

**Even Start Early Childhood and Parenting Education**  
***Making Meaningful Changes in Program Design***

**PRESENTATION DEVELOPERS AND SPEAKERS**

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**Ruth Ann Ball, M.S.**

**Program Administrator, Center for Early Childhood Professional Development, University of Oklahoma**

Ruth Ann Ball is the project director for the Early Steps to Literacy Project, a collaboration between the Department of Early Childhood Professional Development and the Department of Instructional Leadership, College of Education at the University of Oklahoma. She is also Vice President of the National Association for the Education of Young Children (NAEYC). For over 20 years, Ms. Ball has worked in colleges and universities preparing and mentoring new teachers.

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**Diane Beals, Ed.D.**

**Associate Professor and Director, School of Education, University of Tulsa**

Diane Beals conducts research on the development of children's abilities to use different genres of discourse. She has worked with Dr. Patton Tabors to examine whether the use of rare vocabulary (words a preschooler would not be expected to know) is useful and informative. Dr. Beals has also conducted extensive research on the use of narratives during mealtime conversations. She served as a member of the New Standards Speaking and Listening Committee of the National Center for Education and the Economy, which developed *Speaking and Listening for Preschool through Third Grade*, a multimedia publication that addresses the language foundations of early literacy.

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**Peg Griffin, Ph.D.**

**Research Associate, Laboratory of Comparative Human Cognition**

Peg Griffin studies language as a medium and topic of instruction, and has applied this knowledge to learning in preschool and beyond. She served as a Senior Research Associate for the Committee on the Prevention of Reading Difficulties in Young Children at the National Academy of Sciences/National Research Council, which published *Preventing Reading Difficulties in Young Children*. Her early research at the Center for Applied Linguistics focused on literacy education and teacher talk. She co-authored *Starting Out Right: A Guide to Promoting Children's Reading Success* and the recently published *Preparing Our Teachers: Opportunities for Better Reading Instruction*. Dr. Griffin is affiliated with the Laboratory of Comparative Human Cognition at the University of California, San Diego, and has been working on professional development projects and preschool curriculum guidelines.

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**Susan Gunnewig, M.Ed.**

**Senior Advisor, Center for Improving the Readiness of Children for Learning and Education (CIRCLE), University of Texas Health Science Center at Houston**

Susan Gunnewig served as an administrator for five years and a classroom teacher for 28 years prior to joining CIRCLE. In her role as Assistant Reading Manager for the Houston Independent School District, she played an integral role in implementing the district's balanced approach to reading under the direction of Dr. Rod Paige. During her tenure in the reading department, the academic achievement gap narrowed for minority students, especially in the area of reading. Ms. Gunnewig has served as a trainer, presenter, and writer of training guides and curricula. As a part of CIRCLE, she headed the STEP Head Start Literacy Project under the direction of Susan Landry. Recently, she was a writer and presenter for the U.S. Department of Education Early Childhood Educator Academies.

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**Terry Hancock, Ph.D.**  
**Assistant Professor, Special Education Department, Peabody College at Vanderbilt University**

Terry Hancock has worked with families for 25 years in the areas of parent-child interactions, developmental psychology, early childhood special education, and mental health outcomes for young children. Dr. Hancock has coordinated two federally funded studies on *Conduct Disorders and Young Children's Mental Health*. She is a Kennedy Center Associate with the John F. Kennedy Mental Retardation Center at Vanderbilt University and a licensed psychologist in the state of Tennessee.

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**Ann Kaiser, Ph.D.**  
**Harvie Branscomb Distinguished Professor, Special Education Department, Peabody College at Vanderbilt University**

Ann Kaiser is a professor of special education and psychology at Peabody College, Vanderbilt University. She is director of the John F. Kennedy Center's Institute on Language, Social and Cognitive Development. Her areas of major scientific interest include early language acquisition and intervention, ecological psychology, early childhood special education, and social policy. She has directed numerous federally funded studies and was instrumental in obtaining Peabody's first grant for Doctoral Leadership Training in Early Childhood Special Education, a significant new subdiscipline within special education. Dr. Kaiser was recently involved in two major studies: *Preventing Conduct Disorders in Children's Social Behavior* (also called "KidTalk"); and the *Early Intervention and Prevention of Conduct Disorders in Head Start Children*, one of only five programs funded nationally in new research on young children's mental health (both for the National Institute of Mental Health).

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**Susan Landry, Ph.D.**  
**Michael Matthew Knight Professor, Department of Pediatrics**  
**Director, Center for Improving the Readiness of Children for Learning and Education**  
**(CIRCLE), University of Texas Health Science Center at Houston**

Susan Landry is a Developmental Psychologist in the Department of Pediatrics at the University of Texas Health Science Center at Houston. She is also Chief of the Division of Developmental Pediatrics and Director of the Center for Improving the Readiness of Children for Learning and Education (CIRCLE). CIRCLE's research database on early childhood has been developed from Dr. Landry's numerous research programs supported by the National Institute of Child Health and Human Development. This includes longitudinal evaluations of biological and environmental influences on children's development from infancy through the elementary school years. Through CIRCLE, she has designed and implemented training for early childhood educators to enhance language and early literacy instruction. Dr. Landry was a presenter at the White House Early Literacy Summit and directed the STEP Literacy project for the National Head Start Bureau. Recently, she was a writer and presenter at the U.S. Department of Education Early Childhood Educator Academies.

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**Douglas R. Powell, Ph.D.**  
**Distinguished Professor of Child Development and Family Studies, Purdue University**

Douglas Powell's research and program development efforts focus on the contributions of families and early childhood programs to children's learning. Currently he directs an early childhood educator professional development program (Project Literacy), funded by the U.S. Department of Education. His research on personnel preparation in the early childhood field spans 25 years. He has developed, directed, and evaluated parenting programs for diverse populations, and is co-developer of the *Guide to Improving Parenting Education in Even Start Family Literacy Programs* for the U.S. Department of Education. Dr. Powell is former Editor of the *Early Childhood Research Quarterly* and author of numerous scholarly publications.

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**Catherine Snow, Ph.D.**

**Henry Lee Shattuck Professor of Education, Graduate School of Education, Harvard University**

Catherine Snow is an expert on language and literacy development in children, especially how oral language skills are acquired and how they relate to literacy outcomes. She has recently chaired two national panels, the National Academy of Sciences committee that prepared *Preventing Reading Difficulties in Young Children*, and the Rand Reading Study Group that prepared *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Dr. Snow's current research activities include conducting a longitudinal study of language and literacy skills among low-income children who have been followed for 13 years since age three; following the language development of young children participating in Early Head Start; studying the vocabulary development of first- and second-language learners; and considering aspects of transfer from first to second language in the domains of language and literacy. She recently co-authored *Preparing Our Teachers: Opportunities for Better Reading Instruction*.

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**David Yaden, Ph.D.**

**Associate Professor, Division of Learning and Instruction, Rossier School of Education  
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David Yaden's specializations include theories of early and second language literacy acquisition, the diagnosis of reading disability, preschool literacy assessment, and the application of complexity theory to growth in emergent literacy. Recently, as a principal investigator for the Center for the Improvement of Early Reading Achievement (CIERA), he designed a four-year longitudinal study investigating the influence of an emergent literacy curriculum on Spanish-speaking preschoolers' early reading and writing ability. He is also the lead author of chapters in the *Handbook of Reading Research*, Vol. III on "Emergent Literacy" and the *Handbook of Research on Teaching the English Language Arts* (2nd ed.) on "Family Literacy." He regularly serves as a consultant to community-based organizations in designing preschool curricula for second-language learners.

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