2012 issue of *Afterschool Matters* features articles on how programs can improve quality; sports programs that influence girls' self-esteem; helping youth prepare for careers; ways to support youth with special needs; and staffing OST programs. The issue also features articles, supported by the Noyce Foundation, on science, technology, engineering, and math (STEM), including a focus on pathways for youth development; and scaling and sustaining an afterschool computer science program for girls.



The spring 2013 issue of *Afterschool Matters*, supported by the Noyce Foundation, is dedicated to STEM issues, with articles focused on competing models of STEM learning in afterschool; integrating mathematics into public library programs for the elementary grades; effective STEM programs for adolescent girls; and implementing OST STEM resources. The issue also includes articles examining the characteristics of OST science programs in various organizations, bringing STEM to scale through expanded learning systems; and getting intentional about STEM learning. View the issues online at [www.niost.org/AfterschoolMattersJournal](http://www.niost.org/AfterschoolMattersJournal) or request a copy from [niost@wellesley.edu](mailto:niost@wellesley.edu).

*\*These and other WCW publications and DVDs are available from the WCW Publications Office or from the online catalog. Shipping and handling must be paid by the customer for any mailed orders. Visit [www.wcwonline.org/publications](http://www.wcwonline.org/publications) or call 781.283.2510 to purchase WCW publications.*

**LINDA CHARMARAMAN**, Ph.D., Ashleighe Jones, M.S., **NAN STEIN**, Ed.D., and Dorothy Espelage, Ph.D., authored “Is It Bullying or Sexual Harassment? Knowledge, Attitudes, and Professional Development Experiences of Middle School,” published in the June 2013 issue of *Journal of School Health* from the American School Health Association. This study fills a gap in the literature by examining how school staff members view bullying and sexual harassment and their role in preventing both.

**TRACY GLADSTONE**, Ph.D. co-authored “Prevention of depression in at-risk adolescents: Longer-term effects” (Beardslee, WR, Brent, DA, Weersing, VR, Clarke, GN, Porta, G, Hollon, SD, Gladstone, TRG, Gallop, R, Lynch, FL, Iyengar, S, DeBar, L and Garber, J), for the *Journal of the Medical Association Psychiatry*, in press. She also coauthored “Randomized clinical trial of a primary care Internet-based intervention to prevent adolescent depression: One-year outcomes” (Saulsberry, A, Marko-Holguin, M, Blomeke, K, Hinkle, C, Fogel, J, Gladstone, T, Bell, C, Reinecke, M, Corden, M, and Van Voorhees, BW) for the *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, also in press.

**JENNIFER GROSSMAN**, Ph.D. and **MICHELLE PORCHE**, Ed.D. authored “Perceived gender and racial/ethnic barriers to STEM success,” published in the April 2013 issue of *Urban Education*. This mixed-methods study examined urban adolescents’ perceptions of gender and racial/ethnic barriers to STEM (science, technology, engineering, and mathematics) success, and how they understand and cope with these experiences. Logistic analysis showed that higher science aspirations significantly predicted perceived support for girls and women in science. Analysis of interviews showed themes of microaggressions, responses to microaggressions, and gender- and race-based support.

**JUDITH JORDAN**, Ph.D. edited with Jon Carlson, Psy.D., Ed.D., *Creating Connection: A Relational-Cultural Approach with Couples*, published by Routledge in June 2013. As a model, Relational-Cultural Theory (RCT) is ideal for work with couples: it encourages active participation in relationships, fosters the well-being of

everyone involved, and provides guidelines for working with disconnections and building relational resilience. *Creating Connection* helps readers to understand the pain of disconnection and to use RCT to heal relationships in a variety of settings, including with heterosexual couples, stepparents, lesbian and gay couples, and mixed race couples.

**SARI PEKKALA KERR**, Ph.D. and William Kerr, Ph.D. authored an article on the Immigration and Employer Transitions for STEM Workers project funded by the Alfred P. Sloan Foundation, which will be included in the Papers and Proceedings issue of the *American Economic Review*. Pekkala Kerr also contributed book chapters for a book series, *The History of Education and Schooling in Finland*, edited by Pauli Kettunen and Hannu Simola. The chapters are, “Education expenditures and the evolution of the educational level in the 20th century” and, co-authored with Risto Rinne, “Schooling and social mobility in the 20th century.”

**LAYLI MAPARYAN**, Ph.D. wrote the foreword for *Ain't I a womanist, too?: Third wave womanist religious thought*, edited by Monica Coleman and published by Fortress Press. This volume gathers essays from established and emerging scholars whose work is among the most lively and innovative scholarship today.

**NAN STEIN**, Ed.D. co-authored “Shifting Boundaries: An Experimental Evaluation of a Dating Violence Prevention Program in Middle Schools” (Taylor, B, Stein, N, Mumford, E, Woods, D) for the February 2013 issue of *Prevention Science*. The research team randomly assigned the *Shifting Boundaries* interventions to 30 public middle schools in New York City, enrolling 117 sixth and seventh grade classes (over 2,500 students) to receive a classroom, a building, a combined, or neither intervention. Student surveys were implemented at baseline, immediately after the intervention, and six-months post-intervention. As hypothesized, behaviors improved as a result of the interventions.

# spotlight

## New Funding & Projects

### COMMUNICATION ABOUT SEX IN THE NUCLEAR FAMILY AND BEYOND: IMPLICATIONS FOR HEALTH INTERVENTIONS

*Project Director: Jennifer Grossman, Ph.D.*  
*Funded by: National Institutes of Health, National Institute on Child Health and Human Development*

This investigation will longitudinally explore continuity and change in teen-family sexual communication over teens' transition to high school, extend parent-teen dyadic studies of family sexual communication to encompass broader family networks, and study the potential of teen-family sexual communication to protect teens against the unhealthy consequences of early sexual initiation. It will also look at the role of teen and adult family member gender in shaping sexual communication and its influence on teen sexual behavior.

### CAMPAIGN COALITION FOR HOST ADVOCACY

*Project Director: Ellen Gannett, M.Ed.*  
*Funded by: Robert Wood Johnson Foundation with YMCA of the USA*

The National Institute on Out-of-School Time will provide expertise on out-of-school-time (OST) field-building, research support, and technical assistance delivery of the Healthy Out-of-School Time (HOST) Campaign. This

initiative will promote best practices to OST providers in support of the Campaign Coalition to help enable them to develop strategies to implement the best practices in physical activity.

### GROWTH AND SCALING GRANTS PROGRAM FOR SOCIAL AND EMOTIONAL LEARNING PROGRAM PROVIDERS

*Project Director: Nova Biro, MBA*  
*Funded by: NoVo Foundation*

Funding will support refining plans for growing and scaling Open Circle to serve large school districts across the U.S. Additionally, grantees will participate in a Learning Network including technical assistance opportunities via in-person and virtual convenings and customized consultation focused on growth and scaling needs.

### OPEN CIRCLE BOSTON PUBLIC SCHOOL RESEARCH STUDY

*Project Director: Michelle Porche, Ed.D.*  
*Funded by: NoVo Foundation*

This research and evaluation study examines process outcomes and program impact for a Kindergarten to Grade 5 implementation project in 23 elementary schools within a large urban school district. Process outcomes will investigate training and coaching effectiveness, implementation fidelity, and success, challenges,

and lessons learned. Impact measures will include student social and emotional development, behavioral outcomes, and school climate measured both over time and in relation to similar schools in the same district with limited or no social emotional learning programming.

### RISK AND RESILIENCE OF MEDIA AND SOCIAL NETWORKING USE IN VULNERABLE ADOLESCENT POPULATIONS

*Project Director: Linda Charmaraman, Ph.D.*  
*Funded by: Robert Wood Johnson Foundation*

As a complementary follow-up to her Wellesley Centers for Women 35th Anniversary-funded study, "Toolkit for online social science research: Constructing online surveys and strategies for targeting underrepresented young people," Charmaraman will interview a subset of 30 participants from the larger online survey study of over 1,300 young people aged 12-25 from the U.S. and abroad. During her two-year fellowship as a Robert Wood Johnson Foundation New Connections junior investigator grantee, she will analyze the following research questions: (1) How does the use of media and social networking communities influence adolescent risk or resiliency, given potentially negative media stereotypes or stigma about one or more of their social identities, such as race/ethnicity or sexual orientation? (2) Why and under what circumstances do adolescents use media and/

#### ADDITIONAL FUNDING

**SUMRU ERKUT**, Ph.D. received funding from the Wellesley Class of 1959 for a "Class of 1959 55th Reunion Survey." The survey will explore the life events, family, career, political affiliations, retirement and social security, aging and health, social mobility, wealth and philanthropy, and political and social values of the women within a national context.

**TRACY GLADSTONE**, Ph.D. received continued funding from the Judge Baker Children's Center for the National Institutes of Health-funded project, "Prevention of Depression: Impact on the Transition to Early Adulthood," as well as continued funding from Boston Children's Hospital for a Baer Foundation-funded family prevention project.

The **JEAN BAKER MILLER TRAINING INSTITUTE** at the Wellesley Centers for Women received gifts from various individuals and supporters.

**NANCY MARSHALL**, Ed.D. received funding from Associated Early Care and Education for "Analyses of PPVT and PALs data" and "Summary of analyses of PPVT and EVT data."





or social networking to connect with others of a similar, potentially stigmatized, background? Is connecting with similar individuals through media outlets associated with better coping with stress from one or more of their social identities? A short-term goal is to increase understanding about how media and social networking can affect vulnerable adolescents' psychological health, sense of identity, and self-worth. Future directions beyond this project include developing media- and social-networking-based learning modules that can increase adolescents' resiliency in the face of vulnerability created by alienation and stigma from mainstream communities, and that can be embedded within larger "interventions" that target specific issues. The larger aim is to enhance the potential of vulnerable adolescents to take personal responsibility for improving their health and the quality of their lives. Charmaraman will be mentored by Michael Rich, M.D., M.P.H. at the Center on Media and Child Health, Children's Hospital Boston.

### ONLINE LEARNING PILOT PROGRAM EVALUATION IN WYOMING

*Project Director: Georgia Hall, Ph.D.  
Funded by: Wyoming Community Foundation on behalf of the Wyoming Afterschool Alliance*

The National Institute on Out-of-School Time will use electronic surveys and individual interviews along with reviewing electronic learning modules to evaluate a new online learning program.

**PEGGY MCINTOSH**, Ph.D. received gifts from various individuals and supporters of the National SEED (Seeking Educational Equity & Diversity) 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 City of Saint Paul Department of Parks and Recreation, Norwalk Collaborative for Youth Success, New York Road Runners, Reebok International, The Robert Bowne Foundation, 21st Century Community Learning Centers with Leominster Public Schools, the Boys and Girls Clubs Metro Denver, as well as funding for consulting to the National Center on Child Care Professional Development Systems and Workforce Initiatives with Zero to Three, funded by the Administration for Children and Families.

The **OPEN CIRCLE** program at the Wellesley Centers for Women received various gifts from friends and supporters of the social and emotional learning program.

### TECHNICAL ASSISTANCE PROJECT FOR ATTLEBORO PUBLIC SCHOOLS

*Project Director: Georgia Hall, Ph.D.  
Funded by: Balfour Foundation*

The National Institute on Out-of-School Time will provide technical assistance to help support the implementation of researched-based practices and measurement activities in the Attleboro Public Schools Title 1 afterschool programs.

### OST (OUT-OF-SCHOOL TIME) PHYSICAL ACTIVITY STANDARDS: IMPLEMENTATION TRENDS

*Project Director: Georgia Hall, Ph.D.  
Funded by: Robert Wood Johnson Foundation, Active Living Research Division*

The specific aims of the project are to: (1) pilot a surveillance system to identify baseline physical activity practices and the impact of new physical activity quality standards (PAQS) on the OST field in order to: (a) track dissemination and adoption of PAQS, and (b) gather feedback on barriers, needs, and best practices related to implementation of PAQS; (2) report on and disseminate baseline data collected through the pilot implementation of the surveillance system; (3) develop an implementation mechanism for the sustainability of the system; and (4) develop and disseminate briefings/case studies on a small number of promising but unpublished professional development models that could respond to needs identified in the surveillance data.

## RECENT & UPCOMING presentations

**LINDA CHARMARAMAN**, Ph.D. presented "They Never Hear 'Stop' so They Don't Stop: Voices From Middle School Students About Peer Sexual Harassment and Sexual Climate" with Ashleigh Jones, M.S., and **NAN STEIN**, Ed.D. at the American Educational Research Association (AERA) Annual Meeting in San Francisco, CA in April.

**SUMRU ERKUT**, Ph.D. will present "Girls of Color: Strengths and Challenges" at the Working with Women of Color—Challenges, Intersections, and Opportunities session at the August American Psychological Association (APA) Convention in Honolulu, HI. Erkut, **JENNIFER GROSSMAN**, Ph.D., **ALLISON TRACY**, Ph.D., **LINDA CHARMARAMAN**, Ph.D., and **INEKE CEDER**, B.A. will also present a poster, "Can Comprehensive Sex Education That Engages Parents Delay Sexual Debut? Gendered Patterns," during the conference. Learn more at [www.apa.org/convention/](http://www.apa.org/convention/).

**SUMRU ERKUT**, Ph.D., **NAN STEIN**, Ed.D., **AMY HOFFMAN**, M.F.A., and **KATE PRICE**, M.A., will present "Making Lasting Change through Research, Theory, and Action: Showcasing Successes from the Wellesley Centers for Women" at the annual meetings of the National Women's Studies Association in November 2013 in Cincinnati, OH. **LAYLI MAPARYAN**, Ph.D., will chair the panel. Also at the meeting, Maparyan will present "Into the *Kpanguima*: African Women's Gendered Cosmology and the Making of the Social Good" as part of the panel, "The Sacred-Making Work of Womanism: Human, Ecological, and Spiritual Dimensions of World Change." Learn more at: [www.nwsa.org/content.asp?pl=15&sl=49&contentid=49](http://www.nwsa.org/content.asp?pl=15&sl=49&contentid=49).

**KRISTEN J. FERGUSON**, B.A., Wellesley College graduate (Class of 2012) and recipient of the 2012 Anne Murray Ladd Summer Internship, presented the paper, "The Role of Peers in the Early Stages of Recovery for Dual-Diagnosed Adolescents," at the AERA Annual Meeting as part of the symposium, "Special Issues in Mental Health for Youth and Young Adults." Ferguson developed this paper with her mentor **MICHELLE PORCHE**, Ed.D., and with Lisa Fortuna, M.D., M.P.H., using data from their collaborative study of Factors in Adolescent Development of Substance Use Disorders conducted at UMass Medical School.

**TRACY GLADSTONE**, Ph.D. presented "Obstetric Fistula: More than a Medical Issue" during an intern seminar at Judge Baker Children's Center, Boston, MA in February. In May, Gladstone and colleagues ran a special interest discussion group at the 21st annual meeting of the Society for Prevention Research, titled "Using a Technology-Based approach to the Prevention of Depression in Teens and Young Adults Navigating through

*continued on page 20*

Primary Care Settings.” Also at this San Francisco, CA conference, she offered three presentations with colleagues: “Preventing Depression in Children of Depressed Parents: Predictors and Moderators of Intervention Response;” “Predictors of Poorer Intervention Response in a Randomized Controlled Trial of a Primary Care Internet-Based Depression Prevention Intervention for Adolescents;” and “Prevention of Depression in At-Risk Adolescents: Intervention Non-Responders.” In June, Gladstone is co-presenting two posters, “Primary Care Internet-Based Interventions to Prevent Adolescent Depression in Randomized Clinical Trials;” at the Child Health Services Research Meeting, and “Primary Care Internet-Based Interventions to Prevent Adolescent Depression in Randomized Clinical Trials;” at the Academy Health’s 2013 Annual Research Meeting, both held in Baltimore, MD. Learn more at: [www.academyhealth.org/index.cfm](http://www.academyhealth.org/index.cfm).

The **JEAN BAKER MILLER TRAINING INSTITUTE** (JBMTI) recently offered a webinar series, “Reclaiming Your Connected Brain Series”, featuring **AMY BANKS**, M.D. Programs included “Mapping Your Relational Web;” “I Feel Your Pain”—Assessing and Strengthening Mirror Neurons: Increasing Empathic Capacity;” and “Relational Images, Controlling Images and Cultural Context: Skills to Identify and Change the Unseen Forces that Shape our Brains and Control our Relationships.” Learn more at: [www.jbmti.org/webinars](http://www.jbmti.org/webinars). **THE JBMTI 2013 INTENSIVE INSTITUTE**, Creating Change: Relational Cultural Theory Works!, will be held June 20-23, 2013 at the Wellesley College Club, Wellesley, MA. The program is geared to parents, educators, clinicians and policy makers, among others. Learn more at [www.jbmti.org](http://www.jbmti.org).

**JUDITH JORDAN**, Ph.D. spoke on “The Power of Connection” during the May keynote plenary of the Harvard Medical School’s Women and Psychotherapy Conference in Boston, MA. In September, Jordan will present “Depression and Mindfulness: The Path Out of Isolation” during the Meditation and Psychotherapy: Deepening Mindfulness with Thich Nhat Hanh conference, also organized by Harvard Medical School, held in Boston, MA. Learn more at [www.cme.med.harvard.edu/cmeups/pdf/00331525.pdf](http://www.cme.med.harvard.edu/cmeups/pdf/00331525.pdf).

**SARI PEKKALA KERR**, Ph.D. and William Kerr, Ph.D. presented on the Immigration and Employer Transitions for STEM Workers project funded by the Alfred P. Sloan Foundation at the American Economic Association conference in San Diego, CA in January.

**JEAN KILBOURNE**, Ed.D. was a keynote speaker at Rise to End Gender Violence!—the 2013 Peace Symposium held at the Lane Peace Center in Eugene, OR in April. Video and conference materials are available at: [www.lanec.edu/peacecenter/2013-peace-symposium](http://www.lanec.edu/peacecenter/2013-peace-symposium). Kilbourne and **KATE PRICE**, M.A. presented “Buying Power: How Consumerism and the Sexualization of Children Puts All Kids at Risk,” a public lecture organized by the Wellesley Centers for Women and held at Wellesley College, Wellesley, MA in May.

**LAYLI MAPARYAN**, Ph.D. presented on numerous occasions, including moderating the Madeleine Korbel Albright Institute for Global Affairs 2013 Wintersession Program, “Freedom, Equality, and Democracy,” a discussion with Pedro Pires, President of Cape Verde, 2001-2011 at Wellesley College, Wellesley, MA in January. In February, she travelled to Atlanta, GA to present “W.E.B. DuBois and ‘Abdu’l-Baha: Race, globalism, humanitarianism, and spirituality: A moment of convergence,” for the W.E.B. DuBois and the Wings of Atlanta: A 50th Anniversary Commemorative Conference program at Clark Atlanta University, and “The role of scholarship in informing meaningful social change” for the Toni Cade Bambara Scholars/Writers/Activists Program of the Women’s Research and Resource Center and the Social Justice Fellows Program at Spelman College. She also moderated the annual Women’s Herstory Event of the National Center for Civil and Human Rights at The Breman Museum, Atlanta, GA in March. Maparyan moderated the Wellesley Centers for Women public lecture, “Women, Sex and Health Care—Hope for the 21st Century,” with Cecile Richards, President of Planned Parenthood Federation of America and the Planned Parenthood Action Fund, at Wellesley College in March. She was a featured speaker for “Spiritual Activism and Buddhist Ministry: A Conversation with Layli Maparyan and Charles Hallisey,” at a Buddhist Ministry Initiative program of Harvard Divinity School in Boston, MA in April.

**NANCY MARSHALL**, Ed.D. presented the paper, “Employment and Carework among Workers over Age 55,” during Work, Stress, and Health 2013: Protecting and Promoting Total Worker Health, the tenth International Conference on Occupational Stress and Health, Los Angeles, CA in May. Marshall and **WENDY WAGNER ROBESON**, Ed.D. will present the paper, “Fathers’ time with their children: changing family-work arrangements” at the annual meetings of the American Sociological Association (ASA), New York, NY in August. Marshall, **ALICE FRYE**, Ph.D., **JOANNE ROBERTS**, Ph.D., and Robeson, will also present “Parental preferences and decisions about early child care” at the ASA meetings. Learn more at: [www.asanet.org/am2013/am2013.cfm](http://www.asanet.org/am2013/am2013.cfm).

**PEGGY MCINTOSH**, Ph.D. had several recent speaking engagements, including at the Waldorf School in New York City, NY; Berea College, Berea, KY; Georgia Southern University in Savannah, GA; the Lexington Montessori School in Lexington, MA; Central Connecticut State University in New Britain, CT; and Charlestown High School in Boston, MA. Five members of the **NATIONAL SEED PROJECT** staff—McIntosh, Emmy Howe, Jondou Chase Chen, Gail Cruise-Roberson, and Emily Style—facilitated a day-long Institute on innovative and inclusive teaching methods at the 14th annual White Privilege Conference in Seattle, WA in April.

Scholars and staff of the **NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME** (NIOST) offered several presentations during the National Afterschool Association’s annual conference in Indianapolis, IN.

**ELLEN GANNETT**, M.A. presented “Core Knowledge and Competencies as a Foundation for Professional Development Systems.” Gannett and **KATHY SCHLEYER**, B.A. presented “The Afterschool Program Assessment System, Linking Quality to Child and Youth Outcomes.” NIOST staff also provided an overview during “APAS: How Data makes Positive Outcomes Happen for Children & Youth.” **GEORGIA HALL**, Ph.D. and Jean Wiecha, Ph.D. presented “Promoting Healthy Eating and Active Out-of-School Time: Reaching New Standards!” Hall also presented “Get on Board as *After School Gets Moving*.” The **NIOST SUMMER SEMINARS** offer professional development to those in afterschool, out-of-school time, youth development, education or related fields, scheduled for July 15-16 at Wellesley College, Wellesley, MA. Learn more at [www.niost.org/summerseminars](http://www.niost.org/summerseminars).

**MICHELLE PORCHE**, Ed.D. and Lisa Fortuna, M.D., M.P.H., presented “School Experiences for Dual-Diagnosed Adolescents in Residential Treatment for Substance Abuse” at the Biennial Meeting of the Society for Research in Child Development in Seattle, WA in April 2013. This work uses data from the Factors in Adolescent Development of Substance Use Disorders Study conducted at UMass Medical School.

Porche, along with **JENNIFER GROSSMAN**, Ph.D. and **LINDA CHARMARAMAN**, Ph.D., will present “Teacher Transformation through Experiential Learning to Promote Inclusive Education” at the APA Annual Convention. This paper highlights initial results of the evaluation of the National SEED Project on Inclusive Curriculum. Learn more at: [www.apa.org/convention/](http://www.apa.org/convention/).

**NAN STEIN**, Ed.D. presented “Sexual Harassment: The Swedish Discrimination Act, the Compliance of Schools and Reality for Students” with Katja Gillander Gådin from Mid Sweden University, and “The Shift from ‘Teen Dating Violence Prevention’ to ‘Healthy Marriage and Relationship Education: How Federal Policy on Marriage Promotion and Gender-Blind Research Obscures Violence against Girls and Young Women’” with Carrie Baker from Smith College, at the Law and Society Association Annual Meeting in Boston, MA in May. In June, Stein is presenting “What’s the law got to do with it? Talking and Teaching about Sexual Harassment, Bullying and Gender Violence in K-12 Schools” at the State of Virginia conference, in Charlottesville, VA and “*Shifting Boundaries: Lessons Learned from Implementing a Sexual Violence Prevention Program*” as part of PreventConnect’s 2013 Web Conference Series. In August, Stein will present findings from the *Shifting Boundaries* initiative (p. 4) at the International Coalition Against Sexual Harassment 2013 Conference in New York, NY.

Learn more about WCW scholars and the workshops and lectures they are offering at [www.wcwonline.org/calendar](http://www.wcwonline.org/calendar).

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