



“Bright children are never bored. Bright children are self-motivators and can always find ways to extend an activity. To say a child is bored means that the child, as a student, is dependent upon adult direction and stimulation for further academic exploration. Bright children are their own catalyst to the learning.”

-Cathie Brooks

Gesell Institute Newsletter

August 2010

**60th Anniversary Banquet &
LEAD Conference
October 2010**

Hosted by Gesell Institute!

See Details on Page 2

Gesell Institute of Human Development

AS ONE PROJECT CONCLUDES, MYRIAD MORE CONTINUE!
Gesell Institute’s National Study is moving from the final phases of data analysis to determining the baseline trends for normative development on GDO tasks. As our study comes to a close, we are excitedly working on our new GDO-R and the Gesell Early Screener (GES), expected to be released Fall 2010 (for more information **SEE PAGE 3**). Our monthly newsletter will continue to follow the study outcomes as they develop. Additionally, it will outline the variety of news, outreach efforts, and exciting updates of all of Gesell Institute’s programs and projects.



NEW **Classroom Behavior: What is the REAL issue?**

A recent article in USA Today titled “Youngest in Class get ADHD Label” (Aug. 17, 2010), states that kids who are the youngest in their grade are often being misdiagnosed with ADHD. This misdiagnosis is less likely to be due to real behavior problems, but because kids are acting their age!

These research findings are no surprise to us at Gesell Institute. In New Haven, the cut-off for Kindergarten is January 1, and many kids enter Kindergarten at 4 years old. As early childhood education classrooms spend more time on paper and pencil tasks or in seated academic routines, the youngest children in the room display more active behavior, and may have difficulty conforming to classroom expectations.

As Executive Director Marcy Guddemi, PhD points out, “These younger children are very often quite normal! They are simply acting appropriately for their age and responding to inappropriate expectations and activities.”

Misdiagnosis, inappropriate expectations, and unsuitable behavior requirements in early education can be the root of many problems throughout child development. At Gesell Institute, we work to ensure that both teachers and parents have a solid understanding of the stages of child development and the unique pace that each individual experiences these stages. By appreciating the value of child development, we can meet children at their level and initiate developmentally appropriate practices and learning expectations that are appropriate for normative behavior, as opposed to accelerated expectations.

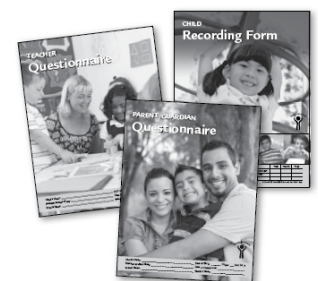
NEW **Gesell’s New and Revised Products!**

With our 2010 data burning a hole in our office, we are excited to get our updated products out the door and on the shelves. For a complete description **SEE PAGE 3**.

A child is more than a score...

Gesell Developmental Observation

Newly Revised and Updated in 2010!



1-800-369-7709 x 706

Gesell Institute Newsletter

August 2010

Gearing Up: [60th Anniversary Banquet & LEAD Conference](#), October 14-15, 2010

NEW We hope to see you all in New Haven in October – join us to celebrate the Institute's 60th anniversary and hear the latest research and strategies for developing best policies for children's early education! Come hear world-renowned speakers **T. Berry Brazelton, MD & Joshua D. Sparrow, MD**; Alliance for Childhood's **Joan Almon**; Head Start founder **Ed Zigler, PhD**; Columbia University's **Sharon Lynn Kagan, PhD**; NYT bestseller *Nurture Shock* author **Ashley Merryman**; and Senior Advisor to the Secretary of Education **Jaqueline Jones**. This important event is hosted by Gesell Institute and made possible by generous sponsors including the Community Foundation for Greater New Haven, ConEdison, and Yale University. We envision take home "Toolkits" to start Community Conversations in your locations and also plan to launch a Policy Think Tank group comprised of leading minds (like yours!) in the field. Don't miss this opportunity!



Early Childhood Leadership Conference
October 15, 2010, New Haven, CT

Featured Speakers

					
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T. Berry Brazelton and Joshua D. Sparrow, MDs
Deacon Toolports Center, Harvard University

Edward Zigler, PhD
Distinguished Professor of Psychology, Emerita, Yale University

Sharon Lynn Kagan, PhD
Virginia and Leonard Mann Professor of Early Childhood and Family Policy,
Teachers College, Columbia University

Joan Almon
Executive Director, U.S. Alliance for Childhood
The Honorable Rosa DeLauro
U.S. State Representative

Sponsors and featured speakers are all invited. The Gesell Institute is a 501(c)(3) non-profit organization. All content is the property of Gesell Institute. All rights reserved. © 2010 Gesell Institute. All rights reserved.

Register Today! www.gesellinstitute.org/events



LEAD CONFERENCE

Hosted by Gesell Institute of Human Development



LEAD: Learn, Educate, Advocate, Do!

An Early Childhood Leadership Conference

*Let's raise test scores the right way!
We know what works, now let's do it.*

October 15, 2010
New Haven, Connecticut

Register Today!
www.gesellinstitute.org/events

Conference Overview & Objectives

Gesell Institute's LEAD Conference will be held in New Haven, Connecticut on October 15, 2010. This stand-alone event is designed for school administrators, Board of Education members, early childhood coordinators, psychologists, researchers, policy makers, and other important decision makers from around the country. Conference goals include widening an understanding of the critical importance of the early years in education and life-long development.

Contributing to the national conversation about early childhood and leadership in educational policy, sessions and speakers will generate practical ideas for setting and implementing appropriate expectations for our youngest learners, inspiring and motivating educational leaders toward change. A publication of the proceeding is expected to become required reading for policy makers across the country.

Why a Conference?

- Research confirms the vital role of child development principles as a basis for teaching young children.
- Current educational policy does not take the whole child into consideration, leaving behind the fundamental principles that govern how children learn.
- Children are being asked to perform inappropriate learning tasks for their stage of development, leading to lower test scores, decreased motivation, and overall school failure.

Join us to contribute to and learn from this important conversation and LEAD the way to effective change!

Special Events

A pre-conference banquet honoring the work of Dr. Arnold Gesell (1880-1961) and in celebration of Gesell Institute's 60th Anniversary will be held on October 14th. Award-winning journalists and New York Times bestseller *Nurture Shock* authors Po Bronson and Ashley Merryman will speak at the banquet, and a special video message will be aired from Nobel Prize Winner James J. Heckman. Gesell Alumni will also be featured at this event.

(Be sure to register as a Gesell Alumnus if you have a past association or relationship with the Institute and be recognized at these events. Visit www.gesellinstitute.org/alumni.html today!)

PLUS... take advantage of being in beautiful New England at the peak of fall foliage!

Home to Yale University, New Haven has much to offer, from culture to history to fine dining. This quaint New England city has multiple museums, galleries, and theatre groups. With a rich history spanning more than 350 years, a broad heritage is preserved in New Haven's architecture, cuisine, and cultural events. The area's scenery is simply stunning in the fall, an excellent time to enjoy an extended weekend visit!

Take a guided tour of the Yale Campus to learn its history and current contributions. Tours are available Monday through Saturday. Visit www.yale.edu/visitor for details or call 203-432-2300.

New Haven is also only a 90-minute train ride away from New York City and 2 hours from Boston. Come enjoy a convenient trip to these diverse and awe-inspiring cities!

For more information about what to do while in New Haven, see www.visitnewhaven.com.

About Gesell Institute

Gesell Institute of Human Development is an independent non-profit organization located on the Yale campus. Our mission is based on the work of Dr. Arnold Gesell, as well as on current research and practice, broadening the Gesell philosophy of the past and bringing the work of the Institute into the 21st century. The Institute provides various sources of information for parents, teachers, and schools to assist them in making critical decisions about children. Gesell programs and publications help parents and educators understand the ages and stages of childhood. This knowledge can be used to understand and interpret behaviors and to plan appropriate curricula in the classroom.



Gesell Institute Newsletter

August 2010

NEW

Farewell to Gesell Institute's Beloved Associate Director!

Associate Director Crista Marchesseault leaves Gesell Institute this month with a mixture of sadness and excitement. She is taking a position at Yale University as Research Director for a home visiting program called Minding the Baby. She will be focusing on community work and evaluative research – her passions! Crista writes:



Crista with her daughter, Bella.

"I have learned a great deal during my three and a half years at Gesell Institute, and I have grown in many ways. I have been fortunate to work with an incredible, creative, and highly supportive team of people, and I have enjoyed working in a variety of capacities in my role as Associate Director. I'm especially grateful to have been able to implement the Parent-Teacher Connection Program, a community-based home visiting program in collaboration with New Haven Public Schools, and to see it truly blossom with this year's staff. I will miss hearing regular P-TCP success stories, and most of all, I will miss the shared experiences and laughter among all Institute staff, in New Haven and across the country. I look forward to keeping in touch, however, and hearing more success stories as the Institute continues to grow and blossom through its myriad of programs."

2010 Gesell Developmental Observation (GDO) Study Outcomes: Frequently Asked Questions (FAQ)

For the last two years, Gesell Institute of Human Development has coordinated a national effort to collect baseline and exploratory data on the Gesell Developmental Observation (GDO) ©2007. Schools from around the country were recruited in 2008-2010 to participate in the GDO study. Data has been collected from a diverse sample of over 1,350 children, families, and teachers.

The new data will provide current information and updated trends indicating what children can and cannot do at various developmental stages. New products and materials for the GDO are currently under development based on this data, and a number of questions have come up from our customers, friends, and colleagues. If you have a question that is not answered on this [FAQ](#), please contact us through our website.

OR Visit our FAQ online:

<http://www.gesellinstitute.org/gdofaq.html>

Gesell Institute Revised Observation and New Products!

Gesell Developmental Observation-Revised, GDO-R is the newly revised developmental assessment system based on current data and updated trends. The system includes the following updated materials:

- *Examiner's Manual*
- *Examiner's Script (includes Copy Forms and Visual I cards right in the script!)*
- *Child Recording Form*
- *Manipulatives*
- *Summary Profile Sheet (includes developmental, academic, and social-emotional items)*
- *Parent and Teacher Questionnaires*

Gesell Early Screener, GES is a brand new screening product devised to give a quick look at a child's developmental functioning. Easily administered in 20 minutes, the GES is perfect for collecting baseline developmental data on large numbers of incoming students, and provides interpretive rubrics for children who may need further evaluation.

Parent/Guardian Questionnaire collects information regarding the child's early health history and records social, emotional, and adaptive behaviors observed by family members.

Teacher Questionnaire collects social, emotional and adaptive behaviors observed in the classroom and includes interpretive rubric.

*Gesell Institute, 310 Prospect Street, New Haven, CT 06511
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Who's Who on the GDO Study Team

Marcy Guddemi, PhD, MBA

Marcy is Gesell Institute's Executive Director, and a widely recognized expert in early childhood education, as well as a proponent of the rights of the child and the importance of play in early learning. She is an accomplished author and early childhood educator, with extensive corporate experience in educational publishing and specifically early childhood assessment products.



Andrea Sambrook, MA

Andrea joined the team as Program Coordinator in June 2009, and brings to Gesell not only a dedication to applied child development, but a wealth of experience in community based research with parents and toddlers from low income neighborhoods. Andrea has extensive experience developing grassroots initiatives in school and community settings centered on issues of environmental health, safety, and wellness for children and families.

Marina Peterson Pappas

After teaching High School Special Education in Phoenix, AZ through Teach for America, Marina shifted her focus to early childhood education when she launched the Jumpstart program at Boston University in 2007. Marina brings focused leadership and a passion for capturing children's abilities to her role as Project Coordinator of the Parent-Teacher Connection Program at the Gesell Institute.

Ashley Firth, MA in Education

Ashley joined the Gesell Institute as Program Associate in October 2009. Before coming to the Institute, Ashley completed her Teach for America commitment in Phoenix, AZ where she taught reading and language arts to struggling readers in a low income school. She brings a passion and commitment to education, now focusing on early childhood through research at the Institute and experience as a volunteer examiner.



Jennifer Pelton, MA in Publishing

Jennifer joined the Gesell team in August 2010 as Marketing and Communication Associate. Previously, she studied at Oxford in England where she earned her Masters degree and had an undergraduate interest in psychology. Jen brings in interests in both endeavors to her work at Gesell as she prepares for the upcoming LEAD Conference.

Listen on [Bam! Radio](http://www.gesellinstitute.org/radio.html)

Is Standardized Testing Producing a Creativity Crisis?

Paul Reville, Richard Phelps, Michael Shaughnessy, Cheri Sterman, Jay Mathews

<http://www.gesellinstitute.org/radio.html>

Are American students falling behind in their ability to think and solve problems creatively? Is the focus on standardized testing and high-stakes accountability obscuring our ability to truly prepare students for work and life in the 21st century? Are testing and developing creativity mutually exclusive? What can teachers do to encourage creativity in a climate where the emphasis is on standardized testing?

Paul Reville is State Secretary of Education in Massachusetts. Jay Mathews is the education columnist of the *Washington Post*. Richard P. Phelps, Ph.D., is editor and co-author of *Correcting Fallacies about Educational and Psychological Testing* (American Psychological Association) and *Defending Standardized Testing* (Psychology Press). Cheri Sterman is Director of Child Development at Crayola. Dr. Michael F. Shaughnessy is currently Professor of Education and Psychology at Eastern New Mexico University.

Save the Date: October 15, 2010

Lead Educate Advocate Do!

An Early Childhood Leadership Conference

Visit our [website](#) for details and to register!