



Research That Matters

Safe Passage

HELPING KIDS NAVIGATE TOUGH ISSUES

UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION



Dear Colleagues:

Most parents anticipate their children's preadolescent and teenage years with fears fueled by memories of the things they themselves did and worries that the world now seems an even more dangerous place. Some parents may struggle to teach social skills to a toddler with special needs. Other parents may help a young elementary school student deal with bullies on the playground. Still others feel they've lost their parental influence to a popular culture that seduces their kids at every turn. A relentless media backdrop of teen violence, eating disorders, smoking, drugs, and suicide focuses on — even glamorizes — these problems, and falls short on solutions.

That is where the University of Washington College of Education is making a difference. Together, researchers from our College and collaborators from across the campus are tackling six serious issues that plague students from preschool to high school, drive parents to distraction and create problems in the classroom: issues of self-esteem, smoking, suicide, bullies, developmental disability and disruptive behavior.



The power of our projects is in working closely with real kids in real schools as they talk openly with their peers about such issues as anti-social behavior, advertising messages, and tobacco use. Because our research intervention programs connect deeply with students and teachers who are coping with these issues firsthand, they offer valuable tips for parents, educators, policymakers, friends, extended family — anyone who cares about the well-being of a student. You will find these tips following the stories of the research we've done and the programs we've created based on our discoveries.

Sharing what we have learned and putting it into action is a part of our commitment to meaningful research that provides not just insight — but action that can help young people successfully navigate the path to their fullest potential.

The good news coming out of research intervention programs at the College of Education is that teachers and parents can do much to help those we care about most — our kids.

In the course of their work, our researchers have developed a set of simple but powerful tips for concerned adults that can make a positive difference to children as they navigate the turbulence of their preadolescent and teenage years. Much of the time, helping young people build productive beliefs, attitudes, and strategies comes down to communication.

Patricia A. Wasley

PATRICIA A. WASLEY, Dean and Professor



Shaping body image:

THE POWER OF PEERS

“Many people do not realize that the best predictor of self-esteem is body image”

DIANE CARLSON JONES, PROFESSOR, COLLEGE OF EDUCATION

Educators, parents, and psychologists have long recognized the importance of self-image and self-esteem in a child's social development. Adolescence presents particular challenges to self-esteem, which are compounded by the transformation boys and girls experience in their own bodies.

“Many people do not realize that the best predictor of self-esteem is body image,” says Diane Carlson Jones, a professor in the UW College of Education. Jones launched the *Body Image Project* in 1998 to investigate the factors associated with the development of body image dissatisfaction during adolescence.

“Feelings about our bodies and appearance have a stronger impact on our global self-esteem than other factors such as scholastic, peer, or athletic esteem,” Jones says. Although this heightened attention to appearance is often linked to girls, the *Body Image Project* is unique in including boys, who show evidence of mounting pressure and increased concerns about body image.

What factors influence an adolescent's body image? Jones asks teens questions about social comparisons, conversations with friends about appearance, teasing, body image dissatisfaction, and the media's influence on their vision of the perfect body. Much of the existing research emphasizes how teens internalize media images and the media's overpowering role in promoting certain physical ideals. These ideals emphasize thinness for girls and muscularity for boys. The power of the media is evident in a recent study of adolescent girls, when 60 percent reported that magazines influence their idea of the perfect body; 47 percent reported dieting to lose weight because of magazine pictures they've seen.

But Jones and her colleagues discovered that, although media influence is considerable, peer influence is more powerful. Adolescents look less to their families and more to their peers and friends for companionship, support, and, ultimately, approval. This is especially true when it comes to appearance, Jones says.

“We have found that teens engage in ‘appearance training.’ Through their conversations about appearance-related issues, they ‘train’ each other to strive for certain looks, to evaluate themselves and others. The end result is

that girls and boys who report more frequent conversations with their friends about appearance also report more body dissatisfaction.”

One way in which appearance conversations promote body dissatisfaction is by encouraging comparisons to peers. Students identify classmates who they think represent the ideal look, but the direct comparison ends frequently with a negative self-evaluation. For example, as one respondent explained, “At school, you see them; you know they're not airbrushed because they're right there in front of you. I look at one of them and...she's perfect. I would love to be her — but I never will be.” Appearance conversations are also the context for criticizing and teasing others about their looks. Teens report the most frequent type of teasing is about appearance. Jones has found that boys are teased more than girls about their appearance. Furthermore, teasing is a stronger predictor of body image dissatisfaction for boys than for girls.

And it is not only the victim of the teasing who suffers. Simply by participating in appearance conversations, which are associated with judgments and comparisons, teens become more self-critical and dissatisfied. As one respondent said, “I mean, if someone's like ‘Oh, she's fat,’ I'll be like, well, I'm fatter than her. That would make me feel bad.”

It is no surprise that dissatisfaction with body image is a powerful contributor to eating disorders and depression.

Findings from the *Body Image Project* can be instrumental in forming specific interventions, Jones says.

By describing the important role that peers play in the development of appearance goals, the *Body Image Project* can expose the detrimental effects of “appearance training,” social comparison, and teasing to teens themselves.

“If we give greater attention to helping adolescents understand the ways in which their appearance conversations serve to create and reinforce standards of appearance that undermine body-image satisfaction,” Jones says, “we can involve them in strategies for change.”

REDUCING TOBACCO USE:

SENDING THE RIGHT MESSENGER

By the time young Americans turn 18, they have been exposed to 10 million ads — an average of 3,000 a day. When the product being promoted is a tobacco product, teens are susceptible. And, lest anyone doubt the direct impact of advertising aimed at teens, the cigarette industry offers solemn proof. During the first three years of the “Joe Camel” campaign, the cigarette company’s share of the under-18 market jumped from 0.5 percent to 32 percent. Each year, cigarette companies spend over \$9.57 billion promoting their products.

In 1998, former Surgeon General of the U.S. Public Health Service, C. Everett Koop predicted: “By the year 2025, 500 million people will die of tobacco-related disease. That’s a Vietnam War every day for 27 years. That’s a Titanic every 43 minutes for 27 years. That’s one death every 1.7 seconds.” Despite these grim statistics, an average of 55 young people in Washington state start smoking every day and one-third of them will die early as a result.

These statistics are of deep concern to UW College of Education Professor Marilyn Cohen. Yet, for all those who have tried to reach a teenager about smoking, she says, it is worth knowing that research shows the *messenger* may be as important as the *message*. Research conducted prior to this project showed that teens prefer listening to teens over listening to adults giving them messages about health issues. This insight led Cohen to train teens themselves to become the presenters of the *Teens, Tobacco & Media* project. The project was developed in partnership with high-school-age teens in four regions across the state.

Instead of preaching the evils of tobacco use, researchers and teens worked together to create a series of six lessons, complete with videos, overheads and props, that focus on the media’s portrayal of smoking. The lessons critique and analyze the sophisticated marketing techniques and

alluring implications embedded in tobacco advertising. With the support of an adult, trained teens present and discuss the lessons to other teenagers. By examining the truth behind the myths about tobacco use portrayed in tobacco advertising and popular movies, teens can become aware of the effects of media manipulation. By the final lesson, teens can contemplate how they can shift from being passive viewers to active participants in preventing tobacco use among their peers.

Recently a monthly teen-focused magazine on tobacco control and prevention was launched. The aptly-named *O₂* is a communication tool linking youth involved in tobacco prevention across Washington. It is managed by a board of teens from across the state, with a UW senior as lead editor. The results of initiatives such as *O₂* and the *Teens, Tobacco & Media* project can be dramatic. Since the inception of the Tobacco Prevention and Control Program in 1999, of which *Teens, Tobacco & Media* is part, smoking has declined statewide an average of 40 percent among tenth-graders; 60 percent among sixth-graders.

The *Teens, Tobacco & Media* project accomplishes more than smoking prevention and media literacy. It creates leaders, sometimes among the most unlikely candidates.

“We always stress to the teachers that we don’t have to ask the student who already gets to do everything; we have had the shy people, those who have rarely volunteered for anything, even those on the verge of dropping out or who are in the juvenile justice system,” Cohen says. “For many of these students, it is the first time they are acknowledged in front of both teachers and their peers.”



Tobacco kills more than 400,000 Americans each year. That's more deaths than from AIDS, alcohol, car accidents, murders, suicides, drugs and fires—combined.

Over 200 of these chemicals are poisonous and at least 40 have been found to cause cancer.



There are over 4000 chemicals in cigarette smoke.

There are over 4000 chemicals in cigarette smoke.



CHALLENGES

ANSWERED BY INTEGRATION AND
INNOVATION IN MODEL CLASSROOMS



OF AUTISM

A decade ago, parents of children with autistic spectrum disorders challenged school districts around the country and demanded schools fulfill their promise to provide quality education services for their children with special needs. From birth or very early childhood, autistic spectrum disorders can have a lifelong impact on social development and the ability to communicate wants, feelings and ideas.

As the incidence of autism grew, so did research into strategies for treatment and intervention. But special education programs in the schools were not adapting to

incorporate this new research. In 1997, the University of Washington's College of Education and its Experimental Education Unit (EEU) stepped in.

The EEU was founded in 1960 to address the needs of children with developmental disabilities and their families. Now it brought this experience to the challenge of educating children with autism. In the process, it created a program that has revolutionized the way educators and families respond to children with autism.

"At the EEU our philosophy is that inclusion is a right for all children, not something to be earned," said EEU Principal Jennifer Annable. As a result, EEU classrooms are a sort of learning laboratory where children with developmental delays learn from their typically developing peers and visa versa.

One-way mirrors allow parents and other family members to observe students and teachers, and visiting researchers come from all over the world to watch and discuss what happens in the classrooms and on the playground.

Project DATA (Developmentally Appropriate Treatment for Autism) was launched in 1997 as an added component to the day, during which young children with autism work on the skills that will help them be successful in their integrated preschool classrooms, communities — and eventually in the rest of their lives. “These children’s primary areas of delay are social and language skills, so they need more intensive and special instruction to help them be skilled at learning from the social environment as well as explicit instruction on how to increase positive interactions with their peers and others,” Annable said.

In addition to the integrated classrooms and the one-on-one instruction in special needs areas, *Project DATA* also extends to a child’s family life. “Working with families to identify priorities and determine educational goals is a major component of the *Project DATA* model,” explains Ilene Schwartz, professor in the UW College of Education and director of *Project DATA*.

“Our challenge was to create a program that worked in a preschool setting, within developmentally appropriate activities, that included family support and education, and could be replicated by the greater school system.”

“Our preliminary findings are that about half our *DATA* students go on to regular classrooms,” she adds. “And it further confirms the EEU’s historical experience that special needs students can be successfully educated without prohibitive financial costs to families or without resorting to programs that might leave some children behind.”

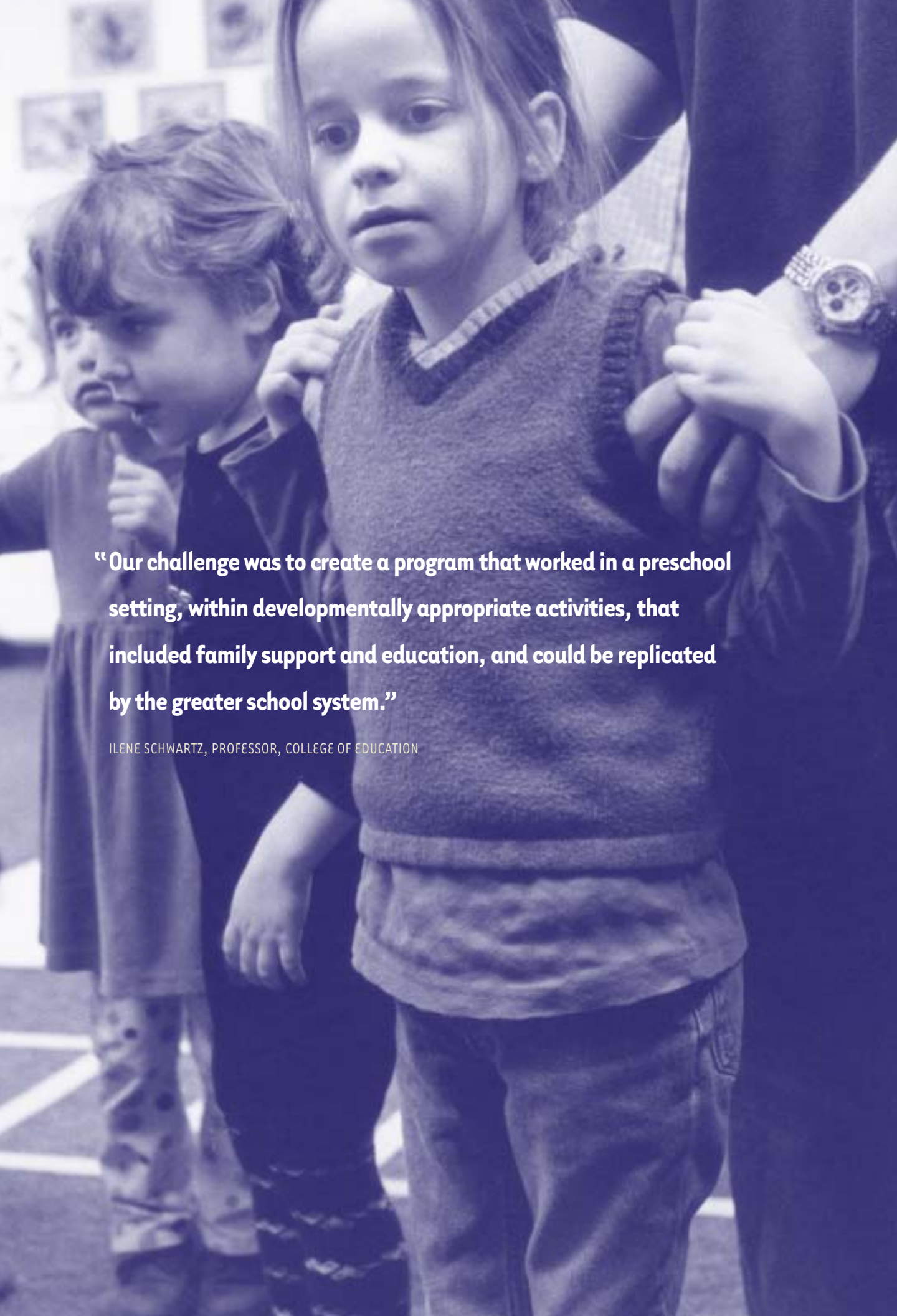
Six years after *Project DATA* was launched, the U.S. Department of Education provided a \$5 million grant to replicate methods used in the EEU and *Project DATA* programs in schools across the country. The Professional Development in Autism Center will provide support to school districts that wish to improve services for children with autism spectrum disorders in their schools. EEU and *Project DATA* staff will provide training to teachers, researchers, therapists and other interested visitors through observation, classroom interaction and seminars to assist professionals in identifying and implementing evidence based practices in their school programs.

Parents whose children are enrolled in the EEU and *Project DATA* school program say that the applied research combined with dedicated teachers and therapists creates a uniquely supportive environment for their children — and for the entire family.

“The high standard and devotion of the teachers is a constant source of wonder,” said Katrina Ramsay whose two children attended the EEU. “One thing that often goes unsung is the support the school provides for the parents. When we entered the bewildering world of autism the teachers provided the guidance we needed.”

Peter Goodfellow saw his son learn to brush his teeth, comb his hair and develop the ability to care for himself. “The unbelievable level of support we received from *Project DATA* teachers and staff has made our family life dramatically easier,” he said.





“Our challenge was to create a program that worked in a preschool setting, within developmentally appropriate activities, that included family support and education, and could be replicated by the greater school system.”

ILENE SCHWARTZ, PROFESSOR, COLLEGE OF EDUCATION



RAISING SOCIAL SKILLS

Lowering suicide

**“Many of the warning signs are hiding ‘below the water,’
so if we don’t stick our heads down there, we’ll miss them.”**

JAMES MAZZA, PROFESSOR, COLLEGE OF EDUCATION

In Washington state, suicide is the second leading cause of death for young people ages 15–24, according to the Washington State Department of Health. On a national scale, suicide is the third leading cause of death for adolescents aged 15 to 19. Adolescents in schools from all 50 states were surveyed and 8.3 percent indicated that they had attempted suicide; 27.3 percent reported having seriously thought about making an attempt. And 86 percent of the parents whose children have made suicide attempts are unaware of it even well after the attempt.

For over a decade, UW College of Education Professor James Mazza has focused his research on identifying at-risk youth in order to provide crucial intervention. He has found that suicide is a continuum of behavior, and that kids exhibit many distinct behavioral stages before they take their own lives. Recognizing and understanding these stages is key to preventing their escalation, he says. So is the need to dispel some myths—notably that talking about suicide can cause suicidal behavior, that listening to violent music can cause suicide, and that parents somehow know if their children are contemplating suicide.

“Many of the warning signs are hiding ‘below the water,’” Mazza says. “So if we don’t stick our heads down there, we’ll miss them.”

RISK

Mazza’s research focuses on the mental health needs of high school adolescents who show signs of increased risk for the entire range of suicidal behaviors. Together with Marsha Linehan from the University of Washington Psychology Department, Mazza is adapting clinical therapies shown by psychologists to be successful with depression and suicide-risk behavior in their individual clients. Mazza is transforming the approach into classroom lessons that teachers can use, increasing the potential reach of the therapy and empowering at-risk youth to make healthy decisions that reduce suicidal behavior. For a youth who truly believes that, “It would make my mom a lot happier if I were not here,” such instructive help can prove to be a lifeline.

Ultimately, helping adolescents before they reach a crisis depends on giving children the tools to avoid such self-destructive paths altogether. To accomplish this, Mazza joined College of Education colleague Professor Robert Abbott as part of an interdisciplinary collaboration with J. David Hawkins, Richard Catalano and colleagues from the UW School of Social Work in a longitudinal study and intervention, *Raising Healthy Children*. The project focused on teaching and reinforcing pro-social skills, such as sharing and collaboration, with elementary school children. The rationale behind this approach is based on the documented relationship between anti-social behavior and higher rates of depression and risk behaviors such as drug use, gang membership and unprotected sex. Although many factors in children’s lives can increase their risk for such health and behavior problems, success in school has been shown to be a “protective factor” that can help kids beat the odds. Teachers learn how to monitor the classroom and reinforce examples of pro-social behavior. Likewise, teachers watch for and discourage anti-social acts among the kids.

Currently, *Raising Healthy Children’s* original participants are in mid-adolescence, a critical point at which to assess mental health problems such as depression and anxiety. Already, results indicate that pro-social activities embedded within classroom instruction have helped students increase their learning and form more productive peer relationships, giving them better opportunities to succeed both academically and socially.



ONE STEP AT A TIME:

Social Skills End Bullying and Aggression



Although the tragic incidents at Columbine, New Orleans, and Pennsylvania have become infamous, a less conspicuous form of violence touches more than 100,000 children every day. According to a recent national survey, more than 160,000 children miss school each day due to fears of bullying.

At the University of Washington's College of Education, Professor Karin Frey has worked with psychologists and educators at the Committee for Children to evaluate two school-based interventions designed to help change those grim statistics. *Steps to Respect* is specifically targeted to prevent bullying; *Second Step* is designed to foster cooperation and reduce overall aggression.

Frey led the development of *Steps to Respect*, a multi-component program designed to decrease bullying and harassment, while encouraging socially responsible and competent behavior. Recognizing the vital role adults can play in mediating most episodes of aggression, *Steps to Respect* trains school staff on the joint responsibility of children and adults to report wisely and react responsibly.

"From the earliest grades, adults and peers support a culture of bullying by instilling in children the fear of being labeled a 'tattle-tale' or a 'snitch,'" explains Frey. "Clarifying the distinction between reporting an incident to keep someone safe and tattling to get someone in trouble is one of the most important things an anti-bullying program can accomplish."

Children generally believe that adults are not very responsive to their reports of bullying. Playground observers in Frey's research have witnessed adults criticizing children for "tattling" instead of investigating their account. By the time these children reach secondary school, they have adopted a "code of silence."

Unfortunately, it is during adolescence that the level of violence is highest and the silence potentially most damaging. This generational standoff can only be prevented by building trust between the school's children and adults. Training school and administrative staff involves helping them to develop and implement a consistent, school-wide anti-bullying policy. Children learn how to recognize, refuse, and report bullying, and gain insight into the positive or negative contribution they can make as bystanders.

Interventions after the fact are only one way to combat bullying, Frey says. Friendship is another effective antidote.

"Children who have friends are less likely to be harassed, and less likely to suffer psychological damage if they are," explains Frey. Thus, the curriculum includes lessons on how to make and maintain friendships.

Maureen Blum, a school principal, says that the program's friendship-building skills were "the most understated part of the program—a gem." By developing strategies for children who felt isolated, she says she was able to help them join a group. "In the case of one boy I recall, once he was part of a group, he wasn't picked on anymore." Schools' commitment to issues of social tolerance and acceptance is vital, especially for children who are consistently vulnerable targets, such as special education students. As one classroom aide remarked, "There's nothing worse than being stalked at recess."

Frey, along with College of Education colleague Professor Susan Nolen, also collaborated with the Committee for Children to evaluate *Second Step*. The program teaches children basic skills to negotiate everyday problems in the classroom and on the playground. *Second Step* grew out of the belief that, by acquiring the skills and motivation to choose positive social alternatives, children would reject aggressive options, reducing overall victimization of children by children.

Frey and Nolen recognized that the rationale behind *Second Step* was consistent with their own previous research and insights. "We have always been interested in the intersection of beliefs, emotions, and behavior, particularly with respect to the development of motivation and self-control," explains Nolen.

Strengthening children's ability to cope with frustration, block out distractions, and set goals can help them form valuable skills in resolving conflicts and solving social and academic problems. In as few as two sessions a week, teachers present stories and lessons that invite students to experiment with social skills through discussion and role-play. Video vignettes offer another medium for exploring social problems and potential resolutions. Through stories,

songs, and puppets, instructors can reach even the youngest pre-schoolers. Considerate and empathetic behavior is reinforced with glossy paper hearts and peer acknowledgement.

It is intuitive that the “golden rule lessons” promoted in *Second Step* will benefit children. However, schools and parents want more than a good feeling before they agree to spend precious classroom time on social skills. To supply this hard data, Nolen and Frey led an evaluation of *Second Step* in 15 elementary schools. Observations during conflict situations showed that *Second Step* participants required 41 percent less adult intervention than non-participants.

Related work with University of Washington researchers involved 2,000 other elementary and middle school students in *Second Step* studies. Although aggression tends to increase in schools during the spring, a study published in the *Journal of the American Medical Association* documented that physical aggression decreased across the school year by 19 percent in the *Second Step* group. Physical aggression in the control group showed the typical year-end increase of 60 percent.

As one teacher described it, “*Second Step* got into their system, and their response was that it makes a difference the way you treat people. It makes a difference when you can think about what you’re going to do instead of going on impulse and smashing somebody. That was really significant for the group of kids that I had last year.”

Teachers noted the positive impact *Second Step* had on their own interactions with other adults, specifically in the way they approached problem-solving, anger management and their ability to consider alternative perspectives.

The UW’s College of Education researchers have presented such compelling data on *Second Step* that translated versions of the program are now being used in 12 other countries, from Japan to Norway and Germany. Studies of *Second Step* in several countries show positive results similar to those in the United States. Frey and colleagues are also lending support to European colleagues who are undertaking a multi-country study.



“Children who have friends are less likely to be harassed, and less likely to suffer psychological damage if they are,”

KARIN FREY, PROFESSOR, COLLEGE OF EDUCATION



BEACONS:

A Positive Approach to Problem Behavior

According to a 1997 report by The National Association of Elementary School Principals, 80 percent of principals surveyed said they spent too much time dealing with disruptive or dangerous students in their schools. Four years later, a Rose & Gallup poll confirmed that Americans view the biggest problems facing local public schools to be lack of discipline, use of drugs, fighting, violence, and gang activities.

Across the country, teachers are encountering children with serious behavioral problems. Students who do not know how to manage their emotions often act out in class, monopolizing and subverting valuable classroom time.

But new approaches to problem behavior are having an impact in Washington schools. With consultation from the University of Washington's Behavior and Emotional Assessment and Curriculum on the Needs of Students (*BEACONS*) Project, local schools are working to change school and classroom culture through a positive, rather than punitive, emphasis on values such as respect, responsibility, and safety.

Seahurst Elementary in Burien School District, one of the most ethnically diverse in the state, recently implemented what they call the *Star Program*. The key concept is to clearly state expectations and systematically recognize students when they demonstrate desired behaviors. Students are then eligible for recognition as Star of the week and are given an opportunity to have lunch with the principal, their picture published in the school newsletter and posted in the main hall, and to lead the Pledge of Allegiance. By the end of the year, nearly every student in the school has been named a Star.

"We want to develop a more positive, instructive environment for children and their families, rather than a punitive, reactive approach," explains Professor Doug Cheney, *BEACONS* project director. Cheney and his colleagues are focusing on Washington schools, but they also work in collaboration with the University of Oregon's National Center on Positive Behavioral Supports (PBS) program which has become an integral piece in the *BEACONS* Project.

PBS now offers specific student intervention strategies in four Washington school districts and Cheney expects it to expand to five, with a total of 30 schools participating.

"This work gives teachers evidence-based, effective practices for use in their classrooms," he says. *BEACONS* operates on several levels, developing school-wide policies and goal setting as well as using programs such as PBS to address individual students struggling with behavioral problems.

"We work with teachers to help them learn and implement practices to offer kids support," says Bridget Walker, *BEACONS* project coordinator. "Instead of just punish, punish, punish, we ask 'what can we do to systemically help and support the tough cases?'"

By translating their research into positive action, Cheney and Walker are developing practical training materials and using diverse behavioral and academic assessments to measure progress. They are also working with schools to get family members more involved in the life of the school.

"We're actively recruiting family members to participate and to reinforce this positive approach," Walker says. "We especially need to involve the families of the tougher-to-reach kids, so they're not just called when their kids are in trouble. We're working to integrate family into the school community in a meaningful way, not just 'your kid's suspended, come pick him up.'"

The ultimate goal of this involvement is to create a community atmosphere where students feel that they belong to the school and the community.

BEACONS is having a visible effect not only on the behavior of the students, but also on the faces of principals. In response to a group of colleagues who told her how much more relaxed she looked this year, Seahurst Elementary's Vicki Fisher said, "I think it is because of my collaboration with the *BEACONS* Project." Fisher says visits to the principal's office dropped by more than 60 percent after the first two years of her school's involvement with *BEACONS*.



“We want to develop a more positive, instructive environment for children and their families, rather than a punitive, reactive approach”

DOUG CHENEY, PROFESSOR, COLLEGE OF EDUCATION



6 Tips



Be involved with your kids' schools as much as possible. Children and families who experience school as a place where they belong are much more resilient to challenges when they arise.

Support inclusion: Inclusion isn't about a place—it is about membership and relationships. Create opportunities for successful interaction to occur between children with and without disabilities and ensure adequate adult support is provided. Plan activities and choose materials that require children to interact.

Talk with teens and adolescents in a spirit of exploration and respect.

Show interest and curiosity in the source of their visions of style and behavior. Where do their images and ideals come from? How well are they served by them? With younger children, it can be helpful to talk about potentially dangerous behaviors or signs of trouble, such as loneliness or a lack of interest in school or friends.

Get to know your children's friends. Friends exert a powerful influence during adolescence. The good news is that they can provide an equally powerful buffer against negative influences such as bullying and media pressure for children of all ages.

“Walk your talk”—model positive social behavior. Children, and even adolescents, need to learn how to deal with difficult situations. In the classroom, teachers and aides can exert a powerful influence by creating a positive climate and a culture that doesn't allow bullying, ridicule or other forms of harassment or disruptive behavior. Help children think about alternative ways they can respond to difficult situations, and model positive ways to respond in your own actions. At home and in social settings, family and friends provide the example for healthy behavior. Don't hide the fact that you sometimes feel frustrated, angry, or depressed; let children and teenagers learn from your experience as they see you work through difficult times in positive ways.

Clarify for yourself, and your child, the distinction between reporting an incident to keep someone safe and tattling to get someone in trouble. Students need to know it's important to report behavior that threatens the physical or emotional well-being of another—and that their report will be taken seriously. Discussing hypothetical situations can help kids learn when it's time to report an incident to an adult.

Researchers & Funding



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The longitudinal study and intervention was supported by a grant from National Institute of Drug Abuse



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Funded by the Department of Health with a grant from the American Legacy Foundation

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O₂ magazine was launched with funding from the Department of Health



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Funding: UW Royalty Research Fund grant in 1999



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Funded by the Committee for Children a non-profit organization supporting academic achievement through social and emotional competency



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Project DATA is being replicated across the country with funding from the U.S. Department of Education



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Funded by the Committee for Children, a non-profit organization supporting academic achievement through social and emotional competency



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DESIGN: Jo-Ann Sire & John Linse, UW Publications Services



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